

BUKTI KORESPONDENSI
ARTIKEL JURNAL INTERNASIONAL

Judul Artikel : Investigating Learner Autonomy Development Through
a Complex Dynamic Systems Theory Lens: An Indonesian Context
Jurnal : The Learner Development Journal, 2023
Issue 7 (2023) pp. 32-58
Penulis : Ratna Yunita

No.	Perihal	Tanggal
1	Bukti pengiriman proposal dan proposal yang dikirim	
	a. Bukti pengiriman proposal	16 Februari 2022
	b. Bukti hasil review proposal	10 Maret 2022
	c. Bukti konfirmasi pengiriman revisi proposal	15 Maret 2022
	d. Bukti konfirmasi penerimaan revisi proposal	23 Maret 2022
2	Bukti proposal lolos, undangan pengumpulan draft artikel dan draft artikel pertama	29 Maret 2022
3	Bukti <i>small group meeting</i>	29 April 2022 24 Juni 2022
4	Bukti undangan pengumpulan draft artikel kedua dan draft artikel kedua	31 Mei 2022
5	Bukti review dari editor	22 Juni 2022
6	Bukti koordinasi <i>meeting</i> dan konfirmasi format review (open/blind)	15, 20, 29 Agustus 2022
7	Bukti konfirmasi penerimaan draft artikel final dan draft artikel final siap direview	5 September 2022
8	Bukti <i>update</i> review artikel	10 November 2022
9	Bukti penyerahan hasil review dari reviewer eksternal	5 Desember 2022
10	Bukti undangan pengumpulan draft artikel, <i>informal meeting</i> , dan hasil <i>meeting</i>	
	a. Bukti undangan pengumpulan draft artikel	18 Januari 2023
	b. Bukti informasi tautan pengumpulan	20 Januari 2023
	c. Bukti konfirmasi <i>informal meeting</i>	20 Januari 2023

	d. Bukti pengiriman tautan <i>informal meeting</i> e. Bukti hasil <i>meeting</i>	21 Januari 2023 23 Januari 2023
11	Bukti undangan pengumpulan draft formal artikel dan <i>meeting</i> serta draft formal artikel	10 Februari 2023
12	Bukti review dari editor	1, 7, 8, 15 Maret 2023
13	Bukti undangan pengumpulan draft formal artikel kedua, konfirmasi pengumpulan, dan draft formal artikel kedua	20 Maret 2023 & 31 Maret 2023
14	Bukti penyerahan hasil review dari <i>journal steering group</i> dan undangan Zoom <i>meeting</i>	7 Mei 2023 & 19 Mei 2023
15	Bukti hasil diskusi Zoom <i>meeting</i> dan penambahan referensi dari editor	26 Mei 2023
16	Bukti penyerahan draft artikel final, hasil review dari reviewer dan draft artikel final a. Penyerahan draft artikel final b. Penyerahan hasil review dari reviewer	17 Juli 2023 18 Agustus 2023
17	Bukti undangan penyerahan draft artikel final untuk direview <i>journal steering group</i>	19 Agustus 2023
18	Bukti review dari <i>journal steering group</i>	5 September 2023 & 21 September 2023
19	Bukti penyerahan hasil revisi artikel kepada <i>journal steering group</i>	27 September 2023
20	Bukti review kedua dari <i>journal steering group</i> dan editor	29 September 2023, 16 Oktober 2023, 25 Oktober 2023, 12 November 2023
21	Bukti koordinasi layout artikel dan <i>proofreading</i>	17, 20, 23 November 2023
22	Bukti koordinasi dan konfirmasi pengecekan artikel terakhir	16 Desember 2023
23	Bukti konfirmasi artikel terpublikasi secara <i>online</i> dan artikel terpublikasi	20 Desember 2023

1. Bukti Pengiriman
Proposal dan Proposal
yang Dikirim
(16 Februari 2022-23
Maret 2022)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Proposal for the seventh issue of LDJ7

4 messages

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Wed, 16 Feb 2022 at 12.28

To: <ldjournal7@gmail.com>

Dear editors,

I would like to submit a proposal for the seventh issue of the Learner Development Journal (LDJ7). Please find the attached file.

Best regards,

Ratna Yunita
Proposal.docx

Dev Learner <ldjournal7@gmail.com>

Thu, 10 Mar 2022 at 09.11

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Dear Yunita

Apologies for the late response due to the large number of proposals.

The fact that you are doing research using one-case models and statistical processes seems very interesting and seems to fit well with the theme of LDJ7. If you are interested in writing for LDJ7, we would like you to re-write your proposal, taking account of the following.

There are many statements which are generalized and not referenced (ex. "recent studies adopting socially and dynamically..."). Since this is your research proposal you only need to include references which are directly relevant to your research so most of the first paragraph may not be needed.

It may be good to start with: What does learner autonomy mean to you and why did you get interested in learner autonomy?

LDJ can provide a reflective space in which you can write in a more personal voice about the process of doing research, and combine that critique with your research.

We find that proposal gets interesting from the sentence " ..this study is essential since learner autonomy is the greatest goal in education."

- Why do you think so? Is that controversial? Could you reference and support that statement?
- If this is part of a much larger study, could you tell us a little about how the present study relates to what you have been doing?
- Your plan seems to involve "one case models". It would be good to know how many members you might work on. It is perfectly ok to do that, or just one or two.
- The "code learner autonomy" needs to be explained and referenced. How are you defining "code learner autonomy"?
- What are some of the co-occurring factors? Are they psychological or environmental? Have other researchers hypothesized these?

Would you be able to re-submit your revised proposal to us by March 18th? It is not necessary to make it longer but try to give a bit more precision and focus.

After that, if you want to complete a piece for LDJ, we will ask you to join a "response community" in which you share your paper or your proposal with other authors who are working on a similar theme. The purpose of the response community is to refine or deepen your ideas and ultimately to improve your writing. If you have not already, you might like to look at the article in Learning Learning which talks more about the ideals and process of LDJ. (Ashwell, Barfield and Stewart, 2021 Writing about Inclusive Practitioner Research, which can be downloaded here under the header FREE SPACE [2021 Autumn – JALT LD-SIG](#)) In our experience, writing as part of a response community has been very rewarding but it does also require time and effort to read the writing

of one or two other participants. Re-submission of your proposal serves as confirmation that you really do want to undertake this developmental journey together.

When you send us the revised proposal, could you be sure to include any essential references and 4 or 5 #keywords relating to the key themes of your piece?

Please include the following data at the top, as before:

Name

Institutional Affiliation

Member of LD SIG

Email

Type of writing

Working Title

Keywords

It would help us very much if you could reply with the revised proposal and confirmation that you want to join LDJ7 by March 18th.

Kindest regards

Ellen Head, Aya Hayasaki, Ryo Moriya, Gareth Barnes and Takaaki Morioka (LDJ7 Editors)

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Tue, 15 Mar 2022 at 15.15

To: Dev Learner <ldjournal7@gmail.com>

Dear LDJ7 Editors,

Thank you for your feedback.

I have attached the revised proposal to this email. And yes, I am interested in joining LDJ7 and participating in the "response community".

Best regards,

Ratna Yunita

[Quoted text hidden]

Revised Proposal.docx

Dev Learner <ldjournal7@gmail.com>

Wed, 23 Mar 2022 at 06.01

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Dear Ratna,

Thank you for this! We are looking forward to working with you.
We will get back to you as soon as possible.

Best

The LDJ7 team

[Quoted text hidden]

1. Your first name and family name: Ratna Yunita
2. Your email address: ratnayunita@iainponorogo.ac.id
3. You are a Learner Development SIG member: No
4. Where you live (place, country): Ponorogo, Indonesia
5. Your role in this proposed issue (co-editor/contributor/undecided): undecided
6. Explain in about 300-500 words what the theme is that you are proposing and why this theme would be (a) interesting and (b) important for Learner Development SIG members. Include also example questions, problems or puzzles that you and the other contributors would be interested in exploring, and why.

The theme of my **proposal** is learner autonomy. My proposed study aims to explore the complex interplay of the factors of learner autonomy, both socio-cultural and psychological factors and how it facilitates or hinders the development of learner autonomy across time. Since the previous research on learner autonomy mainly focused on the direct relationship between the development of language autonomy and factors of the language learner's cognitive-affective, or sociocultural dimension, this study will shed light on how these factors interact synchronically or diachronically as learner autonomy is developing. Moreover, as recent studies on second language acquisition adopting socially and dynamically oriented approaches underlined the complexities of learners' developing a second language in context, research on learner autonomy with an ecological or complexity perspective for new insights is needed. Therefore, this study will investigate the interactions of the factors of learner autonomy under the lens of complex dynamic system theory (CDST). The purpose is to explore their complex interplay and how it facilitates or hinders the development of learner autonomy across time. This study will focus on the complex interplay of learner autonomy factors in a second language formal classroom since few studies are set in a classroom. The previous learner autonomy research has focused on developing learner autonomy independently via the support of online resources or technology or in an informal setting. This study is essential since learner autonomy is the greatest goal in second language education. This study will use qualitative methods such as learning journals, interviews, and the participants' speaking and writing products. The interview questions will be about the participants' English learning experiences, such as their feelings, challenges, learning beliefs, attitudes, goals, and support in their learning context. The participants will be English as Second Language tertiary students who study English for Academic Purposes in Indonesia. To answer the question on the complex interplay of the factors of learner autonomy, four steps of data analysis will be conducted: (1) drawing one-case (OC) models based on the interviews to see which codes emerged in their initial conditions and subsequent states of second language speaking and writing; (2) if the code learner autonomy (C-LA) emerged in any of the OC models, corresponding code co-occurrence (CCO) models will be mapped to find out which codes co-occurrence with C-LA; (3) examining the differences between the multiple CCO models of each case for any emerging patterns of stability or variability related to the development of learner autonomy; and (4) cross-examining the emergent patterns across all cases while reviewing the literature of LA and CDST until a phenomenon is revealed. To answer the second question on how the complex

interplay of the factors facilitate or hinder learner autonomy, an operational model will be mapped out based on the interactions of the focal factors.

7. Explain how you imagine the shared exploration by contributors will be realized (for example, face-to-face meetings, local get-together discussions, Skype, email).

It can be realized by using email and Skype if needed.

8. List the contributors (if known at this point) for particular parts of the issue, namely (a) 6-10 papers, (b) review(s) of key texts, (c) an interview with a key teacher/researcher in the field, and (d) introduction and conclusion written by the issue editor(s) providing an overview and context to the whole collection of work.

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9. Any problems or difficulties that you anticipate

-

10. Any questions or concerns you have about the practice, process or production of an issue of the journal.

Since I am new to this, it would be great if there is an update (perhaps by email) for each steps of process or updated information.

Name : Ratna Yunita

Institutional Affiliation : State Institute for Islamic Studies of Ponorogo, Indonesia

Member of LD SIG : No

Email : ratnayunita@iainponorogo.ac.id

Working Title : Investigating Learner Autonomy Development through a Complex Dynamic System Theory View

Keywords : learner autonomy, complex dynamic system theory, autonomy in language learning, lifelong learning, EAP

Revised Proposal

Learner autonomy (LA) is part of lifelong learning through which general learning or study skills, language learning skills, and higher-order thinking skills are encouraged. My interest in language LA stems from the personal observations of English as a Second Language (ESL) students who have had significantly different experiences during learning. Apart from the expectation that performance should be different for students with different intellectual abilities and educational experiences, I was most influenced by this trend when I observed it: the students who showed more autonomous learner traits and habits achieved better results on their English test results. The result of my observation is supported by (Boud, 1981), who claim that autonomous learners make more effective learners and employees. Moreover, LA has been claimed to be an ultimate goal of education and modern language education (Benson, 2001, 2009; Waterhouse, 1990). Nevertheless, the controversy of that claim still exists in which others (Cuypers, 1992; Hand, 2006; Pennycook, 1997) question its feasibility and desirability in school settings. One of the main reasons for promoting LA in language teaching is the growing need to promote lifelong learning in a knowledge-based society (Vázquez, 2016).

This study aims to investigate the interactions of the factors of LA through a complex dynamic system theory (CDST) view and how it facilitates or hinders the development of LA across time. The participants will be two ESL tertiary students enrolled in an English for Academic Purposes (EAP) course in Indonesia. An ESL formal classroom is chosen because of a dearth of research exploring the complex interplay of LA factor in ESL formal classroom (Tung & Huang, 2022). This study will use qualitative methods such as learning journals, interviews about the participants' English learning experiences, and the participants' speaking and writing products. After collecting the data, data coding and analysis will use MAXQDA by following Saldana's

(2013) coding guidelines. To answer the question on the complex interplay of the factors of learner autonomy, four steps of data analysis will be conducted: (1) drawing one-case (OC) models based on the interviews to see which codes emerged in their initial conditions and subsequent states of second language (L2) speaking and writing; (2) if the code learner autonomy (C-LA) emerged in any of the OC models, corresponding code co-occurrence (CCO) models will be mapped to find out which codes co-occurrence with C-LA; (3) examining the differences between the multiple CCO models of each case for any emerging patterns of stability or variability related to the development of learner autonomy; and (4) cross-examining the emergent patterns across all cases while reviewing the literature of LA and CDST until a phenomenon is revealed. To answer the second question on how the complex interplay of the factors facilitate or hinder learner autonomy, an operational model will be mapped out based on the interactions of the focal factors. The hypothesis is that the co-occurring factors are learners' affective state and regulation, learners' behavioural change, learner's constraints, and external push and support (Tung & Huang, 2022).

References

- Benson, P. (2001). *Teaching and researching autonomy in language learning*. London: Longman. - Google Search. Longman.
- Benson, P. (2009). Making sense of autonomy in language learning. In S. Toogood, R. Pemberton, & A. Barfield (Eds.), *Maintaining control: Autonomy and language learning* (pp. 13–26). Hong Kong University Press.
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- Saldaña, J. (2013). *The coding manual for qualitative researchers*. SAGE.
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- Waterhouse, P. (1990). Supported self-study across the curriculum. In I. Gathercole (Ed.), *Autonomy in language learning: papers from a conference held in January 1990* (pp. 4–6). Centre for Information on Language Teaching & Research.

2. Bukti Konfirmasi
Proposal Lolos,
Undangan
Pengumpulan Draft
Artikel, dan Draft
Artikel Pertama
(29 Maret 2022)

Welcome to LD Journal 7!

Dev Learner <ldjournal7@gmail.com>

Tue, 29 Mar 2022 at 16.03

To: <ldjournal7@gmail.com>

Cc: <hayaaya@gmail.com>, <ryo.m6bell.a@gmail.com>, <ehead@sky.miyazaki>, Morioka Takaaki

<tabeginm5484@gmail.com>, <garethbarnes1129@gmail.com>

Bcc: <ratnayunita@iainponorogo.ac.id>

Welcome to LD Journal 7!

Hello everyone

We are delighted at the prospect of working together with you on ***Learner Development Journal, Issue 7: Challenging the Conventions in Learner Development Research***. In this email we'd like to give you a bit of an overview of the process from here.

As the group working together on LDJ7, we are:

Gareth Barnes, Aya Hayasaki, Ellen Head, Ryo Moriya, Takaaki Morioka, Saurabh Anand & Marlen Harrison, Andy Barfield & Akiko Nakayama, Misako Kawasaki, Andre Parsons, Akiko Takagi & Takeo Tanaka & Yuki Minami, Mizuka Tsukamoto, Ratna Yunita, Amelia Yarwood.

We are excited by the group of authors and topics which has assembled for this issue and are truly looking forward to learning with everyone. We hope that you will also enjoy the experience of undertaking this journey together and contributing to each others' learning.

We'd like to introduce the plans for you to interact with each other in smaller collaborative groups—or “**response communities**”—of authors focusing on related themes, based on the papers which you will be contributing. (For those who are already in a group, we'd like you to be part of the response communities too, even though the group will be a bit larger.)

The response communities are based on the *LD Journal's* working philosophy of creating communities of practice(s) around each person's contributions. For LDJ7, we hope that in your collaborative communities, you will interact, share your work, provide and receive supportive and constructive feedback, and revise your work in an iterative process.

As members of the editorial team, we (Gareth, Aya, Ellen, Ryo and Takaaki) will also participate in these communities, but as peers who would like to learn from you and support you, rather than trying to oversee or direct your work. Some of us will also be writing and hope for your comments on our writing as well, so the process is truly one of mutual development. We are open to suggestions and would like feedback throughout the process, so please feel free to email us (individually or as ldjournal7, in English or Japanese) any time if you have concerns or suggestions. You can find our individual emails in the cc of this email.

Please check the list below to see the groups we have created for this purpose, along with the members' names and the titles of their contributions.

Response community theme	Members
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1 Language learner	Misako Kawasaki	The Influence of Peer Interaction on Emotion
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psychology and emotions

(e-mail contact: Ellen Head)

Yunita Ratna

Regulation: A Classroom-based Case Study

Investigating learner autonomy development through a Complex Dynamic Systems View

Amelia Yarwood

Tracing emotion in the (re)construction of English L2 identities: A narrative case study

2 Teacher autonomy and learner autonomy connections

(email contact: Ryo Moriya)

Akiko Takagi
Takeo Tanaka
Yuki Minami

Roles of practitioner research in exploring Learner Development for in-service teachers

Mizuka Tsukamoto

Teacher Autonomy for Learner Autonomy

Andre Parsons

Facilitating opportunities for learning by doing and sharing: An investigation of the dynamic interplay between teacher and learner autonomy

Takaaki Morioka

Effects of incorporating reflection into class activities

3 Auto-ethnography and exploring writing genres

(email contact: Aya Hayasaki)

Saurabh Anand
Marlen Harrison

How autoethnography is being utilized to support language learner development: theoretical orientations, best practices and future directions

Andy Barfield
Akiko Nakayama

Exploring writing non-conventionally about learning and learners: practices, issues, puzzles

As for contributing to the response community, we will contact you about this soon according to the groups outlined above. If you are interested to know more about the LDJ7 response community process, you can find more about it at the end of this email. Please do take a moment to read it when you have time.

Again, a warm welcome to everyone, and thank you for choosing to be a part of this issue! We're thrilled about this project and are really looking forward to working with you over the coming months.

All the best,

Ellen, Aya, Ryo, Gareth (Editors) and Takaaki (Shadow editor)

LDJ7 Response Community Process

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I. From now until the end of April, within your response community, please:

1. Upload your proposals to your response community's shared folder as a Google Doc. (as soon as possible). (You will receive an email from the contact for your small community with the link to a shared folder on google drive, in the next 10 days or sooner. If you are not familiar with google drive, please let us know!)
2. Take the time to read each other's proposals.
3. Using the comment function in the respective Google Doc, write a response (ideally at least 250 words) to the other contributors about what you find interesting about their proposal, how it connects with your own experiences and practices related to learner development beyond the classroom, any (constructive) suggestions, and questions on what you would like to learn more about their proposals.
4. Arrange a Zoom (or Skype, etc) discussion with the other contributors to introduce yourselves, talk over your proposals, and share ideas with each other. Aya, Ryo and Ellen will be the email contacts to facilitate this for one group each. We know you are very busy so if making time for a meeting is difficult for you, you can still share your draft and comments by email, or meet a little later after sharing written comments.

II. In April-early June / by June 10th:

1. Work on your first piece of writing (longer papers: at least **700-1,200 words**).

Note: This is not expected to be a "polished" draft. You may choose to start writing from any section in the paper, or you can also build on what you've written in your proposal. For the longer papers, it may not make sense to start writing from your background/Lit Review in the "traditional" sense, and that's totally fine. For those who are doing retrospective case studies or work based on studies which they have already finished data-gathering, feel free to share more if you have more. If you are still gathering data or carrying out action research, then naturally, your paper will change a lot between now and the end.

2. Using a new Google Doc, share your first piece of writing in your response community's folder so that the other members of your group can read and respond to it.

III. In June / by June 30th:

1. Using the comment function in the respective Google doc, write a response to each of the first pieces of writing of the other members in your response community (Again, we recommend at least 250 words so that you can engage with the writer's ideas; of course, you are welcome to write more).
2. Have a second (or more) Zoom discussion(s) with the other contributors to discuss your first pieces of writing and responses together.

IV. By August 31st:

1. Work on your second piece of writing (building on, reworking, and extending the first piece): at least **1,600–2,500 words**.

2. Complete the second piece of writing by the end of August, using Google Docs to share it with your response community.

If you want to see the overview of the whole schedule you can find it here:

<https://tinyurl.com/2t9neszm>

Name Ratna Yunita

Institutional Affiliation State Institute for Islamic Studies of Ponorogo, Indonesia

Member of LD SIG No

Email ratnayunita@iainponorogo.ac.id

Working Title Investigating Learner Autonomy Development through a Complex Dynamic System Theory View

Keywords learner autonomy, complex dynamic system theory, autonomy in language learning, lifelong learning, EAP

LDJ7 Proposal

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interviews to see which codes emerged in their initial conditions and subsequent states of second language (L2) speaking and writing; (2) if the code learner autonomy (C-LA) emerged in any of the OC models, corresponding code co-occurrence (CCO) models will be mapped to find out which codes co-occurrence with C-LA; (3) examining the differences between the multiple CCO models of each case for any emerging patterns of stability or variability related to the development of learner autonomy; and (4) cross-examining the emergent patterns across all cases while reviewing the literature of LA and CDST until a phenomenon is revealed. To answer the second question on how the complex interplay of the factors facilitate or hinder learner autonomy, an operational model will be mapped out based on the interactions of the focal factors. The hypothesis is that the co-occurring factors are learners' affective state and regulation, learners' behavioural change, learner's constraints, and external push and support (Tung & Huang, 2022).

References

- Benson, P. (2001). *Teaching and researching autonomy in language learning*. London: Longman. - Google Search. Longman.
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3. Bukti *Small Group*
Meeting
(29 April 2022 &
24 Juni 2022)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

LDJ7 Small Group Meeting (Psychology and Language Learner Emotions)

22 messages

Dev Learner <ldjournal7@gmail.com>

Mon, 11 Apr 2022 at 16.48

To: <cmisawenty@gmail.com>, Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, 川崎美佐子 <kawasaki094@toyo.jp>, <ehead@sky.miyazaki-mic.ac.jp>

Dear Yunita, Aemelia and Misako

I hope you have started the new semester smoothly!

I am emailing to enquire tentatively about when you would like to meet to talk about the research that you are working on.

For a start, is it better on the weekend or a weeknight?

Would you like to try for a date during April or during Golden Week?

Please let me know what would work for you! Then I could set up a tick-chart thing to finalize the date.

In the meantime, enjoy meeting your new students and stay well.

Best wishes from rainy Miyazaki!

Ellen

Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>

Mon, 11 Apr 2022 at 17.02

To: Dev Learner <ldjournal7@gmail.com>

Cc: <cmisawenty@gmail.com>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, 川崎美佐子 <kawasaki094@toyo.jp>, <ehead@sky.miyazaki-mic.ac.jp>

Greetings all from Sunny Australia!

I am flexible with my time so April or Golden Week both work for me.

If possible though, weekdays over weekends (but really either is fine).

Cheers,

2022年4月11日(月) 19:48 Dev Learner <ldjournal7@gmail.com>:

[Quoted text hidden]

Misako Kawasaki <cmisawenty@gmail.com>

Mon, 11 Apr 2022 at 17.30

To: Dev Learner <ldjournal7@gmail.com>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, <ehead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Dear all,

Golden Week (May 1, 3, 4, 5) or Sunday is fine.

I'm sorry for limiting the date but I usually work from Monday to Saturday.

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Mon, 11 Apr 2022 at 19.21

To: Misako Kawasaki <cmisawenty@gmail.com>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Dev Learner <ldjournal7@gmail.com>, <ehead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Dear all,

I am flexible with my time during April, and I prefer to have a meeting on weekdays if possible.

I am sorry but I think it will be difficult for me to make time during Golden Week because I am celebrating Eid al-Fitr (on May).

Best wishes from sunny Indonesia!
[Quoted text hidden]

Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>

Tue, 12 Apr 2022 at 05.21

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Misako Kawasaki <cmisawenty@gmail.com>, Dev Learner <ldjournal7@gmail.com>, <ehead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi all,

Would either of these days work for you?

1. The evening of the 29th April (Friday & Showa no Hi) - Just before the holidays..A last spurt of work before relaxing?
2. The last day of Golden Week (Thursday, the 5th of May) - A few days after Eid al-Fir..I think?
3. The morning of the 8th May (Sunday) - Just after the holidays...Hopefully everyone is well rested!

2022年4月11日(月) 22:21 Ratna Yunita <ratnayunita@iainponorogo.ac.id>:
[Quoted text hidden]

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Tue, 12 Apr 2022 at 07.50

To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>

Cc: Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, Dev Learner <ldjournal7@gmail.com>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi everyone

Thank you for the responses and suggestions. I made a scheduling chart to help us find a date but please note I just put long time slots on it to help identify a good time, not because our meeting will be three hours! After we decided morning afternoon evening, then we can narrow down the time.

I think about an hour and ten minutes is enough! One idea might be to have two shorter (30-35 minute) meetings and focus on different papers on different days. Here is a scheduling app which I am using experimentally (Thanks to Aya Hayasaki's good influence!).

<https://chouseisan.com/s?h=bfb9f0579554406b9fa87a8d2444e5ef>

It has a space for comments so if you can put the preferred time in there and even alternative dates, it might help us. I note that Indonesian time is (-2 hours) and Australia time is (+1 hour) but please use Japan time. If the app isn't working well then feel free to respond by email with your idea too.

Have a good day!

Ellen

[Quoted text hidden]

川崎美佐子 <kawasaki094@toyo.jp>

Tue, 12 Apr 2022 at 07.57

To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>

Cc: Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, Dev Learner <ldjournal7@gmail.com>, <ehead@sky.miyazaki-mic.ac.jp>

Hi all,

Amelia, thank you for your suggestion.

The dates in No.2 and 3 you suggested are fine for me.

On the 29th April, the morning works for me.

Have a nice day!

Best regards,

Misako Kawasaki

Le 2022/04/12 à 07:21, Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp> a écrit :

[Quoted text hidden]

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>
To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Wed, 13 Apr 2022 at 15.23

Hi Yunita

How is april 29th in the morning? I think it might be difficult for you because it looks like a public holiday for you, am I right? So would it be better in the week preceding 29th? I am emailing only to you right now but will email everyone afterwards. (It says "Lebaran" is a holiday on 29th, on the internet site!)

Have a good day and hope to hear from you soon.

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>
To: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Wed, 13 Apr 2022 at 16.34

Hi Ellen

Thank you for asking and your consideration.

April 29th in the morning is fine with me.

The week preceding 29th will be better for me actually, but I am afraid Misako can't make it (according to Chouseisan). So, I think April 29th is the best option.

Have a good day too.

[Quoted text hidden]

Dev Learner <ldjournal7@gmail.com>

Thu, 14 Apr 2022 at 15.17

To: 川崎美佐子 <kawasaki094@toyo.jp>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, <ehhead@sky.miyazaki-mic.ac.jp>

Hello again, Yunita, Misako and Amelia

Thank you for the responses! How about April 29th from 10.45 to 12 noon, Japan time? If you have any requests in terms of things you would like to discuss at the time, maybe we can use this thread to brainstorm, or go through the document comments right before, to make some kind of flexible agenda.

Best wishes

Ellen

[Quoted text hidden]

Misako Kawasaki <cmisawenty@gmail.com>

Thu, 14 Apr 2022 at 16.47

To: Dev Learner <ldjournal7@gmail.com>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, <ehhead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Hello Ellen, Amelia, and Yunita,

The date and time will be fine.

I look forward to meeting with you.

Best regards,

Misako

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Thu, 14 Apr 2022 at 20.37

To: Misako Kawasaki <cmisawenty@gmail.com>

Cc: Dev Learner <ldjournal7@gmail.com>, Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Head, Ellen

<ehhead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Hello Ellen, Misako, and Amelia

Good for me too.
I am looking forward to it.

Best wishes
[Quoted text hidden]

Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp> Fri, 15 Apr 2022 at 12.22
To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>
Cc: Misako Kawasaki <cmisawenty@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Head, Ellen
<ehhead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi all,

That time and date works for me as well.

Cheers,

2022年4月14日(木) 23:37 Ratna Yunita <ratnayunita@iainponorogo.ac.id>:
[Quoted text hidden]

Dev Learner <ldjournal7@gmail.com> Tue, 26 Apr 2022 at 13.27
To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>
Cc: Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, Head, Ellen
<ehhead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi everyone
I hope you are having a good week! I am sending the zoom link which we can use on Friday.
Ellen Head is inviting you to a scheduled Zoom meeting.

Topic: LDJ7 Small Group Meeting (Learner Emotions)
Time: Apr 29, 2022 10:45 AM Osaka, Sapporo, Tokyo

Join Zoom Meeting
<https://us02web.zoom.us/j/81994285297?pwd=eVNmZHJRuzVpWG5XcW9zbDRkOFFRUT09>

Meeting ID: 819 9428 5297
Passcode: 6v9y9j

I think there are already very rich threads of discussion going on in the comments on each doc so maybe it may not be necessary to write additional feedback for each member, but if you want to do so, then please do, using the comment field, or keep a memo to share in the meeting.
I look forward to seeing you soon.
Best wishes
Ellen

[Quoted text hidden]

Dev Learner <ldjournal7@gmail.com> Wed, 4 May 2022 at 16.20
To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>
Cc: Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, Head, Ellen
<ehhead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Dear Amelia, Misako and Yunita
I really enjoyed our meeting last week and I would like to say thank you for attending and sharing your research so freely. I think we agreed at the end of our meeting that we would meet again on the evening of Friday 24th June around 8pm Japan time?
Referring to our time-line, I see that writers are asked to upload the first 700 words to 1,200 words which might form part of their eventual article, by the end of June, but we will meet again before that date anyway. I guess if you are

still gathering data, (Yunita and Misako) you might be able to write something (kind of interim report?) which might be part of the final article (but does not have to be in the final form). Alternatively you could work on the background/lit/context in more detail.

If you'd like to meet sooner in a smaller group of 2 or 3, then please feel free to do so! Equally, if it is useful to brainstorm or ask for feedback using email then I am quite sure all of us will be happy to do that either collectively or individually.

Warm regards

Ellen

[Quoted text hidden]

Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>

Tue, 10 May 2022 at 08.48

To: Dev Learner <ldjournal7@gmail.com>

Cc: Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi everyone,

I will be online this Friday between 7 - 9pm Japan time to work on my article. If anyone wants to join for some writing in silence/supporting each other when needed, feel free to join.

The room will be open the whole time:

LDJ - Writing Session

時間: 2022, May13th, 07:00-09:00 PM (Japan)

Zoomミーティングに参加する

<https://zoom.us/j/93385034759?pwd=Z3FmVHBYVUVVRkkzeVMrcytFZGhJQT09>

Meeting ID: 933 8503 4759

Passcode: LDJ

Cheers,

2022年5月4日(水) 19:20 Dev Learner <ldjournal7@gmail.com>:

[Quoted text hidden]

Dev Learner <ldjournal7@gmail.com>

Fri, 13 May 2022 at 16.15

To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>

Cc: Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, Head, Ellen

<ehhead@sky.miyazaki-mic.ac.jp>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi Amelia and everyone

Thank you for this Amelia, I think this is a really great idea. I'm not sure if I will make it on time but I plan on joining from about 8 to 9 and maybe saying "hi" and doing a bit of reading of one of the articles which you shared already, while we are connected online.

Best wishes

Ellen

[Quoted text hidden]

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Wed, 22 Jun 2022 at 14.07

To: Dev Learner <ldjournal7@gmail.com>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi everyone

If it is still convenient for you, how about meeting this coming Friday to talk about how things are going with this semester generally and in particular what is happening with your research and writing. I was happy to see some drafts have arrived and I swooped on them like a hungry seagull and started commenting just now while writng this email. Thank you very much.

If you have a chance to comment on each others' drafts, please do, and maybe we can spend some of the time

talking about drafts if you are at that stage.
Look forward to meeting soon!
best wishes
Ellen
Ellen Head is inviting you to a scheduled Zoom meeting.

Topic: LDJ 7 Learner psychology and emotions group
Time: Jun 22, 2022 08:00 PM Osaka, Sapporo, Tokyo

Join Zoom Meeting
https://us02web.zoom.us/j/86788959392?pwd=aWMSYaBJjCD42_C2z-U3D42HFTgTeF.1

Meeting ID: 867 8895 9392
Passcode: 1NTEhR

[Quoted text hidden]

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp> Fri, 24 Jun 2022 at 07.38
To: Dev Learner <ldjournal7@gmail.com>
Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, 川崎美佐子 <kawasaki094@toyo.jp>, Aya Hayasaki <hayaaya@gmail.com>

Good morning from Miyazaki!
I am just emailing to check whether the time this evening is OK! I realized that there is a schedule conflict with the IAPLL conference if you are doing it so please let me know if you can't make it. The good news is that we may be joined by Aya Hayasaki, my co-editor, who I think some of you know well!
Sorry the link which I sent said June 22 but let's use this link even though it is June 24 today. If it appears to be not working at 8 pm then please look at your email and I will make a new one right away.
Hope to see you this evening!

Topic: LDJ 7 Learner psychology and emotions group
Time: Jun 24, 2022 08:00 PM Osaka, Sapporo, Tokyo

Join Zoom Meeting
https://us02web.zoom.us/j/86788959392?pwd=aWMSYaBJjCD42_C2z-U3D42HFTgTeF.1

Meeting ID: 867 8895 9392
Passcode: 1NTEhR

Have a good day.
[Quoted text hidden]

Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp> Fri, 24 Jun 2022 at 07.40
To: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>
Cc: Dev Learner <ldjournal7@gmail.com>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, 川崎美佐子 <kawasaki094@toyo.jp>, Aya Hayasaki <hayaaya@gmail.com>

Hi all,

I have been scheduled to talk at a separate conference at 8:45 (JST) so I might leave a little early.
The talk is only 30 minutes so I shall return after my session (if we are still going).

Cheers,

2022年6月24日(金) 10:38 Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>:
[Quoted text hidden]

Misako Kawasaki <cmisawenty@gmail.com> Fri, 24 Jun 2022 at 07.49
To: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>
Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Aya Hayasaki <hayaaya@gmail.com>, Dev Learner

<ldjournal7@gmail.com>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi everyone,

I look forward to seeing you.

Best regards

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Fri, 24 Jun 2022 at 08.52

To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Aya Hayasaki <hayaaya@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Misako Kawasaki <cmisawenty@gmail.com>, 川崎美佐子 <kawasaki094@toyo.jp>

Hi all,

I look forward to seeing you this evening!

Best wishes,

Yunita

[Quoted text hidden]

4. Bukti Undangan
Pengumpulan Draft
Artikel Kedua dan
Draft Artikel Kedua
(31 Mei 2022)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

LDJ 7 Investigating Learner Autonomy Development through a Complex Dynamic System Theory View

2 messages

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Tue, 31 May 2022 at 14.13

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Hi Yunita

How are you? I think that you must be busy teaching and gathering data for your research study! But I am writing to ask how it's going and whether you will be able to submit 200 to 3000 words during June.

I asked the steering committee of LDJ and they said in the case where someone is still researching, it is ok to submit a progress report which might or might not be part of the final article. Could you let me know what you think about this? The aim is to make the final writing easier as parts can be developed incrementally.

Would you be able to upload a bit more writing before we meet on June 24th? It could relate to your reading, your plans for interviews and factors which are making it easy or difficult to progress with the research, as well as actual data.

Warm regards

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Tue, 31 May 2022 at 22.04

To: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Hi Elen,

Thank you for your email. Yes, I can do that. I am currently putting together my reading and gathering data. I will make sure to submit it by June 10th.

Best wishes,

Yunita

[Quoted text hidden]

Investigating Learner Autonomy Development through a Complex Dynamic Systems Theory View: Two EFL examples

Introduction

There are many challenges in teaching English as a Foreign Language (EFL) for non-English department students in Indonesia. One of them is that most first-year university students tend to depend mainly on teachers for their learning. They prefer teacher-centred to student-centred learning (i.e., Yunita 2022). The traits and learning habits developed at schools may hinder their autonomy (Basri 2020). Furthermore, English classes offered to non-English department students at university were second prioritised by many students due to their busy schedules and discipline assignments (Cheng and Lee 2018). However, the recent developments in education demand learners to have traits of autonomous learners and autonomous learning habits.

There are traits of the autonomous learners: having a desire to learn, being aware of their goals and how they will learn, creating a learning plan, knowing what methods or strategies to use, knowing whether to learn by themselves or with others, knowing how to plan the learning duration, knowing how to check, and assess their learning (Bimmel and Rampillon 2000). Meanwhile, the autonomous learning habits concerns learning styles, motivation to study, planning of learning, linguistic skill areas, studying conditions, a realisation of the learning plan, and assessment of learning achievement (BAÅŽBAÅŽI and YILMAZ 2015). Learner autonomy happens when the learners take charge of their learning, and the teacher fosters autonomous learners by being responsible for teaching strategies such as planning, monitoring, and evaluating.

Although learner autonomy has been claimed to be an ultimate goal of education and modern language education (Benson 2001, 2009; Waterhouse 1990), the controversy of that claim still exists in which others (Cuypers 1992; Hand 2006; Pennycook 1997) question its feasibility and desirability in school settings. One of the main reasons for promoting learner autonomy in language teaching is the growing need to promote lifelong learning in a knowledge-based society (Vázquez 2016). On the other hand, autonomy is something that EFL learners may be unfamiliar with and is difficult to emphasise. According to Fidyati (2016), in Indonesia, there are constraints to promoting autonomous learning in EFL

classrooms: education practices including curriculum, textbooks, and socio-cultural values.

In Indonesia, every university student including non-English department students learn English as a Foreign Language (EFL) from a compulsory module as part of curriculum. The goal of this module is to make the students master both knowledge and skills of receptive (listening and reading) and productive (speaking and writing) and use them in the development of the academic world and the world of work. It implies that the English module could be English for General Academic Purposes (EGAP) or English for Specific Academic Purposes (ESAP). Each department has right to decide how many modules and type of each module depending on their needs and circumstances. As EGAP is becoming less popular, ESAP is becoming more popular since the specific needs of different department are met (Blue 1988).

From my observation of EFL students in ESAP course in one of higher education in Indonesia, there is a trend that the students who showed more autonomous learner traits and habits achieved better results on their English test. The result of my observation is supported by (Boud 1981), who claim that autonomous learners make more effective learners and employees. Besides, during their first year of learning English, their learning outcomes improved. I am interested to know how autonomous they are, what their experiences during learning are, whether and how it contributes to their learner autonomy development.

According to Begum and Chowdhury (2016), there are factors affecting learner autonomy: learners' learning styles, strategies, self-esteem, motivation, self-confidence and attitudes. Tung and Huang (2022) adopted complex dynamic systems theory to study the interactions of the factors of learner autonomy of four EFL college students in Taiwan and revealed four focal factors related to the development of learner autonomy: learners' affective state and regulation, behavioural change, constraints, and external push and support. The question is whether these factors would be different and how different the dynamic interplay of learner autonomy development in a different context. This research, then, specifically investigates what the focal factors that can contribute (facilitate/hinder) learner autonomy development of non-English department students are and how the complex interplay of learner autonomy factors contributes to learner autonomy development of non-English department students in Indonesia.

Literature Review

Learner Autonomy Development

Learner autonomy is interpreted in many ways after first defined by Holec (1981, p.3) as the “ability to take charge of one’s own learning”. It means that autonomous learners accept full responsibility for their learning process. Autonomous learners are motivated and reflective learners. Little (2022, p.1) continues the discussion into language learner autonomy, “a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their own learning.” The main concern of language learner autonomy is what the learner can do in the target language.

In formal language learning, there are three pedagogical principles which control the development of autonomy in language learning (Little 2007). The first principle is learner involvement (the affective and the metacognitive dimensions). This principle means engaging learners to be responsible of the learning process. The second principle is learner reflection (the metacognitive dimensions) which helps learners to think critically when they plan, monitor, and evaluate their learning. And the last one is appropriate target language use (the communicative and the metacognitive dimensions) which use the target language as the principal medium of language learning.

Based on the principles, the teachers should: use the target language as the preferred medium of classroom communication and require the same of her learners; involve her learners in a non-stop quest for good learning activities, which are shared, discussed, analysed and evaluated with the whole class – in the target language, to begin with in very simple terms; help her learners to set their own learning targets and choose their own learning activities, subjecting them to discussion, analysis and evaluation – again, in the target language; require her learners to identify individual goals but pursue them through collaborative work in small groups; require her learners to keep a written record of their learning – plans of lessons and projects, lists of useful vocabulary, whatever texts they themselves produce; engage her learners in regular evaluation of their progress as individual learners and as a class – in the target language (Little 2007).

Complex Dynamic Systems Theory

Method

Research Questions

1. What are the focal factors of learner autonomy development of non-English department students?
2. How does the complex interplay of learner autonomy factors contribute to learner autonomy development of non-English department students?

Participants

The participants were two EFL tertiary students enrolled in an ESAP course in Indonesia. An EFL formal classroom is chosen because of a dearth of research exploring the complex interplay of LA factor in ESL formal classroom (Tung and Huang 2022). The participants were Hana (female) and Kei (male). The interviews were conducted in the end of ESAP course when they have finished their assignments including speaking and writing projects (7 and 8 June 2022). Hana and Kei are purposively selected because they show variation, for instance, scores and learning attitudes. The purpose is to identify important common patters that cut across variations. Hana is more active in class and has initiation to take part in an English competition, while Kei is rather passive in class.

	First Semester Mid-term Exam Score	First Semester Final Exam Score	Second Semester Mid-term Exam Score
Hana	88	98	100
Key	66	60	95

Data Collection Method

This study used qualitative methods such as interviews about the participants' English learning experiences and the participants' speaking and writing products. The interview guide was adapted from Tung and Huang (2022) with some modifications.

After collecting the data, data coding and analysis will use MAXQDA by following Saldana's (2013) coding guidelines.

Data Analysis

To answer the question on the complex interplay of the factors of learner autonomy, four steps of data analysis will be conducted: (1) drawing one-case (OC) models based on the interviews to see which codes emerged in their initial conditions and subsequent states of second language (L2) speaking and writing; (2) if the code learner autonomy (C-LA) emerged in any of the OC models, corresponding code co-occurrence (CCO) models will be mapped to find out which codes co-occurrence with C-LA; (3) examining the differences between the multiple CCO models of each case for any emerging patterns of stability or variability related to the development of learner autonomy; and (4) cross-examining the emergent patterns across all cases while reviewing the literature of LA and CDST until a phenomenon is revealed.

To answer the second question on how the complex interplay of the factors facilitate or hinder learner autonomy, an operational model will be mapped out based on the interactions of the focal factors.

The hypothesis is that the co-occurring factors are learners' affective state and regulation, learners' behavioural change, learner's constraints, and external push and support (Tung and Huang 2022).

Results

Discussion

References

- BAÄŹBAÄŹI, R. RagÄ±p, and Nagehan YILMAZ. 2015. "Autonomous Foreign Language Learning." *Journal of Languages and Culture* 6(8):71–79. doi: 10.5897/JLC2015.0338.
- Basri, Fatma. 2020. "Factors Influencing Learner Autonomy and Autonomy Support in a Faculty of Education." *Teaching in Higher Education* 0(0):1–16. doi: 10.1080/13562517.2020.1798921.
- Begum, Akhtar Nur, and Rayhana Fatema Chowdhury. 2016. "The Factor That Affect Learner Autonomy in Learning English as a Foreign Language (EFL) at Tertiary Level in Bangladesh." *ELK Asia Pasific Journal of Social Sciences* 2(4). doi: 10.16962/EAPJMRM/issn.
- Benson, Phil. 2001. *Teaching and Researching Autonomy in Language Learning*. London: Longman. - Google Search. London: Longman.
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5. Bukti Review dari
Editor
(22 Juni 2022)

(YUNITA) Draft

Google Dokumen <comments-noreply@docs.google.com>
Reply-To: Tidak Ada Balasan <d+noreply@docs.google.com>
To: <ratnayunita@iainponorogo.ac.id>

Wed, 22 Jun 2022 at 14.04

Aktivitas baru di dokumen berikut

 (YUNITA) Draft 7 komentar

language



Ellen Head • 13.57, 22 Jun (WIB) Baru

Would it be worthwhile to indicate whether the definition or the implications have changed or been developed since the start of learner autonomy as a kind of influence on policy?

[Balas](#)[Buka](#)

variation



Ellen Head • 13.59, 22 Jun (WIB) Baru

is it also to make a contrast?

[Balas](#)[Buka](#)

2022



Dev Learner • 13.43, 22 Jun (WIB) Baru

Is this a reference to your own work? Might be a good idea to reference something in the wider context of Asia and Indonesia as well

something in the wider context of Asia and Indonesia as well.

[Balas](#)

[Buka](#)

habits



Ellen Head • 13.46, 22 Jun (WIB) **Baru**

I believe there has been a policy shift about it in Indonesia since some time around 2015? It would be interesting to know more about that.

[Balas](#)

[Buka](#)

emphasise



Ellen Head • 13.49, 22 Jun (WIB) **Baru**

I think it is difficult in all sorts of ways - maybe to understand, to implement, to explain, to achieve, as well as to emphasise!

[Balas](#)

[Buka](#)

values



Ellen Head • 13.53, 22 Jun (WIB) **Baru**

Yes, I think that resources in terms of books, computers, class size, and time teachers have with each student, impact it too, is that right? So governments often get interested in autonomy building because they think they will need a lower teachers to student ration but actually the opposite is true.

[Balas](#)

[Buka](#)

The



Ellen Head • 13.53, 22 Jun (WIB) **Baru**

was this a survey you did?

Balas

Buka

Google LLC, [1600 Amphitheatre Parkway, Mountain View, CA 94043, USA](#)

Anda menerima email ini karena berpartisipasi dalam untaian diskusi yang diperbarui. [Ubah hal yang dikirim Google Dokumen kepada Anda](#). Anda tidak dapat membalas email ini.



(YUNITA) Draft

6. Bukti Koordinasi
Meeting dan
Konfirmasi Format
Review (Open/Blind)
(15, 20, 29 Agustus
2022)

Learner Development Journal 7: update and meeting idea

Dev Learner <ldjournal7@gmail.com>

Mon, 15 Aug 2022 at 14.02

To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Misako Kawasaki <cmisawenty@gmail.com>, 川崎美佐子 <kawasaki094@toyo.jp>

Dear Misako, Yunita and Amelia

I hope you have been able to enjoy a bit of well-earned rest during the Obon holiday! We would like to check in with you to see how it is going with the writing of your second piece. As you know, we are hoping for the new draft by August 31st.

In view of the richness of thematic connections between the various research topics covered in LDJ7, we would also like to invite you to a meeting of all LDJ7 authors online. The dates we are thinking about are Sunday August 21 or Monday August 28th.

Challenging the Conventions of Research into Learner Autonomy August Zoom

This email is mainly to gauge interest and find out when you are available by using a google survey which you can find here: <https://forms.gle/hCg5qr7JT7c8hQdd9>

If you would like to know more about the idea, please read on. We would like to have a time to share your work with the other contributors to LDJ and get an impression of what “Challenging the conventions of research into learner autonomy” means for us as a community. One of the ways in which we are challenging the conventions is by asking you to articulate ideas about your research themes while you are still writing. This is an optional part of the process. We hope that it will stimulate you and motivate you to work on your draft for the external reviewers, which we would like to receive by the end of the month.

Up to now we have met and shared work in three themed groups

- Autoethnography and exploring writing genres
- Language learner psychology and emotions
- Teacher autonomy and learner autonomy connections

There are many thematic connections across the boundaries of the groups so we want to have a bigger meeting (or two, depending on when everyone is available).

How it will work:

The meeting would run for about 100 minutes.

After a very short intro, you are asked to choose themed breakout rooms for 30 to 40 minutes. After 30 to 40 minutes the rooms would be closed and we would have 5 minutes break. Then the rooms are opened again with the suggestion that at least one person from the group stays in the room to talk about the theme of the room, and the others move to a new room.

The themes of rooms could be:

- Autoethnography and exploring writing genres room
- Teacher autonomy and learner autonomy connections room
- Language learner psychology and emotions room
- Room for talking about the nitty gritty of your own writing: if you who want to share a part of

your writing that you want advice on this is the room for you

- Mutual support room: if you haven't had enough time you could use this time for actually writing.
- Extra rooms created for anyone who wants to chat

If you are not available the whole time then just drop in.

Please let us know here <https://forms.gle/hCg5qr7JT7c8hQdd9> whether you would like to attend this event, when you are available, and any suggestions you have.

Best wishes

Ellen, Aya, Ryo



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Learner Development Journal 7: Meeting and Review Preference Survey

Dev Learner <ldjournal7@gmail.com>

Sat, 20 Aug 2022 at 07.46

To: Dev Learner <ldjournal7@gmail.com>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Andrew Barfield <andybarfieldchuo@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Marlen Harrison <drmarlenharrison@gmail.com>, Misako Kawasaki <cmisawenty@gmail.com>, Morioka Takaaki <tabeginm5484@gmail.com>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, akiko nakayama <akknkym@gmail.com>, atakagi <atakagi@ephs.aoyama.ac.jp>, 守屋亮 <ryo.m6bell.a@gmail.com>

Dear All

Meeting

Thank you to those who replied to our survey and meeting invitation. So far the majority of people would like to come in the morning on August 29 th, so we will aim for zooming between 10 am and 12 noon. The aim is to share our research themes, exploring intersections between areas such as autonomy inside and outside the classroom, reflecting on data analysis and the writing and editing process and other tensions which emerge as we research and write. A zoom link follows this message. If you can't make it on 29 th and want to meet, then let us know, we will try to do a second meeting before October. If you haven't yet responded but would like to join, please do join with the link below.

Submitting the first formal draft

By the way, as you are preparing the August 31 draft, could you try to find the DOI references for your sources, to the greatest extent that you can?

Also, by time you upload your draft please let us know if you would like to have an open review or a blind review. You can let us know here

<https://forms.gle/R5FZRzg9eBJVPE5c6>

The advantage of the open review is that you can dialogue with the reviewer if you have questions. Of course we will also try to support you through the process whichever kind of review you have.

Looking forward to meeting and/or reading your work!

Warm regards

Ellen, Aya and Ryo

Ellen Head is inviting you to a scheduled Zoom meeting.

Topic: LDJ7 August Meeting

Time: Aug 29, 2022 10:00 AM Osaka, Sapporo, Tokyo

Join Zoom Meeting

<https://zoom.us/j/4435943029?pwd=N2hRRkVEL2JTd1MyLzRKc1pGNjgrUT09>

Meeting ID: 443 594 3029

Passcode: 3fCCxp



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Meeting for Discussion Aug 29: zoom drop in: Challenging the Conventions of Research into Learner Autonomy

3 messages

Dev Learner <ldjournal7@gmail.com>

Sun, 28 Aug 2022 at 11.00

To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Aya Hayasaki <hayaaya@gmail.com>, Marlen Harrison <drmarlenharrison@gmail.com>, Misako Kawasaki <cmisawenty@gmail.com>, Morioka Takaaki <tabeginm5484@gmail.com>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, akiko nakayama <akknkym@gmail.com>, 守屋亮 <ryo.m6bell.a@gmail.com>

Dear LDJ7 writers
Yunita, Marlen, Akiko, Misako, Amelia, Aya, Ryo

Just a reminder about meeting tomorrow! Look forward to seeing you soon.

Ellen Head is inviting you to a scheduled Zoom meeting.

Topic: LDJ7 August Meeting

Time: Aug 29, 2022 10:00 AM Osaka, Sapporo, Tokyo

Join Zoom Meeting

<https://zoom.us/j/4435943029?pwd=N2hRRkVEL2JTd1MyLzRKc1pGNjgrUT09>

Meeting ID: 443 594 3029

Passcode: 3fCCxp

Marlen Harrison <drmarlenharrison@gmail.com>

Sun, 28 Aug 2022 at 19.04

To: Dev Learner <ldjournal7@gmail.com>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Aya Hayasaki <hayaaya@gmail.com>, Misako Kawasaki <cmisawenty@gmail.com>, Morioka Takaaki <tabeginm5484@gmail.com>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, akiko nakayama <akknkym@gmail.com>, 守屋亮 <ryo.m6bell.a@gmail.com>

Hi all! Hope you have a great meeting today. I am at a wedding tonight out of town and so won't be able to join you. Looking forward to seeing everybody's next drafts in a few days.

Warmly,
Marlen :)

Mr. Marlen Elliot Harrison, PhD, MA

Website: MarlenHarrison.com

Magazine: TheAutoEthnographer.com

USA: +1 (561) 374-0821 (ET)

On Aug 28, 2022, at 12:00 AM, Dev Learner <ldjournal7@gmail.com> wrote:

[Quoted text hidden]

Misako Kawasaki <cmisawenty@gmail.com>

Sun, 28 Aug 2022 at 19.24

To: Dev Learner <ldjournal7@gmail.com>

Cc: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Aya Hayasaki <hayaaya@gmail.com>, Marlen Harrison <drmarlenharrison@gmail.com>, Morioka Takaaki <tabeginm5484@gmail.com>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>, akiko nakayama <akknkym@gmail.com>, 守屋亮 <ryo.m6bell.a@gmail.com>

Hi everyone,

I hope you are doing well.

As I answered in the survey, I will not be able to attend the meeting tomorrow because I have to work.

Hope to see you next time!

Best regards,

Misako

[Quoted text hidden]

7. Bukti Konfirmasi
Penerimaan Draft Final
dan Draft Artikel Final
Siap Direview
(5 September 2022)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

LDJ 7 Investigating Learner Development Through a CDST View

2 messages

Dev Learner <ldjournal7@gmail.com>

Mon, 5 Sep 2022 at 09.19

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Dear Yunita

Thank you so much for uploading your updated draft to the LDJ7 group folder on September 1 and also replying to the survey about the review. We note that you would like an open review process. We will be in touch about this again in a few weeks.

By the way, when does the new semester start for you? It was a pity to miss you in the online meeting, and if you are interested then I'd like to try another time but it might be some while later. Let me know what you think!

best wishes

Ellen

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Tue, 6 Sep 2022 at 22.03

To: Dev Learner <ldjournal7@gmail.com>

Dear Ellen

Thank you for your email. The new semester has been started since the middle of August. Sorry I could not join the meeting because I had to teach at that time. And yes, I am actually interested to join another online meeting but I am afraid it would be difficult to make time because of my work schedule.

Best wishes

[Quoted text hidden]

Investigating Learner Autonomy Development through a Complex Dynamic Systems Theory View: An Indonesian context

Introduction

There are many challenges in teaching English as a Foreign Language (EFL) for non-English department students. One of them is that most first-year university students tend to depend mainly on teachers for their learning. In the context of Asia, Indonesian Islamic Banking students prefer teacher-centred to student-centred learning (Yunita, 2022). Besides, most Indonesian EFL students from four higher educational institutions majoring in English and non-English believe that the teacher is the one in charge of their learning despite their positive perception of their abilities (Daflizar & Petraki, 2022). Still, in Southeast Asia, many Vietnamese EFL students majoring in English are more teacher centred. It is similar to the situation in Bangladesh, South Asia, where undergraduate students taking English as a prerequisite course adhere to teacher-centred learning (Begum & Chowdhury, 2016). There seems to be mixed feeling as the participants depend on their teacher to learn English, though they prefer autonomous learning to teacher-centred learning.

The school's traits and learning habits may hinder their Autonomy (Basri, 2020). Furthermore, English classes offered to non-English department students at university were second prioritised by many students due to their busy schedules and discipline assignments (Cheng & Lee, 2018). However, the recent developments in education demand learners to have traits of autonomous learners and autonomous learning habits. In Indonesia, the 2013 Curriculum implies that learner autonomy is fundamental to teaching and learning. Although the teacher understood the learner autonomy concept and was inventive in stimulating autonomy in the curriculum implementation, the students were not indicated as autonomous yet because they were still comfortable with the teacher-centred learning milieu (Ramadhiyah & Lengkanawati, 2019). Moreover, the most up-to-date programme, Merdeka Belajar-Kampus Merdeka (MBKM), implemented in the last two years by the Ministry of Education Culture, also emphasises the learning autonomy offered to students. They are given the freedom to learn based on their interest and talent.

There are traits of autonomous learners: having a desire to learn, being aware of their goals and how they will learn, creating a learning plan, knowing what methods or strategies to use, knowing whether to learn by themselves or with others, knowing how to plan the learning duration, knowing how to check, and assess their

learning (Bimmel & Rampillon, 2000). Meanwhile, the autonomous learning habits concern learning styles, motivation to study, planning of education, linguistic skill areas, checking conditions, a realisation of the learning plan, and assessment of learning achievement (BAÅžBAÅži & YILMAZ, 2015). Learner autonomy happens when the learners take charge of their learning, and the teacher fosters autonomous learners by being responsible for teaching strategies such as planning, monitoring, and evaluating.

Although learner autonomy has been claimed to be a goal of education and modern language education (Benson, 2001, 2009; Waterhouse, 1990), the controversy of that claim still exists in which others (Cuyppers, 1992; Hand, 2006; Pennycook, 1997) question its feasibility and desirability in school settings. One of the main intentions for promoting learner autonomy in language teaching is the growing need to encourage lifelong learning in a knowledge-based society (Vázquez, 2016). On the other hand, autonomy is something that EFL learners may be unused to and is difficult in all sorts of ways: to understand, implement, explain, achieve, and emphasise. According to Fidyati (2016), in Indonesia, there are constraints to promoting autonomous learning in EFL classrooms: socio-cultural values, education practices, textbooks, and curriculum.

In Indonesia, every university student, including non-English department students, learns English as a Foreign Language (EFL) from a compulsory module as part of the curriculum. The goal of this module is to make the students master both knowledge and skills of receptive (listening and reading) and productive (speaking and writing) and use them in the development of the academic world and the world of work. It implies that the English module could be English for General Academic Purposes (EGAP) or English for Specific Academic Purposes (ESAP). The department has the right to decide how many modules and their type depending on their needs and circumstances. As EGAP is becoming less popular, ESAP is becoming more popular since the specific needs of the different departments are met (Blue, 1988).

From my observation of EFL students in ESAP courses in one higher education in Indonesia, there is a trend that the students who showed more autonomous learner traits and habits achieved better results on their English tests. The result of my observation is supported by (Boud, 1981), who claims that autonomous learners make more effective learners and employees. Besides, their learning outcomes improved during their first year of learning English. I am interested to know how

autonomous they are, what their experiences during learning are, and whether and how it contributes to their learner autonomy development.

According to Begum and Chowdhury (2016), there are factors affecting learner autonomy: learning styles, strategies, self-esteem, motivation, self-confidence and attitudes. Tung and Huang (2022) adopted complex dynamic systems theory to study the interactions of the factors of learner autonomy of four EFL college students in Taiwan and revealed four focal factors related to the development of learner autonomy: learners' affective state and regulation, behavioural change, constraints, and external push and support. The question is whether these factors would be different and how different the dynamic interplay of learner autonomy development is in a different context. This research then investigates the focal factors that can contribute to (facilitate/hinder) learner autonomy development of non-English department students and how the complex interplay of learner autonomy factors contributes to learner autonomy development of non-English department students in Indonesia.

Literature Review

Learner Autonomy Development

Learner autonomy is interpreted in many ways after first defined by Holec (1981, p.3) as the “ability to take charge of one’s learning”. It means that autonomous learners accept full responsibility for their learning process. Autonomous learners are motivated and reflective learners. Little (2022, p.1) continues the discussion on language learner autonomy, “a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their learning.” The main concern of language learner autonomy is what the learner can do in the target language.

In formal language learning, three pedagogical principles control the development of autonomy in language learning (Little, 2007). The first principle is learner involvement (the affective and the metacognitive dimensions). This principle means engaging learners to be responsible for the learning process. The second principle is learner reflection (the metacognitive dimensions), which helps learners think when planning, monitoring, and evaluating their learning. The last principle is appropriate to target language use (the communicative and the metacognitive dimensions). It means using the target language as the principal medium of language learning.

Complex Dynamic Systems Theory

Complex dynamic systems theory (CDST), introduced into the field of language learning by Larsen-Freeman (1997), has recently been applied to address a dynamic and complex process of language learning in which different factors and variables are constantly interacting. When language learning is combined with psychology, emotions, and communication skills, this complexity is increased in individuals. Elements of language learning and other variables constantly interact (Xie & Derakhshan, 2021). Complications occur when most of the factors and constructs involved in the language learning process develop through time and diverge across contexts (MacIntyre et al., 2020). Therefore, to capture the dynamism of many variables in language learning psychology (LLP), CDST is preferred to traditional and simplistic approaches.

Research in the CDST perspective differs from simple quantitative and qualitative studies common in investigating teacher-learner psychology. There are unique CDST research properties: evolving and dynamically re-phrase able research questions, process-oriented approach to understanding events considering one's cognition, emotion, social context, culture, and interaction, focus on individual experiences rather than generalisable patterns of behaviour, different analytical tools, and favouring opaque, longitudinal, and personal data instead of a large sample (Yang, 2021). CDST takes a holistic perspective against the decline and disintegration of factors and processes.

Learner Autonomy Development from CDST View

A Complex Dynamic Model of Autonomy Development (CDMA) is presented by (Borges, 2022), which explains the dynamics of autonomy in learners' language learning trajectory in light of the complexity paradigm. As an open and dynamic system, the nature of interactions within this system is complex, leading to constant adaptation and self-organisation, always keeping a distance from stability. An operation model of learner autonomy development also emerged from Tung and Huang's (2022) study, which adopted the CDST perspective to explore the interaction between the four focal factors of learner autonomy development. The focal factors are the learner's affective state and regulation, the learner's behavioural change, the learner's constraints, and external push and support. It was found that the interaction among the four elements stayed steady.

Research Methodology

Research Questions

1. What are the focal factors of learner autonomy development of non-English department students in the context of Indonesia?
2. How does the complex interplay of learner autonomy factors contribute to learner autonomy development of non-English department students in the context of Indonesia?

Participants

The participants were two EFL tertiary students enrolled in an ESAP course in Indonesia. The courses are in the first year of their four-year study. An EFL formal classroom is chosen because of a lack of research exploring the complex interplay of LA factors in traditional ESL classrooms. The participants were Hana (female) and Kei (male). Their major was Islamic Banking. The interviews were conducted at the end of ESAP the course when they had finished their assignments, including speaking and writing projects (7 and 8 June 2022). Hana and Kei are purposively selected because they show variation, for instance, scores and learning attitudes. The purpose is to identify common patterns that cut across variations and contrast them. Hana is more active in class and has the initiative to participate in an English competition, while Kei is passive in class.

Participant	First Semester Mid-term Exam Score	First Semester Final Exam Score	Second Semester Mid-term Exam Score	Second Semester Final Exam Score
Hana	88	98	100	84
Kei	66	60	95	100

Data Collection and Analysis

This study used qualitative methods such as interviews about the participants' English learning experiences, speaking, and writing products. The data were collected through semi-structured interviews to gain deeper, more relevant information about the investigated phenomena (Dörnyei, 2007). The in-depth retrospective interview was chosen to elicit events and ask for specific examples. The interview guide was adapted from (Tung & Huang, 2022) with some modifications. The questions have five parts: introduction about their English learning experiences, habits, and possible selves; learner's affective state and regulation covering learner's belief, emotion, motivation, and self-reflection;

learner's behavioural change covering problem-solving strategies and learning attitudes; learner's constraints covering physical, psychological, and social constraint; and external push and support covering significant others, learning (extracurricular) activities, and learners' environment and interaction.

After collecting the data, the interviews were transcribed and translated into English. NVivo 12 was used to code using researcher-created categories. This Computer Assisted Qualitative Data Analysis Software (CAQDAS) helps analyse qualitative data. Coding classifications were created by adapting Tung and Huang's (2022) focal factors of learner autonomy development. Upon a careful read of the transcripts, focal factors of learner autonomy development in the context of Indonesia and how these factors interact to develop LA were identified.

Findings

Focal Factors of Learner Autonomy Development

Learners' Affective State and Regulation

This focal factor involves four components: the learner's belief, emotion, motivation, and self-reflection. Hana reported that during their first year of study in higher education, she experienced a sense of achievement when she became the first winner in a storytelling competition. Although she felt frustrated while preparing for the competition, when she won, she felt relieved and thought all her hard work had paid off. Because of this experience, she believed that everything is possible if one always tries and never gives up.

Hana's English learning experience during her tertiary education was considered better than her experience during her senior high school. She happened to experience a failure in learning English when she got 30 on her English test. She felt hopeless. She believed that it was because of her teacher. She did not have a problem learning English when she moved to a new class with a different English teacher. During her hardship in learning English with her former teacher, she overcame this by finding a friend who is smart and has the same interest to boost her enthusiasm for learning English.

In contrast, Kei showed more positive emotions during his time in senior high school. He recalled his successful English experience when he became the only man in his class who could answer a vocabulary quiz. He was extremely happy. This event encouraged him to study better. Likewise, he held on to the belief to keep learning

even when he faced difficulty in learning English in his first-year study in higher education. He was a little regretful when he felt left out even though he had tried hard to learn English. He was discouraged because everyone in his class seemed to understand the materials except him. Nevertheless, he acknowledged his improvement in this aspect, as shown in the following excerpt:

My knowledge is more open and abundant. The materials are new, so I have difficulty understanding materials. So far, the learning is quite good, but I have not been able to understand the materials fully. There are things I can do and things I cannot.

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8. Bukti *Update* Review
Artikel
(10 November 2022)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Learner Development Journal 7 Update

Dev Learner <ldjournal7@gmail.com>

Thu, 10 Nov 2022 at 15.39

To: Dev Learner <ldjournal7@gmail.com>

Bcc: <ratnayunita@iainponorogo.ac.id>

Dear LDJ7 authors

We are writing to give you a short progress update on LDJ7. It has been a real pleasure to read through the pieces which you have uploaded and it is a privilege to be in the position of mediating between you and the reviewers. For this issue, the majority of authors have opted for open review. The pieces currently sent out for review range from 2,500 words to about 7,000 words. The voices represented range from personal narrative to conventional third-person academic style, and the degree of completeness of the research also varies from totally retrospective to ongoing research that was unfinished at the time of the first piece being submitted. One of the ways in which we are challenging the conventions is by bringing these different pieces into one journal. There is a challenge for us as editors, as we are wondering what links the pieces together and how the various shifts in formality and genre can be arranged in one volume as a harmonious reading experience. On the subject of timing, we are roughly on schedule. We had one or two requests from reviewers to wait until after the International JALT conference (November 11th to 14th) so at the moment not all the reviews have been received. Please bear with us a little while longer.

If you happen to be attending the JALT conference, do think about joining us at the Learner Development SIG forum on Saturday <https://jalt.org/event/learner-development/22-11-12> The forum is being organized by one of our authors, Dr Akiko Takagi together with Szabina Ádámku and Eileen Yap, and at least two out of the three LDJ7 editors will be there as attendees.

We will be in touch individually with reviewer feedback to each author between now and the first week of next month. Please let us know if you have any questions or comments!

Warm regards

LDJ7 editors

Aya Hayasaki, Ellen Head and Ryo Moriya

9. Bukti Penyerahan
Hasil Review dari
Reviewer Eksternal
(5 Desember 2022)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Learner Development Journal 7, Autonomy Development :CDST View, Reviewer feedback

3 messages

Dev Learner <ldjournal7@gmail.com>

Mon, 5 Dec 2022 at 15.44

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: <thead@sky.miyazaki-mic.ac.jp>, Aya Hayasaki <hayaaya@gmail.com>, 守屋亮 <ryo.m6bell.a@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, Morioka Takaaki <tabeginm5484@gmail.com>

Dear Yunita

I hope you are well and having a good semester both researching and teaching.

Apologies that it has taken us a long time to get back to you. This email is being written by Ellen for LDJ7 on behalf of the team.

Here are the comments from our reviewer, Dr Tomoko Hashimoto, which you can also find at the end of the google doc.

Reviewer 1 Comments:

I think the topic and your approach are interesting. I enjoyed reading what you'd written. Some points that could improve the manuscript....As I mentioned in the comments, it may be better to introduce your research questions earlier on in the paper. Also, you could perhaps pay closer attention to answering your research questions as you develop your paper. Furthermore, some of what is in your 'Introduction' could possibly be moved to 'Literature Review.' I look forward to reading more about your findings!

Here is the google doc link. <https://docs.google.com/document/d/1Lr5EYKPAjnuREUblFKdPqRihuEIID8QfPBzom7BWdOc/edit?usp=sharing>

Reviewer 2 has recently changed jobs and started a PhD so right now, Ellen is operating instead of reviewer 2.

Ellen's comments

You will see that there were some comments from Dr Hashimoto which I think you do not need to work on yet. In LDJ we generally work on the content before working on the style. So I think it is more important to explain the context and get a good balance and running order for introducing the research questions, your self as author and the Indonesian context, and the concept of CDST in SLA /autonomy research. You can deal with the style and referencing later. As Dr Tomoko Hashimoto mentioned, the research questions can be changed a little bit to make the paper fit what you want to show. It doesn't have to be the same as your PhD research, even though it has to be faithful to your data.

My suggestion is if you could work on a new draft for mid January, we could bring in reviewer 2 at that stage as well. I think it would be interesting for you to look at this talk by Dominic Edsall if you have not seen it <https://youtu.be/jogFGNgJFko>

Also this paper (attached) might be interesting - Busaidi and Borg ELTRP report. I have referenced it in the comments on the google doc. Busaidi and Borg found that teachers in Oman perceived learner autonomy as being to do with individual initiative but not necessarily to do with equality between teacher and student, and they found that this was different from students in Japan in a context where they had self-access learner advisor sessions (Reinders paper they cite). I think it would be interesting to look at (page 20 of their paper the conclusion so you can see it quite easily.)

Meeting on Zoom

If you would like to have a zoom meeting during mid December to mid January, please let us know. I hope we will be able to meet again as both a small group and a slightly larger group, depending on who is available. We will be

sending out suggested dates in a week or two but in the meantime if you can let us know the time of day and days such as week day or weekend, it might help us!

Please let us know (a) that you received the email and can see the comments ok and (b) whether you would like to meet on zoom and any preference or times you cannot make it and (c) any questions or issues which are arising.

Warm regards

Ellen, Aya and Ryo

LDJ7 editors

b459 ELTRP Report Busaidi_final(2).pdf, Autonomy Development: Complex Dynamic Systems View

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Tue, 6 Dec 2022 at 23.27

To: Dev Learner <ldjournal7@gmail.com>

Dear Ellen and team

Thank you for the feedback and some references to improve my writing. I will develop my draft and send it by mid-January.

I would love to join the zoom meeting and hopefully, it is on Saturday or Sunday as I have a fixed schedule on Weekdays from morning to evening until the end of January. So, if the time is on Weekdays, I will try my best to meet on zoom after 8 p.m. (Japan time).

As the reviewers also mention, my main concern is about formulating the research questions based on what I intend to answer. Can you give an example of how "'reverse engineer' the research questions" works? I do agree with the comments and suggestions and I expect to eventually change my research questions into the correct ones when I work on my new draft and read more references shared.

I hope you have a good day.

Best regards

[Quoted text hidden]

Dev Learner <ldjournal7@gmail.com>

Wed, 7 Dec 2022 at 17.08

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: <ehead@sky.miyazaki-mic.ac.jp>

Dear Yunita

Thank you for the quick response.

This is to let you know that we have a chance to get one more reviewer's feedback on your paper. It will be from Dominic Edsall because he is knowledgeable about CDST and he has just "volunteered" to review some extra papers tonight. It might be helpful. He told us he has time today so please don't do any more work on it til you see comments from Dominic as well as Ellen and Tomoko. (It will be on the same google doc and it will be finished soon!)

About the idea which Ellen wrote regarding "reverse engineering" the research questions.

I mean that for example in my first draft my research question was something like "How do students exercise autonomy in the classroom?" but then, after I looked at my data, I found that most of the students talk about exercising autonomy when they are doing their homework or doing activities outside the classroom, then I could "reverse engineer" the research question, changing it to "how do students exercise autonomy in the classroom and outside the classroom?".

Look forward to talking soon, please feel free to email LDJ or Ellen or Aya any time.

best wishes

Ellen

[Quoted text hidden]



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Dokumen dibagikan kepada Anda: "Autonomy Development: Complex Dynamic Systems View"

Dev Learner (via Google Dokumen) <drive-shares-dm-noreply@google.com>
Reply-To: Dev Learner <ldjournal7@gmail.com>
To: <ratnayunita@iainponorogo.ac.id>

Mon, 5 Dec 2022 at 15.14

Dev Learner membagikan dokumen



Dev Learner (ldjournal7@gmail.com) telah mengundang Anda untuk **mengedit** dokumen berikut:

Dear Yunita

This paper has been reviewed by one reviewer already, and also I have put some comments on it as well. I think Dr Hashimoto has experience of preparing papers for publication and she has included many suggestions about how to phrase the sentences for optimum style, which I think are not really needed right now. Right now it is more important to focus on arranging the content so that you can express your main idea and also get some kind of neat feeling that you set out to enquire into something and show something and then you did enquire and show it. I will send further comments by email. This message is from Ellen for LDJ!



Autonomy Development: Complex Dynamic Systems View



Dev Learner di luar organisasi Anda.

Buka

Jika Anda tidak ingin menerima file dari orang ini, [blokir pengirim](#) dari Drive

Google LLC, [1600 Amphitheatre Parkway, Mountain View, CA 94043, USA](#)
Anda menerima email ini karena ldjournal7@gmail.com membagikan dokumen kepada Anda dari Google Dokumen.

Google™

Autonomy Development: Complex Dynamic Systems View

Autonomy Development: Complex Dynamic Systems View

Dev Learner (Google Dokumen) <comments-noreply@docs.google.com>

Mon, 5 Dec 2022 at 14.31

Reply-To: Tidak Ada Balasan <d+noreply@docs.google.com>

To: <ratnayunita@iainponorogo.ac.id>

Dev Learner (ldjournal7@gmail.com) menyebut Anda dalam saran di dokumen berikut

 Autonomy Development: Complex Dynamic Systems View

Anda tidak memiliki hak untuk mengomentari [Autonomy Development: Complex Dynamic Systems View](#).

 1 saran

[1 komentar disembunyikan]

Dev Learner • 14.26, 5 Des (WIB) **Baru**

@ratnayunita@iainponorogo.ac.id I think your first draft version of these sentences are OK. But the reader does need to know the context immediately. Maybe add "in Indonesian universities" at the end of your first sentence.

[Buka](#)Google LLC, [1600 Amphitheatre Parkway, Mountain View, CA 94043, USA](#)

Anda menerima email ini karena disebutkan dalam rangkaian pesan ini oleh Dev Learner (ldjournal7@gmail.com) Jika Anda tidak ingin menerima file dari orang ini, [blokir pengirim](#) dari Drive. [Ubah URL yang dikirim Google kepada Anda](#). Anda tidak dapat membalas email ini.



Autonomy Development: Complex Dynamic Systems View

10. Bukti Undangan
Pengumpulan Draft
Artikel, *Informal*
Meeting, dan Hasil
Meeting
(18-23 Januari 2023)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

[LDJ7] Request to submit your new draft & about an informal meeting

Dev Learner <ldjournal7@gmail.com>

Wed, 18 Jan 2023 at 11.03

To: Dev Learner <ldjournal7@gmail.com>

Cc: Aya Hayasaki <hayaaya@gmail.com>, 守屋亮 <ryo.m6bell.a@gmail.com>, <ehed@sky.miyazaki>, <garethbarnes1129@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>

Bcc: <ratnayunita@iainponorogo.ac.id>

Dear LDJ7 writers,

Happy New Year! We'd like to share some updates about LDJ7 and ask you to submit your next piece of writing on February 18th, roughly one month from today.

It is expected that in the next piece of writing, your ideas will be much more fully developed, including both descriptions of your research or thought process, and how it relates to "challenging the conventions of research into learner autonomy." (You may end up deciding some conventions are very useful!) Please try to be bold in your writing! We expect that typically the February draft might be over the length (4,000–6,000 words) because this is the time when authors explore their ideas to the fullest extent. In the subsequent drafts, you can work on focusing and making the style more concise. Regarding the deadline, it would be very helpful if you could upload the next draft by February 14th or as soon as possible after that. We have created a new Google Folder for each small group to upload their draft, and as before, we hope to have a period during which members discuss each others' drafts using Google Doc comments and Zoom.

Group 1 (Contact: Ellen)

https://drive.google.com/drive/folders/1vcTNT5JZ6b92MP0MXPpk2ePorQfLoL0A?usp=share_link

Group 2 (Contact: Ryo)

https://drive.google.com/drive/folders/18lGgEdOmhKUOOXe-iXpF4WkxrV8CyQfw?usp=share_link

Group 3 (Contact: Aya)

https://drive.google.com/drive/folders/1TrTwIW55PX_i_ZLflR0ldomVOQ5X_sSg?usp=share_link

In the meantime, we would like to offer an opportunity to meet in the next two weeks. This is especially aimed at helping anyone who is not sure how to go forward with writing or who would just like to get together and discuss issues related to their paper. Please let us know your availability here if you are interested. (Between January 20-31)

Note: This is an optional "informal" meeting to establish a connection with writers who wish to communicate with the editors or each other. Writers can continue to communicate via email or Google Docs. :)

<https://chouseisan.com/s?h=9b3dc9afdc4c4e66a6ee53ece432f605>

In addition, we would really appreciate it if you could email the contact person for your small group and CC ldjournal7@gmail.com, to let us know how you are getting on and ask questions if you wish.

Warm regards
Ellen, Aya and Ryo

Folder dibagikan kepada Anda: "4_3rd pieces (4000-6000 words)"

Dev Learner (via Google Drive) <drive-shares-dm-noreply@google.com>

Fri, 20 Jan 2023 at 08.06

Reply-To: Dev Learner <ldjournal7@gmail.com>

To: <ratnayunita@iainponorogo.ac.id>

Cc: <cmisawenty@gmail.com>, <ehed@sky.miyazaki-mic.ac.jp>, <yarwood-a@kanda.kuis.ac.jp>

Dev Learner membagikan folder



Dev Learner (ldjournal7@gmail.com) telah mengundang Anda untuk **berkontribusi pada** folder bersama berikut:

Dear Misako, Yunita and Amelia

This is just to add you to the folder for uploading a new draft of your writing in mid-February. If you would like any feedback in the mean time, please let me know. I'll be in touch again soon!

 4_3rd pieces (4000-6000 words)



Dev Learner di luar organisasi Anda.

Buka

Jika Anda tidak ingin menerima file dari orang ini, [blokir pengirim](#) dari Drive



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Meeting Sunday?

3 messages

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Fri, 20 Jan 2023 at 16.29

To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Dear Yunita and Amelia

You were the only people who replied as of this morning! But Aya, Tanya MacCarthy and Dominic Edsall (who are also involved in LDJ7) also would like to meet so we are thinking about Sunday 10 am to 11.15 am or so. Do you think you will be able to come?

If you can't then we could possibly do from 5.15 to 6.30 on Monday.

I or Aya will send a zoom link tomorrow. We'll send it to all in case others want to join. But if we have too many people we can make breakout rooms. So hopefully there will be a chance to chat about the details if that is helpful. Hope to see you soon.

[Quoted text hidden]

Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>

Fri, 20 Jan 2023 at 16.38

To: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Cc: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Hi,

I am available Sunday.

Cheers

2023年1月20日(金) 午後6:29 Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>:

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Fri, 20 Jan 2023 at 18.40

To: Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>

Cc: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Hello

Me too. I am looking forward to meeting you on Sunday.

Best wishes

[Quoted text hidden]



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Let's zoom Sunday January 22

Dev Learner <ldjournal7@gmail.com>

Sat, 21 Jan 2023 at 08.49

To: Dev Learner <ldjournal7@gmail.com>

Cc: Aya Hayasaki <hayaaya@gmail.com>, Dominic Edsall <frozenduckrice@gmail.com>, <ehead@sky.miyazaki-mic.ac.jp>, 守屋亮 <ryo.m6bell.a@gmail.com>

Bcc: <ratnayunita@iainponorogo.ac.id>

Dear LDJ7 authors

We hope you are well, whatever stage of your teaching and researching year this finds you at! We would like to invite you to an optional zoom meeting on Sunday January 22 between 10 and 11.15 am.

Join Zoom Meeting

<https://us02web.zoom.us/j/86915130614?pwd=TnZIOE1paHRzdIBPZkQxaFp5K3ZRdz09>

The purpose of the meeting is a) to talk through issues you might be having with your writing and b) to get together as a learning community to talk and develop connections between our teaching, research/writing and various theoretical perspectives we are drawn to in terms of "challenging" or "maintaining" conventions. We will be joined by Tanya McCarthy from the steering com. of LDJ and Dominic Edsall, who will be writing for LDJ7 as an invited author. Many thanks to those who replied to the email asking about your availability! Even if you didn't reply yet, please feel free to drop in if you can.

Unfortunately Ryo Moriya is working this Sunday so the editors will just be represented by Aya and Ellen, but Ryo will be engaging by email and google doc comments.

We'll schedule another meeting some time between February 6 and February 18 (which is also the "soft" deadline for your re-drafted article).

Please do not hesitate to ask if you have any questions or would like help with working on your draft for submission in February.

Here again is the link to zoom. If anything unexpected happens, keep your eyes on email and we will re send another link.

Ellen Head is inviting you to a scheduled Zoom meeting.

Topic: LDJ7

Time: Jan 22, 2023 10:00 AM Osaka, Sapporo, Tokyo

Join Zoom Meeting

<https://us02web.zoom.us/j/86915130614?pwd=TnZIOE1paHRzdIBPZkQxaFp5K3ZRdz09>

Meeting ID: 869 1513 0614

Passcode: M9j1ns

Best wishes

Ellen, Aya and Ryo

LDJ7 editorial team



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

LDJ7 zoom follow-up

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Mon, 23 Jan 2023 at 17.00

To: Aya Hayasaki <hayaaya@gmail.com>, Ellen Head <ehhead@sky.miyazaki-mic.ac.jp>

Bcc: <ratnayunita@iainponorogo.ac.id>

Hi Tanya, Yunita, Amelia, Takaaki, Dominic, Aya

Thank you for joining the meeting online yesterday! It was exciting to get together and talk about ideas, and I hope you enjoyed it as much as I did.

Special thanks to Aya for taking over the hosting.

Here are the links which we talked about. I hope I have got most of them. Please feel free to add on this thread and once we have had a chance look at it maybe we can share with all the writers.**

<https://docs.google.com/document/d/1mFq4gi7I6lgzAH0svNOn-9S6fVMVzJL07m2Y885yUdE/edit?usp=sharing>

I think we will be in touch again soon about meeting in February.

In the meantime please feel free to email (mainly Ellen, Aya and Ryo or Idjournal7, which all of us can see) to give us updates or questions.

best wishes

Ellen

PS

By the way, don't worry if you don't read all of these immediately or refer to these in your article! Not everything is of interest to everyone. Maybe we could try to add to the doc saying why we mentioned that particular book or article and a couple of quotes like they do in the Oxford Readers in Applied Linguistics with a text box saying "well said". But that is an idea for February I think!

[Quoted text hidden]

LDJ7 meeting notes January 22 2023

11. Bukti Undangan
Pengumpulan Draft
Formal Artikel dan
Meeting serta Draft
Formal Artikel
(10 Februari 2023)

[LDJ7] Action requested: Reminder of paper submission & invitation to February Zoom meeting

Dev Learner <ldjournal7@gmail.com>

Fri, 10 Feb 2023 at 06.06

To: Dev Learner <ldjournal7@gmail.com>

Cc: Aya Hayasaki <hayaaya@gmail.com>, Dominic Edsall <frozenduckrice@gmail.com>, <ehead@sky.miyazaki-mic.ac.jp>, 守屋亮 <ryo.m6bell.a@gmail.com>

Bcc: <ratnayunita@iainponorogo.ac.id>

Dear writers of LDJ7 community,

We hope everyone is doing well. 😊

In this email, we would like to remind you of the deadline for your paper submission and invite you to the next Zoom meeting.

We would like to invite you to a zoom meeting for the purpose of sharing your ideas and current state of your writing, as we approach the deadline for the draft of the full paper. We had an energetic meeting in January, at which Dominic Edsall joined us to hear about LDJ7 and we had updates from three authors. We have invited Dominic to write a perspective paper, which means he needs an overview of the whole LDJ7.

[Next Steps]

- **Between now and late February to mid-March**

- Please upload your full paper by around February 18th as in our previous email.
 - Group 1 (Contact: Ellen) https://drive.google.com/drive/folders/1vcTNT5JZ6b92MP0MXPpk2ePorQfLoL0A?usp=share_link
 - Group 2 (Contact: Ryo) https://drive.google.com/drive/folders/18IGgEdOmhKUOOXe-iXpF4WkxrV8CyQfw?usp=share_link
 - Group 3 (Contact: Aya) https://drive.google.com/drive/folders/1TrTwIW55PX_i_ZLfIR0ldomVOQ5X_sSg?usp=share_link
- In the period between now and mid-March, the members of your group, plus the editors and steering committee will offer feedback on your paper.

- **May and June**

- You will work on the final draft, referencing, complete with DOIs and diagrams.
- Each paper will be sent to the external reviewers again after the editors and steering committee have talked through the piece and you have had a chance to work on any suggestions which they make. We need a lot of time to do this, so please submit your work as soon as possible and keep in contact by email so we understand the timeline for you.

[February Meeting]

We realize that this is a really busy time of the academic year, but at the same time it can be stimulating to talk about your research or even just take the time to write in companionship. Our meeting will include time in breakout rooms to chat in a very small group or just to write or read what you have written already. If you would like to join us on zoom, please could you indicate your availability here:

<https://chouseisan.com/s?h=34df1c297b99452c86525f3748ec70d6>

We will send out a zoom link on around February 14th, for a date between 15th and 19th.

If you would like 1:1 support with writing or have questions which you would like to raise, then do contact any of us at any

time and we will get back to you as soon as we can.

Warmest regards,

Ellen, Aya and Ryo

LDJ7 editorial team

Investigating Learner Autonomy Development through a Complex Dynamic Systems Theory View: An Indonesian context

Abstract

To comprehend the complex interplay of the elements affecting learner autonomy and how it supports or hinders its development through time in Indonesian context, this study chose the complex dynamic systems theory as a perspective through which to examine these interactions. The participants were two college students who were taking an English for Specific Academic Purposes (ESAP) course in their first year of study. Semi-structured interview transcripts, speaking, and writing products were gathered for data triangulation. The data were examined by means of qualitative data coding criteria. The findings show that four key factors—learners' affective state and regulation, learners' behavioural change, learners' restrictions, and external push and support—are connected to the development of learner autonomy. A requirement of learner autonomy was discovered by repeatedly analysing how these four interacted within and between scenarios: creating opportunities to experience a sense of achievement within and beyond the classroom. This requirement, depending on the specific context, highlights a topic that has not received enough attention in the study of learner autonomy.

Introduction

Although learner autonomy has been claimed to be a goal of education and modern language education (Benson, 2001, 2009; Waterhouse, 1990), the controversy of that claim still exists in which others question its feasibility and desirability in school settings (Cuypers, 1992; Hand, 2006; Pennycook, 1997). Beyond this argument, there are numerous viewpoints on learner autonomy that vary based on the situation. Busaidi & Borg (2012) used language teachers' beliefs in Oman as the basis for their research and defined learner autonomy as a set of skills or abilities that learners must master in order to learn independently. This concept included freedom, control, responsibility, choice, and independence, all of which are prevalent in the literature. Reinders & Lazarou (2011) highlighted autonomy as a strategy for fostering respect and equality between teachers and students in a separate research setting that included teachers who worked in self-access centres.

In addition to the concept of learner autonomy, numerous research, including those by Begum & Chowdhury (2016) and Tassinari (2012), examined the variables that affect learner autonomy, ranging from their linear relationships to their interactions as learner autonomy develops. Four EFL college students in Taiwan were the subjects of a recent study by Tung & Huang (2022), which used complex dynamic systems theory to examine the interactions of the factors affecting learner autonomy. The study identified four key factors that contribute to the growth of learner autonomy: the students' affective state and regulation, behavioural change, constraints, and external push and support. It is unclear if these variables would vary and how differently learner autonomy development would interact in various circumstances. In order to address the question, the current study concentrated on the complex interaction of learner autonomy factors of non-English speaking students' development both within and outside of the classroom in Indonesia, an area that has not yet been studied. Therefore, I used complex dynamic systems theory (CDST) as the theoretical framework for this investigation to address the following two research questions:

1. What are the focal factors of learner autonomy development of non-English department students within and beyond the classroom in the context of Indonesia?
2. How does the complex interplay of learner autonomy factors contribute to learner autonomy development of non-English department students within and beyond the classroom in the context of Indonesia?

The Context

What is autonomous learning? I was introduced to this term while a student in the English department at an Indonesian university, thus, it is possible that non-English department students are unaware of it. Since elementary school, I have been studying English both in and outside of the classroom. In Indonesia, it is fairly typical for students who are highly driven and have parental financial support to spend more time studying subjects that are part of the national exam, such as English, Math, and Science. Being forced to spend my weekends studying and having a long commute to the course location initially was exhausting. Yet after I outperformed my friends in terms of test scores, I continued the program all the way through senior high school. Even in college, when I was unable to enrol in additional courses outside of the classroom, I attempted other alternatives to sharpen my English, like joining a debate association.

When I was in college, my friend from another department talked about their difficulty in learning English. Now, when I am an English lecturer who teaches English to non-English department students, I realise that they may face the same problems. There are many challenges in teaching English as a Foreign Language (EFL) for non-English department students in Indonesian universities. One is students' preferences in learning style despite their level of English. There are mixed feelings as students depend on their teacher to learn English, although they appear to prefer autonomous learning to teacher-centred learning. Based on my experience as an English lecturer, this appears to be especially true for first-year Indonesian university students who tend to depend mainly on teachers for their learning.

In the context of Asia, Indonesian Islamic Banking students prefer teacher-centred to student-centred learning (Yunita, 2022). Despite having a positive opinion of their abilities, Indonesian EFL students majoring in both English and non-English from four higher education institutions think that the teacher is in charge of their learning (Daflizar & Petraki, 2022). Many Vietnamese EFL students majoring in English are also more teacher centred (Tuan, 2021). It is similar to the situation in Bangladesh where undergraduate students taking English as a prerequisite course adhere to teacher-centred learning (Begum & Chowdhury, 2016).

Another challenge in teaching EFL to students who do not major in English could be the school's traits and students' learning habits. These may also hinder students' autonomy (Basri, 2020). English classes offered to non-English department students majoring Health and Social Sciences, Applied Science and Textiles, Engineering, Construction and Environment, Hotel and Tourism Management, and Business at university are second priority by many students due to their busy schedules and main priority to their assignments related to their major discipline (Cheng & Lee, 2018).

Recent developments in education require learners to have traits of autonomy and have autonomous learning habits. In Indonesia, the 2013 Curriculum implies that learner autonomy is fundamental to teaching and learning. However, in study conducted by Ramadhiyah and Lengkanawati (2019), although the teacher understood the learner autonomy concept and was inventive in stimulating autonomy in the curriculum implementation, the students were not indicated as autonomous yet because they were still comfortable with the teacher-centred learning milieu. Moreover, the most up-to-date programme, Merdeka Belajar-Kampus Merdeka (MBKM), implemented in the last two years by the

Ministry of Education Culture, also emphasises the learning autonomy offered to students. They are given the freedom to learn based on their interest and talent.

One of the main intentions for promoting learner autonomy in language teaching is the growing need to encourage lifelong learning in a knowledge-based society (Vázquez, 2016). On the other hand, autonomy is something that EFL learners may be unused to and is difficult in a variety of ways: to understand, implement, explain, achieve, and emphasise. According to Fidyati (2016), in Indonesia, there are constraints to promoting autonomous learning in EFL classrooms: socio-cultural values, education practices, textbooks, and curriculum.

In Indonesia, every university student, including non-English department students, learns English as a Foreign Language (EFL) from a compulsory module as part of the curriculum. The goal of this module is to make the students master both receptive (listening and reading) and productive (speaking and writing) skills and use them in the development of the academic world and the world of work. It implies that the English module could be English for General Academic Purposes (EGAP) or English for Specific Academic Purposes (ESAP). The department has the right to decide how many modules and their type depending on their needs and circumstances. As EGAP is becoming less popular, ESAP is becoming more popular since the specific needs of the different departments are met (Blue, 1988; Celik, 2014).

From my observation of EFL students in ESAP courses in higher education in Indonesia, there is a trend that the students who showed more autonomous learner traits and habits achieved better results on their English tests. The result of my observation is supported by (Boud, 1981; Phouong & Vo, 2019) who claim that autonomous learners make more effective learners and employees. Besides, their learning outcomes improved during their first year of learning English. I am interested to know how autonomous they are, what their experiences during learning are, and whether and how it contributes to their learner autonomy development.

Literature Review

Learner Autonomy Development

Learner autonomy is interpreted in many ways after first defined by Holec (1981, p.3) as the “ability to take charge of one’s learning”. It means that autonomous

learners accept full responsibility for their learning process. Autonomous learners are motivated and reflective learners. Little (2022, p.1) continues the discussion on language learner autonomy, “a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their learning.” The main concern of language learner autonomy is what the learner can do in the target language.

Autonomous learners are individuals who are responsible for their own learning and have the traits such as having a desire to learn, being aware of their goals and how they will learn, creating a learning plan, knowing what methods or strategies to use, knowing whether to learn by themselves or with others, knowing how to plan the learning duration, knowing how to check, and assess their learning (Bimmel & Rampillon, 2000). Meanwhile, the autonomous learning habits concern learning styles, motivation to study, planning of education, linguistic skill areas, checking conditions, a realisation of the learning plan, and assessment of learning achievement (BAÅŽBAÄŽI & YILMAZ, 2015). Learners become autonomous when they take charge of their learning. Teachers can foster autonomous learners by being responsible for teaching strategies such as planning, monitoring, and evaluating.

In formal language learning, three pedagogical principles control the development of autonomy in language learning (Little, 2007). The first principle is learner involvement (the affective and the metacognitive dimensions). This principle means engaging learners to be responsible for the learning process. The second principle is learner reflection (the metacognitive dimensions), which helps learners think when planning, monitoring, and evaluating their learning. The last principle is appropriate to target language use (the communicative and the metacognitive dimensions). It means using the target language as the principal medium of language learning.

Complex Dynamic Systems Theory

Complex dynamic systems theory (CDST), introduced into the field of language learning by Larsen-Freeman (1997), has recently been applied to address a dynamic and complex process of language learning in which different factors and variables are constantly interacting. When language learning is combined with psychology, emotions, and communication skills, this complexity is increased in individuals. Elements of language learning and other variables constantly interact (Xie & Derakhshan, 2021). Complications occur when most of the factors and constructs involved in the language learning process develop through time and diverge across

contexts (MacIntyre et al., 2020). Therefore, to capture the dynamism of many variables in language learning psychology (LLP), CDST is preferred to traditional approaches.

Research in the CDST perspective differs from common quantitative and qualitative studies common in investigating teacher-learner psychology. There are unique CDST research properties: evolving and dynamically rephrasable research questions, a process-oriented approach to understanding events considering one's cognition, emotion, social context, culture, and interaction, focus on individual experiences rather than generalisable patterns of behaviour, different analytical tools, and favouring opaque, longitudinal, and personal data instead of a large sample (Yang, 2021). CDST takes a holistic perspective against the decline and disintegration of factors and processes.

According to Begum and Chowdhury (2016), there are six factors affecting learner autonomy: learning styles, strategies, self-esteem, motivation, self-confidence and attitudes. Tassinari (2012) analysing more factors organised them into four components: a cognitive and metacognitive component (cognitive and metacognitive knowledge, awareness, learners' beliefs); an affective and a motivational component (feelings, emotions, willingness, motivation); an action-oriented component (skills, learning behaviours, decisions); and a social component (learning and negotiating learning with partners, advisors, teachers). Tung & Huang (2022) adopted complex dynamic systems theory to study the interactions of the factors of learner autonomy of four EFL college students in Taiwan and revealed four focal factors related to the development of learner autonomy: learners' affective state and regulation, behavioural change, constraints, and external push and support.

Learner Autonomy Development from CDST View

A Complex Dynamic Model of Autonomy Development (CDMA) is presented by (Borges, 2022), which explains the dynamics of autonomy in learners' language learning trajectory in light of the complexity paradigm. As an open and dynamic system, the nature of interactions within this system is complex, leading to constant adaptation and self-organisation, always keeping a distance from stability. An operation model of learner autonomy development also emerged from Tung & Huang's (2022) study, which adopted the CDST perspective to explore the interaction between the four focal factors of learner autonomy development. The

focal factors are the learner's affective state and regulation, the learner's behavioural change, the learner's constraints, and external push and support. The results shed light on how different learner autonomy factors interact dynamically and how this interaction relates to the growth of learner autonomy in a formal classroom in Taiwan. In order to broaden the context, this study also included learning environments outside of the classroom in Indonesia.

Research Methodology

Participants

The participants were two EFL tertiary students enrolled in an ESAP course in Indonesia. The courses are in the first year of their four-year study. Within and beyond the classroom were chosen because of a lack of research exploring the complex interplay of learner autonomy factors in both settings. The participants were Hana and Kei (pseudonyms). Their major was Islamic Banking. Hana and Kei were purposely selected because they showed variation, for instance, scores and learning attitudes. Hana represented students who tended to be more active within and beyond the classroom (i.e., answering questions in the class and asking for more information outside the class) while Key represented students who tended to be passive within and beyond the classroom (i.e., silent in the class and not contacting the lecturer outside the class). The purpose is to identify common themes while at the same time find variations of these in Hana's and Key's interviews. Reviewing the learner autonomy and CDST literature allowed for a cross-examination of the issues that emerged in both contexts.

Participant	First Semester Mid- term Exam Score	First Semester Final Exam Score	Second Semester Mid-term Exam Score	Second Semester Final Exam Score
Hana	88	98	100	84
Kei	66	60	95	100

Data Collection and Analysis

Qualitative methods used in this study were interviews about the participants' English learning experiences, speaking, and writing products. The data were collected through semi-structured interviews to gain deeper, more relevant

information about the investigated phenomena (Dörnyei, 2007). The interviews were conducted at the end of their ESAP course after the students had finished their assignments (7 and 8 June 2022). An in-depth retrospective interview was chosen to elicit events and ask for specific examples. The interview guide was adapted from (Tung & Huang, 2022) with some modifications by adding more detailed parts about factors of learner autonomy development. The questions that were asked to the students had five parts: introduction about students' English learning experiences, habits, and possible selves; learner's affective state and regulation covering learner's belief, emotion, motivation, and self-reflection; learner's behavioural change covering problem-solving strategies and learning attitudes; learner's constraints covering physical, psychological, and social constraint; and external push and support covering significant others, learning (extracurricular) activities, and learners' environment and interaction.

The interview guide was prepared in both English and participants' first language (Bahasa Indonesia) versions to enable the participants to choose whichever they preferred for the convenience of the interview. Hana and Key chose Bahasa Indonesia. After collecting the data, the interviews were transcribed and translated into English. NVivo 12 was used to code using categories. This Computer Assisted Qualitative Data Analysis Software (CAQDAS) helps analyse qualitative data. Upon a careful read of the transcripts, focal factors of learner autonomy development in the context of Indonesia and how these factors interact to develop LA were identified. They were learners' affective state and regulation, behavioural change, constraints, and external push and support.

Findings

Focal Factors of Learner Autonomy Development

Learners' Affective State and Regulation

This focal factor involves four components: the learner's beliefs, emotions, motivation, and self-reflection. In general, Hana showed more positive emotions and stronger motivation overtime. Hana reported that during their first year of study in higher education, she experienced a sense of achievement when she became the first winner in a storytelling competition. Although she felt frustrated while preparing for the competition, when she won, she felt relieved and thought all her hard work had paid off. Because of this experience, she believed that everything is

possible if one always tries and never gives up. Her belief, which was generated from self-reflection after their experience beyond the classroom, then affected her language learning experience within the classroom. When she got scores, she evaluated her learning and succeeded in improving them in the next exam.

Hana's English learning experience during her tertiary education was considered to be better than her experience during her senior high school. She happened to experience a failure in learning English when she got 30 on her English test. She felt hopeless. She believed that it was because of her teacher. She did not have a problem learning English when she moved to a new class with a different English teacher. During her hardship in learning English with her former teacher, she overcame this by finding a friend who is smart and has the same interest to boost her enthusiasm for learning English. Hana's initial feeling of hopelessness was shown to be altered under the influence of another focal factor, external support, and their sense of accomplishment from winning the tournament was found to be sustained over time.

In contrast, Kei showed more positive emotions during his time in senior high school. He recalled his successful English experience when he became the only man in his class who could answer a vocabulary quiz. He was extremely happy. This event encouraged him to study better. Likewise, he held on to the belief to keep learning even when he faced difficulty in learning English in his first-year study in higher education. He was a little regretful when he felt left out even though he had tried hard to learn English. He was discouraged because everyone in his class seemed to understand the materials except him. Kei claimed that he identified his issues—fear of public speaking—through self-reflection. Yet, as the following passage demonstrates, he recognized his progress in this area:

My knowledge is more open and abundant. The materials are new, so I have difficulty understanding materials. So far, the learning is quite good, but I have not been able to understand the materials fully. There are things I can do and things I cannot.

Key was completely convinced that he would be successful in his endeavours. Therefore, even if he encountered dissatisfaction when learning English, he would make an effort to find a solution to the problem and move forward. As an illustration, Kei made an additional effort to recall the materials by rereading the materials that were delivered to him. Because he did not want to make the same error twice while learning, he started paying closer attention. He studied on his own initiative and with greater diligence. In addition to that, he attempted the tough task of asking for assistance from other people. Unfortunately, Kei never planned his

study because he had no inner motivation to learn English and merely wanted to pass the exam. However, he was compelled to alter his schooling since he didn't want to fall behind his buddies. It was discovered that he generated motivation to overcome his constraints due to the influence of another focal factor—external push.

Learners' Behavioural Change

The main focus is on changing or adapting learners' behaviours, which alters their attitudes and facilitates better problem-solving. Hana and Kei underwent reversal development in terms of their learning attitudes to solve problems. Hana's situation shows how dependence on others, such as her teacher or lecturer and friend, can lead to increased independence in learning a language. Her high school instructor had first led her to believe that English was challenging, but after being inspired by a friend to enter an English competition and eventually coming out on top and receiving a trophy as well as cash during her time in college, she became more dependent on others. For example, during online learning in the first semester, Hana did not learn much, particularly when there were only tasks given without any questions from the lecturer. However, after she ran into a problem—a lack of a supportive companion to learn English— she began reading English journals, viewing English instructional videos, reading quotes from YouTube, and watching movies with English subtitles to study independently. She also reflected on herself and evaluated her learning after seeing the result of her test.

From Hana's self-evaluation, the reasons for the negative learning experience were strategy ignorance and other external factors while the reason for the positive learning experience was an inspiring friend. Believing these reasons, Hana listened to her lecturer about language strategies and consulted with the lecturer when she faced difficulties in learning. For example, when she prepared for a competition, she asked for feedback on her essay and her speech. She also revised the draft and confirmed the result to make sure everything was perfect. Hana's belief about English changed after her English lesson in the university. She said, "In my mindset, English was difficult and strange. After I know the strategies, it changes." According to Hana, the ideal English learning is learning slowly depending on the skill level. She also mentioned that because of the lecturer, she finally understood how to study.

In contrast, Key changed from being independent to being gregarious to address his learning issues. At first, he would do self-study by gathering resources and

references from journals and publications, but he soon began to collaborate with others by asking what was missing from his work, fixing any errors, and rewriting it in light of feedback from the lecturers. This was a significant shift for him as he expressed uncertainty and lack of confidence in his ability to interact with the teacher. The most frequent and typical techniques utilised by Key were discovered to be gathering resources. He stated, "I explore for information that suits the title and references from experts' articles to arrange them in the essay" when composing an assignment to generate an article. His preferred methods of learning included reading textbooks and watching English-language videos. Although he never made a study plan, he anticipated the materials and reviewed the ones that were delivered to him. He also looked for materials that he had not yet mastered. Over time, he showed generally acceptable behavioural change, especially in social approach.

Learners' Constraints

This focal point's operational definition is anything that hinders learning. Hana and Key were largely constrained by their psychological situations. Hana's level of learning was mostly determined by her mood. She reported that her interest in learning varied depending on how she was feeling. Her melancholy and overanalyses hindered her learning. However, Kei's stage fright, fear of being incorrect, and insecurity made it difficult for him to interact socially and learn as he preferred to study. Particularly in relation to his English education, he had never participated in extracurricular activities. In addition, he felt the need to learn English even though he had previously claimed that he did not feel pressured to do so. As a result, in addition to having a fear of public speaking, he occasionally lacked motivation, which made it difficult for him to learn English. Hana occasionally exhibited laziness as well, although this was due to her physical limitations while she was ill.

Their perceptions of their inadequacy and incapability also limited Hana and Kei. Regarding English communication, grammar, pronunciation, and materials, they identified numerous deficiencies that needed to be fixed. Hana's limitation was eventually lessened by the assistance of others. First, Hana is inspired to imitate her friend who won the story-telling competition. Even though she lacked confidence in her ability to write and talk, she nevertheless entered the competition. She admitted that it was difficult due to her hectic schedule and numerous tasks, but she ultimately grew accustomed to it. Second, she was inspired to learn English more effectively by a YouTube English language expert. Moreover, she aimed to impress her parents. Lastly, Hana said that she knew how to learn from the lecturer.

The external push from others could enforce Hana to take further action or make changes. In addition to competing in and winning an English competition, she and her friend, an English student, spent their free time teaching English in an orphanage. She believed it was her responsibility to learn English, so she went online to social platforms like YouTube to access English class channels or to read quotes. Her participation in educational activities and on-time assignment submissions were also seen during classroom observations. But she acknowledged that it was challenging to discover a supportive practice partner for English communication. She anticipated having a study partner and peer mentor that she could call on. Hana was also upset when her parents assumed she was playing with her phone instead of studying, despite the fact that they were always supportive of her.

External Push and Support

External push is defined as the motivation that comes from meeting the demands of the course or meeting the expectations of others, while external support is the help received from others, including peers, items, internet resources, other people who can help, etc. The significant others of learners and learning activities are the elements relevant to this main factor. Hana has responded to these elements. Hana had been in an active state from the standpoint of CDST, where various alterations in their affective, cognitive, metacognitive, and behavioural domains were seen. Hana was driven to improve her English and even dreamed of studying or travelling abroad. She looked at the score to keep track of her development. If she received a poor score, she would use learning techniques to raise it, such as reading scholarly papers. Her grade has therefore improved since the first semester, and in the second semester, she received a perfect score on the mid-semester test. She may not have studied as diligently as she should have because her final exam score dropped.

Key had been responsive to the learning stimuli. Two-semester English learning in university forced him to receive different knowledge input and learning methods. Key's response to the English class was dynamic. During online learning in the first semester, he mentioned that the English learning was just okay. However, in the second semester when the offline class had started again, he reported that learning English was very exciting because he learnt together with his friends. Thus, with the support from his friends he had made improvements in learning materials and social interactions. He initially thought that the materials were difficult to understand, but

he successfully conquered them more than before. Because it was face-to-face learning, it was easier to understand and more fun; he could exchange ideas and discuss with his friends. Though he had psychological constraints such as stage fright, he was enjoying interaction with his friends during classroom activities. He also prepared and learnt before he did a presentation in front of the class. Finally, his writing project result was impressive and among the best essays and his score improved in the final exam.

How Focal Factors Interact to Develop LA

Investigating how key elements interact to foster learner autonomy, I took a complex dynamic systems theory (CDST) approach. The interplay between the four major components was stable under Key's original conditions. But the four major components started interacting when they were exposed to external stimuli like learning activities. The original condition in Key's system had a full positive affective state. His affective state was slightly negative because of the emotional difficulties brought on by the stimuli, but his belief helped him become more positive. Key grew more open to interacting with his friends as his belief forced him to alter his learning attitude, as doing so helped him gain the strength he needed to eventually face his limitations. At long last, he started behaving differently, and his mood improved. Despite his phobia of public speaking, he started to be more adventurous when interacting with friends and using language in conversation. In certain ways, Key's learner autonomy was assisted as the four components' valence changed over time and their interactions grew more dynamic.

On the other hand, Hana's affective state was initially marked by disappointment. The four fundamental parts of the system were disrupted by external stimuli, but the effects of the disruption vanished after external support. She appeared to challenge herself to join an English competition while being exposed to the stimuli since she was open to feedback. However, as she continued to study, she faced problems such as lack of supportive friends to practise with and she changed her attitude from depending on external support to more believing in herself. Though the initial stage between Key and Hana were different, there was interaction among the four components which support the development of learner autonomy.

Discussion

The findings of this study suggest that four crucial factors have an impact on the development of learner autonomy. By examining Hana's and Key's cases, a main requisite of learner autonomy development is offering opportunities for students to have a feeling of accomplishment in learning English both within and outside of the classroom. The data analysis revealed that Hana and Key experienced a sense of achievement in learning English which formed positive learners' beliefs sustained over time to facilitate the development of learner autonomy. It has been demonstrated that the affective state of the learner, which is a factor in the process of autonomous learning (Tassinari, 2016), unlocks the interactions of the other three variables, potentially causing behavioural changes, lessening restrictions, and sparking responses to the stimuli. Hana and Key were encouraged to persevere in their English learning thanks to the learners' belief.

Besides learners' belief, motivation is important as well. In contrast to Hong Kong, where students' participation in independent language study decreased throughout the course of the semester (Cheng & Lee, 2018), Islamic banking students in Indonesia understood how English relates to their studies in banking and even their long-term aspirations. Hana decided to continue her English studies outside of the classroom despite her hectic schedule by taking part in English competitions and teaching the language to 20 orphaned elementary school students because she aimed to study abroad or travel overseas. Even though Key only had a short-term English learning objective—passing the exam—his motivation helped him do better in class.

The results indicate that despite the non-English speaking students included in the study, the four focus components and learners' affective states in building learner autonomy are of the utmost importance as research in the setting of Taiwan that featured learners of English as a Foreign Language (Tung & Huang, 2022). The dynamic interaction between these components is special, though. The results of this study also go beyond the classroom setting, which is important for the growth of learner autonomy in Indonesia.

Conclusion

The CDST perspective's findings show how challenging it is for students to become autonomous because it depends on the dynamic interactions between four key elements: the students' affective state and regulation, the students' behavioral change, the students' constraints, and the students' external push and support. The

analysis shows that the fundamental need has an impact on education. First and foremost, it is advised that teachers give their students the chance to learn successfully both inside and outside of the classroom. During the lecture, teachers can create a quiz to entice students to participate in the English competition. Another implication is that planning activities that will increase the dynamism of interactions between people and other people in the area is necessary. The findings demonstrate that social and academic support can lessen learning restrictions or potential cognitive and emotional tension brought on by external stimuli.

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12. Bukti Review dari Editor (1-15 Maret 2023)

(YUNITA) Formal Draft

4 messages

Ellen Head (Google Dokumen) <comments-noreply@docs.google.com>

Wed, 1 Mar 2023 at 10.29

Reply-To: Tidak Ada Balasan <d+noreply@docs.google.com>

To: <ratnayunita@iainponorogo.ac.id>

Aktivitas baru di dokumen berikut

 (YUNITA) Formal Draft 13 komentar

lecturer



Ellen Head • 10.10, 1 Mar (WIB) Baru

Was that lecturer you? If so, it is good to mention that! After all, we are challenging the conventions of impersonal "academic" style.

[Balas](#)[Buka](#)

soon



Ellen Head • 10.11, 1 Mar (WIB) Baru

It would be great to give an idea of the time scale involved. Over a three month semester, did he start collaborating in the second month, or what? At least as close as you can refer to the evidence and data that you have.

[Balas](#)[Buka](#)

Key



Ellen Head • 10.06, 1 Mar (WIB) Baru

Kei?

Balas

Buka

people



Ellen Head • 10.07, 1 Mar (WIB) Baru

Would it be possible to illustrate with a quote or excerpt, how he expressed that asking for assistance was tough? This is very interesting and it would be appropriate to share more data to illustrate this as a case history, I feel.

Balas

Buka

push



Ellen Head • 10.08, 1 Mar (WIB) Baru

I think this needs more explanation and illustration, I expect it is coming below?

Balas

Buka

Regarding



Ellen Head • 10.24, 1 Mar (WIB) Baru

Is it possible to calibrate this in some way? I mean, count the number of times they mention being inadequate and give indications of the words they used and areas in which they thought they were inadequate?

Balas

Buka

expressed



Ellen Head • 10.13, 1 Mar (WIB) Baru

he expressed those feelings in the interview with you? retrospectively? Or in

journals? Was it about another teacher who is not you?

Balas

Buka

mastered



Ellen Head • 10.14, 1 Mar (WIB) Baru

what kind of challenge was he looking for? challenges related to English skills or subject-area specific content?

Balas

Buka

acceptable



Ellen Head • 10.16, 1 Mar (WIB) Baru

Could you explain this using a few more sentences. He showed behavioral change according to the evidence of (journal? interview? classroom observation by you?) He became more motivated? did his homework? spoke to others? You thought that these behavioral changes were acceptable in the sense that he was starting to exhibit the behavior you expect of a "good" language learner, as defined by [ref]?

Balas

Buka

needed



Ellen Head • 10.17, 1 Mar (WIB) Baru

they felt needed to be fixed?

Balas

Buka

learning



Ellen Head • 10.18, 1 Mar (WIB) Baru

could this be illustrated with a journal extract and frequency count of how often she mentioned negative mental states in her journal or interviews?

Balas

Buka

learning



Ellen Head • 10.19, 1 Mar (WIB) Baru

I'd make a new paragraph for Kei and again give more detail.

Balas

Buka

laziness



Ellen Head • 10.23, 1 Mar (WIB) Baru

It seems as if the author of the article is making a moral judgement! That needs to be explained or re-phrased because some readers might not agree or describing reluctance to study as "lazy". Did Hana and Kei use the word "lazy"? Why? What behaviors did they associate with that? When were they able to overcome it?

Balas

Buka

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Anda menerima email ini karena merupakan peserta dalam item yang diperbarui atau berlangganan notifikasi di [\(YUNITA\) Formal Draft](#). [Ubah URL yang dikirim Google kepada Anda](#). Anda tidak dapat membalas email ini.



Ellen Head (Google Dokumen) <comments-noreply@docs.google.com>

Reply-To: Tidak Ada Balasan <d+noreply@docs.google.com>

To: <ratnayunita@iainponorogo.ac.id>

Tue, 7 Mar 2023 at 14.45

Aktivitas baru di dokumen berikut



(YUNITA) Formal Draft

! Untuk Anda

Komentar

context



Ellen Head • 14.33, 7 Mar (WIB) Baru

Dear Yunita Sorry the position of my comment was completely random, I have put a comment on page 4 but it is a kind of overall comment. I have another overall comment too. I think the geographical and cultural context is interesting for readers globally! So I suggest foregrounding your own narrative and also adding a little bit more about the development of the rhetoric of autonomy in the educational discourse in the Indonesian ministry of education and whether there has been any critique such as "do teachers have enough resources to implement autonomy building curriculum" even though it is required by the government policy.. (In many countries eg japan, it has been true that governments talked about autonomy but did not provide resources for it such as small class sizes or books or computers)

[@ratnayunita@iainponorogo.ac.id](mailto:ratnayunita@iainponorogo.ac.id) I think as a general point, the lit review of learner autonomy should be a bit more compressed and the unique part of the Indonesian context should be exlicated a bit more. When I recommended reading Busardi and Borg my meaning was that those teachers who I think were in Turkey, did not see equality as a feature of autonomy, while the respondents in the other study Reinders and someone, in the self access learning context, said equality was part of autonomy. And I wondered if you think Indonesian students would say equality was part of it. Maybe if it was difficult for the students like Kei to talk to the teacher, it is still very hierarchical as a society and this makes autonomy more difficult to achieve? I think there were other studies in South East Asia which might also show that but I am not sure.

Ditugaskan kepada Anda

Balas

Buka



4 komentar

What



Ellen Head • 14.34, 7 Mar (WIB) **Baru**

This is great.

[Balas](#)

[Buka](#)

Yunita



Ellen Head • 14.36, 7 Mar (WIB) **Baru**

Could you explain the ref. Is it to a survey which you did? Maybe make the first sentence of the paragraph something which links this to your work and your experience, otherwise it sounds like it is still in the big picture, but you actually mean your respondents in your context, don't you?

[Balas](#)

[Buka](#)



Ellen Head • 14.38, 7 Mar (WIB) **Baru**

I think you could have some subheadings in the section which you called The Context. Part of it is The Teacher's Story (Your Story, Yunita's story) Part of it is The Cultural Background to Autonomy in Indonesia, and we probably also need The Curriculum for English for Non-English Majors

[Balas](#)

[Buka](#)

discipline



Ellen Head • 14.40, 7 Mar (WIB) **Baru**

I think you will could use this point and the Cheng and Lee reference will be more relevant to the discussion of Kei as he seemed to get motivated by the assignments which required him to know about referencing and so on, so although those were initially too difficult for him, that was a pull from his desire to achieve in relation to his major. ??

[Balas](#)

[Buka](#)

Aktivitas baru di dokumen berikut

 (YUNITA) Formal Draft

 2 komentar

MBKM



Ellen Head • 15.54, 7 Mar (WIB) Baru

I think that this should be explained and referenced . Is it the same program as this? <https://kampusmerdeka.kemdikbud.go.id/>

Balas

Buka

talent



Dev Learner • 15.58, 7 Mar (WIB) Baru

can you find an article to reference which offers some kind of evaluation of the program? (MBKM) I don't know if this is good but it appeared when I searched. <https://www.abacademies.org/articles/the-impact-of-merdeka-belajar-kampus-merdeka-mbkm-as-a-curriculum-policy-motivation-and-creativity-on-student-entrepreneurial-inte-14790.html>

Balas

Buka

[Quoted text hidden]

Aktivitas baru di dokumen berikut

 (YUNITA) Formal Draft

 2 komentar

In



Ellen Head • 09.23, 8 Mar (WIB) **Baru**

I feel that it would be appropriate to introduce the idea that the Indonesian government has adopted a policy which is intended to foster learner autonomy, at this point in the paper, so that the reader can understand why it is relevant in your context. So a bit about the curriculum and autonomy policy would go here. The part about the CDST model of learner autonomy (which is written in this para) would follow that.

[Balas](#)

[Buka](#)

Curriculum



Ellen Head • 09.25, 8 Mar (WIB) **Baru**

I would put this earlier! But without the first sentence as it is not general but specific to Indonesia.

[Balas](#)

[Buka](#)

[Quoted text hidden]

(YUNITA) Formal Draft

(YUNITA) Formal D... - @ratnayunita@iainponorogo.ac.id I hav...**Ellen Head (Google Dokumen)** <comments-noreply@docs.google.com>

Reply-To: Balas <d+AORGpRekle6Vj-

buGxToppXuEnWdUxCm87J5b1Kz71Y7GuCTY12PiCMVf0VX5sV0RofrzrJP9Yer7zjRuK6auGU3ReF8czusJF_InVtQpKhHMCQ3VGJn7lpKdm0kaAia15kULDkWfIKqLxDaFfMflwHhjtJxoQwpOjkKqvV0emf
To: <ratnayunita@iainponorogo.ac.id>

Ellen Head (ehhead@sky.miyazaki-mic.ac.jp) menetapkan item tindakan untuk Anda di dokumen berikut

 (YUNITA) Formal Draft 1 komentar

for



Ellen Head • 14.22, 7 Mar (WIB) Baru

@ratnayunita@iainponorogo.ac.id I have been re-reading your paper today and I found that something became clear to me which I had not understood before. The main original finding was that "opportunities for experiencing a sense of accomplishment" was the key to developing autonomous behavior for your respondents. Is this interpretation correct? If this is what you think too, then I think you should try to highlight this as the main idea. Could you think and write about the relationship between "opportunities for experiencing a sense of accomplishment" as they emerge in your data. It seems that the opportunities for Hana were: the speech contest, teaching children, class tests, talking to the instructor, talking to friends. For Kei (or Key - which spelling do you want to use?) - the opportunities were talking to friends, going back to face-to-face learning after covid, preparing academic essays and references and talking to the instructor. Then using the four factors, these situations seem to have more to do with "external push and support". Would it be a good idea to state this explicitly in the discussion section and maybe make a diagram showing the chronological development and interplay of these kind of external events and the feelings (affective factors and regulation) on a graphic or diagram?

Ditugaskan kepada Anda[Buka](#)[Tampilkan file dengan item tindakan yang ditetapkan kepada Anda](#)

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

Anda menerima email ini karena disebutkan dalam rangkaian pesan ini oleh Ellen Head (ehhead@sky.miyazaki-mic.ac.jp) Jika Anda tidak ingin menerima file dari orang ini, [blokir pengirim](#) dari Drive. [Ubah URL yang dikirim Google kepada Anda](#). Anda dapat menanggapi diskusi dengan membalas email ini.



(YUNITA) Formal Draft

LDJ&: Investigating Learner Autonomy Development through a Complex Dynamic Systems Theory View: An Indonesian context6 messages

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Wed, 8 Mar 2023 at 10.02

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Dev Learner <ldjournal7@gmail.com>

Dear Yunita

How are you? I would like to offer further comments on your paper. I think that it has developed a lot. I have put many comments for the first half on the google doc. Actually I was also working off line so there are some comments on the second half which are on a Word doc (attached) as well. Would you be able to work on it in the next couple of weeks?

My general feeling is that the quality of your writing is fine, but the paper's organization can be arranged in such a way as to highlight the special features of your study more clearly.

As I understand it, you felt overall that finding opportunities to notice a sense of accomplishment was very important in the development of autonomy as experienced by both Hana and Kei. I think this is a good theme to make into a kind of main point. Maybe this could even be in the title.

You can link this to the "four factors". Wouldn't it be true to say that "noticing a sense of accomplishment" is generally due to "external push and support"? Could you identify incidents in the narrative of Hana and Kei, when they noticed their accomplishment, and link this to the factors, whether it is their learners' affective state and regulation, behavioural change, constraints, and external push and support

I wondered if a diagram could help. It might help to identify time points in the narratives of Kei and Hana, at least about four time points:

before starting university - starting - mid-term test -end of term test - ending freshman year at university

Possibly adding something like "change point 1" or "change point 2" if you think their narratives include a change point which is identifiable. (For example, Hana started preparing for the speech contest, or Kei asked a professor about his essay assignment).. This could be presented as a time line for each student and then arrows of the factors? I can explain on zoom if you are interested. Please do not mind any of this if it does not seem to fit with your own interpretation. I am emailing individually and these are just my interpretations of the paper. Due to the time frame, I decided to email you but the opinions of Aya and Ryo may be different from me. I do want to publish the paper!

I talked by email with Aya doing a zoom on Sunday 12th. Would it be ok for you?

Please let me know. If you need more time to work on it, it is fine but I will get busy after April 1st and so I want to make as much progress as possible before that.

Warm regards

[Quoted text hidden]

Yunita Formal Draft 2023_2 with Ellen comment.docx

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Thu, 9 Mar 2023 at 09.52

To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Cc: Dev Learner <ldjournal7@gmail.com>

Dear Ellen

Thanks for asking, I'm doing fine. How are you?

Thank you for the comments, I'll take a look and I can work on it in the next couple of weeks.

I am interested in hearing more about the idea of making a diagram, but I am afraid I can't do a zoom on Sunday 12. I am available on Tuesday 14 and Wednesday 15.

I will finish it before the last week of March.

Best wishes

[Quoted text hidden]

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Thu, 9 Mar 2023 at 13.26

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Dear Yunita

It was graduation day but in the rain, saying goodbye for former students after 4 years. It seems incredibly long since we met them, maybe due to the corona virus time.

Thank you for letting me know about the dates you are available! How about 10 am on 15th?

Have a good afternoon.

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Thu, 9 Mar 2023 at 13.41

To: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Dear Elen

Yes, it works for me.

Thank you.

[Quoted text hidden]

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Thu, 9 Mar 2023 at 15.17

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Hello again

I emailed Amelia and Misako, and the result is that Amelia can join with you and me on Wednesday.

I think I can use the same meeting link both Sunday and Wednesday, so you can use the link below.

Have a nice evening and if you have any questions of course you can email me or Aya any time.

best wishes

Ellen

Ellen Head is inviting you to a scheduled Zoom meeting.

Topic: My Meeting

Time: Mar 12, 2023 09:30 AM Osaka, Sapporo, Tokyo

Join Zoom Meeting

<https://us02web.zoom.us/j/87568058791?pwd=TUI5ZDh4a1prNVhPNIJFTHZVdkthUT09>

Meeting ID: 875 6805 8791

Passcode: cfGr7r

[Quoted text hidden]

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Wed, 15 Mar 2023 at 07.56

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Hi Yunita

I saw that you joined the meeting early! I opened it already so see you soon.

[Quoted text hidden]

(YUNITA) Formal D... - I suggest going into a little bit mor...

Ellen Head (Google Dokumen) <comments-noreply@docs.google.com>
Reply-To: Balas
<d+AORGpRcqPHHOCrjgmL02jN6ITbGKRmWgEI5nA28bncDzh0RoC4szBWYAdilQuZWL_9tKniARUB_hiipvOCya_D97KznuzTM0jnmyOVWIAx54KgWbj7wMM4t1nwaeA5uJCnDwG1ddA2JY7tymfYoyrug@docs.google.com>
To: <ratnayunita@iainponorogo.ac.id>

Ellen Head menambahkan komentar ke dokumen berikut

 (YUNITA) Formal Draft

 1 komentar

situation



Ellen Head • 07.35, 8 Mar (WIB) Baru

I suggest going into a little bit more detail about the suggestion which I think was made by Pennycook and also discussed by Littlewood, in the 1990s, that autonomy was not culturally suitable for Asian students, and then explain that the debate has moved on. Nowadays there are many claims of autonomous learning among Asian students but the nature of their autonomy development may be said to be impacted by the cultural context. (I am not sure if it is correct that Pennycook was the one who said it was not appropriate, cos it is a long time since I read Pennycook..)

Buka

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(YUNITA) Formal Draft

(YUNITA) Formal D... - instrumental motivation - extrinsic ...

Ellen Head (Google Dokumen) <comments-noreply@docs.google.com>

Wed, 15 Mar 2023 at 08.38

Reply-To: Balas <d+AORGpRfOFjo9In7Ifyw491xoYjh2bXU2TUw09RcqEUU5pvszm0ozUsiECKqcXRQEEKsYrGO-Q3e989H-5Zew6q3_E5kyF0i5p-LPgr-35_c2TZBESzoyGn-d-itb9U94RN6d9-tEESNI2tzGcHQNaTOt8um5xZ42e9F8EUh8mDVip5A1yLfUj0k@docs.google.com>

To: <ratnayunita@iainponorogo.ac.id>

Ellen Head menambahkan komentar ke dokumen berikut

 (YUNITA) Formal Draft 1 komentar

Ellen Head • 08.33, 15 Mar (WIB) Baru

instrumental motivation - extrinsic motivation
other directed (self-regulation)

[Buka](#)

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(YUNITA) Formal Draft

13. Bukti Undangan
Pengumpulan Draft
Formal Artikel Kedua,
Konfirmasi
Pengumpulan, dan
Draft Formal Artikel
Kedua
(20 Maret 2023 & 31
Maret 2023)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

LDJ7 dates for you!

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Mon, 20 Mar 2023 at 09.26

To: Misako Kawasaki <cmisawenty@gmail.com>, Amelia Yarwood <yarwood-a@kanda.kuis.ac.jp>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Dear Misako, Amelia and Yunita

It was great to talk to you last week, even tho it was at two different meetings so you didn't get to meet as our group.

Optional meeting on March 24

This is just to let you know Ryo and Aya and I will meet with Andy and Akiko on zoom on May 24th from 10 am. If you would like to join or even just drop in and say hi, please feel free to do so! We could make a breakout room for you if the meeting is too large.

It is the same meeting link as before

<https://us02web.zoom.us/j/87568058791?pwd=TUI5ZDh4a1prNVhPNIJFTHZVdkthUT09>

Time to re-draft til March 30th

I have heard from Tanya that she is going to be looking at papers for the members of this group at/after the beginning of April.

Could you try to work on your latest draft (I mean the one most recently submitted and commented on!) between now and then.

Can you let me know when you are ready? Probably the easiest is to do your updates live in the google doc and tag me or email me when you are finished. It would be good if it was by the end of the month.

Aya will probably be looking at them "live" during this time so if you have questions you could tag Aya, me or Ryo.

Thank you.

Have a good week!

[Quoted text hidden]

(YUNITA) Formal D... - Dear Ellen @ehhead@sky.miyazaki-mic.ac...

Ellen Head (Google Dokumen) <comments-noreply@docs.google.com>

Fri, 31 Mar 2023 at 11.01

Reply-To: Balas <d+AORGpRc_1o-VFO0k0iQqI9TWewSWF4DF9t_O-FCUxEzwfPZbF0cDMwFKk8PSbFxKs7IzRVY7oLz0c6K4f5KTsr-gwWH59zn53FedIDbObrCKsGfrayE5D2wk_DulxLFaOeOxP5qcZ2xob_55Py5ca2Fqx3XVA6yYnFZ8EytFAUx7L2CENLGnMow@docs.google.com>
To: <ratnayunita@iainponorogo.ac.id>

Ellen Head membalas komentar di dokumen berikut

 (YUNITA) Formal Draft Revised 1 komentar

Ratna Yunita • 10.37, 31 Mar (WIB)

Dear Ellen @ehhead@sky.miyazaki-mic.ac.jp

I have finished working on my latest draft and uploaded it to the same folder.

I did not change the title yet because I lost the note of the title suggested by Dominic in the last zoom meeting. I am also not sure because the idea of "noticing a sense of accomplishment" explicitly appears at the end of the paper (on the operational model).



Ellen Head • 10.56, 31 Mar (WIB) Baru

Hi Yunita

Thank you for being punctual with the deadline! That is splendid. I will let Tanya know she and the steering group can take a look from now. It might be about a month until we get back to you again. Don't worry about the title for now. You will have the final say about it and there is at least another month to finalize it.

best wishes Ellen

[Buka](#)

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(YUNITA) Formal Draft Revised

Investigating Learner Autonomy Development through a Complex Dynamic Systems Theory View: An Indonesian context

Abstract

To comprehend the complex interplay of the elements affecting learner autonomy and how it supports or hinders its development through time in the Indonesian context, this study chose the complex dynamic systems theory as a perspective through which to examine these interactions. The participants were two college students taking an English for Specific Academic Purposes (ESAP) course in their first year of study. Semi-structured interview transcripts and speaking and writing products were gathered for data triangulation. The data were examined by means of qualitative data coding criteria. The findings show that four key factors—learners' affective state and regulation, behavioural change, restrictions, and external push and support—are connected to the development of learner autonomy. A requirement of learner autonomy was discovered by repeatedly analysing how these four interacted within and between scenarios: creating opportunities to experience a sense of achievement within and beyond the classroom. This requirement, depending on the specific context, highlights a topic that has not received enough attention in the study of learner autonomy.

Introduction

Although learner autonomy has been claimed to be a goal of education and modern language education (Benson, 2001, 2009; Waterhouse, 1990), the controversy over that claim still exists in which others question its feasibility and desirability in school settings (Cuypers, 1992; Hand, 2006; Pennycook, 1997). Beyond this argument, numerous viewpoints on learner autonomy vary based on the situation. Concerning Asian situations, the concept that autonomy, which has been heavily advocated by Western academics and instructors, might not be compatible with all cultures started to be brought up in the 1990s (Aoki & Smith, 1999). Cultural differences between "the West" and other communities are occasionally cited as the cause of adoption initiatives elsewhere running into difficulties (Palfreyman, 2003). Nowadays, there are many claims of autonomous learning among Asian students, but the cultural context may impact the nature of their autonomy development.

Busaidi & Borg (2012) used language teachers' beliefs in Oman as the basis for their research and defined learner autonomy as a set of skills or abilities that learners must master to learn independently. This concept included freedom, control, responsibility, choice, and independence, all of which are prevalent in the literature. On the other hand, Reinders & Lazarou (2011) highlighted autonomy as a strategy for fostering respect and equality between teachers and students in a separate research setting that included teachers who worked in self-access centres. These studies demonstrate that equity is a component of autonomy in some contexts but not others. The ability to work independently of teachers was how Indonesian EFL students conceptualised learner autonomy (Cirocki et al., 2019). This demonstrates that equality was not a component of autonomy in Indonesia.

Commented [1]: Dear Ellen @ehead@sky.miyazaki-mic.ac.jp

I have finished working on my latest draft and uploaded it to the same folder.

I did not change the title yet because I lost the note of the title suggested by Dominic in the last zoom meeting. I am also not sure because the idea of "noticing a sense of accomplishment" explicitly appears at the end of the paper (on the operational model).

Commented [2]: Hi Yunita

Thank you for being punctual with the deadline! That is splendid. I will let Tanya know she and the steering group can take a look from now. It might be about a month until we get back to you again. Don't worry about the title for now. You will have the final say about it and there is at least another month to finalize it. best wishes Ellen

In Indonesia, the 2013 Curriculum implies that learner autonomy is fundamental to teaching and learning (Kemendikbud, 2017). However, in a study conducted by Ramadhiyah and Lengkanawati (2019), although the teacher understood the learner autonomy concept and was inventive in stimulating autonomy in the curriculum implementation, the students were not indicated as autonomous. Yet, they were still comfortable with the teacher-centred learning milieu. Moreover, the most up-to-date programme, Independent Learning-Independent Campus (MBKM), implemented in the last two years by the Ministry of Education Culture, also emphasises the learning autonomy offered to university students. They are given the freedom to learn based on their interest and talent (Kemendikbud, 2022). According to the evaluation, students said that MBKM's academic activities caused them stress because of the lecturers' excessive demands for academic performance, the difficulty of passing the exams, and the belief that they could not achieve the prerequisites (Hakim et al., 2022).

In addition to the concept of learner autonomy, numerous research, including those by Begum & Chowdhury (2016) and Tassinari (2012), examined the variables that affect learner autonomy, ranging from their linear relationships to their interactions as learner autonomy develops. Four EFL college students in Taiwan were the subjects of a recent study by Tung & Huang (2022), which used complex dynamic systems theory to examine the interactions of the factors affecting learner autonomy. The study identified four key factors that contribute to the growth of learner autonomy: the students' affective state and regulation, behavioural change, constraints, and external push and support. It is unclear if these variables would vary and how differently learner autonomy development would interact in various circumstances. To address the question, the current study concentrated on the complex interaction of learner autonomy factors of non-English speaking students' development both within and outside the classroom in Indonesia, an area that has not yet been studied. Therefore, I used complex dynamic systems theory (CDST) as the theoretical framework for this investigation to address the following two research questions:

1. What are the focal factors of learner autonomy development of non-English department students within and beyond the classroom in the context of Indonesia?
2. How does the complex interplay of learner autonomy factors contribute to learner autonomy development of non-English department students within and beyond the classroom in the context of Indonesia?

The Context

My Story

What is autonomous learning? I was introduced to this term while a student in the English department at an Indonesian university; thus, non-English department students may be unaware of it. Since elementary school, I have studied English in and outside the classroom. In Indonesia, it is fairly typical for highly driven students with parental financial support to spend more time studying subjects that are part of the national exam, such as English, Math, and Science. Being forced to spend my weekends studying and having a long commute to the course location was initially exhausting. Yet after outperforming my friends regarding test

scores, I continued the program through senior high school. Even in college, when I could not enrol in additional courses outside the classroom, I attempted other alternatives to sharpen my English, like joining a debate association.

When I was in college, my friend from another department talked about their difficulty in learning English. When teaching English to non-English department students, I realise they may face the same problems. There are many challenges in teaching English as a Foreign Language (EFL) for non-English department students in Indonesian universities. One is students' preferences in learning style despite their level of English. There are mixed feelings as students depend on their teacher to learn English, although they prefer autonomous learning to teacher-centred learning. Based on my experience as an English teacher, this appears to be especially true for first-year Indonesian university students who tend to depend mainly on teachers for their learning.

Based on my survey of Indonesian Islamic Banking students I taught, they prefer teacher-centred to student-centred learning (Yunita, 2022). Despite having a positive opinion of their abilities, Indonesian EFL students majoring in English and non-English from four higher education institutions think the teacher is in charge of their learning (Daflizar & Petraki, 2022). Many Vietnamese EFL students majoring in English are also more teacher-centred (Tuan, 2021). It is similar to Bangladesh, where undergraduate students taking English as a prerequisite course adhere to teacher-centred learning (Begum & Chowdhury, 2016).

Another challenge in teaching EFL to students who do not major in English could be the school's traits and students' learning habits which may hinder students' autonomy (Basri, 2020). English classes offered to non-English department students majoring in Health and Social Sciences, Applied Science and Textiles, Engineering, Construction and Environment, Hotel and Tourism Management, and Business at university are a second priority by many students due to their busy schedules and main priority to their assignments related to their major discipline (Cheng & Lee, 2018).

The Cultural Background to Autonomy in Indonesia

One of the main intentions for promoting learner autonomy in language teaching is the growing need to encourage lifelong learning in a knowledge-based society (Vázquez, 2016). On the other hand, autonomy is something that EFL learners may be unused to and is difficult in various ways: to understand, implement, explain, achieve, and emphasise. It might be the reason why Indonesian educational discourse does not use the term 'learner autonomy'. Government documents either exclude explicit mention of the notion or use synonyms in its place. Nonetheless, the fact that it exists conceptually and initiatives are being taken to promote it in the classroom is positive.

Even though it is required by government policy, there are constraints to promoting autonomous learning in EFL classrooms in Indonesia: socio-cultural values, education practices, textbooks, and curriculum (Fidyati, 2017). Additional challenges include

concentrating on academic outcomes, having huge classes, and adhering to traditional teacher authority. It is difficult for students to talk to the teacher since it is still very hierarchical as a society, making autonomy more difficult to achieve. The absence of autonomous learning experiences, the overemphasis on national exams, and the students' inadequate English proficiency were some of the barriers that Indonesian teachers identified as making it difficult for learners to build learner autonomy in Indonesian students (Lengkanawati, 2017).

The Curriculum of English for Non-English Majors

In Indonesia, every university student, including non-English department students, learns English as a Foreign Language (EFL) from a compulsory module as part of the curriculum. The goal of this module is to make the students master both receptive (listening and reading) and productive (speaking and writing) skills and use them in the development of the academic world and the world of work. It implies that the English module could be English for General Academic Purposes (EGAP) or English for Specific Academic Purposes (ESAP). Depending on their needs and circumstances, the department can decide how many modules they have and their type. As EGAP is becoming less popular, ESAP is becoming more popular since the specific needs of the different departments are met (Blue, 1988; Celik, 2014).

From my observation of EFL students in ESAP courses in higher education in Indonesia, there is a trend that the students who showed more autonomous learner traits and habits achieved better results on their English tests. The result of my observation is supported by (Boud, 1981; Phouong & Vo, 2019), who claim that autonomous learners make more effective learners and employees. Besides, their learning outcomes improved during their first year of learning English. I am interested to know how autonomous they are, what their experiences during learning are, and whether and how it contributes to their learner autonomy development.

Literature Review

Learner Autonomy Development

Learner autonomy has been interpreted in many ways since first defined by Holec (1981, p.3) as the “ability to take charge of one’s learning”. It means that autonomous learners accept full responsibility for their learning process. Autonomous learners are motivated and reflective learners. Little (2022, p.1) continues the discussion on language learner autonomy, “a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their learning.” The main concern of language learner autonomy is what the learner can do in the target language.

Autonomous learners are individuals who are responsible for their learning and have the traits such as having the desire to learn, being aware of their goals and how they will learn, creating a learning plan, knowing what methods or strategies to use, knowing whether to learn by themselves or with others, knowing how to plan the learning duration, knowing how to check and assess their learning (Bimmel & Rampillon, 2000). Meanwhile, autonomous learning

habits concern learning styles, motivation to study, planning of education, linguistic skill areas, checking conditions, a realisation of the learning plan, and assessment of learning achievement (BAÄZBAÄZl & Yilmaz, 2015). Learners become autonomous when they take charge of their learning. Teachers can foster autonomous learners by being responsible for teaching strategies such as planning, monitoring, and evaluating.

In formal language learning, three pedagogical principles control the development of autonomy in language learning (Little, 2007). The first principle is learner involvement (the affective and the metacognitive dimensions). This principle means engaging learners to be responsible for the learning process. The second principle is learner reflection (the metacognitive dimensions), which helps learners think when planning, monitoring, and evaluating their learning. The last principle is appropriate to target language use (the communicative and the metacognitive dimensions). It means using the target language as the principal medium of language learning.

Complex Dynamic Systems Theory

Complex dynamic systems theory (CDST), introduced into the field of language learning by Larsen-Freeman (1997), has recently been applied to address a dynamic and complex language learning process in which different factors and variables constantly interact. When language learning is combined with psychology, emotions, and communication skills, this complexity is increased in individuals. Elements of language learning and other variables constantly interact (Xie & Derakhshan, 2021). Complications occur when most of the factors and constructs involved in language learning develop over time and diverge across contexts (MacIntyre et al., 2020). Therefore, to capture the dynamism of many variables in language learning psychology (LLP), CDST is preferred to traditional approaches.

Research in the CDST perspective differs from common quantitative and qualitative studies common in investigating teacher-learner psychology. There are unique CDST research properties: evolving and dynamically rephrasing research questions, a process-oriented approach to understanding events considering one's cognition, emotion, social context, culture, and interaction, focus on individual experiences rather than generalisable patterns of behaviour, different analytical tools, and favouring opaque, longitudinal, and personal data instead of a large sample (Yang, 2021). CDST takes a holistic perspective against the decline and disintegration of factors and processes.

According to Begum and Chowdhury (2016), six factors affect learner autonomy: learning styles, strategies, self-esteem, motivation, self-confidence and attitudes. Tassinari (2012) analysed more factors and organised them into four components: a cognitive and metacognitive component (cognitive and metacognitive knowledge, awareness, learners' beliefs); an affective and a motivational component (feelings, emotions, willingness, motivation); an action-oriented component (skills, learning behaviours, decisions); and a social component (learning and negotiating learning with partners, advisors, teachers). Tung & Huang (2022) adopted complex dynamic systems theory to study the interactions of the factors of learner autonomy of four EFL college students in Taiwan and revealed four focal factors related to the development of

learner autonomy: learners' affective state and regulation, behavioural change, constraints, and external push and support.

Learner Autonomy Development from CDST View

A Complex Dynamic Model of Autonomy Development (CDMA) is presented by (Borges, 2022), which explains the dynamics of autonomy in learners' language learning trajectory in light of the complexity paradigm. As an open and dynamic system, the nature of interactions within this system is complex, leading to constant adaptation and self-organisation, always keeping a distance from stability. An operation model of learner autonomy development also emerged from Tung & Huang's (2022) study, which adopted the CDST perspective to explore the interaction between the four focal factors of learner autonomy development. The focal factors are the learner's affective state and regulation, the learner's behavioural change, the learner's constraints, and external push and support. The results shed light on how different learner autonomy factors interact dynamically and how this interaction relates to the growth of learner autonomy in a formal classroom in Taiwan. To broaden the context, this study also included learning environments outside of the classroom in Indonesia.

Research Methodology

Participants

The participants were two EFL tertiary students enrolled in an ESAP course in Indonesia. The courses are in the first year of their four-year study. Within and beyond the classroom were chosen because of a lack of research exploring the complex interplay of learner autonomy factors in both settings. The participants were Hana and Kei (pseudonyms). Their major was Islamic Banking which has English courses in the first three semesters of their four-year study.

In the first year, the Islamic banking students have twelve weekly classes; about one-third of the overall are general courses obliged by the institute, including English, Arabic, and Bahasa Indonesia. The majority are specific courses such as Islamic Banking Funding Accounting and Islamic Banking Micro Practice. The graduate of the Islamic Banking programme is expected to work in the Islamic banking industry; therefore, the curriculum focuses on preparing the students to be banking practitioners with academic qualifications and expertise in managing Bank Financial Institutions under sharia principles. As one of the classes, the ESAP course's goal is to make the students master knowledge and steps to communicate both orally and in writing using English in the development of the academic and working world.

Hana and Kei were purposely selected because they showed contrast, for instance, scores and learning attitudes. Hana represented students who tended to be more active within and beyond the classroom (i.e., answering questions in the class and asking for more information outside the class). In contrast, Kei represented students who tended to be passive within and beyond the classroom (i.e., silent in the class and not contacting the lecturer outside the class). The purpose is to identify common themes while at the same time finding variations of these in

Hana's and Kei's interviews. Reviewing the learner autonomy and CDST literature allowed for cross-examination of the issues that emerged in both contexts.

Table 1. Hana's and Kei's Scores

Participant	First Semester Mid-term Exam Score	First Semester Final Exam Score	Second Semester Mid-term Exam Score	Second Semester Final Exam Score
Hana	88	98	100	84
Kei	66	60	95	100

The students in English class were evaluated through several methods: attendance which includes the students' participation in the classroom activities (40%), speaking and writing projects (20%), mid-term exam (20%) and final exam (20%). In the first semester, the mid-term exam consisted of multiple-choice questions to assess the students' listening skills and language knowledge, such as vocabulary and grammar (i.e., part of speech, tenses). The final exam consisted of multiple-choice questions to assess the student's language knowledge. The mid-term and final exams in the first semester consisted of multiple-choice questions to assess the student's reading skills and language knowledge. While the project was used to assess the students' speaking (in the first semester) and writing (in the second semester), the mid-term and final exam was used to assess the students' listening (in the first semester) and reading (in the second semester) as well as the language knowledge.

Data Collection and Analysis

Qualitative methods used in this study were interviews about the participants' English learning experiences, speaking, and writing products. The data were collected through semi-structured interviews to gain deeper, more relevant information about the investigated phenomena (Dörnyei, 2007). The interviews were conducted at the end of their ESAP course after the students had finished their assignments (7 and 8 June 2022). An in-depth retrospective interview was chosen to elicit events and ask for specific examples. The interview guide was adapted from (Tung & Huang, 2022) with some modifications by adding more detailed parts about factors of learner autonomy development. The questions that were asked to the students had five parts: introduction about students' English learning experiences, habits, and possible selves; learner's affective state and regulation covering learner's belief, emotion, motivation, and self-reflection; learner's behavioural change covering problem-solving strategies and learning attitudes; learner's constraints covering physical, psychological, and social constraint; and external push and support covering significant others, learning (extracurricular) activities, and learners' environment and interaction.

The interview guide was prepared in both English and the participants' first language (Bahasa Indonesia) versions to enable the participants to choose whichever they preferred for the convenience of the interview. Hana and Kei chose Bahasa Indonesia. After collecting the data, the interviews were transcribed and translated into English. NVivo 12 was used to code using

categories. This Computer Assisted Qualitative Data Analysis Software (CAQDAS) helps analyse qualitative data. Upon carefully reading the transcripts, focal factors of learner autonomy development in Indonesia and how these factors interact to develop LA were identified. They were learners' affective state and regulation, behavioural change, constraints, and external push and support.

Findings

Focal Factors of Learner Autonomy Development

Learners' Affective State and Regulation

This focal factor involves four components: the learner's beliefs, emotions, motivation, and self-reflection. In general, Hana showed more positive emotions and stronger motivation over time. Before her English learning experience during her tertiary education, she happened to experience a failure in learning English during her senior high school, in which she got 30 on her English test. She felt hopeless. She believed that it was because of her teacher. She had no problem learning English when she moved to a new class with a different English teacher. During her hardship in learning English with her former teacher, she overcame this by finding a smart friend who likes English to boost her enthusiasm for learning English. Hana's initial feeling of hopelessness was shown to be altered under the influence of another focal factor, external support, which was from her friend.

Hana reported that during their first semester of study in higher education, she experienced a sense of achievement when she became the first winner in a storytelling competition. Although she felt frustrated while preparing for the competition, when she won, she felt relieved and thought all her hard work had paid off. Because of this experience, she believed everything is possible if one always tries and never gives up. When asked what she learned from her English learning experience, she said, "Don't give up. You can if you want to try." Her belief, generated from self-reflection after their experience beyond the classroom, affected her language learning experience within and beyond the classroom. When she got scores, she evaluated her learning and succeeded in improving them in the next exam. Their sense of accomplishment from winning the tournament was found to be sustained over time. Besides trying to compete in an English contest, Hana followed her friend, whose major was English, to teach English to 20 orphaned elementary school students.

In contrast, Kei showed more positive emotions in senior high school. He recalled his successful English experience when he became the only man in his class who could answer a vocabulary quiz. He was extremely happy. This event encouraged him to study better. Likewise, he held on to the belief to keep learning even when he faced difficulty learning English in his first-year study in higher education. He was a little regretful when he felt left out, even though he had tried hard to learn English. He was discouraged because everyone in his class seemed to understand the materials except him. Kei claimed that he identified his fear

of public speaking through self-reflection. Yet, as the following passage demonstrates, he recognised his progress in this area:

My knowledge is more open and abundant. The materials are new, so I have difficulty understanding materials. So far, the learning is quite good, but I have not fully understood the materials. There are things I can do and things I cannot.

Kei was completely convinced that he would be successful in his endeavours. Therefore, even if he encountered dissatisfaction when learning English, he would try to find a solution to the problem and move forward. As an illustration, Kei made an additional effort to recall the materials by rereading the materials that were delivered to him. Because he did not want to make the same error twice while learning, he started paying closer attention. He studied on his initiative and with greater diligence. In addition, he attempted the tough task of asking for assistance from other people. He mentioned that in the interview when he was asked to reflect on when he communicated with his peers and me:

I'm still unsure and not confident when communicating with Mrs Ratna. If it's with friends, sometimes I hesitate, and sometimes I don't. I'm not confident (communicating with foreigners), I'm afraid.

I hesitated when I had an assignment if I asked the wrong question and it was not right. I was confident working in groups, especially when I fit the job.

Unfortunately, Kei never planned his study because he was not motivated to learn English and merely wanted to pass the exam. However, he was compelled to alter his schooling since he did not want to fall behind his buddies. It was discovered that he generated motivation to overcome his constraints due to the influence of another focal factor—external push and support. As for the external push, the requirement to interact with his classmates in the learning activities (i.e., making a presentation in a group and sharing the result in front of the class) and group project (i.e., making an essay) coerced him to be more socially interactive and engage more in the classroom discussion.

As for external support, unlike Hana, Kei had never taken part in extracurricular activities related to English. Nevertheless, the external support was evidenced in the interview when he said his friends helped him with an assignment and told him the answer. At the same time, I, his lecturer, guided and provided him with knowledge and materials. Moreover, the learning activities and interaction within the classroom made him motivated to learn English. He mentioned in the interview:

When there is a presentation, I will continue to learn. The interaction with classmates is quite good, so it is very exciting.

In the second semester, he was enjoying the English class. He also highlighted the difference between the offline and online learning atmosphere when he said, “When offline, learning together is very fun. When online, it was okay.” In a way, Kei's motivational bad effects were in some ways moderated by external push and support.

Learners' Behavioural Change

The main focus is changing or adapting learners' behaviours, which alters their attitudes and facilitates better problem-solving. Hana and Kei underwent a reversal development in their learning attitudes toward solving problems. Hana's situation shows how dependence on others, such as her high school teacher, lecturer, and friend, can increase independence in learning a language. Her high school instructor had first led her to believe that English was challenging. Still, after being inspired by a friend to enter an English competition and eventually coming out on top and receiving a trophy and cash during college, she became more dependent on others. For example, during online learning in the first semester, Hana did not learn much, particularly when there were only tasks given without any questions from the lecturer. However, after she ran into a problem—a lack of a supportive companion to learn English—she began reading English journals, viewing English instructional videos, reading quotes from YouTube, and watching movies with English subtitles to study independently. She also reflected on herself and evaluated her learning after seeing her test result.

From Hana's self-evaluation, the reasons for the negative learning experience were strategy ignorance and other external factors, while the reason for the positive learning experience was an inspiring friend. Believing these reasons, Hana listened to me, her lecturer, about language strategies and consulted with me when she faced difficulties in learning. For example, she asked for her essay and speech feedback when preparing for a competition. She also revised the draft and confirmed the result to ensure everything was perfect. Hana's belief in English changed after her English lesson at the university. She said, "In my mindset, English was difficult and strange. After I know the strategies, it changes." According to Hana, the ideal English learning is learning slowly, depending on the skill level. She also mentioned that because of me, she finally understood how to study.

In contrast, Kei changed from being independent to being gregarious to address his learning issues. At first, he would do a self-study by gathering resources and references from journals and publications. Still, he began collaborating with others by asking what was missing from his work, fixing any errors, and rewriting it in light of my feedback. The development was evidenced from the interview when I asked about his opinion on the second semester of learning English, as revealed in the following passage:

It's more fun because it's face-to-face and easier to understand. Moreover, I could exchange ideas with friends. We could discuss it together.

This was a significant shift for him as he expressed uncertainty and a lack of confidence to interact with me, his friends and foreigner in the interview. The most frequent and typical techniques utilised by Kei were discovered to be gathering resources. He stated, "I explore for information that suits the title and references from experts' articles to arrange them in the essay" when composing an assignment to generate an article. His preferred methods of learning included reading textbooks and watching English-language videos. Although he never made a study plan, he anticipated the materials and reviewed the ones delivered to him. He also looked for materials related to English knowledge skills that he had not yet mastered (i.e., part of speech, how to construct a grammatically correct sentence). Over time, he generally showed good behavioural change, especially in the social approach in which, through participation in

interactional routines, learners can increase their interactional competence, social skills, and linguistic development (Cekaite, 2017). In the interview, he mentioned that his interaction motivated him to learn English: “The interaction with classmates is quite good, so it is very exciting.”

Learners' Constraints

This focal point's operational definition is anything that hinders learning. Their psychological situations largely constrained Hana and Kei. Her mood mostly determined Hana's level of learning. She reported that her interest in learning varied depending on her feelings: “When I am in the mood, I become enthusiastic in learning and vice versa.” The interview revealed that her melancholy and overanalyses hindered her learning: “(My psychological condition that hindered learning was) when I am sad and overthinking.” She mentioned the negative mental states in the interview seven times, for instance:

I was afraid when communicating and frustrated when I did not find a way to study.

Learning English has been difficult and strange since I was a kid.

I was so hopeless.

However, Kei's stage fright, fear of being incorrect, and insecurity made it difficult for him to interact socially and learn English. Particularly about his English education, he had never participated in extracurricular activities. In addition, he felt the need to learn English even though he had previously claimed he did not feel pressured to do so. As a result, in addition to fearing public speaking, he occasionally lacked motivation, making learning English difficult. When asked about the obstacle of learning English in the interview, he said, “Sometimes I am lazy.” There might be when he experienced online learning at home since he described it as ‘okay’ instead of ‘very fun’, in which he portrayed the learning atmosphere of learning English in the classroom. Fortunately, he could overcome it in the second semester when he became comfortable with the classroom activities and interactions. Overall, he mentioned the negative mental states in the interview fifteen times, for instance:

I can't. I always can't. I can't yet.

I thought why I can't. How come I can't when my friends can.

I worried if I couldn't do like their (my parents) expectation.

Their perceptions of their inadequacy and incapability also limited Hana and Kei. Hana mentioned it in the interview five times, less than Kei (seven times). When Hana was asked about her English competency, she said, “I still have many deficiencies that should be improved.” She mentioned that English communication was challenging. She was not confident in learning and lacked grammar. In addition, her perception of inadequacy can also be interpreted from the interview when she said that her short-time goal was to be more fluent in English and her long-term goal was to better in English day by day. She also highlighted the area in which she thought she was inadequate:

(The biggest challenge for me when learning English is) grammar and pronunciation.

On the other hand, the areas in which Kei thought he was inadequate were vocabulary and materials.

My ability is 7 out of 10. My ability is still lacking in vocabulary and materials, so I must keep learning independently.

Hana's motivation eventually lessened her limitations. First, Hana is inspired to imitate her friend who won the storytelling competition. Even though she lacked confidence in writing and talking, she entered the competition. She admitted it was difficult due to her hectic schedule and numerous tasks, but she grew accustomed to it. Second, a YouTube English language expert inspired her to learn English more effectively. Hana mentioned her habit of learning English: "I often take one minute to study from YouTube, such as the English class and the quotes." In the class, she read, while outside the class, she and her friend, an English student, spent their free time teaching English to 20 elementary school students in an orphanage. Moreover, she aimed to impress her parents. Lastly, my promise to give the best score in the English course to the winner of an English competition might also influence Hana.

In addition to motivation, learners' beliefs, as other components of learners' affective state and regulation, could force Hana to take further action or make changes. She believed it was her responsibility to learn English, so she went online to social platforms like YouTube to access English class channels or to read quotes. Classroom observations also showed her participation in educational activities and on-time assignment submissions. But she acknowledged that it was challenging to discover a supportive practice partner for English communication. She anticipated having a study partner and peer mentor that she could call on. Hana was also upset when her parents assumed she was playing with her phone instead of studying, even though they always supported her.

External Push and Support

External push is defined as the motivation that comes from meeting the demands of the course or meeting the expectations of others, while external support is the help received from others, including peers, items, internet resources, other people who can help, etc (Tung & Huang, 2022, p. 234). The significant others of learners and learning activities are relevant to this main factor. Hana has responded to these elements. Because various alterations in her affective, cognitive, metacognitive, and behavioural domains were seen, Hana had been in an active state from the standpoint of CDST. Hana was driven to improve her English and even dreamed of studying or travelling abroad. She looked at the score in her online Academic Information System to keep track of her development. If Hana received a poor score, she would use learning techniques to raise it, such as reading scholarly papers. Her grade has improved since the first semester, and she received a perfect score on the mid-semester test in the second semester. She may not have studied as diligently as she should have because her final exam score dropped.

Kei had been responsive to the learning stimuli. Two-semester English learning at university forced him to receive different knowledge input and learning methods. Kei's response to the English class was dynamic. During online learning in the first semester, he mentioned that English learning was just okay. However, in the second semester, when the offline class had started again, he reported learning English was very exciting because he learnt with his friends.

Thus, with his friends' support, he improved his learning materials and social interactions. He initially thought that the materials were difficult to understand, but he successfully conquered them more than before. Because it was face-to-face learning, it was easier to understand and more fun; he could exchange ideas and discuss them with his friends. Though he had psychological constraints such as stage fright, he enjoyed interacting with his friends during classroom activities. He also prepared and learnt before presenting in front of the class. Finally, his writing project result was impressive and among the best essays, and his score improved in the final exam.

The Operational Model: How Focal Factors Interact to Develop Learner Autonomy

I took a complex dynamic systems theory (CDST) approach to investigate how key elements interact to develop learner autonomy. I adopted Tung & Huang's operational model of learner autonomy development (2022) to illustrate the development of learner autonomy in the context of Indonesia across three-time points, as seen in Figure 1. According to this concept, learner autonomy is considered a complex dynamic system with four focal factors connecting as major system components. The width of the lines connecting the nodes indicates how closely they are connected: the darker the lines, the stronger the connection. Each node represents one focal component. The stronger the component's disposition (i.e., positivity or negativity) is within each node, the higher the node's filling is. The status of the component on a continuum is indicated for the filling using a scale of greyness. As seen in the learners' affective state and regulation continuum, the darker the filling, the more positive; the lighter, the more negative.

From the iterative analyses in and across cases, the results generated show that these four focal factors are complex and variant as the attributes and the valence of these focal factors vary in and by the contexts. Furthermore, their variations are not dichotomous but gradual slight shifts along continuums. The following four phenomena were observed when the two participants' learning states were perturbed under external stimuli. First, learners' affective states, undergone regulation, became positive or negative. In the spectrum of learner behavioural change, learners either became proactive or stayed reactive in their learning. Thirdly, although some students used a positive strategy to lessen the effects of the limitations, others adopted a neutral to negative strategy and made little effort to lessen the effects. They were heading towards the regulated or uncontrolled ends of the continuum of learners' restrictions based on their methods. Fourth, all the activities and alterations were connected to the presence of external stimuli and support in the environment and how much students were responsive to them. Hana and Kei interacted with the surroundings and other people, and they were prepared to take on difficulties. The subject's reactions to the stimulus and support were positive on a continuum of external push and support.

Hana's Learner Autonomy Development

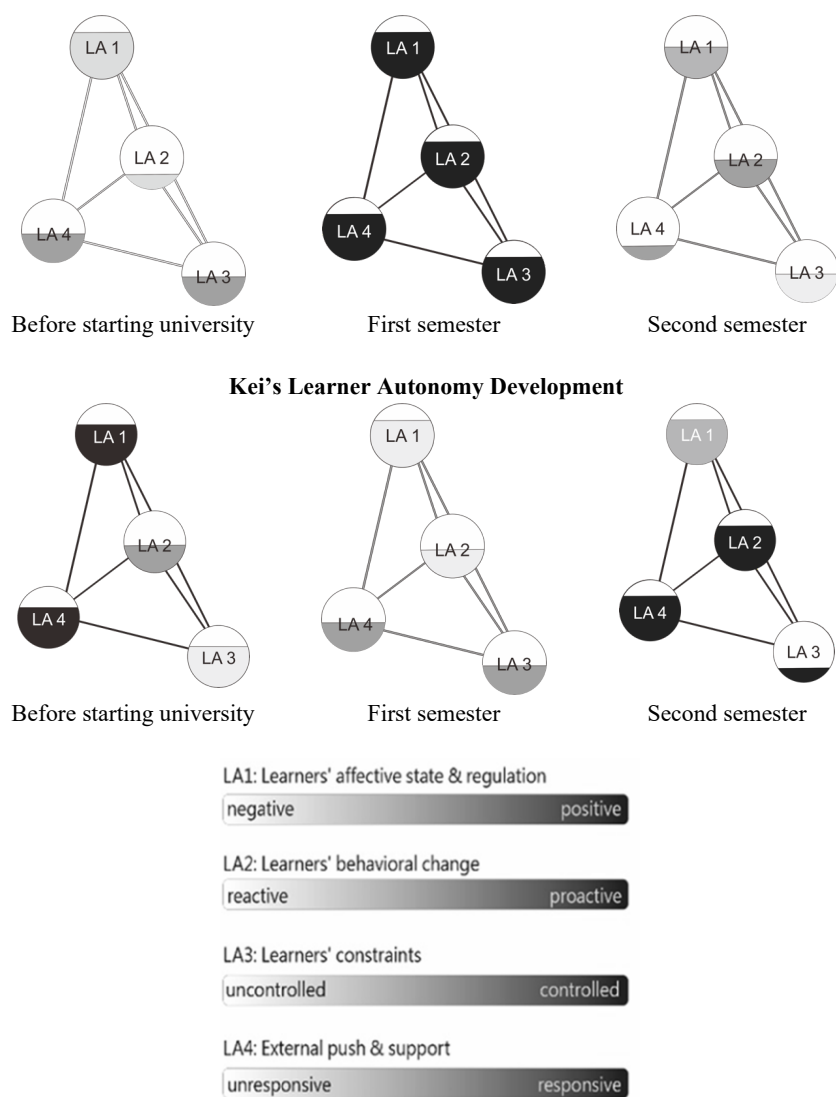


Figure 1. Hana's and Kei's Learner Autonomy Development across Three-Time Points

Figure 1 shows how the development of learner autonomy is aided or hindered. The four primary component interactions in Hana's starting settings remained constant or consistent. Hana's affective state was initially marked by disappointment. External stimuli disrupted the four fundamental parts of the system, but the effects of the disruption vanished after external support. In the first semester, she appeared to challenge herself to join an English competition

while being exposed to the stimuli since she was open to feedback. The four essential elements consequently began to (inter)act, and their interactions became more dynamic after Hana experienced a sense of accomplishment after winning the competition. However, as she continued to study in the second semester, she faced problems such as a lack of supportive friends to practise with. She changed her attitude from depending on external support to believing in herself. The end outcome was a facilitation of Hana's developing learner autonomy.

In contrast, the interplay between the four major components was dynamic under Kei's original conditions because of the opportunity to experience a sense of accomplishment during his senior high school. The original condition in Kei's system had a fully positive affective state. But the four major components interacted less when exposed to external stimuli like online learning activities. His affective state became negative because of the emotional difficulties brought on by the stimuli, but his belief helped him become more positive. After the COVID-19 pandemic, he returned to face-to-face learning in the second semester, and the dynamic interaction was once more present. Kei grew more open to interacting with his friends as his belief forced him to alter his learning attitude, as doing so helped him gain the strength he needed to face his limitations eventually. At long last, he started behaving differently, and his mood improved. Despite his phobia of public speaking, he started to be more adventurous when interacting with friends and using language in conversation. Kei's learner autonomy was assisted in certain ways as the four components' valence changed over time, and their interactions grew more dynamic.

Discussion

The findings of this study suggest that four crucial factors impacted the development of learner autonomy. The result is like Tung & Huang's (2022), even though the dynamic interaction between the components is distinctive for Hana and Kei. Additionally, the interaction of these four in the two scenarios has produced an operational model that provides insight into how the development of learner autonomy is aided or hindered. Examining Hana's and Kei's cases, a main requisite of learner autonomy development is offering opportunities for students to feel accomplished in learning English both within and outside the classroom.

The data analysis revealed that Hana and Kei experienced a sense of achievement in learning English, which formed positive learners' beliefs sustained over time to facilitate the development of learner autonomy. It has been demonstrated that the learner's affective state, a factor in autonomous learning (Tassinari, 2016), unlocks the interactions of the other three variables, potentially causing behavioural changes, lessening restrictions, and sparking responses to the stimuli. Thanks to the learners' belief, Hana and Kei were encouraged to persevere in their English learning. Hana considered, "English can be learnt and is easy to study like someone on YouTube who looks cool." Kei said, "I believe that I can do it. I also must learn more independently even though there are many distractions in learning, such as games, etc."

Besides learners' beliefs, motivation is important as well. Hana and Kei understood how English relates to their studies in banking and even their long-term aspirations. Despite her hectic schedule, Hana continued her English studies outside the classroom. She participated in English competitions and taught the language to 20 orphaned elementary school students because she aimed to study abroad or travel overseas. Even though Kei only had a short-term English learning objective—passing the exam—his motivation helped him improve in class.

Conclusion

I realised how challenging it is for English learners to become autonomous because it depends on the dynamic interactions between four key elements: the students' affective state and regulation, the students' behavioural change, the learners' constraints, and the students' external push and support. The analysis shows that the learners' fundamental need for positive affective states, self-regulation, external push and support, and opportunities for realising their progress should be accommodated within and beyond the classroom. First and foremost, it is advised that teachers give their students a chance to learn successfully both inside and outside of the classroom. Teachers can create a quiz during the lecture to entice students to participate in the English competition. Another implication is that it is necessary to plan activities to increase the dynamism of interactions between people and other people in the area. The findings demonstrate that social and academic support can lessen learning restrictions or potential cognitive and emotional tension from external stimuli.

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14. Bukti Penyerahan
Hasil Review dari
Journal Steering
Group dan Undangan
Zoom Meeting
(7 Mei 2023 & 19 Mei
2023)

Feedback on your article: Investigating Learner Autonomy Development through a CDST view

5 messages

Dev Learner <ldjournal7@gmail.com>

Sun, 7 May 2023 at 13.18

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Aya Hayasaki <hayaaya@gmail.com>, 守屋亮 <ryom6bell.a@gmail.com>, Ellen Head <ehead@sky.miyazaki-mic.ac.jp>

Hi Yunita

This is just a quick email to keep you in touch with the process of LDJ7. This is from Ellen for LDJ7 team.

I had a meeting with Aya and Ryo on May 2 and we talked about the feedback to everybody from Tanya MacCarthy of the LDJ steering group. She encouraged us a lot by saying that the papers are interesting and the theme of challenging the conventions comes through clearly. But she also said the theme of challenging the conventions should be made even clearer, and gave comments in detail on each paper that she has read.

We felt that we would like more exploration of the interview data in your paper. This part is the most fascinating to all of us. I thought your influence on the students as a teacher promoting autonomy was also significant as "push and support" and this needs further illustration. We also felt the parts about autonomy and CDST could be summarised more.

I made some more suggestions as comments on the text but I do not want to leave you alone with lots of things to fix so hopefully we can connect via zoom before sending you a file.

Would you be able to? How about May 19 or May 26 any time, or May 18 or 25 after 10.45 Japan time. May 22 or 29 at 11 would also be ok.

Here are Tanya's comments meanwhile. Please wait before doing anything more on the article! Hope to hear from you soon regarding the meeting!

Ellen

Investigating Learner Autonomy Development through a Complex Dynamic Systems Theory View: An Indonesian context

- Language needs tightening up throughout, especially repetition of vocabulary/phrases, choice of vocabulary, and style of expression (it can be more academic in places)
- Well written paper that I think could tweak the organization a bit at the beginning: I felt that the real paper started with "My Story" when I got to learn about Yunita and the background context of Indonesia. The current introduction could be stronger, I think. It read more closely like a literature review rather than an introduction to the study. I wonder if things can be reorganized a bit? Also the position of the research questions and referring to CDST later on in the paper.

Overall things to note for consistency:

- **Style of Expression:** Think about coherence throughout the issue. If one paper is written in a traditional format and the others are non-traditional, then the traditional one might become the nail that sticks out.
- **Author Voices:** Although this is not focused on narrative writing, the writers' voices and contexts are usually strong in LDJ. Some papers have a traditional style "Literature Review." In Yunita's case, for example, it might be better to have the research literature emerge from the writer's story/experience instead of a stand-alone section. For LDJ (as a non-traditional journal), it is good to see questions raised by the authors before writing, ideas problematized,

reflections, conclusions drawn, the key moment that resulted in the piece of writing...

- **Conclusions:** When writers begin revising for the final draft, they should think carefully about the conclusions—present puzzles, takeaways, questions for the reader. How has the study challenged conventions? What does the writer want the reader to take away from this?

Ratna Yunita <ratnayunita@iainponorogo.ac.id>
To: Dev Learner <ldjournal7@gmail.com>

Tue, 9 May 2023 at 08.35

Dear Ellen,

Thank you for the update.

I am available on May 26 after 12.45 and May 29 at 11.

Best regards,

Yunita

[Quoted text hidden]

Dev Learner <ldjournal7@gmail.com>

Fri, 19 May 2023 at 07.38

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Aya Hayasaki <hayaaya@gmail.com>, 守屋亮 <ryom6bell.a@gmail.com>

Dear Yunita

Thank you for your quick reply and sorry that I was a bit slow to get back to you! Would it be ok on May 26th from 1pm Japan time, which I think is 11 am your time? If you have time, maybe about 30 to 40 minutes. I am cc-ing Aya and Ryo, because it could be helpful if they could join as well. What do you think?

best wishes

Ellen

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Fri, 19 May 2023 at 17.35

To: Dev Learner <ldjournal7@gmail.com>

Cc: Aya Hayasaki <hayaaya@gmail.com>, 守屋亮 <ryom6bell.a@gmail.com>

Sure, that works for me. I am looking forward to it.

Best regards

[Quoted text hidden]

Dev Learner <ldjournal7@gmail.com>

Thu, 25 May 2023 at 09.53

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Aya Hayasaki <hayaaya@gmail.com>, 守屋亮 <ryom6bell.a@gmail.com>

Dear Yunita

Here is a link to zoom tomorrow at 11 am your time, 1pm my time. <https://us02web.zoom.us/j/87568058791?pwd=TUI5ZDh4a1prNVhPNlJFTkthUT09>

By the way, I tried logging into zoom today and it is a little strange because I can log in but I am not sure what my password is, but there is no place to set a new password. So if anything happens tomorrow and I seem to be late, then please look at the email and I will communicate about what is going on!

I think Ryo is going to join us if he has time, but I think Aya is busy. I think we can do anything we need to do in 30-40 minutes and then follow up again by another short meeting if you want to, during June or July.

Look forward to talking together tomorrow!

best wishes

Ellen

[Quoted text hidden]

15. Bukti Hasil Diskusi
Zoom Meeting Dan
Penambahan Referensi
Dari Editor
(26 Mei 2023)

Investigating Learner Autonomy Development Through a Complex Dynamic Systems View: An Indonesian Context

8 messages

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Fri, 26 May 2023 at 12.25

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: 守屋亮 <ryo.m6bell.a@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>

Dear Yunita and Ryo

Thank you for the meeting just now! I am sending a draft of Yunita's paper which has comments from Tanya. On this draft I have experimentally implemented Tanya's suggestion - putting "My story" earlier in the paper. I have also added some bits which are highlighted in grey, which are explanations or links between ideas. Yunita, please take a look and adapt them if you think they are helpful, or delete them!

In the meeting I think the most important thing we talked about was that we would like to explore the interview data more fully. We would like to know about the methodology of going from Bahasa transcript to English translation, identifying keywords (in English? or in Bahasa first? or both?) matching up the keywords to the concepts from Tung and Huang. One or two examples of words or ideas would be really nice.

Please let me/us know if you have questions about this draft or other questions!

If you want to work from this draft, can you upload it to google docs and make a copy so that you are the owner, work on it as you like, and then send us a link, once you are happy with it.

I hope we can talk again during June if that fits your schedule.

Thanks again!

[Quoted text hidden]

Yunita_EH edit draft 5.7.23.docx

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Wed, 19 Jul 2023 at 00.57

To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Dear Ellen

Thank you for helping me add explanations, make connections between ideas, and set up the paper's structure, all of which are very helpful.

I am sending a link to my paper draft which I have been working on for quite some time.

https://docs.google.com/document/d/1osWGsVp_mzqiX9BVSz5Bom0VblibDXcHIUj_oBsKG8Y/edit?usp=drive_link

Sorry if it takes a long time to get back to you.

I think I am happy with this version, but here are some notes about it:

1. Word Count and "Literature Review"

It has more than 7000 words. Should I keep the number of words under 7000?

If so, I am thinking of getting rid of the literature review or adding some parts that are important to 'my story/context' (as mentioned in the previous comment about Author Voices).

I decided to leave the word count as it is since I am unsure of which one I should delete to prevent removing a crucial section (explanations or links between ideas).

2. Learner Autonomy - Background

"In the section on learner autonomy, I want to try to summarise the background and re-write so that it is focused on how your teaching approach relates to learner autonomy."

I am afraid I cannot find what you mean by the 'learner autonomy section'. Which part of the background can be summarised?

But I have explained in the LA4 how the way I teach affects learner autonomy.



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Tassinari model and CDST

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Fri, 26 May 2023 at 14.26

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Hi again Yunita

This was the Tassinari model that I got so excited about https://www.researchgate.net/publication/262014515_Evaluating_Learner_Autonomy_A_Dynamic_Model_with_Descriptors/figures?lo=1

because the parts were clickable https://www.researchgate.net/publication/262014515_Evaluating_Learner_Autonomy_A_Dynamic_Model_with_Descriptors

so it really was showing how the analysis of components and processes in CDST style was a useful tool for students to make decisions about how to progress with their learning.

I love it because it is so practical!

All the best for now.

[Quoted text hidden]

16. Bukti Penyerahan
Draft Artikel Final,
Hasil Review dari
Reviewer dan Draft
Artikel Final
(17 Juli 2023 & 18
Agustus 2023)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Investigating Learner Autonomy Development Through a Complex Dynamic Systems View: An Indonesian Context

8 messages

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Fri, 26 May 2023 at 12.25

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: 守屋亮 <ryo.m6bell.a@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>

Dear Yunita and Ryo

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In the meeting I think the most important thing we talked about was that we would like to explore the interview data more fully. We would like to know about the methodology of going from Bahasa transcript to English translation, identifying keywords (in English? or in Bahasa first? or both?) matching up the keywords to the concepts from Tung and Huang. One or two examples of words or ideas would be really nice.

Please let me/us know if you have questions about this draft or other questions!

If you want to work from this draft, can you upload it to google docs and make a copy so that you are the owner, work on it as you like, and then send us a link, once you are happy with it.

I hope we can talk again during June if that fits your schedule.

Thanks again!

[Quoted text hidden]

Yunita_EH edit draft 5.7.23.docx

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Wed, 19 Jul 2023 at 00.57

To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Dear Ellen

Thank you for helping me add explanations, make connections between ideas, and set up the paper's structure, all of which are very helpful.

I am sending a link to my paper draft which I have been working on for quite some time.

https://docs.google.com/document/d/1osWGsVp_mzqiX9BVSz5Bom0VblibDXcHIUj_oBsKG8Y/edit?usp=drive_link

Sorry if it takes a long time to get back to you.

I think I am happy with this version, but here are some notes about it:

1. Word Count and "Literature Review"

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I decided to leave the word count as it is since I am unsure of which one I should delete to prevent removing a crucial section (explanations or links between ideas).

2. Learner Autonomy - Background

"In the section on learner autonomy, I want to try to summarise the background and re-write so that it is focused on how your teaching approach relates to learner autonomy."

I am afraid I cannot find what you mean by the 'learner autonomy section'. Which part of the background can be summarised?

But I have explained in the LA4 how the way I teach affects learner autonomy.

I hope the fixes I made work.

Best wishes

[Quoted text hidden]

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>
To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Wed, 19 Jul 2023 at 05.26

Dear Yunita

Thank you for your email and for sending an updated draft! The timing is still fine because we are aiming for final drafts in August.

The section of the lit review entitled "Learner autonomy, background" was the one which I suggested might not be needed. But I think it was a good idea to send a full and long draft before you cut anything more.

Til August 6, I am doing some extra work (for example weekend class for high school students in order to attract them to university.) so it may be about 10 days til I am doing LDJ work. I hope to send the template for the short bio and other information which will be the table of contents and on the cover page for each article, early August and also send feedback on your draft. Even looking for two minutes, I was happy to see you have added more about your own perspective and included something about Bahasa Indonesia terms for autonomy.

I think it will be a good idea to send your article to my contact who had worked in Indonesia if you agree. It doesn't depend on his opinion but it may be nice to have his input. What do you think?

Thanks again and warm regards

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>
To: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Wed, 19 Jul 2023 at 07.37

Dear Ellen

Thank you for confirming questions about my draft and the information about when and what I will be getting next. I also thought it would be a good idea to send my article to your contact and get some other input.

Best wishes

[Quoted text hidden]

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>
To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>
Cc: Aya Hayasaki <hayaaya@gmail.com>, Dev Learner <ldjournal7@gmail.com>

Fri, 18 Aug 2023 at 14.02

Dear Yunita

I hope you are having a pleasant summer! Are you still on vacation a little bit longer, sorry I don't quite remember other than I think you will start the semester earlier than it starts in Japan.

Anyway this is to let you know that Dr Colin Rundle of Soka University has finished reading and commenting on your paper and his comments have been left as open comments on the same document link which you sent us before.

Would you like to take a look at his suggestions and work on a further draft? Can you let us know that you were able to see them here https://docs.google.com/document/d/1osWGsVp_mzqiX9BVSz5Bom0VbIibDXcHIUj_oBsKG8Y/edit?usp=sharing

We want to submit the papers to the LDJ steering group by the end of this month (they will do a final review! It does seem a lot of reviewing but this is a learning process for all of us). Would you be able to take a look at it in the next couple of weeks? If you would like to get Colin to clarify his comments you can contact him by using

@rundle@soka.ac.jp (meaning, Colin's email) (you will be able to see from the google doc I think). He agreed to that and he was very interested in the paper.

If you would like to zoom to talk more about the research or how to present it in the paper, just let us know and Aya or I or maybe both of us will arrange something.

Hope to hear from you soon!

best wishes to you

[Quoted text hidden]

(Yunita) Final Draft

Ratna Yunita <ratnayunita@iainponorogo.ac.id>
To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Tue, 22 Aug 2023 at 19.50

Dear Ellen

Thank you so much for your kind email. I appreciate your warm wishes for the summer, and I hope you're having a wonderful season as well. I have actually already started the new semester, so my vacation has come to an end. No need to apologise; it's understandable that the details can get a bit fuzzy.

Thank you for the update and for arranging Dr Colin Rundle's feedback on the paper. I would like to express my gratitude to Dr Rundle for taking the time to review and provide feedback on my paper. I've seen his comments on the Google Doc, and I'm looking forward to going through his suggestions and working on a further draft. Regarding the submission to the LDJ steering group by the end of the month, I will make sure to prioritise this and aim to have the revised version ready in a timely manner.

If I have any questions or need clarification on Dr Rundle's comments, I will reach out to him using his email address.

Lastly, I appreciate the offer to schedule a Zoom meeting to discuss the research and paper presentation. I might take you up on that offer as I progress with the revisions. If the need arises, I will certainly let you and Aya know. Thank you again for your support and for keeping me in the loop.

Best wishes

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>
To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Sat, 2 Sep 2023 at 16.09

Dear Ellen

I hope you're doing well!

I wanted to inform you that I have submitted the final draft to the provided link. Sorry, it took longer than the agreed-upon deadline.

I would like to let you know that I am in need of some help with translating the abstract. Thank you for the offer and help.

Also, I am interested in your summary chart of Tassinari, Begum and Chowdhury, and Tung and Huan's approaches and I appreciate that you were willing to share them with me.

Looking forward to your next update.

Best wishes

[Quoted text hidden]

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>
To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Tue, 5 Sep 2023 at 15.58

Dear Yunita

Sorry it has taken me several days to reply. I was glad to get your message and updated draft. I couldn't remember if I actually made the chart and I misread your email, so I tried to make it again and attach it, but actually I think I already did. So it is just "by the way"!

Andy Barfield from the steering group, will be getting in touch with you soon.

That's all from me for now. Please wait for Andy's email and then when you re-draft, cc the ldj7 email and I will be able to get it from there (though you are welcome to cc this email too if you want to). There might be one more reader from STG, Tanya, but she is busy teaching til September 25th so it will be a bit later.

We are really close to finalizing, I think. Let me know if you have any questions.

All the best for now

[Quoted text hidden]

focal factors of autonomy comparing models.docx

Investigating Learner Autonomy Development through a Complex Dynamic Systems Theory View: An Indonesian Context

Abstract

To comprehend the complex interplay of the elements affecting learner autonomy and how it supports or hinders its development through time in the Indonesian context, this study chose the complex dynamic systems theory as a perspective through which to examine these interactions. The participants were two college students taking an English for Specific Academic Purposes (ESAP) course in their first year of study. Semi-structured interview transcripts and speaking and writing products were gathered for data triangulation. The data were examined by means of qualitative data coding criteria. The findings show that four key factors—learners' affective state and regulation, behavioural change, restrictions, and external push and support—are connected to the development of learner autonomy. Requirements of learner autonomy were discovered by repeatedly analysing how these four interacted within and between scenarios: creating opportunities to experience a sense of achievement within and beyond the classroom and the teacher's significant role in introducing autonomy and supporting students' learning progress. Depending on the specific context, these requirements highlight a topic that has not received enough attention in studying learner autonomy.

Introduction: Is learner autonomy a universal goal?

Although learner autonomy has been said to be a goal of education (Benson, 2001, 2009; Waterhouse, 1990), controversy over that claim still exists. Some question its feasibility and desirability in educational practice (Cuypers, 1992; Hand, 2006; Pennycook, 1997). Concerning Asian situations, the question of whether autonomy, which has been heavily advocated by Western academics and instructors, might not be compatible with all cultures started to be brought up in the 1990s (Aoki & Smith, 1999). Cultural differences between "the West" and other communities are occasionally cited as the cause of adoption initiatives elsewhere running into difficulties (Ertürk, 2016; Palfreyman, 2003). Nowadays, there are many claims of autonomous learning among Asian students, but the cultural context impacts the nature of their autonomy development (Halabi, 2018).

My Story: The word “autonomy” was not used until university

What is autonomous learning? I was introduced to this term while a student in the English department at an Indonesian university; thus, non-English department students may be unaware of it. Since elementary school, I have studied English in and outside the classroom. In Indonesia, it is relatively typical for highly driven students with parental financial support to spend more time studying subjects that are part of the national exam, such as English, Math, and Science. Being forced to spend my weekends studying and having a long commute to the course location was initially exhausting. However, after outperforming my friends regarding test scores, I continued the program through senior high school. Even in college,

when I could not enrol in additional courses outside the classroom, I attempted other alternatives to sharpen my English, like joining a debate association.

My autonomy was accelerated by the academic milieu at my UK master's programme. In every aspect of my study there, from lectures to informal gatherings in the café or garden, my professors and lecturers have been there to support and guide me, and I owe them everything. I organised my classes, set academic goals for myself, took a course in academic writing, had an article published in a peer-reviewed academic journal, and even went to Japan to present my research at a conference there. Because of this, I was able to thrive in the classroom, and I am now committed to becoming a pro-autonomy teacher who can encourage my pupils to become active participants in their education and realise their full potential.

When I was in college, my friend from another department talked about their difficulty in learning English. When teaching English to non-English department students, I realise they may face the same problems. There are many challenges in teaching English as a Foreign Language (EFL) for non-English department students in Indonesian universities. One is students' preferences in learning style despite their level of English. There are mixed feelings as students depend on their teacher to learn English, although they tend to prefer autonomous learning to teacher-centred learning (Daflizar & Petraki, 2022). This seems particularly true for first-year university students in Indonesia who frequently rely heavily on teachers for their education, based on my observations as an English teacher.

Looking at Learner Autonomy in Indonesia

According to a study I conducted with my first-year Indonesian Islamic Banking students, they favour teacher-centred learning above student-centred learning (Yunita, 2022). Despite having a favourable opinion of their abilities, Indonesian EFL students majoring in English and non-English from four higher education institutions think the teacher is responsible for their learning (Daflizar & Petraki, 2022). Another challenge for students who do not major in English could be the school's traits and students' learning habits which may hinder students' autonomy (Basri, 2020). English classes offered to non-English department students majoring in subjects such as Health and Social Sciences, Engineering, and Business are a second priority by many students due to their schedules. Their main priority is their assignments related to their primary discipline (Cheng & Lee, 2018). The ability to work independently of teachers was how Indonesian EFL students conceptualised learner autonomy (Cirocki et al., 2019).

Indonesia's 2013 national curriculum implies that learner autonomy is fundamental to teaching and learning (Kemdikbud, 2017). Nevertheless, in a study conducted by Ramadhiyah and Lengkanawati (2019), although the teacher understood the learner autonomy concept and was inventive in stimulating autonomy in the curriculum implementation, the students were not indicated as autonomous. They were still comfortable with the teacher-centred learning milieu. Nevertheless, the most up-to-date programme, Independent Learning-Independent Campus or Merdeka Belajar-Kampus Merdeka (MBKM),

implemented in the last two years by the Ministry of Education Culture, also emphasises the learning autonomy offered to university students. They should be free to learn based on their interest and talent (Kemdikbud, 2022). According to the evaluation, students said that MBKM's academic activities caused them stress because of the lecturers' excessive demands for academic performance, the difficulty of passing the exams, and the belief that they could not achieve the prerequisites (Hakim et al., 2022).

Autonomy, Psychology and Social Context: Approaching autonomy as a complex dynamic system

After four years of teaching at university, I was drawn to research learner autonomy as a complex dynamic system (CDS) to understand better the relationships between the many components involved. In addition to the concept of learner autonomy, numerous research, including those by Begum and Chowdhury (2016) and Tassinari (2012), examined the variables that affect learner autonomy, ranging from their linear relationships to their interactions as learner autonomy develops. Four EFL college students in Taiwan were the subjects of a recent study by Tung and Huang (2022), which used complex dynamic systems theory (CDST) to examine the interactions of the factors affecting learner autonomy. The study identified four key factors that contribute to the growth of learner autonomy: the students' affective state and regulation, behavioural change, constraints, and external push and support. I intended to find out how these factors in learner autonomy development would interact in the context of my students learning English at a university in Indonesia. Therefore, I used CDST, which will be discussed later in the literature review, as the theoretical framework for this investigation to address the following two research questions:

1. What are the focal factors of learner autonomy development of non-English major students within and beyond the classroom in the context of Indonesia?
2. How does the complex interplay of learner autonomy factors contribute to learner autonomy development of non-English department students within and beyond the classroom in the context of Indonesia?

The Context

The Cultural Background to Autonomy in Indonesia

Even though government policy has required it since 2013, there are constraints to promoting autonomous learning in EFL classrooms in Indonesia: socio-cultural values, education practices, textbooks, and curriculum (Fidyati, 2017). Additional challenges include concentrating on academic outcomes, having huge classes, and adhering to traditional teacher authority. It is difficult for students to talk to the teacher since it is still very hierarchical as a society, making autonomy more challenging to achieve. The absence of autonomous learning experiences, the overemphasis on national exams, and the students' inadequate English proficiency were some of the barriers that Indonesian teachers identified as making it difficult for learners to build learner autonomy in Indonesian students (Lengkanawati, 2017).

Moreover, autonomy is something that EFL learners may be unused to and is difficult in various ways: to understand, implement, explain, achieve, and emphasise. It might be why Indonesian educational discourse does not use the term ‘learner autonomy’ or ‘*otonomi pembelajar*’ in Bahasa Indonesia. Government documents exclude explicit reference to the idea or replace it with synonyms. They use terms such as “think and act critically, productively, independently, and collaboratively” (Kemdikbud, 2016, p. 1) and “autonomous and flexible learning to create a learning culture that is innovative, not restrictive, and according to student needs” (Kemdikbud, 2020, p.2). There are tensions due to a lack of resources and know-how for supporting autonomous learning (Hasbullah, 2022). Nonetheless, the fact that it exists conceptually and initiatives are being taken to promote it in the classroom is positive.

The Curriculum of English for Non-English Majors

In Indonesia, every university student, including non-English department students, learns English as a Foreign Language (EFL) from a compulsory module as part of the curriculum. The goal of this module is to make the students master both receptive (listening and reading) and productive (speaking and writing) skills and use them in the development of the academic world and the world of work. Teachers can choose the format and content to a great extent. There is a choice of general or specific course modules. I chose to have an English for Specific Academic Purposes (ESAP) lesson. In recent years ESAP is becoming more popular than the general course since the specific needs of the different departments are met (Blue, 1988; Celik, 2014).

From my observation of EFL students in ESAP courses in higher education in Indonesia, there is a trend that the students who showed more autonomous learner traits and habits achieved better results on their English tests. The result of my observation is supported by (Boud, 1981; Phouong & Vo, 2019), who claim that autonomous learners make more effective learners and employees. Besides, their learning outcomes improved during their first year of learning English. I am interested to know how autonomous they are, what their experiences during learning are, and whether and how it contributes to their learner autonomy development.

Literature Review

Learner Autonomy Development

Learner autonomy has been interpreted in many ways since first defined by Holec (1981, p.3) as the “ability to take charge of one’s learning”. It means that autonomous learners accept full responsibility for their learning process. Autonomous learners are motivated and reflective learners. Little (2022, p.1) continues the discussion on language learner autonomy, “a teaching/learning dynamic in which learners plan, implement, monitor and evaluate their learning.” The main concern of language learner autonomy is what the learner can do in the target language.

Autonomous learners are individuals who are responsible for their learning and have the traits such as having the desire to learn, being aware of their goals and how they will learn, creating a learning plan, knowing what methods or strategies to use, knowing whether to learn by themselves or with others, knowing how to plan the learning duration, knowing how to check and assess their learning (Bimmel & Rampillon, 2000). Meanwhile, autonomous learning habits concern learning styles, motivation to study, education planning, linguistic skill areas, checking conditions, a realisation of the learning plan, and assessment of learning achievement (Başbağı & Yilmaz, 2015). Learners become autonomous when they take charge of their learning (Holec, 1981). Teachers can foster autonomous learners by being responsible for teaching strategies such as planning, monitoring, and evaluating.

In formal language learning, three pedagogical principles control the development of autonomy in language learning (Little, 2007). The first principle is learner involvement (the affective and the metacognitive dimensions). This principle means engaging learners to be responsible for the learning process. The second principle is learner reflection (the metacognitive dimensions), which helps learners think when planning, monitoring, and evaluating their learning. The last principle is appropriate to target language use (the communicative and the metacognitive dimensions). It means using the target language as the principal medium of language learning.

Complex Dynamic Systems Theory: A paradigm which challenges conventional ideas

Complex dynamic systems theory (CDST), introduced into the field of language learning by Larsen-Freeman (1997), has recently been applied to address a dynamic and complex language learning process in which different factors and variables constantly interact. When language learning is combined with psychology, emotions, and communication skills, this complexity is increased in individuals. Elements of language learning and other variables constantly interact (Xie & Derakhshan, 2021). Studies utilising the CDST perspective differ from the typical quantitative and qualitative methods used to study teacher-learner psychology. There are unique CDST research properties: evolving and dynamically rephrasing research questions, a process-oriented approach to understanding events considering one's cognition, emotion, social context, culture, and interaction, focus on individual experiences rather than generalisable patterns of behaviour, different analytical tools, and favouring opaque, longitudinal, and personal data instead of a large sample (Yang, 2021). CDST looks at the decline and disintegration of factors and processes as a whole.

According to Begum and Chowdhury (2016), six factors affect learner autonomy: learning styles, strategies, self-esteem, motivation, self-confidence and attitudes. Tassinari (2012) analysed more factors and organised them into four components: a cognitive and metacognitive component (cognitive and metacognitive knowledge, awareness, learners' beliefs); an affective and a motivational component (feelings, emotions, willingness, motivation); an action-oriented component (skills, learning behaviours, decisions); and a social component (learning and negotiating learning with partners, advisors, teachers). Tung

and Huang (2022) adopted CDST to study the interactions of the factors of learner autonomy. They revealed four focal factors related to the development of learner autonomy: learners' affective state and regulation, behavioural change, constraints, and external push and support.

Learner Autonomy Development from CDST View

A Complex Dynamic Model of Autonomy Development (CDMA) is presented by Borges (2022), who explains the dynamics of autonomy in learners' language learning trajectory in light of the complexity paradigm. As an open and dynamic system, the nature of interactions within this system is complex, leading to constant adaptation and self-organisation, always keeping a distance from stability. An operation model of learner autonomy development also emerged from Tung and Huang's (2022) study, which adopted the CDST perspective to explore the interaction between the four focal factors of learner autonomy development. The focal factors are the learner's affective state and regulation, the learner's behavioural change, the learner's constraints, and external push and support. The results shed light on how different learner autonomy factors interact dynamically and how this interaction relates to the growth of learner autonomy in a formal classroom. I included classroom and non-classroom learning contexts to broaden the context when collecting data about my students.

Research Methodology

Participants

The participants were two EFL tertiary students enrolled in an ESAP course in Indonesia: Hana and Kei (pseudonyms). Their field of study was Islamic Banking which has ESAP courses in the first two semesters of their four-year study. Kei and Hana attended different classes. Hana and I often communicated as she prepared to compete in an English competition I suggested. On the other hand, Kei and I did not talk much outside of class, and he mostly kept quiet during class. Despite his passive participation in the teaching and learning process, I became aware of his presence in the class when he performed well on the writing assignment in the second semester. These two learners became freshmen right when the coronavirus disease 2019 (COVID-19) pandemic happened, so they experienced online learning in the first semester and started offline learning in the second semester.

I purposely selected them because they had contrasting test results (see Table 1) and learning attitudes. Hana represented students who tended to be more active within and beyond the classroom (i.e., answering questions in the class and asking for more information outside the class). In contrast, Kei represented students who tended to be passive within and beyond the classroom (i.e., silent in the class and not contacting the teacher). The purpose is to identify recurring themes while at the same time finding variations of these in Hana's and Kei's interviews. Reviewing the learner autonomy and CDST literature allowed for cross-examination of the issues that emerged in both contexts.

Table 1. Hana's and Kei's Scores

Participant	First Semester Mid-term Exam Score	First Semester Final Exam Score	Second Semester Mid-term Exam Score	Second Semester Final Exam Score
Hana	88	98	100	84
Kei	66	60	95	100

Curriculum

In the first year, the Islamic banking students have twelve weekly classes; about one-third of the overall are general courses obliged by the institute, including English, Arabic, and Bahasa Indonesia. The majority are specific courses such as Islamic Banking Funding Accounting and Islamic Banking Micro Practice. The graduate of the Islamic Banking programme is expected to work in the Islamic banking industry; therefore, the curriculum focuses on preparing the students to be banking practitioners with academic qualifications and expertise in managing Bank Financial Institutions under sharia principles. As one of the classes, the ESAP course's goal is to make the students master knowledge and steps to communicate both orally and in writing using English in the development of the academic and working world.

The students in English class were evaluated through several methods: attendance which includes the students' participation in the classroom activities (40%), speaking and writing projects (20%), mid-term exam (20%) and final exam (20%). In the first semester, the mid-term exam consisted of multiple-choice questions to assess the students' listening skills and language knowledge, such as vocabulary and grammar (i.e., part of speech, tenses). The final exam consisted of multiple-choice questions to assess the student's language knowledge. The mid-term and final exams in the first semester consisted of multiple-choice questions to assess the student's reading skills and language knowledge. While the project was used to assess the students' speaking (in the first semester) and writing (in the second semester), the mid-term and final exam was used to assess the students' listening (in the first semester) and reading (in the second semester) as well as the language knowledge.

Data Collection and Analysis

Qualitative methods used in this study were interviews about the participants' English learning experiences, speaking, and writing products. The data were collected through semi-structured interviews to gain more profound, relevant information about the investigated phenomena (Dörnyei, 2007). The interviews were conducted at the end of their ESAP course after the students had finished their assignments (7 and 8 June 2022). An in-depth retrospective interview was chosen to elicit events and ask for specific examples. The interview guide was adapted from Tung and Huang (2022) with some modifications by adding more detailed parts about factors of learner autonomy development. The questions that were asked to the students had five parts: introduction about students' English learning experiences, habits, and possible selves; learner's affective state and regulation covering

learner's belief, emotion, motivation, self-reflection, and self-evaluation; learner's behavioural change covering problem-solving strategies and learning attitudes; learner's constraints covering physical, psychological, and social constraint; and external push and support covering significant others, learning (extracurricular) activities, and learners' environment and interaction.

The interview guide (see Appendix) was prepared in the participants' first language (Bahasa Indonesia) version. After collecting the data, the interviews were transcribed and translated into English. NVivo 12 was used to code using categories. This Computer Assisted Qualitative Data Analysis Software (CAQDAS) helps analyse qualitative data. To match up the concepts from Tung and Huang (2022), keywords in English were used, such as Hana's extracurricular activities (teaching English in an orphanage) and Kei's friends who supported him. Upon carefully reading the transcripts, focal factors of learner autonomy development in Indonesia and how these factors interact to develop learner autonomy were identified.

Findings

Four Focal Factors of Learner Autonomy Development

LAI: Learners' Affective State and Regulation

This focal factor involves four components: the learner's beliefs, emotions, motivation, and self-reflection. Hana generally displayed more positive emotions and stronger motivation once she entered college. Before her English learning experience during her tertiary education, she happened to experience a failure in learning English during her senior high school, in which she got 30 on her English test. Hana felt hopeless. She believed that it was because of her teacher because there was no problem learning English when she moved to a new class with a different English teacher. During her hardship in learning English with her former teacher, she overcame this by finding an intelligent friend who likes English to boost her enthusiasm for learning English. Hana's initial feeling of hopelessness was shown to be altered under the influence of another focal factor, external support, which was from her friend.

Hana reported that during their first semester of study in higher education, she experienced a sense of achievement when she became the first winner in a storytelling competition. Although she felt frustrated while preparing for the competition, when she won, she felt relieved and thought all her hard work had paid off. Because of this experience, she believed everything is possible if one always tries and never gives up. When asked what she learned from her English learning experience, she said:

Hana: Don't give up. You can if you want to try.

Hana's belief, generated from self-reflection after their experience beyond the classroom, affected her language learning experience within and beyond the classroom. When she got scores, she evaluated her learning and succeeded in improving them in the next exam. Her

sense of accomplishment from winning the tournament was found to be sustained over time. Besides trying to compete in an English contest, Hana followed her friend, whose study programme was English, to teach English to 20 orphaned elementary school students.

In contrast, Kei showed more positive emotions in senior high school. He recalled his successful English experience when he became the only student in his class who could answer a vocabulary quiz. He was thrilled. This event encouraged him to study better. Likewise, he held on to the belief to keep learning even when he faced difficulty learning English in his first-year study in higher education. He was regretful when he felt left behind in learning, even though he had tried hard to study English. He was discouraged because everyone in his class seemed to understand the materials except him. Kei claimed that he identified his fear of public speaking through self-reflection. Nonetheless, as the following passage demonstrates, he recognised his progress in this area:

Kei: My knowledge is more open and abundant. The materials are new, so I have difficulty understanding materials. So far, the learning is quite good, but I have not fully understood the materials. There are things I can do and things I cannot.

Kei was utterly convinced that he would be successful in his endeavours. Therefore, even if he encountered dissatisfaction when learning English, he would try to find a solution to the problem and move forward. As an illustration, Kei made an additional effort to recall the materials by rereading the materials that were delivered to him. He started paying closer attention because he did not want to make the same error twice while learning. He studied on his initiative and with greater diligence. In addition, he attempted the arduous task of asking for assistance from other people. He mentioned that in the interview, when he was asked to reflect on when he communicated with his peers and me:

Kei: I'm still unsure and not confident when communicating with Mrs Ratna. If it's with friends, sometimes I hesitate, and sometimes I don't. I'm not confident (communicating with foreigners), I'm afraid.

I hesitated when I had an assignment if I asked the wrong question and it was not right. I was confident working in groups, especially when I fit the job.

Unfortunately, Kei never planned his study because he was not motivated to learn English and merely wanted to pass the exam. However, he was compelled to alter his approach since he did not want to fall behind his buddies. It was discovered that he generated motivation to overcome his constraints due to the influence of another focal factor—external push and support. As for the external push, the requirement to interact with his classmates in the learning activities (i.e., making a presentation in a group and sharing the result in front of the class) and group project (i.e., making an essay) coerced him to be more socially interactive and engage more in the classroom discussion.

As for external support, unlike Hana, Kei had never taken part in extracurricular activities related to English. Nevertheless, the external support was evidenced in the interview when he said his friends helped him with an assignment and told him the answer. At the same time, I, his teacher, guided and provided him with knowledge and materials. Moreover, the learning

activities and interaction within the classroom made him motivated to learn English. He mentioned in the interview:

Kei: When there is a presentation, I will continue to learn. The interaction with classmates is quite good, so it is fascinating.

In the second semester, he was enjoying the English class. He also highlighted the difference between the offline and online learning atmosphere when he said:

Kei: When offline, learning together is very fun. When online, it was okay.

In a way, Kei's detrimental motivational effects were in some ways moderated by external push and support.

LA2: Learners' Behavioural Change

The main focus is changing or adapting learners' behaviours, which alters their attitudes and facilitates better problem-solving. Hana and Kei underwent a reversal development in their learning attitudes toward solving problems. Hana's situation shows how dependence on others, such as her high school teacher, college teacher, and friend, can increase independence in learning a language. Her high school instructor had first led her to believe that English was challenging. Still, after being inspired by a friend to enter an English competition and eventually coming out on top and receiving a trophy and cash during college, she became more dependent on others. For example, during online learning in the first semester, Hana did not learn much, particularly when there were only tasks given without any questions from the teacher. However, after she ran into a problem—a lack of a supportive companion to learn English—she began reading English journals, viewing English instructional videos, reading quotes from YouTube, and watching movies with English subtitles to study independently. She also reflected on herself and evaluated her learning after seeing her test result.

From Hana's self-evaluation, the reasons for the negative learning experience were strategy ignorance and other external factors, while the reason for the positive learning experience was an inspiring friend. Believing these reasons, Hana listened to me, her teacher, about language strategies and consulted with me when she faced difficulties in learning. For example, she asked for her essay and speech feedback when preparing for a competition. She also revised the draft and confirmed the result to ensure everything was perfect. Hana's belief in English changed after her English lesson at the university.

Hana: In my mindset, English was challenging and strange. After I know the strategies, it changes.

According to Hana, the ideal English learning is learning slowly, depending on the skill level. She also mentioned that because of me, she finally understood how to study.

In contrast, Kei changed from being independent to being gregarious to address his learning issues. At first, he would do a self-study by gathering resources and references from journals and publications. Still, he began collaborating with others by asking what was missing from his work, fixing any errors, and rewriting it in light of my feedback. The development was

evidenced from the interview when I asked about his opinion on the second semester of learning English, as revealed in the following passage:

Kei: It's more fun because it's face-to-face and easier to understand. Moreover, I could exchange ideas with friends. We could discuss it together.

He indicated uneasiness and a lack of confidence in his ability to communicate with me, his friends, and the foreigner in the interview, which was a massive change for him. The most frequent and typical techniques utilised by Kei were discovered to be gathering resources. When composing an assignment to generate an article, for instance, he stated:

Kei: I explore for information that suits the title and references from experts' articles to arrange them in the essay.

His preferred methods of learning included reading textbooks and watching English-language videos. Although he never made a study plan, he anticipated the materials and reviewed the ones delivered to him. He also looked for materials related to English knowledge skills that he had not yet mastered (i.e., part of speech, how to construct a grammatically correct sentence). Over time, he generally displayed positive behavioural change, especially when using the social method. The social method enables students to strengthen their linguistic proficiency, social skills, and interactional competence by interacting (Cekaite, 2017). In the interview, he mentioned that his interaction motivated him to learn English:

Kei: The interaction with classmates is quite excellent and fascinating.

LA3: Learners' Constraints

This focal point's operational definition is anything that hinders learning. In significant part, Hana and Kei were restricted by their psychological circumstances. Her mood primarily influenced Hana's ability to learn. She reported that her interest in learning varied depending on her feelings:

Hana: When I am in the mood, I become enthusiastic about learning and vice versa.

The interview revealed that her melancholy and overanalyses hindered her learning:

Hana: (My psychological condition hindering learning was) when I am sad and overthinking.

She mentioned the negative mental states in the interview seven times, for instance:

Hana: I was afraid when communicating and frustrated when I did not find a way to study.

Learning English has been challenging and strange since I was a kid.

I was so hopeless.

Kei's stage fright, fear of being incorrect, and insecurity made it difficult for him to interact socially and learn English. Mainly about his English education, he had never participated in extracurricular activities. In addition, he felt the need to learn English even though he had previously claimed he did not feel pressured to do so. As a result, in addition to fearing public speaking, he occasionally lacked motivation, making learning English difficult. When asked about the obstacle of learning English in the interview, he said:

Kei: Sometimes I am lazy.

There could have been when he took an online class at home during the COVID-19 pandemic. He described his online learning as 'okay' instead of 'very fun', in which he

portrayed the learning atmosphere of learning English in the classroom. Fortunately, he could overcome it in the second semester when he became comfortable with the classroom activities and interactions. Overall, he mentioned the negative mental states in the interview fifteen times, for instance:

Kei: I can't. I always can't. I can't yet.

I thought why I can't. How come I can't when my friends can?

I worried I couldn't do like (my parents) their expectation.

Their perceptions of their inadequacy and incapability also limited Hana and Kei. Hana mentioned it in the interview five times, less than Kei (seven times). When Hana was asked about her English competency, she said:

Hana: I still have many deficiencies that should be improved.

She mentioned that English communication was challenging. She was not confident in learning and lacked grammar. In addition, her perception of inadequacy can also be interpreted from the interview when she said that her short-time goal was to be more fluent in English and her long-term goal was to better in English day by day. She also highlighted the area in which she thought she was inadequate:

Hana: (The biggest challenge for me when learning English is) grammar and pronunciation.

On the other hand, the areas in which Kei thought he was inadequate were vocabulary and materials.

Kei: My ability is 7 out of 10. My ability is still lacking in vocabulary and materials, so I must keep learning independently.

Hana's motivation eventually lessened her limitations. First, Hana is inspired to imitate her friend who won the storytelling competition. Even though she lacked confidence in writing and talking, she entered the competition. She admitted it was difficult due to her hectic schedule and numerous tasks, but she grew accustomed to it. Second, a YouTube English language expert inspired her to learn English more effectively. Hana mentioned her habit of learning English:

Hana: I often take one minute to study from YouTube, such as the English class and the quotes.

In the class, she read, while outside the class, she and her friend, an English student, spent their free time teaching English to 20 elementary school students in an orphanage.

In addition to motivation, learners' beliefs, as other components of learners' affective state and regulation, could force Hana to take further action or make changes. She believed it was her responsibility to learn English, so she went online to social platforms like YouTube to access English class channels or to read quotes. Classroom observations also showed her participation in educational activities and on-time assignment submissions. Though, she acknowledged that it was challenging to discover a supportive practice partner for English communication. She anticipated having a study partner and peer mentor that she could call on. Hana was also upset when her parents assumed she was playing with her phone instead of studying, even though they always supported her.

Kei's limitations were likewise managed by his motivation and the learners' belief. Kei claimed in the interview that he was driven to learn English better than others and to become a better person. This motivation likely resulted from his positive learning experience in high school, where he excelled in-class participation and was the best student at responding to the teacher's questions.

Kei: When I was in high school, and the teacher asked us each a question, I was overjoyed that I was the only one who could answer it.

Also, Kei believed in himself and acted when he ran into a problem.

Kei: I believe I can do it. I also have to learn more independently, even though there are many ways to get distracted while learning, such as games.

Additionally, he stated in the interview that he wanted to perform well on the test because the grade impacted him. He said that as a result of his limitations:

Kei: I need confidence and study independently, repeatedly reviewing the material.

The second semester was when Kei finally started to feel more comfortable interacting in class.

LA4: External Push and Support

External push is defined as the motivation that comes from meeting the demands of the course or meeting the expectations of others, and external support is the help received from others, including peers, items, internet resources, and other people who can help (Tung & Huang, 2022, p. 234). The critical element is linked to the significant individuals in learners' lives and learning activities. At the beginning and sometimes during the semester, I promoted learner autonomy and encouraged my students to establish high goals, solve their learning issues, and evaluate the results. I also allowed students to collaborate on group projects, pushed them to participate in English competitions, and provided support when required. Those meetings with me must have been part of the support which helped Hana and Kei become more autonomous.

Hana has responded to external push. Because various alterations in her affective, cognitive, metacognitive, and behavioural domains were seen, Hana had been in an active state from the standpoint of CDST. Hana was driven to improve her English and even dreamed of studying or travelling abroad. She looked at the score in her online Academic Information System to keep track of her development. If Hana received a poor score, she would use learning techniques to raise it, such as reading scholarly papers. Hana explained in the interview.

Hana: When I had unpleasant experiences, I learned. I'll work harder.

Her grade has improved since the first semester, and she received a perfect score on the mid-semester test in the second semester (see Table 1). Because of her previous flawless score, she may not have studied as diligently as she should have, as her final exam score dropped.

Kei had been responsive to external support. Two-semester English learning at university forced him to receive different knowledge input and learning methods. Kei's response to the English class was dynamic. During online learning in the first semester, he mentioned that

English learning was just okay. However, in the second semester, when the offline class had started again, he reported learning English was captivating because he had learnt with his friends. Thus, with his friends' support, he improved his learning materials and social interactions. He initially thought that the materials were difficult to understand, but he successfully conquered them more than before. Because it was face-to-face learning, it was easier to understand and more fun; he could exchange ideas and discuss them with his friends. Though he had psychological constraints such as stage fright, he enjoyed interacting with his friends during classroom activities. He also prepared and learnt before presenting in front of the class. Finally, his writing project result was impressive and among the best essays, and his score improved in the final exam.

The Operational Model: How Focal Factors Interact to Develop Learner Autonomy

I adopted Tung and Huang's operational model of learner autonomy development (2022) to illustrate the development of learner autonomy in Hana and Kei concerning three-time points: before the start of the university, at the mid-term of the first semester, and end of the first semester of university. The diagram (Figure 2) was produced using CorelDRAW. Each of the four nodes represents a factor in autonomy development. The darkness of shading represents how perfectly that factor was helping the student to realize autonomy, with completely black nodes representing fully realised autonomy. The level of shading in each ball represents the extent to which that factor was mentioned by the student. The factors are affective state and regulation; behavioural change in the direction of becoming more autonomous; constraints, in the sense of becoming able to overcome constraints; and external push and support, in terms of having effective, autonomy-supporting events and people. The width of the lines connecting the nodes indicates how closely they are connected: the darker the lines, the stronger the connection. Each node represents one focal component. The stronger the component's disposition (i.e., positivity or negativity) is within each node, the higher the node's filling is. The status of the component on a continuum is indicated for the filling using a scale of greyness. As seen in the learners' affective state and regulation continuum, the darker the filling, the more positive; the lighter, the more negative.

From the iterative analyses in and across cases, the results generated show that these four focal factors are complex and variant as attributes and how important these focal points vary by context. Furthermore, their variations are not dichotomous but gradual slight shifts along continuums. The following four phenomena were observed when Hana's and Kei's learning states were perturbed under external stimuli. First, their affective states, undergone regulation, became positive or negative. In the spectrum of learner behavioural change, they either became proactive or stayed reactive in their learning. Thirdly, although Kei used a positive strategy to lessen the effects of the limitations, Hana adopted a neutral to-negative strategy and made little effort to lessen the effects. They were heading towards the regulated or uncontrolled ends of the continuum of learners' restrictions based on their methods. Fourth, all the activities and alterations were connected to the presence of external stimuli and support in the environment and how much students were responsive to them. Hana and Kei interacted with the surroundings and other people, and they were prepared to take on

difficulties. Their reactions to the stimulus and support were positive on a continuum of external push and support.

LA1: Learner's Affective State and Regulation

negative

positive

"English can be learnt and is easy to study like someone on YouTube who looks cool." (Hana)

"I believe I can do it." (Kei)

LA2: Learners' Behavioural Change

reactive

proactive

"I attempted to participate in the essay competition." (Hana)

"Also, I work with my friend to teach mostly sixth-grade students at an orphanage close to my home." (Hana)

"I inquired about what was lacking, fixed what was incorrect, and did revisions according to the teacher's suggestions." (Kei)

LA3: Learners' Constraints

uncontrolled

controlled

"I was afraid when communicating and frustrated when I did not find a way to study." (Hana)

"The materials are new, so I have difficulty understanding materials." (Kei)

"When offline, learning together is very fun. When online, it was okay." (Kei)

LA4: External Push and Support

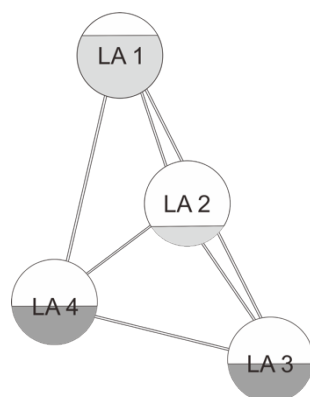
unresponsive

responsive

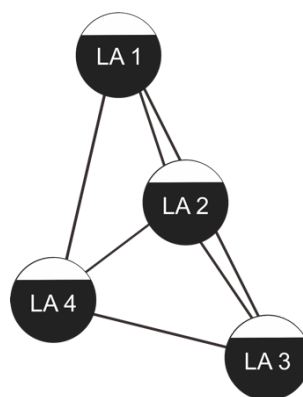
"With the teacher's help, I can understand the valuable stuff." (Hana)

"When there is a presentation, I will continue to learn. The interaction with classmates is quite excellent and fascinating." (Kei)

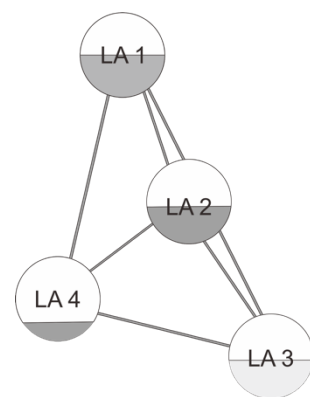
Hana's Learner Autonomy Development



Before starting university



First semester



Second semester

Kei's Learner Autonomy Development

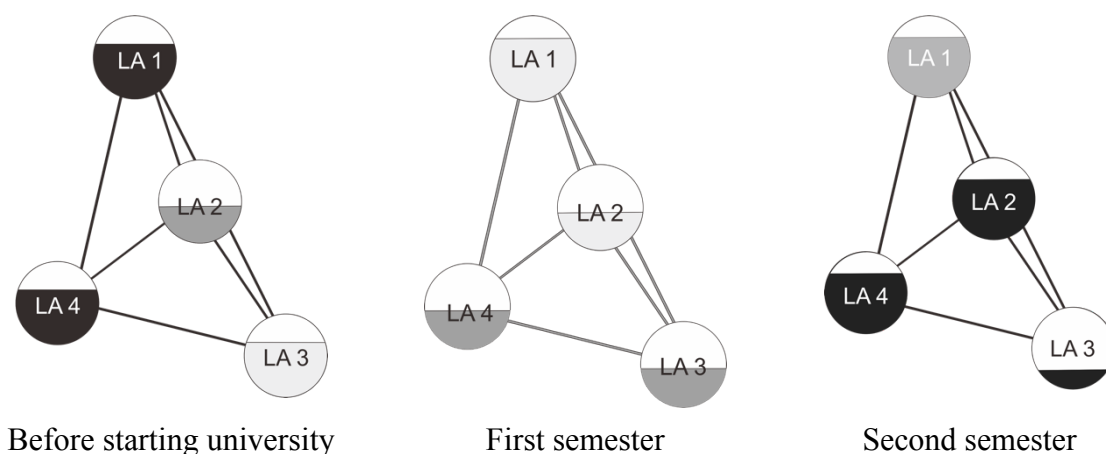


Figure 1. Hana's and Kei's Learner Autonomy Development across Three-Time Points

Figure 1 shows how the development of learner autonomy is aided or hindered. The four primary component interactions in Hana's starting settings remained constant or consistent. Hana's affective state was initially marked by disappointment. External stimuli disrupted the four fundamental parts of the system, but the effects of the disruption vanished after external support. In the first semester, she appeared to challenge herself to join an English competition while being exposed to the stimuli since she was open to feedback. The four essential elements consequently began to (inter)act, and their interactions became more dynamic after Hana experienced a sense of accomplishment after winning the competition. She had issues, such as a lack of encouraging people to practise with her, as she resumed her studies in the second semester, in any case. She changed her attitude from depending on external support to believing in herself. The end outcome was a facilitation of Hana's developing learner autonomy.

In contrast, the interplay between the four major components was dynamic under Kei's original conditions because of the opportunity to experience a sense of accomplishment during his senior high school. The original condition in Kei's system had an entirely positive affective state. However, the four major components interacted less when exposed to external stimuli like online learning activities. His affective state became negative because of the emotional difficulties brought on by the stimuli, but his belief helped him become more positive. After the COVID-19 pandemic, he returned to face-to-face learning in the second semester, and the dynamic interaction was once more present. Kei grew more open to interacting with his friends as his belief forced him to alter his learning attitude, as doing so helped him gain the strength he needed to face his limitations eventually. At long last, he started behaving differently, and his mood improved. Despite his phobia of public speaking, he became more adventurous when interacting with friends and using language in conversation. Kei's learner autonomy was assisted in specific ways as the value of each of the four parts changed over time, and their interactions grew more dynamic.

Discussion

The findings of this study suggest that four crucial factors impacted the development of learner autonomy. The result is like Tung and Huang's (2022), even though the dynamic interaction between the components is distinctive for Hana and Kei. Kei's first affective regulation was better than Hana's. Kei experienced a bad affective state and regulations in the first semester due to the COVID-19 pandemic and online study. However, his friends and teacher helped him improve in the second semester when they had offline learning. Hana's affective state and regulation increased in the first semester due to her behaviour modification and instructor assistance. Conversely, it declined in the second semester due to a lack of friend support to learn English.

Additionally, the interaction of these four in the two scenarios has produced an operational model that provides insight into how the development of learner autonomy is aided or hindered. The results of this study indicate that performing a CDS analysis is advantageous because it highlights the complex interactions between the four main components and the possibility that these interactions differ from student to student. While Hana's autonomy did not seem to be severely impacted by the COVID-19 pandemic, Kei's autonomy was influenced by it as a constraint. Teachers must assist pupils in comprehending the various factors involved in overcoming their academic difficulties. The model utilised in this study, similar to the one created by Tassianari (2012), can offer guidance on how to get over learner limitations. If students believe that the external push or support they receive is insufficient, they can recall times when they got more outside encouragement and made better progress. In this instance, Hana thought her friend was essential and had been taught that assistance was better for her. When Kei was in a tight spot, he looked for a resource.

The relationship with me as a teacher was significant to both Hana and Kei, as seen by their reflections from the interview. I encouraged them to be independent learners in the first meeting and explained why. I then gave them comments on their work throughout the meetings. If they had problems studying, I told them to contact me via WhatsApp. Our comfortable relationship may make them listen to me and use my encouragement to take greater responsibility for their learning.

Hana: With the teacher's help, I can understand the valuable stuff.

Kei: I inquired about what was lacking, fixed what was incorrect, and did revisions according to the teacher's suggestions.

Examining Hana's and Kei's cases, a foremost requisite of learner autonomy development is offering opportunities for students to feel accomplished in learning English both within and outside the classroom. The data analysis revealed that Hana and Kei experienced a sense of achievement in learning English, which formed positive learners' beliefs sustained over time to facilitate the development of learner autonomy. It has been demonstrated that the learner's affective state, a factor in autonomous learning (Tassinari, 2016), unlocks the interactions of the other three variables, potentially causing behavioural changes, lessening restrictions, and sparking responses to the stimuli. Thanks to the learners' belief, Hana and Kei were encouraged to persevere in their English learning.

Hana: "English can be learnt and is easy to study like someone on YouTube who looks cool."
Kei: "I believe that I can do it. I also must learn more independently even though there are many distractions in learning, such as games."

Learners' intrinsic motivation is crucial, in addition to their beliefs. Since the beginning of the semester, when I questioned Hana and Kei about their motivation in learning English, they have recognised the relevance of English to their banking studies and even their long-term goals.

Hana: I wish to travel overseas if there is a chance in the next five years.

Hana desired to either study or go abroad. As a result, starting in the first semester, Hana kept studying English outside the classroom despite having a busy schedule. She tutored 20 orphan elementary school pupils in the language while competing in English-speaking events. I gave Hana performance feedback, motivated, and reassured her. When she finally succeeded, she was happy and believed her efforts had been worthwhile. Until she achieved the perfect score on the midterm exam in the second semester, she also constantly watched her test results and worked harder to enhance them. During the second semester, she struggled to find a study partner, which affected her motivation and reduced her grade. In the interview, she spoke about her friend's significant contribution:

Hana: Having a companion to study with and receive feedback from increases my motivation.

His long-term, more abstract aim of improving in five years and his short-term, exam-passing English learning goals gave Kei the drive to do well in class. In the first semester, he was shocked when finding out that everyone in his class seemed to understand the materials except him, even though he had tried hard to study. Due to unfamiliar materials, online learning distractions, and the inability to ask questions, several of my students, including Kei, had trouble understanding the lesson. Along with group learning activities that allowed them to support one another and share problem-solving techniques, I also gave them a list of things they could do independently, including watching educational videos on YouTube or reading a reference book. In the second semester, as Kei gained the courage to approach them, he felt his friend's encouragement. As a result, his grade considerably increased from 60s in the first semester to 90s and a perfect score in the second.

Conclusion

Students' affective state and regulation, behavioural change, restrictions, and external push and support determine whether they become autonomous learners. Indonesian students, who are generally unfamiliar with learner autonomy, can benefit from the discourse the instructor had with the whole class and the assignments assigned to them to gain a better grasp of and appreciation for learner autonomy. In 2021, the COVID-19 pandemic gave a new situation and substantial constraint, and there was a fresh energy of students returning to class after covid, which contributed to learner autonomy development. Within and outside the classroom, students require pleasant emotional states, self-regulation, external push and support, and opportunity to improve.

First and foremost, it is advised that teachers give their students a chance to learn successfully both inside and outside of the classroom. Teachers can create a quiz during the lecture to help students feel successful in answering questions, motivating them to study more and do well on the upcoming test. Encouragement of peer discussion on the course topic and any challenges to understanding it or finishing the assignment is also crucial. Finally, teachers might encourage students to join English competitions, volunteer to teach English, and other extracurricular activities to improve their English skills. The findings demonstrate that social and academic support can lessen learning restrictions or potential cognitive and emotional tension from external stimuli.

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Appendix: Interview Guide

English Learning Experiences

1. Ceritakan secara mendalam (kapan, dimana, bagaimana, kenapa) pengalaman suksesmu dalam belajar bahasa Inggris (contoh: yang paling menyenangkan)?
2. Ketika kamu mengingat pengalaman itu, apakah kamu menggunakan suatu strategi dalam proses pembelajaran bahasa Inggris? Bagaimana perasaanmu saat itu? Apa yang kamu pelajari dari pengalaman itu?
3. Ceritakan secara mendalam (kapan, dimana, bagaimana, kenapa) pengalaman tidak suksesmu dalam belajar bahasa Inggris (contoh: yang paling menantang)?
4. Ketika kamu mengingat pengalaman itu, apakah kamu menggunakan suatu strategi dalam proses pembelajaran bahasa Inggris? Bagaimana perasaanmu saat itu? Apa yang kamu pelajari dari pengalaman itu?
5. Menurut kamu faktor apa yang bisa menyebabkan pengalaman baik atau buruk tersebut? Setelah pengalaman tersebut apa yang kamu lakukan?
6. Apakah tantangan terbesarmu ketika mempelajari bahasa Inggris? Pernahkah kamu mengatasi kesulitan? Bagaimana perasaanmu saat itu?
7. Apa pengalamanmu dalam belajar sehingga membuat hasil yang negatif?
8. Apa pengalamanmu dalam belajar sehingga membuat hasil yang positif?
9. Apa pendapatmu tentang pembelajaran satu tahun ini?
10. Apa pendapatmu tentang pembelajaran satu semester ini?

Learning Habits

1. Ceritakan mengenai kebiasaan belajarmu?
2. Apa yang kamu biasanya lakukan di kelas atau di rumah? Apakah kamu suka

merencanakan apa yang akan datang?

Possible L2 Selves, Ought-To L2 Selves

1. Bagaimana kamu melihat dirimu sekarang? Diri apa yang kamu inginkan dua tahun lagi? 5 tahun lagi? 10 tahun lagi?
2. Apakah itu merupakan apa yang keluargamu harapkan? Bagaimana perasaanmu ketika mereka mengatakan ekspektasi/harapan mereka?
3. Apa yang kamu inginkan atau harapkan sebelum lulus?
4. Apa yang kamu inginkan atau harapkan setelah lulus?
5. Apa yang kamu inginkan atau harapkan dalam pembelajaran bahasa Inggris?
6. Bagaimana kamu melihat dirimu sebagai pelajar bahasa Inggris ketika berkomunikasi dengan teman, guru, atau orang asing?
7. Menurutmu, pelajar bahasa Inggris yang ideal itu seperti apa?

LA1: Learner's Affective State and Regulation

Learner's Belief

1. Berdasarkan pengalaman belajar yang kamu sampaikan, apa yang kamu percayai waktu itu? Apa yang kamu percayai sekarang? (Contoh: semua usaha akan terbayarkan) Dapatkah kamu menjelaskannya?

Emotion

1. Apakah kamu memiliki pengalaman menarik atau tidak terlupakan dalam belajar bahasa Inggris?
2. Apa perasaanmu saat belajar bahasa Inggris? Apakah perasaan itu berpengaruh dalam mempelajari bahasa Inggris? Bagaimana?
3. Pernahkah kamu merasa frustrasi, takut, cemas, atau malu dalam belajar bahasa Inggris? Kapan? Bisakah kamu ceritakan?
4. Pernahkah kamu merasa bahagia, senang, bersemangat, atau bangga dalam belajar bahasa Inggris? Kapan? Bisakah kamu ceritakan?

Motivation

1. Apa motivasimu dalam belajar bahasa Inggris?
2. Apa motivasimu dalam mengerjakan tugas bahasa Inggris?
3. Apakah kamu percaya diri dalam belajar bahasa Inggris?
4. Bagaimana perasaanmu dalam belajar bahasa Inggris?
5. Apakah kamu termotivasi untuk menjadi lebih baik dari yang lain dalam mempelajari bahasa Inggris?
6. Apakah kamu termotivasi untuk mendapatkan nilai bagus dalam tes? Kenapa?
7. Apakah kamu pernah merasa melakukan sesuatu yang berarti dalam belajar bahasa Inggris?
8. Apakah kamu mempunyai sesuatu keinginan dalam mempelajari bahasa Inggris? Apa itu?

Self-Reflection (Metacognition and Reflection)

Problem/Self-awareness

1. Apa kekuatanmu dalam belajar bahasa Inggris?
2. Apa kekuranganmu dalam belajar bahasa Inggris?
3. Apa tantanganmu dalam belajar bahasa Inggris?

Self-Evaluation

1. Bagaimana pendapatmu mengenai pengetahuan/kemampuan bahasa Inggrismu?

LA2: Learner's Behavioral Change

Problem-Solving Strategies

1. Ceritakan bagaimana kamu menyelesaikan masalah ketika belajar bahasa Inggris?
2. Langkah apa yang kamu lakukan untuk meningkatkan pembelajaran bahasa Inggris?
3. Langkah apa yang kamu lakukan untuk mengatasi kurangnya pengetahuan dan meneruskan percakapan bahasa Inggris?
4. Langkah apa yang kamu lakukan untuk mendapatkan informasi relevan mengenai tugas bahasa Inggris?
5. Langkah apa yang kamu lakukan untuk mereview, mengingat, dan memperoleh informasi mengenai bahasa Inggris?
6. Langkah apa yang kamu lakukan untuk berinteraksi dengan orang lain, menyelesaikan masalah, atau bekerja sama dengan mereka?
7. Apakah kamu merencanakan penyelesaian suatu tugas/projek? Jika iya, bagaimana?

Learning Attitudes

1. Apa perasaan atau pikiran negatifmu mengenai belajar bahasa Inggris?
2. Apa perasaan atau pikiran positifmu mengenai belajar bahasa Inggris?

LA3: Learner's Constraints

1. Adakah kondisi (fisik/psikologis/sosial) yang mencegah kamu dalam mempelajari sesuatu? (contoh: kondisi fisik tidak memungkinkan untuk bermain basket, demam panggung, keluarga tidak mendukung/percaya kemampuanmu)

Physical Constraints

1. Adakah kondisi fisik yang mempengaruhi/menghambat kamu dalam belajar bahasa Inggris?

Psychological Constraints

1. Adakah kondisi psikologis yang mempengaruhi/menghambat kamu dalam belajar bahasa Inggris?
2. Apakah kamu merasa ada yang menghambat dalam belajar bahasa Inggris?
3. Apakah kamu merasa dipaksa dalam belajar bahasa Inggris?

Social Constraints (Parental Expectation)

1. Apakah kamu merasa kurang memiliki keterampilan sosial sehingga menghambat dalam belajar bahasa Inggris? Apa itu?
2. Apakah kamu merasa ekspektasi dari keluarga menghambat dalam belajar bahasa?

LA4: External Push and Support

Significant Others

1. Dalam mempelajari bahasa Inggris, adakah orang lain yang mempunyai pengalaman atau pengetahuan lebih yang kamu tahu atau bahkan membantu kamu?
2. Dalam keluargamu, apakah ada yang berperan dalam pembelajaran bahasa Inggris? Apa perannya?
3. Apa peran temanmu dalam mempelajari bahasa Inggris?
4. Apa peran guru/dosen dalam mempelajari bahasa Inggris?

Learning (/Extracurricular) Activities

1. Apakah kamu ikut dalam kegiatan yang berhubungan dengan pembelajaran bahasa Inggris (contoh: ekstra bahasa Inggris, komunitas debat)? Dapatkah kamu bercerita tentang itu?

Learner's Environment (and Interaction)

1. Bagaimana atmosfer pembelajaran bahasa Inggris di kelas?
2. Bagaimana stimulus pembelajaran (contoh: tugas/aktivitas pembelajaran, penggunaan teknologi) bahasa Inggris di kelas?
3. Bagaimana interaksi dengan teman sekelas dalam pembelajaran bahasa Inggris?

17. Bukti Undangan
Penyerahan Draft
Artikel Final untuk
Direview *Journal*
Steering Group
(19 Agustus 2023)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Learner Development Journal 7: IMPORTANT Turning in your final draft

Dev Learner <ldjournal7@gmail.com>
To: Dev Learner <ldjournal7@gmail.com>
Bcc: <ratnayunita@iainponorogo.ac.id>

Sat, 19 Aug 2023 at 13.05

Dear LDJ7 authors

We hope that you are enjoying a rest at the end of a busy school year!

We are moving forward with the process of getting LDJ 7 assembled. Thank you so much for submitting your final drafts, to all those of you that have done so.

We will probably be in touch individually regarding changes to the latest drafts received. In the meantime, there are one or two things you can do to help us. In the next two weeks or so, we would like to submit your papers to the steering committee for a further review, and we might want to check certain things with you before that, so please keep an eye open for further email.

The following points refer to the google doc file of your final draft for the steering committee, which you will upload to the folder in LDJ7. (link below.)

1. Layout Regarding the final draft, there are some points about the layout in the attached document so please take a look at the attachment "notes for authors layout". In general the message is, please leave the layout simple with no tab stops so that it can be pasted into a special software program for layout.
2. Add your bio, abstract and keywords and Japanese abstract. We would like to ask you to add your biography (60-70 words) and abstract in English (150-170 words) and Japanese, to your final draft. If you need us to translate the abstract, then please write square brackets and [*Japanese abstract to go here*], under the English abstract. Below each abstract, please include around five key words with # Please put your biography at the end.
3. Also, it would help us if you could fill in the attached cover sheet (the parts in yellow, ie your name, the article title, and a contact email). This will be part of the final LDJ7. If you are still in the process of finalizing your title, feel free to email us to chat about it if you wish. The cover page will be a separate document for each article, so please upload it here. https://docs.google.com/document/d/15x0xZJNJVdLdgF6R6RAHb3EO4MlpbKs8/edit?usp=drive_link&oid=100972479787181932925&rtpof=true&sd=true
4. Please check your reference list very carefully before submitting this draft. In particular, please search the DOI for any article which you cite which has a DOI, and include it. It would be most useful if you can check that your references conform to APA 7 style. There is one exception regarding references in Japanese (see below, 5).
5. Regarding references in Japanese. We have decided to ask you to cite Japanese references in Japanese. Although current APA guidelines suggest sharing in Romaji, we feel that if one wants to search for an article, it is going to be easier for the reader to search in Japanese than to do it in Romaji.
6. When everything is complete please share your final draft into the folder here <https://drive.google.com/drive/folders/1wSXwwrKkujhxBKxS828N2Dn2qgO1b1y?usp=sharing> and also email us to let us know that you have finished.

The next stage is that the steering committee will offer comments on your final draft. It is possible that the steering group will suggest some changes, which we hope will be minor, but in order to make sure this goes smoothly, please upload your draft by September 1st if at all possible. We will most likely be in touch again after that for one more final-final draft and a round of proof reading. It would be helpful if you can respond to email fairly promptly at that time as we might need to check something with you at short notice.

Please get in touch if you have any questions, if you would like further support during the process of finalizing your article or if you want to zoom-chat about your research or writing.

As ever, we are really thrilled to see the papers coming together into a journal.

warm regards,

Ellen, Aya and Ryo

LDJ7 editorial team

notes for LDJ7 authors layout May 1.docx, LDJ 7 Cover Page Template(1).docx

18. Bukti Review dari

Journal Steering

Group

(5 September 2023 &
21 September 2023)

Feedback on your final LDJ draft (Ratna Yunita) from jsg (this one)

LDJ steering group <ldjournaljsg@gmail.com>
To: <ratnayunita@iainponorogo.ac.id>

Tue, 5 Sep 2023 at 20.40

Hello Yunita cc. Aya, Ellen, Ryo (LDJ7 editors); Tanya (Journal Steering Group)

This is Andy Barfield here writing to you in my role as a member of the Journal Steering Group for the LDJ. It's good to meet you, and I hope that everything is going well.

Thank you for all your tremendous work on writing and developing your article for LDJ7 and for carrying out some very interesting research about the complex interplay of factors in the development of learner autonomy.

Your own story, the stories of the two students, and your interpretation of their complex and dynamic learner autonomy trajectories are fascinating, as is the whole context of Indonesian education that you present in your article. I have really enjoyed reading your final draft.

I have put some comments and suggestions in the attached Word file, and I hope you will find these useful as a closeproofreading of your final draft at this stage. These comments are not a review, but rather intended to help you get your final draft ready for publication in the LDJ.

In more detail, it did take me some time to read and comment on because the first part through to the Research Methodology covers so much ground. I had the very strong sense that your article might have more pace if some of the parts were cut, and others re-ordered. So, I've tried to show some possible changes about this in the attached Word file.

I'm sorry to suggest some cuts. This is sometimes very difficult to accept as a writer when you have invested yourself in writing in detail in the first place. It's helpful therefore to focus on things from the reader's side and consider what exactly the reader needs to know in order to understand clearly your own practices and the research and analysis that you carried out. That was like a guideline for me here.

When you go into presenting your research, the visual introduction of the factor models over time is really striking and interesting too. One change to make here is to be sure to introduce the figures each time and provide some commentary after a figure as well. You have an extended explanation of the first few figures and commentary, but this all appears together after the first figures □ So, the "signposting" of the figures for the reader is missing in your writing at the moment. I hope the comments I have made in the attached Word file about this are clear make sense.

Finally, at the end – in the discussion and conclusion -- I find that there is an interesting tension between (a) focusing on what you have learnt from considering the two learners'

trajectories in quite some depth, and (b) drawing out more general claims about the development of learner autonomy and what teachers as a wider group might do.

One question I have is: Is it warranted to make such general claims on the basis of the two cases that you have looked at in great depth? Alternatively, is there some more personal way in which you can make those claims by framing them in relation to your own practices and evolving teacher-researcher story, and to changes in your understanding of what you can do to help the students that you teach to develop their learner autonomy? I'd like to raise these as "points to ponder" with you as you look again at those final sections to your article.

Thank you again for your writing: I have learnt a lot from reading and responding to it, and I hope that my comments and suggested editing are clear.

If you wish to check anything with me, please feel free to email directly at ldjournaljsg@gmail.com, cc-ing ldjournal7@gmail.com and mccarthytanya.m@gmail.com so that Aya, Ellen, Ryo, and Tanya are also included in any correspondence.

Terima kasih!

Best

Andy

[Quoted text hidden]

2023.09.05 Ratna Yunita Final Journal Steering Group feedback.docx

Feedback on your final draft from Andy in the steering group

2 messages

LDJ steering group <ldjournaljsg@gmail.com>

Thu, 21 Sep 2023 at 22.27

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Dev Learner <ldjournal7@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, <ryo.m6bell.a@gmail.com>, Tanya McCarthy <mccarthytanya.m@gmail.com>

(re-sending originally sent Sept 5 -)

Hello Yunita cc. Aya, Ellen, Ryo (LDJ7 editors); Tanya (Journal Steering Group)

This is Andy Barfield here writing to you in my role as a member of the Journal Steering Group for the LDJ. It's good to meet you, and I hope that everything is going well.

Thank you for all your tremendous work on writing and developing your article for LDJ7 and for carrying out some very interesting research about the complex interplay of factors in the development of learner autonomy.

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In more detail, it did take me some time to read and comment on because the first part through to the Research Methodology covers so much ground. I had the very strong sense that your article might have more pace if some of the parts were cut, and others re-ordered. So, I've tried to show some possible changes about this in the attached Word file.

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One question I have is: Is it warranted to make such general claims on the basis of the two cases that you have looked at in great depth? Alternatively, is there some more personal way in which you can make those claims by framing them in relation to your own practices and evolving teacher-researcher story, and to changes in your understanding of what you can do to help the students that you teach to develop their learner autonomy? I'd like to raise these as "points to ponder" with you as you look again at those final sections to your article.

Thank you again for your writing: I have learnt a lot from reading and responding to it, and I hope that my comments and suggested editing are clear.

If you wish to check anything with me, please feel free to email directly at ldjournaljsg@gmail.com, cc-ing ldjournal7@gmail.com and mccarthyanya.m@gmail.com so that Aya, Ellen, Ryo, and Tanya are also included in any correspondence.

Terima kasih!

Best

Andy

[Quoted text hidden]

2023.09.05 Ratna Yunita Final Journal Steering Group feedback.docx

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Sat, 23 Sep 2023 at 00.45

To: LDJ steering group <ldjournaljsg@gmail.com>

Cc: Dev Learner <ldjournal7@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, <ryo.m6bell.a@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>

Hello Andy

Apologies for the delayed response; it took me several days to respond to your message. It's a pleasure to connect with you. Everything is going well on my end, and I trust you're doing well too.

Thank you very much for taking the time to read my article and provide such valuable feedback. Your detailed comments and suggestions are immensely appreciated.

I'm delighted to hear that you found the research and the context of Indonesian education in the article to be of interest. Your kind words about the article's content are motivating, and I'm encouraged by your positive feedback.

I've read the comments and suggestions you provided in the attached Word file. I understand and appreciate your comments regarding the length and pacing of the article, and I agree that it could benefit from some reorganization. Your perspective from the reader's side is indeed valuable, and I will carefully consider your suggestions to ensure the clarity and flow of the content.

Regarding the presentation of the research, I completely understand your point about providing proper introductions and commentaries for the figures. I'll make sure to address these issues in the revised version.

Your observation about the tension in the discussion and conclusion section is thought-provoking. I will take your "points to ponder" into consideration. Your guidance on framing these claims within my own experiences as a teacher-researcher is valuable, and I will explore this approach further.

Once again, thank you very much for your dedication in reviewing my work and sharing your insights. Your feedback has been incredibly enlightening, and I'm eager to incorporate your suggestions to improve the article.

I will take some time to carefully revise the article, considering all your feedback, and I plan to send you the updated version by next week.

Terima kasih banyak!

Best wishes

[Quoted text hidden]

19. Bukti Penyerahan
Hasil Revisi Artikel
kepada *Journal*
Steering Group
(27 September 2023)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Final Draft Revisions (from Andy, JSG) Completed and Uploaded

12 messages

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Wed, 27 Sep 2023 at 04.58

To: LDJ steering group <ldjournaljsg@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>

Dear Andy, Tanya (Journal Steering Group); Ellen, Aya, Ryo (LDJ7 Editors)

I hope this message finds you well. I would like to inform you that I have completed the revisions on my final draft (Investigating Learner Autonomy Development Through a Complex Dynamic Systems Lens: An Indonesian Context) based on Andy's comments and suggested edits.

The updated final draft is now available in the previous folder or can access the revised document through the following link: https://docs.google.com/document/d/1-k86ZIXsD1OHv3Fm2_FSibRPw0MooxclbPSUDgZyZAY/edit?usp=drive_link

I would like to highlight that I have retained the names of the participants in their original form (Hana and Kei), as it has become the common name in Indonesia.

Please take a moment to review the changes, and if you have any further suggestions or feedback, kindly let me know at your earliest convenience. I greatly appreciate your valuable input and collaboration throughout this process.

Thank you for your time and assistance in making this document the best it can be.

Best regards
[Quoted text hidden]

Dev Learner <ldjournal7@gmail.com>

Fri, 29 Sep 2023 at 17.10

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: LDJ steering group <ldjournaljsg@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>, Ellen Head <ehead@sky.miyazaki-mic.ac.jp>

Dear Yunita

Thank you for your message and the now-very-near-final draft.

I really appreciate your energy and patience as multiple people comment and suggest revisions! I feel that the article is actually still getting better and stronger so it is all to the good. Tanya McCarthy of the steering group has now had a chance to make some suggestions and I have also worked together with her adding my thoughts so we would like you to take our ideas into consideration and work just a little bit more. Bear in mind that we are also learning from you.

Here is the link though in fact the article is still the file which you originally sent to me as your file of the final draft.

There were some questions from Tanya about where to place the diagrams in relation to the text, and we might want to ask you to zoom with us when we get near the final stages of doing that. That probably won't be til November. In the meantime, would you be able to work on a redraft addressing the points raised by Tanya and me on the google doc which is linked to here https://docs.google.com/document/d/1-k86ZIXsD1OHv3Fm2_FSibRPw0MooxclbPSUDgZyZAY/edit?usp=sharing

It would be great if you could let me know that you have received this email and would be able to submit the revised draft by about October 14th?

Thanks again and hoping to hear from you soon!

warmest regards

Ellen (on behalf of LDJ7 editorial team, with Aya Hayasaki and Ryo Moriya)

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Tue, 3 Oct 2023 at 00.38

To: Dev Learner <ldjournal7@gmail.com>

Cc: LDJ steering group <ldjournaljsg@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>, Ellen Head <ehead@sky.miyazaki-mic.ac.jp>

Dear Ellen

Thank you for your email, and I'm delighted to hear that you appreciate the progress on the article draft. It has indeed been a collaborative effort, and I'm pleased to continue working on enhancing the content. I've taken note of your comments and Tanya McCarthy's suggestions, and I'll ensure that I incorporate them into the revised draft. The feedback is valuable, and I believe it will contribute to making the article even stronger.

Regarding the placement of diagrams in relation to the text, I understand the importance of getting that right, and I'd be more than happy to schedule a Zoom meeting with you and Tanya to discuss this in detail. I've accessed the Google Docs link you provided, and I'll begin working on the redraft addressing the points raised. Rest assured, I'll do my best to have the revised draft ready for submission by October 14th.

Thank you once again.

Best regards

[Quoted text hidden]

2023.09.27 (updated) was 0902 Ratna Yunita Final

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Sat, 14 Oct 2023 at 22.26

To: Dev Learner <ldjournal7@gmail.com>

Cc: LDJ steering group <ldjournaljsg@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>, Ellen Head <ehead@sky.miyazaki-mic.ac.jp>

Dear Ellen

I would like to let you know that I have finished the revision and uploaded the draft to the same folder. Here is the link: https://docs.google.com/document/d/18MM0hq00-q22V2ts13TUwhUPpk_yoJ8o/edit?usp=sharing&oid=100236470527985587501&rtopof=true&sd=true

I have also attached the revised draft to this email for your convenience.

If you have any feedback or further instructions, please don't hesitate to let me know.

Regarding scheduling a Zoom meeting, I am available at most times, except for Wednesday and Thursday due to my full teaching schedule. Please let me know your availability, and I will do my best to accommodate our meeting at a time that suits you.

Thank you.

Best wishes

[Quoted text hidden]

2023.10.14 (updated) was 27.09 & 0902 Ratna Yunita Final.docx

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Mon, 16 Oct 2023 at 15.45

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Dev Learner <ldjournal7@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>

Dear Yunita

Thank you very much for all your hard work on the article. I think as I am reading the parts which have had comments from the STG it is all about making it read smoothly now and is extremely close to "done." I noticed a couple of places where STG suggestions were not implemented and I wondered if that was because you did not quite get the reason for it. On page 9, the sentence under figure 2, reads:

From the iterative analyses in and across cases, the results generated show that these four focal factors are complex and variant as attributes, and how important these focal factors vary by context.^[1]

Furthermore, their variations are not dichotomous but gradual slight shifts along continuums^[2]. The

20. Bukti Review Kedua
dari *Journal Steering
Group* Dan Editor
(29 September 2023-12
November 2023



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Final Draft Revisions (from Andy, JSG) Completed and Uploaded

12 messages

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

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Best regards

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Cc: Dev Learner <ldjournal7@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>

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From the iterative analyses in and across cases, the results generated show that these four focal factors are complex and variant as attributes, and how important these focal factors vary by context.^[1]

Furthermore, their variations are not dichotomous but gradual slight shifts along continuums^[2]. The

following four phenomena were observed when Hana's and Kei's learning....

Doesn't quite make sense - please revise this part.

My suggestion is something like:

Preparing a visual representation using CorelDraw lets us see the relative variation of the four factors over time.

The variations in shading allow us to represent slight shifts which occur gradually along a continuum.

(I don't think you need to state that the variation is not dichotomous as it is obvious?)

(Was any other contextual shift other than time represented on the diagram? Although we know the classroom or non classroom would make a difference too..) If you want to revise that sentence yourself anyway my tip is to divide it into two sentences and emphasise what we can see or learn.

Secondly the sentence in the description of the figures, the STG suggested an introductory sentence for each of those paras on page 9 and page 12, "In this section I focus on..." instead of just starting straight away with the "Figure blah blah shows..." These are very tiny and minor points but it might be worth that final edit to make it even more reader-friendly. What do you think?

best wishes

Ellen

[Quoted text hidden]

LDJ steering group <ldjournaljsg@gmail.com>

Mon, 16 Oct 2023 at 16.05

To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Cc: Ratna Yunita <ratnayunita@iainponorogo.ac.id>, Dev Learner <ldjournal7@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>

A big thank you from me too, Yunita.

Your article is all but finished - well done! In addition to the points that Ellen mentioned, please see some other comments that I put yesterday on your most recent draft in this Google doc:

https://docs.google.com/document/d/18MM0hq00-q22V2ts13TUwhUPpk_yoJ8o/edit

Thank you for consorting these points and making some very minor final revisions!

Best

Andy

[Quoted text hidden]

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Wed, 25 Oct 2023 at 17.10

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Dev Learner <ldjournal7@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>, <ratnayunita@gmail.com>

Dear Yunita Ratna

Thank you for all the hard work on the article. We are getting very close to the final final draft.

Here is the latest round with some comments from the SDG https://docs.google.com/document/d/18MM0hq00-q22V2ts13TUwhUPpk_yoJ8o/edit?usp=sharing&ouid=113018813449337573219&rtpof=true&sd=true

After the SGD and editors looked at the article we noticed that the abstract seems to focus on your individual teacher's journey and suggest re-phrasing to give a clear focus on the study of two students in depth, as the main point of the article.

The other main point to think about was that in the sections which introduce diagrams, it would be good to have at least one sentence to kind of soften the introduction so it does not just read "In figure 3 you can see..." but instead previews what the diagram interpretation is going to say or what aspect will be clarified. I think it is difficult to do it without being repetitive in each section but maybe by pulling out some sentences from the explanation you can do it. Would you be able to take a look at the suggestions and give a final draft by November 1st? Thank you and hope to hear from you soon.

warmest regards
[Quoted text hidden]

2023.10.14 (updated) was 27.09 & 0902 Ratna Yunita Final.docx

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Thu, 26 Oct 2023 at 12.57

To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Cc: Dev Learner <ldjournal7@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>, <ratnayunit@gmail.com>

Dear Ellen

Thank you for sending me the link to the latest round of the article. I appreciate the feedback and guidance from the SDG and editors.

Yes, I can take a look at the suggestions and provide the final draft by November 1st.

Thank you for the update and feedback.

Best regards

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Wed, 1 Nov 2023 at 19.44

To: Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Cc: Dev Learner <ldjournal7@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>, <ratnayunit@gmail.com>

Dear Ellen, Aya, Ryo (LDJ7 Editors), Andy, and Tanya (Journal Steering Group)

I hope each of you is doing well. I'd like to inform you that I have sent the final draft as an attachment to this email. Throughout the revision process, I've taken great care to address all the comments by revising and making necessary decisions. I hope that I haven't missed anything and that the revisions align with your valuable guidance and feedback.

I really appreciate your comments and suggestions for making the article better. Thank you for your ongoing support.

Best wishes

[Quoted text hidden]

2023.11.01 Ratna Yunita.docx

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Thu, 2 Nov 2023 at 11.07

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Dev Learner <ldjournal7@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>

Dear Ratna Yunita

Thank you! It's been a joy to get your emails and read your work. This is just to acknowledge the receipt of the final draft and I expect that there will be a little bit of further correspondence but as you know, we are very close to finishing. I anticipate it might still be a little bit more than a month from now to publication as we are working on the introduction and closing commentary now.

best wishes

[Quoted text hidden]

Head, Ellen <ehead@sky.miyazaki-mic.ac.jp>

Sun, 12 Nov 2023 at 17.29

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Dev Learner <ldjournal7@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>

Dear Yunita

This is just a quick request to take a look at the final comments and suggestions from the steering group which have been shared today. Would you be able to address these between now and the end of this week, for example, Friday? Sooner would also be great if you were able to! I think any changes are relatively minor and can be done just by clicking to accept their suggestions for the most part.

https://docs.google.com/document/d/1et4lDUhrdGpNlzkqkXCHLf5_D_2mnnXh/edit?usp=sharing&oid=100972479787181932925&rtpof=true&sd=true

Please could you let us know (I mean both STG and me and Dev Learner email) that this is ok for you?
thank you and have a good week.

warm regards

[Quoted text hidden]

2023.11.01 Ratna Yunita.docx

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Mon, 13 Nov 2023 at 11.04

To: Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Cc: Dev Learner <ldjournal7@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>

Dear Ellen

Thank you for the update. After reviewing the final comments and suggestions from the steering group, I am aligned with the proposed changes. I will proceed to work on the necessary revisions and will promptly notify you upon completion.

Thank you and I hope you have a wonderful week too.

Best wishes

[Quoted text hidden]

Dokumen dibagikan kepada Anda: "2023.10.14 (updated) was 27.09 & 0902 Ratna Yunita Final.docx"

Ellen Head (via Google Dokumen) <drive-shares-dm-noreply@google.com>

Wed, 25 Oct 2023 at 16.58

Reply-To: Ellen Head <ehhead@sky.miyazaki-mic.ac.jp>

To: <ratnayunita@iainponorogo.ac.id>

Ellen Head membagikan dokumen



Ellen Head (ehhead@sky.miyazaki-mic.ac.jp) telah mengundang Anda untuk **mengedit** dokumen berikut:

Hi Yunita

We have a few more tiny comments on your article. I will email separately as well.

 2023.10.14 (updated) was 27.09 & 0902 Ratna Yunita Final.docx



Ellen Head di luar organisasi Anda.

Buka

Jika Anda tidak ingin menerima file dari orang ini, [blokir pengirim](#) dari Drive

Google LLC, [1600 Amphitheatre Parkway, Mountain View, CA 94043, USA](#)

Anda menerima email ini karena ehhead@sky.miyazaki-mic.ac.jp membagikan dokumen kepada Anda dari Google Dokumen.



2023.10.14 (updated) was 27.09 & 0902 Ratna Yunita Final.docx



Ratna Yunita <ratnayunit@gmail.com>

Re: Final Draft Revisions (from Andy, JSG) Completed and Uploaded

Head, Ellen <ehhead@sky.miyazaki-mic.ac.jp>

Rab, 25 Okt 2023, 17.10

Ke: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Dev Learner <ldjournal7@gmail.com>, Aya Hayasaki <hayaaya@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, <ryo.m6bell.a@gmail.com>, LDJ steering group <ldjournaljsg@gmail.com>, <ratnayunit@gmail.com>

Dear Yunita Ratna

Thank you for all the hard work on the article. We are getting very close to the final final draft.

Here is the latest round with some comments from the SDG https://docs.google.com/document/d/18MM0hq00-q22V2ts13TUwhUPpk_yoJ8o/edit?usp=sharing&oid=113018813449337573219&rtpof=true&sd=true

After the SGD and editors looked at the article we noticed that the abstract seems to focus on your individual teacher's journey and suggest re-phrasing to give a clear focus on the study of two students in depth, as the main point of the article.

The other main point to think about was that in the sections which introduce diagrams, it would be good to have at least one sentence to kind of soften the introduction so it does not just read "In figure 3 you can see..." but instead previews what the diagram interpretation is going to say or what aspect will be clarified. I think it is difficult to do it without being repetitive in each section but maybe by pulling out some sentences from the explanation you can do it. Would you be able to take a look at the suggestions and give a final draft by November 1st? Thank you and hope to hear from you soon.

warmest regards

Ellen

On Mon, 16 Oct 2023 at 18:05, LDJ steering group <ldjournaljsg@gmail.com> wrote:

A big thank you from me too, Yunita.

Your article is all but finished - well done! In addition to the points that Ellen mentioned,

please see some other comments that I put yesterday on your most recent draft in this Google

doc:

https://docs.google.com/document/d/18MM0hq00-q22V2ts13TUwhUPpk_yoJ8o/edit

Thank you for consorting these points and making some very minor final revisions!

Best
Andy

On Mon, 16 Oct 2023 at 17:45, Head, Ellen <ehed@sky.miyazaki-mic.ac.jp> wrote:

Dear Yunita

Thank you very much for all your hard work on the article. I think as I am reading the parts which have had comments from the STG it is all about making it read smoothly now and is extremely close to "done." I noticed a couple of places where STG suggestions were not implemented and I wondered if that was because you did not quite get the reason for it. On page 9, the sentence under figure 2, reads: From the iterative analyses in and across cases, the results generated show that these four focal factors are complex and variant as attributes, and how important these focal factors vary by context.[1] Furthermore, their variations are not dichotomous but gradual slight shifts along continuums[2] . The following four phenomena were observed when Hana's and Kei's learning....

Doesn't quite make sense - please revise this part.

My suggestion is something like:

Preparing a visual representation using CorelDraw lets us see the relative variation of the four factors over time. The variations in shading allow us to represent slight shifts which occur gradually along a continuum.

(I don't think you need to state that the variation is not dichotomous as it is obvious?)

(Was any other contextual shift other than time represented on the diagram? Although we know the classroom or non classroom would make a difference too..) If you want to revise that sentence yourself anyway my tip is to divide it into two sentences and emphasise what we can see or learn.

Secondly the sentence in the description of the figures, the STG suggested an introductory sentence for each of those paras on page 9 and page 12, "In this section I focus on..." instead of just starting straight away with the "Figure blah blah shows..." These are very tiny and minor points but it might be worth that final edit to make it even more reader-friendly. What do you think?

best wishes

Ellen

On Sun, 15 Oct 2023 at 00:27, Ratna Yunita <ratnayunita@iainponorogo.ac.id> wrote:

Dear Ellen

I would like to let you know that I have finished the revision and uploaded the draft to the same folder. Here is the link: <https://docs.google.com/>

[document/d/18MM0hq00-q22V2ts13TUwhUPpk_yoJ8o/edit?usp=sharing&oid=100236470527985587501&rtpof=true&sd=true](https://docs.google.com/document/d/18MM0hq00-q22V2ts13TUwhUPpk_yoJ8o/edit?usp=sharing&oid=100236470527985587501&rtpof=true&sd=true)

I have also attached the revised draft to this email for your convenience.

If you have any feedback or further instructions, please don't hesitate to let me know.

Regarding scheduling a Zoom meeting, I am available at most times, except for Wednesday and Thursday due to my full teaching schedule. Please let me know your availability, and I will do my best to accommodate our meeting at a time that suits you.

Thank you.

Best wishes

Yunita

Pada Jum, 29 Sep 2023 pukul 17.10 Dev Learner <ldjournal7@gmail.com>
menulis:

Dear Yunita

Thank you for your message and the now-very-near-final draft.

I really appreciate your energy and patience as multiple people comment and suggest revisions! I feel that the article is actually still getting better and stronger so it is all to the good. Tanya McCarthy of the steering group has now had a chance to make some suggestions and I have also worked together with her adding my thoughts so we would like you to take our ideas into consideration and work just a little bit more. Bear in mind that we are also learning from you.

Here is the link though in fact the article is still the file which you originally sent to me as your file of the final draft.

There were some questions from Tanya about where to place the diagrams in relation to the text, and we might want to ask you to zoom with us when we get near the final stages of doing that. That probably won't be til November. In the meantime, would you be able to work on a redraft addressing the points raised by Tanya and me on the google doc which is linked to here

https://docs.google.com/document/d/1-k86ZIXsD1OHv3Fm2_FSibRPw0MooxclbPSUDgZyZAY/edit?usp=sharing

It would be great if you could let me know that you have received this email and would be able to submit the revised draft by about October 14th?

Thanks again and hoping to hear from you soon!

warmest regards

Ellen (on behalf of LDJ7 editorial team, with Aya Hayasaki and Ryo Moriya)

On Wed, Sep 27, 2023 at 6:59 AM Ratna Yunita <ratnayunita@iainponorogo.ac.id> wrote:

Dear Andy, Tanya (Journal Steering Group); Ellen, Aya, Ryo (LDJ7 Editors)

I hope this message finds you well. I would like to inform you that I have completed the revisions on my final draft (Investigating Learner Autonomy Development Through a Complex Dynamic Systems Lens: An Indonesian Context) based on Andy's comments and suggested edits.

The updated final draft is now available in the previous folder or can access the revised document through the following link: https://docs.google.com/document/d/1-k86ZIXsD1OHv3Fm2_FSibRPw0MooxclbPSUDgZyZAY/edit?usp=drive_link

I would like to highlight that I have retained the names of the participants in their original form (Hana and Kei), as it has become the common name in Indonesia.

Please take a moment to review the changes, and if you have any further suggestions or feedback, kindly let me know at your earliest convenience. I greatly appreciate your valuable input and collaboration throughout this process.

Thank you for your time and assistance in making this document the best it can be.

Best regards
Yunita

--

Ellen Head

Lecturer in ELT
Miyazaki International College
1405 Kano-hei, Kiyotake-cho
Miyazaki-shi, Miyazaki-ken 889-1605

宮崎国際大学
〒889-1605 宮崎県宮崎市清武町加納丙1405

|
[Kutipan teks disembunyikan]

2023.10.14 (updated) was 27.09 & 0902 Ratna Yunita Final.docx

21. Bukti Koordinasi
Layout Artikel dan
Proofreading
(17, 20, 23 November
2023)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

LDJ7 draft layout of your article (Ratna Yunita)

4 messages

LDJ steering group <ldjournaljsg@gmail.com>

Fri, 17 Nov 2023 at 10.37

To: <ratnayunita@iainponorogo.ac.id>

Cc: Aya Hayasaki <hayaaya@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Ellen Head <ehead@sky.miyazaki-mic.ac.jp>, 守屋亮 <ryo.m6bell.a@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, Ivan Lombardi <ivanlombardi.w@gmail.com>

Hello Ratna

I hope everything is going well, and thank you for finalising your article.

Ivan --- LDJ layout and design wizard!--- has prepared a draft of your finalised article for you to read through and see how the layout looks to you.

If you can post any comments or questions in the PDF file itself, that would be great.

Then please send the PDF file back to us all, and Ivan will take it through to final layout, and we will then go into the final proofreading stage with you with they final lead out version.

Please note the page numbering is temporary and will be fixed later when the other articles are also finalised.

Great to get to this stage! Enjoy!

Best

Andy cc. Ivan; Aya, Ellen, Ryo; Tanya

[Quoted text hidden]

LDJ7 3 Yunita lay out draft 1 1117.pdf

LDJ steering group <ldjournaljsg@gmail.com>

Fri, 17 Nov 2023 at 10.38

To: <ratnayunita@iainponorogo.ac.id>

Cc: Aya Hayasaki <hayaaya@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Ellen Head <ehead@sky.miyazaki-mic.ac.jp>, 守屋亮 <ryo.m6bell.a@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, Ivan Lombardi <ivanlombardi.w@gmail.com>

oops!

with they final lead out version -> with the final laid-out version

[Quoted text hidden]

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Mon, 20 Nov 2023 at 07.07

To: LDJ steering group <ldjournaljsg@gmail.com>

Cc: Aya Hayasaki <hayaaya@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Ellen Head <ehead@sky.miyazaki-mic.ac.jp>, 守屋亮 <ryo.m6bell.a@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, Ivan Lombardi <ivanlombardi.w@gmail.com>

Hi Andy

Thank you for the message and for updating me on the progress. I've reviewed the document and have posted my comments and questions directly in the PDF file. The attached PDF is available in this email.

I'm thrilled to reach this stage, and I'm looking forward to seeing the final layout.

Thanks again for the update, and I'm excited to move forward in the final stages of this process.

Best regards

[Quoted text hidden]

LDJ7 3 Yunita lay out draft 1 1117.pdf

LDJ steering group <ldjournaljsg@gmail.com>

Mon, 20 Nov 2023 at 08.05

To: Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Aya Hayasaki <hayaaya@gmail.com>, Dev Learner <ldjournal7@gmail.com>, Ellen Head <ehhead@sky.miyazaki-mic.ac.jp>, 守屋亮 <ryo.m6bell.a@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>, Ivan Lombardi <ivanlombardi.w@gmail.com>

Many thanks, Ratna - Nicely done --- your comments are very clear and I can read them in the PDF that you sent, so over to Ivan to address the points that you raise.

Ivan, for some reason, I could add the abstracts and keywords in a post in the PDF file that Ratna sent, but could not save the file, so I have pasted below both finalised E and J abstracts and keywords.

Best

Andy

This research explores the development of learner autonomy in Indonesia. After tracing the author's learning journey as a pro-autonomy teacher, and sketching in some of the recent initiatives regarding autonomy in Indonesian education policy, the study focuses on two university students' autonomy development during 2020-21. I employ Complex Dynamic Systems Theory (CDST) to analyse focal autonomy factors among non-English majors, using a qualitative approach with semi-structured interviews and triangulated data. The participants were two college students taking an English for Specific Academic Purposes (ESAP) course in their first year at university. The findings show that four key factors—learners' affective state and regulation, behavioural change, restrictions, and external push and support—are connected to the development of learner autonomy. The following necessary conditions for achieving learner autonomy were discovered in this case study: creating opportunities to experience a sense of achievement within and beyond the classroom, as well as the teacher's significant role in introducing autonomy and supporting students' learning progress.

本研究はインドネシアにおける学習者オートノミーの発達を探索的に調査する。著者自身のプロの自律的な教師として学びの軌跡を巡り、インドネシアの教育政策におけるオートノミーに関する近年の取り組みを描いた後に、本研究は2020年から21年における大学生2名のオートノミーの発達に焦点を当てる。半構造化インタビューとトライアングレーションされたデータによる質的アプローチを採用し、英語専攻でない学生のオートノミー要因を分析するために複雑系理論（Complex Dynamic Systems Theory、CDST）を用いる。参加者は、1年時にESAP（English for Specific Academic Purposes）コースを受講した大学生2名である。知見としては、学習者の感情状態と調整、行動の変化、制限、外部からの後押しとサポートという4つの主要因が学習者オートノミーの発展に関連していることが得られた。この事例研究で明らかとなった学習者オートノミーを実現するための必要条件は、学生へのオートノミーの導入及び学習が進むのを支援する教師の重大な役割、そして、教室内外で達成感を体験する機会を設けることである。

learner autonomy, complex dynamic systems theory, Indonesian context, affective state and regulation, external support

学習者オートノミー、複雑系理論、インドネシアの文脈、感情状態と調整、外部サポート

[Quoted text hidden]



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

LDJ7 Review

Dev Learner <ldjournal7@gmail.com>
To: Dev Learner <ldjournal7@gmail.com>
Bcc: <ratnayunita@iainponorogo.ac.id>

Thu, 23 Nov 2023 at 14.11

Dear Learner Development Journal 7 Writers

We are getting near the end of the LDJ7 process and truly thrilled by how it is all coming together.

We would like to invite you to have a look at the introduction to LDJ7 ahead of publication, and offer your comments and questions on it as reviewers for us. We don't have any external review so we do actually need you if you can possibly spare the time. Here is a link to the introduction here https://docs.google.com/document/d/147E_BqXI4dgQUOAMUwwFtSY7nl3Tmk/edit?usp=sharing&ouid=100972479787181932925&rtpof=true&sd=true

One part in particular would really benefit from your inspection and would not take very long. Ellen and Aya worked on a mind map of all the pieces in LDJ7 showing them on a continuum between narrative research and complexity-based approaches. To do this, Ellen paraphrased the titles, focusing on the roles, contexts and methods. If you could look at the diagram and let us know if you feel it is ok the way we have paraphrased your title, it would make it a truer picture.

If you do have time to look at the intro, please don't be shy to comment on things in the intro which seem either to need more explanation or to be redundant - as we have not held back in terms of length but we are also aware of being not quite finished and having a lot of things we want to say without enough time or space. Apologies in advance as we are very conscious that we won't be able to do the perfect job and might not pick up everything. We still need to add short summaries of each article.

If you are going to comment it would be great to hear from you by the evening of November 29th, via comments on the document. If you don't have time right now, never mind, we are still really thankful for your work. Some of us are going to be at the JALT conference in Tsukuba this coming weekend and so please do say hello if you see us! Regarding the final date of publication, we have to admit that we don't know exactly so please be patient about that but we are certainly hoping and on track for "within 2023".

We are so grateful to you for entrusting your work to us and feel very humble at this point.

warmest regards

Ellen, Aya and Ryo

The Learner Development Journal 7 Editors

ldj7 mind map with author names Nov 23 draft.pdf, LDJ7 Intro draft 2023.11.23.docx



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Learner Development Journal 7: Introduction - please review us!

Dev Learner <ldjournal7@gmail.com>

Thu, 23 Nov 2023 at 14.08

Bcc: <ratnayunita@iainponorogo.ac.id>

Dear Learner Development Journal 7 Writers

We are getting near the end of the LDJ7 process and truly thrilled by how it is all coming together.

We would like to invite you to have a look at the introduction to LDJ7 ahead of publication, and offer your comments and questions on it as reviewers for us. We don't have any external review so we do actually need you if you can possibly spare the time. Here is a link to the introduction here https://docs.google.com/document/d/147E_BqXI4dgQUOMOAMUwwFtSY7nl3Tmk/edit?usp=sharing&ouid=100972479787181932925&rtpof=true&sd=true

One part in particular would really benefit from your inspection and would not take very long. Ellen and Aya worked on a mind map of all the pieces in LDJ7 showing them on a continuum between narrative research and complexity-based approaches. To do this, Ellen paraphrased the titles, focusing on the roles, contexts and methods. If you could look at the diagram and let us know if you feel it is ok the way we have paraphrased your title, it would make it a truer picture.

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We are so grateful to you for entrusting your work to us and feel very humble at this point.

warmest regards

Ellen

ldj7 mind map with author names Nov 23 draft.pdf, LDJ7 Intro draft 2023.11.23.docx

22. Bukti Koordinasi dan
Konfirmasi
Pengecekan Artikel
Terakhir
(16 Desember 2023)

RSVP by Sunday 12.17 Final check of your article (Ratna)

2 messages

LDJ steering group <ldjournaljsg@gmail.com>

Sat, 16 Dec 2023 at 06.19

To: <ratnayunita@gmail.com>, Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Cc: Ivan Lombardi <ivanlombardi.w@gmail.com>, Tanya McCarthy <mccarthyanya.m@gmail.com>

Hello Ratna,

We hope everything is going well, and we are sending to you the pre-publication version of your LDJ7 article for you to check and approve for publication.

DEADLINE: We would really appreciate your cooperation in checking the following points **by 12.17 Sunday evening/12.18 Monday morning**.

For **any correction** that you spot,

(1) **please add a clear comment in the appropriate place in the PDF**

(2) **save the PDF**

(3) **when finished, send the PDF back to both of these addresses:** <ivanlombardi.w@gmail.com> and <ldjournaljsg@gmail.com>.

1. Cover page:

Your name, affiliation, and email address: Are they correct?

Title of your article: Is it correct?

Page numbers for your article: Do they match the page numbers in the PDF file?

2. Text of your abstract, keywords, article:

Please read them carefully through: Is everything correct?

3. Headings, subheadings

Please read them carefully through: Is everything correct?

4. Figures, tables

Please check the numbering and titles: Is everything correct?

5. Footnotes

Please check the numbering and notes: Is everything correct?

6. Review process

Please read it through carefully: Is everything correct?

7. Author bio(s)

Please read it carefully through: Is everything correct?

8. References

Please click on every DOI and check that:

(a) the DOI takes you to the work given in the reference

(b) there are no "404"/broken links.

9. Appendix/ces

If you have included an Appendix/ces, is everything correct?

10. Any other points

...

Many thanks in advance - we're looking forward to hearing from you, and **thank you again for completing this final check by 12.17 Sunday evening/12.18 early Monday morning.**

Best

Andy & Tanya, journal steering group

[Quoted text hidden]

LDJ7 3 Yunita draft+cover.pdf

Ratna Yunita <ratnayunita@iainponorogo.ac.id>

Mon, 18 Dec 2023 at 06.18

To: LDJ steering group <ldjournaljsg@gmail.com>, Ivan Lombardi <ivanlombardi.w@gmail.com>

Dear Andy and Tanya,

Thank you for your email and for providing the pre-publication version of my LDJ7 article. I have carefully reviewed the article according to your checklist, and I have added comments in the PDF regarding two specific points:

1. Headings, subheadings: I have reviewed these carefully and provided relevant comments in the PDF where necessary.
2. References: I have checked every DOI and ensured that they correctly lead to the intended references. Only one DOI that I could not access. I gave the alternative link in the comment in the PDF.

For all other aspects, including the cover page, abstract, keywords, article text, figures, tables, footnotes, review process, and author bio, I can confirm that everything is correct.

I have saved the PDF with the added comments and attached it to this email.

I hope the comments are clear. If there are any further steps or clarification needed, please let me know.

Best wishes,

Ratna

[Quoted text hidden]

LDJ7 3 Yunita draft+cover.pdf

23. Bukti Konfirmasi
Artikel Terpublikasi
Secara Online dan
Artikel Terpublikasi
(20 Desember 2023)



Ratna Yunita <ratnayunita@iainponorogo.ac.id>

The Learner Development Journal Issue 7 is online

2 messages

Dev Learner <ldjournal7@gmail.com>
To: Dev Learner <ldjournal7@gmail.com>
Bcc: <ratnayunita@iainponorogo.ac.id>

Wed, 20 Dec 2023 at 17.12

Dear LDJ7 authors

Congratulations to you! After over 18 months of hard work, LDJ7 is now online. <https://ldjournal.ld-sig.org/issues/2023-12-issue-7/>

Thank you so much everybody! It's difficult to find the words to express how awed I feel by having been able to work with you and go into your research worlds alongside you during the time of writing (That's from Ellen!). When Aya, Ryo and I put out the call for papers in 2021, we wondered if anyone would reply. We've been so lucky to have you, and we want to thank you for trusting us with your articles.

It might happen that we meet by luck in the course of JALT, JACET or any other research networks that we are all in, or it might not! We were wondering if you would like to make a zoom date some time in the new year just for an informal chat. We could go into break out rooms and maybe talk to anyone whose article you have read and you want to hear more about it. So, Aya and Ellen have made a google form to ask you this and any other feedback, positive or negative, about how it has been for you being an author for LDJ7. It would be great to have any feedback you would like to give. <https://forms.gle/5jqxSKQavnXzzqow9>

We would also like to say a warm thank you to Ivan Lombardi for doing the layout and Tanya MacCarthy for working on the website of LDJ and Andy Barfield for dedicating many hours to the process of getting DOIs for each article. We are going to do some final work on a couple of the articles to put in hyperlinks. There might be a time during Friday or the weekend when the website looks unavailable if things are being uploaded again but basically it is now there to stay and it is OK to share in your networks if you would like to. (If you search for "The Learner Development Journal 7" the link which is correct is the one in all capital letters.) We will share it soon on the Learner Development SIG news and other channels but probably not til Friday or Saturday so this is a kind of sneak preview.

As you know, every LDJ is different and we are sure you are involved in many different ventures now so we wish you success with whatever you are doing, and thanks again for your good ideas, collegiality and sticking with the process of LDJ7.

warmest regards

Ellen, Aya and Ryo

LDJ7 editorial team.

Ratna Yunita <ratnayunita@iainponorogo.ac.id>
To: Dev Learner <ldjournal7@gmail.com>

Thu, 4 Jan 2024 at 04.31

Dear Ellen, Aya and Ryo (LDJ7 editorial team)

Hope you're all doing great! Just wanted to say a delayed but heartfelt thanks for the awesome email.

Congratulations on the successful release of The Learner Development Journal Issue 7! It's truly an honour to have been a part of this incredible journey over the past 18 months.

I've filled out the Google form, and I look forward to the possibility of a Zoom chat.

Once again, thank you for the opportunity to be a part of LDJ7. I wish the entire editorial team continued success, and I look forward to more collaborative endeavours in the future.

Warmest regards
[Quoted text hidden]

The Learner Development Journal

学習者ディベロップメント研究部会誌

<https://ldjournal.ld-sig.org/>

ISSN: 2433-5401



Challenging the Conventions of Learner Development Research

Edited by Ellen Head, Aya Hayasaki, Ryo Moriya

Introduction

Introduction to The Learner Development Journal Issue 7

Articles

Tracing Emotion in the (Re)Construction of an EFL Identity During a Self-Directed Learning Module: A Short Story Approach

Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens: An Indonesian Context

The Influence of Peer Interaction on Emotion Regulation in the English Classroom

The Role of Practitioner Research in Exploring Learner Autonomy for In-Service Teachers: A Retrospective Case Study

Exploring the Impact of Mandatory Reflection Activities on Students' Perceptions of Group Work

Why I Utilize Autoethnography to Promote Learner Development: A Reflexive Narrative of English Teacher Development

Collegially Exploring Engaged Meaningful Learning: Stories, Perspectives, Dialogue, and Issues

Towards Complexity in Challenging Learner Autonomy Research Conventions: A Wider View on Learner Development

Commentary

Concluding Commentary: Reflect, Write, and Share

Issue

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Challenging the Conventions of Learner Development Research

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This article is part of a collection of practitioner research on the theme of “Challenging the Conventions in Learner Development Research” for Issue 7 of the Learner Development Journal (LDJ7), edited by Ellen Head, Aya Hayasaki, and Ryo Moriya. Published once a year, each issue of the Learner Development Journal follows a Community of Practices approach over a period of approximately 18 months in which contributors work together, under the guidance of the editors, to share, respond to, and develop their research and writing.

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Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens: An Indonesian Context

Ratna Yunita, State Islamic Institute of Ponorogo, Indonesia
 <ratnayunita(dot)iainponorogo(dot)ac(dot)id>

This research explores the development of learner autonomy in Indonesia. After tracing the author's learning journey as a pro-autonomy teacher, and sketching in some of the recent initiatives regarding autonomy in Indonesian education policy, the study focuses on two university students' autonomy development during 2020-21. I employ Complex Dynamic Systems Theory (CDST) to analyse focal autonomy factors among non-English majors, using a qualitative approach with semi-structured interviews and triangulated data. The participants were two college students taking an English for Specific Academic Purposes (ESAP) course in their first year at university. The findings show that four key factors—learners' affective state and regulation, behavioural change, restrictions, and external push and support—are connected to the development of learner autonomy. The following necessary conditions for achieving learner autonomy were discovered in this case study: creating opportunities to experience a sense of achievement within and beyond the classroom, as well as the teacher's significant role in introducing autonomy and supporting students' learning progress.

本研究はインドネシアにおける学習者オートノミーの発達を探索的に調査する。著者自身のプロの自律的な教師として学びの軌跡を巡り、インドネシアの教育政策におけるオートノミーに関する近年の取り組みを描いた後に、本研究は2020年から21年における大学生2名のオートノミーの発達に焦点を当てる。半構造化インタビューとトライアングレーションされたデータによる質的アプローチを採用し、英語専攻でない学生のオートノミー要因を分析するために複雑系理論 (Complex Dynamic Systems Theory, CDST) を用いる。参加者は、1年時にESAP (English for Specific Academic Purposes) コースを受講した大学生2名である。知見としては、学習者の感情状態と調整、行動の変化、制限、外部からの後押しとサポートという4つの主要因が学習者オートノミーの発展に関連していることが得られた。この事例研究で明らかとなった学習者オートノミーを実現するための必要条件は、学生へのオートノミーの導入及び学習が進むのを支援する教師の重大な役割、そして、教室内外で達成感を体験する機会を設けることである。

Keywords

learner autonomy, complex dynamic systems theory, Indonesian context, affective state and regulation, external support

学習者オートノミー、複雑系理論、インドネシアの文脈、感情状態と調整、外部サポート

Introduction: Is learner autonomy a universal goal?

Although learner autonomy has been said to be a central aim of education (Benson, 2001, 2009; Waterhouse, 1990), controversy over that claim still exists. Some question its feasibility and desirability in educational practice (Cuypers, 1992; Hand, 2006; Pennycook, 1997). Concerning Asian situations, the question of whether autonomy, which has been heavily advocated by Western academics and instructors, might not be compatible with all cultures started to be brought up in the 1990s (Aoki & Smith, 1999). Cultural differences between “the West” and other communities are occasionally cited as the cause of adoption initiatives elsewhere running into difficulties (Ertürk, 2016; Palfreyman, 2003). Many claims have been made about autonomous learning in Asian contexts, but specific cultural contexts and their significant impact on the development of autonomy (Halabi, 2018) need to be understood more finely. In what follows, I present my personal journey of encountering learner autonomy, beginning from my bachelor's degree and culminating in my current role as an English instructor at the university level. I will then provide an

overview of the socio-cultural context of learner autonomy in Indonesia, before I focus on the many factors involved in how two learners from my classes become autonomous learners. In this investigation I use a complex dynamic systems theory (CDST) framework as the main research tool, with the intention of challenging conventional notions surrounding the development of learner autonomy.

My Story: The word “autonomy” was not used until university

What is autonomous learning? I was introduced to this term while a student in the English department at an Indonesian university. Since elementary school, I had studied English in and outside the classroom. In Indonesia, it is relatively typical for highly driven students with parental financial support to spend more time studying subjects outside the classroom that are part of the national exam, such as English, Math, and Science. Being forced to spend my weekends studying and having a long commute to the course location was initially exhausting. However, after outperforming my friends on English tests, I continued the program through senior high school. Even in college, when I could not enrol in additional courses outside the classroom, I tried other alternatives to sharpen my English, like joining a debate association.

Later, the development of my autonomy was accelerated by the academic milieu in my UK master's programme. In every aspect of my studies, from lectures to informal gatherings in the cafe or garden, my professors and lecturers were there to support and guide me, and I owe them a great deal in helping me to find my path towards autonomy. I organised my classes, set academic goals for myself, took a course in academic writing, had an article published in a peer-reviewed academic journal, and even went to Japan to present my research at a conference. Because of this, I was able to thrive in the classroom, and I am now committed to becoming a pro-autonomy teacher who can encourage my pupils to become active participants in their education and realise their full potential.

When I was in college, a friend of mine from another department talked about their difficulty in learning and using English. They struggled to understand the lecturer, but speaking English was even harder. Despite understanding the speaker's point, responding was difficult. When teaching English to non-English department students, I realise they may face the same problems. There are many challenges in teaching English as a Foreign Language (EFL) for non-English department students in Indonesian universities. One is students' preferences in learning style despite their level of English. It is a contradictory picture, students depend on their teacher to learn English although they tend to prefer autonomous learning to teacher-centred learning (Daflizar & Petraki, 2022). From my perspective as an English teacher, this seems particularly true for first-year university students in Indonesia who frequently rely heavily on teachers for their education.

The Socio-Cultural Background to Autonomy in Indonesia

Even though government policy has required the implementation of autonomous learning since 2013, various constraints such as socio-cultural values, education practices, textbooks, and curriculum (Fidyati, 2017) limit promoting autonomous learning in EFL classrooms in Indonesia. Additional challenges include concentrating on academic outcomes, having huge classes, and adhering to traditional teacher authority. It is difficult for students to talk to the teacher since it is still a very hierarchical society, making autonomy more challenging to achieve. The absence of autonomous learning experiences,

the overemphasis on national exams, and students' inadequate English proficiency are some of the barriers that Indonesian teachers have identified (Lengkanawati, 2017) as making it difficult to build learner autonomy with Indonesian students.

Moreover, autonomy is something that EFL learners may be unused to. It is consequently difficult to explain and achieve learner autonomy with students in Indonesia. This might be why Indonesian educational discourse did not use the term "learner autonomy" or "*otonomi pembelajar*" in Bahasa Indonesia, in their earlier documents. Government publications excluded explicit reference to the idea or replaced it with synonyms. They used terms such as "think and act critically, productively, independently, and collaboratively" (Ministry of Education and Culture, 2016, p. 1). In contrast, in a more recent publication (Ministry of Education and Culture, 2020, p. 2), the term "autonomous" is explicitly used when introducing the concept of fostering a learning environment characterized by flexibility and innovation. This document focuses on the need to establish a pedagogical atmosphere "according to student needs" that encourages "autonomous and flexible learning," while avoiding restrictions. Although there are tensions due to a lack of resources and know-how for supporting autonomous learning (Hasbullah, 2022), the fact that learner autonomy exists conceptually and that initiatives are being taken to promote learner autonomy in the classroom signals positive progress.

Indeed, the most up-to-date programme, Independent Learning-Independent Campus or Merdeka Belajar-Kampus Merdeka (MBKM), implemented in the last two years by the Ministry of Education and Culture (2022), emphasises that learning autonomy should be encouraged in university students. Students should be free to learn based on their interests and talents (Ministry of Education and Culture, 2022). However, despite having a favourable opinion of their abilities regarding autonomous English learning activities both inside and outside the classroom, in a recent large-scale of Indonesian students (Daflizar & Petraki, 2022) respondents generally agreed that the teacher should be in charge of curriculum-related learning that takes place inside the classroom, while students should be in charge of non-curriculum-related learning that occurs outside of the classroom. I have also found that my first-year Indonesian Islamic Banking students favour teacher-centred learning above student-centred learning (Yunita, 2022). It is not surprising then that the ability to work independently of teachers tends to be how Indonesian EFL students conceptualise learner autonomy (Cirocki et al., 2019).

In Indonesia higher education, every university student, including non-English department students, learns English as a Foreign Language (EFL) from a compulsory module as part of the curriculum. The goal of this module is to make the students master both receptive (listening and reading) and productive (speaking and writing) skills and use them in their academic worlds and future working lives. With a choice of general or specific course modules, teachers can choose the format and content of this module to a great extent. I chose to have an English for Specific Academic Purposes (ESAP) lesson. From my observation of EFL students in ESAP courses, there is a tendency for students who show more autonomous learner traits and habits to achieve better results on their English tests. Additionally, their learning outcomes improved during their first year of learning English. Such observations are supported by Boud (1981) and Phuong & Vo (2019) who claim that autonomous learners make more effective learners and employees. I became increasingly interested in knowing how autonomous my students are, their learning experiences, and whether and how their learning experiences contribute to their learner autonomy development, and this led me to complex dynamic systems theory.

Complex Dynamic Systems Theory: A paradigm which challenges conventional ideas about learner autonomy

After four years of teaching at university, I was drawn to researching learner autonomy as a complex dynamic system to understand better the relationships between the many components involved that I have mentioned above. Complex dynamic systems theory (CDST), introduced into the field of language learning by Larsen-Freeman (1997), has recently been applied to address a dynamic and complex language learning process in which different factors and variables constantly interact (Xie & Derakhshan, 2021). When language learning is viewed in combination with psychology, emotions, and communication skills, researchers may gain new understanding of the complexity within one individual. Studies utilising the CDST perspective differ from the typical quantitative and qualitative methods used to study teacher-learner psychology. There are unique CDST research properties: evolving and dynamically rephrasing research questions, a process-oriented approach to understanding events considering one's cognition, emotion, social context, culture, and interaction, focus on individual experiences rather than generalisable patterns of behaviour, different analytical tools, and favouring opaque, longitudinal, and personal data instead of a large sample (Yang, 2021). CDST looks at the decline and disintegration of factors and processes as a whole.

I decided to adopt the operational model of learner autonomy development of Tung and Huang (2022) because it suited my longitudinal analysis of two learners. Tung and Huang (2022) identify four factors which they find to be focal for learner autonomy development and use the CDST perspective to explore the interaction between them. The focal factors are: (a) the learner's affective state and regulation, (b) the learner's behavioural change, (c) the learner's constraints, and (d) external push and support. For my own study, I included classroom and non-classroom learning contexts to form a broader understanding of my students' development of learner autonomy.

Using CDST as my theoretical framework, I intended to find out how these factors would interact in the development of learner autonomy with my students learning English at a university in Indonesia. These were my two research questions:

1. What are the focal factors of learner autonomy development for non-English major students within and beyond the classroom in an Indonesian context?
2. How does the complex interplay of learner autonomy factors contribute to learner autonomy development of non-English major students within and beyond the classroom in the context of Indonesia?

Research Methodology

Participants

The participants were two EFL tertiary students, Hana and Kei (pseudonyms), enrolled in an Islamic Banking ESAP course. They took ESAP courses in the first two semesters of their four-year study, right when the COVID-19 pandemic happened, so they experienced online learning in the first semester and started face-to-face learning in the second. Kei and Hana attended different classes. Hana and I often communicated as she prepared for my suggested English competition. On the other hand, Kei and I did not talk much outside of class, and he mostly kept quiet during class. Despite his passive participation in the teaching and learning process, I became aware of his presence in the class when he performed well on the writing assignment in the second semester.

I purposely selected these two students because they had contrasting test results on their mid-semester and end-of-semester exams (see Table 1). These exams were part of the evaluation described in more detail in the following paragraphs and required students to use English. The two students also had contrasting learning attitudes.

Table 1. *Hana's and Kei's Exam Scores*

Participant	First Semester Mid-term Exam Score	First Semester Final Exam Score	Second Semester Mid-term Exam Score	Second Semester Final Exam Score
Hana	88	98	100	84
Kei	66	60	95	100

Hana represented students who tended to be more active within and beyond the classroom (i.e., answering questions in the class and asking for more information outside the class). In contrast, Kei represented students who tended to be passive within and beyond the classroom (i.e., silent in the class and not contacting the teacher).

In the first year, the Islamic banking students have 12 weekly classes; about one-third of the overall are general courses required by the institute, including English, Arabic, and Bahasa Indonesia. The majority are specific courses such as Islamic Banking Funding Accounting and Islamic Banking Micro Practice. Graduates of the Islamic Banking programme are expected to work in the Islamic banking industry; therefore, the curriculum focuses on preparing the students to be banking practitioners with academic qualifications and expertise in managing Bank Financial Institutions under sharia principles. The main objective of the ESAP course is to make the students master knowledge and steps to communicate both orally and in writing using English for both academic and professional purposes.

For their English classes students were evaluated through several methods: attendance, which included the students' participation in classroom activities (40%), speaking or writing projects (20%), mid-term exam (20%), and final exam (20%). In the first semester, the mid-term exam consisted of multiple-choice questions to assess the students' listening skills and language knowledge, such as vocabulary and grammar (i.e., parts of speech, tenses). The final exam included multiple-choice questions to evaluate the students' language knowledge. The mid-term and final exams in the second semester contained multiple-choice questions to examine the student's reading skills and language knowledge. The first semester's assignment was a speaking project, and in the second semester the students completed a writing project.

Data Collection and Analysis

Qualitative methods used in this study involved interviews about the participants' English learning experiences, speaking, and writing products. The data were collected through semi-structured interviews at the end of their ESAP course after the students had finished their assignments (7 & 8 June 2022). An in-depth retrospective interview was chosen to elicit events and ask for specific examples with the aim of understanding nuances in their beliefs and attitude changes over time.

The interview guide (see Appendix) was adapted from Tung and Huang (2022) with some modifications. Modifications included adding more detailed parts about factors

of learner autonomy development. The questions had five sections: introduction about students' English learning experiences, habits, and possible selves; learners' affective state and regulation covering learners' beliefs, emotions, motivation, self-reflection, and self-evaluation; learners' behavioural change covering problem-solving strategies and learning attitudes; learners' constraints covering physical, psychological, and social constraints; and external push and support covering significant others, learning (extracurricular) activities, and learners' environment and interaction.

The interview guide was prepared in the participants' first language, Bahasa Indonesia. After collecting the data, I transcribed and translated the interviews into English, then used NVivo 12 (NVivo, 2018) to code categories. To match the concepts from Tung and Huang (2022), keywords in English were used, such as Hana's extracurricular activities (teaching English in an orphanage) and Kei's friends who supported him. After carefully reading the transcripts, I could identify factors leading to these participants' learner autonomy development and how these factors interacted to develop learner autonomy.

Findings

In this section, I first introduce the four focal factors of learner autonomy development, accompanied by several excerpts for each factor. Second, I present the operational model: how the four focal factors interact to develop learner autonomy concerning three time-points: before the start of the university, during the first semester, and finally in the second semester, together with the detailed descriptions. Next, I report on the three periods, with each focal factor explained in each period.

The Operational Model: How Focal Factors Interact in the Development of Learner Autonomy

Figure 1 shows the four focal factors of learner autonomy development represented by LA1, LA2, LA3, and LA4. The factors are affective state and regulation; behavioural change in the direction of becoming more autonomous; constraints, in the sense of becoming able to overcome constraints; and external push and support, in terms of having effective, autonomy-supporting events and people. The darkness of shading represents how well that factor was helping the student to realize autonomy, with completely black nodes representing fully realised autonomy based on the word counts of autonomy-related words in the recorded interview data. As seen in the learners' affective state and regulation continuum in Figure 1, the darker the filling, the more positive; the lighter, the more negative.

LA1: Learner's Affective State and Regulation

"English can be learnt and is easy to study like someone on YouTube who looks cool." (Hana)
"I believe I can do it." (Kei)

negative

positive

LA2: Learners' Behavioural Change

reactive

proactive

"I attempted to participate in an essay competition." (Hana)

"Also, I work with my friend to teach mostly sixth-grade students at an orphanage close to my home." (Hana)

"I inquired about what was lacking, fixed what was incorrect, and did revisions according to the teacher's suggestions." (Kei)

LA3: Learners' Constraints

uncontrolled

controlled

"I was afraid when communicating and frustrated when I did not find a way to study." (Hana)

"The materials are new, so I have difficulty understanding materials." (Kei)

"When face-to-face, learning together is very fun. When online, it was okay." (Kei)

LA4: External Push and Support

unresponsive

responsive

"With the teacher's help, I can understand the valuable stuff." (Hana)

"When there is a presentation, I will continue to learn. The interaction with classmates is quite excellent and fascinating." (Kei)

Figure 1. The Four Focal Factors of Learner Autonomy Development

I adopted Tung and Huang's operational model of learner autonomy development (2022) to illustrate the development of learner autonomy in Hana and Kei concerning three time-points. The diagrams in Figure 2 were produced using CorelDRAW (CorelDRAW, 2021) to show how learner autonomy is aided or hindered. The width of the lines connecting the nodes indicates how closely they are connected: the darker the lines, the stronger the connection. The stronger the component's disposition (i.e., positivity or negativity) is within each node, the higher the node's filling is. The status of the component on a continuum is indicated for the filling using a scale of greyness.

Preparing a visual representation using CorelDRAW lets us see the relative variation of the four factors over time. The variations in shading allow us to represent slight shifts which occur gradually along a continuum. The following four phenomena were observed when Hana's and Kei's learning states were perturbed under external stimuli, for instance, learning online due to the COVID-19 pandemic. First, Hana and Kei's affective states, through regulation, became positive or negative. Second, in the spectrum of learner behavioural change, Hana and Kei either became proactive or stayed reactive in their learning in various contexts over time. Third, Hana and Kei either used a positive strategy to lessen the effects of the limitations or adopted a neutral-to-negative strategy and made little effort to lessen the effects. They were heading towards the regulated or uncontrolled ends of the continuum of learners' restrictions based on their methods. Fourth, and most

importantly, all the activities and alterations were connected to the presence of external stimuli and support in the environment and how much Hana and Kei were responsive to them. Hana and Kei interacted with the surroundings and other people, and they were prepared to take on difficulties. Their reactions to the stimulus and support were either positive or negative on a continuum of external push and support.

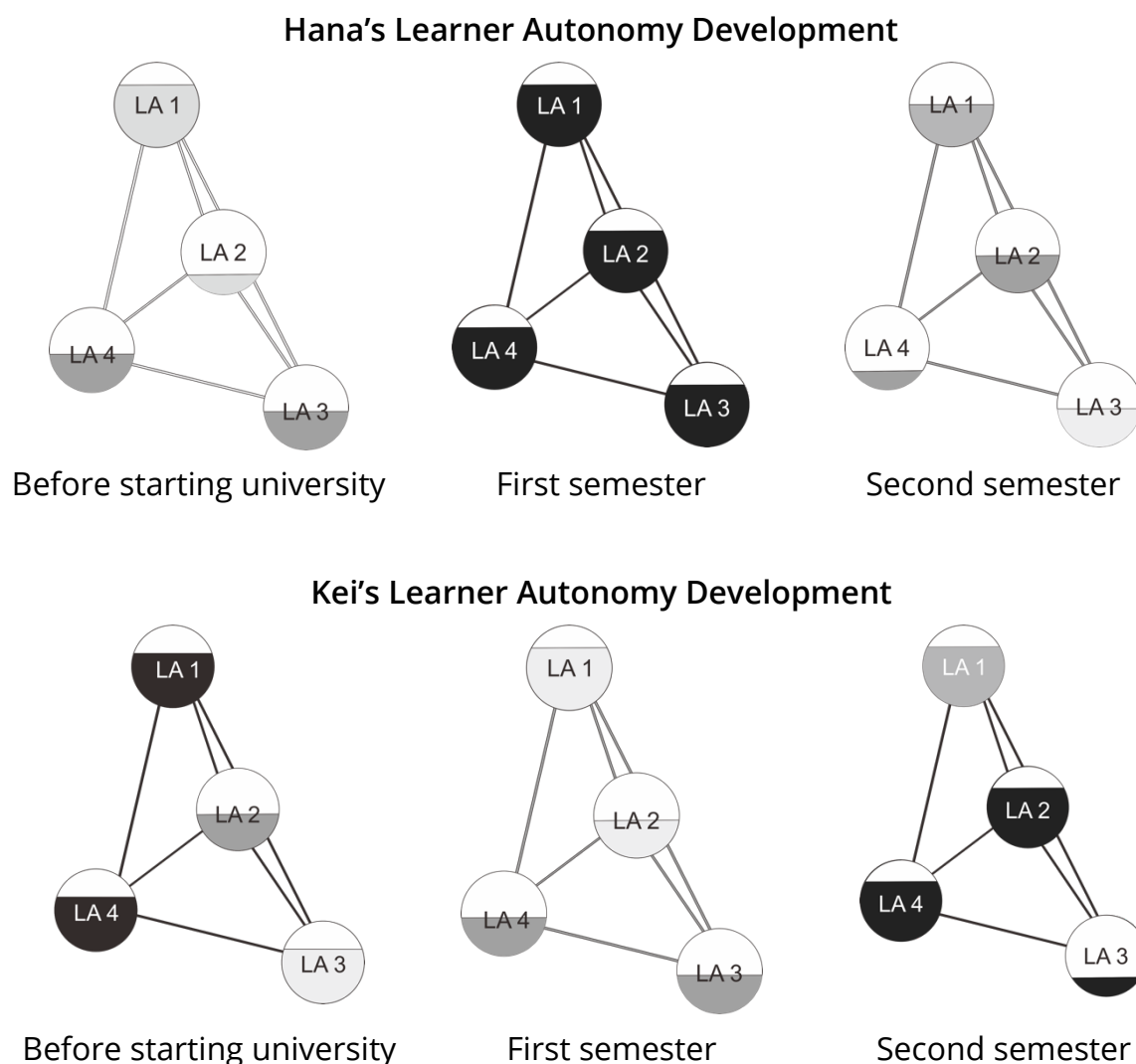


Figure 2. Hana and Kei's Learner Autonomy Development Across Three Time-Points

1. Before Starting University

In this section, I focus on Hana's and Kei's learner autonomy state of development prior to university. According to my intuitive observation, I predicted that Hana would have achieved a higher level of learner autonomy before starting university than Kei had at the time of the June 2022 interview. The interview results showed that Kei was more autonomous than Hana in all three of the four focal factors, especially the first and fourth (Figure 3). The discussion which follows explains the complex interplay of learner autonomy development for Hana and Kei in the four factors: LA1-LA4.

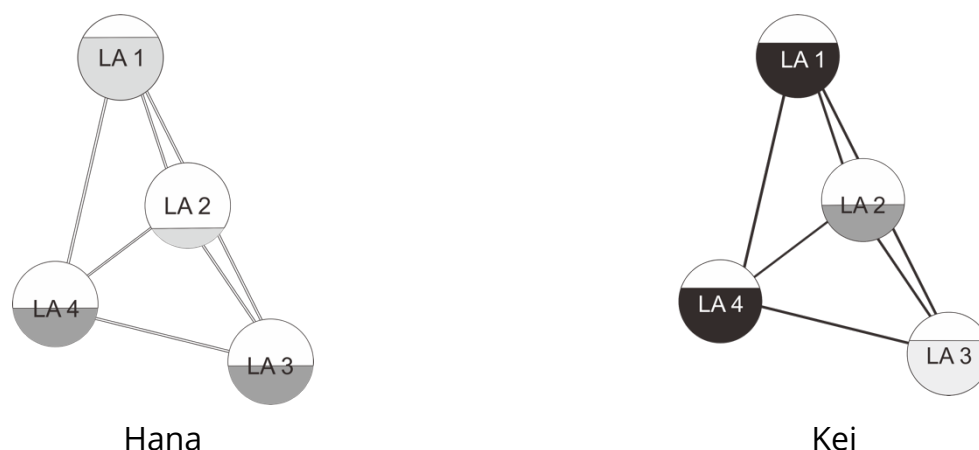


Figure 3. Hana and Kei's Learner Autonomy Before Starting University

LA1: Hana and Kei's Affective State and Regulation

This focal factor involves four components: the learner's beliefs, emotions, motivation, and self-reflection. Hana's affective state was initially marked by disappointment. Before starting her tertiary education, Hana happened to experience a failure in learning English during her senior high school, in which she got 30 out of 100 on her English test. Hana felt hopeless. She believed that it was because of her teacher because there was no problem learning English when she moved to a new class with a different English teacher. During her hardship in learning English with her former teacher, she overcame this by finding an intelligent friend who liked English to boost her enthusiasm for learning English. Hana's initial feeling of hopelessness was shown to be altered under the influence of another focal factor, external support, which was from her friend and a new, better teacher.

In contrast, the original condition in Kei's system had an entirely positive affective state. Kei showed more positive emotions in senior high school. He recalled his successful English experience when he became the only student in his class who could answer a vocabulary quiz. He was thrilled. This event encouraged him to study harder. The interplay between the four focal factors was dynamic under Kei's original conditions because of the opportunity to experience a sense of accomplishment during his senior high school years.

LA2: Hana and Kei's Behavioural Changes

For Hana and Kei, the main focus was changing or adapting learners' behaviours, which alters their attitudes and facilitates better problem-solving. Supportive people around Hana, such as her teacher and a friend, influenced her to learn English. Her high school teacher, who had given her that low score of 30 out of 100 on a test, was a negative influence because the teacher had first led her to believe that English was challenging. However, she maintained a reactive approach to her learning endeavours, refraining from proactively seeking strategies to enhance her learning efficacy. Kei, who derived pleasure from learning English, engaged in more effective study practices. He harboured a desire to avoid falling behind his peers.

LA3: Hana and Kei's Constraints

This focal point's operational definition is anything that hinders learning. In significant part, Hana and Kei were restricted by their psychological circumstances. Hana's mood

primarily influenced her ability to learn. She reported that her interest in learning varied depending on her feelings:

Hana: When I am in the mood, I become enthusiastic about learning and vice versa.

The interview revealed that her melancholy and overanalyses hindered her learning:

Hana: (My psychological condition hindering learning was) when I am sad and overthinking.

Hana's enthusiasm for learning English waned due to her high school teacher's negative influence; however, with the support of her friend during high school, her enthusiasm was rekindled.

Kei's stage fright, fear of being incorrect, and insecurity made it difficult for him to interact socially and learn English before and during university studies. As a high school and university student, he had never participated in extracurricular activities related to English learning. Both before and after college, Kei felt the need to learn English even though he had previously claimed he did not feel pressured to do so. As a result, in addition to fearing public speaking, he occasionally lacked motivation, making learning English difficult. When asked about the obstacle of learning English in the interview, he said:

Kei: Sometimes I am lazy.

Before embarking on their university journey, Kei and Hana found themselves unable to surmount those limitations.

Their perceptions of their inadequacy and incapability also limited Hana and Kei. Hana mentioned it in the interview five times, less than Kei (seven times). When Hana was asked about her English competency, she said:

Hana: I still have many deficiencies that should be improved.

She mentioned that English communication was challenging. She was not confident in learning and lacked grammar. In addition, her perception of inadequacy can also be interpreted from the interview when she said that her short-term goal was to be more fluent in English and her long-term goal was to improve in English day by day. She also highlighted the areas in which she thought she was inadequate:

Hana: (The biggest challenge for me when learning English is) grammar and pronunciation.

On the other hand, the areas in which Kei thought he was inadequate were vocabulary and materials.

Kei: My ability is 7 out of 10. My ability is still lacking in vocabulary and materials, so I must keep learning independently.

LA4: External Push and Support for Hana and Kei

External push is defined as the motivation that comes from meeting the demands of the course or meeting the expectations of others, and external support is the help received from others, including peers, items, internet resources, and other people who can help (Tung & Huang, 2022, p. 234). The critical element is linked to significant individuals in learners' lives and learning activities. In high school, Kei excelled in class participation and was the best student at responding to the teacher's questions.

Kei: When I was in high school, and the teacher asked us each a question, I was overjoyed that I was the only one who could answer it.

In this instance, the quiz administered by Kei's high school teacher significantly contributed to fostering Kei's autonomy. However, Hana's friend, serving as her external support following her teacher's discouragement, was unable to significantly influence her adoption of effective learning strategies to excel in her studies.

2. First Semester

This section allows us to see the complex interplay of learner autonomy development for Hana and Kei during the first semester of their university education, specifically from August to December 2021. The interview data were used to determine the shade, considering Hana's achievement in an essay competition and Kei's challenges comprehending new materials when learning online during the COVID-19 pandemic, both of which I will discuss in more detail later. In Figure 4, you can see that Hana exhibited a greater level of autonomy in comparison to Kei across four focal factors.

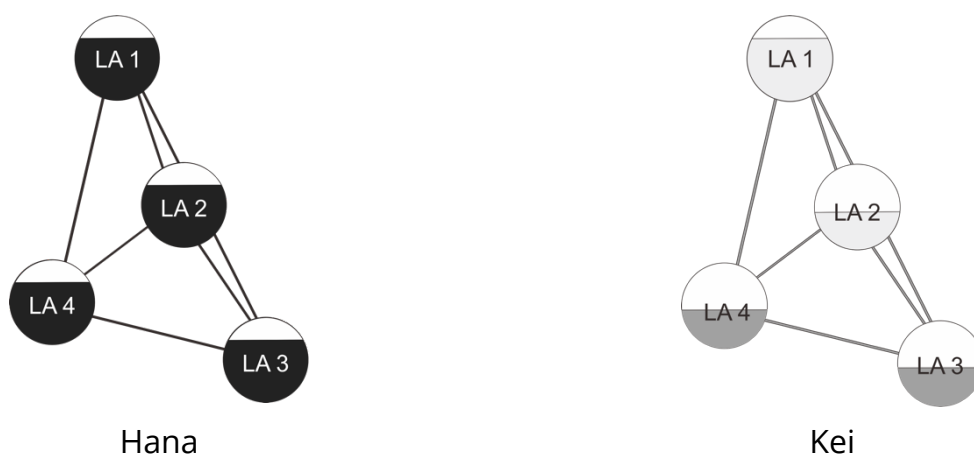


Figure 4. Hana and Kei's Learner Autonomy in the First Semester

LA1: Hana and Kei's Affective State and Regulation

Hana generally displayed more positive emotions and stronger motivation once she entered college. Hana reported that during their first semester of study in higher education, she experienced a sense of achievement when she became the first winner in an essay competition. Although she felt frustrated while preparing for the competition, when she won, she felt relieved and thought all her hard work had paid off. Because of this experience, she believed everything is possible if one always tries and never gives up. When asked what she learnt from her English learning experience, she said:

Hana: Don't give up. You can if you want to try.

On the other hand, Kei was not enjoying his online English class in the first semester. His affective state became negative because of the emotional difficulties brought on by the stimuli of learning online. He was regretful when he felt left behind in learning, even though he had tried hard to study English. He was discouraged because everyone in his class seemed to understand the materials except him. Kei also claimed that he identified his fear of public speaking through self-reflection. Kei's lack of motivation was evident in his first semester exam scores (66 and 60 out of 100). He struggled to comprehend

the course materials and lacked accessible peers for seeking assistance or engaging in academic discourse.

LA2: Hana and Kei's Behavioural Changes

Hana and Kei changed their learning behaviours and attitudes toward solving problems. After being inspired by her friend and encouraged by me to enter an English competition in the first semester, Hana positively altered her attitude to learning English. Hana listened to me, her teacher, about language strategies and consulted with me when she faced difficulties in learning. For example, she asked for her essay and speech feedback via WhatsApp when preparing for a competition. She also revised the draft and confirmed the result to ensure everything was perfect. However, Kei refrained from seeking assistance while grappling with comprehension difficulties, compounded by the absence of in-person interaction due to the COVID-19 pandemic, which hindered his progress in learning English.

LA3: Hana and Kei's Constraints

Overall, Kei mentioned negative mental states in the interview 15 times, for instance:

Kei: I can't. I always can't. I can't yet.

I thought why I can't. How come I can't when my friends can?

I worried I couldn't do like (my parents) their expectation.

However, Kei made little effort to lessen the effects of limitations when he took an online class at home during the COVID-19 pandemic. He described his online learning as '*okay*' instead of '*very fun*', in which he portrayed the learning atmosphere of learning English in the classroom in the second semester.

Kei: When face-to-face, learning together is very fun. When online, it was okay.

Hana mentioned the negative mental states in the interview seven times, for instance:

Hana: I was afraid when communicating and frustrated when I did not find a way to study.

Learning English has been challenging and strange since I was a kid.

I was so hopeless.

Her limitation was controlled by her friend and me, who were resources Hana tapped.

LA4: External Push and Support for Hana and Kei

As part of my efforts to build learner autonomy, when I am teaching, I always talk to students about setting learning goals, solving their own learning issues, and evaluating the results at the beginning of every semester. I also allow students to collaborate on group projects, push them to participate in English competitions, and provide support when required. Those meetings with me must have been part of the support which helped Hana and Kei become more autonomous.

External stimuli disrupted the four fundamental parts of the system, but the effects of the disruption vanished after external support. In the first semester, Hana appeared to challenge herself to join an English competition while being exposed to the stimuli since she was open to feedback. The four essential elements consequently began to (inter)act, and their interactions became more dynamic after Hana experienced a sense of accomplishment after winning the competition.

Hana responded to external push. Because various alterations in her affective, cognitive, metacognitive, and behavioural domains were seen, Hana had been in an active state from the standpoint of CDST. Hana was driven to improve her English and even dreamed of studying or travelling abroad. She looked at the score in her online Academic Information System to keep track of her development. If Hana received a poor score, she would use learning techniques to raise it, such as reading scholarly papers. Hana explained in the interview.

Hana: When I had unpleasant experiences, I learnt. I'll work harder.

Her grades improved in the first semester, and she received a perfect score on the mid-semester test in the second semester. Because of her previous flawless score, she may not have studied as diligently as she should have, as her final exam score dropped.

In Kei's case, the four major components interacted less when exposed to external stimuli like online learning activities. Kei had been less responsive to external support. Two semesters of English learning at university forced him to receive different knowledge inputs and learning methods. Kei's response to the English class was dynamic. During online learning in the first semester, he mentioned that English learning was just okay. He prepared and learnt before presenting in front of the class. The instructional activities in the first semester facilitated Kei's English learning adequately, albeit not attaining the remarkable standards observed in the second semester.

3. Second Semester

This section focuses on how Hana's and Kei's learner autonomy was aided or hindered during the second semester of their university education, from January to June 2022. Based on the recorded interview, while Hana's lack of cooperative group members limited her ability to learn English, Kei's classmates supported his learner autonomy, as I will explain in this section. Kei outperformed Hana in terms of autonomy, especially when it came to the second and fourth focal factors (see Figure 5).

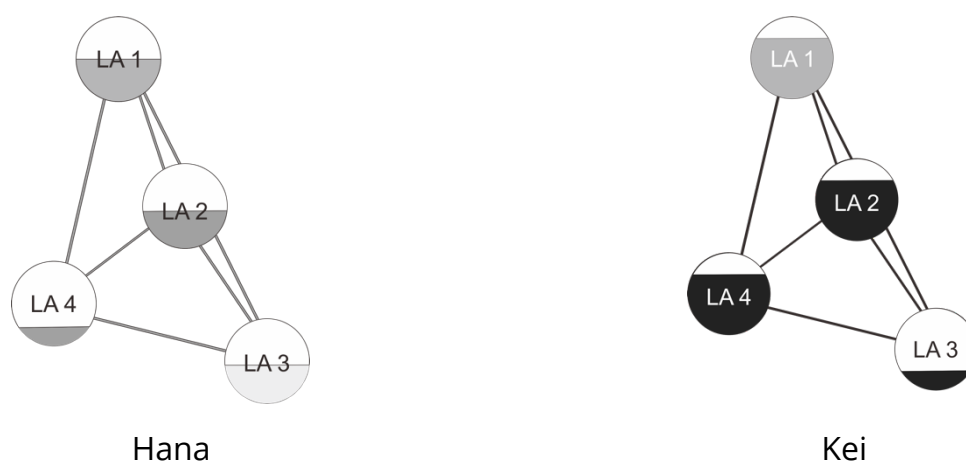


Figure 5. Hana and Kei's Learner Autonomy in the Second Semester

LA1: Hana and Kei's Affective State and Regulation

Hana's self-reflective belief affected her language development inside and outside the classroom. When she got scores, she reflected on herself, evaluated her learning, and succeeded in improving them in the next exam, except for her final score in the second semester, which dropped markedly. Her sense of accomplishment from winning the tournament seemed to help sustain her motivation over time. Hana's belief in English also changed from what was thought difficult to something that could be achieved with effort.

Hana: In my mindset, English was challenging and strange. After I knew the strategies, it changed.

According to Hana, the ideal English learning is learning slowly, depending on the skill level. She also mentioned that because of me, she finally understood how to study. Besides trying to compete in an English contest, Hana followed her friend, whose study programme was English, to teach English to 20 orphaned elementary school students.

Kei held on to the belief to keep learning even when encountering challenges in comprehending the materials. He struggled to understand the materials in the first and second semesters as he was unfamiliar with the materials being studied. Finally, as the following excerpt demonstrates, he recognised his progress in this area at the end of the second semester:

Kei: My knowledge is more open and abundant. The materials are new, so I have difficulty understanding materials. So far, the learning is quite good, but I have not fully understood the materials. There are things I can do and things I cannot.

Kei was utterly convinced that he would be successful in his endeavours. Therefore, even if he encountered dissatisfaction when learning English, he would try to find a solution to the problem and move forward. As an illustration, Kei made an additional effort to recall the materials by rereading the materials that were delivered to him. He started paying closer attention because he did not want to make the same error twice while learning. He studied on his initiative and with greater diligence. In addition, he attempted the arduous task of asking for assistance from other people. Kei mentioned this point in the interview when he was asked to reflect on his interaction with his peers and me:

Kei: I'm still unsure and not confident when communicating with Mrs Ratna. If it's with friends, sometimes I hesitate, and sometimes I don't. I'm not confident (communicating with foreigners), I'm afraid.

I hesitated when I had an assignment if I asked the wrong question and it was not right. I was confident working in groups, especially when I fit the job.

Unfortunately, from high school until his first year of college, Kei had never planned his studies because he was not motivated to learn English and merely wanted to pass the exam. However, he was compelled to alter his approach since he did not want to fall behind his classmates. It was discovered that he generated motivation to overcome his constraints due to the influence of another focal factor—external push and support. I look at external push and support in more detail below under “LA4: External Push and Support for Hana and Kei.”

LA2: Hana and Kei's Behavioural Changes

From Hana's self-evaluation at the end of the second semester, the negative learning experience was due to strategy ignorance and other external factors. In contrast, the

reason for the positive learning experience was an inspiring friend and supportive teacher. Believing these reasons, in the second semester, she still asked me for advice if she was having difficulty learning English. However, after Hana ran into a problem—a lack of a supportive companions to learn English— she began independent learning: reading English journals, viewing English instructional videos, reading quotations (a short piece of writing taken from a book and repeated because it is interesting or useful) from YouTube, and watching movies with English subtitles.

Kei changed from isolated independent learning to interdependent learning with peers to address his learning issues. At first, he would engage in self study by gathering resources and references from journals and publications. Still, he began collaborating with others by asking what was missing from his work, fixing any errors, and rewriting it in light of my feedback. The development was evidenced from the interview when I asked his opinion on the second semester of learning English, as revealed in the following excerpt:

Kei: It's more fun because it's face-to-face and easier to understand. Moreover, I could exchange ideas with friends. We could discuss it together.

The interview revealed Kei's uneasiness and a lack of confidence in his ability to communicate with his friends, me, and even a foreigner, which was a massive change for him. The most frequent and typical techniques utilised by Kei were discovered to be gathering resources. When composing an assignment to generate an article, for instance, he stated:

Kei: I explore for information that suits the title and references from experts' articles to arrange them in the essay.

His preferred methods of learning included reading textbooks and watching English-language videos. Although he never made a study plan, he anticipated the materials and reviewed the ones delivered from me to him. He also looked for materials related to English knowledge skills that he had not yet mastered (i.e., part of speech, how to construct a grammatically correct sentence). Over time, he generally displayed positive behavioural change, especially in collaborative learning. In the interview, he mentioned that his interaction motivated him to learn English:

Kei: The interaction with classmates is quite excellent and fascinating.

LA3: Hana and Kei's Constraints

Their perceptions of their inadequacy and incapability continued to limit Hana and Kei in the second semester. Hana mentioned it in the interview five times, and Kei seven times. When Hana was asked about her English competency, she said:

Hana: I still have many deficiencies that should be improved.

She mentioned that English communication was challenging. She was not confident in learning and lacked grammar. In addition, her perception of inadequacy can also be interpreted from the interview when she said that her short-term goal was to be more fluent in English and her long-term goal was to improve in English day by day. Hana also highlighted the areas in which she thought she was inadequate:

Hana: (The biggest challenge for me when learning English is) grammar and pronunciation.

On the other hand, the areas in which Kei thought he was inadequate were mastering vocabulary and understanding class materials.

Kei: My ability is 7 out of 10. My ability is still lacking in vocabulary and materials, so I must keep learning independently.

Fortunately, Kei could overcome his limitations in the second semester when he became comfortable with the classroom activities and interactions.

Hana's motivation eventually lessened her limitations. First, Hana was inspired to imitate her friend who hitherto won a storytelling competition. Even though she lacked confidence in writing and speaking, she entered an essay competition. She admitted it was difficult due to her hectic schedule and numerous tasks, but she grew accustomed to it. Second, a YouTube English language expert inspired her to learn English more effectively. Hana mentioned her habit of learning English:

Hana: I often take one minute to study from YouTube, such as the English class and the quotations.

In the class, she read, while outside the class, she and her friend, an English student, spent their free time teaching English to 20 elementary school students in an orphanage.

Despite her constraints, Hana's beliefs could motivate her to act or improve her learning. She believed it was her responsibility to learn English, so she went online to social platforms like YouTube to access English class channels or to read quotations. Classroom observations also showed her participation in educational activities and on-time assignment submissions. In the second semester, she acknowledged that it was challenging to discover a supportive practice partner for English communication. She anticipated having a study partner and peer mentor that she could call on. The reason was that perhaps the group project focused on writing, which might not give opportunities to speak English. Moreover, the members of her group might not have been cooperative as they often skipped the class (more than two meetings), and their score was lower than Hana's: Their mid-term exam scores (out of 100) were 81 and 63, while Hana achieved 100.

Kei's motivation and belief likewise helped him to manage his limitations. Kei claimed in the interview that he was driven to learn English better than others and to become a better person. This motivation likely resulted from his positive learning experience in high school. Also, Kei believed in himself and acted when he ran into a problem.

Kei: I believe I can do it. I also have to learn more independently, even though there are many ways to get distracted while learning, such as games.

Additionally, he stated in the interview that he wanted to perform well on the test because the grade had a negative impact on his confidence and motivation. He said that as a result of his limitations he was preparing hard for the exam:

Kei: I need confidence and study independently, repeatedly reviewing the material.

The second semester was when Kei finally started to feel more comfortable when interacting in class. Kei grew more open to interacting with his friends as his belief forced him to alter his learning attitude, as doing so helped him gain the strength he needed to face his limitations eventually. At long last, he started behaving differently, and his mood improved. Despite his phobia of public speaking, he became more adventurous when interacting with friends and using language in conversation. Kei's learner autonomy was assisted in specific ways as the value of each of the four parts changed over time, and their interactions grew more dynamic.

LA4: External Push and Support for Hana and Kei

After the COVID-19 pandemic, Kei returned to face-to-face learning in the second semester, and the dynamic interaction of the four focal factors was more present. Regarding the external push, the requirement to interact with his classmates in the learning activities (i.e., making a presentation in a group and sharing the result in front of the class) and group project (i.e., making an essay) forced Kei to be more socially interactive and engage more in classroom discussions. As for external support, unlike Hana, Kei had never taken part in extracurricular activities related to English. Nevertheless, the external support was evidenced in the interview when he said his friends helped him with an assignment and told him the answer. At the same time, I, his teacher, guided and provided him with knowledge and materials. Moreover, the learning activities and interaction within the classroom made him motivated to learn English. He mentioned in the interview:

Kei: When there is a presentation, I will continue to learn. The interaction with classmates is quite good, so it is fascinating.

Thus, with his friends' support, Kei improved his comprehension of learning materials and social interactions. He initially thought that the materials were difficult to understand, but he successfully conquered them more than before. Because it was face-to-face learning, it was easier to understand and more fun; he could exchange ideas and discuss them with his friends. Though he had psychological constraints such as stage fright, he enjoyed interacting with his friends during classroom activities. Finally, his writing project result was impressive and among the best essays, and his score improved in the final exam.

In the second semester, Hana had issues, such as a lack of encouraging people to practise with her, as she resumed her studies in the second semester. She changed her attitude from tapping into resources such as her friend and teacher to believing in herself. Hana's behavioural change was more proactive in the first semester but shifted to a reactive stance after achieving a perfect mid-term exam score in the second semester, though not as reactive as before starting university. The end outcome was an obstruction of Hana's developing learner autonomy.

Discussion

The findings of this study suggest that four focal factors impacted the development of Hana and Kei's learner autonomy. The results are similar to those of Tung and Huang's (2022), even though the dynamic interaction between the components is distinctive for Hana and Kei. In the first affective regulation Kei experienced a bad affective state and regulations in the first semester due to the COVID-19 pandemic and online study. However, his friends and teacher helped him improve in the second semester when they had face-to-face classes and interaction. Due to her behaviour modification and instructor assistance, Hana's affective state and regulation increased from the first semester until the middle of the second semester. Conversely, it declined at the end of the second semester due to several conditions, including a lack of friends to support her in learning English. Hana's first-year college learner autonomy state of development demonstrated the complexity of non-linear autonomy trajectories. While Hana's autonomy did not seem to be severely impacted by the COVID-19 pandemic, Kei's autonomy was influenced by it as a constraint.

As a teacher I realised how important it is for me to assist pupils in comprehending the various factors involved in overcoming their academic difficulties. The model utilised

in this study, similar to the one created by Tassinari (2012), can offer guidance on how to overcome learner limitations. If students believe that the external push or support they receive is insufficient, they can recall times when they got more outside encouragement and made better progress. In this instance, Hana learnt that her friend was essential from her experience. When Kei was in a tight spot, he looked for an appropriate resource.

Their relationship with me as a teacher was significant for both Hana and Kei, as seen by their reflections from the interview. In the first meeting, I encouraged them to be independent learners and explained why. I then gave them comments on their work throughout the meetings. If they had problems studying, I told them to contact me via WhatsApp. Our comfortable relationship may make them listen to me and use my encouragement to take greater responsibility for their learning.

Hana: With the teacher's help, I can understand the valuable stuff.

Kei: I inquired about what was lacking, fixed what was incorrect, and did revisions according to the teacher's suggestions.

Examining Hana's and Kei's cases, a foremost requisite of learner autonomy development is offering opportunities for students to feel accomplished in learning English both within and outside the classroom. The data analysis revealed that Hana and Kei experienced a sense of achievement in learning English, which formed positive learners' beliefs sustained over time to facilitate the development of learner autonomy. It has been demonstrated that the learner's affective state, a factor in autonomous learning (Tassinari, 2016), unlocks the interactions of the other three variables, potentially causing behavioural changes, lessening restrictions, and sparking responses to the stimuli. Thanks to their positive beliefs, Hana and Kei were encouraged to solve learning problems independently and seize chances provided by others (behavioral engagement) and by themselves (agentic engagement). This agentic engagement could lead to more autonomy support, which would increase autonomy satisfaction (Reeve, 2022).

Hana: "English can be learnt and is easy to study like someone on YouTube who looks cool."

Kei: "I believe that I can do it. I also must learn more independently even though there are many distractions in learning, such as games."

In addition to their beliefs, learners' intrinsic motivation is crucial. Since the beginning of the semester, when I questioned Hana and Kei about their motivation in learning English, they showed awareness of the relevance of English to their banking studies and even their long-term goals.

Hana: I wish to travel overseas if there is a chance in the next five years.

Hana desired to either study or go abroad. As a result, starting in the first semester, Hana kept studying English outside the classroom despite having a busy schedule. She tutored 20 orphan elementary school pupils in the language while competing in English-speaking events. I gave Hana performance feedback, motivated, and reassured her. When she finally succeeded, she was happy and believed her efforts had been worthwhile. Until she achieved the perfect score on the mid-term exam in the second semester, she also constantly watched her test results and worked harder to enhance them. During the second semester, she struggled to find a study partner, which affected her motivation and reduced her grade. In the interview, she spoke about her friend's significant contribution:

Hana: Having a companion to study with and receive feedback from increases my motivation.

Kei's long-term, more abstract aim of improving in five years and his short-term, exam-passing English learning goals gave him the drive to do well in class. In the first semester, he was shocked when he learnt that everyone in his class seemed to understand the materials except him, even though he had tried hard to study. Due to unfamiliar materials, online learning distractions, and the inability to ask questions, several of my students, including Kei, had trouble understanding the lesson. Along with group learning activities that allowed them to support one another and share problem-solving techniques, I also gave them a list of activities they could do independently, including watching educational videos on YouTube or reading a reference book. In the second semester, Kei gained the courage to approach his friends and received a profound sense of encouragement from them. As a result, his grade considerably increased from 60s in the first semester to 90s and a perfect score in the second.

Conclusion

The interplay of students' affective states and regulation, behavioural changes, the constraints they face, and the push as well as support they receive from external sources collectively play a major role in the development of learner autonomy. While this study has offered valuable insights through its in-depth examination of Hana and Kei's experiences, it is important to acknowledge its qualitative nature and limited sample size. This research serves as a foundational exploration, paving the way for future, more comprehensive investigations that can delve deeper into the intricate dynamics of learner autonomy in diverse educational settings.

Having gained a profound understanding of Hana and Kei's learner autonomy trajectories, this study has provided me, as a teacher, with actionable insights to better support my students' autonomy development. I now recognize the importance of creating opportunities for my students to taste success both within and beyond the classroom, fostering peer interactions, and encouraging their active engagement in extracurricular activities. Moreover, the significance of providing social and academic support to mitigate learning constraints and address cognitive and emotional challenges arising from external factors is evident. Grounded in complex dynamic systems theory in Indonesia, this research highlights central factors such as affective regulation, external circumstances, teacher-student relationships, achievement, and intrinsic motivation, offering practical guidance and possible directions for educators to cultivate learner autonomy effectively with their own learners in the local contexts where they work.

Review Process

This article was open peer-reviewed by Tomoko Hashimoto and Colin Rundle of the Learner Development Journal Review Network. (*Contributors have the option of open or blind peer review.*)

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Appendix

Interview Guide

Interview Questions in Bahasa Indonesia

English Translation

English Learning Experiences

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Ceritakan secara mendalam (kapan, dimana, bagaimana, kenapa) pengalaman suksesmu dalam belajar bahasa Inggris (contoh: yang paling menyenangkan)? 2. Ketika kamu mengingat pengalaman itu, apakah kamu menggunakan suatu strategi dalam proses pembelajaran bahasa Inggris? Bagaimana perasaanmu saat itu? Apa yang kamu pelajari dari pengalaman itu? 3. Ceritakan secara mendalam (kapan, dimana, bagaimana, kenapa) pengalaman tidak suksesmu dalam belajar bahasa Inggris (contoh: yang paling menantang)? 4. Ketika kamu mengingat pengalaman itu, apakah kamu menggunakan suatu strategi dalam proses pembelajaran bahasa Inggris? Bagaimana perasaanmu saat itu? Apa yang kamu pelajari dari pengalaman itu? 5. Menurut kamu faktor apa yang bisa menyebabkan pengalaman baik atau buruk tersebut? Setelah pengalaman tersebut apa yang kamu lakukan? 6. Apakah tantangan terbesarmu ketika mempelajari bahasa Inggris? Pernahkah kamu mengatasi kesulitan? Bagaimana perasaanmu saat itu? 7. Apa pengalamanmu dalam belajar sehingga membuat hasil yang negatif? 8. Apa pengalamanmu dalam belajar sehingga membuat hasil yang positif? 9. Apa pendapatmu tentang pembelajaran satu tahun ini? 10. Apa pendapatmu tentang pembelajaran satu semester ini? | <ol style="list-style-type: none"> 1. Tell in depth (when, where, how, why) your successful experience in learning English (e.g., the most enjoyable)? 2. When you remember that experience, did you use a strategy in the process of learning English? How did you feel then? What did you learn from that experience? 3. Tell in depth (when, where, how, why) your experience of failure in learning English (e.g., the most challenging)? 4. When you remember that experience, did you use a strategy in the process of learning English? How did you feel then? What did you learn from that experience? 5. What do you think are the factors that can lead to such a good or bad experience? After that experience, what are you doing? 6. What's your biggest challenge in learning English? Have you ever overcome any difficulties? How did you feel then? 7. What experience do you have in learning to produce negative results? 8. What experience do you have in learning to produce positive results? 9. What do you think of this one-year study? 10. What do you think of this one-semester study? |
|---|---|

Interview Questions in Bahasa Indonesia

English Translation

Learning Habits

1. Ceritakan mengenai kebiasaan belajarmu?
2. Apa yang kamu biasanya lakukan di kelas atau di rumah? Apakah kamu suka merencanakan apa yang akan datang?

1. Tell me about your learning habits?
2. What do you usually do in class or at home? Do you like to plan what's coming?

Possible L2 Selves, Ought-To L2 Selves

1. Bagaimana kamu melihat dirimu sekarang? Diri apa yang kamu inginkan dua tahun lagi? 5 tahun lagi? 10 tahun lagi?
2. Apakah itu merupakan apa yang keluargamu harapkan? Bagaimana perasaanmu ketika mereka mengatakan ekspektasi/harapan mereka?
3. Apa yang kamu inginkan atau harapkan sebelum lulus?
4. Apa yang kamu inginkan atau harapkan setelah lulus?
5. Apa yang kamu inginkan atau harapkan dalam pembelajaran bahasa Inggris?
6. Bagaimana kamu melihat dirimu sebagai pelajar bahasa Inggris ketika berkomunikasi dengan teman, guru, atau orang asing?
7. Menurutmu, pelajar bahasa Inggris yang ideal itu seperti apa?

1. How do you see yourself now? What do you want in two years? 5 years? 10 years?
2. Is that what your family expects? How do you feel when they attack their expectations?
3. What do you want or expect before you graduate?
4. What do you want or expect after you graduate?
5. What do you want or expect in learning English?
6. How do you see yourself as an English student when communicating with friends, teachers, or strangers?
7. What do you think the ideal English student is like?

LA1: Learner's Affective State and Regulation

Learner's Beliefs

1. Berdasarkan pengalaman belajar yang kamu sampaikan, apa yang kamu percayai waktu itu? Apa yang kamu percayai sekarang? (Contoh: semua usaha akan terbayarkan) Dapatkah kamu menjelaskannya?

1. Based on your learning experience, what did you believe in at that time? What do you believe now? (For example: all efforts will pay off) Can you explain it?

Emotion

1. Apakah kamu memiliki pengalaman menarik atau tidak terlupakan dalam belajar bahasa Inggris?

1. Do you have an interesting or unforgettable experience in learning English?

Interview Questions in Bahasa Indonesia

2. Apa perasaanmu saat belajar bahasa Inggris? Apakah perasaan itu berpengaruh dalam mempelajari bahasa Inggris? Bagaimana?
3. Pernahkah kamu merasa frustrasi, takut, cemas, atau malu dalam belajar bahasa Inggris? Kapan? Bisakah kamu ceritakan?
4. Pernahkah kamu merasa bahagia, senang, bersemangat, atau bangga dalam belajar bahasa Inggris? Kapan? Bisakah kamu ceritakan?

Motivation

1. Apa motivasimu dalam belajar bahasa Inggris?
2. Apa motivasimu dalam mengerjakan tugas bahasa Inggris?
3. Apakah kamu percaya diri dalam belajar bahasa Inggris?
4. Bagaimana perasaanmu dalam belajar bahasa Inggris?
5. Apakah kamu termotivasi untuk menjadi lebih baik dari yang lain dalam mempelajari bahasa Inggris?
6. Apakah kamu termotivasi untuk mendapatkan nilai bagus dalam tes? Kenapa?
7. Apakah kamu pernah merasa melakukan sesuatu yang berarti dalam belajar bahasa Inggris?
8. Apakah kamu mempunyai sesuatu keinginan dalam mempelajari bahasa Inggris? Apa itu?

*Self-Reflection (Metacognition and Reflection)**Problem/Self-awareness*

1. Apa kekuatanmu dalam belajar bahasa Inggris?
2. Apa kekuranganmu dalam belajar bahasa Inggris?
3. Apa tantanganmu dalam belajar bahasa Inggris?

English Translation

2. What do you feel about learning English? Does that feeling influence learning English? How?
3. Have you ever felt frustrated, afraid, anxious, or ashamed in learning English? When? Can you tell me?
4. Have you ever felt happy, happy, excited, or proud of learning English? When? Can you tell me?

1. What is your motivation in learning English?
2. What is your motivation in doing your English assignment?
3. Are you confident in learning English?
4. How did you feel about learning English?
5. Are you motivated to be better than others in learning English?
6. Are you motivated to get a good score in the test? Why?
7. Have you ever felt doing something meaningful in learning English?
8. Do you have any desire to learn English? What's that?

Interview Questions in Bahasa Indonesia

English Translation

Self-Evaluation

1. Bagaimana pendapatmu mengenai pengetahuan/kemampuan bahasa Inggrismu?

1. What do you think about your knowledge of English?

LA2: Learner's Behavioral Change

Problem-Solving Strategies

1. Ceritakan bagaimana kamu menyelesaikan masalah ketika belajar bahasa Inggris?
2. Langkah apa yang kamu lakukan untuk meningkatkan pembelajaran bahasa Inggris?
3. Langkah apa yang kamu lakukan untuk mengatasi kurangnya pengetahuan dan meneruskan percakapan bahasa Inggris?
4. Langkah apa yang kamu lakukan untuk mendapatkan informasi relevan mengenai tugas bahasa Inggris?
5. Langkah apa yang kamu lakukan untuk mereview, mengingat, dan memperoleh informasi mengenai bahasa Inggris?
6. Langkah apa yang kamu lakukan untuk berinteraksi dengan orang lain, menyelesaikan masalah, atau bekerja sama dengan mereka?
7. Apakah kamu merencanakan penyelesaian suatu tugas/projek? Jika iya, bagaimana?

1. Tell me how you solve problems when learning English?
2. What steps have you taken to improve English learning?
3. What steps do you take to overcome your lack of knowledge and continue your English conversation?
4. What steps are you taking to get relevant information about your English assignments?
5. What steps have you taken to review, remember, and acquire information about English?
6. What steps will you take to interact with others, solve problems, or collaborate with them?
7. Are you planning on completing a task/project? If so, how?

Learning Attitudes

1. Apa perasaan atau pikiran negatifmu mengenai belajar bahasa Inggris?
2. Apa perasaan atau pikiran positifmu mengenai belajar bahasa Inggris?

1. What are your negative feelings or thoughts about learning English?
2. What are your positive feelings or thoughts about learning English?

LA3: Learner's Constraints

1. Adakah kondisi (fisik/psikologis/sosial) yang mencegah kamu dalam mempelajari sesuatu? (contoh: kondisi fisik tidak memungkinkan untuk bermain basket, demam panggung, keluarga tidak mendukung/percaya kemampuanmu)

1. Is there a condition (physical/psychological/social) that prevents you from learning something? (Examples: physical condition not allowed to play basketball, stage fever, family does not support/believe your abilities)

Interview Questions in Bahasa Indonesia

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Physical Constraints

- | | |
|---|--|
| 1. Adakah kondisi fisik yang mempengaruhi/menghambat kamu dalam belajar bahasa Inggris? | 1. Do you have any physical conditions that prevent you from learning English? |
|---|--|

Psychological Constraints

- | | |
|--|---|
| 1. Adakah kondisi psikologis yang mempengaruhi/menghambat kamu dalam belajar bahasa Inggris? | 1. Do you have a psychological condition that prevents you from learning English? |
| 2. Apakah kamu merasa ada yang menghambat dalam belajar bahasa Inggris? | 2. Do you feel any obstacles to learning English? |
| 3. Apakah kamu merasa dipaksa dalam belajar bahasa Inggris? | 3. Do you feel compelled to learn English? |

Social Constraints (Parental Expectations)

- | | |
|--|---|
| 1. Apakah kamu merasa kurang memiliki keterampilan sosial sehingga menghambat dalam belajar bahasa Inggris? Apa itu? | 1. Do you feel that you lack social skills so that it prevents you from learning English? What is it? |
| 2. Apakah kamu merasa ekspektasi dari keluarga menghambat dalam belajar bahasa? | 2. Do you feel the expectations of the family hinder language learning? |

LA4: External Push and Support

Significant Others

- | | |
|---|--|
| 1. Dalam mempelajari bahasa Inggris, adakah orang lain yang mempunyai pengalaman atau pengetahuan lebih yang kamu tahu atau bahkan membantu kamu? | 1. In learning English, is there anyone else who has more experience or knowledge than you know or even helps you? |
| 2. Dalam keluargamu, apakah ada yang berperan dalam pembelajaran bahasa Inggris? Apa perannya? | 2. Is anyone in your family involved in learning English? What's the role? |
| 3. Apa peran temanmu dalam mempelajari bahasa Inggris? | 3. What is your friend's role in learning English? |
| 4. Apa peran guru/dosen dalam mempelajari bahasa Inggris? | 4. What is the role of the teacher/lecturer in learning English? |

Learning (/Extracurricular) Activities

- | | |
|---|--|
| 1. Apakah kamu ikut dalam kegiatan yang berhubungan dengan pembelajaran bahasa Inggris (contoh: ekstra bahasa Inggris, komunitas debat)? Dapatkah kamu bercerita tentang itu? | 1. Do you participate in activities related to learning English (e.g., extra English, debate community)? Can you tell me about that? |
|---|--|

Interview Questions in Bahasa Indonesia

English Translation

Learner's Environment (and Interaction)

- | | |
|--|--|
| 1. Bagaimana atmosfer pembelajaran bahasa Inggris di kelas? | 1. How's the English learning atmosphere in the classroom? |
| 2. Bagaimana stimulus pembelajaran (contoh: tugas/aktivitas pembelajaran, penggunaan teknologi) bahasa Inggris di kelas? | 2. How is the stimulation of learning (e.g., tasks/learning activities, use of technology) English in the classroom? |
| 3. Bagaimana interaksi dengan teman sekelas dalam pembelajaran bahasa Inggris? | 3. How do you interact with classmates in learning English? |