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¹ملخص الأطروحة

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Learner Autonomy in EFL Education: A Mixed-Methods Study on Students' Beliefs, Motivation, and Practices at Moulay Ismail University	عنوان الأطروحة
Applied Linguistics	المادة / التخصص
ادريس بن عتابو	اسم الأستاذ المشرف على الأطروحة
Applied Linguistics and Language Development	بنية البحث العلمي / المؤسسة التابعة لها
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This dissertation investigates the readiness for learner autonomy among Moroccan undergraduate EFL students. Factors examined include students' perceptions of their responsibilities and those of their professors, self-perceived decision-making abilities, motivational orientations, and actual autonomous learning practices. Utilizing a mixed-methods design, the study employs an adapted questionnaire distributed to 560 students, alongside interviews with 21 participants. Results show that students view classroom language learning as collaborative, assigning greater responsibility to professors. They exhibit moderate to high confidence in decision-making for learning activities but less in material selection and planning. Spearman's rank correlation tests reveal a moderate positive correlation between students' perceptions of their own responsibilities and their decision-making skills, and a moderate negative correlation between their self-perceived decision-making abilities and actual autonomous learning practices. Motivation levels correlate positively with intrinsic motivation and autonomous activities, and negatively with amotivation. Qualitative data highlight misconceptions about learner autonomy. The study underscores the complex interplay of factors influencing students' readiness for autonomy with implications for educational policies and pedagogical approaches in EFL education.

الكلمات الرئيسية :

Learner Autonomy, EFL students, higher education, motivation, readiness, learner-centered approach.

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