

A Study of Affective Factors Affecting College Students' Autonomous English Learning

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Abstract: Chinese colleges have traditionally placed a high value on the development of students' "autonomous learning" abilities, with the goal of helping them learn English on their own being one of the main teaching goals. The way that students learn English autonomously is influenced by a variety of elements, including emotional factors, classroom teaching styles, learning methods, and more. This study aims to investigate how students' emotional factors—learning motivation, anxiety, attitude, and teacher-student relationship—affect their autonomous learning of English. In this study, we conducted a questionnaire survey among 193 non-English majors in Kunming and conducted interviews with some students. Research indicates that learning motivation, anxiety, attitude, and other emotional factors significantly influence students' autonomous learning. Learning motivation and autonomous learning are positively correlated; anxiety negatively affects students' learning and self-confidence; learning attitude and autonomous learning are closely related; and developing a positive learning attitude is essential to learning a foreign language. Therefore, we should utilize all available educational resources to increase students' intrinsic motivation for learning; implement efficient learning techniques to lessen the incidence of learning anxiety; make clear the purpose of autonomous learning; and adjust students' positive learning attitudes to boost the effectiveness of autonomous learning in English.

1. Introduction

In the history of language learning research, great attention has been attached to the study of second language acquisition (SLA) and many great achievements have been accomplished, among which, one of the most remarkable point is the factors influencing second language acquisition, such as learning strategies, language environment, cultural elements and affective factors and so on. Psychological researchers believe that among all factors determining one's success, IQ only accounts for 20% and the rest 80% comes from other factors in which affective factors play a vital part. In addition, among the various factors that influence the second language acquisition (SLA), affective factors are in the first place. With the transformation of the concept of foreign language teaching, many educators attach great importance to students' autonomous learning ability. Therefore, affective factors which influence learners' autonomous learning, such as learning motivation, learning attitude and anxiety, have attracted many scholars' attention. So how to help college students master and

enjoy autonomous learning, especially help them develop positive emotions and control negative emotions, is very crucial.

2. The Importance of Cultivating College Students' English Autonomous Learning Awareness

2.1. Autonomous learning

The concept of autonomous learning resonates profoundly in a rapidly evolving world, where the acquisition of knowledge transcends traditional classroom boundaries. Autonomous learning has received attention from the educational community since the 1980s. Diverse theoretical stances and perspectives among researchers have resulted in varying definitions of autonomous learning^[2]. Dickinson defines "autonomy" as "a situation where the learner takes full responsibility for all decisions about learning and for the completion of those decisions"; "full autonomy" refers to a situation where the learner is entirely autonomous of the teacher and the school; and autonomous learning is "both an attitude to learning and the ability to learn autonomously," adding that an attitude is the capacity to make decisions about one's own learning^[4]. "The ability of learners to control their learning and processes according to their own needs and desires" is the definition of autonomous learning provided by Naoko Aoki. The core of autonomous learning, in her opinion, is psychological mechanisms, or emotions. According to Arnold and Brown, emotions can be broadly defined as feelings, sensations, moods, attitudes, and so on. These emotions control behaviour and can be categorized into two main categories: learner-individual factors, which include motivation, anxiety, inhibition, introversion and extroversion, and other traits, and affective factors, which occur between teachers and students as well as in the learner community. Affective factors, such as empathy, classroom communication, and cross-cultural understanding, are the second category and emotional factors between groups of learners and teachers.

Professionally, autonomous learning is a cornerstone of adaptability and career resilience. In dynamic industries, staying relevant demands a commitment to ongoing education. Acquiring new skills and staying abreast of emerging trends positions individuals for professional growth, opens doors to new opportunities, and fortifies their ability to navigate the challenges of a rapidly evolving job market. Personally, the pursuit of knowledge outside structured academic settings provides a sense of intellectual fulfillment and curiosity satisfaction. It fuels a perpetual quest for understanding, enabling individuals to stay informed and engaged in an ever-changing society. Embracing continuous learning beyond formal education is not just a choice but a necessity in navigating the complexities of the modern landscape. In essence, autonomous learning is not just an educational philosophy; it is a lifestyle that cultivates personal enrichment and professional agility. It is the key to unlocking doors to continuous growth, ensuring that individuals remain not only competent but also inspired in their pursuit of knowledge and success.

As the renowned author Zhou Guoping once observed, "learning is essentially finished by oneself, and all education is essentially self-education^[15]." Students' capacity for autonomous learning determines how much they can learn. Strongly autonomous learners are more aware of their own objectives, have the capacity to review what they have learned and get information from sources outside of the classroom, and can gradually enhance their skills and knowledge. An English language educator named Jane Arnold once pointed out that affect was the experience, attitude and corresponding action on subjective matters. The study on affective factors can make language learning more productive because the negative emotions, such as anxiety, fear and hatred, are likely to discourage people from studying hard; in contrast the positive emotions, such as self-confidence, delight and motivations, can have a favourable impact on learning^[1]. Numerous data points to the idea that children who possess great autonomous learning abilities typically outperform those who do not. However, the former language teaching always emphasizes learners' cognitive skills and learners'

affective factors are not concerned as they should be. The crucial point of teaching should not only be cognition, but also be the development of students' emotions, which can make students become comprehensive talents after graduation (Xiang Maoying, 2003). Therefore, affective factors should be taken seriously.

3. Theoretical Foundation

With the purpose of conducting an investigation into the affective factors influencing college students' autonomous English learning, some questions should be proposed, such as "what are affective factors?", "what is autonomous learning?", and "what is the relationship between affective factors and autonomous learning?" However, in terms of the complicated nature of these academic terms, it seems impossible to give a generally acknowledged definition with a wide variety of theories available in the research field. In light of this, the author will provide the most influential theories which are also the most related to the present study. This study will carry out a literature review on the definitions of affective factors and autonomous learning at home and abroad, and elaborate on the characteristics of autonomous learning as well as the classification of affective factors. At the same time, how affective factors influencing students' autonomous learning will be answered as follows with the guidance of "constructive theory" and "affective filter hypothesis."

3.1. Constructive theory

Being an important branch of cognitive learning theory, constructivism is firstly put forward by a famous Swiss psychologist Piaget in 1960s. With many educators and psychologists' efforts, like Vygotsky, Ausubel and Bruner and so on, the constructive theory has been gradually developed into a comprehensive system. Since the 1990s, the fast development of computer science has brought a new favourable opportunity for the application of constructive theory. As a result, constructivism has caused a worldwide reform in the field of education and has been discussed in the China.

Firstly, researchers of constructivism firmly believe students are the central part of learning, because the knowledge cannot be taught by teachers and the only way to gain it relies on the learners who can actively build their own knowledge structure rather than passively receive the knowledge from teachers and others. Teachers only serve as advisers or promoters during the process of knowledge construction. Secondly, constructive theory stresses the significance of learning situations. Only under the real social and cultural background, can learners effectively construct new knowledge and rebuild prior knowledge structure, certainly with the help of teachers or partners and necessary learning materials. It is obvious that there are four essential elements in the learning process: learners, teachers or partners, learning tasks, and context. In constructivists' opinion, the learning situations should be beneficial to students to conduct discovery or exploratory learning. Finally, constructivists hold that "cooperative learning" plays a vital role in knowledge construction. It emphasizes the communication between students and teachers or students and learning partners. Considering that everyone has different life experiences and cognitions, the understandings of the same input may vary from person to person. However, the knowledge structure will be more mature and perfect by exchanging ideas with others. All in all, constructive theory holds knowledge cannot be acquired through teachers, but, in a certain social-cultural situation, individuals can construct or invent knowledge by using of suitable learning materials with the help of teachers and friends.

In the 21 st century, the goal of English education is to cultivate high-quality students, who have the ability of autonomous learning and creative thinking. From what has been discussed above, it is easy to notice that constructive theory offers practical methods to achieve the goal. Moreover, the constructive theory of education indicates the transformation of the teaching aims and the functions of foreign languages teaching. More specifically, it turns students from passive recipients to active

participants, turning English learning from mechanical memorizing to innovative thinking. It supports to combine the explanation of knowledge with the development of competence, and link the classroom teaching to autonomous learning. So the key concept of constructive theory of learning is that an ideal student must be a good autonomous learner

3.2. Affective filter hypothesis

By defining affective filtering as "an internal processing system that subconsciously prevents learners from absorbing language through affective factors^[5]," Dulay and Burt provide an explanation of how affective factors impact the process of learning a foreign language in their "affective filtering hypothesis". The hypothesis of affective filtering is developed by Krashen, who contends that it "is an affective barrier that prevents the learner from fully digesting the synthesized information input he receives during learning^[6]". An "affective barrier" is a word used to describe a learner's difficulty to acquiring a second or foreign language because of specific psychological characteristics. It is not a term used in general psychology.^[7] According to the emotional filtering hypothesis, there are numerous affective elements that influence the process of acquiring a second language, and receiving a lot of acceptable input does not guarantee that pupils will learn the language well. Before language can be "inhaled," it must pass through the emotive filter. The language acquisition mechanism can teach us about the function of affective filtering in language learning. Although affective filtering is not a part of the language acquisition process itself, it does influence how much and how easily language input can enter the learner's brain during the input's entry. A high quantity of input combined with a high degree of affective filtering might result in a high level of language absorption^[8], as Krashen compared the affective filter to an imperceptible wall separating the learner from the information. That is, pupils acquire language faster when there are psychological obstacles absent and high input levels coupled with low affective filters.

4. Affective Factors Affecting College Students' English Autonomous Learning

According to Schumann (1975), affective variables are crucial to the learning process for students. Currently, the affective filter hypothesis," which was developed by linguist Krashen in 1982 based on the affective filter theory, which was put forth by Burt & Dulay in 1977, is the most influential theory in the study of students' learning of second languages. The theory of the affective filter hypothesis." According to the theory, language acquisition is impacted by affective elements, which subconsciously filter language knowledge, and even if a learner is provided with sufficient input of language knowledge, there is no assurance that they will acquire it adequately. The primary affective components thought to have the most impact on students' foreign language learning efficacy and speed are motivation, attitude, and anxiety.^[10]

Motivation is the internal drive that propels kids to learn; it is a need that directs their learning. Cognitive understanding, emotion, and behavioural purpose are the three components of attitude, which is a somewhat stable psychological disposition toward learning and its learning environment. "Attitude determines everything," as Milo famously stated, and learning English is no exception^[12]. The Oxford Dictionary defines anxiety as a condition of being uneasy or concerned that something negative will occur. The primary cause of anxiety among foreign language learners is their incapacity to express themselves freely in specific situations and to utilize their existing knowledge to communicate with others, which results in negative emotional experiences of anxiety and panic^[12]. There is a high prevalence of learning anxiety among students. Furthermore, being one of the most fundamental and significant interpersonal interactions on college campuses, the teacher-student relationship encompasses both individual and group relationships^[13]. The Book of Learning says, "Even though there are appetizing foods, you won't understand their purpose until you eat them; even

though the best path exists, you won't recognize its value until you comprehend it." There are even more delectable foods that you cannot taste; there are even more intelligent ideas that you cannot learn and so cannot comprehend their advantages. The link between teachers and students is inseparable; teachers support and facilitate student learning, while students are the primary source of learning. Instructors have a dual role in the learning process: they are there to help students acquire knowledge and to foster their curiosity, desire, and creativity.

The filtering impact of learners' affective components on the input filtering of linguistic knowledge is heightened when learners possess negative affective attitudes (lack of motivation, anxiety, and self-confidence), which keeps learners from internalizing and assimilating their knowledge. In 1977, Burt and Dulay proposed the idea of affective filtering, arguing that "through affective factors, affective filtering is an internal processing system that subconsciously hinders learners' absorption of language^[14]." According to Brown, emotive elements play a critical role in the acquisition of second languages^[3]. As a result, educators have been incorporating affective factors into their teaching practices and theoretical studies in tandem with students' increased recognition of their significance for learning in recent years. Teachers are encouraged to help students regulate positive or negative affective factors in the process of teaching, to help students establish an active learning mind, to increase students' interest in learning, and ultimately to cultivate and improve students' autonomous learning ability.

5. Research Design

5.1. Purposes of this study

This study aims to investigate the impact of college students' affective factors (motivation, attitude, anxiety, and teacher-student relationship) on their autonomous learning of English by examining the English learning environment of these students at a Kunming university. And this study builds on prior theoretical research on the influence of affective factors on students' autonomous learning.

5.2. Research Subjects

In this study, we have 206 non-English major college students in Kunming as our research subjects. During the investigation, the students were given questionnaires to complete, and some of them had interviews. For this research study, 207 questionnaires were received in total. Of those, 193 were valid and consisted of 66 for first-year students, 73 for second-year students, and 67 for third- and fourth-year students. Fourteen questionnaires were discarded because they contained inappropriate content.

5.3. Research Methods

This study used both questionnaire and interview methods to gather data on students' English learning, including their average scores on the last two English exams, motivation, learning attitude, anxiety, and teacher-student relationship. The interview method was used to determine the students' attitudes toward learning English and how well they performed in their daily English learning. During the interviews, we conducted thorough interviews and recorded the respondents' detailed responses.

5.4. Research Tools

The questionnaire, which had a total of 24 questions regarding the emotional factors and learning of the students under study, was created based on the information from the interviews we had

conducted with students in the area prior to the survey as well as the findings of the study (the questionnaire's content is included in Appendix I). Questions 22 through 24 were among those meant to elicit the investigators' opinions about autonomous English learning. The questionnaire was the primary source of data for this investigation. To gain further insight into the academic achievement and attitudes toward learning of the students, we also conducted interviews with the investigators (the interviews' content can be found in Appendix II). Secondly, we used SPSS data analysis software to correlate and statistically analyze the data obtained from the survey with the aim of exploring the relationship between students' English autonomous learning and their affective factors.

6. Analysis and Discussion

6.1. Learning Motivation

Students are the only ones who can decide how much they learn and grow, and learning is greatly influenced by their motivation (Deci & Ryan). There are two types of learning motivation: intrinsic and extrinsic. The term "intrinsic motivation" describes a learner's interest in a subject and desire for personal fulfillment from it. When a learner's motivation to learn stems from circumstances outside of their own self-interest, it is referred to as external motivation. "Integrated motivation" and "instrumental motivation" are two categories under which learning motivation falls in the theory of second language acquisition^[5] (Gardener & Lambert, 1972). An individual's great interest in the language they are learning and their desire to assimilate into the language's culture are referred to as integrated motivation^[9]. People who possess integrated motivation are more likely to enjoy learning and pick up a foreign language. When a person's instrumental drive is satisfied, they won't bother to study the language any more because they are more focused on its usefulness and advantages.

The data on students' motivation in this questionnaire was collected, and the content of the questions and the number of people who chose them are shown below in Table 1.

Table 1: Statistics on the Distribution of Students' Motivation to English Learning

I am interested in English and willing to spend time to learn it.	61
I hope I can master a foreign language and improve myself.	80
In order to adapt to the needs of society and find a good job.	115
To pass the university English four or six level exam or the final exam of the course.	140
To go to graduate school or guarantee graduate school and get a scholarship.	63

Among all grades, we found that 140 students believe that their goal is to "pass the university English four- or six-level examination or the final examination of the school." This number is significantly higher than the number of students who believe that their goal is to "pass the university English four or six-level examination or the final examination of the school," and during the interview process, we discovered that the majority of the students failed the English four or six-level examination. According to a few senior students, they have been studying for the postgraduate exam and the English six-level exam for the past two months. While achieving a particular objective or passing the test is the main reason they study, learning English and bettering themselves are also driven by their own motivation. Compared to the other options, the proportion of students who selected "I would like to master a foreign language to improve myself" and "I am interested in English and would like to continue to study" was quite low. This indicates that students are more driven to study English instrumentally, and they usually view learning English as a means to an achievable short-term objective. Nonetheless, some students claim that they are delighted with the process of learning English and that they do so out of a passion for the language. It is evident that "instrumental motivation" and "integrated motivation" can both, to a certain degree, encourage self-directed

learning and enhance learners' initiative when learning English.

6.2. Learning Attitude

Based on the aforementioned research on college students' motivation for learning English, the majority of students believe that learning English is not a major once they enroll in college and that all they need to do is pass the necessary exams and earn the necessary certificates. As a result, they place little value on learning the language, which contributes to their lack of interest in and autonomy in learning the language. The questions "How long do you study English every day?" and "How long did you study English the last two times?" were added to the questionnaire in order to more intuitively gauge the degree of students' autonomous learning. The results of the survey are as follows in Table 2.

Table 2: Correlation Analysis between Students' English Exam Scores and Daily English Study Time

Question	Name	What is your average score (%) in the two most recent English exams?							Total	χ^2	<i>p</i>
		60 Below	60~70	70~75	75~80	80~85	85~90	90 and above			
How much time do you study English daily?	Less than 1 hour	15(60.00)	20(32.79)	8(29.63)	4(21.05)	4(13.79)	1(4.76)	2(18.18)	54(27.98)	49.148	0.002**
	Around half an hour	8(32.00)	21(34.43)	10(37.04)	5(26.32)	8(27.59)	6(28.57)	4(36.36)	62(32.12)		
	One hour	2(8.00)	11(18.03)	5(18.52)	6(31.58)	7(24.14)	5(23.81)	1(9.09)	37(19.17)		
	1~2 hours	0(0.00)	5(8.20)	3(11.11)	3(15.79)	4(13.79)	2(9.52)	0(0.00)	17(8.81)		
	2 hours and more	0(0.00)	4(6.56)	1(3.70)	1(5.26)	6(20.69)	7(33.33)	4(36.36)	23(11.92)		
Total		25	61	27	19	29	21	11	193		
* $p < 0.05$ ** $p < 0.01$											

The correlation coefficient ($X^2 = 49.148$, $P = 0.002$ ($P < 0.05$)) between students' "average scores of two English exams" and "daily English learning time" is shown in the above figure. This suggests that there is a significant relationship between the two, and the average exam scores can be used to assess students' level of autonomous English learning. It can be applied to assess students level of autonomous English learning. 193 students' attitudes toward learning English were tallied, and the students' average results on their last two English tests served as a benchmark for assessing the degree of their autonomous learning. The findings are as follows in Table 3.

According to the study's findings, there is a linear association between students' attitudes toward learning English and their average test scores; the p-value is roughly equal to zero, and the X^2 of test scores and learning attitude is 71.870. It suggests that when learners have a more positive attitude toward learning English, they will be more likely to succeed academically and acquire English autonomously. Furthermore, based on our interviews, students who have a good attitude towards learning English would also be able to express themselves more clearly when speaking in English orally.

Table 3: Correlation analysis between students' attitude towards English learning and their test scores

Question	Score	Your attitude towards English (%)				Total/Percent	χ^2	<i>p</i>
		I like it very much	I like it	That's OK	Dislike			
What is the average score of your last two English tests?	Less than 60	1(4.76)	1(1.72)	12(13.19)	11(47.83)	25(12.95)	71.870	0.000**
	60-70	6(28.57)	13(22.41)	34(37.36)	8(34.78)	61(31.61)		
	70-75	2(9.52)	4(6.90)	19(20.88)	2(8.70)	27(13.99)		
	75-80	0(0.00)	12(20.69)	5(5.49)	2(8.70)	19(9.84)		
	80-85	3(14.29)	15(25.86)	11(12.09)	0(0.00)	29(15.03)		
	85-90	6(28.57)	9(15.52)	6(6.59)	0(0.00)	21(10.88)		
	90 and above	3(14.29)	4(6.90)	4(4.40)	0(0.00)	11(5.70)		
Total	21	58	91	23	193			

* $p < 0.05$ ** $p < 0.01$

6.3. Learning Anxiety

Learning outcomes and learner anxiety are strongly correlated; the more anxious a learner is, the more challenging the learning process will be for them. Anxiety is classified as moderate, excessive, or too low, depending on the intensity of the feeling. Harvard University's Robert Yekes and John Dodson claim that whereas excessive or low anxiety hinders learning, intermediate anxiety actually helps learning. We designed question 12 in the questionnaire to more clearly comprehend the effect of students' anxiety on their autonomy in English learning in order to examine the effect of anxiety level on students' autonomous learning, and the results of the survey are presented below in Table 4.

Table 4: Statistical analysis of the influence of students' anxiety degree on students' autonomous English learning

Question	Answers	Frequency	Percentage(%)
What impact do you think anxiety will have on autonomous English learning	Moderate anxiety promotes self-directed learning	87	45.08
	Moderate anxiety can hinder self-directed learning	48	24.87
	Too much/too little anxiety promotes self-directed learning	20	10.36
	Too much/too little anxiety can hinder self-directed learning	38	19.69
Total		193	100.0

According to statistical results, 45.08% of students believe that moderate anxiety helps them learn autonomously, while only 10.36% believe that excessive or mild anxiety helps them learn independently. These findings are consistent with Robert and John's theoretical position, which holds that moderate anxiety helps students learn independently, while excessive or too low anxiety will impede their ability to do so. The survey results showed that 124 students said they felt uncomfortable sometimes when learning English, 51 said they felt anxious frequently, and 18 said they never felt anxious when learning English. At the time of the interviews, the majority of the students were getting

ready for their final exams. Most students admitted that even though they had already put in a lot of study time during the week, they still experienced anxiety and stress when it came time for their final examinations because they were worried about not passing and didn't know what the material in the textbooks meant. Furthermore, the majority of students reported feeling apprehensive and uneasy when the teacher selected them to address a question in class because they were unsure of how to respond and worried that they would respond incorrectly. Furthermore, group members rarely experience anxiety when the teacher facilitates a conversation and allows them to speak, which enables them to provide thoughtful responses to the questions. Research indicates that the type of classroom activities has an impact on students' anxiety levels; group projects, on the other hand, can help students feel less nervous and encourage individual thought and expression.

6.4. Teacher-student Relationship

It appears like there is a lot more distance between teachers and pupils now than there used to be. Greetings or conversations with teachers after class, or even just a simple "hi" around campus, are becoming progressively rare. Even with meticulous preparation of their lesson plan, a teacher may experience loneliness when they arrive thirty minutes early to an empty classroom. They feel in great satisfaction when they go into a classroom full of kids, but when they try to get them to share their thoughts, they frequently encounter silence. Students swiftly depart the classroom when the lesson ends, and the cycle continues a short while later with the arrival of fresh ones.

Teachers can be friends with pupils, with whom they can interact and speak, in addition to being respected "messengers". Students who communicate with professors are able to identify their own issues, practice self-reflection and timely improvement, and gain confidence in their ability to learn. According to the maxim, "one who seeks to learn must cherish their teachers and enjoy their friends while respecting their principles." Educators can leverage the affective resonance of their interaction with students to enhance the student's acknowledgment of the teacher and the material covered, pique the student's curiosity and interest, maximize their learning capacity, and encourage independent learning. For college students, building strong relationships with instructors is a mandatory course. A solid relationship between a teacher and student can foster communication, increase the amount of support teachers provide for students' academic and personal needs, boost students' self-confidence in their ability to learn, and encourage self-directed learning. On the other hand, an unfavorable relationship may have an adverse effect on the standard of instruction in the classroom, alter the perspectives of both educators and learners, and eventually influence the learning capacity of the students.

In order to figure out the nature of the relationship that students want to have with their teachers, we offered question 20, which comprises the following items and choices: "What kind of teacher-student relationship would you like to have with your English teachers?" The answers are as follows in Table 5.

Table 5: Statistics of student-teacher relationships that students expect to have with their English teachers

Choice	Frequency
A. Mutual respect and cooperation	160
B. Sharing and mutual beneficial	130
C. Democratic and harmonious	107
D. Authoritative and obedient	30

Furthermore, we requested that students self-evaluate their autonomous learning of English in order to comprehend the impact of the teacher-student relationship on that learning. Here are the

statistical results below in Table 6.

Table 6: Statistical analysis of the influence of teacher-student relationship on students' autonomous learning

Question	Answers	Frequency	Percentage(%)
How will the teacher-student relationship influence your English autonomous learning.	Greatly	86	44.56
	That's OK.	88	45.60
	Very slightly	13	6.74
	It makes no difference.	6	3.11
Total		193	100.0

According to the statistical data, most students want to build a positive, equal, harmonious, and mutually respectful relationship with their teachers. Only a small percentage of students think that their relationship with their teachers is command-and-obedience. Students generally believe that the teacher-student relationship will still have a greater impact on their English autonomous learning.

7. Research Results and Discussion

Firstly, the majority of college students are motivated primarily by instrumental factors to learn English, with the aim of passing exams and achieving their immediate objectives. English learning is enjoyable for some pupils who possess an Integrated Motivation. Both instrumental and integrated motivation can support pupils' autonomous English language learning. Secondly, students' attitudes toward learning English and their academic achievement are significantly positively correlated. Students who approach learning English with a more positive attitude are likely to be more engaged in the process, have stronger initiative, and achieve higher grades. Thirdly, most students experience anxiety while studying English, but they believe that their discomfort should be kept to a minimum. A healthy level of worry is beneficial for students' learning, while excessive or insufficient anxiety will hinder their progress. Fourth, the relationship of interaction between educators and learners is known as the teacher-student relation. Students' autonomous learning of English is significantly influenced by their relationship with their teacher. A growing number of students aspire to develop relationships with their professors based on equality, harmony, and mutual respect.

8. Strategies for Applying Affective Factors to Improve Students' Independent Learning

8.1 Reduce the development of learning anxiety by implementing effective learning strategies.

Learning should be encouraged rather than controlled by teachers since every student has a unique cognitive process and because learning results are unpredictable. Foreign language acquisition has its own set of laws, just like everything else. The results of research show that there is a negative correlation between anxiety related to learning a foreign language and achievement in that language. It also shows that anxiety and learning strategies related to learning a foreign language are negatively correlated, with students who are more anxious using fewer strategies. Language learning strategies are defined differently by various academics. According to language acquisition theory, students employ particular behavioural processes or approaches known as language learning strategies to aid in the development of their second or foreign language proficiency. The types of strategies that these can be classified under include compensatory strategies, emotional strategies, social strategies, memory techniques, general cognitive strategies, and metacognitive strategies. The author believes that metacognitive strategies—which include goal-setting, planning, monitoring, adjusting, and

assessing—can assist learners in taking charge of their own education and learning in an orderly manner. These strategies have been shown to be effective in the context of learning foreign languages. During the teaching process, teachers should intentionally work to develop their students' ability to apply affective and metacognitive methods. Gradually, children will be able to learn with ease and with half the work if they use appropriate language learning strategies, which can also lower anxiety and increase autonomy in the learning process.

8.2 Activating students' intrinsic motivation with the help of modern educational approaches

It is fairly uncommon for most students to remain in the passive acquisition stage of "I want to learn" during the transition of university foreign language instruction from traditional to current teaching concepts. The intrinsic motivation of students is inadequate, making it challenging to fully unleash their excitement and initiative for learning. Teachers can introduce or generate emotional colour, picture, and dramatic instructional situations with the use of modern educational tools, particularly multimedia teaching. Teachers can help students feel that these are learning opportunities to be cherished rather than burdens imposed upon them by arranging for them to watch original foreign language films and TV shows, introducing social and cultural teaching content, and enhancing the interest of the learning content. Students' enthusiasm for learning is increased by combining the learning assignments with their interests in this way. Furthermore, educators have the opportunity to engage students in conversation about the course materials they have chosen, highlighting the benefits and drawbacks of each option based on the student's interests and value. The proper timing of procedures adjustments in the classroom allows for the introduction of fresh and engaging activity programs that capture and hold students' interest throughout the educational process. Simultaneously, educators can demonstrate tailored content by selecting difficult and interesting activities for students, like making PowerPoint presentations, solving problems, and overcoming obstacles. This will boost students' motivation and interest in completing the academic assignments, which will in turn encourage intrinsic motivation and foster autonomous learning skills.

8.3 Define the objectives of autonomous learning and develop a proper and positive attitude towards learning

China has experienced a tremendous expansion of higher education in recent years, with university education moving from an elite to a mass education stage. According to analysis, college students today have a dispersed and lax approach toward learning. The primary cause of college students' loose learning attitude is that many of them believe that enrolling in college fulfills their learning obligation. As a result, their thinking is slackened and their learning attitude is inevitably loose. Since the majority of students think that test results are the sole way to gauge how well they have learned something, the primary and secondary phases of the college admission exam serve as the cornerstone of test education, clear goal of their learning and the main source of motivation for learning. They don't have a defined learning objective, learning motivation isn't addressed, and their learning attitude is obviously incorrect after attending college. In addition to imparting the necessary English language and cultural knowledge, university English instructors should work closely with the college entrance program to support students in completing the role and psychological transition as quickly as possible^[16]. This will enable them to fully comprehend the differences in teaching styles and methods between secondary schools and universities, and to adjust to university life as quickly as possible. Students who receive the best education possible will be able to comprehend the importance of learning in everyday life, be guided in setting high standards for their education, and develop the right mindset for learning. In the absence of the demanding academic schedule of high school, students are free to express their creativity and passion, make innovative use of self-appropriate foreign language

learning techniques, and attain true autonomy in their learning. This includes developing not only the language and cultural skills necessary for future societal integration, but also—and perhaps most importantly—becoming individuals capable of self-directed learning.

9. Conclusions

Wang Chuming asserts that “Affective elements are significant since they are the catalyst for learning^[11].” Well-executed affective factors have the power to stimulate learning, encourage aptitude, and resolve ideological and psychological issues during the educational process. In light of this, college English instructors should fully account for students' affective factors when developing their lesson plans, view them as unique individuals capable of independent thought, and base every instructional strategy on igniting students' motivation and developing their capacity for autonomous learning. Students' overall growth as well as the efficiency of learning can be enhanced by combining students' cognitive and affective factors together. This allows for a better understanding of students' affective factors and helps them engage in autonomous learning. While addressing emotional concerns alone might not be the answer to every issue pertaining to learning English, integrating cognitive and emotional learning tactics into teaching approaches might help develop college students' capacity for autonomous learning.

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