

# An Investigation of EFL Undergraduate Students' Autonomous English Learning

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**Abstract**— The study's aims were 1) to examine the level of autonomy in English learning among undergraduate students in an EFL context, focusing on three key dimensions: Goal Setting and Learning Plan, The use of Learning Strategies and Resources, and Self-Monitoring, Evaluation, and Responsibility 2) to compare three dimensions across students from different faculties and genders, and 3) to provide some further advice. Using a simple random sampling technique, 113 first-year Thai-Nichi Institute of Technology (TNI) students from the second semester of the 2025 academic year were used as research samples. The instruments used for data collection were the rating scale and an open-ended questionnaire. Frequency, percentage, mean, standard deviation, t-test, f-test, as well as content analysis; a variety of statistics was used to analyze the data. The results were as follows: 1) the level of autonomy in English learning among undergraduate students in an EFL context was at high level. After considering each aspect, it was discovered that all aspects: Goal Setting and Learning Plan, The use of Learning Strategies and Resources, and Self-Monitoring, Evaluation, and Responsibility were at high level. 2) The students of different genders pointed out that there was no significant difference. 3) The students with different faculties showed no statistically significant differences in overall at .05. 4) More specific suggestions were as follows: learning English through online resources such as games and applications can significantly increase motivation to learn English, students lack confidence in grammar and vocabulary, which hinders their autonomous English learning, lecturer's support, including mentorship and guidance is crucial for autonomous learning, autonomous learning fosters students' responsibility and long-term self-development, and practicing four English language skills alongside using English in real-life situations can enhance autonomous English learning.

**Keywords**— *an investigation, EFL, undergraduate students, autonomous learning, English learning*

## I. INTRODUCTION

Limited English proficiency can severely restrict access to important knowledge, information and educational resources. Not only does a proficiency in English improve communication; in a globalized world, it enables access to academic and professional opportunities. A large part of academic material including textbooks, research articles and courses are in English [1]. Additionally, [2] states that knowledge of English is connected with better occupational opportunities, since a large number of companies are looking

for the ability to communicate in international environments. However, learning English is insufficient just at the classroom level to hone four crucial skills of them. Hence is the reason why we need to practice and use English in daily life. Simply studying English within the classroom or merely memorizing what teachers said does not allow students to develop these soft skills in real life. Thus, autonomous English learning plays an important role to maximize the effective learning out of class. Self-study encourages learner independence, motivation and progress tailored to the individual in English language acquisition [3][4]. Furthermore, [3] showed that technology with ICT which provides delivery of course content in participative way induces creative thinking among students. Cognitively, autonomous English learning is beneficial for people with different styles of learning since it changes their motivation or engagement and improves their overall language proficiency. In support of this statement, [5], also found that autonomy in English learning offers cognitive benefits such as the improvement of language proficiency level, motivation and learner engagement.

The development of an independent student in higher education is a requirement that should work without being encouraged. However, most students spend 2-3 hours per week in English, far too little to prepare them for the demands of their profession. Students need to double their efforts in learning English if they want to succeed and be competitive in the job market, as this would help them develop better skills. Students also have multiple chances to improve their English and develop personal learning styles through fun activities outside of class. Watching YouTube videos, streaming English-language series and using language-learning applications can greatly improve their skills. Personalisation in education is where learners engage with content suited to their abilities and interests, whether that be deficiency or excess knowledge within a given area of expertise, often facilitated through the use of digital tools and platforms. Mobile applications and online resources provide flexible environments to practice language skills while catering to various types of users [6].

Consequently, the researcher investigated EFL undergraduate students' autonomous English learning in three aspects: Goal Setting and Learning Plan, The use of Learning Strategies and Resources, and Self-Monitoring, Evaluation, and Responsibility. This study had specifically selected ENL-122 (English Language Skill Development) because the

course is directed towards first-year students who are currently developing their English language skills. In the results of this study, it is expected to provide valuable information about autonomous learning and guide students on the benefits of autonomous learning.

## II. RESEARCH OBJECTIVES

The research objectives were:

- 1) To examine the level of autonomy in English learning among undergraduate students in an EFL context, focusing on three key dimensions: Goal Setting and Learning Plan, The use of Learning Strategies and Resources, and Self-Monitoring, Evaluation, and Responsibility
- 2) To compare three dimensions across students from different faculties and genders.
- 3) To provide some further advice.

## III. RESEARCH METHODOLOGY

The population in this study included 675 first-year students who took the course ENL-122 English Language Skill Development in the second semester of academic year 2025 at the Thai-Nichi Institute of Technology (TNI). In this research, the method of taking the sample was employed simple random sampling so that 113 TNI students from each of its four faculties (Faculty of Engineering, Faculty of Business Administration, Faculty of Information Technology as well as Faculty of Global Communication) were used in this study. The chosen sample size of 113 was considered sufficient for providing valid results as well as achieving data collection feasibility in light of the overall enrollment in ENL-122 that term. The class was divided into 27 sections of 25 students each. The researcher randomly took around four participants from every section. These were supplemented by a rating-scale questionnaire and open-ended questions. Statistical methods used for data analysis included frequency, percentage, mean and standard deviation, t-test and f-test as well as content analysis.

The questionnaire method was used in this study. The questionnaire, which was adapted from references [7], [8], [9], was written only in Thai. The first section (Part 1) requests demographic data on the participants' faculties and genders.

The second section (Part 2) concerns an investigation of EFL undergraduate students' autonomous English learning. This part consists of 15 items that examine three elements of an investigation of EFL undergraduate students' autonomous English learning: 5 items of Goal Setting and Learning Plan, 5 items of The Use of Learning Strategies and Resources, and 5 items of Self-Monitoring, Evaluation, and Responsibility. The participants were asked to check just one box for each item, which was linked to the five levels of priorities.

The five-point Likert scale ([10]) was used to analyze mean and standard deviation with three categorical levels 'The highest level', 'High level', 'Moderate level', 'Low level' and 'The lowest level'. The student responses to the survey were then coded. These coded responses were numerically calculated and analyzed statistically. Questionnaire design was informed by relevant field research. Then, three specialists measured the reliability and validity of this

instruments (IOC) applying the coefficient equation tested in [11] providing a reliability coefficient equal to 0.85.

The third section (Part 3) requires further suggestions based on an academic research into autonomous English learning in EFL undergraduate students through open-ended questions. To compute the mean scores, the following scale system was used: a mean score of  $1.00 \leq \bar{x} < 1.50$  indicated the lowest level of autonomous learning; between  $1.51 \leq \bar{x} < 2.50$  meant low-level; while accounting for a mean score of falls in  $2.51 \leq \bar{x} < 3.50$  was labelled as moderate; a range from  $3.51 \leq \bar{x} < 4.50$  and above referred to high level, whereas a value for this scoring scheme that fell into category of  $\geq 4.51 \leq \bar{x} < 5.00$  was defined denoting the highest level of autonomous learning condition among learners [56]. The data were analyzed with the statistical software SPSS. The data were analyzed through frequency, percentage, mean, standard deviation and t-test, f-test and content analysis.

## IV. RESULTS

### A. The results of demographic variable of Thai-Nichi Institute of Technology (TNI) undergraduate students

The first segment analyzes data reported by undergraduate students at Thai-Nichi Institute of Technology (TNI) for the 2025 academic year. It uses demographic variables that were derived from students' responses to Part 1 of the questionnaire, particularly their genders and majors. The results are shown in the table below.

TABLE I. TABLE OF THE RESULTS OF DEMOGRAPHIC DATA OF RESPONDENTS

| Demographic data of respondents | n = 113    | Percentage     |
|---------------------------------|------------|----------------|
| <b>Gender</b>                   |            |                |
| Male                            | 65         | 57.52%         |
| Female                          | 48         | 42.48%         |
| <b>Faculty</b>                  |            |                |
| Information Technology          | 23         | 20.35 %        |
| Business Administration         | 28         | 24.78 %        |
| Engineering                     | 24         | 21.24 %        |
| Global Communication            | 38         | 33.63 %        |
| <b>Total</b>                    | <b>113</b> | <b>100.00%</b> |

The descriptive results showed different distribution of undergraduate participants across TNI faculties (as shown in Table 1). In particular, students enrolled in Global Communication accounted for 33.63%, 24.78% for Business Administration, 21.24% for Engineering and 20.35% for Information Technology respectively. This group spanned female students (42.48%) and male students (57.52%) in gender analysis.

### B. The results of an investigation of EFL undergraduate students' autonomous English learning

TABLE II. TABLE OF MEAN AND STANDARD DEVIATION OF AN INVESTIGATION OF EFL UNDERGRADUATE STUDENTS' AUTONOMOUS ENGLISH LEARNING IN TOTAL

| Components | $\bar{x}$ | S.D. | Level |
|------------|-----------|------|-------|
|------------|-----------|------|-------|

|                                                 |             |             |             |
|-------------------------------------------------|-------------|-------------|-------------|
| Goal Setting and Learning Plan                  | 3.36        | 1.01        | moderate    |
| The Use of Learning Strategies and Resources    | 3.93        | 0.97        | high        |
| Self-Monitoring, Evaluation, and Responsibility | 3.64        | 1.06        | high        |
| <b>Total</b>                                    | <b>3.64</b> | <b>1.01</b> | <b>high</b> |

As shown in Table 2, students at the Thai-Nichi Institute of Technology (TNI) showed a high level of interest in the investigation of EFL undergraduate students' autonomous English learning in general ( $\bar{x} = 3.64$ ). The use of Learning Strategies and Resources was at a high level ( $\bar{x} = 3.93$ ), followed by Self-Monitoring, Evaluation, and Responsibility ( $\bar{x} = 3.64$ ). Other forms of professional development; Goal Setting and Learning Plan was scored at moderate levels ( $\bar{x} = 3.36$ ).

TABLE III. TABLE OF MEAN AND STANDARD DEVIATION OF AN INVESTIGATION OF EFL UNDERGRADUATE STUDENTS' AUTONOMOUS ENGLISH LEARNING IN GOAL SETTING AND LEARNING PLAN

| No. | Components                                                                                                | $\bar{x}$   | S.D.        | Level       |
|-----|-----------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 1.  | I can set clear goals for improving my English language skills.                                           | 3.88        | 0.89        | high        |
| 2.  | I know which English skills I need to improve specifically (e.g., listening, speaking, reading, writing). | 4.22        | 0.88        | high        |
| 3.  | I plan for practicing English language in advance.                                                        | 3.33        | 1.05        | moderate    |
| 4.  | I set both short-term and long-term goals for learning English.                                           | 3.56        | 1.09        | high        |
| 5.  | I can allocate time for practicing English appropriately.                                                 | 3.19        | 1.15        | moderate    |
|     | <b>Total</b>                                                                                              | <b>3.63</b> | <b>1.01</b> | <b>high</b> |

According to Table 3, Goal Setting and Learning Plan was at a high level generally ( $\bar{x} = 3.63$ ). However, the fact that the top two Goal Setting and Learning Plan rankings were at high level was remarkable. Item 2 had the greatest mean score at high level, I know which English skills I need to improve specifically (e.g., listening, speaking, reading, writing). ( $\bar{x} = 4.22$ ), followed by item 1, I can set clear goals for improving my English language skills. ( $\bar{x} = 3.88$ ). However, item 5 had the lowest mean score at the moderate level, I can allocate time for practicing English appropriately. ( $\bar{x} = 3.19$ ).

TABLE IV. TABLE OF MEAN AND STANDARD DEVIATION OF AN INVESTIGATION OF EFL UNDERGRADUATE STUDENTS' AUTONOMOUS ENGLISH LEARNING IN THE USE OF LEARNING STRATEGIES AND RESOURCES

| No. | Components                                                                                                              | $\bar{x}$ | S.D. | Level |
|-----|-------------------------------------------------------------------------------------------------------------------------|-----------|------|-------|
| 1.  | I select English learning method that is suitable for me.                                                               | 3.77      | 0.98 | high  |
| 2.  | I research or practice English from learning resources outside the classroom, such as online resources or applications. | 4.05      | 0.91 | high  |
| 3.  | I use technology or digital media to help improving my English language skills.                                         | 4.12      | 0.90 | high  |

| No. | Components                                                                               | $\bar{x}$   | S.D.        | Level       |
|-----|------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 4.  | When I encounter difficulties learning English, I try to find solutions by myself first. | 4.03        | 0.96        | high        |
| 5.  | I can change my English learning method when the old method doesn't work.                | 3.66        | 1.09        | high        |
|     | <b>Total</b>                                                                             | <b>3.93</b> | <b>0.97</b> | <b>high</b> |

According to Table 4, The Use of Learning Strategies and Resources was at a high level generally ( $\bar{x} = 3.93$ ). It was interesting that all items were at high level. Item 3 had the greatest mean score, I use technology or digital media to help improving my English language skills. ( $\bar{x} = 4.12$ ), then item 2, I research or practice English from learning resources outside the classroom, such as online resources or applications. ( $\bar{x} = 4.05$ ). Nevertheless, item 5 had the lowest mean score, I can change my English learning method when the old method doesn't work. ( $\bar{x} = 3.66$ ).

TABLE V. TABLE OF MEAN AND STANDARD DEVIATION OF AN INVESTIGATION OF EFL UNDERGRADUATE STUDENTS' AUTONOMOUS ENGLISH LEARNING IN SELF-MONITORING, EVALUATION, AND RESPONSIBILITY

| No. | Components                                                                           | $\bar{x}$   | S.D.        | Level       |
|-----|--------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 1.  | I always keep track of my progress in learning English.                              | 3.50        | 1.04        | moderate    |
| 2.  | I can assess my English proficiency level.                                           | 3.58        | 1.05        | high        |
| 3.  | I know my strengths and weaknesses in using English.                                 | 3.79        | 1.03        | high        |
| 4.  | I use the self-assessment results to improve my English language learning next time. | 3.73        | 1.05        | high        |
| 5.  | I am responsible for developing my own English language skills.                      | 3.58        | 1.12        | high        |
|     | <b>Total</b>                                                                         | <b>3.64</b> | <b>1.06</b> | <b>high</b> |

As seen in Table 5, Self-Monitoring, Evaluation, and Responsibility was ranked high ( $\bar{x} = 3.64$ ) overall. The highest mean score was item 3: "I know my strengths and weaknesses in using English" with mean of ( $\bar{x} = 3.79$ ). Item 4: "I use the self-assessment results to improve my English language learning next time." came second with a mean score ( $\bar{x} = 3.73$ ). In contrast, item 1 (I always keep track of my progress in learning English) had the lowest mean score, indicating a moderate level ( $\bar{x} = 3.50$ ).

### C. The results of the comparison of an investigation of EFL undergraduate students' autonomous English learning

TABLE VI. TABLE OF COMPARISON OF AN INVESTIGATION OF EFL UNDERGRADUATE STUDENTS' AUTONOMOUS ENGLISH LEARNING ACCORDING TO GENDER

| Component                                       | Male        |             | Female      |             | t            | p           |
|-------------------------------------------------|-------------|-------------|-------------|-------------|--------------|-------------|
|                                                 | $\bar{x}$   | S.D.        | $\bar{x}$   | S.D.        |              |             |
| GOAL SETTING AND LEARNING PLAN                  | 3.61        | 0.70        | 3.67        | 0.84        | 0.397        | .692        |
| THE USE OF LEARNING STRATEGIES AND RESOURCES    | 3.84        | 0.75        | 4.05        | 0.71        | 1.496        | .138        |
| SELF-MONITORING, EVALUATION, AND RESPONSIBILITY | 3.61        | 0.85        | 3.68        | 0.81        | 0.416        | .678        |
| <b>Total</b>                                    | <b>2.60</b> | <b>1.18</b> | <b>2.79</b> | <b>1.09</b> | <b>0.880</b> | <b>.381</b> |

\*Statistical significance at 0.05 level

As shown in Table 6, there was no statistically significant differences between students with different gender (at the significance level of 0.05). So, just to clarify: Goal Setting and Learning Plan both yielded a p-value of 0.692 when testing for significant differences across all relevant factors above. Moreover, the analyses indicated no statistically significant differences in Self-Monitoring, Evaluation and Responsibility (p-value = 0.678) nor in The Use of Learning Strategies and Resources (p-value = 0.138).

TABLE VII. TABLE OF COMPARISON OF AN INVESTIGATION OF EFL UNDERGRADUATE STUDENTS' AUTONOMOUS ENGLISH LEARNING ACCORDING TO FACULTY

| Components                                      |                | SS     | DF     | MS   | F    | P    |
|-------------------------------------------------|----------------|--------|--------|------|------|------|
| Goal Setting and Learning Plan                  | Between groups | 0.09   | 1.00   | 0.09 | 0.16 | .692 |
|                                                 | Within groups  | 64.22  | 111.00 | 0.58 |      |      |
|                                                 | Total          | 64.31  | 112.00 |      |      |      |
| The Use of Learning Strategies and Resources    | Between groups | 1.21   | 1.00   | 1.21 | 2.24 | .138 |
|                                                 | Within groups  | 59.77  | 111.00 | 0.54 |      |      |
|                                                 | Total          | 60.98  | 112.00 |      |      |      |
| Self-Monitoring, Evaluation, and Responsibility | Between groups | 0.12   | 1.00   | 0.12 | 0.17 | .678 |
|                                                 | Within groups  | 76.72  | 111.00 | 0.69 |      |      |
|                                                 | Total          | 76.84  | 112.00 |      |      |      |
| Total                                           | Between groups | 1.01   | 1.00   | 1.01 | 0.77 | .381 |
|                                                 | Within groups  | 145.52 | 111.00 | 1.31 |      |      |
|                                                 | Total          | 146.53 | 112.00 |      |      |      |

\*Statistical significance at 0.05 level

Analysis of Variance in Table 7 showed that there were not significant differences among students of different faculties at the level of 0.05 significance. It was analyzed in detail that there were no statistically significant differences found among all its aspects which were Goal Setting and Learning Plan, The Use of Learning Strategies and Resources as well as Self-Monitoring, Evaluation, and Responsibility.

Moreover, Scheffé's post-hoc test declaraciones that no significant differences were present among any of the faculties at the significance level of 0.05. The take home here is these group means are statistically comparable, as no specific pairwise comparisons were found to yield meaningful differences.

#### D. The results of opinions and suggestions of an investigation of EFL undergraduate students' autonomous English learning from the respondents

TABLE VIII. TABLE OF OPINIONS AND SUGGESTIONS FROM THE RESPONDENTS

| No. | Opinions and Suggestions                                                                            | N   | Fre | %     |
|-----|-----------------------------------------------------------------------------------------------------|-----|-----|-------|
|     | <i>An investigation of EFL undergraduate students' autonomous English learning</i>                  | 113 |     | 100   |
| 1.  | Learning English through online resources such as games and applications can significantly increase |     | 20  | 29.41 |

| No.   | Opinions and Suggestions                                                                                                         | N | Fre | %     |
|-------|----------------------------------------------------------------------------------------------------------------------------------|---|-----|-------|
|       | motivation to learn English.                                                                                                     |   |     |       |
| 2.    | Students lack confidence in grammar and vocabulary, which hinders their autonomous English learning.                             |   | 16  | 23.53 |
| 3.    | Lecturer's support, including mentorship and guidance is crucial for autonomous learning.                                        |   | 14  | 20.59 |
| 4.    | Autonomous learning fosters students' responsibility and long-term self-development.                                             |   | 10  | 14.71 |
| 5     | Practicing four English language skills alongside using English in real-life situations can enhance autonomous English learning. |   | 8   | 11.76 |
| Total |                                                                                                                                  |   | 68  |       |

Based on Table 8, the responses and recommendations from 68 students of Thai-Nichi Institute of Technology (TNI) are as follows regarding an investigation of EFL undergraduate students' autonomous English learning: Learning English through online resources such as games and applications can significantly increase motivation to learn English. 29.41% (20 students); Students lack confidence in grammar and vocabulary, which hinders their autonomous English learning. 23.53% (16 students); Lecturer's support, including mentorship and guidance is crucial for autonomous learning. 20.59% (14 students); Autonomous learning fosters students' responsibility and long-term self-development. 14.71% (10 students), and Practicing four English language skills alongside using English in real-life situations can enhance autonomous English learning. 11.76% (8 students).

## V. DISCUSSION AND CONCLUSION

Results showed that students indicated an overall high level of engagement in their autonomous English learning at the Thai-Nichi Institute of Technology (TNI) with a total mean score of ( $\bar{x} = 3.64$ ). Indeed, [12] also reported that high-level autonomous English learning among first-year EFL students contributes greatly to their comprehensive language ability. The PEL (Personalized English Language) course emphasizes independent learning, which leads to an improvement in language abilities as well as social skills and self-learning ability.

In general, a high evaluation of the Goal Setting and Learning Plan ( $\bar{x} = 3.63$ ) Such may be due to students recognizing their shortcomings and setting specific goals for themselves and physically dividing time into practice. Self-assessment tools and questionnaires, as noted by [13], serve as important resources for both instructors and learners in this identification process, allowing learners to perceive areas of strength or weakness. [14] advocated for achievable, measurable objectives. For example, some immediate goals could be finishing a certain number of vocabulary exercises per week, while longer-term goals could include reaching conversational ability within a year. [15]: Consistent practice is the cornerstone of language acquisition. As such, students must create a structured schedule which includes daily or

weekly practice sessions, using different techniques like immersive learning and multimedia tools.

The use of learning strategies and resources was generally high ( $\bar{x} = 3.93$ ). This trend can be possibly due to the fact that Thai-Nichi Institute of Technology (TNI) students have been integrating technology and digital media into their own spheres for enhancing their English language skills. Students look for other resources and applications out of the classroom. Such findings corroborate those from [16], where it was shown that digital technologies such as mobile apps, websites and online courses enable flexibility but also personalization. These types of resources allow learners to learn at their own pace and get customized feedback. Moreover, this view is also confirmed by [17] who stated that students have commonly used social media, YouTube and LMS (Learning Management Systems) to study in an organized manner then improve their vocabulary which severely helps them with their language skills - most impactfully for listening and speaking.

Overall, Self-Monitoring Evaluation and Responsibility was at a high level ( $\bar{x} = 3.64$ ). Self-assessment is important for students because it helps them recognize their strong and weak points towards learning English language skills so they can improve accordingly-and check their progress. By engaging in self-assessment, learners develop a more accurate understanding of their learning requirements, allowing them to take measures into their own hands to enhance their skill. According to [18], this claim was supported and stated that via self-assessment, students can judge how they have done which enables them to clearly identify the positive aspects of performance along with those aspects needing further improvement. Additionally, self-assessment application tools are reported to significantly enhance students' holistic learning in English because they can tailor their learner styles according to their evaluations [19]. Self-assessment enables students to supervise their educational field and, at the same time, inspires them to determine purposes and redefine ways as needed [20].

No statistically significant differences were detected between students from different faculties or genders, at the 0.05 significance level. The finding is consistent with [21] and [22] that many researchers, including Agus Prianto et al. and Ragil Puspita Sari et al., which showed no significant difference between male and female students in autonomous English learning across disciplines with p-value greater than 0.05.

Qualitative data, obtained from Thai-Nichi Institute of Technology (TNI) students, gave valuable insight into an investigation into autonomous English learning by EFL undergraduate students. One of the interesting findings was that learning English online (e.g. games and applications) is known to enhance motivation levels for learning this language, as indicated by 29.41% of the respondents. This is in line with the claim by [23], who claimed that gamification and other interactive attributes provided to online resources for English contributors lead to significantly better learner motivation at high levels of achieving a language as well as supporting them through being actively engaged. When referring to how these innovative educational tools contributed to successful learning outcomes, quantitative data from the study backs up this claim with improved performance metrics among students using them. In addition,

online English materials foster increased motivation and language learning because they encourage engagement through interactive student-centered activities. What Can You Do with Tools like Quizlet and Kahoot! not only support collaboration but also promote critical thinking, which contributes to improved language skills and personalized learning [24]. It has been demonstrated that gamified activities could have a positive impact on learners attitudes toward learning English, as they become more willing to engage naturally [25]. Therefore, [26] emphasized using game-based learning to stimulate motivation among ESL pupils. Nevertheless, teachers need to be adaptable and anticipate obstacles in order to make these plans work while meeting students needs and maintaining student interest. Moreover, the application of gamified methods which includes point systems and challenges greatly enhances pupil engagement and academic achievements. Teachers are advised to apply these techniques in order to foster more interactive, learner-centered classrooms [27].

(23.53%) Students usually lack confidence about their grammar and vocabulary, which plays an important role in hindering them from engaging in autonomous English learning. As observed by [28], students are often less confident in their independent studies due to their lack of confidence in their grammar and vocabulary. Their apprehension towards making mistakes and inability to link sentences in a cohesive manner reflects on their speaking and writing skills which contribute to a complete lack of confidence amongst them. As a result, poor student confidence in these essential building blocks of the language severely limits their willingness to study independently and no longer have dependence on teachers. Hence it negatively affects their ability to manage and assess their own self-directed learning processes effectively [29]. It is therefore important to promote students' autonomy in vocabulary learning and that their teachers are trained to help them learn independently [30].

Furthermore, the support given by lecturers including mentorship and guidance is crucial for autonomous learning (20.59%). [31] highlighted that good mentorship practices (e.g., feedback and caring) dramatically increase self-efficacy and motivation in the doctoral students. On the flip side, adverse experiences can undermine confidence and highlight the critical role of positive lecturer interactions in enhancing student success. As supported in [32], effective supervision becomes a compromise between providing direct support and encouraging independent decision-making leading, thus, to increased self-confidence and motivation of students towards research.

While an autonomous learning, promotes the responsibility and long-term self-development of the students (14.71%). [33] showed that autonomous learning supports the long-term self-development of students by fostering self-management, responsibility, and intrinsic motivation. These elements not only enhance academic performance but also foster critical thinking, better content comprehension and preparation for future academic as well as professional pursuits. Besides, [34] have informed that autonomous learning improved self-regulated, higher-order thinking and metacognitive abilities, promoting students' initiative to learn as well as participation in more creative. This holistic education not only promotes academic success, but also

encourages personal development because students may learn and climb collaboratively as well as reflectively.

Practicing four English language skills alongside using English in real-life situations can enhance autonomous English learning (11.76%). [35] showed that in EFL contexts, autonomous learning outcomes improve when an integrated-skills approach is adopted since it connects skills development with the practical application of the language. It also encourages better use of language, allowing students to interact naturally and in context. In addition, activity-based strategies like drama and role-play are a motivational tool for learners to build confidence by practicing English in real-life situations.

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