



Promoting Autonomous Learning Through Changing Learner Beliefs: A Case Study of a Libyan Student Abroad

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Abstract

This paper examined learner beliefs in relation to fostering autonomous behavior. The research links learner beliefs to the study of individual differences, which supports the argument that the best conditions for learning are those in which learners are as independent as possible. The subject of this case study was an adult Libyan student who attended a general English course at a language school in the United Kingdom (UK). Data for this study were collected through an interview and classroom observations. The findings revealed that the participant was able to enhance his autonomous English learning by adapting his learning strategies in light of different learning environments and previous experiences. It was evident that the change of learning context, readiness to learn, willingness to take responsibility for the learning process, and confidence in his ability to learn English played a decisive role in shaping and transforming his beliefs and ideas about language learning.

Keywords: *Learner Autonomy, Learner Beliefs, Learning Strategies, Autonomous Behavior*

1. Introduction

Much attention has recently been given to the learner autonomy and how learner beliefs and individual differences affect the process of language learning. Wenden (1986, cited in Cotteral, 1999) expresses this relationship by stating that if we are to discover what characterizes successful language learning, we need to understand what students believe and know about their learning and to offer activities that help them examine these beliefs and how they may affect their learning strategies. Before proceeding to examine what has been said about learners' beliefs in the literature, it is worthwhile to review how the term *beliefs* itself has been defined. William and Burden (1997, p. 56), for example, view beliefs as difficult to define and evaluate. They describe them "to be culturally bound, to be formed early in life and to be resistant to change". Sigel (1985, cited in Pajares, 1992, p. 313) defines beliefs as "mental constructions of experience often condensed and integrated into schemata or concepts" that are considered to be true and shape behavior. Nisbett and Ross (1980, cited in Pajares, 1992, p. 313) refer to beliefs as "reasonably explicit 'propositions' about the characteristics of objects and object classes". A similar definition given by Brown and Cooney (1982, cited in Pajares, 1992) is that beliefs can be understood as tendencies that guide action and serve as key factors shaping behavior; however, these tendencies are dependent on time and context, which carries important implications for how beliefs are studied and measured.

Building on an examination of theoretical frameworks and previous research, the study reports a case study illustrating how a learner's shift in beliefs

fostered greater autonomy and more effective learning.

1.1. Research Problem

This study seeks to discover the beliefs Libyan students hold about learning English, how they learned English while in Libya, and how these beliefs have been influenced by a studying through an English courses abroad. Therefore, the present study addresses the following research questions:

1. What are the core beliefs of Libyan students regarding learning English?
2. To what extent does a change in learning context reshape learners' beliefs about the learning process?
3. How does studying in autonomous contexts influence Language learning outcomes?

1.2. Hypothesis

This study argues that Libyan students are likely to experience positive changes as a result of studying abroad, which enables them to develop and reshape their underlying beliefs about learning English. They may face difficulties at the beginning of studying in a new context, which might be completely different from the one in which they previously studied. It is also assumed that changing the learning context can have a significant impact on learners' performance and learning strategies, particularly due to differences in teaching methods and classroom practices.

1.3 Research Objectives

The objectives of this study are to analyse how changes in learning beliefs influence the student's level of learner autonomy. It also aims to examine the language learning beliefs held by the Libyan student before and during their study abroad experience.

2. Literature Review

2.1 Autonomy as an educational goal

It is generally accepted by educational specialists today that autonomy is a necessary precondition for effective learning. Autonomy can be broadly defined as the capacity to take control over one's own learning (Benson, 2001). An autonomous learner is capable of analyzing their own learning needs, setting appropriate goals, reflecting on the value of specific materials and learning tasks, identifying opportunities for practice, and monitoring their own progress.

Learner autonomy manifests in multiple forms and to varying degrees. A particularly relevant area of research for understanding these variations in learner behavior is the study of learner beliefs. Beliefs, as Borg (2001) says, are mental states in which individuals accept certain propositions as true, even though they may be aware that others can hold different beliefs. These beliefs are shaped by the educational environments the learners experience and by the cultural values of the societies in which they live. According to Wenden (1986, cited in Tudor 1996) learners' beliefs play a key role in shaping how they approach learning. These beliefs influence the types of strategies they employ, the aspects of learning they focus on, the standards they use to evaluate the effectiveness of learning tasks, the social situations in which they choose to practice the language, and the areas in which they concentrate their strategic efforts.

One of the claims made by proponents of autonomy as an educational goal is that learners who initially lack autonomy are capable of developing it, given appropriate conditions and preparation. This assumption

suggests that autonomous behaviors can be learned and has led to a focus on identifying and teaching strategies for successful speaking, listening, reading and writing. However, learners may reject strategies that do not align with the beliefs about how a language should be learned. For example, a learner who believes that the best way to learn is to sit quietly and listen to the teacher may resist methodologies that encourage extensive peer interaction. Similarly, a learner who considers the study of grammar rules essential for improving spoken English may find it difficult to practice speaking without worrying about potential mistakes. This variability in the strategies used by different learners to take control of their learning can be attributed to differences in their beliefs about how they should learn and what they should learn (Cotteral, 1995). Aiza Johari (2025) investigates adult learner language beliefs and demonstrates that individuals hold diverse beliefs about their capabilities. Language learning nature, and learning context. These differences can inform how educators structure instruction to leverage positive beliefs or address limiting ones.

How lessons are organized and delivered in the classroom has an important influence on whether autonomy is encouraged. Although the teacher typically directs the learning activities and the curriculum often allows little flexibility or choice, this should not prevent teachers from engaging learners in activities that explore their beliefs about learning, address their expectations and needs, introduce alternative learning strategies, encourage reflection on the usefulness of specific tasks, and promote self-asses of progress.

2.2. The Importance of Learner Beliefs

The nature and effects of learner beliefs on language learning have been increasingly recognized since Rubin's (1975) depiction of the Good Language Learner; beliefs are significant because learners regard them as true, and these beliefs, in turn, influence how they interpret their learning experiences and how they behave in the learning process. Learner beliefs stem from the concept of the Good Language Learner, which originated from questions about how successful learners approach language learning tasks and the strategies they employ to facilitate the learning process. Cotterall (1995) investigated the beliefs of 139 ESL learners in New Zealand using a questionnaire designed to identify clusters of beliefs that could be explained by a common underlying factors. The questionnaire items were based on a five-point likert-style rating scale, and six factors were identified, the third of which was learner independence. This factor was represented by the following three statements focusing on learner's awareness of their goals for learning English, their willingness to experiment independently, and their understanding of the unique nature of language learning. Together, these statements describe the characteristics of an active learner highlighted in the good language learner literature. Learners who agree with these statements are likely to have clearly defined goals and to feel comfortable experimenting with new learning activities. This willingness to set goals and take risks is a key factor in successful language learning, although it may be less applicable in other types of learning. (Cotterall, 1995)

Both Knowles (1976, cited in Cotterall, 1995) and Wenden (1991, cited in Cotterall,

1995) point out that experience within a traditional educational system may foster the belief that success depends entirely on the teacher's expertise, and that the learner's role is to absorb knowledge from others, rather than to interact and ask questions. Culture plays a significant role in the development and maintenance of learner beliefs, as many learning scripts are culturally shaped through the learner's socialization within a particular community (Hesmatantya, 2025). In order to understand learner behavior, it is essential for both teachers and learners to recognize the strength of such beliefs and the challenges involved in modifying them.

2.3. Related Studies

The typical research strategy for investigating learner's beliefs involves inviting learners to discuss their language learning experiences in interviews or focus groups, followed by an analysis of their responses (Benson and Lor, 1999). Examples of this approach are reported in Wended (1987) and Benson and Lor (1999). Another research strategy involves compiling an inventory of belief statements and asking learners to which they agree with them. Cotterall's (1995) study is an example of this. Her set of statements was derived from beliefs identified in earlier interviews with other learners. A limitation of this approach, according to Benson and Lor (1999), is that an inventory may compel learners to adopt beliefs they had not considered independently, thereby encouraging agreement with statements they do not genuinely hold.

Horwitz (1987) developed Beliefs about Language Learning Inventory (BALLI). The inventory was originally designed to help teachers reflect on their attitudes and beliefs about language learning. However, it

has also proved valuable as a discussion tool in classroom setting, as it enables learners to become more aware of their own beliefs and to recognize and discuss how these beliefs may facilitate or hinder their language learning. Horwitz (1987) also points out that her research helps to identify the reasons behind learners' resistance and reluctance to participate fully in class, which may stem from a mismatch between teachers' and learners' beliefs about effective language learning.

By acknowledging these individual differences among learners, teachers can tailor their responses to meet each learner's needs and foster greater learner autonomy. The present study is similar to Horwitz's (1987) in its focus on how certain beliefs – referred to by her as erroneous beliefs- may influence learners and learning strategies. Moreover, classroom or one-to-one discussion can offer opportunities for teachers to address and reshape these erroneous beliefs by information and perspectives (Horwitz, 1987). The researcher herself found this process effective with her anxious students when she helped them realize that they should focus on understanding the overall meaning in class rather than trying to grasp the meaning of every individual word that had previously made language learning more difficult for them. These students not only became more relaxed but also improved their learning outcomes and modified their beliefs after adopting this strategy. These findings align with the hypothesis of the present study, which suggests that Libyan learners may be positively influenced by communicative approaches employed in the classroom.

A survey conducted by Carlo Yorio (1986, cited in Lightbown and Spada, 2006) on adult international students enrolled in a

communicative ESL program revealed that the participants expressed positive attitudes toward the communicative instruction they received in the classroom. This positive response can be attributed to the fact that most students held strong beliefs about language learning that were consistent with the instructional approaches are used in their classes. The instruction primarily focused on meaning, spontaneous communication, and group-work interaction, with little emphasis on language form, corrective feedback, or teacher-centered instruction. The students expressed a high level of satisfaction with their lessons. This study parallels the present research, its focus on the effects of communicative instruction and autonomous learning activities that learners engage in within the classroom.

3. Methodology

3.1. Research Design

The present study examines the effect of the changed learning context on learners' beliefs, and how these changes subsequently influence their learning strategies, leading to a positive outcome in the learning process. A case study approach is employed in the present research. The use of case studies is particularly common in small-scale social and educational research, as many of the characteristics of case study methodology are also evident in other qualitative research approaches. Some researchers may investigate a single instance or a few instances of a particular phenomenon in order to provide an in-depth account of events, relationships, experiences or processes occurring within a specific context (Denscombe, 1998). The reason for focusing on signal case is that examining individual instance can yield insights with broader implications. This feature represents one of the key characteristics of case study

research, as emphasized by Denscombe (1998) and Kazdin (2011).

The data in this study were collected through two methods: a classroom observation and an interview. These methods were selected to capture both observable behaviors and internal belief shifts. Empirical observation was employed because it provides concrete insights into human behavior, enabling researchers to think more clearly and deeply about human conditions (Bogdan & Biklen, 1998) and (Kharkhache et al 2024). In research, observation is defined as the systematic viewing of people's behavioral patterns in specific situations. It relies on direct visual evidence to capture what actually occurs, rather than what individuals claim they do or think (Dawson, 2002).

There are two types of observation: direct observation and participant observation. In this study, the researchers adopted the role of participant observers, immersing themselves in the activities of the case under investigation. Kothari (2004) emphasizes that in participant observation, the researcher becomes deeply involved in the lives of the individuals being observed. Therefore, a classroom observation was employed in this study to examine the actual practices and learning strategies used by the target participants.

Based on the information obtained from classroom observations, a semi-structured interview was conducted. The interview functioned as the main research tool, and thematic analysis was employed to investigate the individual factors influencing learners' thinking. In addition, the interview was selected over other research methods because, as Marshall and Rossman (2006) note, it generates data that are well-suited to addressing the research

questions while adhering to ethical standards. In-depth interviews are one of the major types of qualitative research and can take a semi-structured form (Marshall and Rossam, 2006). A semi-structured interview combines elements of structured and unstructured interviews, in which questions are primarily open-ended. The interviewer remains flexible, adapting questions based on the interviewee's responses and posing additional follow-up questions as needed (Kothari, 2004). Therefore, the researchers conducted one-on-one interview, each lasting more than 45 minutes, and audio-recorded the sessions. The interview was conducted using a combination of English and Arabic in one session

3.2. The Background of the Target Student

The subject of this case study is a Libyan adult male studying general English in the UK. His experience is presented as a sample to illustrate how autonomous learning can be shaped by underlying beliefs. Many studies emphasize that a learner's beliefs can be shaped both by the different learning contexts they encounter and by their prior learning experiences. These issues will be explored in the following analysis of the student's experiences upon coming to study in the UK.

The target student began learning English at age of twelve in a primary school in Libya. He later completed a four-year a Bachelor of Arts in Economics. After graduation, he worked as a sales manager in an international company, where proficiency in English was a job requirement. While employed, he also attended a six-week English course at private institute in Libya.

4. Results

4.1. Classroom observation findings and discussion

This study employed classroom observation to gain a deeper understanding of the target subject's behavior during interactive classroom activities. When selecting a research methodology, multiple factors must be considered. One important factor is the nature of research problem. Another essential factor consideration, as Mertler (2014) suggests, is the type of data to be collected. In this qualitative research, the researchers' primary goal is to gain a deeper understanding of human behavior and experience. They employ empirical observation because it is through concrete instances of human behavior that researchers can gain a clear and deeper understanding of human condition. (Bogdan & Biklen, 1998)

Classroom observation was conducted in the language classroom where the participant was enrolled in a General English course in Manchester, UK. The course focused on improving speaking and listening skills by engaging them in real-life communicative activities. The teaching methods and techniques employed by the instructor were unfamiliar to the participant, who had previously learned English primarily through traditional approaches such as memorizing grammar rules and translating new words. In other words, he had relied more on the teacher than developing autonomous learning skills. The primary aim of this observation was to examine how the participant could enhance his learning strategies and how such improvements might lead to a change in his beliefs about English language learning.

The researchers observed six classes over a period of three weeks. Each class lasted ninety minutes, during which a variety of topics were discussed, engaging teaching techniques were employed, and effective interaction among students was observed. The class consisted of nine students, including the target subject of this study. The class consisted of four females and five male students, with ages ranging from nineteen to twenty-five years. The table below presents the teaching and learning process observed in the classes, including the types of activities assigned to students and the behavior of the target subject in each task.

Class information and seating arrangement	Classroom management
<ul style="list-style-type: none"> • The first class • Students' number: 8 • Students sit in round tables • Morning class 	<ul style="list-style-type: none"> • Type of activity: role play • The teacher asked her students to act the roles of a phone caller and an operator. • Students needed to use language such as/ <i>Could you please transfer me to..?</i> and <i>How may I direct your call?</i> • The teacher first used audio recording related to the lesson. She involved all students in this activity and was a good listener. • The target student couldn't manage to complete the dialogue so the teacher tried to help him acting his role.
<ul style="list-style-type: none"> • The second class • Students' number: 9 • Students sit in groups of three • Morning class 	<ul style="list-style-type: none"> • Type of activity: group work • Students were asked to listen and circle the numbers they hear. • With a partner, each student needed to use the numbers to complete the information in the box. • Students were asked to match an age from the box with a person in the photos below. • Students asked each other about their ages. • The observed student answered his partner correctly when was asked about his age.
<ul style="list-style-type: none"> • The third class • Students' number: 9 • Students sit in a semi-circle seating • Afternoon class 	<ul style="list-style-type: none"> • Type of activity: listening task. • Students listened to a conversation between a passenger and a driver. • Students listened again and filled in the blanks. • The target subject started to control his autonomous learning without the help of his teacher. • The teacher asked questions that required students' thinking.
<ul style="list-style-type: none"> • The fourth class • Students' number: 8 • Students sit in pairs • Afternoon class 	<ul style="list-style-type: none"> • Activity: pair work speaking task • The teacher involved the students in vocabulary activities and explained the task in a simple language. • The task was matching pictures with jobs. • Students then worked in pairs, each student asks his/her partner about the job in the picture. • The observed student managed to form a complete sentence when asked about the job <i>"He is a shop assistant"</i>.
<ul style="list-style-type: none"> • The fifth class • Students' number: 9 	<ul style="list-style-type: none"> • Activity: group work; talking about favorite things.

Class information and seating arrangement	Classroom management
<ul style="list-style-type: none"> Students sit in groups of three Morning class 	<ul style="list-style-type: none"> The teacher explained the purpose of the task by giving an example about herself. Students discussed in groups their favorite food, animals, films, actors, writers, sports, singers, etc. They took notes, then each student stood in front of their classmates and talked about themselves. An improvement in the behavior of the observed participant was noted as he seemed more confident in presenting himself than he was in previous classes.
<ul style="list-style-type: none"> The sixth class Students' number: 9 Semi-circle seating Morning class 	<ul style="list-style-type: none"> Activity: storytelling. Students watched a movie in class and then the teacher started to discuss the events of the movie with her students by asking them questions and encouraging all students to be involved in the task. Almost all students did well, the observed participant did the task satisfactory.

4.1.1. Previous language learning strategies

Based on the background of the target participant, classroom observations indicated that his prior language learning strategies initially did not enable him to fully engage in authentic classroom activities. The teacher frequently used authentic materials such as radio broadcasts, songs, TV shows, online videos, movie clips, real-life dialogues" in provide students with opportunity to use the language for genuine communication, rather than merely learning English rules or memorizing new vocabulary. The teacher focused on activities designed to expand students' vocabulary and support comprehension. Her instructional techniques differed from those the target participant was accustomed to, and as a result, he initially experienced difficulty engaging in interactive activities. In

contrast, other students appeared more involved and demonstrated better comprehension during the first class. Although the target participant understood the instructions, he was unable to complete the task successfully.

4.1.2 Methods and techniques in teaching the target language

The use of auditory aids, the creation of a learner-centered environment, and the variation of seating arrangements all contributed to the participant's development of autonomous learning. In contrast to his previous learning experience, greater emphasis was placed on diverse types of speaking activities. This served as motive for the participant to modify his own learning strategies, which subsequently led to change in his beliefs about English language learning. The participant's behavior improved gradually, as he began

to speak more frequently without being overly concerned about making language mistakes. The researchers observed this gradual improvement throughout the six classes they attended.

In summary, it was evident that changing the learning context, varying the learning strategies, modifying seating arrangements, and emphasizing authentic activities facilitated the participant's learning process and promoted the development of his autonomous learning. This will be further confirmed in the next section, where the interview findings are analyzed and discussed.

4.2. Interview Findings and Analysis

Data were collected through a semi-structured interview, which served as the second data collection instrument. The interviews were designed, as Kumar (2011) says, to obtain richer and more detailed information from participants regarding their attributes, preferences, feelings, opinions and knowledge. In qualitative research, interviews are particularly valuable as they enable researchers to explore participants' perspectives and behaviors in-depth, thereby yielding individualized and comprehensive data. (Kumar, 2011)

4.2.1. Previous language learning strategies

Based on his previous learning experience, the participant believed that his English language proficiency could only improve through translating new words and studying grammar rules. He associated being proficient in English with having strong grammatical competence and considered it necessary to translate every word he encountered while reading or listening in order to fully comprehend its

meaning. However, this learning strategy slowed down his process of acquiring English and made it more complicated, which eventually led him feel frustrated and discouraged. consequently, his previous learning experience did not expose him to alternative approaches to English language learning.

4.2.2. Methods and techniques in teaching the target language

The teaching methodology through which the participant was taught at in Libya followed a traditional approach. Students were seated in fixed rows, while the teachers stood at the front of the classroom, delivering lessons, providing examples and responding to questions, with limited opportunities for student participation. The learning environment was therefore predominantly teacher-centered. In other words, little attention was given to the practical use of English or to strategies that would enable learners to apply the language in real life situations. Students primarily memorized isolated pieces of linguistic information, with limited opportunities to practice using the language communicatively. The focus was on passing exams, which reinforced rote knowledge of language forms rather than developing their ability to use English effectively in authentic contexts. There were no interactive classroom activities. In general, the approach to teaching English remained consistent throughout the participant's primary, secondary and university education.

4.2.3. A change (alternation) in language learning beliefs

When the participant enrolled in general English course in Manchester, UK, the participant observed that the teaching system differed significantly from what he

had previously experienced. He expressed concern about his level of proficiency and his ability to meet academic demands. He found it disappointing that he could not apply the English he had learned in Libya. Moreover, he was unable to identify any more effective techniques that might yield better result. He stated that speaking activities received little attention. This was because he adhered to his own learning strategy, translating every single word he encountered in the text. This process was time-consuming and effortful, leaving him feeling bored and demoralized.

He began to think critically about his previous beliefs regarding translation as part of the primal rules, which he experienced as an ineffective and unproductive strategy. He decided to consult a Libyan student who spoke English fluently to learn the most effective techniques for achieving proficiency. The student advised him to speak and interact with native speakers of English as much as possible in the UK without worrying about grammatical or language mistakes. Additionally, he recommended that the participant learn a range of vocabulary each day to facilitate meaningful interaction with native speakers.

The participant noted that after three weeks in Manchester, he realized he had to change his old beliefs about learning English. He said that teachers encouraged him to speak and participate in every task without relying on translation or worrying about his grammatical accuracy. He also commented that teachers repeatedly assured him that they could still understand him even if he made grammatical mistakes. The main purpose of learning English was to speak as much as possible. He also added that the teaching methodology used in the

class helped avoid relying on translation, as the teachers employed visual aids that enabled the students to understand the meaning without referring to a dictionary. He contrasted his learning experience in Libya with that in the UK. His comments indicated that, in the UK, the teaching process focused on developing language skills by providing learners with opportunities to choose what to learn and by making them the center of the classroom activities. However, in Libya, the focus was mainly on the amount of information transmitted from teacher to students.

4.2.4. Promoting autonomous learning by changing the beliefs towards learning English

The participant enhanced his autonomy in learning English by adapting his learning strategies to various contexts and drawing on his prior learning experiences. Drawing on his previous learning experiences, the participant maintained a misconception about his method of learning English, which hindered his progress toward developing autonomy in learning. It was evident that the change in learning context, his readiness to learn, willingness to take responsibility for the learning process, and confidence in his ability as a learner played a curial role in changing his beliefs about learning English. As Benson states, "self-management of learning plays an important role in a language learner developing proficiency" (1998, cited in Malcom 2004, p.81).

5. Conclusion and Recommendations

The present study explored the impact of a change in learning context on learners' beliefs. A Libyan learner was selected as a case study to illustrate this process. The participant's beliefs about learning were largely influenced by his prior educational experience in Libya. Upon beginning his

English studies in the UK, he was exposed to diverse teaching methods and a range of learning strategies within a classroom

To answer the research questions of this study, a qualitative approach was employed through observations and the interviews. The findings indicate that the target participant maintained beliefs aligned with a teacher-centered approach and a strong dependence on word-word translation. Moreover, learners were not accustomed to taking responsibility for their own learning. In other words, the teacher is the one who controls all the classroom activities and transmits information directly into the students' minds, which may be a major factor hindering the development of autonomous learning.

It was clear that the change in learning context had a significant positive impact on the participant's beliefs. Furthermore, he was able to participate productively in class and engage successfully with his peers during pair and group activities. The participant developed firm beliefs in the importance of autonomy within the classroom and in the value of communicating without fear of making mistakes in English. This find addresses the third research question of the study.

To conclude, learner beliefs play a crucial role in shaping the learning process. It was evident that when learners believe a particular learning strategy is effective, they may find it difficult to adopt alternative strategies. It was apparent that the change in the learner's beliefs in the present study resulted from the shift in learning context, where the communicative method was applied. based on these findings, the question arises as to whether the participant will maintain these changed beliefs after

returning to Libya, which remains as issue for further research.

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Conflict of Interest

The authors declare that the case study was conducted solely for academic purposes. The student involvement does not present any financial, personal, or professional conflict of interest.

Declaration of AI Use

The authors declare that they did not use any AI tools in the preparation of this manuscript.

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تعزيز التعلم الذاتي من خلال تغيير معتقدات تعلم اللغة: دراسة حالة لطالب ليبي في الخارج

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ملخص البحث:

تناولت هذه الدراسة معتقدات المتعلم في دعم تنمية السلوك الذاتي، حيث يربط البحث بين معتقدات المتعلم ودراسة الفروق الفردية، وهو ما يعد أساساً للحجة القائلة بأن أفضل ظروف التعلم هي تلك التي يكون فيها المتعلمون مستقلين قدر الإمكان. موضوع هذه دراسة هو طالب ليبي بالغ التحق بدورة للغة الإنجليزية العامة في إحدى مدارس اللغات بالملكة المتحدة. وقد جمعت بيانات هذه الدراسة من خلال المقابلات وملاحظات الفصول الدراسية. أظهرت النتائج أن الطالب المستهدف تمكن من تطوير تعلمه الذاتي للغة الإنجليزية عبر تعديل استراتيجياته التعليمية، ولخبراته السابقة. كما تبين أن تغير سياق التعلم، والاستعداد للتعلم، وتحمل مسؤولية عملية التعلم، إضافة إلى ثقته بقدرته على تعلم اللغة الإنجليزية، كان لها دور حاسم في تغير معتقداته وأفكاره المتعلقة بتعلم اللغة الإنجليزية.

الكلمات المفتاحية: استقلالية المتعلم، معتقدات المتعلم، استراتيجيات التعلم، السلوك الذاتي