

World Conference on Research in Teaching and Education

12 - 14 June 2026

Tokyo , Japan

Classroom Practices That Foster Learner Autonomy in Primary EFL Contexts

Sevgi Sezen Alkaya , Asst. Prof. Dr. Ahmet Remzi Ulu?an

Ba?kent University, Turkey

Abstract

With the spread of student-centered approaches, learners are expected to take a more active role in their own learning processes. This has brought learner autonomy to the forefront, which involves skills such as monitoring one's learning, recognizing one's strengths and areas that need improvement, and taking responsibility for learning. Teachers at different educational levels aim to support learner autonomy through various classroom practices. Despite its importance, autonomy has mostly been studied with adult learners. At the primary school level, it has often been examined in connection with other concepts rather than on its own. This study aims to examine the practices used by primary English teachers to support learner autonomy, how they evaluate the outcomes, and the factors that affect them. Learner autonomy is defined from different perspectives, and how the concept is perceived at the primary level and how it differs from adult learners are also discussed. The study has a qualitative research design. Data are collected through semi-structured interviews with English teachers at a private primary school. Ethical approval was obtained from the Social and Human Sciences and Arts Research Ethics Committee of Ba?kent University (Approval No: 548949, Date: 27.01.2026) prior to data collection. The data will be analyzed through thematic analysis. Teachers' views on learner autonomy are expected to largely shape their classroom practices. The findings will contribute to both national and international literature and provide a basis for the development of autonomy focused teaching practices at the primary school level.

Keywords: Age-Appropriate Pedagogy; Autonomous Learning; Language Education; Teacher Cognition; Young Learners