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ARTICLE

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

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This research explores the development of learner autonomy in Indonesia. After tracing the authors' learning journey as a pro-autonomy teacher, and sketching in some of the recent initiatives regarding autonomy in Indonesian education policy, the study focuses on two university students' autonomy development during 2020-21. I employ Complex Dynamic Systems Theory (CDST) to analyse local autonomy factors among non-English majors, using a qualitative approach with semi-structured interviews and triangulated data. The participants were two college students taking an English for Specific Academic Purposes (ESAP) course in their first year at university. The findings show that four key factors—learners' affective state and regulation, behavioural change, restrictions, and external push and support—are connected to the development of learner autonomy. The following necessary conditions for achieving learner autonomy were discovered in this case study: creating opportunities to experience a sense of achievement within and beyond the classroom, as well as the teacher's significant role in introducing autonomy and supporting students' learning progress.

本研究はインドネシアにおける学習者オートノミーの発達を探求的に調査する。筆者自身のプロの自律的な教師としての学びの旅を振り返り、インドネシアの教育政策にもとづいて、近年の取り組みを振り返る。本研究は2020年から21年にわたる大学1年生のオートノミーの発達に焦点を当てる。複雑ダイナミックシステムズ理論(CDST)を用いて、非英語専攻の学生が、ESAP(English for Specific Academic Purposes)コースを受講した大学1年生である。知見としては、学習者の感情状態と調節、行動の変化、制限、外部からの支援とサポートといった4つの主要な学習者オートノミーの見解に関連していることが明らかになった。この事例研究で明らかになった学習者オートノミーを達成するための必要条件是、学習者のオートノミーの導入及び学習が進むのを支援する教師の重大な役割、そして、教室内外で達成感を増進する機会を創出することである。

Keywords

learner autonomy, complex dynamic systems theory, Indonesian context, affective state and regulation, external support

学習者オートノミー、複雑ダイナミックシステムズ理論、インドネシアの文脈、感情状態と調節、外部サポート

Introduction: Is learner autonomy a universal goal?

Although learner autonomy has been said to be a central aim of education (Benson, 2001, 2009; Waterhouse, 1990), controversy over that claim still exists. Some question its feasibility and desirability in educational practice (Cuyper, 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, 2001; Palfreyman, 2003). Many claims have been made about autonomous learning in Asian contexts, but specific cultural contexts and their significant impact on the development of autonomy (Halabi, 2018) need to be understood more finely. In what follows, I present my personal journey of encountering learner autonomy, beginning from my bachelor's degree and culminating in my current role as an English instructor at the university level. I will then provide an

7 | December 2023



Ratna Yunita

overview of the socio-cultural context of learner autonomy in Indonesia, before I focus on the many factors involved in how two learners from my classes become autonomous learners. In this investigation I use a complex dynamic systems theory (CDST) framework as the main research tool, with the intention of challenging conventional notions surrounding the development of learner autonomy.

My Story: The word "autonomy" was not used until university

What is autonomous learning? I was introduced to this term while a student in the English department at an Indonesian university. Since elementary school, I had studied English in and outside the classroom. In Indonesia, it is relatively typical for highly driven students with parental financial support to spend more time studying subjects outside the classroom that are part of the national exam, such as English, Math, and Science. Being forced to spend my weekends studying and having a long commute to the course location was initially exhausting. However, after outperforming my friends on English tests, I continued the program through senior high school. Even in college, when I could not enrol in additional courses outside the classroom, I tried other alternatives to sharpen my English, like joining a debate association.

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

When I was in college, a friend of mine from another department talked about their difficulty in learning and using English. They struggled to understand the lecturer, but speaking English was even harder. Despite understanding the speaker's point, responding was difficult. When teaching English to non-English department students, I realise they may face the same problems. There are many challenges in teaching English as a Foreign Language (EFL) for non-English department students in Indonesian universities. One is students' preferences in learning style despite their level of English. It is a contradictory picture, students depend on their teacher to learn English although they tend to prefer autonomous learning to teacher-centred learning (Dafizir & Petraki, 2022). From my perspective as an English teacher, this seems particularly true for first-year university students in Indonesia who frequently rely heavily on teachers for their education.

The Socio-Cultural Background to Autonomy in Indonesia

Even though government policy has required the implementation of autonomous learning since 2013, various constraints such as socio-cultural values, education practices, textbooks, and curriculum (Fidyat, 2017) limit promoting autonomous learning in EFL classrooms in Indonesia. Additional challenges include concentrating on academic outcomes, having huge classes, and adhering to traditional teacher authority. It is difficult for students to talk to the teacher since it is still a very hierarchical society, making autonomy more challenging to achieve. The absence of autonomous learning experiences,

Learner Development Journal • Issue 7 • December 2023 33

Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens

the overemphasis on national exams, and students' inadequate English proficiency are some of the barriers that Indonesian teachers have identified (Lengkanawati, 2017) as making it difficult to build learner autonomy with Indonesian students.

Moreover, autonomy is something that EFL learners may be unused to. It is consequently difficult to explain and achieve learner autonomy with students in Indonesia. This might be why Indonesian educational discourse did not use the term "learner autonomy" or "*otonomi pembelajaran*" in Bahasa Indonesia; in their earlier documents. Government publications excluded explicit reference to the idea or replaced it with synonyms. They used terms such as "think and act critically, productively, independently, and collaboratively" (Ministry of Education and Culture, 2016, p. 1). In contrast, in a more recent publication (Ministry of Education and Culture, 2020, p. 2), the term "autonomous" is explicitly used when introducing the concept of fostering a learning environment characterized by flexibility and innovation. This document focuses on the need to establish a pedagogical atmosphere "according to student needs" that encourages "autonomous and flexible learning," while avoiding restrictions. Although there are tensions due to a lack of resources and know-how for supporting autonomous learning (Hasbullah, 2022), the fact that learner autonomy exists conceptually and that initiatives are being taken to promote learner autonomy in the classroom signals positive progress.

Indeed, the most up-to-date programme, Independent Learning-Independent Campus or Merdeka Belajar-Kampus Merdeka (MBKM), implemented in the last two years by the Ministry of Education and Culture (2022), emphasises that learning autonomy should be encouraged in university students. Students should be free to learn based on their interests and talents (Ministry of Education and Culture, 2022). However, despite having a favourable opinion of their abilities regarding autonomous English learning activities both inside and outside the classroom, in a recent large-scale of Indonesian students (Dafizir & Petraki, 2022) respondents generally agreed that the teacher should be in charge of curriculum-related learning that takes place inside the classroom, while students should be in charge of non-curriculum-related learning that occurs outside of the classroom. I have also found that my first-year Indonesian Islamic Banking students favour teacher-centred learning above student-centred learning (Yunita, 2022). It is not surprising then that the ability to work independently of teachers tends to be how Indonesian EFL students conceptualise learner autonomy (Crocki et al., 2019).

In Indonesia higher education, every university student, including non-English department students, learns English as a Foreign Language (EFL) from a compulsory module as part of the curriculum. The goal of this module is to make the students master both receptive (listening and reading) and productive (speaking and writing) skills and use them in their academic worlds and future working lives. With a choice of general or specific course modules, teachers can choose the format and content of this module to a great extent. I chose to have an English for Specific Academic Purposes (ESAP) lesson. From my observation of EFL students in ESAP courses, there is a tendency for students who show more autonomous learner traits and habits to achieve better results on their English tests. Additionally, their learning outcomes improved during their first year of learning English. Such observations are supported by Boud (1981) and Phuong & Vo (2019) who claim that autonomous learners make more effective learners and employees. I became increasingly interested in knowing how autonomous my students are, their learning experiences, and whether and how their learning experiences contribute to their learner autonomy development, and this led me to complex dynamic systems theory.

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

I decided to adopt the operational model of learner autonomy development of Tung and Huang (2022) because it suited my longitudinal analysis of two learners. Tung and Huang (2022) identify four factors which they find to be focal for learner autonomy development and use the CDST perspective to explore the interaction between them. The focal factors are: (a) the learner's affective state and regulation, (b) the learner's behavioural change, (c) the learner's constraints, and (d) external push and support. For my own study, I included classroom and non-classroom learning contexts to form a broader understanding of my students' development of learner autonomy.

Using CDST as my theoretical framework, I intended to find out how these factors would interact in the development of learner autonomy with my students learning English at a university in Indonesia. These were my two research questions:

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

Research Methodology

Participants

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

Learner Development Journal • Issue 7 • December 2023 35

Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens

I purposely selected these two students because they had contrasting test results on their mid-semester and end-of-semester exams (see Table 1). These exams were part of the evaluation described in more detail in the following paragraphs and required students to use English. The two students also had contrasting learning attitudes.

Table 1. Hana's and Kei's Exam Scores

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

Hana represented students who tended to be more active within and beyond the classroom (i.e., answering questions in the class and asking for more information outside the class). In contrast, Kei represented students who tended to be passive within and beyond the classroom (i.e., silent in the class and not contacting the teacher).

In the first year, the Islamic banking students have 12 weekly classes; about one-third of the overall are general courses required by the institute, including English, Arabic, and Bahasa Indonesia. The majority are specific courses such as Islamic Banking Funding Accounting and Islamic Banking Micro Practice. Graduates of the Islamic Banking programme are expected to work in the Islamic banking industry; therefore, the curriculum focuses on preparing the students to be banking practitioners with academic qualifications and expertise in managing Bank Financial Institutions under sharia principles. The main objective of the ESAP course is to make the students master knowledge and steps to communicate both orally and in writing using English for both academic and professional purposes.

For their English classes students were evaluated through several methods: attendance, which included the students' participation in classroom activities (40%), speaking or writing projects (20%), mid-term exam (20%), and final exam (20%). In the first semester, the mid-term exam consisted of multiple-choice questions to assess the students' listening skills and language knowledge, such as vocabulary and grammar (i.e., parts of speech, tenses). The final exam included multiple-choice questions to evaluate the students' language knowledge. The mid-term and final exams in the second semester contained multiple-choice questions to examine the student's reading skills and language knowledge. The first semester's assignment was a speaking project, and in the second semester the students completed a writing project.

Data Collection and Analysis

Qualitative methods used in this study involved interviews about the participants' English learning experiences, speaking, and writing products. The data were collected through semi-structured interviews at the end of their ESAP course after the students had finished their assignments (7 & 8 June 2022). An in-depth retrospective interview was chosen to elicit events and ask for specific examples with the aim of understanding nuances in their beliefs and attitude changes over time.

The interview guide (see Appendix) was adapted from Tung and Huang (2022) with some modifications. Modifications included adding more detailed parts about factors

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of learner autonomy development. The questions had five sections: introduction about students' English learning experiences, habits, and possible selves; learners' affective state and regulation covering learners' beliefs, emotions, motivation, self-reflection, and self-evaluation; learners' behavioural change covering problem-solving strategies and learning attitudes; learners' constraints covering physical, psychological, and social constraints; and external push and support covering significant others, learning (extracurricular) activities, and learners' environment and interaction.

The interview guide was prepared in the participants' first language, Bahasa Indonesia. After collecting the data, I transcribed and translated the interviews into English, then used NVivo 12 (NVivo, 2018) to code categories. To match the concepts from Tung and Huang (2022), keywords in English were used, such as Hana's extracurricular activities (teaching English in an orphanage) and Kei's friends who supported him. After carefully reading the transcripts, I could identify factors leading to these participants' learner autonomy development and how these factors interacted to develop learner autonomy.

Findings

In this section, I first introduce the four focal factors of learner autonomy development, accompanied by several excerpts for each factor. Second, I present the operational model: how the four focal factors interact to develop learner autonomy concerning three time-points: before the start of the university, during the first semester, and finally in the second semester, together with the detailed descriptions. Next, I report on the three periods, with each focal factor explained in each period.

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

Figure 1 shows the four focal factors of learner autonomy development represented by LA1, LA2, LA3, and LA4. The factors are affective state and regulation; behavioural change in the direction of becoming more autonomous; constraints, in the sense of becoming able to overcome constraints; and external push and support, in terms of having effective, autonomy-supporting events and people. The darkness of shading represents how well that factor was helping the student to realize autonomy, with completely black nodes representing fully realised autonomy based on the word counts of autonomy-related words in the recorded interview data. As seen in the learners' affective state and regulation continuum in Figure 1, the darker the filling, the more positive; the lighter, the more negative.

LA1: Learner's Affective State and Regulation

"English can be learnt and is easy to study like someone on YouTube who looks cool." (Hana)
"I believe I can do it." (Kei)

negative positive

Learner Development Journal • Issue 7 • December 2023 37

Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens

LA2: Learners' Behavioural Change

reactive proactive

"I attempted to participate in an essay competition." (Hana)
"Also, I work with my friend to teach mostly sixth-grade students at an orphanage close to my home." (Hana)
"I inquired about what was lacking, fixed what was incorrect, and did revisions according to the teacher's suggestions." (Kei)

LA3: Learners' Constraints

uncontrolled controlled

"I was afraid when communicating and frustrated when I did not find a way to study." (Hana)
"The materials are new, so I have difficulty understanding materials." (Kei)
"When face-to-face, learning together is very fun. When online, it was okay." (Kei)

LA4: External Push and Support

unresponsive responsive

"With the teacher's help, I can understand the valuable stuff." (Hana)
"When there is a presentation, I will continue to learn. The interaction with classmates is quite excellent and fascinating." (Kei)

Figure 1. The Four Focal Factors of Learner Autonomy Development

I adopted Tung and Huang's operational model of learner autonomy development (2022) to illustrate the development of learner autonomy in Hana and Kei concerning three time-points. The diagrams in Figure 2 were produced using CorelDRAW (CorelDRAW, 2021) to show how learner autonomy is aided or hindered. The width of the lines connecting the nodes indicates how closely they are connected: the darker the lines, the stronger the connection. The stronger the component's disposition (i.e., positivity or negativity) is within each node, the higher the node's filling is. The status of the component on a continuum is indicated for the filling using a scale of greyness.

Preparing a visual representation using CorelDRAW lets us see the relative variation of the four factors over time. The variations in shading allow us to represent slight shifts which occur gradually along a continuum. The following four phenomena were observed when Hana's and Kei's learning states were perturbed under external stimuli, for instance, learning online due to the COVID-19 pandemic. First, Hana and Kei's affective states, through regulation, became positive or negative. Second, in the spectrum of learner behavioural change, Hana and Kei either became proactive or stayed reactive in their learning in various contexts over time. Third, Hana and Kei either used a positive strategy to lessen the effects of the limitations or adopted a neutral-to-negative strategy and made little effort to lessen the effects. They were heading towards the regulated or uncontrolled ends of the continuum of learners' restrictions based on their methods. Fourth, and most

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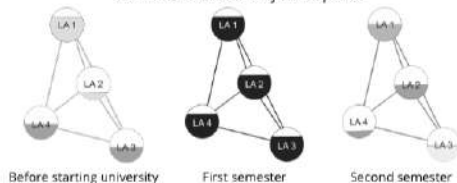
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importantly, all the activities and alterations were connected to the presence of external stimuli and support in the environment and how much Hana and Kei were responsive to them. Hana and Kei interacted with the surroundings and other people, and they were prepared to take on difficulties. Their reactions to the stimulus and support were either positive or negative on a continuum of external push and support.

Hana's Learner Autonomy Development



Kei's Learner Autonomy Development

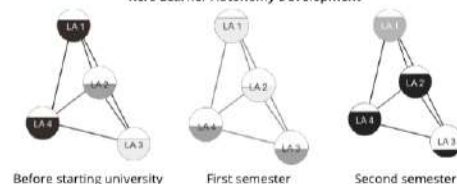


Figure 2. Hana and Kei's Learner Autonomy Development Across Three Time-Points

1. Before Starting University

In this section, I focus on Hana's and Kei's learner autonomy state of development prior to university. According to my intuitive observation, I predicted that Hana would have achieved a higher level of learner autonomy before starting university than Kei had at the time of the June 2022 interview. The interview results showed that Kei was more autonomous than Hana in all three of the four focal factors, especially the first and fourth (Figure 3). The discussion which follows explains the complex interplay of learner autonomy development for Hana and Kei in the four factors: LA1-LA4.

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

LA1: Hana and Kei's Affective State and Regulation

This focal factor involves four components: the learner's beliefs, emotions, motivation, and self-reflection. Hana's affective state was initially marked by disappointment. Before starting her tertiary education, Hana happened to experience a failure in learning English during her senior high school, in which she got 30 out of 100 on her English test. Hana felt hopeless. She believed that it was because of her teacher because there was no problem learning English when she moved to a new class with a different English teacher. During her hardship in learning English with her former teacher, she overcame this by finding an intelligent friend who liked English to boost her enthusiasm for learning English. Hana's initial feeling of hopelessness was shown to be altered under the influence of another focal factor, external support, which was from her friend and a new, better teacher.

In contrast, the original condition in Kei's system had an entirely positive affective state. Kei showed more positive emotions in senior high school. He recalled his successful English experience when he became the only student in his class who could answer a vocabulary quiz. He was thrilled. This event encouraged him to study harder. The interplay between the four focal factors was dynamic under Kei's original conditions because of the opportunity to experience a sense of accomplishment during his senior high school years.

LA2: Hana and Kei's Behavioural Changes

For Hana and Kei, the main focus was changing or adapting learners' behaviours, which alters their attitudes and facilitates better problem-solving. Supportive people around Hana, such as her teacher and a friend, influenced her to learn English. Her high school teacher, who had given her that low score of 30 out of 100 on a test, was a negative influence because the teacher had first led her to believe that English was challenging. However, she maintained a reactive approach to her learning endeavours, refraining from proactively seeking strategies to enhance her learning efficacy. Kei, who derived pleasure from learning English, engaged in more effective study practices. He harboured a desire to avoid falling behind his peers.

LA3: Hana and Kei's Constraints

This focal point's operational definition is anything that hinders learning. In significant part, Hana and Kei were restricted by their psychological circumstances. Hana's mood

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primarily influenced her ability to learn. She reported that her interest in learning varied depending on her feelings:

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

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

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

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

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

Kei: Sometimes I am lazy.

Before embarking on their university journey, Kei and Hana found themselves unable to surmount those limitations.

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

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

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

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

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

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

LA4: External Push and Support for Hana and Kei

External push is defined as the motivation that comes from meeting the demands of the course or meeting the expectations of others, and external support is the help received from others, including peers, items, internet resources, and other people who can help (Tung & Huang, 2022, p. 234). The critical element is linked to significant individuals in learners' lives and learning activities. In high school, Kei excelled in class participation and was the best student at responding to the teacher's questions.

Learner Development Journal • Issue 7 • December 2023 41

Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens

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

In this instance, the quiz administered by Kei's high school teacher significantly contributed to fostering Kei's autonomy. However, Hana's friend, serving as her external support following her teacher's discouragement, was unable to significantly influence her adoption of effective learning strategies to excel in her studies.

2. First Semester

This section allows us to see the complex interplay of learner autonomy development for Hana and Kei during the first semester of their university education, specifically from August to December 2021. The interview data were used to determine the shade, considering Hana's achievement in an essay competition and Kei's challenges comprehending new materials when learning online during the COVID-19 pandemic, both of which I will discuss in more detail later. In Figure 4, you can see that Hana exhibited a greater level of autonomy in comparison to Kei across four focal factors.



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

LA1: Hana and Kei's Affective State and Regulation

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

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

On the other hand, Kei was not enjoying his online English class in the first semester. His affective state became negative because of the emotional difficulties brought on by the stimuli of learning online. He was regretful when he felt left behind in learning, even though he had tried hard to study English. He was discouraged because everyone in his class seemed to understand the materials except him. Kei also claimed that he identified his fear of public speaking through self-reflection. Kei's lack of motivation was evident in his first semester exam scores (66 and 60 out of 100). He struggled to comprehend

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the course materials and lacked accessible peers for seeking assistance or engaging in academic discourse.

LA2: Hana and Kei's Behavioural Changes

Hana and Kei changed their learning behaviours and attitudes toward solving problems. After being inspired by her friend and encouraged by me to enter an English competition in the first semester, Hana positively altered her attitude to learning English. Hana listened to me, her teacher, about language strategies and consulted with me when she faced difficulties in learning. For example, she asked for her essay and speech feedback via WhatsApp when preparing for a competition. She also revised the draft and confirmed the result to ensure everything was perfect. However, Kei refrained from seeking assistance while grappling with comprehension difficulties, compounded by the absence of in-person interaction due to the COVID-19 pandemic, which hindered his progress in learning English.

LA3: Hana and Kei's Constraints

Overall, Kei mentioned negative mental states in the interview 15 times, for instance:

Kei: I can't. I always can't. I can't yet.
I thought why I can't. How come I can't when my friends can?
I worried I couldn't do like (my parents) their expectation.

However, Kei made little effort to lessen the effects of limitations when he took an online class at home during the COVID-19 pandemic. He described his online learning as 'okay' instead of 'very fun', in which he portrayed the learning atmosphere of learning English in the classroom in the second semester.

Kei: When face-to-face, learning together is very fun. When online, it was okay.

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

Hana: I was afraid when communicating and frustrated when I did not find a way to study.
Learning English has been challenging and strange since I was a kid.
I was so hopeless.

Her limitation was controlled by her friend and me, who were resources Hana tapped.

LA4: External Push and Support for Hana and Kei

As part of my efforts to build learner autonomy, when I am teaching, I always talk to students about setting learning goals, solving their own learning issues, and evaluating the results at the beginning of every semester. I also allow students to collaborate on group projects, push them to participate in English competitions, and provide support when required. Those meetings with me must have been part of the support which helped Hana and Kei become more autonomous.

External stimuli disrupted the four fundamental parts of the system, but the effects of the disruption vanished after external support. In the first semester, Hana appeared to challenge herself to join an English competition while being exposed to the stimuli since she was open to feedback. The four essential elements consequently began to interact, and their interactions became more dynamic after Hana experienced a sense of accomplishment after winning the competition.

Learner Development Journal • Issue 7 • December 2023 43

Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens

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

Hana: When I had unpleasant experiences, I learnt. I'll work harder.

Her grades improved in the first semester, and she received a perfect score on the mid-semester test in the second semester. Because of her previous flawless score, she may not have studied as diligently as she should have, as her final exam score dropped.

In Kei's case, the four major components interacted less when exposed to external stimuli like online learning activities. Kei had been less responsive to external support. Two semesters of English learning at university forced him to receive different knowledge inputs and learning methods. Kei's response to the English class was dynamic. During online learning in the first semester, he mentioned that English learning was just okay. He prepared and learnt before presenting in front of the class. The instructional activities in the first semester facilitated Kei's English learning adequately, albeit not attaining the remarkable standards observed in the second semester.

3. Second Semester

This section focuses on how Hana's and Kei's learner autonomy was aided or hindered during the second semester of their university education, from January to June 2022. Based on the recorded interview, while Hana's lack of cooperative group members limited her ability to learn English, Kei's classmates supported his learner autonomy, as I will explain in this section. Kei outperformed Hana in terms of autonomy, especially when it came to the second and fourth focal factors (see Figure 5).



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



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

Fortunately, Kei could overcome his limitations in the second semester when he became comfortable with the classroom activities and interactions.

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

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

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

Despite her constraints, Hana's beliefs could motivate her to act or improve her learning. She believed it was her responsibility to learn English, so she went online to social platforms like YouTube to access English class channels or to read quotations. Classroom observations also showed her participation in educational activities and on-time assignment submissions. In the second semester, she acknowledged that it was challenging to discover a supportive practice partner for English communication. She anticipated having a study partner and peer mentor that she could call on. The reason was that perhaps the group project focused on writing, which might not give opportunities to speak English. Moreover, the members of her group might not have been cooperative as they often skipped the class (more than two meetings), and their score was lower than Hana's. Their mid-term exam scores (out of 100) were 81 and 63, while Hana achieved 100.

Kei's motivation and belief likewise helped him to manage his limitations. Kei claimed in the interview that he was driven to learn English better than others and to become a better person. This motivation likely resulted from his positive learning experience in high school. Also, Kei believed in himself and acted when he ran into a problem.

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

Additionally, he stated in the interview that he wanted to perform well on the test because the grade had a negative impact on his confidence and motivation. He said that as a result of his limitations he was preparing hard for the exam:

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

The second semester was when Kei finally started to feel more comfortable when interacting in class. Kei grew more open to interacting with his friends as his belief forced him to alter his learning attitude, as doing so helped him gain the strength he needed to face his limitations eventually. At long last, he started behaving differently, and his mood improved. Despite his phobia of public speaking, he became more adventurous when interacting with friends and using language in conversation. Kei's learner autonomy was assisted in specific ways as the value of each of the four parts changed over time, and their interactions grew more dynamic.

Investigating Learner Autonomy Development Through a Complex Dynamic Systems Theory Lens

LA4: External Push and Support for Hana and Kei

After the COVID-19 pandemic, Kei returned to face-to-face learning in the second semester, and the dynamic interaction of the four focal factors was more present. Regarding the external push, the requirement to interact with his classmates in the learning activities (i.e., making a presentation in a group and sharing the result in front of the class) and group project (i.e., making an essay) forced Kei to be more socially interactive and engage more in classroom discussions. As for external support, unlike Hana, Kei had never taken part in extracurricular activities related to English. Nevertheless, the external support was evidenced in the interview when he said his friends helped him with an assignment and told him the answer. At the same time, his teacher, guided and provided him with knowledge and materials. Moreover, the learning activities and interaction within the classroom made him motivated to learn English. He mentioned in the interview:

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

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

In the second semester, Hana had issues, such as a lack of encouraging people to practise with her, as she resumed her studies in the second semester. She changed her attitude from tapping into resources such as her friend and teacher to believing in herself. Hana's behavioural change was more proactive in the first semester but shifted to a reactive stance after achieving a perfect mid-term exam score in the second semester, though not as reactive as before starting university. The end outcome was an obstruction of Hana's developing learner autonomy.

Discussion

The findings of this study suggest that four focal factors impacted the development of Hana and Kei's learner autonomy. The results are similar to those of Tung and Huang's (2022), even though the dynamic interaction between the components is distinctive for Hana and Kei. In the first affective regulation Kei experienced a bad affective state and regulations in the first semester due to the COVID-19 pandemic and online study. However, his friends and teacher helped him improve in the second semester when they had face-to-face classes and interaction. Due to her behaviour modification and instructor assistance, Hana's affective state and regulation increased from the first semester until the middle of the second semester. Conversely, it declined at the end of the second semester due to several conditions, including a lack of friends to support her in learning English. Hana's first-year college learner autonomy state of development demonstrated the complexity of non-linear autonomy trajectories. While Hana's autonomy did not seem to be severely impacted by the COVID-19 pandemic, Kei's autonomy was influenced by it as a constraint.

As a teacher I realised how important it is for me to assist pupils in comprehending the various factors involved in overcoming their academic difficulties. The model utilised

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academic/specific purposes, second language acquisition, and computer-assisted language learning.

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Appendix

Interview Guide

Interview Questions in Bahasa Indonesia

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?

English Translation

1. Tell in depth (when, where, how, why) your successful experience in learning English (e.g., the most enjoyable)?
2. When you remember that experience, did you use a strategy in the process of learning English? How did you feel then? What did you learn from that experience?
3. Tell in depth (when, where, how, why) your experience of failure in learning English (e.g., the most challenging)?
4. When you remember that experience, did you use a strategy in the process of learning English? How did you feel then? What did you learn from that experience?
5. What do you think are the factors that can lead to such a good or bad experience? After that experience, what are you doing?
6. What's your biggest challenge in learning English? Have you ever overcome any difficulties? How did you feel then?
7. What experience do you have in learning to produce negative results?
8. What experience do you have in learning to produce positive results?
9. What do you think of this one-year study?
10. What do you think of this one-semester study?

Interview Questions in Bahasa Indonesia

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 Beliefs

1. Berdasarkan pengalaman belajar yang kamu sampaikan, apa yang kamu percayai waktu itu? Apa yang kamu percayai sekarang? (Contoh: semua usaha akan terbayarkan) Dapatkah kamu menjelaskannya?

Emotion

1. Apakah kamu memiliki pengalaman menarik atau tidak terlupakan dalam belajar bahasa Inggris?

English Translation

1. Tell me about your learning habits?
2. What do you usually do in class or at home? Do you like to plan what's coming?
3. How do you see yourself now? What do you want in two years? 5 years? 10 years?
4. Is that what your family expects? How do you feel when they attack their expectations?
5. What do you want or expect before you graduate?
6. What do you want or expect after you graduate?
7. What do you want or expect in learning English?
8. How do you see yourself as an English student when communicating with friends, teachers, or strangers?
9. What do you think the ideal English student is like?

1. Based on your learning experience, what did you believe in at that time? What do you believe now? (For example: all efforts will pay off) Can you explain it?

1. Do you have an interesting or unforgettable experience in learning English?

