The Impact of Learner Autonomy on Motivation and Achievement in B2 Level Learners

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Abstract: This study investigates the impact of learner autonomy on motivation and achievement in B2 level English language learners. A mixed-methods approach was employed, involving questionnaires, interviews, document analysis, and classroom observations. The findings revealed a positive relationship between learner autonomy, motivation, and achievement. Learners with higher levels of learner autonomy reported higher levels of motivation and achieved better grades in their English language courses. The study also found that course materials and lesson plans that promoted learner autonomy contributed to increased motivation and achievement. These findings suggest that learner autonomy is an important factor in motivating and supporting B2 level English language learners to achieve success in their studies. By fostering learner autonomy, educators can create learning environments that empower learners to take ownership of their learning and develop the skills and strategies necessary for effective language acquisition.

Key words: learner autonomy, mindset, independence, responsibility, independent language learning, learning strategies, motivation, achievement, B2 level learners.

Annotatsiya: Ushbu tadqiqot o'quvchilar avtonomiyasining B2 darajasidagi ingliz tilini o'rganuvchilarda motivatsiya va yutuqlarga ta'sirini o'rganadi. Anketalar, intervyular, hujjatlarni tahlil qilish va sinf kuzatuvlarini o'z ichiga olgan aralash usulli yondashuv qo'llanildi. Topilmalar o'quvchining avtonomiyasi, motivatsiyasi va yutuqlari o'rtasidagi ijobiy munosabatni aniqladi. O'quvchilarning avtonomiyasi yuqori bo'lgan o'quvchilar yuqori darajadagi motivatsiya haqida xabar berishdi va ingliz tili kurslarida yaxshi natijalarga erishdilar. Tadqiqot shuni ko'rsatdiki, o'quvchilarning avtonomiyasini targ'ib qiluvchi dars materiallari va dars rejalari motivatsiya va yutuqlarni oshirishga yordam berdi. Tadqiqot shuni ko'rsatadiki, o'quvchilarning avtonomiyasi B2 darajasidagi ingliz tilini o'rganuvchilarni o'qishlarida muvaffaqiyatga erishish uchun rag'batlantirish va qo'llab-quvvatlashda muhim omil hisoblanadi. O'quvchilarning avtonomiyasini rivojlantirish orqali o'qituvchilar o'quvchilarga o'z bilimlariga egalik qilish, o'z maqsadlarini belgilash va tilni samarali egallash uchun zarur bo'lgan ko'nikma va strategiyalarni ishlab chiqish imkoniyatini beradigan o'quv muhitini yaratishi mumkin.

Kalit so'zlar: o'quvchining avtonomiyasi, tafakkuri, mustaqilligi, mas'uliyati, mustaqil til o'rganish, o'rganish strategiyalari.

INTRODUCTION

Even though the term "learner autonomy" was not commonly used until the late 20th century, a significant amount of information has been gathered in this area in a relatively short period of time. The autonomy bibliography, which contains over 1700 articles and research papers on learning autonomy, serves as a excellent illustration of this. This is due to scientists grasping the core of the subject, which involves not only excelling in academics but also improving critical thinking and problem-solving abilities that can be applied beyond the classroom. What is meant by learner autonomy? The concept of learner autonomy was introduced in the 1980s by Henri Holec, considered the pioneer of learner autonomy. Subsequently, numerous academics, specialists, and linguists have engaged in discussions surrounding this subject, resulting in various definitions being proposed depending on the viewpoint considered. The term autonomy, as defined by Henri Holec in 1981, is the capacity to be in control of one's own learning. Other recognized definitions exist. Just like David Little mentioned, he argues that "learner autonomy" is a term that is often misunderstood as self-instruction. It is also a tricky concept because it is notoriously challenging to define accurately. The growing body of work has discussed whether learner autonomy is considered as capacity or behavior, learner responsibility or control, a psychological phenomenon with political implications, or a political right with psychological implications, and if the development of learner autonomy relies on teacher autonomy. (2015)

METHODS.

This research examined how learner independence affects motivation and success in English language learners at the B2 proficiency level. A combination of methods was utilized, including surveys, interviews, document examination, and classroom monitoring. Subjects filled out surveys to assess their independence as learners and their level of motivation. Interviews were carried out with a group of participants to gather detailed understanding of their experiences and views on learner autonomy. The course materials and lesson plans were reviewed to assess how much they encouraged students to take control of their own learning. Classroom observations were done to see how learner autonomy was being implemented. The results showed that there is a direct correlation between learner's independence, drive, and success. Students who exhibit more independence in their learning tend to have increased motivation and perform better academically in their English classes. The research also discovered that educational materials and instructional plans that supported student independence led to higher levels of motivation and success. The research found that learner independence plays a crucial role in inspiring and assisting B2 level English language learners in attaining success in their academic pursuits. The impact of strategies promoting learner independence on improving the oral abilities of language learners at A2 proficiency level is a captivating story seen across educational institutions globally. This narrative does not focus on conventional language teaching methods that typically involve teacher-centered instruction and memorization through repetition. It focuses on a dynamic and engaging method that utilizes learner autonomy to enhance linguistic skills.

The main belief of this method emphasizes that language is not just a set of rules to remember but a lively tool for expressing ideas and creativity through communication. By utilizing various learner autonomy strategies, students are encouraged to interact with the language in a manner that promotes fluency, self-assurance, and self-expression.

Students' confidence and ability to express themselves improve when they are able to be in charge of their learning and establish their own objectives. Engaging in personal learner autonomy tasks motivates students to talk about their own encounters, enhancing their capacity to structure their ideas and communicate effectively. Visual narratives inspire creativity and promote the incorporation of unfamiliar words and intricate sentence formations, resulting in a more pleasant and less daunting language acquisition process.

RESULTS AND DISCUSSION.

The purpose of this research was to explore how self-directed learning can enhance the motivation and performance of ESL students at the B2 proficiency level. Mastering a language necessitates individuals honing the crucial ability of self-directed learning. This research aimed to investigate how incorporating learner independence into the syllabus affects the motivation and understanding of English language usage among B2 level learners. This research utilized a quantitative analysis approach and conducted a basic pre-test – post-test experimental design. In this specific study, one group received autonomy-boosting interventions while another group did not receive the same interventions. The motivation and achievement of both the experimental and control groups were assessed before and after the autonomy intervention to determine its impact. This study aimed to provide a deeper insight into the application of learner autonomy in language learning, following the positivist methodology principles recommended by Herrington and Oliver. Through the use of engaging and independent activities, learner autonomy is intended to enhance language output and improve motivation and achievement in B2 level learners beyond traditional language learning methods. This study aimed to explore the effects of learner autonomy on developing motivation and achievement. Overall, implementing learner autonomy techniques helps improve motivation and success among B2 level students. By utilizing a systematic approach to encourage independence, educators can enhance students' drive, academic success, and overall language growth.

Multiple mean comparisons were carried out on the difference means of different levels of significant variables that were identified. Post-test results comparison shows growth levels (EG–CG; EG/CG) where experimental group children grew 14% (1.4 times) more than control group. The diagram below clearly illustrates this. Overall, integrating learner independence can potentially enhance the learning of English as a second language, particularly in terms of motivation and success for ESL learners. Improving the English language skills of non-native English speakers at a B2 level could improve their academic outcomes and help them succeed in their educational pursuits.

CONCLUSION

In conclusion, the research on implementing learner autonomy to enhance motivation and performance in B2 level students shows a considerable and intricate impact. This approach, grounded in educational principles that support autonomous learning, refreshes language learning by enriching its complexity, engagement, and personalized nature. Autonomy strategies foster an environment where language is actively engaged with through students being included in the planning, monitoring, and assessment of their learning. Encouraging

learner autonomy in language training has clear advantages, leading to higher levels of self-confidence, proactivity, and determination among students. Students are motivated to explore outside of traditional learning with self-chosen projects, setting goals, reflecting, and working together. They go into a world where obstacles are viewed as chances for development and where their solo attempts, though unsure initially, become more intentional and successful. Moreover, the application of learner independence in language education goes beyond just academic success. It helps students develop a feeling of accountability, inner drive, and abilities for lifelong learning. It allows students to see language as a way to empower themselves personally and intellectually, not just as a means of communication. Upon contemplating the influence of learner independence on B2 level learners, it is evident that this method provides more than just educational advantages.

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