

English Autonomy, Motivational Strategies, and English Language Experience

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Abstract: Language plays an irreplaceable role in the development of human society. As the most widely used and widely used communication tool in the world, English learning and application have become increasingly important. However, there has been controversy over the relationship between its autonomy, motivational strategies, and language experience. This article attempted to explore this issue from a theoretical research perspective and collect a large amount of relevant data through questionnaire surveys, and analyzed the characteristics and influencing factors of students' motivation for autonomous learning of foreign languages, providing certain reference significance for the reform of college English teaching and the cultivation of learner autonomy. This article designed experiments from three aspects: autonomy, learning motivation, and language experience fluency. The experimental subjects were divided into four groups: A, B, C, and D. Statistical software was used to analyze and examine the differences between different groups of students. Among them, Group C had the highest average fluency, reaching around 87.8%, and their language experience was also more diverse, proving a certain positive correlation between students' learning autonomy, motivational strategies, and language experience. English learning autonomy can promote learning behavior by providing self-determined learning goals, self-monitoring learning progress, and self-selecting learning strategies, which helps to enhance understanding of English learners' motivation and language experience, and provides guidance and guidance for English teaching and learning.

1. Introduction

The acquisition and development of a second language is a complex and arduous process. In English learning, there are many factors that affect learners' mastery of language skills, including their own cognitive ability, comprehension ability, and even learning motivation, autonomy, etc. These are directly related to whether learners can achieve good learning outcomes. Therefore, how to cultivate and enhance students' comprehensive foreign language application ability, promote the

formation of students' subjective initiative and creative thinking, has not only become a concern of current English teaching reform, but also has been highly valued by the education community.

During the COVID-19, students' goals and preferences have changed, which has affected their motivation to learn English to a certain extent [1]. Subject teachers use pragmatic strategies for effective teaching based on students' English learning motivation and needs, which can maintain the achievement of English grades and also give sufficient attention to language teaching [2]. In the college English teaching environment, through a small private online course designed for mixed courses, the participants' views on their participation in Blended learning, their motivation, learning autonomy and overall satisfaction were investigated, creating an efficient English learning environment and obtaining positive learner cognition [3]. English as a foreign language students are challenged in reading: cultivating digital reader response task learners' autonomy, not only stimulating learners to use meaningful language, but also analyzing student feedback to demonstrate how to obtain a better experience [4]. If English learners' teaching motivation is not interesting enough, resulting in their low learning autonomy and enthusiasm, then the use of collaborative teaching in English teaching is expected to give more positive results [5]. Autonomous learning helps to enhance learners' understanding of information sources, promote active thinking and communication, and help them establish their own way of thinking, so as to increase their interest in the knowledge system.

In a technology supported learning environment, the autonomy of language learners has attracted widespread attention from scholars, and the use of various metacognitive, motivational, and emotional control strategies to regulate learning has potential in cultivating learner autonomy [6]. Flipped English writing class has created a user-friendly Collaborative learning environment, and as learners can practice writing comfortably, students' English writing performance, autonomy and motivation have been improved [7]. The trait emotional intelligence of students is positively correlated with learner autonomy, while it is negatively correlated with anxiety levels in foreign language classrooms. This means that students who are more autonomous and have higher emotional intelligence are often able to better enjoy foreign language classrooms [8]. For a long time, the exploration of language learners' motivation has been considered a key determinant of foreign language acquisition success. The stronger learners' autonomous motivation, the better they can participate in a certain activity. In order to maintain autonomous learning motivation, learners' autonomy, ability, and relevance should be met [9]. The dynamic processes and adaptive or competitive interactions between value, control, and truth related motivations, as well as their background, lead to specific motivational trajectories that shape the language learning choices and experiences of these learners [10]. Exploring the motivational tendencies of language learners is of great significance in promoting their foreign language learning effectiveness, understanding their psychological needs, and effectively regulating them.

In order to explore the relationship between English autonomy, motivational strategies, and English language experience, this article analyzed the influencing factors of English autonomous learning behavior and psychological state on English language experience from multiple dimensions, proposed issues that students need to pay attention to when conducting autonomous learning in different contexts, and explored effective motivational strategies, which had varying degrees of promoting effects on learners' self-awareness, self-realization, confidence, and positive emotions. Compared with traditional teaching models and theories, motivational strategies pay more attention to the individual's subjective initiative, have strong operability, and can promote learners to actively participate in activities, which is conducive to stimulating their positive emotions and enhancing their confidence, thereby achieving the goal of improving learning effectiveness and English proficiency [11-12].

2. English Language Learning Autonomy and Its Dilemmas

Autonomy in English language learning refers to the ability of learners to actively participate and take responsibility in the learning process, spontaneously guide and monitor themselves. It not only promotes the formation of good thinking qualities, autonomous awareness, and innovative abilities, but also provides favorable conditions for cultivating foreign language talents. However, there are many problems in the current education of English learning autonomy, which seriously affect and restrict the subjectivity development of English learners [13-14].

External pressure and standardized requirements are the primary factors hindering learners' autonomy [15]. Influenced by factors such as the limitations of the teaching to the test system and the inherent defects of the traditional teaching model, many students lack initiative, resulting in their high dependence on English language learning, no clear learning goals and directions of their own, and only pursue to meet the standard requirements without real learning interest and motivation.

The individual differences of English learners are large, and the values of people in different cultural backgrounds are also different, which causes psychological stress to a certain extent to learners, so that they fall into anxiety and pressure in learning because they are worried about their performance and status, and have a negative impact on learning autonomy and initiative.

The lack of learning resources also hinders the growth of students' autonomous learning ability, especially the backwardness of teachers' teaching concepts and textbook writing, which makes it difficult for learners to effectively plan and manage the learning process, greatly reducing English learners' autonomy and directly affecting the effectiveness and quality of English learning.

3. Relationship between Learning Motivation and Learning Effectiveness

Motivation is an internal motivation that can lead to certain behavioral tendencies, and motivational strategies are various means used to achieve such intentions and actions. In language learning, common learning motivations generally include internal motivation and external motivation. Internal motivation refers to the psychological state formed to complete a certain activity, mainly including interests, emotions, desires, etc. External motivation refers to the psychological changes caused by corresponding external factors or objective conditions, such as rewards, praise, punishment, etc. [16]. However, the relationship between learning motivation and learning effectiveness is not direct, and there are also indirect influences and constraints between them, as shown in Table 1.

Table 1: The relationship between learning motivation and learning effectiveness

Learning motivation	Learning behavior	Learning effect
↑	↑	↑
↑	↓	↓
↓	↑	↑
↓	↓	↓

Note: "↑" indicates good, "↓" indicates bad.

From Table 1, it can be seen that in addition to learning motivation, learning effectiveness is also influenced by learning behavior, which can be said to be influenced by learning autonomy. When the starting point of learning motivation is positive and upward, if the learning behavior is good, then good learning results can also be achieved. Once the learning enthusiasm is frustrated and the learning behavior is not good, it may lead to students losing interest in the knowledge they have learned or giving up learning, and the learning effect is also not good. When learning motivation

points towards negativity, if the learning behavior is good, it can still maintain a high learning effect. If the learning behavior is not good, it cannot achieve the expected effect to a certain extent. Therefore, only by combining motivation with learning attitude and habits can learning effectiveness be effectively improved [17].

4. Improvement of English Language Learning Experience

Experience is a psychological activity that arises from the perception of things, environments, events, etc., that people have experienced or experienced in their learning and life. In the process of language learning, language experience is of great significance for improving students' thinking level, aesthetic ability, and language expression ability. This article explores strategies and methods for cultivating students' English learning experience by analyzing the main factors that affect their English learning experience and combining with the current situation of English teaching.

It is necessary to create a good teaching atmosphere to stimulate students' emotional interest. In the classroom, teachers should pay attention to creating a relaxed and harmonious situation. They can adopt questioning and group cooperation methods to activate the classroom atmosphere, enabling students to easily and happily participate in teaching activities. At the same time, they should also provide good learning resources and facilities, including textbooks, multimedia equipment, etc.

It is necessary to cultivate learners' autonomy to encourage them to set learning goals and plans during the learning process, and use effective learning strategies based on the characteristics of different students, explore diverse learning content and activities, so that every student can develop [18].

Learning interest and participation through interactive methods such as games, discussions, and role-playing should be stimulated, and technical tools and online resources are utilized to create interesting and stimulating learning experiences, providing timely feedback and recognition to enhance students' confidence and learning motivation.

5. Role of Motivational Strategies in the Relationship between Autonomy and Language Experience

Motivational strategy is a concept based on psychological activity processes, which includes two dimensions: individual and environment. Through these two parts, behavior regulation at different levels is achieved. The rational use of motivational strategies in language learning is not only beneficial for promoting corpus knowledge acquisition, but also for enhancing language communication skills and improving cross language communication efficiency. This enables teachers to cultivate learners with autonomy and enhance their self-awareness and language expression level more targeted [19-20]. It can be said that motivational strategies provide a bridge for students to understand the impact mechanism of autonomy on language experience, and play a mediating role between autonomy and language experience, which can be elaborated from the following three aspects.

Firstly, from a cognitive perspective, motivational strategies can promote students' formation of a good sense of self-efficacy, thereby enhancing their autonomous learning ability. With the growth of individual knowledge level and the accumulation of experience, students' self-awareness is also constantly strengthening, which provides them with an internal motivation to make more effective responses to the activities they engage in, and can also enhance their understanding of their own values and goals, thereby enhancing self-confidence.

Secondly, learners' emotional state can be regulated through emotional attitudes and behavioral patterns, providing motivational support, and maintaining a positive and healthy psychological state.

In a certain sense, motivational strategies are actions or means taken by people to achieve better learning outcomes. When students' learning motivation is at a stable and high level, they can develop stronger self-awareness, thereby enhancing learners' goal orientation, interest, and positive emotions, and enhancing their language experience; On the contrary, it may lead to boredom or even truancy, which can have a negative impact on the entire learning process. Therefore, it is necessary to attach importance to the application of motivational strategies in English teaching, stimulate students' learning enthusiasm, and cultivate students' creative thinking, so as to improve teaching quality.

Thirdly, motivational strategies help cultivate students' ability to actively explore and solve problems. There are differences in the behavioral characteristics of students at different levels, and flexible motivational strategies should be adopted based on their characteristics to effectively mobilize their enthusiasm and initiative, stimulate their desire to explore knowledge, enable them to learn to plan their learning process, and demonstrate a high degree of participation and engagement in practice, truly achieving the goal of applying what they have learned.

In summary, the mediating role of motivational strategies between autonomy and language experience helps to explain and understand the relationship between the two, and promotes better language experience for learners through mechanisms such as enhancing self-efficacy, providing motivational support, and enhancing learner engagement and engagement.

6. Demonstration on the Relationship between English Autonomy, Learning Motivation, and Learning Experience

6.1 Experimental Subjects and Objectives

120 students from a certain university were selected as participants and randomly divided into four groups: A, B, C, and D, with 30 students in each group. It is known that these students have certain similarities in their English learning experience and level, and the relationship between autonomy, motivational strategies, and English language experience has been explored.

6.2 Experimental Methods

Questionnaire surveys, observations, interviews, and other methods were used to collect learning data from these students, and the data was analyzed and interpreted through appropriate statistical methods.

6.3 Evaluation Indicators

The differences in the use of motivational strategies and language experience among participants with different levels of autonomy were analyzed and compared in terms of their learning motivation, autonomy, and fluency in language expression.

6.4 Data Analysis

6.4.1 Learning Motivation

The motivation of these groups of students to learn English was investigated, and the results are shown in Figure 1.

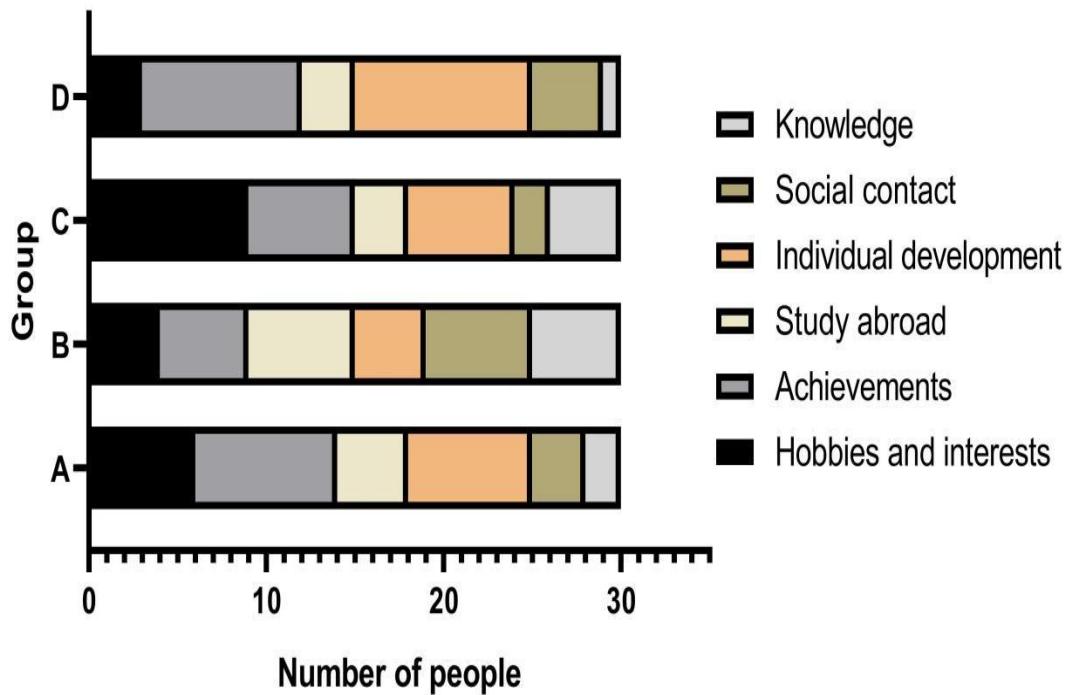


Figure 1: Distribution of learning motivation for each group of students

The vertical axis in the figure represents groups A, B, C, and D, while the horizontal axis represents the number of people in each type of motivation within each group. From Figure 1, it can be seen that among these 120 students, learning motivation is mainly divided into five categories: interests, achievements, studying in other countries, personal development, social interaction, and knowledge. Among them, the majority of students in Group C are motivated by their interests and hobbies, and they may take proactive actions to better grasp what they are interested in. There are more students in Group A who study due to their achievements, and they are more inclined to obtain some professional certificates to prove their abilities. The motivation distribution of Group B students is relatively average, showing a relatively stable characteristic. The proportion of students in Group D in terms of achievement and personal development motivation is higher and the number is relatively close, indicating that this group of students pays more attention to the realization of their own value and can actively and effectively improve their language communication skills and continuously pursue success.

6.4.2 Learning Autonomy

These students were invited to conduct self-evaluation from four aspects: learning goal formulation, learning plan formulation, effort level, and autonomous learning time. The score was set to 1-5 points, with 1 point indicating very dissatisfied and 5 points indicating very satisfied. The scoring results for each group were statistically analyzed, as shown in Figure 2.

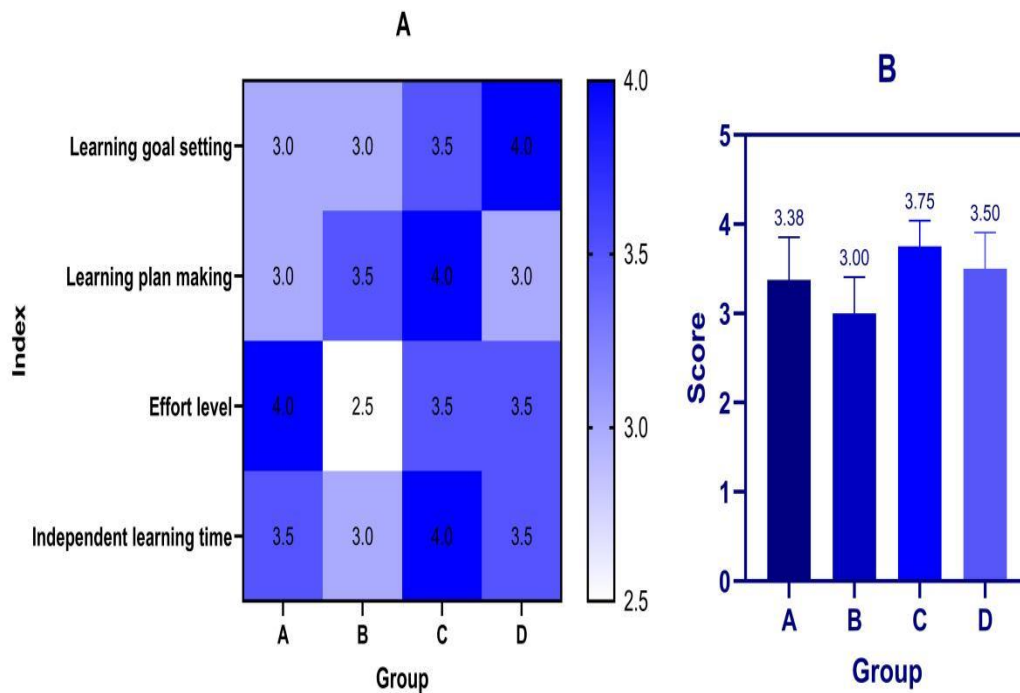


Figure 2A. Distribution of autonomy scores for each group of students

Figure 2B. Average autonomy score for each group of students

Figure 2: Assessment results of learning autonomy

In Figure 2A, the horizontal axis represents the group number, and the vertical axis represents the evaluation index. In Figure 2B, the horizontal axis also represents the group number, and the vertical axis is the average score of each group. From the color code of the heat map, it can be seen that the darker the color, the higher the score, and the stronger the students' autonomy. The color distribution of Group C in the figure is more prominent, with a score of 4 in both learning plan formulation and autonomous learning time. This group of students can better complete learning tasks. However, Group B scored the lowest in terms of effort, only 2.5 points, indicating that most students in this group did not demonstrate strong self-discipline and initiative, and were unable to achieve their learning goals effectively. Based on the data in Figure 2B, it can be seen that Group C has a higher overall score in the assessment of learning autonomy, indicating that learners with higher levels of autonomy tend to adopt positive motivational strategies to promote language learning.

6.4.3 Fluency of Language Expression

From the fluency of students' language expression, their confidence in this language experience was evaluated, and their subjective feelings about the learning process were understood. The results are shown in Figure 3.

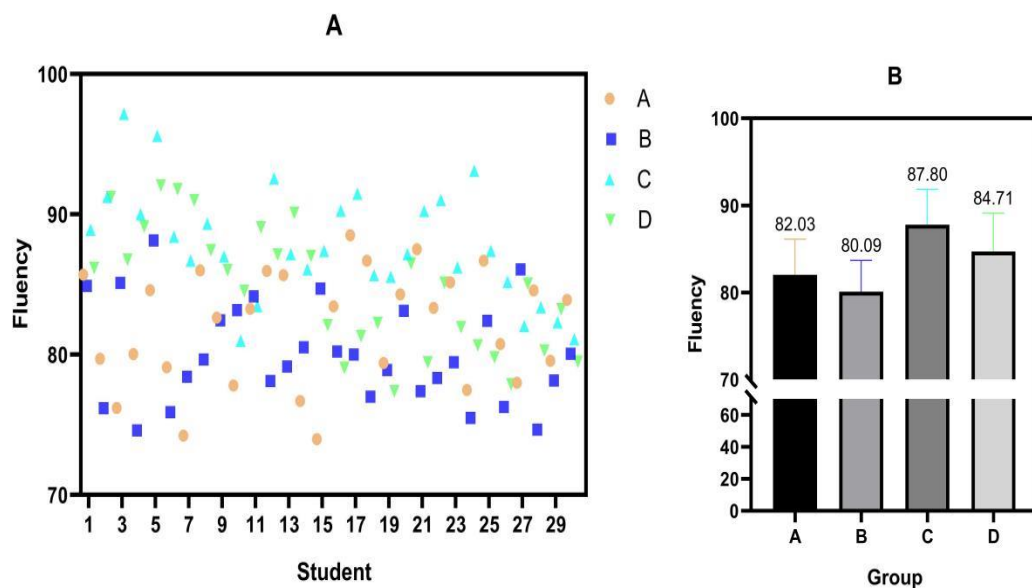


Figure 3A. Language fluency of each student

Figure 3B. Average language fluency of each group of students

Figure 3: Evaluation results of fluency in language expression

The horizontal axis in Figure 3A represents the 30 students in each group, while the vertical axis represents the language fluency of each student. In Figure 3B, the horizontal axis represents the group number, and the vertical axis represents the average language fluency of each group. From Figure 3A, it can be observed that the language fluency of these four groups of students is generally between 70% and 100%, and it can be clearly seen that there are more students in Group C with fluency above 90%, more students in Groups A and B with fluency below 80%, while Group D is at a moderate level, which is not prominent enough but does not affect their overall development. From Figure 3B, it can be seen that the average fluency of Group C is the highest, reaching around 87.8%, followed by Group D and Group A, with around 84.71% and 82.03%, respectively. Group B has the lowest, only about 80.09%, which is about 7.71% different from Group C.

Based on the above data comparison, it can be concluded that there is a certain positive correlation between students' learning autonomy, motivational strategies, and language experience. Group C students score higher in terms of learning autonomy, have stronger learning motivation, and have the highest overall fluency in language expression, indicating that they are more likely to have fun and confidence in the learning process, and have a richer language experience.

7. Conclusions

Learning motivation is the starting point and destination of all learning activities. For English learners, motivation can not only promote students' absorption and application of knowledge, but also encourage them to form a positive and proactive learning attitude, gain rich and lasting learning experiences, and lay a solid foundation for ultimately achieving good learning outcomes. This article took college English teaching as an example to explain how to cultivate students' good English learning motivation, mobilize their enthusiasm, explore the current problems in English learning and the reasons for these problems, and propose corresponding solutions. Finally, analysis and summary were conducted through methods such as questionnaire survey and interview, in order to better stimulate the learning enthusiasm of students, enhance teaching effectiveness, and improve teaching quality.

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