

**THE RELATIONSHIP BETWEEN AUTONOMOUS LEARNING  
READINESS AND ENGLISH LANGUAGE PERFORMANCE AMONG EFL  
STUDENTS IN LIBYAN SECONDARY SCHOOLS IN MALAYSIA**

**BY**

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THE RELATIONSHIP BETWEEN AUTONOMOUS LEARNING READINESS  
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This study examined students' readiness to learning autonomy in English language learning from four major perspectives which are abilities, responsibility, motivation and involvement in independent activities. This study also investigated the learning autonomy and how it connects and influences students' English language performance. Two theories were used; Self-Determination Theory by Deci and Ryan (1985) and Student-Centred Learning Environments Theory by Hannafin & Land (1997). The research design is mixed method. The data were collected from four Libyan Secondary schools in Malaysia. 103 students were selected to answer the questionnaire and 10 for interviews. All the data collected were analyzed by using the (SPSS) version 24 and Nvivo pro 10. The findings showed that the Libyan secondary school students were ready to carry out autonomous language learning. Students were willing to learn English autonomously and their motivational level is significantly high. In addition, there was a significant relationship between autonomous learning readiness and students' language performance. Recommendations for EFL teachers were made to enhance students' autonomous learning.

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## APPROVAL

This thesis was submitted to the Senate of Infrastructure University Kuala Lumpur (IUKL) and has been accepted as partial fulfilment of the requirement for the degree of Master in Teaching of English to Speakers of Others Languages (TESOL). The members of the Thesis Examination Committee were as follow:

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## DECLARATION

I, Fadhil Tahar M Mahmoud hereby declare that the project paper is my original work except for quotations and citations which have been duly acknowledged, I also declare that it has not previously, and is not concurrently, submitted for any other degree at Infrastructure University Kuala Lumpur or at any other institution.



FADHIL TAHAR M MAHMOUD

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

The current chapter presents background of the study with specific focus on significance of learner autonomy in English language learning and teaching. The chapter also discusses problem statement and the objectives of the study followed by research questions, objectives and hypothesis. The chapter also outlined prominence of the topic along with the limitations and scope for further study. The chapter ends with definitions of the core concepts.

#### 1.2 Background of the Study

For many decades, scholars have regarded learner autonomy as the major area of focus for empirical studies, particularly in the domain of English as a foreign language (Borg & Al-Busaidi, 2012). A lot of studies can be traced, outlining the importance of learner autonomy and its implications. Language instructors have therefore started giving much importance to students in order to ensure that their needs are met effectively. This collectively has given rise to the idea of learner autonomy that asserts language learning as a cooperative process between teachers and learners rather than a set of guidelines, transferred from teachers to learners. Henri Holec (1979) is considered as the “father” of learner autonomy. He gave the idea of learner autonomy for the first time in the domain of foreign language.

In principle, it was formulated for Council of Europe under the title of Autonomy in foreign language learning. The idea was pushed for encouraging learners to have more autonomy and responsibility towards their learning. The concept expected and motivated learners to express ownership by being given the autonomy and responsibility of their work (Holec, 1979). According to Holec (1981), learners may be provided with full autonomy and responsibility when it comes to making decisions pertaining to their learning and learning styles. Many studies conducted in learning autonomy such as Fuchs et al. Nematipour (2012). And Cotterall & Murray



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