LEARNER-AUTONOMY AND THE TEACHING OF ENGLISH IN OMAN

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ABSTRACT

In contemporary English language study the concept of the autonomy of learners has ushered in multiple techniques that are implemented by the language instructors in various socio-economic contexts. This paper examines the different ways in which autonomy can be implemented within the paradigm of classroom teaching. It also discusses the nuances of language learning and language acquisition;does autonomy suggest a complete independence to the adult learners of English? This paper is a forum to discuss these ideas and their relevance in the present socio-cultural context. Traditionally, teachers are made solely responsible for the development of the level of the students. However, with modern educational reforms the learners share their part of responsibility in the learning process. Giving autonomy to the students does not negate the crucial role of the teacher but incorporating the learners' feedbacks, requirements and opinions fosters a sense of responsibility in them. It is commonly acknowledged that freedom entails responsibility with it. Autonomy maintains the teacher as the resource person for ready reference and allows a productive interdependence which ushers in new opportunities for learning. This gives a platform to the teachers as well to understand the needs of the learners instead of forcing them to attend the classes reluctantly. The learners can better understand their lapses and lacunae in a spontaneous situation rather than in forced circumstances. Apart from the subject knowledge of the teachers they can develop situational expertise to decide upon the degree of autonomy in their respective courses and classrooms.

KEYWORDS: Autonomy, Language Acquisition and Learning, Reflection, Teacher's Role