

A Review of the Literature on English Language Learning Independently through LIMS

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Abstract: *This paper examined the literature on independent learning in the EFL context and within Live Education to understand how learning through Live Education might foster students' learning independence. This paper outlines the literature for independent English language learning. For efficiency reasons and to foster learner autonomy, independent language learning is a crucial supplement to classroom-based instruction. In an attempt to promote learning outside of the classroom, numerous institutions have set up language resource centres in the past ten years where students are encouraged to study on their own. Also, with improving online devices which integrate various features that enhance the learning experience through interactive and visual aids. This system not only facilitates real-time engagement between teachers and students but also incorporates multimedia tools that support diverse learning styles. The use of LIMS with key features of Live Education, teachers can engage with students through live questioning and feedback mechanisms, enhancing participation and understanding. This system supports various formats, including video, audio, and text, allowing for a richer educational experience. Besides, tools like Mind Maps and interactive books are employed to improve comprehension and retention of complex subjects. Visual aids can illustrate relationships between topics, making abstract concepts more tangible. The system is designed to be affordable, making it suitable for widespread adoption in educational institutions and can accommodate large numbers of students, making it ideal for diverse learning environments with scaffolding techniques, which provide structured support, help learners navigate challenges in language acquisition, fostering independence over time.*

Keywords: independent learning, EFL, Live Education

1. Introduction

This review synthesizes studies on independent English learning through using Live Education, examining definitions, supporting theories, research methods, objectives, perspectives, stages, and drawbacks, while identifying future research directions in the field of foreign language learning.

With the increase of international communication, the importance of English learning has been increasingly recognized, and the research on independent learning of English has naturally become the hottest issue in the field of foreign Language teaching and learning. This paper has a review of the studies on independent learning of English based on literature issued in key

journals which involves the definition of independent learning, supporting theories, research methods, objectives, perspectives, stages and drawbacks, and then points out the direction of future research.

2. Importance of Independent Language Learning

Independent learning is increasingly recognized as essential for effective language acquisition, allowing learners to take control of their educational journey (Sun, n. d.). Research indicates that independent language learning complements traditional classroom settings, enhancing overall learning efficiency (Reinders & Cotterall, 2001). Independent learning promotes personalized and student-centered education, allowing learners to take ownership of their learning process (Meyer, 2010).

Differentiated learning strategies can cater to diverse student needs, improving overall learning outcomes. The development of learner autonomy is crucial in fostering effective language acquisition, as highlighted in various educational contexts (Ludwig et al., 2023).

While the integration of literature and independent learning strategies presents numerous benefits, challenges such as resource availability and teacher training remain significant barriers to effective implementation. Addressing these challenges is essential for maximizing the potential of independent English language learning. While the benefits of independent learning through live education are substantial, challenges such as over-reliance on technology and varying access to resources must be addressed to ensure equitable learning opportunities for all students.

An investigation of the perceptions and practices of a group of learners enrolled in an intensive English course in relation to their out-of-class language learning found that learners hold positive attitudes towards independent learning, but these attitudes were based on a rather shallow awareness of what independent learning entails. Independent language learning is highlighted as a crucial addition to traditional classroom instruction. It serves two primary purposes: enhancing learning efficiency and fostering learner autonomy. Independent language learning is an essential complement to classroom-based learning, both for reasons of efficiency in learning and as a means to develop learner autonomy. In an effort to encourage out-of-class learning, many institutions in the last ten years have established language resource centres where learners are encouraged to learn independently.

The notions of independence, autonomy, and control in learning experiences have come to play an increasingly important role in language education. A number of principles underpin independent language learning – optimising or extending learner choice, focusing on the needs of individual learners, not the interests of a teacher or an institution, and the diffusion of decision-making to learners. Independent language learning (ILL) reflects a move towards more learner-centred approaches viewing learners as individuals with needs and rights, who can develop and exercise responsibility for their learning. An important outgrowth of this perspective has been the range of means developed to raise learners' awareness and knowledge of themselves, their learning needs and preferences, their beliefs and motivation and the strategies they use to develop target language (TL) competence. In this chapter I begin with an overview of the concept of independent language learning, and of the particular contribution of language learning strategies to this domain. I argue that a fundamental challenge of independent language learning is for learners to develop the ability to engage with, interact with, and derive benefit from learning environments which are not directly mediated by a

teacher. Drawing on learner conceptualisations of distance language learning I argue that learners develop this ability largely by constructing a personally meaningful interface with the learning context, and that strategies play a key role in this regard. In the latter half of the chapter I focus on a series of landmark studies, identifying how they illuminate important aspects of independent language learning, extend our understanding of strategies and strategy development, and provide insights into how students use strategies within independent learning contexts. The following three sections provide historical and theoretical background, while the two main sections in the remainder of the chapter provide a state of the art overview of language learning strategies in ILL.

3. Role of Technology in Independent English Language Learning

Distance learning platforms like Moodle and Google Classroom facilitate independent study, offering resources that cater to diverse learner needs (Романюк, 2016). This research examines independent study techniques, particularly those aided by technology, used by students majoring in English in their first year at Nguyen Tat Thanh University in Vietnam, with a focus on their study of vocabulary. English majors in particular used a variety of online tools to achieve a wide range of vocabulary in order to reach higher levels of language proficiency. Using a mixed-methods approach and an AI tool, Random Forest Regressor, this study aimed to identify the most frequently chosen online vocabulary tools and the factors influencing their use for independent study. It would also evaluate students' aptitudes for self-directed learning, identify successful strategies, and recommend ways to foster independent learning through the use of technology. The findings highlight that independent study enhances academic outcomes critical thinking, and vocabulary learning autonomy.

AI tools, such as chatbots and automated feedback systems, significantly improve language learning outcomes by providing immediate support and personalized experiences (Mohebbi, 2024). In this context, 'Independent Learning' is an educational approach derived from constructivism theory, where students design and manage their learning activities based on their personal needs. This method centers on the learner and heavily utilizes virtual environments for education. Holec Henry first introduced this concept in 1981 in his book "Autonomy and Foreign Language Learning." Subsequent scholars such as Lee (1998), Littlewood (2000), and Garden and Miller (2002) have further developed this field through their research

4. Theories

The current review suggests including an independent learning component by drawing significantly on the independent learning theory, which emphasizes individualistic, self-determined, and directed learning.

The theoretical framework of this study is based on the constructivism, the theory of Technology Acceptance Method (TAM) and Self Determination Theory (SDT). SDT is based on the fundamental humanistic assumption that individuals naturally and actively orient themselves toward growth and self-organization. It was created as an approach that used traditional empirical methods while employing an organismic meta-theory that highlighted the importance of humans' evolved inner resources for personality development and behavioral self-regulation (Ryan, Kuhl, & Deci, 1997). It is generalized to basic components of SDT – namely, its six mini-theories – combine to provide an account of human behavior across life domains, including work (Fernet 2013), relationships (La Guardia & Patrick, 2008), education

(Reeve & Lee, 2014), religion (Soenens et al., 2012), health (Russell & Bray, 2010), sports (Pelletier et al., 2001), and even stereotyping and prejudice (Legault et al., 2007).

Regarding the main basis and objective of this study, SDT is considering for education as is discussed in a study by Reeve and Lee (2014) (figure 1.6). Apart from the mentioned theories, the first of the three main cognitive processes that define the learning process organizing, integrating, and selecting is recognized as selection in constructivist learning theory. Constructivism also recognizes how learners' thinking is influenced by the ideas of others and stresses learning through social interaction (Harlen, 2006).

Over the past few decades, the idea of learner autonomy in language instruction has undergone significant change and is now a key component of modern pedagogical techniques (Schunk & Ertmer, 2000; Zimmerman, 2002). Holec's groundbreaking work from the late 1970s, in which he defined autonomy as the "ability to take charge of one's own learning," is where this idea first emerged (Holec, 1979). A larger cultural change towards acknowledging the value of lifelong learning abilities is also reflected in the growth of autonomy in language instruction (Little, 1991). The capacity to learn on one's own after completing formal schooling has become more important than ever in a society that is becoming more interconnected and changing quickly (Little, 1991). This requirement is met by autonomy in language acquisition, which cultivates abilities including critical thinking, self-directed learning, and flexibility in the face of changing circumstances (Ryan & Deci, 2000).

Constructivist learning theories, which stress how students actively construct their knowledge through interaction with their surroundings and experiences, are fundamental to the theoretical underpinnings of learner autonomy (Benson, 2013).

The Self-Determination Theory (SDT) developed by Deci and Ryan is another important theoretical framework that promotes learner autonomy. The significance of intrinsic motivation in promoting successful learning is emphasised by SDT, a thorough theory of human motivation (Deci & Ryan, 2013). Along with competence and relatedness, autonomy is one of the three basic psychological requirements identified by SDT as being necessary for effective functioning and well-being (Deci & Ryan, 2013). According to SDT, students who believe they are in control of their education are more likely to be intrinsically motivated, involved, and dedicated to their studies (Deci & Ryan, 2013). According to Ryan and Deci (2000), maintaining the sustained effort and perseverance necessary for successful language acquisition depends on this internal desire.

Furthermore, the difficulties of fostering autonomy can be made worse by differences in access to resources and assistance, especially in situations where socioeconomic hardship is present (Michael & Kyriakides, 2023).

Students from lower socioeconomic origins could be further marginalised in the educational process if they do not have access to the resources, skills, or support networks needed for independent learning (Murphy, 2008). This emphasises how crucial it is to establish fair learning environments that give every student, irrespective of socioeconomic background, the chance to grow in independence (Ladd, 2012).

5. Learner Perceptions and Strategies

Learners generally hold positive attitudes towards independent learning; however, their understanding of its complexities may be superficial (Reinders & Cotterall, 2001). Effective language learning strategies are crucial for engaging with self-directed learning environments, enabling learners to navigate their educational contexts successfully (White, 2008). The literature on independent English language learning through live education emphasizes the integration of literature and learner autonomy as pivotal elements. This approach not only enhances linguistic skills but also fosters critical thinking and cultural awareness among learners. The following sections outline key aspects of this educational paradigm.

6. Language Learners Learning Independently

Cotterall and Reinder (2001) reported on an investigation of the perceptions and practices of a group of learners enrolled in an intensive English course in relation to their out-of-class language learning. The investigation included an evaluation of the self-access resources in terms of their efficiency and effectiveness as well as an investigation of learners' understanding of the concepts involved in independent learning. It was found that learners hold positive attitudes towards independent learning, and a number of factors contributing to these perceptions were identified. However, it was also found that these attitudes were based on a rather shallow awareness of what independent learning entails.

According to systematic review of 18 AI-based language learning studies (2009-2024) by Mohebbi (2025), it is found AI-driven tools enhance language learning outcomes by promoting engagement, providing feedback, and facilitating personalized learning, with benefits and limitations noted. In his study, a systematic review was conducted to explore the role of Artificial Intelligence (AI) in language learning, drawing insights from 18 peer-reviewed articles published between 2009 and 2024. The research utilised the PRISMA framework to ensure a comprehensive, structured approach to data collection and analysis. Articles were sourced from academic databases such as Google Scholar, ERIC, and PubMed, using targeted search terms including "AI and learning speaking," "AI and learning writing," and "AI and improving listening." A meticulous screening process was applied, first by title and abstract, followed by full-text analysis to ensure relevance. The studies were then subject to a dual-round thematic analysis, with each round focusing on identifying patterns and cross-validating findings related to AI's impact on language learning outcomes. The findings of the study by Mohebbi (2025) revealed that AI-driven tools significantly enhance language learning outcomes by promoting engagement, providing immediate feedback, and facilitating personalised learning experiences. Specific AI tools like Virtual Reality (VR) applications, automated writing feedback systems, and chatbots were analysed for their effectiveness in enhancing speaking, writing, and grammar skills. By conducting a detailed thematic analysis, this study highlighted both the benefits and limitations of AI-driven language education, underscoring AI's role in promoting self-regulated learning while noting areas needing cautious implementation, such as over-reliance on technology and equitable access.

7. Discussion

Technology integration in language learning has become a potent instrument for fostering learner independence and customising educational experiences. Online applications, from LIMS speaking practice to online-driven writing feedback systems, provide significant advantages for language learners by offering individualised, real-time feedback, adaptive

learning paths, and the chance for independent practice, as the findings of the reviewed studies show. These resources are especially useful for promoting independent learning in domains like writing development, conversation practice, and grammar correction.

To guarantee its efficacy, however, there are a number of important issues with the use of Live Education through using LIMS in language instruction that need to be resolved. While the technological limitations of AI—such as its inability to replicate nuanced human conversations—highlight the need for careful integration within traditional pedagogical frameworks, an over-reliance on AI tools runs the risk of decreasing learners' engagement with deeper cognitive processes. Additionally, access inequality is still a major issue, and students in low-resource environments may have educational disadvantages that are exacerbated by the digital divide.

8. Conclusion

The researcher examined a number of significant topics related to the use of technology in language acquisition in this work. Technology resources cannot ensure that teachers are teaching and that students are learning, according to the research evaluation. Teachers ought to be persuaded of the benefits and utility of technology in enhancing students' learning. This indicates that in order to incorporate technology into language instruction, teachers require assistance and training. According to the review, instructors and students can benefit much from technology when it is handled properly. Students can utilise it as a resource since it assists them in resolving their learning challenges and figuring out how to apply what they have acquired in ways that are both efficient and significant. Furthermore, the review literature showed that technology use is important for language learning at their own pace, aids in self-understanding, maintains teacher-student connection, and increases learners' motivation for successful language acquisition. Additionally, the report said that students should use technology to improve their language proficiency since it fosters creativity and offers engaging, fun, and exciting ways for them to learn the language. In conclusion, the results of this literature review demonstrated that technology facilitates communication between educators and students, offers intelligible input and output, aids in the development of critical thinking abilities, makes instruction and learning more student-centered, fosters student autonomy and confidence, and boosts motivation to successfully learn a foreign language.

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Conflict of Interest Statement

The research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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