

LIBYAN EFL TEACHERS' PERSPECTIVES ON THE IMPORTANCE OF TECHNOLOGY IN OVERCOMING OBSTACLES TO IMPROVING EFL LEARNERS' AUTONOMY

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ABSTRACT

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This study examines Libyan EFL teachers' perspectives on the importance of technology in overcoming obstacles to improving EFL learners' autonomy. Through qualitative interviews and focus groups with twenty EFL instructors, who were selected purposefully, at Elmergib Universities, including the Faculty of Education and Faculty of Art, this study identifies major barriers such as traditional teaching techniques, resource limitations, and cultural attitudes toward education. The results reveal that although teachers are aware of the positive effects of encouraging student autonomy, they encounter major obstacles that make it difficult for them to successfully put these strategies into practice. The study concludes with recommendations for addressing these challenges and improving the autonomy of Libyan EFL students through integrating technology into teaching strategies and highlighting the necessity of resource allocation, professional development, and a change in teaching methods.

1.0 Introduction

The relevance of this concept to language education, especially teaching EFL, cannot be underestimated. It is normally regarded as one of the basics of effective learning. It motivates, gets students involved, and improves their grades because students are involved in taking charge of their educational progress in a self-managed manner (Ruegg, 2023).

This development of learner autonomy is a long-expected goal of language teaching, more so within the framework of EFL teaching. This aspect of education is highly emphasized in order to enhance motivation, participation, and academic performance by positioning the student to be responsible for his or her learning in a self-directed mode. It means that learners should be

able to take responsibility for the processes of learning through making independent decisions and controlling learning strategies so that in the long term they are able to gain proficiency in a second language.

The acknowledged significance of promoting learner autonomy has turned into an extensive variety of challenges for teachers and learners alike. Therefore, this study sets the stage for an all-inclusive investigation into the different challenges associated with enhancing autonomy among EFL learners, with a focus on the Libyan EFL teacher's perspective. It will identify those challenges, understand their implications, and present plausible strategies to overcome them so that the learning outcomes from more effective language learning can be integrated into the Libyan education setup.

Also, technology has a crucial role in overcoming these challenges by presenting effective tools and resources that help learners deal with the barriers to the improvement of learner autonomy. Digital platforms, language-learning apps, and online resources give students a chance to practice self-directed learning or allow teachers to better support this process. This study explores the perspectives of Libyan EFL teachers on the role of technology in surmounting barriers to the enhancement of learner autonomy. By identifying the critical challenges, this study attempts to examine how these challenges can be reduced with the use of technology and provide insight, by so doing, into how EFL education in Libya can be reshaped to better support autonomous learning.

1.1 The aims of the study

It aims to investigate Libyan EFL teachers' perceptions regarding the role of technology in overcoming the challenges that face attempts at enhancing learners' autonomy. Specifically, the current research explores teachers' attitudes towards integrate technology in creating, encouraging, and establishing independent learning among EFL learners and the difficulties arise while teachers are implementing technology.

1.2 The statement of the problem

The development of learner autonomy is very central to any effective EFL education, but Libyan EFL teachers face a high level of challenge in their attempt to encourage autonomous learning among their students. There are simply too many contextual factors in Libya that have created particularly high hurdles to the development of learner autonomy. There isn't much research on the difficulties Libyan EFL teachers encounter in this area. Gaining an understanding of teachers' perspectives on the role of technology in overcoming such challenges might allow the construction of better teaching strategies, training programs, and policies aimed at enhancing learner autonomy in Libyan EFL classrooms. The current study investigates the views of Libyan EFL teachers regarding the role of technology in overcoming obstacles impeding learner autonomy and expresses how to effectively integrate technology into their teaching practice.

1.3 Research Questions

- What are major challenges Libyan EFL teachers meet in facilitating learner autonomy in their classes?

- What does the concept of learner autonomy mean for Libyan EFL teachers, and how does that perception influence their approaches to teaching?
- What are the factors -cultural, institutional, or resource-related- by which the enhancement of EFL learners' autonomy in Libya has become very challenging?
- To what extent do Libyan EFL teachers report being prepared or equipped to support learner autonomy, and the professional development needs that they identify.
- What is the role of technology in overcoming the obstacles to enhancing EFL learners' autonomy?

1.4 The Significance of the Study

This study would be of considerable significance for a number of reasons. First, it would help the ongoing educational reforms in Libya by providing insights to guide the same and hence make more effective policies and initiatives for supporting autonomous learning practices in Libyan EFL classrooms. The findings could also be used to describe the issues Libyan EFL teachers face in facilitating autonomous learning and tailoring interventions that better equip them with the requisite skills in teacher training and professional development programs in Libya.

2.0 Literature Review

2.1 Learner Autonomy

The emergence of learner autonomy as a prime pedagogical aim in most English-as-a-Foreign-Language (EFL) contexts all over the world represents an educative realization of immense importance because it enables students to take more control over their own process of language learning. However, research has identified various barriers that hinder the effective implementation of learner autonomy, particularly in Libyan contexts.

The concept of learner autonomy in education has lately been emerging, with increasing moves toward its actualization in most of the diverse educational systems around the world. This is defined as students' ability to take responsibility for their learning processes, including active participation, free choice, responsibility, critical thinking, and metacognition. (Monica Lulian, & Anca,2023; Maria & Lobach, 2023).

It is considered one of the most important elements in learning, with the objective of enhancing motivation, participation, and students' academic performance by assisting them in taking responsibility for their learning in a self-managed way. (Ruegg, 2023).

According to Monica Lulian, & Anca,2023 learner autonomy is linked to ways of knowing about how the process of knowledge acquisition takes place through metacognitive skills, strategies, and knowledge, meta knowledge, self-assessment, and the ability to establish goals and strategies for learning, which turns self-instruction and self-training into a necessity.

Consequently, learner autonomy is to be fostered in different educational contexts around the globe in order to promote the intrinsic motivation, involvement, and achievement of students.

2.2 Challenges for Promoting Learner Autonomy in EFL Classrooms

One prominent problems come from socio-cultural factors. Studies have revealed that EFL teachers in various contexts, such as Indonesia and Vietnam face the same difficulties in

fostering learner autonomy due to related to students, teachers, and the learning environment, language issues, limited worldviews, and institutional barriers (Marzuki, Inda, & Ismail, 2023) This corroborates with the contention that ' Overcoming these barriers requires student awareness of the dearth of knowledge of foreign language learning strategies through training programs for learners, improving teacher preparation, and increasing involvement and commitment on the part of both students and faculty, among other ways' (Isabella & Seeger, 2018). Acquiring an understanding and addressing these barriers is imperative for the proper design of effective teaching strategies as well as curricular changes toward the encouragement of learner autonomy in the EFL classroom.

Overcoming these limitations calls for student consciousness of FLLS to be addressed as a priority through learner-training programs, improvement in the preparedness of teachers, and better engagement and commitment of both students and faculty. Moreover, putting into place multimodal, semi-autonomous project work could be one way of increasing motivation, engagement, and competence in learners in real-life situations with the aim of developing learner autonomy. Understanding these limitations in a way that educators and policymakers could make an effective move in carrying out effective motivation in learners during EFL classroom lessons. (Isabella & Seeger, 2018).

2.3 Strategies for Promoting Learner Autonomy in EFL Classrooms

Despite the challenges, some studies have identified effective strategies employed by EFL teachers to foster learner autonomy. Hieu, H. H. (2024) highlighted a range of strategies including, collaborative learning, technology integration, personalized feedback, real-life scenarios and role-play, reflective learning practices, local culture incorporation, contextualized language instruction, strategies for fostering critical thinking, and cultural analysis.

Moreover, Jayant, E. D. (2023) emphasized that student autonomy has been encouraged through social networking and computer-based self-assessment in the Indonesian EFL context . Similarly, in the Moroccan EFL context, Khoudri, Khoudri, & Zeriuoh (2023) reported that student autonomy increased with the ability to engage in the development of critical thinking skills and self-acquired learning by using project-based learning.

2.4 Teacher Beliefs and Practices in Promoting Learner Autonomy

A number of studies have also demonstrated that teacher beliefs and practice are the most fundamental contributors to the growth of learner autonomy. For instance, Balçıkanlı (2010) conducted a study about the attitudes of student teachers towards learner autonomy at Gazi University in Turkey. The study revealed that student teachers have positive attitudes towards the learner autonomy. They believed that learners should be self-dependent in order to fully control their learning processes, suggesting an openness to adopting learner autonomy principles in their future teaching practices.

In Taiwan, Kuan-wei and Patrick Lin (2024) investigated the beliefs and practices of high school teachers regarding learner autonomy. Their study showed a significant gap between what teachers believe regarding the value of learner autonomy and the actual classroom practices. This discrepancy was largely attributed to the students' low motivation and passive attitudes, which hindered the effective implementation of autonomous learning strategies. The

study underscores the challenges teachers face in aligning their practices with what they believe in an environment when students' engagement is low.

Similarly, Rahmalia and Nifriza (2023) investigated the beliefs of English teachers, concentrating on autonomy learning in senior high schools. Results indicated that although teachers realized the necessity to foster learner autonomy, they mostly reported a lack of enough knowledge about ways to encourage student autonomy. This lack of practical knowledge indicated that professional development programs are urgently needed; such programs would help teachers bridge the gap in discrepancy between their beliefs and classroom practices.

In the Saudi Arabian context, Fakhieh Alrabai (2017) examined EFL teachers' perspectives on learner autonomy. The finding of the research revealed that, Although Saudi EFL teachers generally have positive attitudes towards learner autonomy, they expressed concerns about its practical implementation. These concerns were primarily related to cultural and educational constraints, which made it difficult for teachers to fully embrace and apply autonomous learning principles in their classrooms.

3.0 Methodology

3.1 Research Design

The present study embraced a qualitative research design to explore the difficulties Libyan EFL teachers encounter in promoting learner autonomy. The qualitative approach was adopted to get insight and a proper understanding of the teachers' points of view and experiences.

3.2 Participants

The participants of the study consisted of 20 Libyan EFL teachers teaching in ELmergib universities, including the Faculty of Education and Faculty of Art, across different regions of Libya. The participants were purposefully sampled to get a wide representation of teachers with different levels of experience and backgrounds.

3.3 Data Collection

Semi-structured interviews and focus group discussions were adopted for data collection. Semi-structured interviews gave flexibility in the exploration of particular issues and, at the same time, consistency in all interviews. Each interview took about 45-60 minutes. The focus group discussions took place with 5-6 participants and offered a forum where teachers could discuss their shared experiences of promoting learner autonomy and the challenges. Each focus group session took about 90 minutes.

3.4 Data Analysis

Thematic analysis was used for data analysis. Interviews and focus-group discussions were transcribed verbatim. Thereafter, these were coded, and through an iterative process, themes came up. This entailed the initial coding, categorization of codes into themes, and the final refining of themes to ensure that they represented data.

4.0 Results and discussion

4.1 Results and discussion of the semi- structured interview

Question 1: What do you think "learner autonomy" means in the context of EFL?

Sample Answer:

‘For me, learner autonomy would mean students themselves are in charge of their process of learning. They plan their goals, select appropriate strategies for learning, and evaluate their progress. It is the motivation of learners to use English outside class, to study by themselves, or to make use of all kinds of resources by themselves in the context of EFL.’

Question 2: Question 2: What are some of the obstacles that, in your opinion, limit your efforts to promote learner autonomy in your EFL students?

Sample Answer:

‘The major challenge will be students' dependency on teachers. Most of the learners were accustomed to the traditional method of teaching that offered a teacher as a source of information. Another is that it lacks resources and support for autonomous learning. In addition, there is a lack of motivation and confidence among the students to take up learning on their own.’

Question 3: How do cultural factors influence your efforts to encourage learner autonomy?

Sample Answer:

‘Cultural factors are major ones. The educational culture in Libya is shaped toward the authority of the teacher and rote learning. In this respect, it becomes difficult for students to transition into a more autonomous style of learning. Family expectations and societal norms influence students' ability to become responsible for their own learning.’

Question 4: What are some successful strategies you have put into place to assist your students to become autonomous learners?

Sample Answer:

‘I find that gradually introducing autonomous learning activities is helpful. For example, starting with guided self-study sessions and gradually giving students more freedom. Encouraging them to make use of technology, such as language learning apps and online resources, also works. Combining that with regular feedback and encouraging reflection helps students become more self-directed.’

Question 5: How do you establish if learners have a high level of autonomy?

Sample Answer:

‘I would assess learner autonomy based on students' behaviors and attitudes toward learning. This includes being able to set goals, choosing appropriate learning strategies, and reflecting

on their process. I also use self-assessment questionnaires and learning journals where students document the process of learning and note their autonomy. ‘

Question 6: What support do EFL teachers need in order to promote learner autonomy better?

Sample Answer:

‘First of all, professional development opportunities are needed for teachers so that they can learn strategies about how to promote learner autonomy. Next, there is a need for access to resources like teaching materials and technology. Support from the school administration in curriculum design and assessment methods encouraging autonomous learning is also essential. Teachers discussing best practices can also be very helpful’.

Question 7: Do you have any success stories about increasing learner autonomy in your classroom?

Sample Answer:

‘One of the cases was when I introduced project-based learning in my class. Students were given topics and some freedom while conducting the research and preparing the presentation. That helped not just to improve their language skills but also to build up their confidence and motivation. They became more engaged and took ownership of their learning, which was quite an achievement’.

Question 8: To what extent has technology really helped with learner autonomy?

Sample Answer :

‘Technology has an important role in promoting learner autonomy. It allows access to a wide range of resources and learning tools, which the students can log into independently. The online platforms and language learning apps provide an interactive and personalized learning experience. Technology also allows easy communication and collaboration among learners so that they can learn from one another and share resources together’.

Question 9: How do you overcome the resistance of some learners to adopt autonomous Learning?

Sample answer

‘Overcoming resistance, for me, involves understanding the reasons behind it and addressing those concerns. I try to show students the benefits of autonomous learning and how it can improve their language skills. Also, I begin by setting really small, manageable tasks to build confidence. For this to happen, keep the support and encouragement unabated to make them accept autonomous learning gradually.’

Question 10: What are your future plans or goals for promoting learner autonomy in your teaching?

Sample Answer:

“In the future, I will include more project-based and inquiry-based learning activities in my classes. I would also use technology tools more extensively in autonomous learning. I would also participate in professional development workshops to learn new strategies and share my experiences with others to collectively enhance learner autonomy in our teaching practice.”

Thematic Analysis

Theme 1: Understanding Learner Autonomy

The teachers consider learner autonomy as a process where students take responsibility for their learning. This involves setting personal learning goals, selecting appropriate strategies, and self-assessing. The focus is on the learners becoming independent learners who can use English outside the classroom.

Theme 2: Constraints to the Promotion of Learner Autonomy

A number of constraints work against the promotion of learner autonomy. The resistance from students who have been socialized into a traditional and teacher-centered approach presents one such constraint. Another has to do with the lack of resources and support systems in the educational environment, together with a general lack of motivation and self-confidence on the part of the students.

Theme 3: Cultural Factors Impacting the Promotion of Learner Autonomy

Cultural context plays an important role when it comes to promoting learner autonomy. The cultural emphasis on the authority of the teacher and rote learning methods in Libyan education systems are often ruled out as barriers. Further, the societal and parental expectations of students often promote behaviors that dissuade students from becoming responsible for their own learning.

Theme 4: Efficient Strategies to Develop Learner Autonomy

The teachers have pointed out various strategies through which learner autonomy can be adequately promoted. These strategies point out the aspects of making students responsible in a gradual manner, use of technology to gradually bring various resources to learn and to develop, and frequent feedback to be provided to the students, which will help inroad self-reflection of the students for independent learning.

Theme 5: Assessment of Learner Autonomy

The assessment involves observing the behaviors and attitudes of the students towards learning. Teachers employ self-assessment questionnaires and Learning in a Multimedia World learning journals, among others, to help learners record their learning processes as a means of enhancing their self-awareness and autonomy

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Theme 6: Support Needed for Teachers

Teachers need a lot of support to practice learner autonomy. This encompasses professional development to learn new approaches; resources and technology; administrative support regarding curriculum design and evaluations; and peer support, which involves working with others to share good practices.

Theme 7: Ensemble of Success

Success has been reported by teachers in increasing learners' autonomy through project-based learning. By providing the learners with some choices in regards to topics of projects and allowing them to participate in independent research, students became more interested and motivated and thereby took responsibility for their learning.

Theme 8: Role of Technology

There is a view that technology plays an important enabling role in learner autonomy. It provides learners with huge resources and tools that make learning personalized and interactive. Besides, technology facilitates collaboration and communication among students, thus further promoting independent learning.

Theme 9: Overcoming Resistance in Students

Overcoming the resistance of students requires an understanding of their concerns and demonstrating the gains in autonomous learning. Teachers reported starting with small, achievable tasks to engender students' confidence and having to provide continuous support and encouragement.

Theme 10: Future Plans and Goals

The teachers intend to continue increasing the level of learner autonomy through more project-based and inquiry-based activities, the use of technology tools, and professional growth. Sharing experiences and best practices with peers is also believed to be important for developing together in terms of autonomy promotion.

4.2 Results and discussion of the focus group discussion

The objective is to gain insights and experiences from Libyan teachers about developing learners' autonomy for EFL students.

Question 1: What is the typical reaction of your learners when first being introduced to autonomous learning activities?

Teacher 1: *“They do, most of them, at the beginning. Obviously, they all look a bit unsure and hesitant. Always the teacher tells what to do, so at first it's hard for students to now feel the necessity of being responsible for themselves.”*

Teacher 2: *“Exactly. There's a bit of that early resistance, but if one keeps at it, with very gradual steps, students grow toward an appreciation of liberty and responsibility that springs from autonomy.”*

Teacher 3: *“The chance to make choices about learning paths motivates some students, but they still need attention to be able to make effective choices and to sustain motivation.”*

Question 2: What have you found are the most successful strategies to facilitate students' taking ownership of their learning?

Teacher 4: *“One of the strategies has been setting goals with the students themselves. The goals should be quite concrete, realistic, and achievable. It helps them see where they're going, and they take responsibility for their progress.”*

Besides this strategy, educational technology tool applications that are interactive also help in fostering ownership of learning on the part of the student. They enable the student to follow their progress, access resources on their own, and practice self-regulation of their learning.

Teacher 5: *“I have actually used real-life tasks, like projects in which they are required to do research or do presentations; if they find the material relevant to their lives, they take responsibility.”*

Teacher 2: *“In addition to that, another thing that seems to be successful is making them collaborate with one another. If they are two or three doing something, then one can assist another and build his confidence so that he thinks that he can learn independently.”*

Question 3: How have educational policies in Libya handled the promotion of learner autonomy, according to your perception?

Teacher 1: *“There is generally a strong foundation and attachment to traditional and teacher-centered policies, which has acted as an impediment to the realization of learner autonomy. However, emphasis is currently being placed on student-centered learning in the newer curriculum.”*

Teacher 3: *“There is a need to bridge the gap between policy and practice. Policies may theoretically support autonomy, but the demands on teachers in terms of resources and training mean that the implementation must rely on current practice in the classroom.”*

Question 4: How can or do parents hinder or support learner autonomy?

Teacher 4: *“The parents appear to want the teacher to be the leader, regarding knowledge, thereby putting off students from trying to take initiative, but the more the parents are aware of the value of autonomous learning, the greater their potential is for being a great support.”*

Teacher 5: *“I see that keeping the parents in the loop of what is happening by telling them about the goals and benefits of autonomy can lead to more support at home, hence making what we as teachers are trying to do in the classroom further enhanced.”*

Question 5: How do you assess the progress of students in becoming autonomous learners?

Teacher 3: *“I have been using both self-assessment tools, such as reflective journals, and observation of their actions during classes. Do they set their goals? Have they made the right choice on the resources they'll use? So I think those are my bases for checking their progress.”*

Teacher 1: I also build in regular opportunities for students to reflect on their process of learning and discuss their progress with me. This enables them to fully be aware of how they are developing as autonomous learners."

Question 6: How do you deal with students at very different levels of autonomy within the same class?

Teacher 4: "You have to differentiate. I design activities to meet students where they are in terms of autonomy. Some may require more direction, while others can take on more independence."

Teacher 5: "Then you need to offer students different choices so that they may select the task to be performed based on how comfortable they are with acting autonomously. With exposure, even those who were more comfortable with restructured tasks can take on more autonomous assignments."

Question 7: What would you do when students take undue advantage of the freedom that actually accompanies being autonomous?

Teacher 2: "That needs to be established from the start. If they step out of their autonomy inappropriately, I mention it point-blank to them to help them realize that freedom needs to be exercised wisely. I am trying to establish a sense of accountability. Students need to realize that with freedom comes responsibility. Missteps are part of learning, and I take those as opportunity moments."

Teacher 1: "I focus on building a sense of accountability. Students need to understand that freedom comes with responsibility, that mistakes are an integral part of learning, and I use them as teaching moments."

Question 8: What do you think is the future of learner autonomy in Libyan EFL classrooms?

Teacher 3: "I remain optimistic. With more resources, training, and a shift in the educational culture, I believe that so much can be achieved to have real learner autonomy in our classrooms."

Teacher 4: "Yes. Technology and new teaching methods that are incorporated into the classroom setup will definitely continue to support autonomous learning skills among learners"

Discussion

The critical issues concerning the promotion of learner autonomy in an EFL classroom with Libyan pre-service teachers are discussed with the reshaped interview questions and sample answers, eliciting pertinent information from experienced teachers about the difficulties and techniques of inculcating autonomy in students who used to use traditional, teacher-dominant approaches.

The discussion starts with the students' first reactions to autonomy. It uncovers common hesitations and resistance, especially for those who are not used to taking responsibility for their learning. There is an emphasis on the gradual introduction of autonomy by way of small, guided steps to build confidence and motivation. This gradual approach seems to be a common

theme throughout the discussion, for it allows the students to adjust to the new learning style without feeling overwhelmed.

A major part of the discussion revolves around cultural and systemic barriers to learner autonomy in Libya. Teachers pointed out that most of the traditional educational policies and societal expectations are prone to conflict with autonomous learning principles. However, there is optimism for the future, especially with the use of modern teaching techniques and technology to provide learners with the tools and materials necessary to become more independent learners.

The role of parents and the broader community also emerges as a significant influence. The teacher recognized that parental expectations will either support or impede learner autonomy, dependent upon their level of understanding of the benefits of learner autonomy. Thus, the involvement of parents in the learning process is seen as an essential step in the strengthening of autonomous learning within the home.

Strategies for promoting autonomy include setting goals, incorporating authentic tasks, supporting peer collaboration, and utilizing technology. The teachers also said that self-reflection, along with regular feedback, should also include the assessment of autonomy so that the student never stands unaware of their progress.

Finally, the discussion moves on to the future of learner autonomy in Libya. The process is challenged, but the teachers believe in a shared belief that continued efforts, professional development of teachers, and aligning policies with class practices will lead to the successful promotion of learner autonomy. This discussion also highlights how the complex interplay of cultural, educational, and technological factors may favor or impede learner autonomy in the EFL classroom. It implies that it should be gradually introduced with constant encouragement and cooperation among the teachers, students, and parents in an atmosphere that will help autonomous learning flourish.

5.0 Conclusion

This study has explored Libyan EFL teachers' perceptions of the role that technology can play in overcoming barriers to improving learner autonomy. The thematic analysis of interviews and focus group discussions revealed several crucial themes that highlight both the challenges faced by teachers and the potential for transformative use of technology. Libyan EFL teachers have the opportunity to create more pathways for developing student autonomy, which will lead to more motivated and competent English language learners through the effective use of technology.

Recommendations

Based on the findings of this study, several recommendations can be made:

- Professional Development of Teachers

Teacher development is needed for acquiring the knowledge and skills to develop autonomy in the learners. Workshops and training should be regularly organized to make them aware of autonomous learning strategies, technology, and innovative methodologies of teaching.

- Curriculum and Pedagogic Reforms

A move away from traditional, student-centered approaches toward more student-centered. Designers must adopt autonomous learning approaches. Curriculum designers and education policymakers need to revise the curriculum in a manner where project-based learning, inquiry-based learning, and technology-enhanced learning activities run parallel so that students can take responsibility for their own learning.

- Resource Provision

Schools and institutions should provide enough resources to enable autonomous learning. These resources include access to technology, an online platform, and resource information in English language.

- Cultural Awareness and Sensitiveness

There are cultural factors that hinder learner autonomy; schools and institutions should therefore help to address these barriers to facilitate learner autonomy.

- Building Students' Motivation and Confidence

Students' motivation and confidence to learn autonomously have to be built through carefully targeted efforts. This would be achieved by the gradual introduction of autonomous tasks and positive reinforcement

- Involvement of Parents and the Community

Engaging parents and the broader community in promoting learner autonomy is important. A lot could be done through educational campaigns to explain the benefits of autonomous learning and how it will help students in their academic and personal development by changing social expectations.

The readership of these recommendations for Libyan educators will provide valuable upgrades to the environment and the effectiveness of developing learner autonomy, which will lead to improved English language proficiency in a self-reliant student population.

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Appendixes

Appendix 1: Interview's Questions

Question 1: What do you think the term learner autonomy means in the context of EFL?

Question 2: What barriers do you believe impede your efforts toward promoting learner autonomy among your EFL students?

Question 3: How do cultural factors influence your efforts to encourage learner autonomy?

Question 4: What are some effective strategies you have used to encourage your students to become autonomous learners?

Question 5: How do you establish if learners have a high level of autonomy?

Question 6: What support do EFL teachers need in order to promote learner autonomy better?

Question 7: Do you have any success stories about increasing learner autonomy in your classroom?

Question 8: To what extent has technology really helped with learner autonomy?

Question 9: How do you overcome the resistance of some learners to adopt autonomous Learning?

Question 10: What are your future plans or goals for promoting learner autonomy in your teaching?

Appendix 2: Focus Group Discussion' Questions

Question 1: What is the typical reaction of your learners when first being introduced to autonomous learning activities?

Question 2: What have you found are the most successful strategies to facilitate students' taking ownership of their learning?

Question 3: How have educational policies in Libya handled the promotion of learner autonomy, according to your perception?

Question 4: How can or do parents hinder or support learner autonomy?

Question 5: How do you assess the progress of students in becoming autonomous learners?

Question 6: How do you deal with students at very different levels of autonomy within the same class?

Question 7: What would you do when students take undue advantage of the freedom that actually accompanies being autonomous?

Question 8: What do you think is the future of learner autonomy in Libyan EFL classrooms?