

The Relationship between Learner Autonomy and Students' Writing Skills

Uli Agustina Gultom^{1,2*}, Widyastuti Purbani¹, Anita Triastuti¹

¹ Language Educational Science Department, Yogyakarta State University, Yogyakarta, Indonesia

² English Department, Borneo Tarakan University, Tarakan, Indonesia

Abstract: Learner autonomy is considered one of the essential factors affecting students' success in language learning. Students who have autonomy can manage and apply learning strategies to advance their language skills. It means learner autonomy will also help students improve their writing skills. This study aims to examine the level of learner autonomy of higher education students and its relationship with their writing skills. This is a quantitative study that examines the correlation between the two variables. A learner autonomy questionnaire and a writing test were used to collect quantitative data, which were then analyzed descriptively using the SPSS program. The sample included 125 undergraduate students from the Teacher Training and Education Faculty in Indonesia. An analysis of the Pearson Product Moment correlation was conducted to determine whether learner autonomy and writing skills had a significant and positive correlation. The finding showed a significant and positive correlation between the degree of learner autonomy and students' writing skills. This indicates that students with greater autonomy benefit from developing good writing abilities. This study also discovered that learner autonomy is one of the characteristics examined to predict students' learning achievement. From the results of the study, some recommendations on how to promote learner autonomy in language classrooms are provided.

Keywords: learner autonomy, writing skills, language learning.

学习者自主性与学生写作技巧的关系

摘要：学习者自主性被认为是影响学生语言学习成功的重要因素之一。拥有自主权的学生可以管理和应用学习策略来提高他们的语言技能。这意味着学习者自主性也将帮助学生提高写作技巧。本研究旨在考察高等教育学生的学习自主水平及其与写作技巧的关系。这是一项定量研究，检查两个变量之间的相关性。学习者自主问卷和写作测试用于收集定量数据，然后使用 SPSS 程序进行描述性分析。样本包括来自印度尼西亚教师培训和教育学院 125 名本科生。对培生产品时刻相关性进行了分析，以确定学习者自主性和写作技巧是否具有显著的正相关关系。研究结果表明，学习者自主程度与学生写作技巧之间存在显著的正相关关系。这表明具有更大自主性的学生受益于发展良好的写作能力。本研究还发现，学习者自主性是预测学生学习成绩的特征之一。根据研究结果，就如何促进语言课堂学习者的自主性提出了一些建议。

关键词：学习者自主性、写作技巧、语言学习。

1. Introduction

Autonomous learning has become a modern learning approach for teaching any subject, including

language. [1] argues that helping students be more autonomous in their learning is critical. It is appropriate for developing theory and practice of language teaching currently known as student-centered learning.

Received: July 6, 2022 / Revised: August 4, 2022 / Accepted: September 8, 2022 / Published: October 30, 2022

About the authors: Uli Agustina Gultom, Language Educational Science Department, Yogyakarta State University, Yogyakarta, Indonesia; English Department, Borneo Tarakan University, Tarakan, Indonesia; Widyastuti Purbani, Anita Triastuti, Language Educational Science Department, Yogyakarta State University, Yogyakarta, Indonesia

Corresponding author Uli Agustina Gultom, uliagustina.2018@student.uny.ac.id

To create autonomous learning, teachers are one of the determining factors that have a responsibility to teach their students how to be autonomous learners [2], [3], [4]. However, [5] clarifies that language learning that only occurs in the classroom is too complex because of the limited time and opportunities to practice the language. Language teachers must prepare all kinds of exposures for teaching and manage the activities for the students to use the language. By experiencing this condition, the students are expected to develop their language skills instead of depending on their teachers. This agrees with the idea of macrostrategies of language teaching in the post-method era where learner autonomy must be promoted by the teachers to improve the students' skills [6, 31].

Autonomous learning means to give more responsibility to the students in the learning process, both inside and outside the classroom, to achieve success in learning in the future [7]. Talking about its definitions, the most frequently quoted definition is from Holec, who defines autonomy as 'the ability to take charge of one's learning. To take charge of one's learning is to have, and to hold, the responsibility for all decisions concerning all aspects of this learning: determining the objectives, defining the contents and progressions, selecting methods and techniques to be used, monitoring the procedures of acquisition, and evaluating what has been acquired' [8]. Other scholars add that the learner's capacity to control their learning is classified into three components. They desire to actively take control of learning, can plan, act, and evaluate their learning, and have freedom in their choice of learning [9]. Furthermore, [10] explain that autonomy is not learning without a teacher, but requires teachers and students to work collaboratively. This means autonomy indicates interdependence that allows students to share their knowledge as the key agent in the learning process [11].

Students who have autonomy in their learning should be involved in the process of decision-making in terms of their academic competencies. According to [12], the possibility of exercising one's agency by making choices concerning goals, materials, activities, and strategies enabled learners to personalize their learning. They also exercise their agency through the extent to which they choose to engage in the learning process, explore its various aspects, and take advantage of the support features. They can be more enthusiastic during the learning and focus on meaningful learning activities. It is another side of the individual process where the teachers play a role as observers and guides in the class. It will increase the student's awareness of their goals and responsibility to do their work. Other experts describe learner autonomy as a situation of the interdependence among students, learners, and the education system [7], [13]. This means that learner autonomy can be a part of language learning, which is reflected in the learning goals, tasks, and strategies. It

can be adapted for the overall language program, including teaching writing [32].

[14] also proposed five levels of autonomy; these levels of autonomy deal with learners' involvement in materials. The first level of autonomy is awareness, which focuses on encouraging learners to be aware of the goals, contents, and strategies used. The second level is involvement, where learners are pushed to be involved in decision-making by selecting their own goals in a range of alternatives offered by teachers. The next level is intervention, which means that learners are encouraged to actively modify and adapt the goals, contents, and tasks. The fourth level is a creation where the learners can create their own goals and tasks. The highest level of autonomy is transcendence, where the learners go beyond the classroom context by creating their learning materials available in the community without the help of others.

In higher education, writing is essential to students' academic success [15]. Writing is also crucial for building thinking skills, developing social skills, and fostering students' awareness of their place in society. In writing activities, students can communicate and organize their ideas supported by the information they have obtained. Moreover, in the development of twenty-first-century learning, writing skills are needed to improve students' competencies, including creativity and critical thinking. Writing contributes to the thinking process in which the writers must express thoughts clearly and creatively to help their readers understand the meaning [5]. Writers must be able to relate to their readers and express their ideas relevantly to their audience.

[16] discusses competence in writing as composing an effective piece of written work to fulfill a specific purpose. For example, when writing an entertaining and engaging story, students adopt a narrative style and rhetorical moves to fulfill the requirements of a specialized context (e.g., classroom practice, take-home assignment, or in-class examination). The demand for writing for higher education students is not only to describe something but also to sound their opinion in certain discourses appropriately. To make students proficient in writing and become responsible for their learning, teachers as the facilitators of the learning process are expected to foster learner autonomy in language learning.

Several studies in similar areas that investigated learner autonomy and its relationship to language proficiency were conducted by some researchers [8], [17], [18], [19]. Based on their finding, there was a positive and significant correlation between those variables. [20] reported that practicing autonomy had a significant impact on the writing achievement of the EFL subjects at the intermediate level of language proficiency. Another research finding has indicated that autonomous learning successfully improved students' writing skills in organizing ideas [21]. This study was

concerned with analyzing the relationship between learner autonomy and the English Department students' writing skills. The results from empirical research can support the theories and practices to foster autonomy, specifically in language learning.

2. Methodology

This study employed correlational research, which investigated the relationship between learner autonomy and the writing skills of the English Department students. They were the first-year and third-year semester students of the undergraduate students of the Teacher Training and Education Faculty in Indonesia. 125 students served as the sample of this study. The study applied a learner autonomy questionnaire and a writing test to collect the data. The questionnaire was used to obtain information about students' autonomy in learning, and it was adapted from [10] as its validity and reliability had been tested. It consists of 22 items with four options adapted from the Likert scale. To provide clarity and avoid misapprehension, the questionnaire was translated into Indonesian. A writing test was given to the students to obtain data about their writing skills. They had to write an essay and it was scored using a scoring rubric, particularly for the essay writing rubric. The data from the learner autonomy questionnaire and writing test were then analyzed with Pearson Product Moment correlation by using SPSS 23 for Windows to determine the range of correlation between those two variables.

3. Results and Discussion

Descriptive statistics to show the data characteristics was the first step in analyzing the data. This can be seen in the following table about students' grades, mean score, and standard deviation of learner autonomy and writing score.

Table 1 Descriptive statistics of the students

	Semester	N	Mean	Std. Deviation
Writing Score	1	65	70.40	5.49
	3	60	72.71	3.79
LA Score	1	65	3.22	.49
	3	60	3.33	.36
	Gender	N	Mean	Std. Deviation
Writing Score	M	30	72.11	4.19
	F	95	71.32	5.07
LA Score	M	30	3.35	.48
	F	95	3.25	.42

As shown in Table 1, 65 students from the first-year semester and 60 students from the third-year semester became the sample in this study. Based on their grade, the third-semester students got higher mean scores than the first-semester students. For the gender aspect, there were 95 female students and 30 male students. This indicates that more women are interested in studying at the English Department than men. The table also displays the mean score of students in writing skills

and level of learner autonomy based on their semester and gender. The mean writing score for the male students was 72.11, while their learner autonomy score was 3.35.

Meanwhile, female students got 71.32 for the writing mean score and 3.25 for the learner autonomy score. Overall, no significant difference was found in the mean score between the first and third-semester students and between male and female students. Those groups had the same level of autonomy and writing skills. That was a moderate level. It can be concluded that gender and grade were not included as the main factors affecting autonomy in learning. Overall, the third-semester students gained a higher mean score for both variables, 72.71 and 3.33. Meanwhile, male students had a higher mean score than the female students.

Table 2 Value of the correlation coefficient

		Writing Score	Learner Autonomy
Writing Score	Pearson Correlation	1	.457**
	Sig. (2-tailed)		.000
	N	125	125
Learner Autonomy	Pearson Correlation	.457**	1
	Sig. (2-tailed)	.000	
	N	125	125

** The correlation was significant at the 0.01 level (2-tailed).

Table 2 shows the value of the correlation coefficient ($r = .457$) with a significant value (.000). This result indicates that learner autonomy and writing skills were significantly and positively correlated with each other. The level of the relationship between these variables was moderate. Based on the result that points out a positive correlation between learner autonomy and writing skill, it can be concluded that students with a higher level of autonomy benefit in terms of having higher writing skills. This result supported the previous research reported by [17], [18], and [22], who revealed that learner autonomy and English proficiency, including writing skills, as defined in the study had a significant, strong, positive relationship. It also confirms hypothetical arguments from [23] and [24] that higher degrees of autonomy will result in greater language proficiency. Additionally, as previously stated by some researchers, effective language learners perform autonomy in their learning process. In this study, the learners who perceived high autonomy could set their own writing goals, select the best strategy, and be aware of the whole learning process.

Additionally, some students who had low-level autonomy need more efforts to improve their language skills and support from the lecturers to develop their autonomy in learning. Sometimes students do not have the opportunity to participate in the decision-making process of choosing topics and selecting materials and techniques as they are already prepared by the

lecturers. Consequently, the students cannot set their own goals and monitor their progress during the learning process. Many researchers believe that teachers play an essential role in promoting learning autonomy. They must consider many factors in designing a course curriculum, such as learning motivation, the setting of learning goals, and self-efficacy, and external factors including the teaching styles of different teachers and the learning environment [2], [25], [26]. Other studies also found that to foster autonomy in EFL/ESL classrooms, a commitment from teachers and students is needed [27] and higher education institutions must engage teachers in programs for professional development to discuss the obstacles in fostering learner autonomy [30].

This study's significant and positive correlation has an important practical implication for English language teaching and learning, particularly for teaching writing in higher education. The lecturer who taught in the English department should give more attention to the development of learner autonomy. Finding the profile of the students' autonomy at the beginning of the academic term will be helpful for the teachers to plan their instruction to enable their students to have more autonomy in their learning. This makes the students become more responsible and active learners [7]. Another critical implication can also be applied to language curriculum or course design. Writing course syllabi and learning materials need to be examined to accommodate the development of learner autonomy. The teaching method used by the lecturers also needs to be adjusted to enable the students to practice their skills more and manage their learning. Thomas in [28] and [29] suggest activities such as objective learner diaries and project-based learning to promote learner autonomy in the classroom. Their research has demonstrated the importance of learner autonomy in language courses. [9] state that, to help students improve their autonomy in learning and apply the principles of learner autonomy, teachers should first realize a positive attitude toward autonomy. This can be done by integrating issues of learner autonomy in the pedagogical contents and courses given to the students. For learner autonomy to be considered one of the variables used to predict students' academic potential, it is suggested to embrace this issue in some curricular contents [17].

4. Conclusion

The current study concludes that learner autonomy and writing skills have a significant and positive correlation. This study reinforces previous findings that learner autonomy affects the advancement of students' language skills. The results also imply that it is essential for lecturers to support and grow their students' positive perceptions toward autonomous learning and foster their learner autonomy in the teaching-learning process.

However, this study also had a limitation concerning the limited subjects from a single college and focused on one topic of the investigation to measure students' learner autonomy. Therefore, future researchers can include other related variables such as perception and motivation in language learning to get a more comprehensive study on learner autonomy. They will also provide a more detailed information if they use a more significant sample and population with more various characteristics of students from different departments and universities.

Based on the results of this study, some suggestions can be considered in designing language courses. First, the lecturers in the English department should encourage and improve their students' positive attitude toward learner autonomy, foster their students' progress in the learning process, and believe in the importance of learner autonomy. The curriculum of the English course also must integrate the principles of learner autonomy that can be seen in the syllabus design, the learning materials, and the teaching method used by the lecturers. To increase the quality of language learning, further research on the development of learning models that incorporate learner autonomy is required.

References

- [1] BENSON P. Autonomy in language teaching and learning. *Language Teaching*, 2006, 40(1): 21–40. <https://doi.org/10.1017/S0261444806003958>
- [2] HENDAR. Implementing Nunan's Autonomous Language Learning Model to EFL Students of Widyatama University. *Teaching and Learning in 21st Century: Challenges for Lecturers and Teachers*, Bandung, 2014, pp. 114–122. <https://repository.widyatama.ac.id/xmlui/handle/123456789/3329>
- [3] LENGKANAWATI N. S. Teachers' Beliefs about Learner Autonomy and Its Implementation in Indonesian EFL Settings. In: BARNARD R., & LI J. (eds.) *Language learner autonomy: Teachers' beliefs and practices in Asian contexts*. IDP Education (Cambodia) Ltd., Phnom Pehn, 2016: 134–149.
- [4] NINGSIH S. Teacher's and Learners' Perceptions of Learner Autonomy in EFL Context. *Proceedings of the Eleventh Conference on Applied Linguistics*, Bandung, 2019, pp. 502–508. <https://dx.doi.org/10.2991/conaplin-18.2019.309>
- [5] HARMER J. *The Practice of English Language Teaching*. Pearson Longman, Harlow, 2007.
- [6] KUMARAVADIVELU B. *Beyond Methods: Macrostrategies for Language Teaching*. Yale University Press, New Haven, Connecticut, 2003.
- [7] COTTERALL S. Promoting learner autonomy through the curriculum: Principles for designing language courses. *ELT Journal*, 2000, 54(2): 109–117. <https://doi.org/10.1093/elt/54.2.109>
- [8] DAFEI D. An Exploration of the Relationship between Learner Autonomy and English Proficiency and a Graduate in English and Cultural School from the Guangdong. *Asian EFL Journal*, 2007, 24(4): 1–23.
- [9] BENSON P., & HUANG J.P. Autonomy in the Transition

from Foreign Language Learning to Foreign Language Teaching. *DELTA: Documentação de Estudos em Lingüística Teórica e Aplicada*, 2008, 24: 421–439. <https://doi.org/10.1590/S0102-44502008000300003>

[10] KARTAL G., & BALÇIKANLI C. Tracking the culture of learning and readiness for learner autonomy in a Turkish context. *Teflin Journal*, 2019, 30(1): 22–46. <https://doi.org/10.15639/teflinjournal.v30i1/22-46>

[11] SMITH R. C. Pedagogy for Autonomy as (Becoming-)Appropriate Methodology. In: PALFREYMAN D., & SMITH R. C. (eds.) *Learner Autonomy across Cultures*. Palgrave Macmillan, London, 2003: 129–146. https://doi.org/10.1057/9780230504684_8

[12] MURRAY G. Pedagogy of the Possible: Imagination, Autonomy, and Space. *Studies in Second Language Learning and Teaching*, 2013, 3(3): 377–396. <http://dx.doi.org/10.14746/sslt.2013.3.3.4>

[13] LITTLE D. Learner Autonomy and second/foreign Language Learning. In: CIEL LANGUAGE SUPPORT NETWORK (ed.) *The Guide to Good Practice for Learning and Teaching in Languages, Linguistics and Area Studies*, 2003: 1–5. https://www.researchgate.net/publication/259874624_Learner_autonomy_and_secondforeign_language_learning

[14] NUNAN D. The Connection between Autonomy and Communicative Teaching. *JALT*, 2003, pp. 196–209.

[15] KERSCHBAUM S. Review Teaching Writing in the 21st Century: Composition Methodologies, Reading, and Transfer. *College English*, 2016, 78(4): 394–406. <https://library.ncte.org/journals/CE/issues/v78-4/28219>

[16] CHEUNG Y. L. Teaching Writing. In: RENANDYA W., & WIDODO H. (eds.) *English Language Teaching Today. English Language Education*, Vol. 5. Springer, Cham, 2016: 179–194. https://doi.org/10.1007/978-3-319-38834-2_13

[17] MYARTAWAN W., LATIEF M., and SUHARMANTO. The Correlation between Learner Autonomy and English Proficiency of Indonesian EFL College Learners. *TEFLIN Journal*, 2013, 24(1): 63–81. <http://dx.doi.org/10.15639/teflinjournal.v24i1/63-81>

[18] MASITA D. EFL Students' Ability in Performing Autonomous Learning and Their Writing Proficiency across Cognitive Styles. *Jurnal Pendidikan: Teori Penelitian, dan Pengembangan*, 2016, 1(6): 1204–1215. <https://doi.org/10.17977/jp.v1i6.6478>

[19] GENÇ G. Autonomous Learning Capacity of EFL Student Teachers. *International Journal of Languages' Education and Teaching*, 2015, 3(2): 23–42. <http://dx.doi.org/10.18298/ijlet.483>

[20] BAGHERI M. S., & AEEN L. The Impact of Practicing Autonomy on the Writing Proficiency of Iranian Intermediate EFL Learners. *Journal of Pan-Pacific Association of Applied Linguistics*, 2011, 15(1): 1–13.

[21] MARZUKI K., MANURUNG, and HENTE A. Applying Autonomous Learning to Develop Students' Writing Skill. *E-Jurnal Bahasantodea*, 2015, 3(2): 94–100.

[22] PHUONG H. Y., & VO P. Q. Students' learning autonomy, involvement, and motivation towards their English proficiency. *EduLite: Journal of English Education, Literature, and Culture*, 2019, 4(1): 1–12. <http://dx.doi.org/10.30659/e.4.1.1-12>

[23] LITTLE D. Language Learner Autonomy: Some Fundamental Consideration Revisited. *Innovation in Language Learning and Teaching*, 2007, 1(1): 14–29. <http://dx.doi.org/10.2167/illt040.0>

[24] BENSON P. *Teaching and researching autonomy in language learning*. Longman, Harlow, 2001.

[25] LIU G. A. Study on the Autonomous Learning Validity of Chinese EFL Students. *Journal of Language Teaching and Research*, 2016, 7(4): 738–745. <https://doi.org/10.17507/jltr.0704.14>

[26] PICHUGOVA I. L., STEPURA S. N., and PRAVOSUDOV M. M. Issues of promoting learner autonomy in EFL context. *SHS Web of Conferences*, 2016, 28: 01081. <https://doi.org/10.1051/shsconf/20162801081>

[27] BEGUM J. Learner Autonomy in EFL/ESL Classrooms in Bangladesh: Teachers' Perceptions and Practices. *International Journal of Language Education*, 2018, 2(2): 96–104. <https://doi.org/10.26858/ijole.v2i2.6411>

[28] HENRI D. C., MORRELL L. J., and SCOTT G. W. Student perceptions of their autonomy at University. *Higher Education*, 2018, 75: 507–516. <https://doi.org/10.1007/s10734-017-0152-y>

[29] YULIANI Y., & LENGKANAWATI N. S. Project-Based Learning in Promoting Learner Autonomy in an EFL Classroom. *Indonesian Journal of Applied Linguistics*, 2017, 7(2): 285–293. <https://doi.org/10.17509/ijal.v7i2.8131>

[30] MELVINA M., LENGKANAWATI N. S., and WIRZA Y. Autonomous Learning: Indonesian University Learners' Perception. *Journal of Hunan University Natural Sciences*, 2021, 48(11): 104–110. <http://jonuns.com/index.php/journal/article/view/833>

[31] EL HAMMOUMI M. M., EL YOUSSEFI S., EL BACHIRI A., and BELAAOUAD S. Active Learning in Higher Education: A Way to Promote University Students' Autonomy and Cognitive Engagement in Moroccan Universities. *Journal of Southwest Jiaotong University*, 2021, 56(6): 325–334. <https://doi.org/10.35741/issn.0258-2724.56.6.27>

[32] MUBAROKAH R. L., RIYANTO Y., and MARIONO A. Do Task-Based and Competency-Based Learning Models Influence Learner Autonomy and Student Learning Outcomes?: Writing Courses. *Hong Kong Journal of Social Sciences*, 2021, 58: 643–655. <http://hkjoss.com/index.php/journal/article/view/517>

参考文献:

- [1] BENSON P. 语言教学中的自主性. 语言教学, 2006, 40(1): 21–40. <https://doi.org/10.1017/S0261444806003958>
- [2] 亨达. 为维达塔玛大学的英语学生实施努南的自主语言学习模型. 21 世纪的教与学: 讲师和教师面临的挑战, 万隆, 2014 年, 第 114–122 页. <https://repository.widyatama.ac.id/xmlui/handle/123456789/3329>
- [3] LENGKANAWATI N.S. 教师对学习者的自主性的信念及其在印尼英语设置中的实施. 在: BARNARD R., & LI J. (编辑.) 语言学习者自主性: 亚洲背景下教师的信念和实践. 国内流离失所者教育 (柬埔寨) 有限公司, 金边, 2016: 134–149.
- [4] NINGSIH S. 教师和学习者对英语语境中学习者自主性的看法. 第十一届应用语言学会议论文集, 万隆, 2019 年, 第 502–508 页。

- <https://dx.doi.org/10.2991/conaplin-18.2019.309>
- [5] HARMER J. 英语教学实践。皮尔逊朗文，哈洛，2007年。
- [6] KUMARAVADIVELU B. 超越方法：语言教学的宏观策略。耶鲁大学出版社，康涅狄格州纽黑文，2003年。
- [7] COTTERALL S. 通过课程促进学习者自主性：设计语言课程的原则。ELT 杂志，2000，54(2)：109-117。
<https://doi.org/10.1093/elt/54.2.109>
- [8] DAFEI D. 学习者自主性与英语能力关系的探讨与广东省英语文化学校毕业生。亚洲英语杂志，2007年，24(4)：1-23。
- [9] BENSON P., & HUANG J.P. 从外语学习到外语教学过渡中的自主性。三角洲：理论和应用语言学研究文献，2008，24：421-439。
<https://doi.org/10.1590/S0102-44502008000300003>
- [10] KARTAL G., & BALÇIKANLI C. 在土耳其语境中追踪学习文化和学习者自主准备情况。特夫林杂志，2019年，30(1)：22-46。
<https://doi.org/10.15639/teflinjournal.v30i1/22-46>
- [11] SMITH R. C. 自治教育学作为（成为）适当的方法论。在：PALFREYMAN D., & SMITH R. C. (编辑。) 跨文化的学习者自治。帕尔格雷夫麦克米伦，伦敦，2003：129-146。
https://doi.org/10.1057/9780230504684_8
- [12] MURRAY G. 可能的教育学：想象力、自主性和空间。第二语言学习与教学研究，2013，3(3)：377-396。
<http://dx.doi.org/10.14746/sslt.2013.3.3.4>
- [13] LITTLE D. 学习者自主性和第二/外语学习。在：西尔语言支持网络（编辑）语言、语言学和区域研究中学学习和教学的良好实践指南，2003：1-5。
https://www.researchgate.net/publication/259874624_Learner_autonomy_and_secondforeign_language_learning
- [14] NUNAN D. 自主与交际教学的联系。捷尔特，2003年，第196-209页。
- [15] KERSCHBAUM S. 回顾21世纪的教学写作：作文方法、阅读和转移。大学英语，2016，78(4)：394-406。
<https://library.ncte.org/journals/CE/issues/v78-4/28219>
- [16] CHEUNG Y. L. 写作教学。在：RENANDYA W., & WIDODO H. (编辑。) 今天的英语教学。英语语言教育，卷。5。施普林格，湛，2016：179-194。
https://doi.org/10.1007/978-3-319-38834-2_13
- [17] MYARTAWAN W., LATIEF M. 和 SUHARMANTO。印尼英语学院学习者的学习自主性与英语水平的相关性。特夫林杂志，2013年，24(1)：63-81。
<http://dx.doi.org/10.15639/teflinjournal.v24i1/63-81>
- [18] MASITA D. 英语学生的自主学习能力及其跨认知风格的写作能力。期刊教育：研究、理论与发展，2016，1(6)：1204-1215。
<https://doi.org/10.17977/jp.v1i6.6478>
- [19] GENÇ G. 英语学生教师的自主学习能力。国际语言教育与教学杂志，2015，3(2)：23-42。
<http://dx.doi.org/10.18298/ijlet.483>
- [20] BAGHERI M. S. 和 AEEN L. 练习自主性对伊朗中级英语学习者写作能力的影响。泛太平洋应用语言学协会杂志，2011，15(1)：1-13。
- [21] MARZUKI K., MANURUNG 和 HENTE A. 应用自主学习来培养学生的写作技巧。电子期刊巴哈桑托德，2015，3(2)：94-100。
- [22] PHUONG H. Y., & VO P. Q. 学生的学习自主权、参与度和提高英语水平的动力。教育精英：英语教育、文学与文化杂志，2019，4(1)：1-12。
<http://dx.doi.org/10.30659/e.4.1.1-12>
- [23] LITTLE D. 语言学习者自主性：重新审视一些基本考虑。语言教学创新，2007，1(1)：14-29。
<http://dx.doi.org/10.2167/illt040.0>
- [24] BENSON P. 语言学习中的自主教学和研究。朗文，哈洛，2001。
- [25] 刘佳 A. 中国外语学生自主学习效度研究。语言教学与研究，2016，7(4)：738-745。
<https://doi.org/10.17507/jltr.0704.14>
- [26] PICHUGOVA I. L., STEPURA S. N. 和 PRAVOSUDOV M. M. 在英语语境中促进学习者自主性的问题。SHS 会议网络，2016，28：01081。
<https://doi.org/10.1051/shsconf/20162801081>
- [27] BEGUM J. 孟加拉国英语/英语母语课堂中的学习者自治：教师的看法和实践。国际语言教育杂志，2018，2(2)：96-104。
<https://doi.org/10.26858/ijole.v2i2.6411>
- [28] HENRI D. C., MORRELL L. J. 和 SCOTT G. W. 学生对大学自主权的看法。高等教育，2018年，75：507-516。
<https://doi.org/10.1007/s10734-017-0152-y>
- [29] YULIANI Y., & LENGKANAWATI N.S. 在英语课堂中促进学习者自主性的基于项目的学习。印度尼西亚应用语言学杂志，2017年，7(2)：285-293。
<https://doi.org/10.17509/ijal.v7i2.8131>
- [30] MELVINA M., LENGKANAWATI N. S. 和 WIRZA Y. 自主学习：印度尼西亚大学学习者的认知。湖南大学自然科学学报，2021，48(11)：104-110。
<http://jonons.com/index.php/journal/article/view/833>
- [31] EL HAMMOUMI M. M., EL YOUSSEFI S., EL BACHIRI A. 和 BELAAOUAD S. 高等教育中的主动学习：在摩洛哥大学中促进大学生自主和认知参与的方法。西南交通大学学报，2021，56(6)：325-334。
<https://doi.org/10.35741/issn.0258-2724.56.6.27>

[32] MUBAROKAH R. L., RIYANTO Y. 和 MARIONO

A. 基于任务和基于能力的学习模型会影响学习者自主性和学生学习成果吗？：写作课程。香港社会科学杂志, 2021, 58: 643-655.
<http://hkjoss.com/index.php/journal/article/view/517>