

## ENHANCING LANGUAGE ACQUISITION OF AUTONOMOUS LEARNERS THROUGHOUT TEACHING METHODS

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**Abstract:** *this article focuses on investigating the attainable effect of three divergent creative learning and teaching techniques on independent learners. Irrefutable, having the ability to learn independently is a necessary skill for learners at any stage of learning. Therefore, this article provides information about the efficacy of training with methods for enhancing learning achievements in autonomy-supportive environments. Over the article, it will be clear, the importance of having a sense of responsibility in autonomous learners toward their learning and how methods are predominant in the process of independent learning.*

**Keywords:** *autonomous learner, strategy-based instruction, educational achievement*

### **Introduction**

Acquiring knowledge through various means throughout the autonomous learning process is an intellectual exercise that is also essential to the development of other abilities and the advancement of education. Independent learners experience eases in learning and creative components through various ways. Effective teaching techniques and systematic learning approaches enable self-directed learners to actively acquire language.

Every learning process is fundamentally centered on approaching information from various perspectives. It is the result of the teacher-independent learner's interaction and their methods for creating a robust language process. The most important components that support language understanding are instructional techniques and learning processes. It is clear that proficient independent learners are aware of the strategies they employ and know how to apply them correctly and successfully in their learning. From their perspective, integrating information using a variety of techniques and strategies can improve understanding and aid in eliminating misconceptions during the learning process.

### **Literature review**

The independent learner can adapt their learning style and develop new strategies for language acquisition with the help of a variety of approaches. Through a variety of approaches, learners can cultivate the values, attitudes, knowledge, and abilities



necessary for making decisions and taking actions in autonomous learning (Bates & Wilson 2002; Gorman 1998; Kesten 1987; Williams 2003). This point of view contends that diverse teaching strategies are a proven approach to independent learning pedagogy that has been adopted by both educators and students. These strategies impact students' habits and attitudes toward learning, boost their autonomy, and enable them to be productive during the learning process. As a result, the learning environment and atmosphere of the educational process in terms of acquiring knowledge and absorbing data affect the learning outcomes of independent learners.

In keeping with the previous explanation, this paper looks at important techniques and practice approaches related to independent learning. The influence of methods on independent learning

Even if the teacher-centered, traditional deductive approach with its emphasis on grammar rules and assignments is still prevalent in educational settings, independent learning is becoming the most well-liked and beneficial strategy in the field. However, this does not imply that teachers are unnecessary for students to study independently; on the contrary, learning accomplishment needs to be accomplished through the integration of the teacher-student relationship. Therefore, in order to improve students' educational development, teachers must emphasize the importance of explaining the actual application of creative teaching approaches.

#### Brainstorming

While there are many different learning strategies used in school, brainstorming is the most widely used divergent learning strategy. According to Sternberg and William (1996), we can convince ourselves to think creatively during the process of independent learning by inspiring ourselves to create, imagine, and invent. During the brainstorming process, students are able to autonomously communicate their ideas. Engaging in brainstorming sessions, thinking critically about certain issues, and sharing our perspectives with others might help us develop our ability to think for ourselves. This means that even the most independent students in the classroom can broaden their understanding of autonomous comprehension with the aid of cooperative students who establish a shared learning process and promote group work that learns from each other brainstorming.

#### Open questions

The use of open-ended questions is the second innovative teaching strategy. Open-ended inquiries encourage students to become more self-reliant. How? mostly because they don't provide a clear-cut explanation. To be more precise, open-ended questions require students to freely associate concepts without worrying about rules or relevance. Open questions can inadvertently encourage the concept of individual learning while

closed questions can occasionally give pupils the precise, right response. When used in an educational setting, open-ended questions encourage autonomous thought and are a student-centered strategy that generates a wide range of ideas by drawing on our experiences and prior knowledge. Teachers can apply this strategy right away in the classroom to establish trusting relationships with self-directed learners, and students can benefit by using it to enhance their idea generation. In contrast, open questions always require students to respond in their own words and require independent thought, whereas closed questions frequently merely offer students the option to select "yes" or "no." For example:

1) Do you visit the hospital for medical treatment? Yes/no. These kinds of closed questions demand students to give just short answers without thinking broadly.

2) Where would you like your workplace to be in five years? For this sort of question, learners should think broadly, because they have limitless options.

Inductive learning and teaching is the third approach. This method, which is characterized as learner-centered teaching, shares certain characteristics with traditional teacher-based deductive approaches, but allows teachers to assign pupils a greater degree of responsibility for their own learning.

This approach frequently involves students using their own research, either within or outside of the classroom, to analyze topics and hone their problem-solving abilities.

Inductive teaching and learning

More precisely, project-based learning, problem-based learning, and discovery learning are examples of inductive techniques. Students are first presented with problems throughout the inductive learning process, and then they may have the chance to begin commenting on novel subjects. For instance, the instructor could give the class ten lines with varying verb tenses. The students would then be challenged to determine on their own which verb forms to employ in each scenario. On the other hand, teachers would clarify tenses before moving on to practice work.

### **Conclusion**

Three helpful learning strategies were applied in this study to support one another and give students strategies for coming up with ideas. The aforementioned justifications make it clear how beneficial various elements of instruction and learning strategies are when learning on one's own.

The teaching tactics that were previously covered show that using particular approaches can help support language learning skills and strategy utilization, as well as provide students a sense of independence and increase their motivation to learn. Furthermore, the current investigation verified that employing a variety of techniques is an appropriate approach to classroom management, as it fosters student effectiveness and

raises the performance of self-directed learners. In addition to these three teaching strategies, there are other useful strategies and models that can be used in an organized manner to improve learning outcomes. These pointers assist students in achieving amazing outcomes.

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