

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 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. This appears to be especially true for first-year 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). 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). 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). For example(?), English classes offered to non-English department students at university, are second priority, by many students due to their busy schedules and discipline assignments (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.

Autonomous learners are... and have the traits of...

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

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Commented [3]: This is phrased as a much wider generalisation than the research supports. I would suggest that you delete "Besides, most" and rephrase appropriately.

Commented [4]: Southeast Asia and South Asia are all part of Asia. As you mentioned in the 4th line from the top that this is 'in the context of Asia', you may not need to mention these.

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Commented [8]: reference?

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Commented [10]: I'm assuming that this is although they prefer autonomous learning? If so, you may want to state this.

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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). 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.

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).

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 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 institution in Indonesia, there is a trend that the students who showed more autonomous learner traits and habits achieved better results on their English tests. Such students' learning outcomes improve during their first year of learning English. The result of my observation is supported by Boud (1981), who claims that autonomous learners make more effective learners and employees. This experience is

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Commented [23]: from Ellen: I think you have got onto something interesting now. And because LDJ often has an "auto-ethnographic" approach, it might be interesting to write a whole section on "My context" and include a part about your own experience of English education. Did you have a chance to do autonomous learning at elementary school, junior and senior school? When and how were you introduced to the idea of autonomous learning? Did you have any problems with doing autonomous learning at first? Why? I think this would be fascinating!

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Commented [24]: from Ellen: Recently I have read a paper about implementing autonomy policy in Turkey. In the latter, Busaidi and Borg, they write that the teachers who they surveyed did not see autonomy as being related to equality. This is a quote from busaidi and Borg which might be helpful.. page 20 "Teachers' definitions of learner autonomy reflected those prevalent in the literature, with recurring support for concepts such as freedom, control, responsibility, choice and independence. There is some overlap here with the notions of autonomy identified by Reinders & Lazarro (2011) in their interviews specifically with teachers who worked in self-access centres, although differences in the two studies were also evident. For example, our teachers did not (unlike the ... [9]

Commented [25]: I'm not sure whether this is necessary. I think it is going against what you want to claim: that learner autonomy is necessary in classroom settings.

Commented [26]: No, this is necessary because it speaks to ideas about the locus of control within a classroom setting which is necessary for current ... [10]

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what made me interested in how autonomous learners are, what their experiences during learning are, and whether and how it contributes to their learner autonomy development.

Research Questions

Research questions for this study are as follows:

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?

I used complex dynamic systems theory (CDST) as the theoretical framework for this investigation.

According to Begum and Chowdhury (2016), there are six 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,

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Commented [31]: I think it may be appropriate to bring your Research question right after this.

Commented [32]: From Ellen: It is worth foreshadowing the research questions so that we do know where the paper is going. I think Tomoko's suggestion may be good here.

Commented [33]: I would bring this towards the end of the 'Introduction'

Commented [34]: From Ellen: good idea

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Commented [36]: You need to add "perspective" here: CDST perspective. Otherwise you are making specific mathematical claims that are not supported by your research.

Commented [37]: You may also want to look at work by Tassinari who analyses more factors.

Commented [38]: I don't understand why you need to mention this. If it is necessary, can you explain how it links it to the next sentence?

Commented [39]: From Ellen: I think you are summarizing your PhD lit review and it is relevant but you might need to make more of an explanation of why CDST is the right perspective here. Interestingly Dominic Edsall did a talk about CDST and Critical Realism (on you tube of Kyoto JALT chapter channel if you have time to look) and he points out that CDST does not take account of the fact that classrooms and learners are an OPEN system. I think his point is that you can still use CDST but have to be very precise about which things are related. This may be a good bit to add before you go into the particular studies.

Commented [40]: Are talking about Tung and Huang's (2022) research?

Commented [41]: I think this section may belong in "Literature Review"

Commented [42]: Agreed. If you are adopting a similar approach, you can mention it again in the methodology.

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.

Commented [43]: Need to be careful. These are all perspectives: the complexity was already there - it has only recently been acknowledged by theorists in language learning.

Research in the CDST perspective differs from common quantitative and qualitative studies 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.

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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

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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 was 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. Hana and Kei were 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 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 Huang2022) with some modifications. The questions that were asked to the students had five

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What are the focal factors of learner autonomy development of non-English department students in the context of Indonesia?

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

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Commented [49]: maybe I missed this, but did you mention somewhere before this what LA means?

Commented [50]: I would assume Learner Autonomy, but you still need to define this earlier.

Commented [51]: Is this a pseudonym? If so, you may want to mention this.

Commented [52]: same here. Is this a pseudonym? If so, you may want to mention this.

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Commented [53]: I am sure there were other students who also differed. Can you explain in greater detail why these two were chosen?

Commented [54]: to contrast the common patterns? but I thought they were common. Do you mean, you wanted to find common themes while at the same time find variations of these in Kei and Hana's interviews?

Commented [55]: Can you specify how CDST informs the research here?

Commented [56]: what other qualitative methods did you use? It may be better to state these explicitly rather than saying 'such as.'

Commented [57]: From Ellen: It would be helpful to know more about the methods, I agree!

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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.

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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.

Commented [60]: in which language?

Commented [61]: From Ellen: it would be good to know about whether you used L1 for the research interviews and why.

Commented [62]: I'm sorry. I am a bit confused. One of your research questions was: What are the focal factors of learner autonomy development of non-English department students in the context of Indonesia? However, here, it appears as if you already know what the focal factors are, and you are trying to find examples that explain these. Is my understanding correct? If so, you may want to reconsider your research question.

Commented [63]: From Ellen: good point! If you are adapting from your PhD data you might need to "reverse engineer" the research questions in line with what you want to show in this paper!

Commented [64]: It may be helpful if you listed the focal factors here.

Commented [65]: The findings are interesting, but there is not much information about how these are interpreted using CDST. Like in Tung & Huang, 2022, I was expecting to read how the complex interactions between focal factors affected learner autonomy. Can you explain the findings more in relation to CDST?

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 **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.

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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Commented [66]: This is interesting but at the same level as a traditional qualitative study. How does CDST allow you to go beyond that? What explanatory power does CDST give to your findings?

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Commented [70]: From Ellen: very helpful thank you!!

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!

This is interesting and you seem to have a good understanding of the background of CDST. However, I think you need to link that theoretical perspective more with your actual method and findings. What additional explanations were possible because of CDST? How does CDST allow you to better understand changes in the learner autonomy of your participants?

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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

Commented [1]: This is a very interesting and ambitious study Yunita! I like the way it is very focused and deals with very specific details, giving a rich understanding of motivations and affect of the learners.

Because of that detail, it sometimes is a bit difficult to know exactly what stage of the research is being referred to, and exactly what the specific challenge or condition is. As I suggest in other comments, the results might be better organized into the three time periods, with the Findings and the Model synthesized into each section. While I was often confused while reading the findings, I found the model very useful for understanding the shifts in attitudes, behaviours etc. Thus, introducing the model earlier, together with the detailed descriptions would help.

A related option would be to describe the participants' initial conditions in high school, before this actual study began. This would be described as a clear baseline starting-point; that might simplify and clarify the changes during the actual study period. You could use the model at the beginning to show the participants' baseline conditions. Then in sections for each semester, you could show the model again and explain how it has changed along with the participants' experiences and attitudes.

Also as mentioned below, it would be more usual to conduct several interviews at regular intervals for this kind of study to improve the accuracy of recollections. That issue might be discussed in the methodology section and conclusion.

Finally, detailed proof reading for vocabulary and grammar choice would help to clarify some of the fine nuances that the study captures.

Good luck!

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

Commented [2]: Could this be stronger, e.g. "states"?

Commented [3]: I see - you expand on this on page 4. You could add a direction for the reader, such as "... curriculum implies, as explained below, that learner"

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.

Commented [4]: This sounds quite specific

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.

Commented [5]: I think you could synthesize your sources to make the lit review more concise and persuasive. For example, these four stages noted by Little are very common stages that most accounts of LA describe, including the other sources you cite below. I think you should synthesise your sources into categories such as these four for “doing” LA, plus another category such as metacognitive and affective traits that learners need to develop and apply in each stage.

Commented [6]: Maybe wait with this section because remember that we are going to have an over view of CDST and how CDST applies to autonomy, from Dominic Edsall. We do not want the different articles to repeat the same information so we editors need to take care of this a bit so I would say focus on re-organizing and enriching the later sections of this paper and just keep this one on “hold” .. I mean all of the lit review except what immediately is necessary to understand Tung and Huang.

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 (Başbağlı & 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.

Commented [7]: You began this section with this quote, so it is redundant here.

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.

Commented [8]: You already said that reflection was a metacognitive dimension. Are there two metacognitive dimensions?

Commented [9]: I think this section could be expanded so that it differentiates CDST from ethnographic approaches or action research

Commented [10]: not sure if we need more expansion of back ground now...

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.

Commented [11]: I don't think this paragraph belongs here in a section explaining CDST. It should be in the section above on LA.

Commented [12]: I tried summarizing these approaches (Tassinari, Begum and Chowdhury and Tung and Huan) as a chart which would show the overlap between them and the gaps. If you are interested I will look for those notes..

Commented [13]: You repeat this in the following section so it is not necessary here.

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

Commented [14]: could you explain where this term comes from - I'm not familiar with it.

Commented [15]: I suggest actually cutting some of the explanation and focusing on Tung and Huang a bit more. Something like "I decided to adopt the operational model of learner autonomy development of Tung and Huang (2022) because it was suited to the longitudinal analysis focussing on one or two learners" or something like that. Then "Tung and Huang identify four factors which they find to be focal for learner autonomy development.."

Kei	66	60	95	100
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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.

Commented [16]: the second?

Commented [17]: The project was to assess the development of learner autonomy though, right? Why was the research focus different to the focus of the course?

Commented [18]: One final interview of each participant does not seem to be ideal to chart development and changes in beliefs and attitudes as it relies on accurate recall of emotional states from many months ago. It might be worthwhile noting this in the conclusion.

Commented [19]: I guess this comes from Dörnyei. If so that should be included in the lit review, such as a section on motivation.

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

Commented [20]: This is a very big claim for a qualitative study with 2 participants. I think you can only claim to identify the factors of these participants which may suggest directions for further study.

Commented [21]: I found it a bit confusing that your findings, which I expected would focus on the period of the study (semester 1 & 2), focuses a lot on their high school experiences and attitudes. In fact, your Findings are quite hard to follow, but the "operational model" is clearly organized into the 3 periods (High School, Sem 1, Sem 2). Could you merge the Findings and Operational Model into one section, clearly divided into the three periods (with each focal factor described in each period)? I think that would make the paper more coherent.

Commented [22]: What is LA? Learner Autonomy? You call them Focal Factors, so maybe it should be FF1? Regardless, you need to make it clear what LA (or FF) stands for.

Commented [23]: She also changed class and got a new, better teacher. There seems to have been two positive external supports here, the friend and the new teacher.

Commented [24]: Table 1 shows that her final exam score in 2nd semester dropped markedly, which does not support this claim. Could you clarify that apparent contradiction? My understanding of Complex Systems is that they are not linear trajectories, so consider Hana's dip in the final would be interesting. You do point out the dip in final exam below, so please clarify and be consistent.

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:

Commented [25]: Do you mean in high school? In first semester?

Commented [26]: I think "face-to-face" is the usual opposite of online learning. You used it once before above - I think you should use it exclusively.

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

Commented [27]: This is difficult to understand - does it just mean that they changed their behaviours and/or attitudes?

Commented [28]: "Dependence" seems to be not the right term. She was influenced by people around here, but I can't see how she was dependent on them. The high school teacher was a negative influence, and the college teacher and friend were positive influences, right?

Commented [29]: This was the bad teacher who gave her 30 on a test?

Commented [30]: I can't see how this exemplifies dependence on others - none of these strategies involve other people, and they are all examples of independent learning.

Commented [31]: Also in this section, I think you are explaining changes over the 3 main time periods, but you do not clearly signpost the periods, so I'm not sure.

Commented [32]: In high school?

Commented [33]: These are the positive influences of the friend and you. I don't think you can say Hana was dependent on you though - rather, you and the friend were resources that Hana tapped.

Commented [34]: These do not seem to be opposites or mutually exclusive - from your description it seems he changed from isolated independent learning to interdependent learning with peers. I think you could refer to the literature on interdependence in learner autonomy here.

Commented [35]: What interview is this?

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.

Commented [36]: from you?

Commented [37]: This sounds like a specific modality from the literature (Cekaite?). Or is it just collaboratively studying with classmates as you described above? Please explain this in more detail - if it is what you described above, introduce this term, "the social method" above, or just refer to it as collaborative learning here.

Commented [38]: There could have been what? Or do you mean "This laziness could have been when ..." ?

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 be 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.

Commented [39]: You mentioned this before, but I am not sure what it means. Can you give an example of "reading quotes"?

Commented [40]: You refer to this above as well I think, and you analyze below that this was an important issue. However, I am not clear on it, and I would like some more information. Is it somehow related to her friend that inspired her in first semester? This is in second semester? Did she lose that friend? Did she not have a group of peers, or did she not have to do the group assignments that motivated Kei?

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.

Commented [41]: It is good that you mention this. It might be a good idea to reduce your discussion of external push and support in the sections above, and refer readers to this section when it becomes relevant above.

Commented [42]: "Two semesters of English learning" ?

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)

Commented [43]: I think the whole Findings section should be organized in these three categories, and the interview discussion should be integrated with these operational models.

Commented [44]: Figure 1?

Commented [45]: how well

Commented [46]: darkness?

Commented [47]: focal factor?

"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

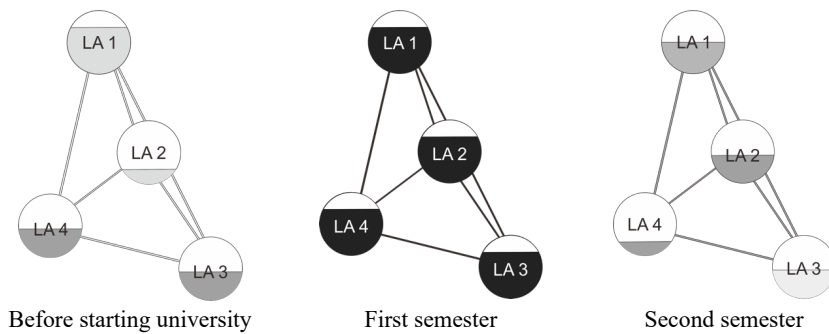
unresponsive

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



Kei's Learner Autonomy Development

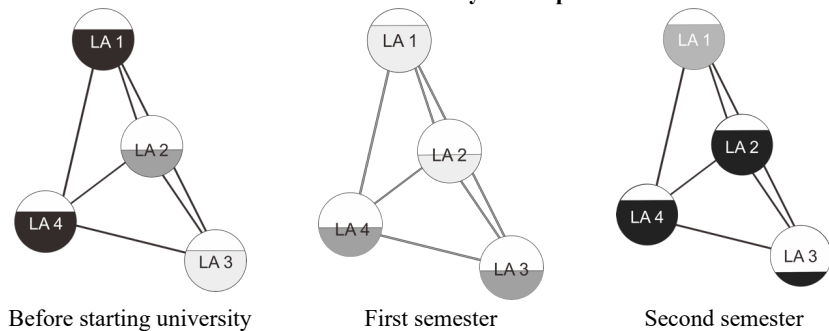


Figure 1. Hana's and Kei's Learner Autonomy Development across Three-Time Points

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.

Commented [48]: I think the top part of this (the four shaded rectangles) should be a separate figure, and explained first.

Commented [49]: This is a new term. Do you mean focal factors? You should be consistent.

Commented [50]: Before starting university? Please refer to the diagram consistently

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.

Commented [51]: So why are the nodes in 2nd semester so light colored? That suggests to me that she lost the attributes of LA and regressed back to her level in high school.

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.

Commented [52]: focal factors?

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

Commented [53]: As I mentioned above, I'd like some more information on this.

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.

Commented [54]: Was she taught this, or did she learn this about herself from her own experience? If she was taught, who taught her?

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?

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The Learner Development Journal Issue 7: Challenging the Conventions in Learner Development Research

Author: Ratna Yunita

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DOI: to BE ADDED HERE

Author contact: <ratnayunita(at)iainponorogo(dot)ac(dot)id>

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Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens 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 in within and between scenarios: creating opportunities to experience a sense of achievement within and beyond the classroom, as well as and in the teacher's significant role in introducing autonomy and supporting students' learning progress. Depending on the specific context, these requirements highlight a topic important factors that has have hitherto not received enough attention in studying learner autonomy.

learner autonomy, complex dynamic systems theory, Indonesian context, English for Specific Academic Purposes (ESAP)

[Japanese abstract and keywords to go here]

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

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Necessary conditions for achieving learner autonomy

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necessary conditions for learner autonomy
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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 cafe 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).

As explained below, 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 talents (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 in their earlier documents. 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). In contrast, in the more recent publication (Kemdikbud, 2020, p.2), the term 'autonomous' is explicitly used when introducing the concept of fostering a learning environment characterized by flexibility and innovation, focusing on the need to establish a pedagogical atmosphere "according to student needs" that encourages "autonomous and flexible learning" while avoiding restrictions. 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 becomes 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, their learning experiences, and whether and how they contribute 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 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 (Başbağcı & Yilmaz, 2015). 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. This principle means engaging learners to be responsible for the learning process. The second principle is learner reflection, which helps learners think when planning, monitoring, and evaluating their

learning. The last principle is appropriate to target language use. It means using the target language as the principal medium of language learning.

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).

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.

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. I adopted the operational model of learner autonomy development of Tung and Huang (2022) because it suited the longitudinal analysis focussing on two learners. Tung and Huang (2022) identify four factors which they find to be focal for learner autonomy development and adopted the CDST perspective to explore the interaction between them. 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.

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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

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is often put forward as a central aim of education?

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 specific cultural context --ly impacts the nature of their autonomy development (Halabi, 2018). In what follows I ...

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When I was in college, my friend from another department talked about their difficulty in learning and using 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.

The Socio-Cultural Background to Autonomy in Indonesia

Even though government policy has required it since 2013, there are 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 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 are some of the barriers that Indonesian teachers have identified as making it difficult for learners to build learner autonomy with Indonesian students (Lengkanawati, 2017).

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It is a contradictory picture,

Moreover, autonomy is something that EFL learners may be unused to, and it is consequently difficult in various ways to understand, implement, explain, achieve, and emphasise learner autonomy to students. It might be why Indonesian educational discourse did not use the term "learner autonomy" or "*otonomi pembelajar*" in Bahasa Indonesia in their earlier documents. 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" (Ministry of Education and Culture, 2016, p. 1). In contrast, in the more recent publication (Ministry of Education and Culture, 2020, p. 7), 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), nonetheless, the fact that learner autonomy exists conceptually and that initiatives are being taken to promote it learner autonomy in the classroom is positive progress.

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Indeed, Indonesia's 2013 national curriculum implies that learner autonomy is fundamental to teaching and learning (Ministry of Education and Culture, 2017). The most up-to-date programme, Independent Learning-Independent Campus or Merdeka Belajar-Kampus Merdeka (MBKM) (Ministry of Education and Culture, 2022), implemented in the last two years by the Ministry of Education and Culture, also emphasises that learning autonomy offered to should be encouraged in university students. They should be free to learn based on their interest and talents (Ministry of Education and Culture, 2022). However, from the students' side, despite having a favourable opinion of their abilities, university students in Indonesia often believe that the teacher is responsible for their learning (Daflizar & Petraki, 2022). 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 conceptualised 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 the development of the academic world and the world of work. Teachers can choose the format and content of this module 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. 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 observations is supported by Boud (1981) and Phoung Phoung & 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 becoming increasingly interested to in knowing how autonomous they 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.

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in their academic worlds and future working lives?

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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 (CDS) to understand better the relationships between the many components involved that I 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, 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.

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 broaden the context when collecting data about my students.

Using CDST as my theoretical framework, I intended to find out how these factors in learner autonomy development would interact in the development of learner autonomy context of 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 of for non-English major students within and beyond the classroom in the an Indonesian context of Indonesia?
2. How does the complex interplay of learner autonomy factors contribute to learner autonomy development of non-English department 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 in Indonesia: Hana and Kei (pseudonyms). Their field of study was Islamic Banking, which has they took 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 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. These two learners became freshmen right when the coronavirus disease 2019 (COVID-19) pandemic happened, so they

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experienced online learning in the first semester and started face-to-face learning in the second semester.

I purposely selected them because they had contrasting test results on [their mid-semester and end-of-semester exams](#) (see Table 1). [These exams were ... and The two students also had contrasting 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.~~

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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 \(i.e., silent in the class and not contacting the teacher\).](#) ~~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.~~

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Curriculum

In the first year, the Islamic banking students have ~~twelve~~ [12](#) 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 Graduates](#) of the Islamic Banking programme ~~is~~ [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. ~~As one of the elasses, The main objective of the ESAP course's goal is to make the students master knowledge and steps to communicate both orally and in writing using English for both academic and professional purposes 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 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 consisted of multiple-choice questions to assess the student's language knowledge. The mid-term and final exams in the second semester consisted of multiple-choice questions to assess the student's reading skills and language knowledge. The first semester's assignment

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For their English classes students were
The students' English proficiency was

was a speaking project, and in the next autumn semester was the students completed a writing project.

Data Collection and Analysis

Qualitative methods used in this study were involved 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 and 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 with the aim of understanding, which can be valuable for understanding the nuances of in their beliefs and attitude changes over time.

While it is more common in longitudinal studies to conduct several interviews at regular intervals to enhance the accuracy of recollections, the choice to use only one in-depth retrospective interview at the end of the study was because this method aligns closely with the research objectives. In some cases, beliefs and attitudes may evolve slowly or may not change significantly over short intervals. A single comprehensive interview at the end of the study can capture more substantial shifts in beliefs and attitudes.

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The interview guide was adapted from Tung and Huang (2022) with some modifications. These included 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; 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 (see Appendix) was prepared in the participants' first language, (Bahasa Indonesia) version. After collecting the data, I the interviews were transcribed and translated the interviews into English, then used NVivo 12 (NVivo, 2018) was used to code using categories. This Computer Assisted Qualitative Data Analysis Software 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, I could identify these participants' learner autonomy development factors and how these factors interact to develop learner autonomy were identified.

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Findings

In this section, I first introduce the operational model: how the four focal factors interact to develop learner autonomy, together with the detailed descriptions. Next, I report on the three periods, with each focal factor explained in each period.

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The Operational Model: How Focal Factors Interact in the Development of Learner Autonomy

++

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)

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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 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

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Hana's Learner Autonomy Development

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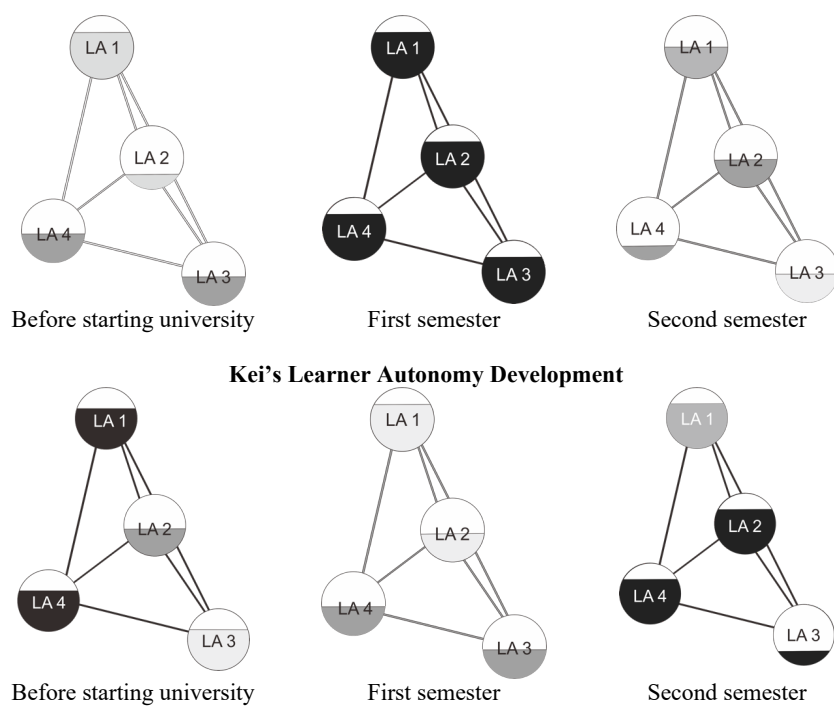


Figure 2. Hana's and Kei's Learner Autonomy Development across Three-Time Points

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, in the first semester, and in the second semester of university. The diagram (Figure 2) was produced using CorelDRAW (CorelDRAW, 2021) to show how learner autonomy is aided or hindered. LA1, LA2, LA3, and LA4 are representing the four focal factors of learner autonomy development, as you can see in Figure 1. The darkness of shading represents how well 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 factor. 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 in Figure 1, 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 factors vary by context. Furthermore, their variations are not dichotomous but gradual slight shifts along

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continuaums. The following four phenomena were observed when Hana's and Kei's learning states were perturbed under external stimuli. **First**, their affective states, ~~undergone~~ **through** regulation, became positive or negative. ~~In the spectrum of learner behavioural change, i.e.,~~ they either became proactive or stayed reactive in their learning. **Thirdly**, ~~they~~ **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**, 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 either positive or negative on a continuum of external push and support.

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Before Starting University

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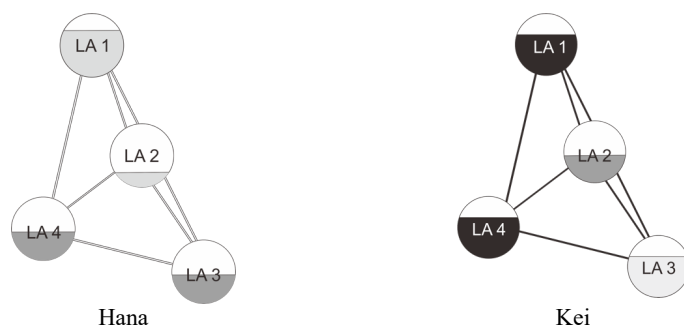


Figure 3. Hana's and Kei's Learner Autonomy Before Starting University

LA1: ~~Learners'~~ **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 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 and a new, better teacher.

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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 **better**. The interplay between the four

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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: Learners' *Hana and Kei's Behavioural Change*

For Hana, the The main focus is changing or adapting learners' behaviours, which alters their attitudes and facilitates better problem-solving. People around her, such as her teacher and friend, influenced Hana to learn English. Her high school teacher, who gave her a score of 30 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.

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LA3: Learners' *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. 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.

Hana's enthusiasm for learning English waned due to her high school teacher's negative influence; however, with the support of her friend, 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. 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.

Before embarking on their university journey, Kei 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 the 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 instructional activity involving 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.

First Semester

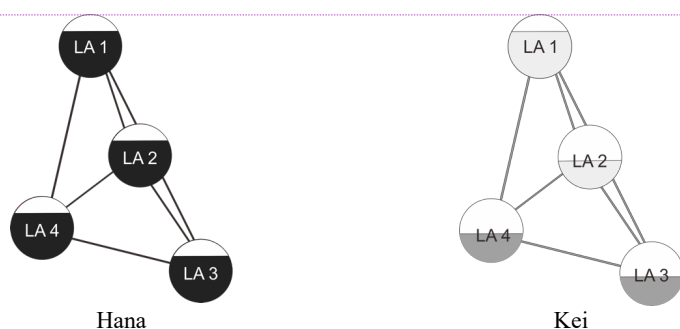


Figure 4. Hana's and Kei's Learner Autonomy in the First Semester

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LA1: Learners' 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 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 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. 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). He struggled to comprehend the course materials and lacked accessible peers for seeking assistance or engaging in academic discourse.

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LA2: Learners' Hana and Kei's Behavioural Change

Hana and Kei changed their learning behaviours and attitudes toward solving problems. After being positively inspired by her friend and encouraged by me to enter an English competition in the first semester, Hana altered her attitudes of 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: Learners' Constraints

Overall, Kei mentioned the negative mental states in the interview fifteen 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

At the beginning and sometimes during the semester, I promoted my students' learner autonomy and by encouraging 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.

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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 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 learnt. 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.

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.

Second Semester

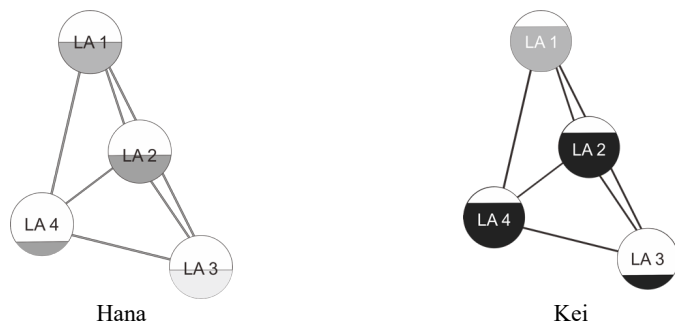


Figure 5. Hana's and Kei's Learner Autonomy in the Second Semester

LA1: ~~Learners'~~ *Hana and Kei's* Affective State and Regulation

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 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 was found to be sustained over time. Hana's belief in English also changed from what was thought difficult to something that could be achieved with effort.

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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. Finally, as the following **passage 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. 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, 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 buddies. It was discovered that he generated motivation to overcome his constraints due to the influence of another focal factor—external push and support. You can find a detailed analysis of this factor in the following section.

LA2: Learners' *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 if she was having difficulty learning English. However, after Hana ran into a problem—a lack of a supportive companion 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 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.

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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 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 result indicated 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: Learners' Hana and Kei's Constraints

Their perceptions of their inadequacy and incapability also limited Hana and Kei. Hana mentioned it in the interview five times, less than 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. 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.

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 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 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.

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In addition to motivation, **her own** 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 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 were 81 and 63, while Hana achieved 100. Hana was also upset when her parents assumed she was playing with her phone instead of studying, even though they always supported her.

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His motivation and belief likewise managed Kei's 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 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. 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) coerced Kei to be more socially interactive and engage more in the 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 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 result is like Tung and Huang's (2022), even though the dynamic interaction between the components is distinctive for Hana and Kei. Kei's In the 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 face-to-face classes and interaction learning. 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's end due to several conditions, including a lack of friends to support her in learning to learn English. Hana's dip in the final exam in the second semester demonstrated the complexity system of non-linear trajectories of in learner autonomy development. 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.

Additionally, the interaction of these four factors 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.

As a teacher I realised how important it is for me to 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 Tassinari (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 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 to 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

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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."

In addition to their beliefs, 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 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 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

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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 created a new situation and substantial constraint, and there was a fresh energy of students returning to class after the COVID-19 pandemic, contributing to learner autonomy development. Within and outside the classroom, students require pleasant emotional states, self-regulation, external push and support, and opportunity to improve.

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These four factors are not the whole story so it would be overgeneralising to use "determine" here. Try something like play a major role in determining?

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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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From understanding Hana and Kei's learner autonomy trajectories in depth, I have come to understand better different actions I can take as a teacher to support the development of my students' learner autonomy. First I can give my students ...

While this study has provided valuable insights into the dynamics of belief and attitude evolution, it is imperative to acknowledge the inherent limitations of the chosen research methodology. Relying solely on a single, final interview from each participant may not be the ideal method for accurately charting the development and changes in beliefs and attitudes. This limitation arises from the challenge of expecting participants to recall their emotional states from several months ago with precision. In addition, given the qualitative nature of this study with only two participants, rather than making broad claims, this research serves as a foundational exploration, offering insights into participant-specific factors and guiding future, more comprehensive investigations.

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Review Process

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Author Bio

Ratna Yunita is an assistant professor at [the](#) State Islamic Institute of Ponorogo, Indonesia. She holds an MA in Education (Teaching English as a Foreign Language) from the University of Birmingham, [UK](#). ~~the United Kingdom~~. Her teaching and research interests are in the areas of English for academic/specific purposes, second language acquisition, and computer-assisted language learning.

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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?

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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?

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: Is learner autonomy a universal goal?

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. Some question its feasibility and desirability in school settings (Cuypers, 1992; Hand, 2006; Pennycook, 1997). Concerning Asian situations, the question 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 (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.

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 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.

Commented [1]: "Come back to this" ...reworded?
...said to be a goal in modern language education?
education/education and claim seems strange here

Commented [2]: university?
educational?
(I think vocabulary choices can be improved. Reviewers can check this more thoroughly later)

Commented [3]: if the writer says "are" then perhaps a more recent source than 2003 might be good

Commented [4]: I think this should state clearly if it has an impact or not and perhaps provide citations?

Commented [5]: I really like this as the introduction :) I was hooked pretty immediately once I started reading this part. Perhaps the current introduction can be weaved into the literature review...?

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.

Looking at Learner Autonomy in Indonesia

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). 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 major discipline (Cheng & Lee, 2018). The ability to work independently of teachers was how Indonesian EFL students conceptualised learner autonomy (Cirocki et al., 2019).

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. They were still comfortable with the teacher-centred learning milieu. However, 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).

Autonomy, psychology and social context: approaching autonomy as a complex, dynamic system

After several years teaching at university, I was drawn to research learner autonomy as a complex dynamic system (CDS) in order to get a better understanding of the relationships between the many components involved. In addition to the concept of learner autonomy,

Commented [6]: maybe hedge this a bit? they tend to prefer... does there need to be a citation for this? It seems a bit subjective. The next sentence says "Based on my experience..." so I wonder if this is Yunita's observation

Commented [7]: repetitive language from previous sentence based on/based on

Commented [8]: this is opposite to what was written above. so uni students prefer autonomous learning and (mature?) students prefer teacher-centered? The next sentence goes back to uni students thinking the teacher should be in charge. I was a bit confused by this part

Commented [9]: ah on page 6 the Islamic Banking students are first year students. This is their major. I thought these were banking professionals :)

Commented [10]: is this a national curriculum? a specific institution?

Commented [11]: I am curious what this means and why the abbreviation is different from the course name. Is it a different language?

Commented [e12]: "given" sounds unsuitable here because it seems that they are being demanded to be autonomous rather than given a choice? How about "they are supposed to have the freedom to learn.."?

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** (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. My intention was to find out how these factors in learner autonomy development would interact in the context of my students who are learning English at university in Indonesia. 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 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 it **has been** required by government policy **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 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).

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 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. They use terms such as..... There are tensions due to lack of resources and know-how for supporting autonomous learning (Asif Hasbullah)??** 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

Commented [13]: the acronym CDST should be here as it is the first time to mention this term. Also, it might be good to connect the section about CDST below in the literature review to this. Or perhaps say that CDST will be discussed later... something like that since it is just mentioned briefly here.

Commented [e14]: I wonder about bringing together all the parts about the context which were distributed in various places of the introduction so I tried just by copy and paste. What do you think?

Commented [e15]: You could reference M Asif Hasbullah here! This article seems to cover the background well / <https://journal.staihubbulwathan.id/index.php/alishlah/article/viewFile/1585/737>

Commented [e16]: What vocabulary is used in Indonesian to translate the concept of learner autonomy? I found references to Independent Learning- Independent campus. Would it be true to say that the word "autonomy" and even "independent" have been used in government documents regarding the legal status of universities to have autonomy over their programs? Does it also include autonomy-friendly learning ie raising students to have control over their learning? It seems that is also means "learning off site of the campus which includes internships and projects aimed at increasing the rate of employment." <https://journal.staihubbulwathan.id/index.php/alishlah/article/viewFile/1585/737>

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. There is a choice of general or ESP course modules. In recent years English for Specific Academic Purposes (ESAP) is becoming more popular than the general course, since the specific needs of the different departments are met (Blue, 1988; Celik, 2014).

Commented [e17]: Teacher can choose the format and content to a great extent. [??]So Yunita chose to....

Commented [18]: reword a bit

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.

Commented [19]: Paragraph 2 in the introduction talks about concepts of learner autonomy. I wonder if that can be merged into this section and the introduction paragraph 3 follow from paragraph 1? Look back and see if this works (or not).

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 (BAÄzBAÄZI & 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.

Commented [e20]: Can you transliterate this differently or is it necessary to have it in capitals?

Commented [21]: wow. We will have to have Ivan look for a font that can do this :)

Commented [22]: is this Holec's definition? (1981?)

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). 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 **contest**, 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

Commented [23]: reword common/common look out for this kind of repetitive language throughout

Commented [24]: context?

Commented [25]: I'm not sure I understand this

Commented [e26]: Make a lot of this! It's a good connection!

learner autonomy in a classroom in Taiwan. To broaden the context, I included both classroom and non-classroom learning contexts when I collected data about my own students.

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

Commented [27]: Just a thought: I have seen different countries mentioned in this paper. When I see Taiwan, for example, my mind shifts a bit away from the Indonesian context. If it does not connect to the current study, then perhaps it might be better to just end the sentence at "formal classroom"? If the writer just wants to be clear about the context of these studies, then perhaps it is fine to leave as is. It just threw me off a bit when reading.

Commented [28]: I wonder if the research questions would work better here? ...or have the reader refer back to RQs 1 and 2 as you go into the research methodology.

Commented [29]: participants?

Commented [e30]: I would like to get a sense of who the participants are and the story of your encounters with them, around here. I feel we lose the sense of them as people because of the use of them as "representing" a type. It was wise to select contrasting types but it is an assumption that other students are like them. You can make that inference but you should describe them so we get a sense of each as an individual first, I think. Also if this section is about the participants then the curriculum should not be the main focus, why not make a section about the curriculum! Evaluation methods also belong in the section on curriculum rather than participants?

Commented [31]: does this have to be explained?

Commented [e32R31]: We want to get a balance between informing the reader about the context and focusing on the story aspect. I think this is ok here.

Commented [33]: hadcontrasting results? behaviours? personality traits? maybe this can be expressed better.

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

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Commented [35]: *Four* Focal Factors?

Commented [36]: Suggestion:
Factor 1: Learners' Affective...
Factor 1, 2, 3, 4 could be added to the header or LA1
LA2 to connect with the figure presented later. It is clear
now as is, so just a thought

Commented [37]: later on in her education when she
entered university? The contrast with Kei can be made
clearer I think

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:

Commented [38]: I know this is a short quote, but like Kei below, if learner voices are put in italics and indented, then it will be easy to pick up and see the contrasts.

Commented [e39R38]: Editors note that indents will be added later so please write the name of the student, followed by a colon, and put the quote in italics. Like this:
Hana: I learned "Don't give up. You can if you want to try."

Commented [40]: Her?

Commented [41]: student?

Commented [42]: left out of...? maybe a different expression?

Commented [43]: maybe indent the passages so it is easier to read

Commented [e44R43]: Put the name and a colon but do not indent because the layout editor will take care of that. I think. *Kei: My knowledge is more open..*

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.

Commented [45]: approach?

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:

Commented [46]: this is a bit subjective? a bit leading?

Commented [47]: I think this section needs a bit of reworking

*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 be 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.

Commented [48]: these ideas are not really developed like the other two. It seems like an afterthought. Develop or delete? What do you think?

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

Commented [49]: How about Kei's motivation? You expanded on Hana but there is nothing about Kei here. Does this need to be addressed?

Commented [50]: I think this section also feels unfinished. It lacks the detail seen in the first two points. I also wonder if the header could be changed to "externalizations" (or something else)? I do not wish to change Yunita's meaning here. If the general header was "externalization" then the contrast could be Hana's external focus=push and Kei's external focus = support. Does this change the meaning? If so, then leave as is. But I think it could be developed more.

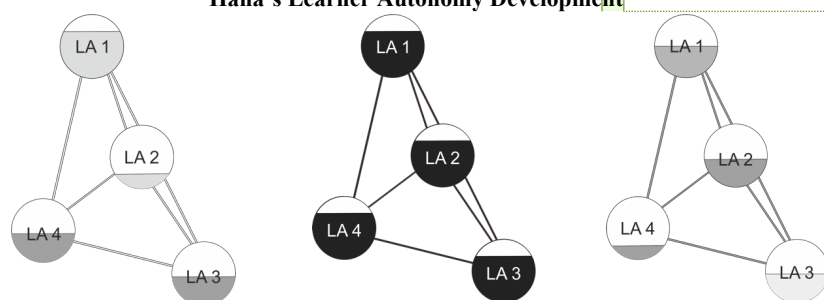
Commented [51]: I am not sure I understand this

Commented [e52]: To illustrate the development of learner autonomy in Hana and Kei, with reference to three time points: before the start of university; mid-term of the first semester; and end of the first semester of university.

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 diagram was produced using [NVivo???MS Word??or what?]. 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 realized 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 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



Commented [e53]: Keep close to Hana and Kei. It is better to keep more of the story and only use the diagram to help you to tell the story. If it is too abstract there is a risk that it is kind of pseudo science.

Commented [e54]: I have tried to articulate my understanding of the diagrams here. I think you should say what software you used and why you chose this kind of diagram instead of a graph for example. Do Tung and Huang use these?

Commented [55]: I was not familiar with this word. This is the second time it is used and I had to check its meaning. Is this a common term the reader will understand?

Commented [56]: both?

Commented [57]: (1) I am not sure I understand how to interpret this figure based on the description. I read it twice and thought that there needed to be a more detailed explanation or comparison of the shades, lines, etc. This is the key figure in this paper so the reader must be able to understand it.
(2) I also did not understand how interview data was converted into this diagram. How was it decided how much fills the node, width of the lines, scale of greyness...how did this come about from nVivo? Did the editors understand this easily?

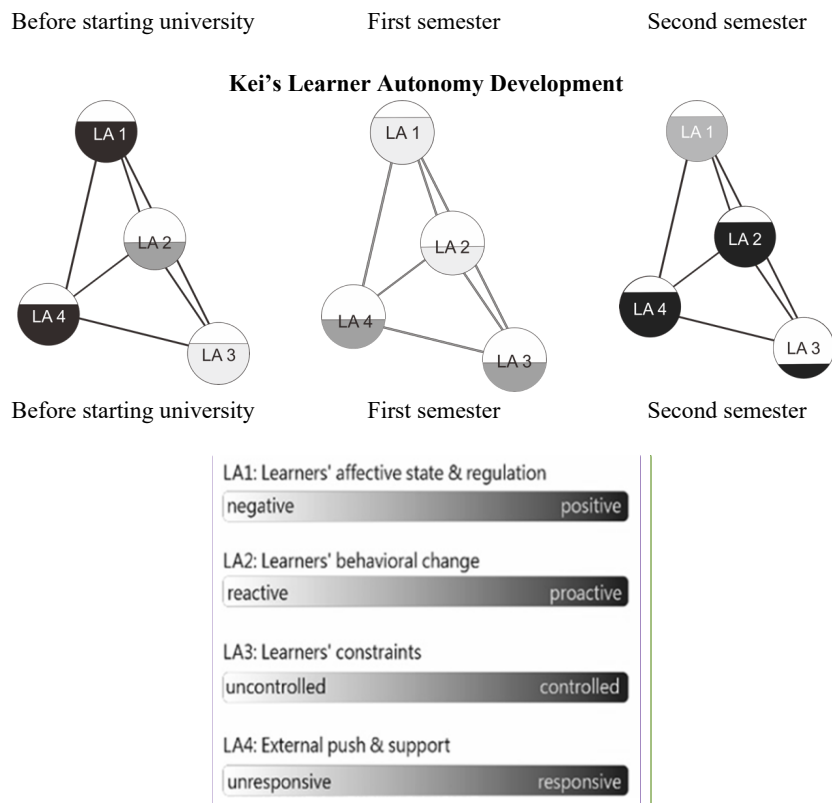


Figure 1. Hana's and Kei's Learner Autonomy Development across Three-Time Points

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.

Commented [e58]: Could you add quotes from students on this part? I think it would be really effective to help the reader understand quickly what is meant by affective state etc. and to understand the contrast between the two students. The quotes you could add would be:

Affective state and regulation
I believe I can do it. (Kei) English is easy to study like someone on you tube who looks cool (Hana)
Behavioral change: Joining competition, teaching kids (Hana), Asking questions to professor (Kei)
Constraints (covid) (Kei) More difficult than expected (Kei)
External push and support; friends teacher family

Commented [59]: I wonder if the key should be on top?

Commented [60]: there are 7 separate figures here. Try to combine to 1 or be sure to explain to Ivan about positioning

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

Commented [61]: The Discussion seems to be more of a summary than an interpretation of the findings. The conclusion seems to be closer to a Discussion.

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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Ellen's comments

After looking at Tanya's comments and your paper again and zooming with Tanya and with Aya and Ryo, I went through your paper by putting the part which says "my story" near the beginning.

I grouped together the sections which referred to the Indonesian context. I suggest that you add some sentences about the Indonesian translation of "independent learning" and the discourse which is said about independent learning in Indonesia.

I googled it and it seems that the curriculum reform about autonomy started in 2013 but it was confusing because "independence" meant "the independence of universities to create their own curricula" and "projects such as internships which students could do outside the campus" - and actually the latter has to do with getting students to be employed as much as independent learning. This situation is a good reason for including out-of-class experiences in your research. <https://www.atlantis-press.com/proceedings/icosihess-20/125951376> This article has sentences about autonomy which looked helpful.

<https://journal.staihubbulwathan.id/index.php/alishlah/article/viewFile/1585/737>

My feeling is that the reader gets tired before they even get to the part about the students and actually the part about the students should be the main, delicious learning story.

One comment from Ryo san was "It would be nice to use more quotations from students and go more deeply into the student data again." This is in relation to the analysis and discussion. One thing which I noticed was that the relationship between you and the students is an interesting feature. You said "She told me she became able to do it because of me". That was really interesting. Those meetings with you must have been part of the support which helped them become more autonomous.

In terms of the story, another aspect of the story which gets lost was that these two learners became freshmen right at the time when the covid pandemic happened. Since this relates to the factor about "constraints", it is relevant to your model.

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.

When we come to the page which has the section heading "The operational model: How focal factors interact to develop learner autonomy", my question is

"How was it helpful to do CDS analysis?" "Should students be made aware of the different factors? Would it help them?"

This could be part of the discussion and you could illustrate it with data rather than reporting the students' experiences in the third person and referring to them as if they are abstractions. I think in Tassianari's model, originally it was for advising. She is explicitly trying to create a model which students and teachers can use to address difficulties. For example, we could say to students "if there is a constraint, look for a resource. If the external push or support seems to be not enough, reflect on times in the past when you had more external push and results were better, and what kind of push and what kind of support have been the best for you. Did you succeed in regulating your emotions? If not, how could you do that next time? Did you succeed in carrying out the behavior you wanted? If not, how could you modify yourself or modify the situation or get support?"

Discussion section

You wrote "The dynamic interaction is different for Hana and Kei". Add 2-4 sentences saying how it is different and how it is for each.

After "hindered"... Did covid as a constraint hinder or contribute to their autonomy development? (In the long term considering not only online learning but the return to the campus and their reflections on it).

End of first para of discussion section: The relationship with you as a teacher was clearly important to both of them. Just because this was not mentioned so much as a factor in Tung and Huang, it does not mean it is not a big factor for these two students.

Third para of discussion section

Can you add more about Hana's experience of teaching children etc. Can you particularize the events that happened to each of them so we have some specific incidents and whether it was semester 1 or 2, very clearly, linked to the factors?

Did Hana and Kei grow in their ability to regulate their emotions from semester 1 to 2? Did you teach them about this explicitly?

Conclusion

Regarding Challenging the conventions. Was there a situation where students at first do not have a cultural bias in favor of autonomy but they developed an understanding and sense of autonomy due partly to the challenges and partly to the conversations you had (I mean even when talking to your whole class) and tasks you gave them? Would it be true to say that in 2021 Covid gave a new situation and major constraint and there was a fresh energy of students returning to class after covid.

I think it is relevant to your story that you studied CDST in Japan..a brief mention of that in the part called My story at the beginning, might set the reader up to understand you as a pro-autonomy teacher and understand your influence on the students.

In the last 6 lines you give some advice for teachers. I like this. I think sometimes you tend to make a lists without explaining how it applies in your context. Those parts need to be edited. Not necessarily expanded cos we want to get the word length back down to below 7000

words. Sometimes paraphrase and reference within the article means that you do not have to repeat everything.

YUNITA LDJ7 Draft

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

Commented [1]: 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.

Commented [2]: 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.

Commented [3]: I think it is difficult in all sorts of ways - maybe to understand, to implement, to explain, to achieve, as well as to emphasise!

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.

Commented [4]: 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.

Commented [5]: was this a survey you did?

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

Commented [6]: 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?

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.

Commented [7]: is it also to make a contrast?

	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

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Name Ratna Yunita

Institutional Affiliation State Institute for Islamic Studies of Ponorogo, Indonesia

Member of LD SIG No

Email ratnayunita@iainponorogo.ac.id

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LDJ7 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

Commented [1]: Hello again, Yunita! I am also looking forward to working with you.

Commented [2]: It is lovely to 'meet' you Ratna! I am looking forward to working with you on this project. Below I thought I would just add some comments to get the ball rolling.

Commented [3]: I think that, in general, it is difficult to measure the development of learner autonomy so I am very interested in your research, how to measure LA and the results. My research focuses on learner's emotion regulation and I would also like to investigate the interplay between emotion regulation and LA in future. I would like know what challenges you face in the research process.

Commented [4]: Learner autonomy and autonomy in general can be conceptualised in different ways, so it might be helpful to specify what you mean by (1) learner autonomy and (2) autonomous learner traits and habits.

Commented [5]: Are there any more recent criticisms that could be included here? I am also interested in what the criticisms are and how they are weighed against the expected benefits of teaching (?) fostering (?) autonomy in LLs.

Commented [6]: Are there any other articles (other than Tung et al.) which investigated learner autonomy through a CDST view? I would like to know what specific results have been obtained in previous studies.

Commented [7]: I have been a little bit in love with CDST since reading the book called Motivational Dynamics in Language Learning (Dornyei, MacIntyre and Henry, 2015). I found it sometimes a bit hard to understand but non-linearity makes sense to me. At the same time, I have a question about the exercise of autonomy because I feel like actually, in the students I know, showing autonomy is context-dependent, for some of them. One might find that someone is autonomous in one context or relationship and not in another. I suppose the development of language ability might be a driver which could make an impact on the exercise of autonomy. But it might not always be increasing over time.

Commented [8]: As I am new to this area of research, I found this information very helpful.

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).

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Commented [9]: If the data are drawn from interviews, then I am guessing that it will be easy enough to find out about the affective state and regulation, but it might be more difficult to know about their behavioral change? But I guess "self-perceived behavioral change" is also meaningful. The interaction between affective state/regulation and external push and external support, is a very interesting area for me. I would like to know more about your learners and why you focus on these two.

Commented [10]: Just to clarify, these are the factors that you will be evaluating the presence/absence of autonomy on?

Do you have rough idea of the code descriptions that may develop over the course of your analysis at the moment? If so, I would love to hear about them during the meeting.

Commented [11]: I would like to hear about them too.