Learning autonomy, social support and English learning adaptability: Basis for improving English learning for university students

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Abstract

The study explored the impact of English learning autonomy, social support, and English learning adaptability, as well as the relationship among the three variables. More than 330 non-English major college students participated in the study. It employed descriptive research to determine the relationship among these three variables. English learning autonomy has gradually become a research point and practical trend in second language teaching both domestically and internationally. Comprehensively promoting the improvement of learning autonomy ability has become the goal of every learner and every teacher. Social support also affects students' adaptability to English learning. Learning adaptability has become a research focus for many scholars. It can affect an individual's academic achievement, mental health development, and future social adaptation. This study revealed that highly significant relationships existed among English learning autonomy, social support, and English learning adaptability. Moreover, the enhancement teaching model was implemented to assist college-level English language learners modify social support to increase their autonomy and adaptability in learning English. Thus, it is recommended that three variables may be analyzed from the teachers' perspective, and other variables may be added to the study based on the focus on English learning education. Further research may confirm the differences in English learning autonomy and English learning adaptability when grouped by grade level. More information about the participants may be added to the personal difference analysis, such as whether they live in urban or rural areas, their parents' education level and working field. The sample of participants may be further refined, and the sample size can be appropriately expanded.

Keywords: English learning autonomy, social support, English learning, adaptability, teacher support, university students

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1. Introduction

The goal of college English pedagogy is to develop students' all-around application abilities to enable them to function socially and professionally in English. Enhancing learners' overall cultural literacy, boosting their capacity for autonomous learning, social support, and learning adaptability, and helping them adjust to the demands of economic development and global trade are all included in the teaching objectives. As a result, university English instructors have worked extremely hard to enhance the comprehensive abilities of English language learners, and a vast amount of study on the subject has been produced.

The notion of autonomy in education views the purpose of teaching as helping learners attain ideal individual learning behavior. (Firat, 2016), which also referred to the ability and willingness of learners to make independent choices.It is not a distant goal that shimmers beguilingly like a mirage in the desert but a pedagogical achievement that has been documented in a number of second language (L2) education contexts (Little & Legenhausen, 2017). The promotion of independence in English language learning in foreign language education pushes students to take as much ownership of their education as they can, choosing what and how to study, reflecting and adjusting on their progress, and working toward their objectives until they can form lifelong learning habits. Language learners may create an internal interest in learning, which will increase learning motivation and improve language performance if they are able to decide on their learning objectives, select strategies to meet the objectives and self-evaluate.

Social support usually refers to the support system provided to individuals by members with the closest personal relationship, which could be spiritual or material assistance, generally referring to parents, relatives, friends, etc. (Cheng, 2021). The theory of social support applies to interactions, relationships, society's environment, and its impact on individuals' psychological development and social adaptability. Social support is an essential environmental resource for individual adaptation during the transition period, which plays a significant role in adapting individually. University students view social support as primarily taking the form of spiritual support, care, and encouragement from parents, instructors, counselors, and fellow students for their success in school and life on campus. From the perspective of college students, social support mainly consists of spiritual support, care, and encouragement to live at school and succeed academically from parents, instructors, guidance counselors, and peers. Students' capacity to adjust to learning may be influenced by their internal cognitive psychological mechanisms and the external environment created by their teachers and peers. Therefore, it is possible to confidently speculate that peer support, instructor direction, and family support could all help college students become more adaptive to learning English.

Learning adaptability was defined as the tendency of learners to alter how they approach the learning process (Wang, 2021). It is fundamental to the lifetime development of contemporary pupils and plays a significant role in the social flexibility of teenagers. It significantly affects both the academic performance and mental well-being of pupils. As a result, it is crucial for first-year college students studying English to understand flexibility. College students' academic success, mental health development, and degree of future social adaptability will all be strongly impacted by how they adjust to learning English in college. Since learning adaptation can impact future English learners' achievement, psychological growth, and social adaption, it has become one of the most prominent research areas worldwide.

The study of English learning autonomy and adaptability not only deepened the understanding of the concept and nature of English learning autonomy and adaptability but also helped grasp the process of English learning in a systematic and comprehensive way. Practically speaking, it is quite common for university students to be unable

to adapt to the new teaching style of college English. The study examined the autonomy and adaptability of university students in ESL education, as well as analyzed the intrinsic relationship and interaction mechanism with social support systems. In order to guide university English teachers in correctly understanding and defining the relationship among the three variables, the relevant research results have been applied to English and other foreign language teaching. Furthermore, it has laid down effective and reasonable measures for the possible adjustment problems of university students regarding their language learning so that they can be improved over time.

More research is needed on the English learning adaptability of non-English major students in a blended learning environment. Therefore, based on existing research, this study explored the current situation of English learning adaptability of the freshmen in terms of English learning autonomy and social support in order to get the information about the relationship among them and promote their adaptation of the freshmen to college English learning.

Objective of the Study- This study determined the English language learning autonomy of respondents in terms of knowledge of ESL teachers' teaching purpose and requirements, setting educational goals and plans, effective use of learning strategies, monitoring how they are being used as well as their assessment of the English education process， identified the social support of the respondents in terms of teachers' support, peers support, and parents support. The study also assessed the adaptability of English learning to the English teacher, the English learning environment, the English content, the English teaching method, and the online English learning. The study also tested the relationships between English learning autonomy, social support, and English learning adaptability in university students with a view to proposing a language learning program.

2. Methods

Research design - For the statistical analysis of the population sample, the quantitative research method attempted to collect quantifiable data. It was allowed to collect and describe the characteristics of a demographic segment. In this study, the researcher used descriptive design to examine the relationship among English learning autonomy, social support, and English learning adaptability variables.

Participants of the Study - The respondents of the research were freshmen in the university. The researcher divided the students into two categories: liberal arts and science. For further consideration, the researcher also divided the students into five parts based on the departments they belonged to. Besides 285 first-year students in the liberal arts and 1515 first-year students in the science, there were 1800 new students. The number of respondents calculated using the Raosoft online sample size calculator was 317. To ensure 317 complete and usable questionnaires, 400 respondents were selected from three, and 400 questionnaires were distributed to the target respondents. Three hundred thirty questionnaires were complete and usable. The number of respondents calculated using the Raosoft online sample size calculator was 317. To ensure 317 complete and usable questionnaires, 400 respondents were selected from three, and 400 questionnaires were distributed to the target respondents. Three hundred twenty questionnaires were complete and usable.

Data Gathering Instrument - The instrument for data collection was a questionnaire. English learning autonomy questionnaire was adapted from A Study on the Correlation of Senior Middle School Students' Perceptions of Social Support and Sense of Class Belonging with Their English Autonomous Learning Ability by Fu Yanping (2015). Social support questionnaire was adapted from research on the Relationship Between Social Support and English Learning Engagement of General High School Students by Tao Linna (2022). English learning adaptability questionnaire was adapted from A Study on the Relationship between English Learning Adaptability and Agentic Engagement of College Students by Liu Weitao (2023). Three questionnaires were all validated by experts. Before being distributed to 400 respondents, the questionnaires were pilot-tested among 30 first-year students in college and modified for the current study. Personal data, English language learning autonomy, social support questionnaire, and English language adaptation were all part of the questionnaire, which covered 78 items. They were a four-point Likert scale: strongly disagrees, disagrees, agrees, and strongly disagrees. The

validated three questionnaires were pilot-tested among 38 first-year students. Data of the participants was collected through Wenjuanxing. Thirty effective and complete questionnaires were selected, and the result of Cronbach of all the 30 modified questionnaire indicators is over .8. Based on the results of the pilot test, the questionnaires on English learning autonomy, social support, and English learning adaptability among university students were consistent and reliable.

Data Analysis - After data collection, three questionnaires were examined individually, and the incomplete questionnaire was removed. For the purposes of answering research questions, data from 330 valid questionnaires have been coded and analyzed. SPSS (The Statistical Package for Social Science) was used for the statistical analysis of the data. The weighted mean was used to examine the level of English learning autonomy, social support, and English learning adaptability. This study has carried out a quantitative analysis of the data. A number of statistical procedures were used in the quantitative analysis to summarize students' responses to English learning autonomy, social support, and ESL adaptability. Descriptive statistics such as frequencies, percentages, mean, and standard deviations have been computed. Pearson correlations analysis was conducted to examine the relationships among English learning autonomy, social support, and English learning adaptability.

Ethical Considerations - Consent was provided in the first part of the questionnaire to ensure that the confidentiality and anonymity of the respondents were protected. The personal information of the respondents was strictly confidential in the study except for sex, age, department, and significance. During the data collection procedure, the researcher was sure all the respondents had acknowledged the instructions, and they voluntarily took part in the questionnaires to ensure the implementation of their rights. During that period, the privacy of information and data gathered was respected to the greatest extent possible. In addition, the University of Lyceum Research Centre in the Philippines provided an ethical endorsement.

3. Results and Discussion

Table 1

Summary Table on English Learning Autonomy

Indicators	Mean	Interpretation	Rank
Knowing English teachers' teaching purpose and requirements	3.30	Agree	1
Setting English learning goal and plan	3.21	Agree	2
Use English learning strategies effectively	3.20	Agree	3
Monitor the use of English learning strategies	3.19	Agree	4
Evaluate the English learning process	3.18	Agree	5
Composite Mean	3.22	Agree	

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

Table 1 presents a summary table of English learning autonomy, with an aggregate mean of 3.22, showing that respondents generally consider these five indicators valid. Knowing English teachers' teaching purpose and requirements got the highest score with a weighted mean 3.30. Understanding the teacher's teaching objectives and requirements provides a learning direction for English learners, facilitating better improvement of English learning autonomy. The top item was followed by setting an English learning goal and plan with a weighted mean score of 3.21. Establishing English learning goals and plans is an essential manifestation of English learners' autonomy in English learning and a vital link in transforming passive learning into active learning. Using English learning strategies effectively ranked No.3 with a weighted mean score of 3.20. It was pointed out that enhancing learners' autonomous learning ability can stimulate their desire to learn. It can motivate them to learn more strategies to improve further. Therefore, in college English teaching, teachers need to be aware of the transformation of their identity while changing the inherent traditional teaching mode and focusing on cultivating students' ability to use English learning strategies and learning autonomy.

Monitoring the use of English learning strategies ranked No. 4 with a weighted mean score of 3.19. Monitoring English learning strategies for college students can help them form and effectively use them, which is beneficial for students to optimize their English learning methods and improve their English learning efficiency. They

indicate the different strategy preferences as the strategies that male and female students used the most and the least are different (Andriani & Mbato, 2021). At the same time, monitoring their own English learning strategies is beneficial for students to develop their autonomous learning ability and comprehensive language ability, as well as for teachers' professional development. Teaching students, the critical ability to self-evaluate and regulate learning is essential to English learners' autonomous learning.

The lowest weighted mean score, 3.18, went to "evaluate the English learning process." In terms of evaluating the English learning process, most students can recognize the necessity of evaluating learning effectiveness and effectively evaluate it through self-evaluation and mutual evaluation. However, some students still need to improve their English autonomous learning methods through this. The main reason is that students have a higher recognition of teacher evaluation and look forward to improving their English autonomous learning methods through teacher guidance and feedback.

Table 2

Summary Table on Social Support

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teacher Support	3.36	Agree	1
Peer Support	3.33	Agree	2
Parents Support	3.28	Agree	3
Composite Mean	3.32	Agree	

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

Table 2 summarizes the respondents' social support in terms of three aspects: teacher support, peer support, and parent support. The composite mean of 3.32 indicates that the respondents generally agree with the indicators. Teachers' support was the highest weighted average of 3.36, compared to peer support and parent support, and the respondents received more support from teachers. According to the summary, the respondents could get more support from the teachers, which showed that the learning and teaching atmosphere was good for English learning.

Second place was given to peer support with a weighted mean of 3.33. Peer support refers to mutual learning and support between two or more students. Companions can be peers, students of different ages, students from different backgrounds, or native and non-native speakers. Peer support is what they do when they recognize their shared experiences of disadvantage and distress, make an inter-personal connection on that basis, and come together to support and learn from each other (Gillard, 2019). Peer support can promote student interaction and communication, strengthen cooperation and friendship, and enhance their learning outcomes and confidence. Studying with peers can improve students' oral skills, giving them more time and opportunities to practice. By communicating and correcting with partners, students can express themselves more accurately and use grammar and vocabulary more accurately.

Peer support was followed by parents' support with a weighted mean of 3.28. Parents play an important role in supervising and assisting students in their English learning, and they also significantly influence the process of learning English. Parents' education level can affect parental support in children's English learning, and their active support can improve the effectiveness of students' English learning. Parents support can strengthen parents' autonomy support for their children, praise and encourage their progress and efforts promptly, gradually build confidence, and enhance their self-efficacy in homework. Some parents may be limited by their educational background and need help supporting students' English learning. This is also true in the respondents. Parents could provide teaching materials, praise their children when making progress, and feel pride when achieving progress in English. However, some parents needed help to provide advice on English learning.

Table 3 shows the summary of the five aspects concerning English learning adaptability, which include adaptation to ESL teachers, educational environment, content, and teaching modes. According to the pooled average of 3.42, respondents align with all English language learning adaptability indicators.

Table 3

Summary Table on English Learning Adaptability

Indicators	Mean	Interpretation	Rank
Adaptability to English teachers	3.46	Agree	1
Adaptability to English Learning Environment	3.42	Agree	3
Adaptability to English teaching content	3.42	Agree	3
Adaptability of English teaching mode	3.42	Agree	3
Adaptability to online English teaching	3.37	Agree	5
Composite Mean	3.42	Agree	

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

It can be gleaned that the composite mean of adaptability to English teachers is 3.42. It can be said that the respondent can adapt well to the English teachers. Students can only lay an excellent psychological foundation for English learning when they adapt to the teacher. Different teachers have different teaching characteristics, and students should be good at discovering and actively adjusting their learning pace to stay consistent with the teacher, which is beneficial for their own learning.

Adaptability to the English learning environment, English teaching content, and English teaching mode have the same composite mean of 3.42, which ranks number 2 in the five indicators. The three indicators must be addressed. College students should learn to adapt to various aspects of life, such as study life, interpersonal relationships, and other issues independently, and make every effort to familiarize themselves with the natural and interpersonal environment in a short period of time. At the same time, they need to discover the advantages and resources they can have in college life and establish their social support system. It is not possible to separate an excellent educational environment from the creation and development of students' comprehensive capabilities, and English learning is no exception (Liu, 2023). It depends on the guidance and development of different English learning environments related to these students to develop and implement individual quality models. Positive and healthy emotions may arise from a good English learning environment, while an unfavorable educational environment can be detrimental to these feelings. The classroom teaching mode is a teaching implementation method. With the development of technology, English teachers are paying more and more attention to integrating information technology and disciplines, building a fast, efficient, and high-capacity information highway for students to learn, and promoting the transformation of learning methods.

Table 4 presents the relation of English learning autonomy to social support. The computed r-values show a strong direct correlation, and the resulting p-values were lower than the alpha values. That means there is a significant difference in the degree to which English learning autonomy has been achieved, and it implies better social support. From the analysis, it is found that there is a strong correlation between social support and English learning autonomy, and students' perceived social support helps cultivate their English learning autonomy. Social support is an essential external condition for student academic progress. Teacher support plays a vital role in students' English learning autonomy. Teacher academic support is closely related to students' grasp of teaching objectives and flexible use of learning strategies (Tao, 2020). The academic support and learning strategies provided by English teachers play an essential role in promoting the development of English learning autonomy. Peer support has a profound impact on English learning autonomy and plays a positive role. Emotional support from classmates can encourage students to use English learning strategies flexibly, reasonably implement strategy monitoring, and effectively conduct learning evaluations. Students perceive the importance of peer support in their interactions with classmates and recognize that their encouragement, care, and support can promote their ability to learn English independently.

There are two significant findings from the results. The first one is that compared with teacher support, peer support related closer to students' English autonomous learning ability. It runs into the research of Barker and Maguire, who found that compared with teacher support, peer support has a much closer relationship with college students' English autonomous learning (Barker & Maguire, 2017).

Table 4

Relationship Between English Learning Autonomy and Social Support

Knowing English teachers' teaching purpose and requirements	r-value	p-value	Interpretation
Teacher Support	.650**	0.000	Highly Significant
Peer Support	.570**	0.000	Highly Significant
Parents Support	.578**	0.000	Highly Significant
Setting English learning goal and plan			
Teacher Support	.574**	0.000	Highly Significant
Peer Support	.566**	0.000	Highly Significant
Parents Support	.655**	0.000	Highly Significant
Use English learning strategies effectively			
Teacher Support	.643**	0.000	Highly Significant
Peer Support	.654**	0.000	Highly Significant
Parents Support	.698**	0.000	Highly Significant
Monitor the use of English learning strategies			
Teacher Support	.623**	0.000	Highly Significant
Peer Support	.659**	0.000	Highly Significant
Parents Support	.723**	0.000	Highly Significant
Evaluate the English learning process			
Teacher Support	.683**	0.000	Highly Significant
Peer Support	.712**	0.000	Highly Significant
Parents Support	.753**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

This suggests that college students depend more on college students than their teachers. The other finding is that parent support surpassed teacher and peer support. One important reason is that the parents of the participants were generally born in the 1980s. The educational concept of parents born in the 1980s is relatively open-minded, and they pay more attention to cultivating their children's independent thinking ability and creativity. They believe that the purpose of education is not only to impart knowledge but, more importantly, to cultivate children's comprehensive qualities. Meanwhile, they also pay more attention to cultivating children's personalities and interests, encouraging them to develop their own strengths.

The relationship between English learning autonomy and English learning adaptability can be seen in Table 5. The calculated r-value shows that there is a solid straight correlation, but the resulting p-values were all lower than the alpha level. It shows that there are significant differences between English learning autonomy and the ability to adapt the language. English learning autonomy is crucial for English learning adaptability. English learning autonomy can cultivate students' ability to think independently and solve problems. Learners have an open interest to master the target language by learning and using vocabulary, correctly pronounced (Bravo & Arcia, 2017). In the process of independent thinking and problem-solving, students need to apply the knowledge they have learned, accumulate experience, and constantly adjust their learning strategies and methods in practice. This will enable them to have specific adaptability when facing problems and challenges in the future.

English learning autonomy can improve students' learning efficiency and abilities. The efficiency and ability of students to learn English will directly affect their competitiveness. By cultivating independent English learning ability, students can better plan their learning time and tasks, improve their English learning effectiveness, and thus achieve better grades and performance in all aspects. English learning autonomy helps cultivate students' confidence and sense of responsibility.

Table 5

Relationship Between English Learning Autonomy and English Learning Adaptability

Knowing English teachers' teaching purpose and requirements	r-value	p-value	Interpretation
Adaptability to English teachers	.494**	0.000	Highly Significant
Adaptability to English Learning Environment	.474**	0.000	Highly Significant
Adaptability to English teaching content	.530**	0.000	Highly Significant
Adaptability of English teaching mode	.561**	0.000	Highly Significant
Adaptability to online English teaching	.535**	0.000	Highly Significant
Setting English learning goal and plan			
Adaptability to English teachers	.441**	0.000	Highly Significant
Adaptability to English Learning Environment	.477**	0.000	Highly Significant
Adaptability to English teaching content	.509**	0.000	Highly Significant
Adaptability of English teaching mode	.523**	0.000	Highly Significant
Adaptability to online English teaching	.511**	0.000	Highly Significant
Use English learning strategies effectively			
Adaptability to English teachers	.499**	0.000	Highly Significant
Adaptability to English Learning Environment	.517**	0.000	Highly Significant
Adaptability to English teaching content	.557**	0.000	Highly Significant
Adaptability of English teaching mode	.577**	0.000	Highly Significant
Adaptability to online English teaching	.574**	0.000	Highly Significant
Monitor the use of English learning strategies			
Adaptability to English teachers	.479**	0.000	Highly Significant
Adaptability to English Learning Environment	.573**	0.000	Highly Significant
Adaptability to English teaching content	.572**	0.000	Highly Significant
Adaptability of English teaching mode	.580**	0.000	Highly Significant
Adaptability to online English teaching	.564**	0.000	Highly Significant
Evaluate the English learning process			
Adaptability to English teachers	.506**	0.000	Highly Significant
Adaptability to English Learning Environment	.572**	0.000	Highly Significant
Adaptability to English teaching content	.592**	0.000	Highly Significant
Adaptability of English teaching mode	.601**	0.000	Highly Significant
Adaptability to online English teaching	.564**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

In the process of independent English learning, students need to take responsibility for their own learning and continuously improve their self-management abilities. This will make students more confident in facing various challenges and opportunities and enable them to take on responsibilities proactively, actively participate in activities organized by the college, and improve their learning adaptability.

The relationship of social support to English language learning adaptation is shown in Table 6. The computed r-values indicate that the resulting p-value is all but equal to the alpha values, with a high straight correlation. This shows a substantial difference in the quality of English learning and suggests that social support will make it easier for students to adapt. There is a natural fit between social support and adaptability. On the one hand, the social support theory suggests that the stronger an individual's social support network, the more they can cope with various environmental challenges. Therefore, social support networks are a direct driving force for vulnerable and maladaptive groups to enhance adaptability. On the other hand, the direct consequence of "In-adaptable" is the generation of stress, and social support has a positive effect on relieving stress, which has been proven by many studies. Adaptability played a stronger role (relative to social support) in university students, whereas social support played a stronger role for non-studying adults (Holliman, 2021).

Table 6

Relationship Between Social Support and English Learning Adaptability

Teacher Support	r-value	p-value	Interpretation
Basic self-regulated English learning strategies	.700**	0.000	Highly Significant
Visual elaboration and summary strategies	.660**	0.000	Highly Significant
English deep information processing strategies	.703**	0.000	Highly Significant
English Self-regulated social learning strategies	.678**	0.000	Highly Significant
Peer Support			
Basic self-regulated English learning strategies	.582**	0.000	Highly Significant
Visual elaboration and summary strategies	.629**	0.000	Highly Significant
English deep information processing strategies	.681**	0.000	Highly Significant
English Self-regulated social learning strategies	.664**	0.000	Highly Significant
Parent Support			
Basic self-regulated English learning strategies	.667**	0.000	Highly Significant
Visual elaboration and summary strategies	.590**	0.000	Highly Significant
English deep information processing strategies	.617**	0.000	Highly Significant
English Self-regulated social learning strategies	.662**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Based on data analysis, the teacher support, peer support, and parent support of freshmen in English learning affect the construction of English learning adaptability; the perceived emotional and academic support from teachers, classmates, and teachers can affect their self-awareness and evaluation of English learning. The more positive the self-concept of students in English learning is, the stronger their self-efficacy, confidence in English learning, and adaptability to learning are. Therefore, the support of teachers, classmates, and parents in English learning not only directly predicts learning adaptability but also indirectly affects learning adaptability through the mediating effect of self-concept.

Table 7

Proposed Program for Language Learning among Chinese University Students

Key Result Area	Objectives	Strategies/ Activities	Success Indicator	Persons Involved
English Learning Autonomy ---Evaluate the English learning process Students are unable to evaluate their own English learning process in English class objectively and fairly.	To increase learners' awareness of the importance of English learning autonomy and evaluation to English learning process.	COMPUTER-ASSISTED TEACHING EVALUATION SYSTEM. Computer-assisted teaching evaluation will be applied in classroom to save students' time and evaluate English learning process objectively. Improving college English teaching evaluation and English learning process evaluation --- conduct case study of benefits of online teaching evaluation on ISMART. --- change English learning process evaluation style and encourage students to discuss with each other about the result.	More than 90% of the students can solve the problem of having no time to discuss or cooperate with classmates; More than 90% of the students can evaluate English learning process with computer-assisted teaching evaluation objectively and develop the concept of English learning autonomy.	students; instructors
Social support ---parents support More behavioral and	To increase social support especially parents support and improve the learners'	PARENT CLASSROOM EATABLISHMENT. Establish parent classrooms to train parents the ways to provide parents support.	More than 90% of students can feel the support of their parents for their English learning, improving their	Parents; students; instructors

instrumental support are obtained, and less emotional and informational support are obtained. Parents mainly ensure the material needs of students to study, they know little about students' learning status and they lack in-depth understanding and communication about students' studies and learning problems. The way to communicate with students is also relatively simple.	English learning autonomy and adaptability.	Improving and training the ways of parents support. --- Care about students' learning, enhance students' self-efficacy by increasing the frequency of communication with students, understanding students' learning dynamics and psychological changes -- Care about students' psychological problems in the process of English learning. The students' academic expectations and trust in students' English learning are properly expressed in the communication, so as to enhance the self-efficacy of English learning. --- Provide extra-curricular learning materials to create a good learning environment by providing students with English books, English training opportunities, etc and by guiding students to understand the culture and history of English-speaking countries.	English learning autonomy and English learning adaptability; More than 90% of parents can receive training provided by school to delve into the hearts of their children, understand their needs, and accurately provide their needs in English learning.	
English learning adaptability --- Adaptability to online English teaching Due to the COVID-19 pandemic, the mainstream of English teaching in the last three years had been online teaching. So many students cannot adapt to online English teaching. I am not satisfied with the online teaching in our school during the epidemic. I feel that English teacher often finished the task by playing some videos at random.	To increase English learning adaptability to online teaching, to adjust online teaching mode after pandemic and to combine online teaching and offline teaching.	ESTABLISHMENT OF TEACHING MODE. Establish reasonable post pandemic era teaching mode. ---Improving the digital ability of English teachers and providing systematic information technology training for English teachers and choose teaching platforms independently. ---Improving the self-learning and self-management abilities of college students, stimulate their learning motivation and guide them to make good learning plans. ---Strengthening the functions of teaching platforms and the construction of high-quality course resources. The school officially improves the functions of teaching platforms and provides a large number of high-quality teaching resource software to meet the actual needs of various universities.	More than 90% of the teachers can have proper teaching platform and teaching materials and their IT proficiency will be improved; More than 90% of the students will improve their self-learning and self-management abilities; More than 90% of the students can adapt to online English teaching during post pandemic period.	students; instructors

4. Conclusion and Recommendations

4.1 Conclusions

The results obtained from the collected data have led to the conclusion that: The participants agreed with the five indicators of English learning autonomy but could have been better at evaluating the English learning process. Students had a higher recognition of teacher evaluation and looked forward to improving their English autonomous learning methods through teacher guidance and feedback. The participants demonstrated generally positive attitudes towards teacher support, peer support, and parents support. Parents support was slightly weak, but parents

can obtain additional assistance through communication with teachers or parent groups. The participants had a positive stance on the adaptability to English teachers, English learning environment, English teaching content, English teaching mode, and online English teaching. The highest adaptability to English teachers showed they were satisfied with their English teachers. The low adaptability to online English teaching further emphasized their unwillingness to engage in online English teaching. Highly significant correlations existed among three variables. It revealed that the better the English learning autonomy is, the better the social support will be the better the English learning autonomy is, the better the English learning adaptability will be; the better the social support is, the better the English learning adaptability will be. The language learning program was proposed to improve social support, English learning autonomy, and English learning adaptability among Chinese university students.

4.2 Recommendation

Chinese universities may improve students' autonomy and adaptability in English learning by providing students with more teacher support and encouraging mutual support among peers during the implementation of language teaching. Universities may create conditions to encourage teachers and parents to provide necessary support for students. In implementing the language program, university English teachers may strengthen the cultivation of English learning autonomy and adaptability and provide parent-training programs to improve social support to promote the effectiveness of English teaching. University students may consciously develop and enhance English learning autonomy and English learning adaptability with the help of the support of teachers, peers, and parents. They may cooperate with the teachers to participate in the teaching process with solid motivation and adapt to college English learning. School administrators may consider evaluating the proposed program for the enhancement of English learning autonomy, social support, and English learning adaptability, and, eventually, the enhancement of English learning for Chinese college students. For future researchers, three variables may be analyzed from the teachers' perspective, and other variables may be added to the study based on the focus on Chinese education. Further research may confirm the differences in English learning autonomy and English learning adaptability when grouped by grade level. More information about the participants may be added to the personal difference analysis, such as whether they live in urban or rural areas, their parent's education level, and their working field. The sample of participants may be further refined, and the sample size can be appropriately expanded. For the proposed language program, the indicators with the lowest composite mean score of each variable were given the proposed language program implementation. At the same time, the indicators with the higher composite mean score may also be provided with the proposed language program.

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