

Business English Students' Autonomous Learning Strategies and Influencing Factors



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Abstract: Autonomous Learning is therefore an important part of university learning. In this study, 62 students majoring in business English in 2019 at Southwest Forestry University were selected as research subjects. Of these, six were randomly interviewed using the questionnaire as the primary tool to assess the students' motivation and strategy for learning business English. A statistical analysis of the 62 valid questionnaires returned and the results of the interviews revealed that Business English students perceive themselves as having poor autonomous learning skills, and are unsatisfactory in terms of self-awareness, effortful control, learning supervision and learning evaluation. 1. Business English students have weak executive skills. 2. Business English students use a single way of learning evaluation, a judgmental approach, insufficient awareness of reflecting and evaluating learning, and evaluation methods to be optimized. 3. Low utilization of internet resources by business English students. 4. Poor self-control of business English students. In this regard, the author makes the following suggestions for business English students: 1. Students should arrange their university time wisely and improve their performance and self-learning ability through self-study in addition to classroom learning. 2. Students should improve their self-awareness and maintain confidence in themselves. 3. Students should use various methods of learning assessment to reasonably evaluate the effectiveness of their autonomous learning. 4. Students should make proper use of online resources for learning. 5. Students should strengthen their self-monitoring and make use of external monitoring. 6. Students can try to divide a large study plan into smaller plans when implementing their study plan, and a long-term study plan can be refined into a short-term plan. This study provides some inspirations to promote the future direction of talent cultivation and teaching arrangement of business English majors in the School of Foreign Languages of Southwest Forestry University. To develop and cultivate the autonomous learning ability of students majoring in business English at the University in 2019, and to realize the goal of cultivating high-quality composite English talents in the field of Business English at Southwest Forestry University.

Keywords: Business English; Business English Majors; Autonomous Learning

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1 Introduction

1.1 Background of the Study

Independent learning is an essential learning skill for students. In the short term, independent learning affects students' academic performance. In the long run, independent learning is beneficial to one's life. As a business

English major, the author found that business English majors have a high enthusiasm for independent study during their four years of study in the university and have carefully planned their independent study programmes after class. Using questionnaires and interviews, the author explored the independent learning strategies and their

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influencing factors of Business English majors at Southwest Forestry University in 2019.

1.2 Research Purpose and Significance

1.2.1 Research Purpose

The increasing globalization of the economy and the recovery of the economy after the epidemic have brought new opportunities for business English majors to develop. It is particularly important that business English students are able to seize this development opportunity and develop their autonomous learning skills. However, the learning of business English learners through classroom hours alone falls far short of the talent requirements for business English majors.

In 2007, China introduced Business English as an undergraduate major. The ability to learn independently is a basic quality necessary for business English majors; focusing on improving the ability to learn independently is one of the important tasks in cultivating business English talents [1]. The prospect of business English majors is broad, and cultivating the autonomous learning ability of business English majors is also in line with the development of the times [2]. The professional characteristics of business English and the ever-advancing society have determined that single textbook learning can no longer meet the teaching needs of business English majors, which shows the importance and necessity of business English learners' autonomous learning abilities [3].

Therefore, business English learners should not only rely on classroom teaching, but also realize the importance of autonomous learning. This study explored the independent learning of Business English majors in the class of 2019 at Southwest Forestry University, hoping to summarise whether the students really have the ability of independent learning and its influencing factors. Exploring the independent learning strategies of business English majors and their influencing factors can be used to analyse the data to see whether business English majors at Southwest Forestry University are aware of the importance of independent learning.

1.2.2 Research Significance

The subject of autonomous learning studied by the author is helpful to the learning efficiency and achievements of college students. This paper takes the 2019 students of business English major in Southwest Forestry University

as the survey object, and uses two methods of questionnaire survey and interview to analyze the results obtained and to draw actionable conclusions and suggestions. This study is helpful to the development of business English major in Southwest Forestry University, and also provides assistance in self-testing and improving students' autonomous learning ability. At the same time, it also warns contemporary college students to arrange their college time reasonably and improve their performance and learning ability through autonomous learning.

2 Literature Review

The concept of self-directed learning has a long history and can be traced back to the Greek historical period before 2000 B. C. At that time, Socrates, Plato, Aristotle and other predecessors had conducted research on self-directed learning.

Foreign scholars in various disciplines have realised the importance of independent learning as far back as the ancient Greek historical period. The development of the network in foreign countries is earlier than that in China, and they are more inclined to use network resources for independent learning.

Holec [4] was the first foreign scholar to link autonomous learning to language learning, and defined autonomous learning in four specific dimensions: learning goals, learning strategies, learning monitoring, and learning evaluation. Ax Albert F. [5] shows that autonomous learning is a process of social motivation, achievement, emotional control and empathy. autonomous learning is not literally a state of learning in isolation, but rather advocates the improvement of one's self-control through interaction with others in a cooperative learning environment [6]. Autonomous learning is a key competency that is urgently needed in both learning and work [7].

Self-directed learning skills are inextricably linked to learning goals [8], learning strategies [9], and external learning environments [10], and have a significant impact on the development of students' self-directed learning skills.

In the age of online information technology. Autonomous learning can be done with the help of online resources and online teaching [11]. Teachers also need to appreciate the role they play in promoting autonomous learning [12]. Student-centered teaching model as a way of encouraging students' autonomous learning Lou [13].

The importance of independent learning has also been

emphasised in Chinese education and has been on the rise in academia in recent years. The emergence of the Business English programme has challenged students to become independent learners. Autonomous learning may be specific to the process or ability of individuals to consciously determine learning goals, formulate learning plans, choose learning methods, monitor learning processes and evaluate learning results [14]. It mainly covers these three aspects: being good at formulating reasonable learning goals and plans, effectively using learning strategies and monitoring the use of learning strategies, and reasonably evaluating the process and effect of learning [15]. Autonomous learning requires students to have the knowledge of cognitive abilities and strategies, motivations, attitudes and language learning to meet cognitive needs [16]. In the process of autonomous learning, students' self-study should be given priority, supplemented by teachers' guidance [17]. University students have strong learning ability and self-control, a clear goal orientation, and a large amount of discretionary time; in addition, autonomous learning is one of the goals of university students, and universities have good resources to carry out autonomous learning [18]. Another group of scholars believe that teachers should guide students to learn independently so that they can gradually develop independent learning skills [19]. Teachers should get rid of the 'teacher-centred' teaching mode and design 'student-centred' [20] independent learning courses in Business English, which not only teach general language knowledge and skills, but also develop students' independent learning abilities. In the current era of Internet development, college students can use online media to innovate the way of independent development mous learning [21]. The construction and application of network-based independent learning platform will be one of the key directions for future research on independent learning of business English [22].

It also makes sense to use co-operation to increase students' motivation for independent learning, such as mutual evaluation and group presentations [23].

A review of the literature on autonomous learning above reveals that autonomous learning is an essential attribute synthesized from all aspects of learning, requiring both the student's spontaneous internal conditions and external conditions to assist learning. Autonomous learning can be divided into six dimensions: learning motivation, self-awareness, effortful control, learning strategies, learning evaluation and external conditions.

Learning motivation is the criterion by which learning is judged to be autonomous, i.e. whether the student is spontaneously generating ideas for learning. Self-awareness is whether autonomous learners themselves have a perception of subject and object, i.e. whether students are consciously controlling and regulating their autonomous learning. Effortful control is a condition for whether autonomous learning is sustained, i.e. whether students are in control of their ability to persist in autonomous learning. Learning strategies are the guarantee of whether autonomous learning is successful, i.e. whether students will use strategies for autonomous learning in a rational way. Learning evaluation is a way of examining the effectiveness of autonomous learning, i.e. whether students evaluate the effectiveness of autonomous learning after autonomous learning. External conditions are an important aid to autonomous learning, i.e. the conditions and assistance that can be created by the outside world for students' autonomous learning.

The author combed through the literature on the cultivation of independent learning ability and found that there are more studies on the topic of independent learning ability of college students. However, the research on the independent learning of undergraduate business English majors is not saturated because the business English major in China has been opened for a relatively short period of time. Therefore, the author takes the 2019 class of business English majors at Southwest Forestry University as an example to study their independent learning ability, hoping to contribute to the independent learning of undergraduate business English majors.

3 Research Design

3.1 Purpose and Subject of Research

3.1.1 Purpose

Nowadays, in the era of rapid updating and iteration of knowledge, the development of independent learning ability is the key to survival. However, combined with the actual survey results, it is obvious that students' independent learning ability needs to be improved. Based on the six dimensions of independent learning ability proposed by Professor Pang Weiguo, this paper adopts questionnaire survey and interview to explore the current situation of independent learning ability of Business English majors, and then find out the problems existing in the process of students' independent learning, and find out the

corresponding solutions, and finally provide a direction and a reference for Business English learners.

3.1.2 Research Subject

The respondents are business English majors of the class of 2019 at Southwest Forestry University. They were chosen as respondents because the author is also a member of business English majors of grade 2019 in Southwest Forestry University, and it is easier to conduct the survey. The survey was conducted by convenience sampling, in the form of an electronic questionnaire distributed to a total of 62 students. There were 62 valid questionnaires.

Based on the questionnaire survey, the interview method is used to explain the questionnaire data. After the preliminary data collation, the author divided the two classes into three bands of Excellent, Good and Moderate according to the report cards of Business English 1 and 2 of Class 2019, and randomly selected one student from each of the three bands to participate in the subsequent interviews, for a total of six students. In the interview transcript, to protect the privacy of the interviewee, the interview object is alias as: A, B, C, D, E and F.

3.1.3 Research Questions

This study mainly focuses on the autonomous learning of business English majors in Southwest Forestry University. Based on the research purpose of this paper, combined with the author's observation in Southwest Forestry University for four years, the following three questions are designed:

- (1)What is the current situation of the autonomous learning ability of the 2019 class of Business English students at Southwest Forestry University?
- (2)Which autonomous learning strategies do the 2019 business English students of Southwest Forestry University use in their autonomous learning?
- (3)What are the factors that hinder Southwest Forestry University's Class of 2019 Business English students' autonomous learning?

3.2 Instruments

3.2.1 Questionnaire

Professor Pang Weiguo, after proposing the dimensions of autonomous learning, produced the "Autonomy of Learning Scale for Primary and Secondary School Students", which does not fit the target of this study. The author refined and

modified the "autonomous learning Ability Scale for College Students" to form the "autonomous learning Ability Scale for Business English Majors" for this study.

The questionnaire used in this study was a combination of references found by the author and the actual situation of the author's study participants. The validity of the adapted questionnaire was tested and the results showed that it met the validity criteria for the use of formal questionnaires before it was finally administered in the follow-up study. The reason why the author chose to adapt Professor Zhu zude questionnaire was that the content of the study was the same as the author's, both being studies of autonomous learning; in addition there was a similarity between the study population and the author's, both being university students. This questionnaire forms the six dimensions of motivation, volitional control, learning strategies, learning evaluation, external conditions and learning evaluation. There are 40 questions in total and the electronic questionnaire is distributed using the Questionnaire Star platform. The results of the survey were not returned to the students themselves; nor was a case study conducted for this class. The questionnaire was developed in the form of a five-point Likert scale, and the data were collected and tested for reliability using SPSS 27.0.

3.2.2 Interview

In the form of interviews, extensive communication with respondents, in order to effectively supplement the questionnaire. The author used random sampling method to interview three randomly selected students in Business English 1 and 2 classes of 2019 at Southwest Forestry University. Before the interview, the purpose of the interview was explained to the interviewed students, and explained that the interview is not aimed at individuals, but only for the research, to eliminate the respondents' concerns, and to establish the relationship of trust and cooperation in advance. The use of mobile phones and notebooks and other tools to note key content related to this study after the interview began so that the content of the later interview.

3.3 Data Collection and Analysis

This section focuses on the process of collecting and analyzing the data in this study.

Before the beginning of the second semester of the fourth year in 2023, the author created and distributed the questionnaire to the Business English students of the class of 2019 at Southwest Forestry University through Ques-

tionnaire Star, and to express the author's gratitude. Before completing the questionnaire, the author will provide a description of the questionnaire stating that all data collected in the questionnaire will be used for the thesis. The author will keep all personal and other information involved strictly confidential and will never disclose the information obtained to allay any doubts and concerns that some students may have.

The questionnaires would be collected and processed by the author after all students involved in the study had completed and completed submission of the questionnaire. After the initial collation of the data, the author divided the two classes into three areas of excellence, medium and good based on the transcripts to randomly select three students from each of the Business English classes 1 and 2 in 2019 to take part in subsequent interviews. Since it was their senior year and many of the students were busy with work and studying, using an online approach, the author conducted the interviews with the aid of pins. The results of the interviews were collated and saved as a Word document, and the author then consolidated the results in text form in a notebook. Combined with the results of the interviewees' completed questionnaires, they provide insight into the situation related to their commitment to autonomous learning, and provide more support for this study's subsequent analysis of the factors affecting the autonomous learning of the 2019 class of Business English students.

The authors quantitatively analysed the collected data using SPSS 27.0. The results of the SPSS data analysis, together with the textual data obtained from the interviews, were used to clarify the causes and factors influencing the learning ability of autonomous business English students and to make effective recommendations.

3.4 Procedures

Combined with the previous literature at foreign and domestic, referring to the dimensional division of Pang Weiguo, this study forms six dimensions: learning motivation, self-awareness, effortful control, learning strategies, learning evaluation and external conditions. A total of 40 questions were asked and an electronic questionnaire was issued using the Questionnaire Star platform. The survey results are not feedback to the students themselves; there is no case study on this class. This paper investigates the current situation of autonomous learning ability of business English students in Southwest Forestry University from six different dimensions, and adopts the form of five-point Likert scale. After collecting the ques-

tionnaire data, the reliability test is carried out by SPSS27.0. Based on the results of the questionnaire survey, the outline of the student interview was completed. Once the interviewee agreed to back up the text as documents. Lastly, through SPSS27.0 statistical analysis of the data obtained from the questionnaire and the sorting of the content of the interviews with the students, finally, we obtain the results of the study, summarize existing problems and perform attribution analysis, and finally propose effective suggestions for improvement.

In this study, the reliability and validity of the questionnaire is analyzed using SPSS27.0 to ascertain whether the questionnaire results are reliable and stable in order to ensure the reliability and validity of the questionnaire. The reliability and validity analysis of the relevant items of the questionnaire are shown in Table 1 and Table 2.

Table 1 Reliability Analysis

Cronbach's Alpha	Number of items
.953	37

Through the reliability analysis of the questionnaire, the sample Cronbach value of the scale is $0.953 > 0.6$, so the reliability test shows that the questionnaire has high reliability.

The validity of the questionnaire is analyzed from two aspects: content and structure. The content validity is already available and the structural validity is shown in the following table.

Table 2 KMO test and Bartlett test

KMO		.732
	Approximate chi-square	2378.499
Bartlett sphericity test	DOF	861
	Significance	.000

The exploratory factor analysis shows that the KMO value is 0.732, greater than 0.6, and the Sig value (P value) corresponding to the Bartlett test is 0.000, less than 0.05. The Bartlett test shows that the data meet the criteria for factor analysis, indicating that the questionnaire has good structural validity.

4 Findings and Discussion

4.1 Analysis of the Autonomous Learning Ability Scale for Business English Students

Based on the data collected from the questionnaire, this

section analyses the current situation of Business English majors' autonomous learning from six dimensions: learning motivation, self-awareness, effortful control, learning strategy, learning evaluation and external conditions, finds out the problems existing in the process of Business English majors' autonomous learning and solves them in time, so as to improve the autonomous learning ability of Business English majors in College of Foreign Languages, Southwest Forestry University.

4.1.1 Learning Motivation

More intuitively, the study of learning motivation can show business English learners' motivation to learn on their own. Autonomous learning must be based on students' learning motivation and is based on the premise of wanting to learn. Motivation to learn is an important basis for judging whether learning is autonomous. Therefore, learning motivation is also an indispensable internal condition for autonomous learning.

Table 3 Descriptive Analysis of Learning Motivation

Learning Motivation	N	Min	Max	Mean value	Standard deviation
1. I learn English because I like to learn language.	62	1	5	2.85	1.316
2. I study independently in order to have a good future.	62	1	5	3.69	1.110
3. I study hard to get scholarships	62	1	5	2.65	1.147
4. I study independently in order to improve myself.	62	1	5	3.61	1.136

It is clear from these data in Table 3 that Business English students tend to improve themselves and have a better future rather than sticking to the present.

It can be seen from the above that most students are learning independently in order to meet the needs of social and personal development. In general, the learning motivation is not strong enough, and the belief of 'want to learn' is not strong enough.

4.1.2 Self-awareness

Self-awareness is the most basic requirement for autonomous learning. Without self-awareness, business English learners cannot be both the subject and the object of learning, nor can they consciously control and regulate their ongoing self-learning. Increasing self-awareness contributes to the efficiency of autonomous learning.

Table 4 Descriptive Analysis of Self-awareness

Self-awareness	N	Min	Max	Mean Value	Standard Deviation
1. I can organize my time for autonomous learning.	62	1	5	3.10	1.141
2. I failed in my studies because I didn't work hard enough.	62	1	5	3.55	1.183
3. Good academic performance at university depends mainly on autonomous learning.	62	1	5	3.63	1.149
4. I feel that I am a strong autonomic learner.	62	1	5	2.95	1.151
5. I can grasp the focus and difficulty of learning when studying independently.	62	1	5	3.37	.979
6. My autonomous learning programme has helped me a lot with my studies.	62	1	5	3.60	1.032
7. I can apply what I have learn independently in practice.	62	1	5	3.24	1.035
8. My current autonomous learning arrangement has helped me a lot in my studies.	62	1	5	3.29	1.165
9. The success of my studies is the result of my autonomous learning.	62	1	5	3.44	1.096
10. I can derive satisfaction from autonomous learning.	62	1	5	3.79	1.058

As can be seen from Table 4, in the research of self-awareness questionnaire, business English students have insufficient understanding of their role in independent learning, resulting in unsatisfactory self-awareness of independent learning. Therefore, self-awareness needs to be improved.

4.1.3 Effortful Control

Autonomous learning requires the control of will as a condition to help business English learners to adhere to autonomous learning. Students need to use a strong will to try to control themselves and make autonomous learning persist.

Table 5 Descriptive Analysis of Effortful Control

Effortful Control	N	Min	Max	Mean Value	Standard Deviation
1. When I was in a bad mood, I was able to keep up with the study tasks I had set.	62	1	5	2.74	1.173
2. I can understand what I am learning if I put enough effort into it.	62	1	5	3.48	1.141

Effortful Control	N	Min	Max	Mean Value	Standard Deviation
3. With my ability to autonomous learning, I am able to master the knowledge required.	62	1	5	3.34	1.144
4. I can always solve a problem if I do my best.	62	1	5	3.63	1.075
5. I get anxious if I don't get good results in autonomous learning.	62	1	5	3.56	1.096
6. I can always achieve the goals I set with effort.	62	1	5	3.23	1.015
7. I often do not have a deadline for when my autonomous learning will be completed.	62	1	5	3.39	1.164
8. I often do not complete my autonomous learning as planned because I am playful.	62	1	5	3.82	.950

The data derived from Table 5 shows that Business English students often pause their independent learning process due to their love of fun and their autonomy needs to be enhanced. Negative emotions are the main obstacle to independent learning and need to be overcome.

From the above, it can be learned that the willpower of business English students is influenced by many factors. It is easy to be controlled by other adverse factors, resulting in business English students can not carry out autonomous

learning.

4.1.4 Learning Strategy

A learning strategy is a particular mental process of collecting, processing, relating, grouping, practicing and locating information to develop regulation skills, and is a specific problem-oriented technique employed by learners to facilitate the learning process [24].

Table 6 Descriptive Analysis of Learning Strategy

Learning Strategy	N	Min	Max	Mean Value	Standard Deviation
1. I have a general autonomous learning plan at the beginning of each term.	62	1	5	3.08	1.191
2. I will be selective in my independent pre-reading before class.	62	1	5	3.03	1.228
3. when I am tired of studying, I will combine work and rest.	62	1	5	4.05	1.122
4. I use a combination of autonomous learning methods to enhance learning.	62	1	5	3.44	1.125
5. I plan my autonomous learning programme so that I have time for the most important projects first.	62	1	5	3.52	1.198
6. I often consult with my teachers and classmates about problems I encounter in my autonomous learning.	62	1	5	3.08	1.205
7. I will adjust my autonomous learning plan when I find a mismatch between the plan and reality.	62	1	5	3.52	1.170
8. When studying independently, I like to take notes to help me remember.	62	1	5	3.63	1.149
9. When studying independently, I will use my own words to understand important knowledge.	62	1	5	3.71	1.046
10. In the process of autonomous learning, I often summarize my experiences in time.	62	1	5	3.19	1.185
11. I often compare how well the task was completed with my goals.	62	1	5	3.69	1.034
12. I often think about how to improve my autonomous learning skills.	62	1	5	3.60	1.047

As can be seen from the data in Table 6, the majority of English for Business students are adept at combining work and rest in their independent study, which helps them to adapt to independent study optimally. However, the use of individual strategies needs to be refined. 'Less than half of the students sometimes adjusted their study programme to the needs of their learning situation' [25]. This suggests that Business English students' ability to use

learning strategies for independent learning needs to be strengthened.

4.1.5 Learning Evaluation

Learning evaluation is a process of self-examination, self-summary, self-evaluation and self-correction of learning outcomes after the end of autonomous learning.

Table 7 Descriptive Analysis of Learning Evaluation

Learning Evaluation	N	Min	Max	Mean Value	Standard Deviation
1. I will mark my autonomous learning on a regular basis.	62	1	5	2.87	1.274
2. I will evaluate my own learning and also my own approach to learning in order to identify problem areas.	62	1	5	3.37	1.163

From the data in Table 7, it can be clearly seen that the learning evaluation of business English students needs to

be improved and there is still a lot of room for improvement. This shows that students' learning is assessed in a

relatively homogeneous way and that their ability to assess learning needs to be improved.

4.1.6 External Conditions

External conditions are also an essential part of autonomous learning. External conditions are divided into software conditions and hardware conditions. Both software and hardware are very important. The proper use of external conditions is also the key to the success of autonomous learning.

4.2 Analysis of Autonomous Learning Interview Scores

The interviewees for this study were business English students in the 2019 class of the School of Foreign Languages at Southwest Forestry University. Interviews were conducted in March. As it was their senior year and many students had not yet returned to school, the author used social networking software to interview a total of six Business English students from the Business English 1 and 2 classes. The results of the interviews were collated and saved in the form of a Word document, and the author then consolidated the results of the interviews in text form in a notebook.

The following are the questions of the interview with the students. Please refer to the appendix for the specific answers.

Question 1. Do you think you have the ability to learn autonomously? What is the specific achievement?

Question 2. Do you have a plan for autonomous learning? Please explain how it was planned.

Question 3. In the process of autonomous learning, is your learning goal clear?

Question 4. Can the plan be implemented and monitored over time? If not, please explain why.

Question 5. What factors hinder your progress in autonomous learning?

Question 6. What do you do to overcome the obstacles you encounter when you want to learn on your own? Discuss your ideas.

Question 7. How do you assess the impact of autonomous learning?

From Question 1, four students considered themselves to have the ability to study independently, in terms of going to the library, organizing the amount of tasks according to the specific situation and organizing independent study tasks according to the content of the examination. The other two

students considered themselves to be weak in autonomous learning, as shown by their lack of self-control and perseverance, as well as their lack of planning and self-control. (20230304A-1)"; students D and E's independent study is based on arranging the amount of tasks according to the specific situation; student F "arranges independent study tasks according to the content of recent exams". Two students considered themselves to be weak in autonomous learning: Student B "tries to be lazy when there is no supervision, and has no self-control, and does not have the perseverance to stick to the study schedule even if it is set. (20230305B-1) "Student C" lacks planning and has poor self-control. (20230305C-1)."

From Question 2: All six students are aware of the importance of independent study and have different study plans; Student A's plan is to "stay in the library from 9am to 9pm to study, (20230304A-2)" while Student B focuses on "getting up early to memorize words and going to study in the afternoon. (20230305B-2)" While student C "firstly, identifies the task and the expected result, determines the time, secondly, starts to make a plan, allocates the task appropriately, and finally, completes the task as planned and then reviews it. (20230305C-2)" While students D and E set their plans based on their study/examination needs, and student F had a general study plan. However, students B and E did not stick to their autonomous learning plans. In general, all these study plans have their merits, but the most important thing is to be able to stick to them in order to really improve the effectiveness of autonomous learning.

From Question 3: In terms of learning goals: four students thought they had clear learning goals, of which F was specific in setting learning goals on a regular basis, and the other three students had in common that they set learning goals on a regular basis based on exams. Student B thought her learning goals were not clear, "mainly because I don't have the patience to study and I am not motivated to study. (20230305B-3)" Student C believes that "my short-term learning goals are clear, but my long-term learning goals are not clear enough because I am easily disturbed by external factors. (20230305C-3) "In general, the formulation and selection of learning goals are conducive to autonomous learning and should be adjusted flexibly.

From Question 4: Students C, D and E all felt that they had implemented a study plan and were monitoring their study status over time. The reason given by Student A is that "It is usually a weekly or monthly plan that is implemented depending on the exam session. Firstly, I do not

have enough self-control, so I tend to slack off after a while, and secondly, if there are some unexpected situations or temporary arrangements outside, it will disrupt the original study plan and extend the time to complete the study tasks. (20230329F-4) "It is therefore very important to have a long-term plan for your studies and to constantly monitor your status.

From Question 5: From the perspective of hindering factors, students A and B think that mobile phones are the biggest factor hindering autonomous learning, which is easy to distract them. Classmate C believes that "learning motivation is not strong, time planning is unreasonable, plan implementation is not in place, and short-term learning effect is not seen as an obstacle to autonomous learning. (20230305C-5)" D students think that laziness is the biggest obstacle to autonomous learning. E students think that time, surrounding environment and their own mood can become obstacles to autonomous learning. Therefore, the obstacles of autonomous learning include mobile phone, learning motivation, time planning, plan execution, laziness, time ample, surrounding environment and mood.

From Question 6: Student A's solution to the obstacle was to turn off her mobile phone. Student B's solution to the obstacle was to "ask a partner to supervise the study together, self-motivate and develop an interest in learning. (20230305B-6)" Student C's solution was to "improve self-efficacy; split long-term goals into short-term goals; improve learning styles to enhance learning ability; and self-motivate. (20230305C-6)" Student D's solution is to "reflect weekly/monthly and make adjustments if plans are not met. (20230305D-6)" E's solution is to "go to the library and force myself to study in a suitable environment. (20230304F-6)" Student F did not think she could give a solution. In general, everyone has their own way of overcoming difficulties in learning, the key is to find a solution that suits you and stick to it.

From Question 7: all six students have their own ways of judging, for example, whether the exam results are satisfactory, whether the plans made are completed, whether the time taken to complete the tasks exceeds the expected time, the correct rate of doing the problems, and the degree of grasping the knowledge points. In summary, each student has a method of judging the effectiveness of autonomous learning, but author believe that using one or two of these methods alone does not prove anything, and that a variety of judgments are needed to make it more reasonable. Business English students should use a variety of judging methods to examine themselves in a reasonable way.

5 Conclusion

The autonomous learning ability of 2019 Business English students at Southwest Forestry University needs to be improved. Although most of the students are aware of autonomous learning, only a few of them can persist and practice it for a long time. In terms of learning strategies, business English students cannot reasonably use a combination of various methods, and it is difficult to play stably. Students' learning evaluation methods are too single, and they do not use a combination of multiple evaluation methods to help themselves test the effect of autonomous learning. The main factor hindering the autonomous learning of business English students at Southwest Forestry University in 2019 is that students' self-control is not enough. In this era of the rapid development of the Internet, mobile phones have become a necessity for everyone. Students' weak self-control is easily distracted by mobile phones. In addition, the employment problems of some senior students put students in a state of tension and anxiety, so they cannot concentrate on learning.

The above questions only apply to the 62 business English students in the 2019 class at Southwest Forestry University in this study, and the above questions are the problems they subjectively perceive themselves to have, so the author only summarizes and does not represent all business English students.

It is reasonable to judge the effectiveness of their independent learning by using a variety of learning assessment methods; performance is not the only criterion for judgement. The most reasonable way is to see how well they have mastered the knowledge points. In addition, students can ask their teachers and classmates to provide their opinions from the perspective of others.

Proper use of online resources for learning. Self-monitoring is strengthened by external supervision. When implementing a study plan, students can try to divide a big study plan into smaller plans and a long-term study plan into short-term plans.

This study was limited to the 2019 Business English majors at Southwest Forestry University and lacked breadth and generalisability. In the current study, the questionnaires were distributed through the internet and it cannot be ruled out that few students did not complete them actually in order to present good or poor data results.

The interviews in this study were online rather than offline face-to-face interviews. The emotional state of the respondents could not really be captured through the screen

and it was not possible to determine whether the answers were the true thoughts of the respondents. All of the above may have some impact on the results of the study.

In the future research, the scope of the study can be expanded, analysed from different perspectives, and face-to-face methods can be used in interviews, so that positive and precise research can be carried out in the above ways to make a follow up and accurate guide for the study of independent learning of business English.

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