

REVIEWER'S REPORT

Manuscript No.: IJAR-55727

Title: Exploring Libyan EFL Teachers' Learner Autonomy Strategies in the Classroom: Students' Perspectives

Recommendation:

Accept as it is
Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	...			
Techn. Quality		...		
Clarity		...		
Significance	...			

Reviewer Name: Dr. Ishrat Fatima

Detailed Reviewer's Report

The paper presents a well-structured mixed-methods investigation into learner autonomy within the Libyan EFL higher education context. It addresses a contextually significant and under-researched area, particularly from students' perspectives. The study successfully combines quantitative and qualitative data to explore both teachers' autonomy-supportive strategies and students' challenges in transitioning from teacher-led to self-led learning. Overall, the research is relevant, theoretically grounded, and pedagogically valuable. The paper demonstrates strong theoretical grounding in learner autonomy literature. Foundational definitions by Holec (1981), Benson (2001, 2006), Little (2007), and Oxford (2003) are appropriately used to frame learner autonomy as a construct centered on self-regulation, responsibility, and reflective learning.

The literature review is comprehensive and clearly organized into sub-sections addressing:

- Definitions of learner autonomy
- Importance of learner autonomy and learner readiness
- Teachers' roles in fostering autonomy
- Autonomous learning strategies
- Barriers to learner autonomy

The objectives and research questions are clear, focused, and well-aligned:

- Exploring teachers' learner autonomy strategies
- Identifying challenges students face during transition to self-led learning

Both questions logically emerge from the literature gap identified in the Libyan higher education context. The scope is appropriate and manageable for a mixed-methods design. The study adopts a mixed-methods research design, which is well-justified for exploring both measurable trends and in-depth perceptions. The discussion effectively integrates findings with previous studies, demonstrating conceptual coherence and scholarly engagement. The paper convincingly argues that while Libyan EFL teachers support autonomy at a surface instructional level, deeper motivational and metacognitive dimensions remain underdeveloped.

The discussion section is one of the paper's strongest components, as it:

- Connects results to international EFL contexts
- Highlights contextual constraints in Libyan higher education
- Identifies actionable gaps in teaching practices

This paper is a valuable contribution to learner autonomy research in EFL contexts, particularly within higher education in developing or post-conflict settings. It is suitable for publication with minor revisions, especially related to theoretical framing and methodological expansion. The study offers meaningful insights for educators, curriculum designers, and policymakers aiming to promote sustainable learner autonomy.

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