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: Shafiya Akhter

Reviewer's Comment for Publication.

The manuscript offers a coherent and methodologically sound mixed-methods study examining learner autonomy in the context of Libyan EFL higher education. It focuses on a contextually important yet insufficiently explored area, particularly by foregrounding students' perspectives. By integrating quantitative and qualitative approaches, the study provides a balanced examination of teachers' autonomy-supportive practices alongside the difficulties students encounter when shifting from teacher-centered instruction to self-directed learning.

The research is both relevant and pedagogically meaningful, supported by a solid theoretical foundation. Key conceptualizations of learner autonomy proposed by Holec (1981), Benson (2001, 2006), Little (2007), and Oxford (2003) are effectively employed to conceptualize autonomy as involving self-regulation, learner responsibility, and reflective engagement. This theoretical grounding strengthens the overall coherence of the study.

The literature review is thorough and systematically organized, covering major dimensions of learner autonomy, including:

- Conceptual definitions of learner autonomy
- The significance of autonomy and learner readiness
- The role of teachers in promoting autonomous learning
- Strategies associated with autonomous learning
- Obstacles hindering the development of learner autonomy

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The study's objectives and research questions are clearly articulated and closely aligned with the reviewed literature. Specifically, the research aims to:

- Examine teachers' strategies for supporting learner autonomy
- Identify the challenges students face in transitioning toward self-directed learning

These questions naturally arise from the identified research gap within the Libyan higher education setting. The study's scope is appropriate and well-suited to a mixed-methods approach, allowing for both statistical analysis and deeper exploration of participant perceptions.

The chosen research design is well justified, and the discussion section demonstrates strong scholarly engagement by situating the findings within existing literature. The analysis persuasively shows that while Libyan EFL instructors tend to encourage autonomy at an instructional level, more profound motivational and metacognitive aspects of autonomy remain insufficiently developed.

Notably, the discussion stands out as one of the paper's strongest sections. It effectively:

- Relates the findings to international EFL research contexts
- Accounts for institutional and contextual challenges within Libyan higher education
- Identifies practical gaps in current teaching practices that can inform improvement

Overall, this study represents a meaningful contribution to learner autonomy research in EFL higher education, particularly in developing or post-conflict contexts. It offers valuable insights for teachers, curriculum developers, and policymakers interested in fostering sustainable learner autonomy. The manuscript is suitable for publication, with only minor revisions suggested, particularly in relation to further theoretical clarification and possible methodological extension.