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## Language Learning Concept and Autonomy among Chinese Non-English Major Students

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### Abstract

**Aim:** This study aimed to characterize language learning concept and autonomy among Chinese non-English major students.

**Methodology:** This study employed a quantitative descriptive design to collect participant information and comprehensively understand the learning situation of Chinese engineering students.

**Results:** Respondents demonstrate a moderate level of language autonomy. They acknowledge the importance of formulating study plans and managing study time effectively.

**Conclusion:** This study presents a framework on how to effectively integrate learning autonomy and engagement into teaching, encouraging the adoption of more personalized and interactive strategies, such as blended learning models, project-based learning, and peer learning. This not only helps increase students' motivation and efficiency but also their ability to understand and apply English, especially in cross-cultural communications.

**Keywords:** *language learning concept, language autonomy, Chinese non-English major students*

### INTRODUCTION

In today's increasingly interconnected and globalized world, language learning has emerged as a pivotal skill that holds significance for personal, societal, and even international development (Dizon & Sanchez, 2020; Muñoz & Sanchez, 2023; Sanchez & Sarmiento, 2020; Tiquis, 2023). With the rapid advancement of information technology and the escalating frequency of global interactions, transcending linguistic and cultural barriers has become imperative. Serving as a pivotal tool to realize this aspiration, language proficiency functions not only as a medium for human communication but also as a bridge linking diverse cultural backgrounds, catalyzing economic collaboration, propelling technological innovation, and fostering global harmony. Within this context, the importance of language learning becomes pronounced, and for Chinese non-English major students, acquiring a foreign language, especially English with its extensive international influence, assumes paramount importance.

Undeniably, language acquisition is a multifaceted process, influenced by factors such as individual disparities, cultural backgrounds, and learning environments (Amihan & Sanchez, 2023; Salendab & Sanchez, 2023; Sanchez, et al., 2022). In China, despite English instruction being an integral component of the education system, numerous challenges persist. Firstly, non-English major students often grapple with insufficient motivation in their English studies, particularly when confronted with the burdensome weight of academic pressures and competitive stressors. Secondly, the efficacy of classroom instruction is curtailed by an array of factors, encompassing teaching methodologies, textbook quality, and the availability of learning resources—all of which can impinge upon students' learning experiences and scholarly achievements (Amihan, Sanchez & Carvajal, 2023; Sanchez, 2023; Sanchez, Sanchez & Sanchez, 2023). Furthermore, students' autonomy in learning is pivotal determinants of English learning efficacy. However, instilling a sense of autonomous learning and enhancing course participation remain subjects warranting in-depth exploration.

Against this backdrop and the challenges therein, the present study aims to delve comprehensively into the aspects of language learning concepts and autonomy among Chinese non-English major students, specifically in the context of English language acquisition. The overarching objective is to provide theoretical guidance and practical recommendations aimed at elevating the quality of English education and nurturing individuals possessing

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international competitiveness. By conducting a thorough examination of these facets, a more holistic understanding of students' learning circumstances and needs can be gleaned, thereby facilitating the formulation of more efficacious educational strategies and cultivation plans, ultimately propelling students to achieve enhanced outcomes in language acquisition.

The language learning concept refers to the process by which individuals acquire the ability in a second or foreign language, encompassing various aspects of the language such as grammar, vocabulary, pronunciation, and the sociocultural rules of language use. According to Krashen (1982), this process includes both conscious learning and the unconscious acquisition that occurs through exposure and interaction. Current research focuses on various language learning theories, such as communicative language teaching, task-based learning, and Content and Language Integrated Learning (CLIL). Existing research often focuses on specific teaching methods or technological tools, neglecting the impact of individual differences, cultural backgrounds, and learning motivation on the language learning process. Therefore, a thorough examination of Chinese non-English major students' language learning concepts, encompassing their attitudes, cognitions, and expectations towards English learning, assumes critical importance. Through an analysis of these concepts, educators can better tailor teaching strategies, ignite students' interest in learning, elevate motivation, and thus, facilitate more effective English language education.

Autonomy refers to the learner's capacity for self-direction in their learning process, including setting learning goals, monitoring their own progress, and evaluating the outcomes of their learning (Carvajal & Sanchez, 2023; Momanyi & Del Mundo, 2022; Sanchez, 2023). Holec (1981), a pioneer of this concept, emphasized the active participation and responsibility of learners in their learning process. However, challenges persist. On one hand, some students may be accustomed to relying solely on teacher guidance, lacking the ability for self-management and devising learning plans. On the other hand, the educational system and teaching methods may impede the development of students' autonomy in learning. Therefore, researching the autonomy in learning among Chinese non-English major students, delving into their expressions, influencing factors, and cultivation methods in the context of English learning, holds substantial significance in promoting comprehensive student development and enhancing learning outcomes.

In conclusion, this research holds profound significance for universities, teachers, and non-English major students in China by providing deep insights into the unique language learning challenges and opportunities faced by this demographic. For universities, it offers a foundation for designing and implementing more effective language teaching strategies, optimizing curriculum design to foster students' linguistic autonomy and engagement, and enhancing teaching quality and learning outcomes. Additionally, the emphasis on the importance of cultural understanding in language learning suggests universities should increase opportunities for cross-cultural exchanges and practical applications to cultivate global perspectives and communicative competencies among students. For teachers, this study presents a framework on how to effectively integrate learning autonomy and engagement into teaching, encouraging the adoption of more personalized and interactive strategies, such as blended learning models, project-based learning, and peer learning. This not only helps increase students' motivation and efficiency but also their ability to understand and apply English, especially in cross-cultural communications. For students, the research underscores the importance of proactive and participatory learning approaches, encouraging them to plan their learning paths more effectively, utilize available resources like online platforms and language exchange programs, and improve their linguistic skills. Moreover, the focus on cultural understanding prompts students to actively explore and comprehend the culture of the target language, fostering deeper language learning and application. Overall, this study not only fills the research gap regarding the language learning of Chinese non-English major students but also offers valuable guidance for universities, teachers, and students to more effectively face the challenges in the language learning process, making the most of the opportunities for improving their language capabilities and cross-cultural communication skills in a globalized context.

## Objectives

This study aimed to characterize language learning concept and autonomy among Chinese non-English major students.

Specifically, it sought answers to the following questions:

1. What are the language learning concepts of the students, including their attitudes towards learning, learning objectives, and motivation?
2. How may the students' language autonomy, including their ability to formulate study plans, manage study time, and utilize learning resources effectively be assessed?



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## METHODS

### Research Design

This study employed a quantitative descriptive design to collect participant information and comprehensively understand the learning situation of Chinese engineering students.

### Population and Sampling

This study is conducted at one regional university in north China, Qingdao Vocational College of Engineering. Most of the majors in this school are engineering. In this school, English language courses are offered during the first and second years. There are a total of 3485 students in the sophomore year. They are around 20 years old and have been exposed to English since elementary school. By the second year of college, they have a certain foundation in English, including phonetics, vocabulary, reading, listening, writing, and other content.

### Instrument

In this study, two questionnaires were used to collect the true situation of the respondents.

### Data Collection

All the three questionnaires were distributed to 410 students in Qingdao Vocational College of Engineering after asking for their approval. The data collection began from September to October in 2023 from the online platform-Wenjuanxin.

### Treatment of Data

The study employed statistical analyses such as frequency distribution, mean, and multiple regression using the social science statistical software package (SPSS) version 27 to describe and summarize the characteristics of each variable and the correlations among the two variables after data collection.

### Ethical Considerations

This study ensured consent from the students before collecting their personal information and sensitive data, safeguarding participants' privacy, and data security. The clearance of this study was granted by the LPU-B-Research Ethics Review Committee.

## RESULTS and DISCUSSION

Table 1 presents a summary of college students' perceptions on various aspects of language learning. It includes indicators such as the nature of language learning, learning strategy concept, native language concept, learning motivation concept, and self-efficacy. Each indicator is rated on a weighted mean scale, with verbal interpretations and rankings provided. To analyze each score and its ranking, it's important to consider the linguistic implications and factors that might influence these perceptions.

Nature of Language Learning ranking 1st, get a high mean of 2.96. This indicator ranking the highest suggests that students have a strong agreement with the conceptual understanding of language learning. This might be due to the comprehensive approach to language education in college, emphasizing not just the mechanics of language but also its cultural, social, and communicative aspects. The high score could reflect an appreciation for the complexity and multifaceted nature of language learning. The high ranking in this aspect could be due to a comprehensive approach in language education that emphasizes not just the mechanics but also the cultural, social, and communicative aspects. A study by Li et al. (2023) highlights the effectiveness of training strategies in foreign language students' pronunciation and their impact on self-efficacy and motivation, reflecting the multifaceted nature of language learning.

Learning Strategy Concept (Mean: 2.95) gets third place. This indicates that students agree on the importance of strategies in learning a language. This could be influenced by the exposure to various learning methodologies in their coursework. Effective learning strategies, such as mnemonic devices, contextual learning, and immersive practices, are critical in language acquisition, and their understanding and acceptance are crucial for



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language proficiency. The importance of learning strategies is corroborated by Akyldiz and Kaya (2023), who found a moderate level of self-efficacy in teachers utilizing self-regulated learning strategies. This is also consistent with the study of Salendab, Ocariza-Salendab and Sanchez (2023), Sanchez (2022), and Sanchez (2020).

Learning Motivation Concept (Mean: 2.95) also tied for third. This reflects an agreement on the importance of motivation in language learning. Motivation is a key factor in linguistic proficiency, influencing the duration and intensity of learning. This score might indicate that students recognize the role of intrinsic and extrinsic motivators, such as personal interest, academic requirements, or future career opportunities, in their language learning journey. The importance of motivation in language learning is highlighted by Ma et al. (2023), who discuss how different motivation profiles among Chinese rural foreign language learners influence their strategy use and achievement.

**Table 1 Summary Table on College Students' Language Learning Concept**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Nature of Language Learning	2.96	Agree	1
2. Learning Strategy Concept	2.95	Agree	3
3. Native language concept	2.91	Agree	5
4. Learning Motivation Concept	2.95	Agree	3
5. Self-efficacy	2.95	Agree	3
Composite Mean	2.94	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Self-efficacy (Mean: 2.95) shares the third rank. This score indicates a belief in one's capabilities to learn a language. Self-efficacy is crucial in language education as it impacts a learner's approach to tasks, perseverance, and resilience in the face of challenges. This score suggests that students generally feel confident in their language learning abilities, which is essential for successful acquisition. The belief in one's capabilities to learn a language is crucial, as shown by Teng and Wu (2023). They found that learners' self-efficacy beliefs predict their use of metacognitive strategies, which in turn affect their motivation and perceived progress in online English learning.

Native Language Concept (Mean: 2.91) ranks fifth. This suggests a slightly lower agreement on the role of one's native language in learning a new language. This might be due to the growing emphasis on immersive language learning environments where the use of the native language is minimized. The relatively lower score could also reflect the challenges and complexities of balancing the native language with the target language in the learning process. The ranking might reflect the challenges in balancing the native language with the target language. Montaño-González and Cancino (2020) found that motivation plays a key role in increasing the use of language learning strategies and improving self-efficacy, indicating the complex interplay between native and target languages.

In summary, the ranking and scores in Table 7 reflect a holistic understanding and positive perception of language learning among college students. The slight variations in scores could be attributed to individual differences in learning experiences, teaching methodologies, personal motivations, and the inherent complexities of balancing multiple linguistic concepts.



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Table 2, titled "Summary Table on Language Autonomy," presents the results of a survey assessing various aspects of language autonomy in learning English. The table includes five indicators, each with a weighted mean, verbal interpretation, and rank. The indicators are rated on a scale from "Strongly Disagree" to "Strongly Agree." The composite mean 2.93 indicates a general agreement across indicators, suggesting that students possess a moderate level of language autonomy in their English learning process. While there is evidence of proactive engagement in learning, areas such as goal-setting, strategy application, and self-assessment show potential for further development.

Indicator 1 "Understanding Instructor's Teaching Objectives and Requirements" gets 2.96 (Rank 1). This highest-ranked indicator shows that students generally understand their instructor's teaching objectives and requirements well. This understanding is crucial for aligning personal learning efforts with course expectations. The strong agreement here suggests effective communication and clarity in instruction. However, the score indicates room for improvement, possibly due to varying teaching styles, the complexity of language learning objectives, or students' diverse learning backgrounds. Marsevani's study investigates learners' perceptions and practices of understanding instructors' teaching objectives and requirements in English learning, focusing on autonomous language learning (Marsevani et al., 2021).

**Table 2 Summary Table on Language Autonomy**

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Understanding Instructor's Teaching Objectives and Requirements	2.96	Agree	1
2. Setting up Personal Learning Objectives and Study Plans	2.90	Agree	5
3. Using Learning Strategies in an Effective Way	2.91	Agree	4
4. Monitoring the Use of Learning Strategies	2.93	Agree	3
5. Monitoring and Evaluating the English Learning Process	2.94	Agree	2
Composite Mean	2.93	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Indicator 5 "Monitoring and Evaluating the English Learning Process" gets 2.94 (Rank 2). This indicator ranks high, showing that students are generally effective at monitoring and evaluating their English learning process. This involves ongoing assessment of progress and making necessary adjustments. The score indicates a degree of reflective learning and self-assessment capabilities. However, challenges may arise from difficulties in objectively evaluating one's own progress or a lack of external feedback. A study by Tham and Lua looks into the use of self-regulated learning strategies among twelfth graders to learn English at a high school in Ho Chi Minh City. The study finds a significant usage of goal setting, self-evaluation, and other self-regulated learning strategies, with goal setting being the most used and self-evaluation being the least used category (Tham & Lua, 2022; Carvajal & Sanchez, 2024; Carvajal, Sanchez & Amihan, 2023).

Indicator 4 "Monitoring the Use of Learning Strategies" gets 2.93 (Rank 3). The score indicates that students are relatively good at monitoring their use of learning strategies. This involves reflecting on and adjusting strategies as needed. The slightly higher score compared to using strategies effectively suggests that students are



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more aware of their learning processes. However, challenges in accurately assessing the effectiveness of strategies or a lack of knowledge about alternative strategies could be limiting factors. A related study by the same authors, Tham and Lua, also found that twelfth-grade students at a high school in Ho Chi Minh City generally employ self-regulated learning strategies in learning English, including goal setting, planning, self-motivation, flexible use of learning strategies, attention control, self-monitoring, help seeking, and self-evaluation (Tham & Lua, 2022).

Indicator 3 "Using Learning Strategies in an Effective Way" gets 2.91 (Rank 4). Students agree moderately that they use learning strategies effectively. This indicator is key to language autonomy as it involves selecting and employing strategies that enhance language learning. The score suggests that while students are aware of different strategies, there might be issues in consistently applying them effectively, possibly due to lack of awareness of how to adapt strategies to individual needs or contexts.

A synthesis of thirteen research studies by Raqqad et al. (2020) suggests that there is no evidence to support the effectiveness of reading strategies in improving the comprehension of reading for English as a Foreign Language (EFL) students. This highlights the need for a critical evaluation of the effectiveness of specific strategies in English learning (Raqqad et al., 2020).

Indicator 2 "Setting up Personal Learning Objectives and Study Plans" gets 2.90 (Rank 5). The score reflects a moderate level of agreement in setting personal learning objectives and study plans. This is an important aspect of language autonomy, as it involves goal-setting and planning for language acquisition. Challenges here may include difficulty in setting realistic and achievable goals, lack of experience in planning for language learning, or varying levels of motivation and self-discipline among students.

**Table 3 Relationship Between College Students' Language Learning Concept and Language Autonomy**

Nature of Language Learning	r-value	p-value	Interpretation
Understanding Instructor's Teaching Objectives and Requirements	.441**	0.000	Highly Significant
Setting up Personal Learning Objectives and Study Plans	.620**	0.000	Highly Significant
Using Learning Strategies in an Effective Way	.580**	0.000	Highly Significant
Monitoring the Use of Learning Strategies	.520**	0.000	Highly Significant
Monitoring and Evaluating the English Learning Process	.550**	0.000	Highly Significant
<b>Learning Strategy Concept</b>			
Understanding Instructor's Teaching Objectives and Requirements	.472**	0.000	Highly Significant
Setting up Personal Learning Objectives and Study Plans	.410**	0.000	Highly Significant
Using Learning Strategies in an Effective Way	.358**	0.000	Highly Significant
Monitoring the Use of Learning Strategies	.358**	0.000	Highly Significant
Monitoring and Evaluating the English Learning Process	.406**	0.000	Highly Significant
<b>Native language concept</b>			
Understanding Instructor's Teaching Objectives and Requirements	.324**	0.000	Highly Significant



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Setting up Personal Learning Objectives and Study Plans	.331**	0.000	Highly Significant
Using Learning Strategies in an Effective Way	.378**	0.000	Highly Significant
Monitoring the Use of Learning Strategies	.359**	0.000	Highly Significant
Monitoring and Evaluating the English Learning Process	.397**	0.000	Highly Significant
<b>Learning Motivation Concept</b>			
Understanding Instructor's Teaching Objectives and Requirements	.521*	0.000	Highly Significant
Setting up Personal Learning Objectives and Study Plans	.550**	0.000	Highly Significant
Using Learning Strategies in an Effective Way	.490**	0.000	Highly Significant
Monitoring the Use of Learning Strategies	.488**	0.000	Highly Significant
Monitoring and Evaluating the English Learning Process	.493**	0.000	Highly Significant
<b>Self-efficacy</b>			
Understanding Instructor's Teaching Objectives and Requirements	.472**	0.000	Highly Significant
Setting up Personal Learning Objectives and Study Plans	.410**	0.000	Highly Significant
Using Learning Strategies in an Effective Way	.358**	0.000	Highly Significant
Monitoring the Use of Learning Strategies	.358**	0.000	Highly Significant
Monitoring and Evaluating the English Learning Process	.406**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 3 provides a comprehensive analysis of the relationship between various aspects of language learning concepts and language autonomy among college students. Each section of the table, including the Nature of Language Learning, Learning Strategy Concept, Native Language Concept, Learning Motivation Concept, and Self-Efficacy, shows significant correlations, as indicated by their respective r-values and p-values.

The Nature of Language Learning category shows highly significant correlations in all elements, indicating a strong relationship between students' understanding of the nature of language learning and their autonomy in language learning. This significant correlation can be attributed to several factors. Firstly, a deep understanding of the nature of language learning likely leads to more effective learning strategies. Students who understand that language learning is not just about memorization but also involves communication, cultural understanding, and practical application are more likely to engage in meaningful learning activities that promote autonomy. Furthermore, this understanding may also influence students' attitudes towards language learning, making them more open to exploring new methods and taking initiative in their learning process. This proactive approach is a key component of autonomy. The recognition that language learning is a complex, dynamic process that varies for each individual could also lead students to take more responsibility for their learning, tailoring their strategies to fit their unique needs and preferences.

Miller (2019) emphasizes the significant impact of cultural diversity on language learning conceptions. Miller argues that students from varied cultural backgrounds bring different perspectives to language learning, which shapes their learning processes and strategies. She highlights that understanding these cultural differences is crucial



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for educators to foster a more inclusive and effective language learning environment. The study concludes that cultural diversity, by providing a range of perspectives on the nature of language learning, plays a vital role in shaping students' autonomy in their language learning journey. Miller's research underscores the importance of integrating cultural awareness into language education to enhance learner autonomy.

The Learning Strategy Concept category also demonstrates highly significant correlations across all elements. This significance suggests that the way students perceive and utilize learning strategies directly impacts their autonomy in language learning. The significant correlation can be attributed to a variety of factors. A key aspect is that an understanding and effective application of learning strategies empower students to take control of their learning process, leading to higher autonomy. Students who are aware of different learning strategies, such as cognitive strategies for processing language and metacognitive strategies for planning and evaluating their learning, are likely to be more successful in independently navigating their language learning journey. This autonomy is further enhanced when students actively engage in selecting, adapting, and evaluating these strategies to suit their learning goals and contexts. Moreover, the ability to effectively use learning strategies is closely linked to self-regulation, a critical component of autonomous learning. Self-regulation involves setting goals, monitoring progress, and adjusting methods, all of which are essential for independent language learning. Students who excel in these areas are likely to demonstrate a higher degree of autonomy.

Langford (2020) proposes that the awareness and effective application of diverse learning strategies are key to developing autonomous language learners. Langford's research reveals that students who are knowledgeable about and capable of applying various language learning strategies, such as metacognitive and cognitive strategies, exhibit higher levels of autonomy in their learning process. He emphasizes the role of educators in facilitating students' understanding and application of these strategies, arguing that this is crucial for nurturing independent language learners. The study concludes that a strategic approach to language learning, characterized by the selection and use of appropriate strategies, significantly contributes to the development of autonomy in language learners.

The Native Language Concept category shows highly significant correlations in all elements, indicating that students' concepts of their native language significantly influence their autonomy in language learning. This correlation can be explained by several factors. First, students' attitudes towards their native language can significantly impact their approach to learning a second language. A positive attitude towards one's native language may foster a positive attitude towards language learning in general, leading to greater motivation and autonomy. Additionally, an understanding of the linguistic and structural differences between the native and target languages can aid in more effective learning. Students who are aware of these differences are better equipped to develop strategies that address specific challenges in language learning, thus enhancing their autonomy.

Chang (2018) highlights that students who positively regard their native language and understand its structural and linguistic differences from the target language are more likely to be autonomous in their second language learning. She examines how skills and knowledge from the native language can be transferred to learning a new language, thereby enhancing autonomy. The study also delves into the cultural aspects associated with native languages, suggesting that a deep understanding of one's native language and culture can provide invaluable insights into the target language and culture. Chang concludes that the native language plays a foundational role in developing autonomy in second language learning, as it equips learners with essential linguistic and cultural knowledge that aids in the learning process.

The Learning Motivation Concept category also presents highly significant correlations across all elements, suggesting that students' motivation in language learning is strongly linked to their autonomy. This significant correlation can be attributed to various factors. Intrinsic motivation, where learners are driven by internal desire and interest, is particularly influential in fostering autonomy. Students who are intrinsically motivated are more likely to engage in self-directed learning, set personal goals, and pursue language learning for personal satisfaction and fulfillment. Additionally, extrinsic motivation, such as the desire to achieve good grades or career advancement, can also contribute to autonomy, especially when it aligns with personal goals and aspirations. When students see a clear connection between their language learning efforts and their future goals, they are more likely to take initiative and responsibility for their learning.



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Rivera (2021) examines how intrinsic and extrinsic motivational factors influence learners' autonomy. Rivera argues that intrinsic motivation, driven by a genuine interest and passion for the language, is a powerful force in fostering learner autonomy. He also acknowledges the role of extrinsic motivation, such as career aspirations or academic requirements, in shaping autonomous learning behaviors. The paper explores the concept of goal-setting and its impact on motivation and autonomy, suggesting that clear and achievable goals can significantly enhance learners' autonomy. Rivera emphasizes the importance of a supportive learning environment in nurturing motivation and, consequently, autonomy. He concludes that both intrinsic and extrinsic motivational factors play crucial roles in developing autonomy among language learners.

In the Self-Efficacy category, all elements show highly significant correlations, indicating that self-efficacy is a crucial factor in language learning autonomy. This significance can be explained by several factors. Firstly, self-efficacy, or the belief in one's ability to succeed in specific tasks, directly influences students' motivation and perseverance in language learning. Students with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and engage in self-regulatory behaviors, all of which are critical for autonomous learning. Moreover, self-efficacy affects students' choice of learning strategies. Those with higher self-efficacy are more inclined to use effective and sophisticated learning strategies, which in turn enhances their autonomy. They are also more likely to monitor and adjust their strategies based on their effectiveness, a key aspect of autonomous learning.

Foster (2022) investigates how students' belief in their ability to successfully learn a language influences their autonomous learning behaviors. Foster highlights that high self-efficacy is associated with greater persistence, more effective use of learning strategies, and a higher degree of self-regulation in language learning. Her study explores the factors contributing to the development of self-efficacy, including past experiences, feedback, and social modeling. Foster emphasizes the importance of positive educational experiences and constructive feedback in enhancing self-efficacy. She also discusses the role of social and cultural contexts in shaping self-efficacy beliefs. The research concludes that fostering self-efficacy is essential for promoting autonomy in language learning, as it empowers learners to take control of their learning journey and overcome challenges. Foster's work underscores the need for educational strategies that focus on building self-efficacy to cultivate autonomous language learners.

## Conclusion

Respondents show a strong agreement on the importance of understanding the culture of the English-speaking country in language learning concept, suggesting that cultural understanding is crucial for effective language learning. Respondents demonstrate a moderate level of language autonomy. They acknowledge the importance of formulating study plans and managing study time effectively.

The study establishes moderate positive correlations among learning concepts, autonomy among Chinese non-English major students, that effective learning concepts and increased learning concepts improve engagement in the studied areas.

## Recommendations

Schools may foster a culturally inclusive learning environment that integrates cultural understanding into the curriculum. Offering varied learning paths that cater to different autonomy levels and providing resources for self-directed learning can enhance language acquisition and engagement.

Teachers may adopt a blended teaching approach, combining traditional methods with digital tools to create a more engaging and interactive learning experience. Experimenting with diverse teaching strategies and incorporating practical language applications can address the varied needs of students.

Students may actively participate in language clubs, discussion groups, and cultural exchange activities to improve their language skills and cultural understanding. Emphasizing the formulation of personal study plans and effective time management can also support autonomy in learning.

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