

# Research on the Motivation of College Students' English Learning and Autonomous Learning Strategies under the Background of New Media

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## Abstract

The new media environment significantly influences the cultivation of college students' motivation and autonomous learning abilities in English. This paper explores the two main dimensions of English learning motivation and autonomous strategies among college students. New media, with its unparalleled convenience in information acquisition, multi-channel interaction capabilities, and multimedia presentation styles, has significantly enhanced students' motivation and interest in learning. To adapt to the evolving media environment, students need to utilize a variety of online resources to broaden their learning perspectives, actively construct a collaborative and multi-dimensional learning ecosystem, and use digital tools to establish an effective self-learning monitoring system. This study provides theoretical support for optimizing university English teaching in the new media environment.

## Keywords

New media  
College students  
English  
Motivation stimulation  
Autonomous learning strategy

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## 1. Introduction

The college years are a critical period for developing comprehensive English skills and meeting the demands of future social development. With the deep integration of new media technology, college students' English learning behaviors have shown significant media dependence and fragmentation. Issues such as insufficient motivation and weak self-regulation have become increasingly prominent, slowing down the improvement of learning

efficiency. A thorough analysis of how the new media environment affects English learning motivation and a systematic exploration of new autonomous learning strategies suitable for this environment are crucial for guiding the reform of college English teaching, building a sustainable autonomous learning system for students, and ultimately enhancing their overall language proficiency. This research has significant theoretical value and practical significance.

## **2. Overview of learning motivation and autonomous learning**

### **2.1. College students' motivation to learn English**

Learning motivation reflects the self-driven nature of individuals in the process of acquiring knowledge. It encompasses both internal sources of drive and external influences, significantly impacting the depth of learning engagement, diligence, the duration of the learning cycle, and the effectiveness of learning outcomes. Theoretically, learning motivation primarily includes: achievement-oriented psychological drive, where individuals aspire to achieve success and positive feedback, and anticipate improvements in their abilities and skills. Realistic demand drive refers to individuals using practical application and problem-solving as the primary motivation for learning; dedication motivation involves viewing knowledge acquisition as a means to serve society and others <sup>[1]</sup>; group affiliation motivation is the social interaction and relationship building through learning activities with others; knowledge intrinsic drive is the internal motivation generated by the desire for knowledge. Foreign language learning motivation can be categorized into three levels: willingness to learn, attitude orientation, and the strength of motivation. When learners engage in English learning, their positive mindset and psychological needs, driven by personal growth and environmental affirmation, form the core of college students' English learning motivation. This internal mechanism drives their learning and influences participation, performance, and cognitive tendencies <sup>[2]</sup>.

### **2.2. The concept and characteristics of autonomous learning**

During their college years, students engage in autonomous English learning, which is characterized by a proactive language learning process driven by self-planning and independent decision-making. The core elements of this process are the students' ability to drive their learning and manage themselves. By adopting a self-managed learning model, students can select appropriate learning methods, resources, and time based on their personal needs and interests, while also controlling the pace and outcomes of their learning. The teaching focuses on guiding students to develop a sense of agency, strategic thinking, and the

necessary skills for English learning. Learning awareness is reflected in students' understanding and commitment to English learning, while learning strategies encompass cognitive tools and operational procedures used in knowledge management. This quality reflects students' comprehensive ability to address learning challenges and optimize their cognitive methods, with a focus on establishing the learner's primary role and stimulating their initiative to enhance their learning level and skills. In the process of autonomous learning, individuals continuously enhance their learning abilities through self-selection, active seeking of knowledge, behavioral regulation, motivation support, and effectiveness evaluation. By integrating educational activities, students can develop interest in learning, sustained motivation, and competence levels, thereby achieving academic success and quality improvement, and becoming self-managed, continuously researching learners <sup>[3]</sup>.

## **3. The influence of new media on college students' motivation to learn English**

### **3.1. The motivation of college English learning is affected by the convenience of information acquisition**

Thanks to the Internet, the threshold for information acquisition has significantly lowered, greatly enhancing college students' self-motivation in English learning. This transformation is a result of the rapid development of Internet technology, which allows students to access a wide range of English learning materials at any time, including online courses, digital books, news interfaces, and language learning programs. The current efficient information collection methods have led to a significant improvement in the quality of learning materials, enabling precise matching and diverse combinations of teaching methods. Learners can flexibly arrange their learning content and pace based on personal needs and interests, effectively optimizing their self-regulation. Efficient knowledge acquisition channels are crucial. With the widespread dissemination of digital media, the convenience of information technology has made English learning resources in universities more accessible, eliminating the barriers of time and space, and expanding the learning space. By enhancing the flexibility and

convenience of learning, it has greatly stimulated students' enthusiasm for learning, thereby improving the actual effectiveness of learning <sup>[4]</sup>.

### **3.2. Enhanced interactivity has a positive effect on college English learning motivation**

By leveraging emerging media platforms, the significant enhancement of interactivity has greatly boosted college students' enthusiasm for English learning. Digital social tools, virtual communities, and collaborative platforms have rapidly gained popularity. The integration of interactive elements into knowledge dissemination has significantly enhanced real-time interaction between teachers and students in classroom teaching, further promoting discussions and cooperation among students. This has created an open and supportive English learning environment. In this optimized learning setting, students can deepen their understanding through activities such as exchanging ideas, analyzing problems, and solving problems in teams. After implementing interactive teaching methods, students' classroom participation and engagement have noticeably increased, enhancing the appeal of the teaching process <sup>[5]</sup>.

### **3.3. Multimedia forms stimulate college students' interest in English learning**

With the spread of the Internet, using multimedia to present content has become increasingly common. By integrating text, images, audio, and video, multimedia technology enhances the fun and diversity of English learning for students. The multi-dimensional information presentation method can better cater to learners' diverse preferences, supporting them in mastering the English knowledge system from various angles, significantly boosting college students' enthusiasm for English learning <sup>[6]</sup>. Videos can vividly depict real-life language interactions, enhancing the sense of real-world context; audio content effectively improves listening comprehension; dynamic multimedia applications not only provide real-time feedback on learning outcomes but also facilitate two-way communication. The coordinated use of relevant multimedia components not only significantly enhances the appeal of learning content but also increases the fun of learning activities, thereby greatly improving students' classroom participation and motivation <sup>[7]</sup>.

## **4. Strategies of college students' English autonomous learning under the background of new media**

### **4.1. Independent learning based on online resources**

#### **4.1.1. How to obtain and apply extracurricular English materials**

With the widespread use of intelligent educational tools, the development of self-directed learning relies heavily on extracurricular English materials. This approach significantly broadens the scope of knowledge and access to learning resources, including internet news, academic journals, e-books, online courses, and English learning websites. Students can flexibly select and focus on materials that align with their research interests and knowledge gaps. This model effectively expands students' cognitive boundaries, enhances their English reading and listening comprehension, and improves their practical language skills. By independently gathering and combining a variety of extracurricular content, students can practice English in real-world scenarios such as digital conference presentations and email interactions, thereby enhancing their practical English application skills. Long-term exposure to various English learning materials also boosts students' critical thinking and independent inquiry abilities, improves their information filtering skills, enhances learning outcomes, and promotes the practical transformation of knowledge <sup>[8]</sup>.

#### **4.1.2. Effective use of English learning software and platform**

As technological innovation progresses, English learning software and digital platforms support college students' autonomous language learning. These systems can provide integrated training in basic vocabulary and grammar to the four language skills, tailored to different levels of learners. They allow students to plan their learning progress and receive immediate feedback, helping them quickly absorb English knowledge points <sup>[9]</sup>. With these intelligent tools, students can set their own learning goals and pace, using simulated exams, interactive exercises, and scenario simulations to improve their English proficiency more efficiently and flexibly. Most existing platforms support community interaction, enabling students to share and compare their

achievements with international peers. This not only effectively boosts learning enthusiasm but also enhances students' cross-cultural communication skills. The deeper impact is that, due to the widespread use of these tools, English learning is no longer constrained by time and space, significantly improving its accessibility <sup>[10]</sup>.

## **4.2. Build an online learning community**

### **4.2.1. Create social media learning groups to improve efficiency**

Online communities create distinctive sharing platforms that facilitate the formation of collaborative English learning groups among students, achieving significant improvements in both learning efficiency and outcomes. Learners can form or join English learning teams through online communication platforms like WeChat. This platform supports the sharing of course materials, the exchange of experiences, and interactive discussions on learning strategies. Through these communication channels, community members can share high-quality learning resources, including text materials, audio-visual materials, audio courses, and online learning links, effectively integrating teaching resources. Learning groups leverage social media to integrate foreign language expert resources, providing professional-level learning support and feedback to students, ensuring the quality and standardization of learning. Group members follow a set plan for online discussions, addressing practical challenges, proposing targeted solutions and learning guides, and stimulating motivation through mutual learning and assistance <sup>[11]</sup>.

### **4.2.2. Key points and effects of participating in online discussion and interactive learning**

Leveraging new media platforms for online interactive learning and communication has become a key approach to enhancing the effectiveness of English learning. Learners engage in real-time interactions with native English speakers through internet forums, blog comment sections, and social groups, which helps to strengthen their overall English skills in listening, speaking, reading, and writing. Real-time discussions not only help students gain a deeper understanding of the course content but also improve their problem-solving skills <sup>[12]</sup>. Encouraging students to share their personal views and

to rationally address differing opinions helps to enhance their critical thinking and innovation skills. Through realistic scenario-based dialogues, students can gradually improve their language application skills under a stress-free environment. By engaging in online role-playing and situational dialogues, students can conduct interactive English training through simulated scenarios. After such training, both the interest and effectiveness of the teaching process increase. The interactive dimensions of digital media transcend the boundaries of language practice, fostering cross-cultural communication and innovative thinking, and helping students develop a habit of borderless thinking and enhance their intercultural communication skills <sup>[13]</sup>.

## **4.3. Use new media tools to achieve self-monitoring and evaluation**

### **4.3.1. Set goals and track your self-study progress**

In an environment where multiple platforms are interconnected, learners can use various new media applications, such as electronic calendar software, specialized learning management apps (like Trello or Asana), and personal learning logs. These tools enable learners to implement goal-oriented learning plans that include both short-term goals and long-term strategic arrangements, making their learning practices more structured and results-driven. By using these tools, students can quickly identify the key points they need to focus on at each stage, ensuring they achieve their learning objectives within the specified time frame. This feature allows learners to monitor their knowledge acquisition in real-time, adjust their learning methods based on their needs, and align their learning with their set goals. Adopting self-management strategies significantly enhances learning performance and boosts students' self-motivation and sense of responsibility. Regularly reviewing their learning progress and outcomes helps individuals maintain their motivation and gradually improve their learning effectiveness <sup>[14]</sup>.

### **4.3.2. Self-assessment with online tests**

In the new media environment, digital testing is a crucial method for college students to assess their English proficiency. By utilizing various online testing tools and platforms, such as language level tests, grammar learning

websites, and built-in detection features of software, students can systematically conduct self-assessments of their language skills, understand their strengths and weaknesses, and gain a comprehensive understanding of their English proficiency. Cloud-based testing platforms typically include sections for listening comprehension, information reading, opinion writing, and voice response, which help students evaluate their English skills comprehensively. Standardized exams usually provide detailed feedback on questions, enabling students to not only know their scores but also understand the reasons behind their mistakes, thus allowing them to make targeted improvements.

## 5. Conclusion

The new media environment has equipped college English learning with a variety of digital resources and tool

platforms, creating unprecedented opportunities for the development of students' self-directed learning abilities. By deeply integrating various online resources, actively building collaborative online learning communities, and efficiently using new media tools for goal management and process monitoring, students can significantly enhance the flexibility and effectiveness of their learning. College English educators need to shift their mindset, actively leverage the advantages of new media technology, continuously optimize teaching methods and learning support mechanisms, focus on developing students' core self-directed learning competencies, and build a new language talent training framework that can proactively address the global challenges of the digital age. Future research should continuously focus on the dynamic changes in learning psychological mechanisms in the new media environment and the long-term effectiveness of strategy applications<sup>[15]</sup>.

### Disclosure statement

The author declares no conflict of interest.

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