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### Influence of learning environmental factors on university students' motivation and autonomy in second foreign language learning

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In this article, we investigated variations in the motivation and autonomy of university students learning a second foreign language, and the influence of learning environment factors on such variations. We assigned a questionnaire based on Self-determination theory to obtain measures of motivation and autonomy over time. We then divided students into groups and statistically analysed changes in the levels of student motivation and autonomy between semesters in the context of the contents, goals, and teaching methods of their classes, or in terms of the frequency of several activities (task, pronunciation, conversation, pair/group work), and interpreted our results. We found no definitive difference between the groups. Although their less self-determined motivation generally increased, their average of autonomy increased: in some cases, however, we found differences in the degree of increase for average autonomy. In conclusion, although learning environment did not significantly affect learners' motivation and autonomy on the whole, some factors merit further investigation.