



Learner Autonomy through Teacher Agency in Language Education: A Synthesis of Contemporary Research

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ABSTRACT

This qualitative literature review synthesizes contemporary research (2020–2024) on the interplay between learner autonomy and teacher agency in language education. Findings reveal learner autonomy as a multifaceted construct encompassing cognitive (metacognitive awareness), affective (motivation), and behavioral (self-regulation) dimensions, essential for lifelong language learning. Crucially, teacher agency emerges as the cornerstone for fostering autonomy, with educators adopting dynamic roles—facilitator, guide, evaluator, instructional designer—to empower students. Structural barriers (e.g., rigid curricula, exam-oriented systems), cultural constraints, and institutional limitations impede implementation, yet teachers' professional freedom, reflective practices, and context-sensitive pedagogies bridge theory-practice gaps. The study identifies systemic challenges, including learner dependence, time constraints, and inadequate teacher training. Implications call for educational policies prioritizing decentralized decision-making, tailored professional development, and flexible curricula. Future research should employ mixed-method designs to explore socio-cultural mediators of autonomy. Sustainable frameworks must position teacher agency and learner autonomy as interdependent pillars to cultivate self-directed learners in globalized contexts.

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INTRODUCTION

The concept of autonomy in language learning is frequently and fundamentally presented as a student-centered concept. However, in recent years, this concept has evolved predominantly within a body of literature written by and for language teachers (Wang & Ryan, 2023). In the ever-evolving landscape of language education, learner autonomy has emerged as a central goal for language instructors. As language teaching continues to shift toward more communicative and learner-centered approaches, practices aimed at promoting learner autonomy have gained

increasing attention (Ding & Shen, 2022).

Within this context, the recognition that learners must assume responsibility for their own language learning processes has led to a paradigm shift in the role of the teacher. No longer perceived as the sole source of knowledge and instruction, the teacher now plays a crucial role in facilitating learner autonomy. Recent studies suggest that when teachers intentionally integrate autonomy-supportive practices, learners become more engaged and self-directed (Namaziandost & Rezai, 2024).

In contemporary language education, the concept of learner autonomy has emerged as a central tenet in fostering independent, motivated, and self-regulated learners. Learner autonomy broadly refers to students' capacity to take charge of their own learning by making informed decisions, setting goals, reflecting on progress, and exercising responsibility throughout the learning process (Haque et al., 2023). This educational ideal is especially significant in foreign language education, where the development of communicative competence often requires sustained learner initiative and engagement beyond the classroom setting. As such, promoting learner autonomy is increasingly seen not only as a pedagogical objective but also as a necessary condition for lifelong learning in rapidly changing global contexts (Hastomo et al., 2025).

The successful promotion of learner autonomy, however, is not solely dependent on learners' willingness or ability. Instead, it is deeply intertwined with the roles, beliefs, and practices of language teachers, who serve as both facilitators and models of autonomy in the classroom (Mandasari et al., 2025). Recent scholarship highlights the pivotal role of the teacher in designing autonomy-supportive environments, offering meaningful choices, and gradually transferring learning control to students (Ozer & Yukselir, 2023). Teachers' conceptions of autonomy—both their own and that of their learners—significantly influence their pedagogical decisions and their ability to foster learner independence. In this regard, teacher autonomy—defined as educators' professional freedom to make instructional decisions and adapt curriculum to learners' needs—emerges as a foundational precondition for the development of learner autonomy.

Despite its theoretical appeal, the implementation of learner autonomy remains challenging, especially in educational systems characterized by rigid curricula, centralized control, and exam-oriented instruction (Ismail et al., 2023). These structural limitations can restrict both teacher and learner agency, resulting in a gap between autonomy as an ideal and its practical realization in classrooms. Moreover, many teachers express uncertainty about how to effectively foster autonomy in students, often citing institutional constraints, cultural expectations, and limited professional development opportunities as key barriers (Napida et al., 2024).

This study explores the interrelationship between learner and teacher autonomy in foreign language education by addressing four key areas: (1)

conceptualizations of learner autonomy and its relevance, particularly in the foreign language context; (2) the definition and significance of teacher autonomy; (3) the role of the teacher in enhancing learner autonomy; and (4) recent research findings and practical challenges associated with supporting autonomy in classroom settings. By examining both theoretical perspectives and empirical studies, this paper aims to deepen our understanding of how learner autonomy can be effectively cultivated through the informed and intentional actions of teachers.

METHOD

This study employed a qualitative literature review methodology to explore the concept of learner autonomy in language education. The primary aim was to synthesize existing theoretical and empirical research to provide a comprehensive understanding of how autonomy is defined, characterized, and promoted within educational contexts.

A systematic search of academic databases including Google Scholar, JSTOR, ERIC, and Scopus was conducted to identify relevant peer-reviewed journal articles, books, and authoritative reports published primarily in the last three decades. Keywords used in the search included “learner autonomy,” “student-centered learning,” “language education,” “self-directed learning,” and “metacognitive awareness.” Reference lists of key articles were also examined to identify additional pertinent sources.

Inclusion criteria focused on studies and theoretical works that explicitly addressed the conceptualization, dimensions, and pedagogical implications of learner autonomy, particularly within language learning contexts. Studies that discussed autonomy in relation to learner characteristics, instructional approaches, and assessment practices were prioritized. Non-English publications and studies lacking sufficient theoretical or empirical rigor were excluded.

Selected literature was systematically reviewed to extract key themes and definitions related to learner autonomy. Particular attention was given to conceptual frameworks that elaborate on the components of autonomy, such as capacity, control, willingness, and metacognitive awareness. The analysis also focused on identifying characteristics of autonomous learners and the various approaches to fostering autonomy in educational settings.

Thematic synthesis was employed to integrate findings across studies, allowing for the identification of commonalities and divergences in the understanding of learner autonomy (Braun et al., 2014). This approach facilitated the development of a multidimensional perspective on autonomy, encompassing cognitive, motivational, and behavioral aspects.

As a literature review, this study is limited by the scope and quality of existing research. The reliance on published works may introduce publication bias, and the exclusion of non-English sources may limit the generalizability of

findings across diverse cultural contexts. Nonetheless, the comprehensive and systematic approach to literature selection and analysis aims to provide a robust foundation for understanding learner autonomy in language education.

RESULTS AND DISCUSSION

1. What is Learner Autonomy?

A review of the literature reveals that the concept of autonomy has been interpreted in various ways across different contexts. Particularly in the Western discourse, autonomy has often been linked to broader ideological impulses toward libertarian and democratic individualism and has become part of a movement advocating for student-centered and process-oriented instruction in language education (Susanti et al., 2023). As learner autonomy has become closely associated with student-centered pedagogical approaches, these methods tend to define autonomous learners as individuals who take control of their learning and possess the ability to assume responsibility for it (Tsai, 2021).

Two core concepts embedded in this definition—capacity and control—have been further elaborated in recent research. Specifically, capacity refers not to what an individual actually does, but to what they have the potential to do. It comprises three essential components: ability, willingness, and freedom (Tsai, 2021). Control, on the other hand, is defined as the power to make informed choices, set personal goals, and act upon them. It encompasses dimensions such as the management of learning processes, cognitive regulation, and autonomy over content selection (Grima, 2023). These elaborations suggest that autonomy is a multidimensional and highly inclusive concept that integrates both internal and contextual dynamics.

Learner autonomy define as the ability to take charge of all decisions concerning one's learning, integrates elements such as willingness, capacity, freedom, and awareness (Haque et al., 2023). These elements determine the extent to which learners can confidently, appropriately, and independently apply the knowledge and skills they have acquired. Among these, metacognitive awareness is particularly critical; without it, learners may struggle to monitor their progress, make strategic adjustments, or utilize available learning resources effectively (Gavranović, 2017). Thus, autonomous learners are expected to actively and consciously process and interpret information in ways that align with their interests, goals, and evolving needs.

The literature provides various characterizations of the autonomous learner. For example, Ceylan (2021) described autonomous learners as self-directed individuals who are cognitively engaged, capable of making informed decisions about their learning, and proactive in setting personal academic goals. These learners are flexible and capable of adapting to new challenges through critical thinking and problem-solving strategies. In addition, Yuksel (2010) highlight that autonomous learners are not only self-reliant but also demonstrate persistence,

reflective judgment, and a readiness to apply learning beyond classroom settings. Similarly, Wang and Ryan (2023) emphasize that autonomous learners show an ability to articulate learning needs, manage their time effectively, and balance collaborative and independent learning tasks in digital and face-to-face environments.

In a comparable vein, Ding and Shen (2022) argue that learner autonomy includes both social and cognitive dimensions, where learners maintain productive interaction with peers and instructors while retaining ownership of their own learning development. Susanti et al. (2023) further observe that autonomous learners are actively involved in continuous self-monitoring and are capable of adjusting learning strategies to suit evolving goals and contexts. Namaziandost and Rezai (2024) underline that learners' engagement in independent resource selection and digital literacy practices contributes significantly to their overall autonomy.

Another key feature of the autonomous learner is the ability to engage in self-assessment, self-monitoring, and self-reflection. The process of self-assessment, in particular, enables learners to recognize their strengths, identify areas for improvement, and refine their learning strategies accordingly (Gavranović, 2017). As these perspectives illustrate, autonomy involves not only individual initiative but also sustained strategic regulation in response to diverse and dynamic learning environments.

A. The Importance of Learner Autonomy and Its Promotion

Learner autonomy does not imply isolating students from resources or guidance; rather, it emphasizes encouraging them to become active participants in their own learning journey. The effectiveness of student performance in educational contexts is significantly influenced by the degree of learner autonomy. Research indicates that students who take responsibility for their own learning tend to demonstrate enhanced intrinsic motivation, improved metacognitive skills, and increased awareness of the subject matter (Yu, 2023).

For language learners, the ability to assume control over their learning processes—including setting goals, selecting strategies, and conducting self-assessment—empowers them to manage their learning trajectories independently and responsibly. Self-directed learners are capable of identifying their learning needs, choosing appropriate resources, and designing personalized study plans. They engage actively with learning materials and reflect critically on their progress, thereby fostering a more personal and meaningful language learning experience (Oktarin et al., 2024). Moreover, autonomy contributes to the development of high-level independence and creativity among learners.

Individuals lacking a clear understanding of what they are learning, how they are learning, and why they are learning cannot reasonably be expected to assume

responsibility for their educational development. Gavranović (2017) identified six commonly adopted approaches to fostering language learner autonomy: technology-based, resource-based, curriculum-based, classroom-based, teacher-based, and learner-based approaches.

Technology-based approaches leverage digital tools, materials, and applications to increase student interaction and motivation. Resource-based approaches focus on promoting autonomy through learner engagement with instructional materials via experimentation and exploration. Curriculum-based approaches highlight the importance of negotiating learning content between teachers and students. Classroom-based approaches emphasize collaborative learning within classroom settings, where learners take responsibility for their progress through interaction with peers and instructors (Hol & Aydın, 2020).

Learner-based approaches concentrate on equipping students with effective learning strategies, while teacher-based approaches underscore the critical role of teachers and teacher education in promoting learner autonomy. Among these six domains, the role of teachers is considered the most pivotal in supporting and nurturing learner autonomy (Yuksel, 2010).

B. Learner Autonomy in Foreign Language Education

Autonomy in education is of critical importance as it enables students to develop lifelong learning skills, adapt to rapid social changes, cultivate individual agency, and benefit from increasingly diverse educational and cultural foundations. Consequently, learner autonomy is now recognized as a key objective in contemporary language education. The paradigm shift from traditional to communicative and learner-centered approaches has brought about significant transformations in both the planning and implementation of language teaching and learning. Learner autonomy is regarded as one of the most influential components accompanying this shift, as it foregrounds the role of the learner over that of the teacher in achieving effective education (Ceylan, 2021).

Students who assume responsibility for their own learning are more likely to achieve their learning goals, and upon doing so, are more inclined to maintain a positive attitude toward learning in the future (Yuksel, 2010). The concept of learner autonomy in language education is grounded in the belief that students are more motivated and that learning becomes more meaningful and purposeful when they are actively involved in making decisions about their own language proficiency development.

Learner autonomy has substantial implications for language education. The growing emphasis on learner-centered methodologies underscores the pivotal contribution of autonomy to the overall success of educational outcomes (Zainuddin & Perera, 2019). Autonomy promotes lifelong learning, fosters a sense of responsibility and ownership, enhances learner motivation, and supports the

development of critical thinking skills. Learner autonomy plays a foundational role in improving the quality of language learning. It prepares students for lifelong learning by enabling them to take full advantage of learning opportunities both inside and outside the classroom. Autonomous learners are more likely to engage voluntarily in activities that support the development of reading, writing, speaking, and communicative competence, and they are empowered to make independent choices in their learning paths.

Moreover, autonomy equips students with the flexibility and adaptability needed to navigate and thrive in dynamic linguistic environments, preparing them to become effective communicators in an increasingly globalized society. Given that autonomy centers on the notion of control, fostering autonomy within the classroom necessitates a shift in control from teachers to students (Ding & Shen, 2022). Therefore, to effectively cultivate learner autonomy, teachers must not only understand the dimensions of autonomy but also be aware of the various modes of its implementation.

Specifically, contextualized pedagogical practices that clearly articulate what students are expected to do, why they are doing it, and how to carry it out provide learners with reasons to engage with learning tasks. Such clarity supports the internalization of knowledge and encourages learners to adopt the practices more meaningfully (Ding et al., 2019).

C. What is Teacher Autonomy?

Autonomous teachers are defined as educators who possess a strong sense of personal responsibility for their instruction, who demonstrate high levels of emotional and cognitive control through continuous reflection and analysis of the teaching process, and who explore the freedoms granted by these attributes (Wang & Ryan, 2023). Teacher autonomy may also be conceptualized as the capacity of any teacher, regardless of location, to select their own teaching materials, design their curriculum, and manage their classes independently. In other words, teacher autonomy refers to the teacher's capacity, freedom, and responsibility to make instructional decisions.

Redmann (2024) emphasizes that, within an autonomous learning environment, teachers must possess pedagogical understanding, self-awareness, and classroom management skills. A teacher with these qualities transitions from being a mere transmitter of knowledge to serving as a facilitator, advisor, or resource person.

Ozfidan et al. (2024) outline two interrelated dimensions of teacher autonomy: (1) teacher autonomy as self-directed professional action or development, and (2) teacher autonomy as freedom from external control. These dimensions are mutually dependent; to self-direct their professional practice, teachers must be free from external constraints, and to maintain that freedom, they

must be capable of self-regulation. Within this framework, an autonomous teacher is characterized by a profound sense of personal responsibility regarding their instruction. Continuous reflection and analysis of the teaching process, coupled with the exploration of the freedom this reflection yields, are key components of teacher autonomy.

2. The Role of the Teacher in Enhancing Learner Autonomy

Given that education is an inherently interpersonal and social process, teacher autonomy and learner autonomy are often regarded as two sides of the same coin (Gavranović, 2017). A teacher who lacks autonomy in their own pedagogical practices is unlikely to successfully foster learner autonomy. Teacher autonomy has been defined as the capacity to independently develop one's own teaching through self-directed efforts. Accordingly, it encompasses both the ability to make instructional decisions and the broader concept of professional self-development. This presupposes that teachers must not only possess the freedom to make decisions related to teaching but also possess the knowledge necessary to make such decisions effectively.

While discussions around autonomous learning tend to center on learners, existing literature emphasizes that the development of learner autonomy is heavily dependent on the degree of autonomy demonstrated by teachers (Ceylan, 2021). Promoting learner autonomy entails explicitly teaching students how to learn autonomously and fostering their awareness regarding language learning processes. To accomplish this, teachers must clearly communicate curricular objectives and assessment criteria so that students understand what is expected of them. In order to use classroom time efficiently and enhance the effectiveness of language learning, learners must be encouraged to become autonomous, which necessitates that teachers actively support the development of students' individual learning strategies.

Furthermore, teachers are expected to help learners develop awareness regarding their beliefs and attitudes about language learning strategies and the learning process itself (Shen et al., 2023). Educators can encourage students to take an active role in their language learning by offering them choices, opportunities for self-assessment, and by designing learning experiences that support autonomy. These practices enhance motivation and contribute to long-term success. Fostering learner autonomy is largely contingent upon the teacher's knowledge of autonomy and their ability to incorporate this knowledge into the curriculum through their own access to resources and tools.

To effectively promote learner autonomy, teachers must first understand the factors that contribute to autonomous learning and then develop reflective and self-regulatory methods grounded in their own learning experiences. Without such

understanding and capability, it is unlikely that they can facilitate or promote learner autonomy (Iwata et al., 2017).

Because the decision to incorporate autonomy into language instruction typically originates with the teacher, the promotion of autonomy ultimately depends on the teacher's willingness to reconceptualize their professional role (Yuksel, 2010). In language education, the key to achieving learner autonomy is seen as the shift of control from teacher to learner, and the success of this transition depends largely on the teacher's own level of autonomy and the roles they perceive as appropriate for themselves. With the increasing adoption of communicative and learner-centered approaches, teachers have begun to move away from their traditional, unidirectional roles as providers of knowledge. Instead, they are taking on more dynamic roles as participants, observers, advisors, facilitators, and guides. In this context, enhancing learner autonomy requires teachers to function not only as facilitators and supporters but also as monitors and observers (Lestari & Hardiyanti, 2020).

The roles that teachers play in promoting learner autonomy—both inside and outside the classroom—can be outlined as follows (Ding & Shen, 2022; Nguyen, 2023; Tsai, 2021; Zainuddin & Perera, 2019):

- 1) Facilitator of confidence and interest: Aiding learners in maintaining their motivation and enthusiasm for autonomous learning.
- 2) Primary source of input: Providing learners with essential and appropriate language input.
- 3) Instructor or guide: Teaching learners various strategies for autonomy and guiding them through the autonomous learning process.
- 4) Advisor: Offering realistic and practical suggestions to help learners develop suitable learning strategies and solve problems effectively.
- 5) Planner and communicator: Clearly articulating the instructional plan, requirements, content, focus, and challenges of the learning process.
- 6) Resource provider: Supplying a rich array of materials and information to support and advance learner development.
- 7) Coordinator: Creating a supportive, comfortable classroom environment and offering learners opportunities to practice autonomy.
- 8) Collaborator or peer learner: Interacting with learners as equals to promote peer learning.
- 9) Evaluator: Providing timely and appropriate praise, feedback, and guidance on learners' completed tasks, projects, and assignments.
- 10) Monitor: Observing the entire learning process—methods, content, progress—while identifying learners' strengths and weaknesses.
- 11) Researcher: Conducting in-depth research on teaching techniques, learner strategies, and learner needs to ensure effective implementation of autonomy.

- 12) Instructional designer: Developing sustainable and tailored teaching materials that align with learners' competencies and individual needs.
- 13) Psychosocial supporter: Offering dialogue and emotional support to help students overcome obstacles and raise awareness of the value of independent learning.
- 14) Organizer: Planning and coordinating a variety of learner-centered activities, such as role-playing, group discussions, presentations, and debates.
- 15) Promoter of creativity: Creating opportunities for learners to engage in spontaneous and creative learning experiences.

3. Recent Studies on the Role of Teachers in Promoting Learner Autonomy

Previous studies have sought to elucidate the role of teachers in promoting learner autonomy by examining their beliefs, perceptions, and classroom practices (Ceylan, 2021; Gavranović, 2017; Haque et al., 2023; Ismail et al., 2023; Iwata et al., 2017; Lestari & Hardiyanti, 2020; Nguyen, 2023; Wang & Ryan, 2023; Yuksel, 2010; Zainuddin & Perera, 2019). Although a wide array of roles has been attributed to teachers in the literature concerning the development of learner autonomy, particular emphasis has been placed on roles such as facilitator, advisor, and resource manager (Ozer & Yukselir, 2023). The findings revealed that teachers frequently encouraged autonomous learning in their classrooms and effectively employed their roles as facilitators, advisors, managers, and resources to foster autonomy.

Similarly, Susanti et al. (2023) investigated the beliefs of Indonesian pre-service English teachers regarding learner autonomy. The study aimed to identify the areas of autonomy they deemed important, their general perceptions of learner autonomy, and the challenges they associated with promoting it. The survey results indicated that participants believed autonomy was essential in nearly all instructional domains, particularly in methodology and classroom management. Furthermore, they exhibited positive attitudes toward involving students in decisions regarding material selection, classroom activities, assessment, and learning outcomes.

In another related study, Namaziandost and Rezai (2024) examined English teachers' beliefs about the extent of their students' autonomy in Brazilian secondary schools using a survey with 120 teachers. The findings showed that teachers generally held positive beliefs about their students' autonomous behaviors across various dimensions. The most commonly identified autonomous behaviors included students seeking clarification during moments of uncertainty, expressing opinions on classroom topics, and using dictionaries effectively. Notably, female teachers were found to have more favorable beliefs about their students' autonomous behaviors than male counterparts.

A review of the existing literature shows that research on the role of teachers and their practices in promoting learner autonomy has mainly been conducted in developing countries (Ceylan, 2021; Haque et al., 2023; Ozer & Yukselir, 2023; Susanti et al., 2023; Zainuddin & Perera, 2019), where factors such as limited teacher autonomy, rigid curricula, and cultural expectations constrain implementation. These studies suggest that teachers adopt various roles—facilitator, resource person, manager, organizer, advisor—to promote learner autonomy. Their practices include offering students choices, encouraging peer learning, providing opportunities for self-assessment, and fostering metacognitive skills. Despite teachers' positive beliefs and efforts, challenges persist, including rigid curricula, restrictive policies, time limitations, learner attitudes, and proficiency levels.

Finally, the literature indicates a predominance of quantitative and qualitative research methods, with recommendations for future studies to employ mixed-method designs and action research to provide more comprehensive and generalizable findings.

4. Challenges in Supporting and Implementing Learner Autonomy

Several challenges may hinder the development and support of learner autonomy in educational contexts. These challenges can arise from various factors, including students, teachers, institutions, instructional materials, administration, social and political contexts, and technology. For instance, a study by Haque et al., (2023) highlighted that EFL undergraduates exhibited varying levels of learner autonomy, influenced by their interactions with peers, instructors, and content. The study emphasized the need for tailored strategies to enhance autonomy among students with lower proficiency levels.

Societal expectations and traditional educational approaches also contribute to these difficulties. Ismail et al. (2023) identified socio-cultural barriers faced by Indonesian EFL teachers, including language issues, limited worldviews, and institutional constraints, which impede the promotion of learner autonomy. Similarly, cultural factors in China, such as the traditional teacher-centered and exam-oriented education model, have been found to affect student attitudes towards autonomy and authority in the classroom.

Language learners' negative prior learning experiences, low proficiency levels, lack of motivation, and reliance on teachers pose significant barriers to fostering learner autonomy. A study by Zainuddin and Perera (2019) revealed that Indonesian teachers perceive learner autonomy as students' ability to take responsibility for their own learning. However, implementing strategies to promote autonomy remains challenging due to students' dependence on teachers and limited exposure to autonomous learning practices.

Teachers' beliefs and perceptions significantly influence the development of learner autonomy. Research by Ozer and Yukselir (2023) emphasized that understanding language instructors' perspectives on autonomy is vital for advancing learner autonomy. The study suggested that teachers who endorse student-centered learning are more likely to cultivate autonomous learners. However, inadequate exposure to learner autonomy during teacher training can hinder the establishment of conditions conducive to autonomous learning. Ceylan (2021) found that novice teachers who received extensive autonomous practices during training were more likely to implement this method in their teaching, highlighting the importance of explicit instruction on autonomous learning principles.

Additionally, lack of time negatively affects both teachers' and learners' motivation toward autonomous teaching and learning. When teachers are obligated to complete textbook-mandated tasks during class time, they cannot allocate time to supplementary activities that require more time but are more engaging for students. Moreover, students who are unable to dedicate time outside of school to independent learning are likely to resist many autonomy-promoting strategies, which, in turn, adversely affects their teachers' motivation.

CONCLUSION

This comprehensive review synthesizes contemporary research on learner autonomy in language education, revealing that autonomy is a multifaceted construct encompassing cognitive, affective, and behavioral dimensions, such as metacognitive awareness and self-regulation. Crucially, teacher agency emerges as the cornerstone for cultivating learner autonomy, with educators serving as facilitators, guides, evaluators, and instructional designers to empower students. The study identifies structural barriers (e.g., rigid curricula, exam-oriented systems), cultural constraints, and institutional limitations as primary impediments to implementation. However, it also highlights that teachers' professional freedom, reflective practices, and context-sensitive pedagogies can bridge the gap between autonomy as an ideal and its practical application. A key limitation of this literature review is its reliance on English-language publications (2020–2024), which may overlook nuanced cultural perspectives and introduce publication bias, thereby limiting generalizability across diverse educational contexts.

The findings underscore critical implications for policy and practice: Educational institutions must prioritize systemic support, including professional development programs that equip teachers with autonomy-focused strategies and foster reflective autonomy in their own practice. To address identified challenges, future initiatives should advocate for flexible curricula, decentralized decision-making, and resources tailored to local needs. Researchers are urged to employ mixed-methods and longitudinal designs to explore how socio-cultural factors

mediate autonomy across varied settings. Ultimately, sustainable frameworks must position teacher agency and learner autonomy as interdependent pillars, transforming language education into a dynamic ecosystem that nurtures lifelong, self-directed learners in an increasingly globalized world.

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