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Self-Access and Learner Autonomy in Multiple Contexts

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We are thrilled to present the latest installment of JASAL Journal, an issue that represents the practical application of self-access and learner autonomy in multiple contexts. Our contributors explore various implementations of the principles of learner autonomy, shedding light on innovative approaches and thought-provoking perspectives.

Building on the momentum of our previous issue, which delved into the crucial theme of inclusion and accessibility within self-access, we continue to navigate the evolving terrain of language education (Lavolette, Moore & Watkins, 2022; Watkins, Marzin, & Hooper, 2023). While the preceding edition highlighted the challenges learners face in engaging with self-access facilities, this issue takes a broader perspective, acknowledging the inherent diversity of learners' needs, identities, and learning styles.

Reflecting on the vibrant discussions at the 2023 JASAL National Conference, we recognize the importance of creating spaces that foster self-access language learning through social connection (Hooper, 2023). In the wake of a global pandemic that forced us to reconsider the nature of our Self-Access Centers (SACs), questions arise: How do we ensure that our SACs are not only physically accessible but also welcoming to students from all walks of life? How

can these spaces become forums for authentic self-expression, fostering a sense of belonging and mutual respect among students?

This issue brings together a collection of diverse voices and perspectives that contribute to the ongoing dialogue on self-access and learner autonomy. Firstly, **Yoko Sei** reports on a series of workshops focused on self-directed learning in a university setting. Next, **Prateek Sharma** and **Thomas Ashton** investigate the benefits of implementing a new reflection-based journal format for students living in a university dorm. Moving on, **Phillip Bennett**'s research highlights the importance of language learning advising to support students while presenting a narrative analysis of the ruptures in a student's language learning history. Following that, **Sina Takada**, **Emily Marzin**, and **Eduardo Castro** illustrate how an original card game was used to improve students' ability to reflect on the use of resources and strategies in self-directed language learning. Finally, **Yuki Yamaguchi** reports on the 2023 JASAL Student Forum, describing how activities and projects are promoted across different SACs in Japan, as well as capturing the energy and ideas exchanged among practitioners in the field who attended the event.

We extend our gratitude to the dedicated reviewers and contributors who have made this issue possible. As we embark on this exploration of self-access and learner autonomy, we invite our readers to join us in considering how we can continually enhance the effectiveness of self-access language learning environments.

Together, let us open doors for all in self-access and pave the way for future advancements in language education.

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多様化する日本語学習者のための
自律学習支援ワークショップ設計と可能性

**Design and Possibility of a Workshop to Support Autonomous
Learning for Japanese Language Learners
With Different Learning Backgrounds**

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専門は第二言語としての日本語教育。大学内の SALC で日本語学習アドバイザーとして従事し、留学生等へのアドバイジングを行うとともに、コーディネーターとしてスタッフの育成や施設運営を担当している。

日本語学習者の多様化

国内における日本語教育の主な対象者として考えられてきたのは、留学生や日本語教育施設において学ぶ学生など、専門的な日本語教育を受ける者であり、主にそれらの者を対象とした日本語教育の場の整備が行われ、教育内容・方法の改善が図られていた（文化庁 1999）。その後、留学生は増え、さらに、2009～2013 年度に文部科学省が実施した事業を契機に、学位取得に必要な科目は、ほぼすべて英語で行われる授業プログラム（以下、英語プログラム）を設置する大学が増加し、学位取得には日本語能力が必須ではない一定数の留学生層が出現した（堀内 2021）。井上・山方（2019）は、英語プログラムに所属する留学生への日本語使用に関する調査から、学生たちが学位取得に必須でなくとも日本語学習の必要性を感じていること、生活するうえで必要な日本語を授業または課外で学んでいることを明らかにした。三井ほか（2020）は、英語プログラムの学生への日本語学習動機に関する調査から、学生たちが日本語を学ぶ動機は多岐に渡ること、学生たちが必要としているのは生活に関わる最低限の日本語能力だけではないことを指摘している。

以上のことから、近年、国内で学ぶ留学生向けの日本語教育および日本語学習支援の対象者が多様化するなか、どのように日本語学習および支援を検討していく必要があるのかが課題となっている。

大阪大学における日本語学習者の状況

大阪大学¹は学部・大学院あわせて約 2 万人の学生が在籍する大規模総合研究型大学で、3,000 人近い留学生（そのうちの約 7 割が大学院生、約 2 割が研究生）のほか、多くの外国人研究員が在籍している。

筆者が所属する国際教育交流センター日本語教育研究チーム²は、このような留学生等への日本語教育に従事しており、正規学生（学部生・大学院生）および短期交換留学生向けの日本語教育プログラムの提供に加え、研究生など正規の学生ではない大学構成員に対しても、生活の質の向上および進学後の研究生生活の充実を念頭に置いた日本語学習支援を行っている。大阪大学においても文部科学省の事業の影響を受け、留学生等が増加し、日本語学習者の量的拡

大・質的变化が起こり、多様化する日本語支援の方法を探ることが課題となっている（義永ほか 2020）。

このような状況の中、課外での言語学習をサポートする SALC である OU マルチリンガルプラザ（以下：プラザ）³が 2020 年に設立された。そこで開始した日本語学習サポートのうち、本稿では、筆者が担当したワークショップ（以下：WS）の報告を行う。この WS を対象として調査を行ったものには、瀬井（2022）による単一ケース・スタディがある。そこでは、参加者の 1 人に焦点を当て、どのように学習計画が立てられ、学習が進められたのかを明らかにした。本稿では、WS 全体を取り上げ、WS の概要を述べたのち、参加者が WS に何を期待していたのか、参加者とのやり取りの中で WS がどのように組み立てられたのかを報告する。

OU マルチリンガルプラザの施設概要

プラザは、大阪大学で専攻語として学ばれている 25 言語に加え、日本語の自律的な学習支援を行う施設である。プラザの実施部局は全学の共通教育としての言語教育を担うマルチリンガル教育センター⁴で、国際教育交流センターは協力部局としてプラザ運営に関わり、留学生等を対象とした日本語教育を担っている。2023 年 11 月現在、実施している日本語学習者向けのサービスは、日本語学習アドバイザー、大学院生スタッフのティーチングフェロー（以下 TF）、ティーチングアシスタント（以下 TA）が担当する、

- (1) 言語学習アドバイジング：アドバイザーとの 40 分のセッション
 - (2) 1 対 1 の会話練習：TF/TA と行う 20 分のセッション
 - (3) グループでの会話練習：複数の参加者と TF/TA との 60 分のセッション
 - (4) チュータリング：より良い文章を書くための TF/TA への相談
 - (5) ワークショップ：ポートフォリオを使用したセッション
- がある。

ワークショップの設計と分析

本稿では、2021 年春夏学期に実施した WS を事例として報告する。WS は、そ

れ以降毎学期実施しているが、本稿で述べる WS を試行的に行ったことが、その後の枠組みとなったからである。

WS を企画した背景には、アドバイジング、会話練習、チュータリングが 1 対 1 で展開していたのに対し、WS ならばレベルや目的別で区切るのではなく複数の学習者が集まる活動が可能ではないかと考えたからである。SALC で行われる WS には、学習者が目標設定、適切なリソースの特定、時間管理、言語学習とコミュニケーションストラテジーの育成ができるように言語学習のアドバイザーが進行するものがある (Mozzon-McPherson 2000) ことから、以下のよう設計した。学期期間中に隔週 7 回、全てオンライン会議システム

(Zoom) にて実施し、参加は事前の申込制とした。授業とは連動していない SALC での学習のため、1 回のみも複数回の参加も可能とし、参加回数に制限を設けなかった。オンラインでの実施としたのは、COVID-19 の影響を受け、対面での接触を減らす必要があったこと、3 つのキャンパスのうち、どのキャンパスに所属する留学生でも参加できるようにと考えたからである。レベルが異なる学習者が集まることを想定し、参加者が WS に何を期待しているのかをあらかじめ把握するため、参加者と事前にメールでやり取りし、情報を得た。

WS では「大阪大学 言語学習ポートフォリオ」⁵を使用し、各回で 1 つのツールについて内容を考え、話し、記入する活動を行った。WS の開始当初は、ポートフォリオの作成を活動の中心に考えていたが、後述のとおり参加者とのやり取りからアドバイザーからの情報紹介の時間も作ることにした。表 1 は、各回で実施した内容とアドバイザーからの情報紹介と参加者を示したものである。参加者はアルファベットで表記し、複数回の参加者は同じアルファベットとした。参加者の実人数は 9 名で、1 回のみ参加者が 6 名、複数回の参加者が 3 名、参加延べ人数は 23 名であった。参加者以外にプラザの教員、スタッフが同席し、各 WS 時の人数は 4~6 名であった。なお、瀬井 (2022) で示されているセッション概要と本稿の表 1 が異なる理由は、前者は研究協力者 G さん⁶の発話と作成物をデータとしたため、収集したデータとして、G さんが参加した 2 回目以降の WS の 6 回分とデータ分析後に行った個別インタビューが入れられていることが挙げられる。また、G さんが 1 回目は不参加であったことか

ら、実際の WS で 1～3 回目に分けて実施した内容を G さんのみ 2・3 回目にまとめて扱ったため、収集したデータとして短期・長期目標を同じ日に実施したという記述になっている。

表 1

各回の実施内容と参加者

回数	実施内容・アドバイザーからの情報提供	参加者
1	ガイダンス、施設内外の日本語学習機会の紹介、 学習教材の紹介	A B C D E F
2	目標に合わせた学習計画（短期）の詳細作成	C G
3	目標に合わせた学習計画（長期）の詳細作成	C ⁷ G H
4	学習ツール・方法の提示	C G I
5	学習ストラテジーの提示	C G I
6	言語と言語活動について	C G I
7	これまでの振り返りと今後の計画作成	C G I

1 回 60 分の内容は、（1）WS の概要説明：約 15 分（自分の学習目標を明確にして計画を立てる活動であること、それをサポートするためにアドバイザーは情報紹介を行い、アドバイジングを実施することを説明）、（2）振り返り：約 15 分（参加者がそれまでの自分の日本語学習を振り返って話す時間）、（3）ポートフォリオ記入：約 25 分（2 週間後までの学習計画について話し、それを可視化するために記録する）、（4）質問と次回の予告：約 5 分であった。

学習計画を記入する際は日本語でも英語でも自分の母語で書いても構わないこと、計画は途中で変更しても問題がないことを伝え、参加者がやり取りを通して自分の学習に意識を向けられるような時間を毎回確保するようにした。図 1 のように自己主導型学習のサイクルとポートフォリオの内容をスライドで見せ、学習への意識化が重要であることを伝えた。

図 1

WS で使用したスライド



参加者の学習背景

表 2 は、参加者の専門と学年、学位取得に必要な言語、WS で使用する言語の希望、日本語学習経験と目標をまとめたものである。参加者 9 名の日本語学習経験は 5 か月の初級学習者から 6 年の超上級と言える学習者までで、学年は学部の 1 年生から博士後期課程の 1 年まで、専門は 4 つの学部／研究科からであった。WS の参加者のうち、英語プログラムの学生は 7 名で、学位取得に日本語を必要としているのは 2 名のみであった。

表 2

参加者の日本語学習背景

学生	専門	学年	学位取得言語	自己評価	WS 言語希望	日本語学習経験	学期終了までの目標
A	経済	研究生	英語	初級	二言語	5 か月 (4 か月クラスを受講)	日本語中級レベルに達したい
B	経済	M2	英語	中級	日本語	1 年半 (4 か月クラスを受講し、その後は独習)	JLPT [®] の N2 に合格したい

C	国際 政策	D1	英語	中級	日本語	約2年（1年半 クラスを受講 し、その後は独 習）	授業中に日本語 で発言できるよ うになりたい
D	国際 政策	M2	英語	中上級	日本語	4年（大学の学 部で日本語専 攻）	将来日本で就職 できるようビジ ネス日本語を身 につけたい
E	工学	M1	英語	中級	二言語	3年（独習で JLPTのN2に 合格）	JLPTのN1に 合格したい
F	経済	B1	英語	上級	日本語	5年（高校で日 本語の学習をは じめた）	日本人学生の話 し言葉と、日本 語で開講されて いる科目の内容 を理解したい
G	経済	D1	英語	中級	日本語	4年（主に独 習、言語交換学 習を約2年）	日本語で研究発 表ができるよう になりたい
H	文学	M2	日本語	上級	日本語	6年（大学の学 部で日本語専 攻、その後独 習）	自分の意見を論 理的に話せるよ うになりたい
I	文学	M2	日本語	上級	日本語	6年（大学の学 部で日本語専 攻、その後独 習）	アカデミックラ イティングを身 に着け、論文を 書き進めたい

日本語学習についての経験は、9名のうち来日後に授業を受けたと答えたのは3名、日本に来る前に出身大学または高校で授業を受けたと答えたのが4名、これまで日本語の授業は受けず独習で学んできたと答えたのが2名であった。WSでの使用言語は、日本語でも問題ないという声と英語も使って欲しいという声があり、スライドは二言語表記とした。

WSへの参加者の期待と情報提供

次に、参加者たちが初回の参加時にどのような期待を持っていたのかを述べる。事前のメールのやり取りで得られた情報は次の通りである。

- ・学習教材情報を得たい

- ・ 学習方法が知りたい
- ・ 自分の学習方法にアドバイスが欲しい
- ・ 自分の進捗状況を管理する機会が欲しい
- ・ 自分の文章を添削できるような情報が欲しい
- ・ 日本語を使う場が欲しい
- ・ 日本語学習仲間が欲しい
- ・ 日本語の会話練習相手が欲しい

このうち「日本語を使う場が欲しい」「日本語の会話練習相手が欲しい」に着目し、1回目のWSでは、日本語会話練習ができる大学内の交流の場や、大学外の地域の日本語教室の情報を紹介することとした。また、教材については、JLPTとビジネス日本語に関するものを紹介した。情報紹介の時間は、WS全体の時間に対してそれほど長くは取れなかったため、WS後に図2のようにオンラインコミュニティツールのSlackを開設し、その日に情報提供した内容、例えば教科書のタイトルやインターネット上の動画教材のURLを投稿し、参加者が参照できるようにした。

図 2

日本語学習に関わる情報提供をしたSlackの画面



参加者とのやり取りから組み立てられた WS の内容

WS の 1 回目は実際にポートフォリオに記入する時間を長く取ることができなかったため、2 回目と 3 回目は参加者の学習状況を聞きながら、目標に合わせた学習計画の詳細作成をすることとした。この時、目標に対して計画する方法が合っているか、現実的なものになっているかに焦点を当てて話し合った。継続して参加した参加者は、日本語を使う場が欲しい、自分の進捗状況を管理する機会が欲しい、という動機で参加していたことから、回数を追うごとに何の目的で何を学習するかを自分なりに検討し進めていった。4 回目には、3 回目に「すぐに日本語で反応できなかった」「自分の意見を日本語で言うのが難しい」「長い文章が書けない」という悩みが出たことを踏まえ、シャドーイングや事前準備、機械翻訳の活用など学習方法、論文執筆に関連した教材を情報紹介として伝えた。そこで「自信」や「不安」といったキーワードが出たことから、5 回目には自分の感情とどう向き合うかについて話した。6 回目には、それまでに話した学習方法と学習計画について細かく確認しながら、自分はどのような言語能力を向上させたいのかを話し合った。

この 4～6 回目の WS では、学習教材や方法が全く異なり、それまで他の参加者からの影響を受けることなく個別的であった参加者同士が、やり取りの中で自分自身のタイプについて振り返る場面が見られた。C さんが事前に日本語で話す準備をしないと授業で非常に緊張すると話し、I さんは、のんびり準備をするタイプではあるものの、発表前は緊張するため早めに準備をする、G さんは締切りが近づかなければ取りかからないが、不安になった時は他の研究者のオンライン発表などを聞いてシャドーイングをする⁹⁾、と話した場面があった。他の参加者とのやり取りから、自分のタイプを再認識し、学習計画へと繋げていく場面が見られた。

以上のように、WS は事前の質問と学習者の背景をもとに 1 回目の情報提供の内容を考えたが、2 回目以降は、学習者が日本語を使う機会を得て、学習教材が決まると、時間管理や学習ストラテジーなどに焦点を当ててより詳細かつ実現可能な学習計画となっていく。

まとめ

本稿では、学位取得に必要な言語、日本語学習経験、学習の目的と目標が異なる多様な留学生が増加していること、そのような留学生を対象として新しくできた SALC で WS を設計し、実施したことを述べた。その結果、JLPT の試験に合格する、ビジネス日本語を身につける、日本語で研究発表をする、など、具体的な内容は異なっても、自身の学習に意識を向け、ポートフォリオの作成を通して学習計画を立てるという活動であれば、多様な学生が複数集まる WS を実施することが可能であることが明らかになった。また、今回の事例では、教材情報や学習方法などの情報が欲しいと考える学習者に対しては 1 回のみ、より細かい学習計画を作成するために仲間と一緒に話したいと考える学習者は複数回の参加がより良い日本語学習支援になることも示された。今後も、情報紹介の方法を工夫しながら、課外における日本語学習支援のひとつとして、このような WS を実施していきたい。

注

- 1) 大阪大学プロフィール <https://www.osaka-u.ac.jp/ja/guide/public-relations/profile>
- 2) 大阪大学国際教育交流センター <https://ciee.osaka-u.ac.jp/>
- 3) OU マルチリンガルプラザ <https://plaza.cme.osaka-u.ac.jp/>
- 4) 大阪大学マルチリンガル教育センター <https://cme.osaka-u.ac.jp/>
- 5) 大阪大学言語学習ポートフォリオ <https://www.lang.osakau.ac.jp/cme/plaza/learning/portfolio/> (1~5 は全て 2023 年 11 月 7 日最終閲覧)
- 6) 本稿の Gさんは、瀬井 (2022) の Mさんに該当する
- 7) この回、Cさんは都合が悪く、希望により日時をずらして個別で実施したため、一緒にグループ作業は行っていない
- 8) JLPT とは日本語能力試験 (Japanese Language Proficiency Test) の略。N1 から N5 までの 5 レベルあり、N1 は一番難易度が高く、幅広い場面で使われる日本語が理解できる
- 9) 機械翻訳やシャドーイングを取り入れた学習過程は瀬井 (2022) に詳しい

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付録

WS の開始前に参加者にメールで質問した内容

- (1) これまでの日本語学習歴を教えてください。

How long have you been studying Japanese so far?

- (2) あなたの日本語レベルはどのくらいですか。（初めて、初級、中級、上級、超級） What is your Japanese level? (First time, beginner, intermediate, advanced, super-advanced)

- (3) このワークショップは、日本語と英語のスライドを表示し、基本的には日本語ですすめる予定ですが、スライドを事前に送付した方がいいですか。 This workshop will be basically conducted in Japanese, with slides displayed in both Japanese and English. Should I send my slides in advance? (Teaching assistants will be available to assist on the day of the event.)

- (4) 今、使っている教材がありますか。

Do you have any Japanese learning materials that you are currently using?

- (5) 3 カ月後、2 週間後までの日本語学習の目標を教えてください。

What is your goal for 3 months?

What is your goal for 2 weeks?

- (6) 今、日本語学習についてどのような悩みがありますか。

What kind of problems do you have in learning Japanese now?

- (7) ワークショップに期待することは何ですか。

What are your expectations for the workshop?

付記

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A Shift in Perspectives: The Journey from Journal Feedback to Reflective Dialogue in a University Dormitory Programme

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Abstract

Students who reside in dormitories tend to have a higher expectation of improving interpersonal relationships and enriching their university experience. However, sometimes, in reality, there exist obstacles that may impede their journey toward success. Such obstacles were made worse by the lockdown measures and social distancing during the COVID-19 pandemic, which resulted in some students dropping out of dormitory residences. Therefore, to improve student experiences and promote an organic interpersonal network during difficult times, the dormitory supervisors introduced a new reflective journal template for the mandatory elements of the dormitory programme. An ongoing reflection was required on academic goals, dormitory experience, personal relationships and other aspects of university life. Through using the new journal template, and one-to-one advising sessions with the authors, students reported an improvement in their motivation and autonomy.

寮に住む学生は、対人関係を改善し、大学での経験をより豊かにすることを期待する傾向が強い。しかし、現実には時として、成功への道のりを妨げる障害が存在する。COVID-19のパンデミックでは、ロックダウンや社会的距離の取り方によってそのような障害が悪化し、寮を退寮する学生も出た。そこで、困難な時期に学生の経験を向上させ、有機的な対人ネットワークを促進するために、寮の指導教官は、寮プログラムの必須要素に新しい反省日誌テンプレートを導入した。学業上の目標、寮での経験、個人的な人間関係、大学生活のその他の側面について、継続的に振り返ることが求められた。新しい日誌テンプレートの使用と、著者との1対1の助言セッションを通じて、学生たちは意欲と自律性の向上を報告した。

Keywords: advising in language learning, journal writing, learner autonomy, critical thinking, dormitory support

Students who reside in dormitories have a higher expectation of improving interpersonal relationships and enriching their university experience (Liang, 2023). However, sometimes, in reality, there exist obstacles that may impede their journey toward success and affect their motivation (Su, 2020). Advising is an effective way of generating motivation and fostering learner autonomy as it encourages reflection on the language learning process (Kato & Mynard, 2016).

At the height of the COVID-19 pandemic, universities turned to remote learning as a safer, more viable form of education. It was predicted that this shift might reshape the world in the longer term (World Economic Forum, 2020), and indeed, many industries have been hugely affected, none more so than international travel and aviation. This, in turn, also indirectly affected preparing students to be immersed in the English-speaking world, one of the primary goals of the dormitory at Kanda University of International Studies (KUIS), as the university's study abroad programme was suspended. According to Asada (2021), researchers who measured the impact of studying abroad have found that it has a profound positive impact on academic, educational, and professional outcomes. However, as a result of students being unable to participate in KUIS's study abroad programme, student motivation levels at the university dormitory seemed to have started to diminish as they began to skip one-to-one conversation sessions with the authors, who were dormitory supervisors (SVs), more often. These conversation sessions were essential to the dormitory programme to prepare KUIS students for studying abroad. Some students even verbally said they were not motivated enough to attend the sessions. Not only were motivation levels affected, but several additional significant challenges emerged during this critical period. Therefore, it became a primary goal for the dormitory supervisors (SVs) (the authors of this paper) to maintain a balance between following university-directed COVID-19 protocols and coordinating an engaging dormitory programme.

Student needs and expectations should always be considered to improve student experiences and promote their development as learners. These needs can be aided by perpetual student reflection. It is important to make reflection a habit rather than a singular event and for students to make smarter short-term goals to achieve their outcomes (University of Edinburgh, 2020).

The two authors worked as SVs at KUIS's female dormitory in addition to their full-time duties as KUIS lecturers. In 2020, the dormitory consisted of 15 Japanese university female students from across four years of study at the university. The SVs ran a programme

that focused on immersing students in an English-speaking environment and preparing them for studying abroad in their junior or senior year. The study abroad programme is not mandatory at KUIS. However, students who specifically want to study abroad enter the dormitory. The SVs held monthly cultural events and one-to-one SV sessions twice a week where students would bring in a journal (see Appendix A), which they had worked on throughout the week, and read them to the SV. This practice allowed students to talk with their SV about their overall week, such as what was good about the week, what they ate, how many hours they slept, among other topics, as well as their weekly motivation about life in general. Besides running the dormitory programme, the two SVs have also been involved in the Learning Advisor Education Program offered by the Research Institute for Learner Autonomy Education (RILAE). During this professional developmental course, both acquired a deep knowledge base about learner autonomy and identity, beliefs about language learning, and reflection on learning. As a result of knowledge gained through this course, the SVs were motivated to design an approach that would allow students to set more focused short-term goals in a new journal format and then use the weekly one-to-one SV sessions for students to describe and reflect on those goals.

This paper describes the research conducted at the KUIS dormitory and focuses on 15 university students enrolled in the dormitory programme. This research aimed to understand students' perceptions of the new journal format and advising sessions and the impact of these on students' achievements of their short-term goals. Additionally, the research focused on two students' progress along the 'Learning Trajectory' (Kato & Mynard, 2016) to understand their journey as advisees as they set out to achieve one of their short-term goals.

Connections Between Journals, Reflection, Autonomy, and Advising

Hahnemann (2013) asserted that learners learn best by progressing logically and orderly through "progressively more complicated levels of abstraction" (p. 213). One role of educators is to enhance this ability to engage in abstract thought, conceptualize, and solve problems by encouraging students to write. Journal writing, as a tool, involves complex cognitive processes that allow learners to define themselves and their beliefs (Hahnemann, 2013). Reflection is particularly relevant to learners as it encourages integrating theory with practice, enables them to define the world on their behalf, and turns every challenge into a new potential learning experience (Wong et al., 1995).

A reflective journal could foster student autonomy if they are allowed to choose their areas of short-term goals when reflecting through writing. Evans and Boucher (2015) stated that “choice plays a critical role in promoting students’ intrinsic motivation and deep engagement in learning. Across a range of academic outcomes and student populations, positive impacts have been seen when student autonomy is promoted through meaningful and personally relevant choices” (p. 87). Once learners choose their short-term goals, advising could play an important role in helping them work towards their selected goals.

Advising in language learning is an intentional and ongoing reflective dialogue that also promotes learner autonomy. The dialogue aims to activate a learner’s reflective processes, resulting in a deeper understanding and control of language learning (Mynard, Kato, & Yamamoto, 2018). Kato and Mynard (2016) designed a ‘Learning Trajectory’ that many language learners experience as they engage in advising with a learning advisor. Table 1 describes the four stages that learners may experience on their journey as advisees.

Table 1

The Learning Trajectory (Kato & Mynard, 2016, p. 14)

	Getting Started: Setting the scene	Going Deeper: Moving toward a turning point	Becoming Aware: The ‘aha’ moment in advising	Transformation: Starting to ‘self- advise’
Learners characterized by	Being largely unaware of their learning processes. Not very aware of their language learning needs. Having limited knowledge of what advising is. Expect advisors to provide solutions.	Starting to become more aware of learning processes and reasons for struggles. Having a clearer vision and being able to reflect deeply with support.	Being able to reflect on their own learning processes and feeling more confident about their learning. However, support is still necessary.	Being largely aware of their learning processes. Providing alternative strategies to target focus areas by themselves. Being able to control their learning.

Methodology

Before the research was conducted, the two SVs gained the university’s written consent to implement the dormitory programme changes. In addition, all students were gathered in the dormitory on the first day and informed about the changes to the new journal format (see Appendix B) and the one-to-one sessions with the SVs. They were also briefed

that their journals and responses provided during the individual sessions would be used for research purposes. Students signed a consent form agreeing to participate in this study.

The research was conducted in two phases. The first phase consisted of changing the already existing journal format (see Appendix A) to allow students to organise their thoughts. This format had free spaces where students could write anything they liked about their week. The new format, however, allowed students to think about specific areas (see next section for more details). The second phase involved adapting the one-to-one SV sessions into advising sessions in which reflective dialogue was facilitated (Kato & Mynard, 2016). These were based on the researchers' experience and knowledge acquired in the Learning Advisor Education Program offered by RILAE.

The research was conducted at the university's female dormitory across one semester (five months) and involved 15 female dormitory students. To conduct one-to-one SV sessions, students were divided into two groups of seven and eight, and each SV catered to one group. One-to-one SV sessions lasted 20 minutes and were scheduled on Mondays and Tuesdays. After a period of three to five weeks, SVs switched groups. This practice continued until the end of the semester. For this paper, among the 15 students, three to five week journeys of two first-year English majors were examined in more detail. These two students were chosen because they attended all one-to-one SV sessions throughout the study. This allowed the authors to have more continuity with them. The authors also investigated how the two students experienced some of the four stages described in the 'Learning Trajectory' (Kato & Mynard, 2016) based on their journals, field notes recorded by the SVs during reflective dialogue sessions, and their responses from an end-of-semester survey.

Phase 1: Introducing The New Journal Format

The already existing journal format used in the dormitory prior to this research required students to report on each day's activities in a conversation session with the SVs and track their daily motivation on a table but with little to no opportunity to reflect (see Appendix A). For example, they did not reflect on the reasons for high or low motivation. In addition, this format did not provide a space for students to set or work towards any goals, often leading to confusion about the journal's purpose.

The new journal format (see Appendix B) allowed students to focus on five specific areas of their lives: university experience, dormitory life, personal relationships, academics, and other areas relevant for the students outside these four categories. The first four categories were chosen based on the authors' prior experiences working with the students

while learning about their lives. In addition, advising tools such as ‘The Wheel of Language Learning’ and ‘The Motivation Graph’ (Kato & Mynard, 2016) were adapted to create a new motivation tracking table in the new journal (see Appendix B)

Students were encouraged to choose from the five areas (categories), set a short-term goal connected to that area, and achieve it within three to five weeks. It was hoped that this timeframe would provide ample time for students to work on a specific short-term goal for the chosen area. Therefore, instead of writing a little every day about daily events, they were advised to reflect on their efforts to achieve their chosen goal at the end of each week so that they could reflect on the entire week. However, some students preferred writing on a daily basis as they could make incremental progress, which was not discouraged. This flexibility allowed students to reflect in action or reflect on action (Schön, 1987).

Phase 2: Conducting Advising Sessions

Students enrolled in the dormitory programme were expected to discuss their progress with the SVs after completing their weekly journal. As part of the university’s COVID-19 protocol, these journal sessions were held at the dormitory and online alternatively each week. This discussion changed from a one-to-one SV session, which involved students talking about various events of that week in a more free-talk format, to a more focused advising session. The SVs met with each student once a week for 20 minutes. The length of these sessions was university policy, and the SVs were required to adhere to it and meet with all students for an equal amount of time. During these advising sessions, the SVs engaged students in intentional reflective dialogue (Kato & Mynard, 2016), an intentionally structured dialogue designed to promote learner autonomy. An intentional reflective dialogue differs from ordinary dialogue in a way that allows for discovering diverse perspectives, unlike an ordinary dialogue that occurs naturally between people (Brockbank, McGill, & Beech, 2002). The one-to-one SV sessions before this study did not allow reflection, as students mostly described the week’s events. However, interesting student perspectives could emerge using advising tools and strategies.

In the first advising session at the start of the study, students were briefed on the purpose of the new journal template and how they could use it to track their progress. In addition, they were informed of the change in style of SV sessions. Expectations were also set about holding goal-oriented advising sessions rather than merely free talk or conversation sessions.

Students began each SV advising session by discussing their chosen goals, whether

they progressed in subsequent sessions, and if so, how. These advising sessions also allowed students to share new perspectives on their weekly goals. The SVs used advising strategies learnt in the RILAE Learning Advisor Programme to engage students in advising and facilitate intentional reflective dialogue.

Data Collection

In each session, SVs observed students while engaging with them in intentional reflective dialogue. Comments from students and their body language were noted. The notes from these sessions served as data for the advisors and were analysed based on the 'Learning Trajectory' (see Table 1). The notes were written in real-time as they happened. Additional notes were written after the session to record students' experiences of the session based on SVs' perspectives. These notes involved comments like "She seemed happy today" or "She was smiling while talking about her goals today."

A survey consisting of Likert-scale and open-ended subjective questions was administered at the end of the semester to gather students' thoughts about the new journal template and the 20-minute advising sessions (Appendix C).

Results

The results firstly focus on the data from the notes SVs took and comments made by students A and B during advising in the first five weeks, and then the data collected from the end-of-semester survey form.

Advising with Students A and B

This section describes two students' backgrounds and initial short-term goals. It then analyses comments made during their advising sessions, which were written as SV notes, and how these notes could be indicative of the stages of the 'Learning Trajectory' the students experienced.

Student A

Student A was a first-year English major and had recently started the dormitory programme. She seemed energetic and motivated in the advising sessions but, at times, lacked confidence in her English speaking ability. She decided to improve her English speaking skills for her first short-term goal in her journal. Table 2 illustrates her journey through five weeks in which she used the new journal format and took part in regular advising sessions. It also includes SV notes.

Table 2*Notes on the Learning Trajectory for Student A*

Stages of the Learning Trajectory model	SV notes	Student comments during advising sessions	Week number
Getting Started	This was the first time filling out the new journal	“I am not sure which aspect to focus on.”	1
	Wasn’t sure what she wanted to focus on and why	“I am worried about my presentation on Wednesday.”	
Getting Started/ Going Deeper	Identified the gap, yet unsure about what to do	“I don’t know how I can know about my future goals.”	2 and 3
	Willing to make some effort	“I could think about them, but at this point, I am so busy that I don’t have time to talk to a learning advisor.” “Maybe I’d like to talk to them in a few weeks.”	
Going Deeper/Becoming Aware	Took a step in the right direction and experienced the result	“I spoke to 2 teachers this week, and I could feel more confident.”	4 and 5
	Reported this in the 5th week and then decided to focus on another goal	“I like to spend time at SALC with friends. I’d soon want to talk to a learning advisor too.”	
Transformation	NA	NA	NA

Student A’s comments indicate three stages of the ‘Learning Trajectory’ she seemed to have experienced within five weeks. In the first week, the student appeared to be in the ‘Getting Started’ stage by listing her needs but with no clarity about what she wanted to achieve. In the second and third weeks, her comments implied that she decided to dig deeper

into her situation, echoing the second stage of the model. She could think about her future goals yet remained unsure how to achieve them. In addition, she was unsure how she could accomplish her goal of becoming a more confident speaker of English.

In the fourth and fifth weeks, she appeared to have taken action and started to understand the positive outcomes of doing so. This may be partially indicative of the ‘Going Deeper’ stage on the trajectory. Although the student claimed to have taken some actions, such as talking to a learning advisor, the comments do not necessarily represent that she understood her learning process deeply. Before SVs could further investigate whether the learner clarified her goals, she decided to move to another short-term goal. This will be highlighted as a limitation of the methodology as three to five weeks may not be enough for learners to move along the four stages of the ‘Learning Trajectory’.

Thus, Student A may or may not have experienced the ‘Going Deeper’ stage. Her comments and the SV notes suggested she made progress toward her goals, but it is difficult to claim what specific stages of the ‘Learning Trajectory’ she experienced within those five weeks. She subsequently decided on other short-term goals, which she claimed she achieved fully or partly within five to six weeks each.

Student B

Student B was a first-year English major. Although introverted, she was quite passionate about achieving her learning goals. She chose to improve her time management skills for her first short-term goal. Table 3 illustrates her journey through each week in which she used the new format of the reflective journal and took part in regular advising sessions. The table also includes the SV notes.

Table 3

Notes on the Learning Trajectory for Student B

Stages of the Learning Trajectory model	SV notes	Student comments during advising sessions	Week number
Getting Started	This was the first time using the new journal Wasn't sure what she wanted to focus on and why	"I am nervous about a presentation on Friday. Maybe I will focus on academics."	1

Getting Started/ Going Deeper	Switches goal Shows good reasoning and motivation but expects direction/input	“I want to know what an ideal balance for my time would be like. Now, I really enjoy my part-time job, but I know it is my responsibility to study hard and get good grades.”	2
Going Deeper	Realizes that she is in control of her time management, not other people. Balance is essential so that she can find time to study	“I think I can find a good balance and be able to both work and study.” “Maybe 60% for study, and 40% for work.”	3
Going Deeper	4th week advising session findings. Then, she decided to focus on another aspect	“I realized that I also need time to relax. Last week was very busy and I feel so tired. I will include this in the future.”	4
Becoming Aware	NA	NA	NA
Transformation	NA	NA	NA

In the first week, Student B was still determining which aspect of the new journal she wanted to focus on (see Appendix B). It seemed that more time was required to familiarise and reflect on which areas needed most addressing. In the second week, she decided to focus on the goal of achieving better time management skills and showed some motivation towards this goal. Her comments and SV notes in the first two weeks indicate she was experiencing the ‘Getting Started’ stage.

In the third week, Student B seemed to have gained some clarity about how she could achieve her goal. It appeared she had a clearer vision and could describe the ideal balance between her work and study effort in percentages. However, she seemed far from reflecting on how it could be achieved. In the fourth week, she realised how important rest was to

achieve her goal. She also acknowledged the importance of rest and planned to make time for that in the future. This could be interpreted as one step further in her learning process.

However, it does not provide evidence about her confidence level or if she could reflect on her learning process more deeply. Hence, Student B most likely never reached the ‘Becoming Aware’ stage of the trajectory.

End-of-Semester Survey

In a nine-question survey, participants were asked about different topics related to their experience of the journal’s and sessions’ new format. First, Students were asked what they enjoyed about the advising sessions. All fifteen students made some positive remarks about the sessions. Some of the comments were, “I could share what I read and talk about it. It is the most interesting thing about the session”, “Talking about my goals deeply”, “I enjoyed talking about my questions which I wrote in the writing space in my journal”, “This is because, I could talk about one topic deeply over a long time”, “I really enjoyed talking with you and it was huge support for me. Thank you so much!”, and “Teacher heard my worries politely, so I felt better than before.”

In addition, when asked about their perceptions of the new journal template on a 5-point Likert scale (1 *Not interesting* to 5 *Very interesting*), 11 students chose *Very interesting*, three students *Quite interesting* and one *Same as before*. The reasons shared by students in a follow-up question were, “I could focus on my goals and make it clear what I have to do by next week”, “I can see the problem clearly”, “I like the form so much because I can talk about my week or goals about academics and my life! Sometimes, I feel that I want to write longer and more!”, “I like the new one compared with the before one. The amount of writing was good enough for me”, and “It was really helpful to reflect on myself and think about what I can do to solve my problems and make my life better.” Interestingly, no criticism was expressed by the students in the comments. However, one student, absent from most advising sessions partly due to job hunting reasons, indicated confusion about the direction and choice of goals. However, this student had hardly any opportunity to receive follow-ups on her journal entries and goal-setting process.

Additionally, students were asked, using a 5-point Likert scale, how much they felt they had improved their short-term goals. They could choose from *Greatly improved*, *Improved a lot*, *Somewhat improved*, *Improved a little*, and *Not improved*. Out of fifteen students, 11 reported that they had *Greatly improved* upon their short-term goals related to the five areas in the new journal (Appendix B) during the five months of the study. Three

students chose *Improved a lot*, and one student selected *Somewhat improved*. Some comments were, “Because I became good at finishing my tasks in a week thanks to the new journal session style,” “I rarely used KUIS facilities such as meeting teachers and learning advisors. After focusing on *University Experience*, I got the courage to use them, and I could use five different KUIS facilities. So, I’m really satisfied with my experience”, and “I felt my speaking skill got improved through advising sessions.”

When asked what was the most popular area they had decided to focus on during the study, it seemed that *University experience* was a particularly popular area amongst students to reflect on and base their short-term goals. 13 students, at some point in the study, had set out to achieve a goal based on this area. Furthermore, ten students reported that the advising sessions with the SVs helped them remember the existence of the university’s Self-Access Learning Centre (SALC), enabling them to use the facility better. Additionally, six indicated that they had become regular SALC advisees. The second most popular aspect evidenced in the survey was academic goals. Nine of 15 students at some point in the study chose *Academics* to base their short-term goal on. Some comments reported by these students were, “I think I could aim for improving my TOEFL score. I got a certain goal for that,” and “I could grow my speaking English skills. Besides, it was very useful to clear the problems.” As indicated in these excerpts, students seemed encouraged and goal-oriented by using the new journal format.

The final question on the survey allowed students to write any general comments they wanted to share with the SVs. Three students reported that they noticed a difference in their sleep cycles and less screen time, and two of them tried meditation as a result of trying to achieve their short-term goals. Six students wanted to continue using the new template to set their goals.

Students A and B also had some positive remarks to report in the end-of-semester survey. Student A reported, “I could use more SALC than before as I think it’s fun,” and “Thank you for talking to me each week; it gave me more confidence.” Some of the comments Student B made on the survey about the advising sessions were, “It’s easy to talk to the SV, and it helps me make a good schedule,” and “SV sessions reminded me to do my best, and I could see new perspectives.” These comments indicated that Student B had a positive outlook on the advising sessions. Both students seemed to indicate that they could make progress towards their goals. In reality, it was difficult to discern whether they achieved their goals and what achieving a goal constituted for them.

Overall, most students commented positively on the end-of-semester survey about the new approach, the new journal format, and the advising sessions.

Discussion and Implications

As stated by Mynard et al. (2018), one-to-one advising sessions can facilitate the reflective ability of advisees, which was suggested by the comments of all 15 students and the comments of Students A and B. They appeared to begin to observe some of their successes and failures and continued working on their short-term goals. It was hard to discern clearly what stages Students A and B were experiencing on the 'Learning Trajectory'. However, comments indicated they made some progress toward their short-term goals. Curry et al. (2023) concluded that learners may not always develop a linear way of reflection, which seemed evident in our study. However, an interesting observation was that the stages on the trajectory seemed to overlap. While there was some evidence of progression along the trajectory, there were instances when it was hard to distinguish the overlap between the two stages.

Overall, comments from the two students during the advising sessions and all 15 students in the end-of-semester survey indicated that the new journal template allowed them to focus on short-term goals, and the following weekly advising sessions contributed positively to the direction of achieving those goals.

Furthermore, as responses from the end-of-semester survey indicated, most students highly valued their university life, including the available facilities. In fact, the advising sessions reminded many of those students about the existence of the SALC in the university. It would be safe to say that this approach could work in other dormitory settings, helping students focus on specific areas of their lives and setting short-term goals through a reflective journal. If this is followed by weekly advising sessions, it can have a positive impact on students' goal achievement. In the current study's context, the new journal format appeared to have allowed students to think about their goals, and the advising sessions provided the scaffolding they needed to work toward their goals. Teachers, advisors, or dormitory supervisors would be recommended to use the same or a similar journal format, which can encourage students to focus on their specific short-term goals, followed by weekly advising sessions for them to reflect on their progress.

Limitations of the Study

Although the results of this study, as indicated by students in the end-of-semester survey, were mostly positive, some limitations must be addressed and could be considered as potential future research suggestions.

The SVs' advising sessions could not be videotaped or audiotaped, as it was not permitted in a female dormitory. Therefore, the authors took real-time notes during the advising sessions, as well as after the sessions, in order to analyse comments at a later stage. It is important to acknowledge that even fast note-takers in written form may miss content (Hayes & Mattimoe, 2004), so it is important to acknowledge that alternating between online and face-to-face each week may have affected the quality of student reflections or SV notes. Therefore, after each session, the authors always checked with the students to clarify any necessary points in more detail, or sometimes, by asking students to repeat something they said.

Furthermore, participants were familiar with the authors, as both had been working for over a year at the dormitory prior to commencing this research. Although not researched by the authors, a certain bias and its effects could have had either a positive or negative impact on the results. Biases introduced by a researcher can directly affect the validity and reliability of the ultimate findings of a study. Respondents may distort information in certain situations to present what they perceive as a more favourable impression. Research suggests this is particularly true if the subject being discussed is perceived as embarrassing, sensitive, or in any way threatening (Salazar, 1990). The two authors tried to create a friendly and safe environment where students could freely discuss their goals and feelings without worrying about being judged. Of course, as per the university's policy, SVs must maintain confidentiality in student matters at all times.

The advising sessions could have been more fruitful without time restraints; however, the authors had to adhere to the university's policy. The researchers each met with seven to eight students for 20 minutes each. With this in mind, the authors perhaps should have extended the selection of short-term goals beyond three to five weeks, as many students needed more time to become familiar with the new journal format.

Finally, using the 'Learning Trajectory' (see Table 1) to analyse SVs' notes and students' comments may not be sufficient and particularly indicative of their progress along the four stages. There may be a few reasons for that. First, students' reflective ability may not progress linearly. Second, recording and analysing the advising sessions later may have provided more accurate data, possibly leading to a clearer understanding of their learning

process. As mentioned in the study, the two students did move toward their chosen goal. However, it was not perfectly indicative of their internal learning processes. For future research, regular and weekly advising sessions should be recommended to continue beyond 20 minutes to allow students more time to reflect on their learning process.

Conclusion

This study was conducted at a female dormitory with 15 students. The two authors, also dormitory SVs, modified the already existing dormitory journal format into one that allowed students to create short-term goals based on five important areas of their lives. Furthermore, the online and face-to-face one-to-one SV sessions were adapted into SV advising sessions.

The two authors took notes during and after their one-to-one advising sessions, which included comments made by the students during the sessions. This data was analysed using the 'Learning Trajectory' (see Table 1) and indicated the two students seemed to potentially progress along the trajectory. However, it was difficult to discern the overlaps between stages of the trajectory, and neither student experienced all four stages on the trajectory.

Student data was also collected by administering an end-of-semester survey regarding their views on the new journal format and the advising sessions. This indicated that students could reflect on their specific goals with the SVs, as this approach may have enabled them to focus and progress toward achieving their short-term goals to a certain extent. In the case of the two students, they seemed to have made progress toward achieving their specific goals. However, it is difficult to distinguish how they define achievement. The findings suggested that the new journal template may have encouraged students to set short-term goals. This, combined with weekly and regular one-to-one advising sessions, seemed to allow students to reflect on their progress. As a result, this approach propelled students further toward their short-term goals and encouraged some to utilise the university SALC further. Teachers, advisors, and dormitory supervisors could use a similar journal that allows students to set specific short-term goals and combine that approach with regular weekly one-to-one advising sessions in order to help them reflect and identify how their learners progress in the direction of their goals.

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Appendix A

Already Existing Journal Format

NAME:

Dormitory Program Journal

DATE:

Place ★ in the cell to scale your motivation flow this week!

hyper ↑ motivation ↓ low							
	MON	TUE	WED	THU	FRI	SAT	SUN

Reflect on your daily life, feelings, and English learning!

DATE:	
DATE:	
DATE:	
DATE:	
DATE:	

DATE:	
DATE:	

This page is used to express your ideas, opinions, interests, etc., for writing exercises.
A supervisor will check your writing and comment on the topics later or in the session.

Topic(s):
The reason why you chose this topic:
Comment from supervisor:

Appendix B

New Journal Format

Weekly Reflection Journal

Name:

Date of Submission:

Place ★ in the cell to scale your motivation flow this week!

hyper ↑ motivation ↓ low	100%					
	80%					
	60%					
	40%					
	20%					
	0%					
	Percentage	University Experience	Dormitory Life	Personal Relationships	Academics	Other Goals

Instructions

1. Out of the following 5 aspects, **choose any 3** each week, reflect, and answer the questions in that section.
2. **Focus on 1** of those aspects **for at least 21 days** (3 consecutive weeks) and continue writing your thoughts in the weekly journal.
3. Please avoid writing 1-word answers. Each of your reflective answers should be **20-30 words**. Include a question of your choice in the area you focus on for 21 days. Also, write a reflective answer or use that question to reflect with your SV during the journal sessions.
4. You will be given feedback on the quality of your written responses.
5. You are welcome to write on additional topics of your choice (optional) in the space provided at the end of this journal.

6. Please fill out this journal over the **weekend**.

University Experience

(using university facilities and services, such as the library, SALC, etc.)

What university facilities have you used this week? How was the experience?

Which of those facilities did you use for the first time or the first time in a long time?

Reflection Question and Response:

Dormitory Life

(includes everything you do as part of the dormitory)

How do you think this week/ last week's dormitory programs have helped you?

What steps have you taken to improve time management, attend events/make deadlines?

What have you done differently this week?

Reflection Question and Response:

Personal Relationships

(includes friends, love interests, and family)

Have you connected with any new people (this could include someone you last spoke with a long time ago)?

What challenges do you face while connecting with people? How do you think you can improve?

Reflection Question and Response:

Academics

(includes all your academic and study abroad goals)

What have you achieved this week in terms of academic goals? How?

What have you achieved this week in terms of study abroad goals? How?

Reflection Question and Response:

Other Goals

(Part-time job, hobbies, fitness, etc.)

What other goals have you dedicated time to this week? (How much percentage of your time, i.e. 25%, is dedicated to a part-time job)

Have you managed to keep a good work/life balance this week? (Use percentages again to analyze, i.e. 40% Studies / 30 % Part-time job / 30% hobbies)

Reflection Question and Response:

Optional Writing Space

Topic:

Feedback from your SV:

Appendix C

End-of-Semester Survey

1. What have you enjoyed about your advising sessions?
2. What could be improved in the weekly advising sessions?
3. How would you rate the new journal template form?

Not interesting (1)	A little interesting (2)	Same as before (3)	Quite interesting (4)	Very interesting (5)
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4. What are the reasons for this choice? Do you have any additional comments about the journal format?

5. Which aspects have you prioritised (focused on for 3-5 weeks) during this study? Please choose from the list below.

Percentage	University Experience	Dormitory Life	Personal Relationships	Academics	Other Goals
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6. How much do you feel you have improved in the area you focused on?

Not improved (1)	Improved a little (2)	Somewhat improved (3)	Improved a lot (4)	Greatly improved (5)
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7. Why did you choose the ranking above?
8. What are your thoughts about one-to-one sessions with the SVs?
9. Do you have any additional comments you would like your SVs to know?

The Intersection of Ruptures and Advising in a Language Learning History

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Author Biography

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Abstract

By means of narrative analysis, this study focuses on identifying ruptures (Zittoun, 2006, 2008) in the language learning history (Deacon et al., 2006; Murphey, 1998) of a university student and how learning advising (Kato & Mynard, 2016; Mynard et al., 2018; Shelton-Strong, 2022) played a role. Results showed that ruptures were not only evident but two kinds of ruptures were uncovered (positive ruptures and negative ruptures). Three ruptures where advising played a role were identified regarding the university entrance exam, an experience with a teacher, and the TOEIC test. Upon further analysis, it was revealed that along with support for moments in rupture, the participant seemed to be satisfying the basic psychological need (Ryan & Deci, 2017) for competence via test preparation and the development of language skills. This study highlights the role learning advising as a dedicated SAC service can play in supporting students regarding positive and negative critical language-learning moments.

ナラティブ分析によって、本研究は、ある大学生の Language Learning History (Deacon et al., 2006; Murphey, 1998) における「ラプチャー (rupture)」(Zittoun, 2006; Zittoun, 2008) を明らかにすること、およびラーニング・アドバイザー (Kato & Mynard, 2016; Mynard et al., 2018; Shelton-Strong, 2022) がどのように役割を果たしたかに焦点を当てた。その結果、明らかになったラプチャーだけでなく、2 種類のラプチャー (ポジティブなラプチャーとネガティブなラプチャー) が分類した。ラーニング・アドバイザーが役割を果たしたラプチャーは、大学入試、教師との経験、TOEIC テストの 3 つであった。さらに、分析を進めると、ラプチャーが起こる時のサポートとともに、大学生はテスト準備や言語能力の開発を通じて、能力に対する「基本的心理欲求理論 (Basic Psychological Needs Theory)」(Ryan & Deci, 2017) を満たしているようであることが明らかになった。本研究は、SAC サービスであるラーニング・アドバイザーが、言語学習における重要な瞬間について学生をサポートする上で果たす役割を浮き彫りにしている。

Keywords: Language Learning Advising, Language Learning History, Ruptures, Narrative Analysis, Basic Psychological Needs

Language learning is a dynamic process that encompasses fluxes and intersections of psychological processes, such as emotions (Shao et al., 2019; Mercer et al., 2018), motivations (Dörnyei & Ushioda, 2013), and identities (Murphey et al., 2005), to name a few. Such a process results in a myriad of critical moments that can impede, enhance, and/or sustain learning behaviors (Kato & Mynard, 2016). To help language learners throughout the learning process, various resources and services can be put in place, including those offered in self-access centers (SAC) (see Mynard, 2016). The SAC service that this paper highlights is language learning advising (to be further referred to as learning advising or advising), that aims to support learners in various ways during their language learning journey. In this paper, via a narrative analysis of a learner's language learning history (LLH) (Deacon et al., 2006; Murphey, 1998), I examine whether or not critical moments, i.e., *ruptures* (Hooper, 2023b; Zittoun, 2006, 2008; Zittoun et al., 2013) occurred in the participant's LLH and, if so, the role advising played. By identifying and subsequently understanding possible connections between SACs, learning advising, and ruptures that language learners experience, the value of advising as a dedicated SAC service could be accentuated. Furthermore, findings from this study may promote the development of new advising resources and approaches.

Review of Literature

In this section, I will define learning advising, ruptures, and language learning histories, as they represent key terms and concepts to situate the reader in gaining a more precise understanding of the research and its analysis and objectives.

What is advising?

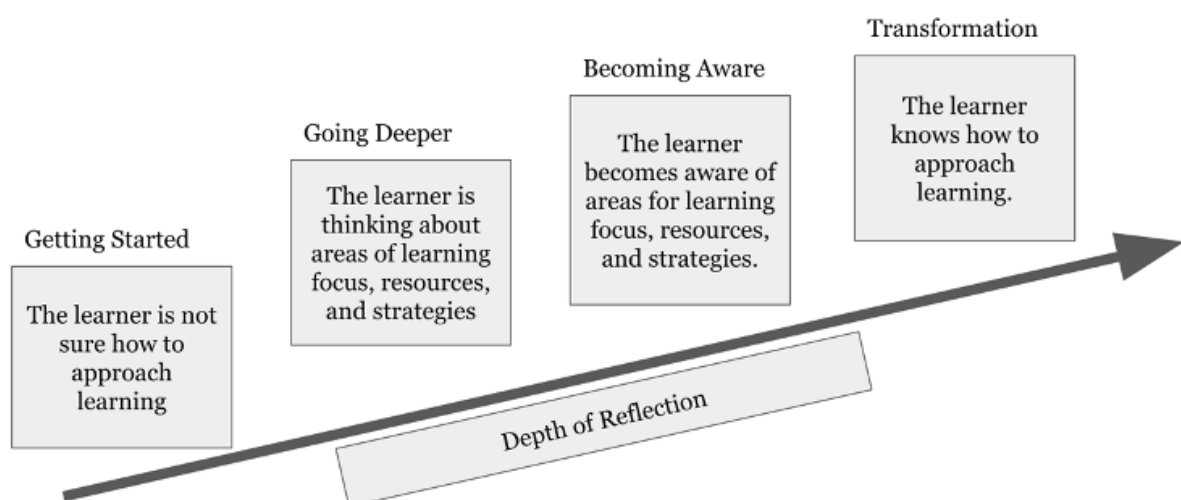
Advising in language learning aims to “work with learners on their personal language learning achievements” (Kato & Mynard, 2016, p. xii), as well as support them in developing the depth of awareness of their learning goals and the fostering of their learner autonomy (see Mynard et al., 2018). In the advising context in which this study took place, students can choose whether or not to meet learning advisors at times that suit them. This freedom of choice provides them a sense of autonomy in their language-learning pursuits. Following Self-Determination Theory (SDT), autonomy refers to “[when] people experience their behavior as volitional or as fully self-endorsed, rather than being coerced, compelled, or seduced by forces external to the self” (Deci & Ryan, 2017, p. 97). This definition differs from the one described in language education literature, which sees learner autonomy as

“ways in which learners can be equipped to take charge of their own learning.” (Mynard & Shelton-Strong, 2022, p. 6).

In the setting of this study, advising as a SAC service provides students the choice to meet with an advisor to discuss a language-learning-focused matter for 30 minutes. Furthermore, advising as a practice is an “intentionally-structured dialogue designed to promote learner autonomy [which] aims to engage a learner in reflective processes leading to a deeper sense of understanding and control of language learning” (Mynard et al., 2018, p. 55). The term used by Kato and Mynard (2016) for such interactions is intentional reflective dialogue (IRD), defined as “conscious discourse with learners with the purpose of engaging them in transformation in learning” (Kato & Mynard, 2016, p. 6). Shelton-Strong (2022, p. 420) also states that “[i]n these conversations, the learner is drawn to reflect on personally meaningful aspects of their learning experience, goals, and self-identified needs through reflective questioning, active and mindful listening, and the skillful use of language”. The concept of reflection cannot be understated: it is the cornerstone of the kind of advising referred to in this paper as the aim is to facilitate awareness in and support of the learner through their learning trajectory (Figure 1). Kato and Mynard (2016) refer to this awareness as an *a-ha moment*, yet, in this paper I want to draw attention to the catalyst of such moments or, in other words, ruptures.

Figure 1

Learner Trajectory (adapted from Kato & Mynard, 2016)



What are ruptures?

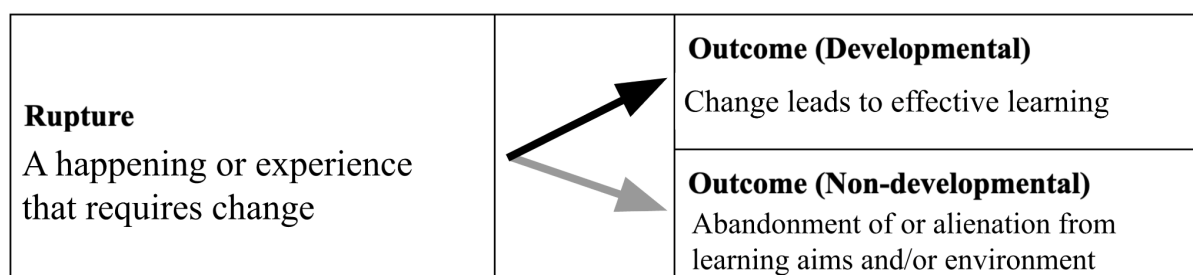
In the field of developmental psychology, a rupture can be defined as the following:

[I]n a situation of regular functioning, a disruption of the usual processes catalyzes adjustment and calls for the production of newness. New forms of conduct can thus emerge. In some cases, these might involve a restructuration of the whole system. Processes following ruptures...[are] task resolution, conflict solving, coping, resilience, construction of new schemes...oriented towards a new form of equilibrium, or renewed regular functioning. (Zittoun, 2008, p. 165).

A rupture can result in either a developmental change such as effective language learning behaviors, or a non-developmental change such as ineffective learning behaviors (see Figure 2). In this study, ruptures can be events such as receiving a desirable or undesirable test score, having unique interactions with others, and/or traveling abroad. Such events demand learners make choices that set the trajectory of their learning process. From this definition, one can say that there may be a close relationship between ruptures and a-ha moments (Kato & Mynard, 2016). However, although related, I would argue that there is a substantial difference between these two processes. While a-ha moments refer to a rupture of awareness that leads to developmental change within the advising process, ruptures in this study are critical moments that took place within the LLH.

Figure 2

Rupture and Subsequent Outcomes (based on Zittoun, 2006, 2009; Zittoun et al., 2013)



Regardless of the distinction, one way to detect such critical moments (i.e., both ruptures and/or a-ha moments) in the field of psychology is by reconstructive interviews which are questioning a person “at a certain point in time, about processes and changes that have occurred in their past. (...) The advantage of this technique is that it offers access to the person’s present evaluation of past events which have appeared as ruptures.” (Zittoun, 2009, p. 415). Such an interview in the context of advising could be akin to a student sharing their LLH.

Language Learning History

An LLH is an introspective narrative of an individual recalling events, emotions, and the overall experience of their language learning (Carpenter & Murphey, 2009; Murphey & Carpenter, 2008; Murphey et al., 2004; Oxford, 1995). An LLH is generally created by a student while they are tasked with writing answers to a series of questions as a reflective activity (Deacon et al., 2006; Murphey, 1998; Murphey et al., 2004). However, in this study the LLH is more akin to an oral history (Beard, 2017; Gardner, 2003; Zembylas, 2007). As Shopes (2002, p. 2) explains:

Oral history might be understood as a self-conscious, disciplined conversation between two people about some aspect of the past considered by them to be of historical significance and intentionally recorded for the record. Although the conversation takes the form of an interview, in which one person—the interviewer—asks questions of another person—variously referred to as the interviewee or narrator—oral history is, at its heart, a dialogue.

Knowing the LLH of a student is a vital part of advising as it enacts rapport and awareness-raising while providing the advisor and learner with a point of reference. Through this point of reference, students can reflect and, with the support of a learning advisor, progress through their learning trajectory, as seen in Figure 1.

Methods

This study aims to address the following research questions:

RQ1. What (if any) ruptures occurred in the participant's LLH?

RQ2. What role did advising play in the participant's LLH regarding ruptures?

Setting and Participant

This research took place at a mid-sized liberal arts university near Tokyo where students major in an array of languages, such as Chinese, Korean, Thai, Vietnamese, Portuguese, Spanish, and English. The level of English ability students are expected to reach varies by department. However, by graduation, students should have attained around a B2 CEFR level. The researcher provided the rationale and method of this study through a rigorous application process and was granted permission to carry out this research by the university.

The participant in this study was a 4th-year (senior) female student who majored in Spanish and had been meeting the researcher for advising sessions (held in mostly English and some Japanese) for around 3 times a month since her freshman year. Due to the total number of the advising sessions, roughly between 60 to 70 sessions by the time of this study, she was chosen (e.g., convenient sampling). Further, due to a building of rapport for over 3 years (i.e., prolonged engagement; Hooper, 2023a), I believed that the participant would be comfortable answering questions and sharing her personal narrative. Additionally, the researcher was already aware of some critical moments which the participant had shared over the course of her university learning career. The participant was asked a few weeks prior to the first interview if she would like to participate in this study and she expressed interest. She was then provided with an explanation of the study in both English and Japanese (her L1) and subsequently granted her consent to be a participant. To protect the identity of the student, she will be addressed by the pseudonym Maria from this point on.

Data Collection

The interview data was gathered via semi-structured interviews where Maria and the researcher had two 1-hour long interviews (Interview 1 and Interview 2 respectively) about her LLH. Both interviews were conducted around 1 month apart during the spring break at the university where Maria and I (the researcher) were associated. In Interview 1, Maria was asked questions about her LLH. Although the focus of this study was during the university years, to habituate as well as to evoke deeper reflection, a complete recall of the LLH was seen as necessary. General questions such as “What is your first memory of learning English?” and reflective questions “How did x experience make you feel?” were asked. During the 1-month gap between Interview 1 and Interview 2, both Maria and the researcher listened to the recording of Interview 1. Then, in Interview 2, the researcher asked Maria if there were any additional events or more detailed explanations of previous experiences she wanted to share. Subsequently, the researcher asked further questions about specific moments of interest (i.e., ruptures). Finally, at the end of Interview 2, Maria was asked to share her LLH from her first memory to the current time. At the end of this process, an “elicited language learning history” (Barkhuizen et al., 2014, p. 73) was completed. Both interviews were recorded using a laptop computer using Logic Pro X (Apple, 2022) as well as a smartphone as backup. The audio files were then transcribed first by using Otter.ai, Inc. (2022), an audio to text transcription software, double checked for accuracy, and further corrected manually by the researcher.

Table 1*Processes of Interviews and Actions*

Interviews	Maria's Actions	Researcher's Actions
Interview 1	Share LLH	Foster dialogue about student's LLH through a semi-structured interview
(1-month break)	Listen to Interview 1	Listen to Interview 1 and identify ruptures
Interview 2	Clarify and add any additional information after listening to Interview 1	Foster dialog with Maria while further identifying ruptures through a semi-structured interview

Data Analysis

Both Interviews 1 and 2 underwent a narrative analysis (Polkinghorne, 1995; Barkhuizen et al., 2014; Hooper, 2023a), defined as “studies whose data consist of actions, events, and happenings, but whose analysis produces stories (e.g., biographies, histories, case studies)” (Polkinghorne, 1995, p. 5–6). Hooper (2023a) further explains that narrative analysis also “represents a co-construction of meaning between two participants—study participant and researcher” (p. 203) thus providing the rationale for conducting two interviews. To address RQ1, following a deductive approach, a thematic analysis was conducted. Initially, the data from Interview 1 was both listened to and read through to establish familiarity. Subsequently, notes concerning the rupture events were recorded. Within the same timeframe, Maria was invited to listen to her interview to potentially elicit additional details about her LLH for sharing during the second interview.

In the second interview, Maria was initially given the opportunity to elaborate further on any aspects of her LLH, as discussed in the first interview. She was then asked about the critical moments, referred to as ruptures, which were identified by the researcher, a process that aimed to co-construct meaning, ultimately resulting in the data obtained in the second interview. In order to address RQ2, the researcher analyzed the Interview 2 data and revisited Interview 1 data looking for what could be identified using an inductive approach. During

this process, the researcher consulted with Maria for clarification and with learning advisor colleagues who reviewed and asked questions about the study. Through such peer checking/debriefing and audience validation (Creswell, 2009; Hooper 2023a), the limitations brought upon by the researcher's bias were hoped to be minimized. Unfortunately, due to various time constraints, member checking (Creswell, 2009) by Maria of the final codes was not possible. Finally, after this process, three themes were identified which will be detailed in the following narrative analysis. While other ruptures within Maria's LLH were identified, it is important to note that this study specifically concentrates on those for which Maria sought advising support.

Narrative Analysis

Rupture 1: University Entrance Exam

The first rupture experienced in university was actually before she officially became a university student.

Maria: I'm good at taking exam but I wanted to enter [current university] and I had to learn English for the interview for the [university] entrance exam. The teacher asked me, "Why do you want to enter this school? And "What do you want to do here?" and I couldn't answer. Well, I just answered, "I want to learn English and it's fun for me." I couldn't answer real, so I noticed my English ability was so low and I had to learn more. And now I'm learning English very hard. (Interview 1).

The entrance exam interview was a shock to this student and led her to focus on improving her speaking ability. Even though this event happened nearly four years prior to the retelling of the story, it still had a lasting impact on the student. In addition to being a lasting memory, Maria considered it a negative experience.

Interview: I memorized some vocabulary, but I couldn't use that phrase. Like, I couldn't make sentences and I couldn't write sentences and speak more. So, I noticed that that [university entrance exam] was my negative experience. (Interview 1)

Due to this critical event, Maria made a dedicated effort to improve her speaking skills and upon entering university, she used a service in the SAC where students can practice speaking with English lecturers for 15 minutes. Maria, alongside her friend, used the system 5 times but one experience made a lasting impact.

Rupture 2: Scary Teacher

Maria and her friend were actively using the SAC and seemed to have an effective learning resource and strategy.

Maria: When we talked with the teacher, a guy teacher, we said the topic was about Japan. So, we asked him, 'Do you like Japanese food?' Or 'Do you like natto (fermented soybeans)?' And, the teacher said to us, 'These are boring questions. When I came to Japan, I was asked that question, all the time and so much. So don't ask me these questions.' We felt very scared of him and to speak English. So, after that conversation, we stopped using that system. (Interview 1)

This experience led to a rupture which then led to a change of both a learning resource (a speaking service), strategy (speaking with a teacher about topics along with a friend), and a new perspective of communication. Maria then decided to make changes to how she used the SAC services, however, her friend stopped using all services in the SAC permanently.

Researcher: One thing that stuck out to me, was your experience at the English

Conversation Service. The teacher said that your conversation questions were boring.

Maria: Before that experience, when I talk with teachers, I thought just [about] myself and my learning English. So, like, I didn't think about other persons. So, thanks to that experience, I changed my mind and I think about other person's feelings, so that was a good experience. I think at that time it was scary for me and my friend...I invited my friend after that experience, but my friend didn't join me. (Interview 2).

When asked to further reflect on her experience during Interview 2 and the impact it had on both her and her friend, Maria thought of the Scary Teacher rupture as a good experience. Therefore, despite the interaction itself being scary (i.e., negative), the result of the experience led to developmental changes in Maria's learning. However, when asked about the experience of her friend's abandonment of the SAC, she noted that teachers could be more empathetic to students' emotions to avoid such situations.

Researcher: Do you think if you had a better experience or the teacher was kinder, your friend would have used the SAC again?

Maria: I guess it depends on the student. But for me, I was scared, but I like learning English, so I didn't give up. But my friend is different, so teachers should, like, see more of the students' perspective.

Eventually, Maria returned to using the English conversation service but alone, and was very selective of who she chose to practice speaking with so as to avoid another scary experience. Coincidentally, the scary experience is also what led Maria to book her first advising session due to another friend's recommendation.

Maria: After two weeks or one month, I started to use that [English Conversation Service] again, just myself... I chose the teachers that I knew who would be kind to me. (Interview 2).

Maria: My friend recommended me to talk with you [researcher] because she said you were kind... The first time I felt so scared to talk with you because I couldn't speak well. I didn't know some vocabulary to express my feelings. So, I was worried about how to make conversation... the first time I don't remember it so much. I noticed your personality and you were so kind to students like my friend said to me. So, I decided to make an appointment every week to talk with you to improve my English. (Interview 1).

Although the initial rupture event was unpleasant, Maria was able to return to using the services in the SAC after reflecting on the event and using a vetting process on which teachers would not be intimidating (i.e., scary) and have a semblance of emotional intelligence (see Dewaele et al., 2018; Moskowitz & Dewaele, 2020).

Rupture 3: TOEIC

The TOEIC test was a recurring theme in Maria's LLH and the topic of choice for many of her advising sessions. Although a TOEIC score may have noteworthy implications in university students' lives (see Bennett, 2023), Maria placed a significant emphasis on getting high scores on tests throughout her life.

Maria: My first memory taking a test is from sixth grade of elementary school. That test was for Japanese, math, science, social studies, and English. I got 100 score all of the subjects. That was my first experience to achieve the goal or come to get motivated from testing. (Interview 1).

Maria held testing experiences in high regard as attaining a perfect score on a test was one of the first memories she shared in her LLH.

Maria: I noticed that I'm good at, like, learning English or like, answering questions in English. So that's why I was interested in English. So, to enter high school, we have an entrance exam, and I could get a 100 score in English, so, yeah, that was a big impact for me. (Interview 1).

However, not all of these testing experiences were successful. During university, her TOEIC score influenced how she chose to learn and was the focal point of interactions with the SAC services—notably advising sessions.

Researcher: Can you explain what was positive [about our advising sessions]? What made you feel positive?

Maria: For my TOEIC score the listening part was a problem for me [so] that was my task. So, to talk with you [researcher] to improve my listening skill and speaking skill and you correct my English like speaking and grammar and vocabulary and pronunciation. So, that was really helpful. (Interview 2)

For Maria, TOEIC grammar and vocabulary were a major motivation for booking advising sessions as well as the desire to improve her speaking and pronunciation skills—not a part of the TOEIC test. Initially, her TOEIC score was a negative experience, however, the TOEIC score became a positive experience due to the consistent achievement of her target scores as can be seen below.

Maria: I achieved a lot of things for learning English, like TOEIC score. So now compared with my memories, I feel like more confident than before. (Interview 1).

I must point out that there were more ruptures in Maria's LLH however these ruptures were not times that Maria sought out advising.

Personal Summary of LLH

At the end of Interview 2, I asked Maria to share her LLH and said that I would not interrupt. I felt by not doing so, Maria could fully express her LLH. Additionally, I believe that this will provide the reader with a clear understanding of Maria's LLH. She shared the following:

Maria: My first learning English memory was when I was a preschool student. And that was just singing a song in English. I felt it was fun and I can still sing these songs now. So, I think it was really impactful for me. And after that my English-learning

memory was Elementary School fifth and sixth grade when native teachers came to our elementary school, but I couldn't have some time to talk with them. But they taught us months and days. Basic knowledge in English and it was really fun. So preschool and elementary school memories of English was so fun. And after that junior high school, I was good at learning English, especially learning for exams, and take some high score in English, like EIKEN or tests in school and high school I was good at English too—just for tests. And the last grade [senior in high school] I noticed I am not good at English speaking or writing or making some sentences just by myself. So, it changed my mind to focus on speaking and communication with other persons. So, I decided to enter this university. And my TOEIC score was so terrible. I set my target to take 900 score in TOEIC. And I used some [English Conversation Service] support and advising sessions and [language exchange with international students] systems. I use some strategies a lot. And so far, I [have] continued to learn English with like fun feelings all of the time. So, it was really nice and the motivation for me. So, I decided to work at [company she was hired by] because the public language is English. So, I hope and anticipate I will use and enjoy learning English until [I] die. Yes, that's my learning history! (Interview 2).

From Maria's LLH summary, it appears that she placed an emphasis on testing, communication, and enjoyment when it came to English learning. As an aside, I found it interesting that despite majoring in Spanish, Maria did not make any mention or connection with it. With the analysis and Maria's, albeit brief, uninterrupted LLH, I will move on to the takeaways and implications of this study.

Discussion

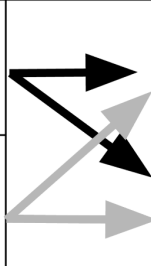
In the following paragraphs, I will revisit the two inquiries of this study and share some definitive answers that can be derived, as well as possible interventions that SACs and advisors can use to support learners.

Based on the findings, ruptures occurred in Maria's LLH. The data revealed that ruptures can be brought on by both positive and negative events which can lead to developmental change or non-developmental change which can be visualized in the Rupture Matrix (Figure 3). As an aside, there may be further classifications for other types of ruptures in language learning—specifically within SACs—which would be ideal for further research. The three experiences associated with ruptures that emerged from the data analysis were the

entrance exam for university coded as a negative rupture, an experience with a scary teacher coded as initially negative but shifted to a positive rupture, and taking the TOEIC exam as both negative and positive ruptures. These events were identified as ruptures because they required Maria to make changes to her learning behaviors, environment, and cognitive framework which will be discussed below.

Figure 3

Rupture Matrix with both Positive and Negative Rupture Types and Outcomes

Rupture + A positive learning experience that requires change		Outcome (Developmental) Changes in behavior lead to effective learning
Rupture - A negative learning experience that requires change		Outcome (Non-developmental) Abandonment of or alienation from learning aims and/or environment

Maria's LLH shows that when she was in search of finding and subsequently maintaining a new balance after ruptures, she used advising along with other SAC services. As a result of Rupture 1: University Entrance Exam, Maria eventually began booking advising sessions for 30 minutes of conversation practice (and utilized other SAC services). In contrast to the limited 15-minute conversation practice available in eikaiwa sessions with teachers (see Hooper, 2019), advising sessions allowed her to concentrate on speaking practice while also seeking assistance for the development of additional language skills. However, while language practice was the focus of Maria, I (the advisor) was implementing IRD which had an impact that will be addressed below. Regarding Rupture 2: Scary Teacher, Maria sought out teachers who were, in her words, "kind". I posit that this kindness can be attributed to emotional intelligence—the ability to self-regulate one's emotions and be aware of others' emotions (Dewaele et al., 2018; Moskowitz & Dewaele, 2020). In other words, Maria felt that regardless of the reason for the advising session, the experience would not be scary, as the advising sessions are in practice not for the interest and amusement of advisors, but for supporting students. Lastly, regarding Rupture 3: TOEIC, preparing for the exam was the purpose of most of the advising sessions, yet it was not solely for test preparation. Based on my understanding of the data as well as being an active participant in the advising sessions, the affective factors of learning, finding effective and interesting learning strategies,

and setting realistic goals also permeated through sessions aimed at TOEIC preparation which I will unpack below.

Initially, it seemed as if Maria was only interested in advising as a tutoring service for the development of language skills (e.g., pronunciation) and TOEIC preparation. However, these advising sessions appeared to satisfy Maria's basic psychological needs (BPNs) of autonomy, relatedness, and competence (Ryan & Deci, 2017). In brief, Maria booked advising sessions based on her own volition (i.e., autonomy), felt a sense of relatedness in within the advising sessions, and was able to expand on her capabilities and talents (i.e., competence). In the scope of this paper and the focus Maria placed on language skills and the TOEIC test, I will focus specifically on competence. A precise description of what competence support looks like in advising is detailed by Shelton-Strong (2022, p. 438):

[T]here are many opportunities to support the learners' need to experience competence and self-efficacy...Learning advisors often act as builders of bridges, providing appropriate scaffolding to help learners make sense of the pathways available to them ...and the related goals which they set for themselves. As students of foreign languages...the challenges are great and clear pathways for progress are not always self-evident.

Considering the various services within the SAC and the university at large, Maria could have just used the many existing services such as tutors, TOEIC classes, and study groups. However, the findings seem to indicate that through IRD, Maria and I (the advisor) could build the bridges to the goals she had set for herself over the years—notably improving her TOEIC score. This I believe satisfied her BPN for competence.

In Maria's case, advising appeared to play a role in supporting her during times of both positive ruptures (e.g. achieving target TOEIC scores) and negative ruptures (e.g. the entrance exam and scary teacher experiences) by helping her transition to (and maintain) an outcome that was developmental as shown in Figure 4. Therefore, in a general sense, I contend that advising can be used by learners to find and maintain a balance co-constructively with an advisor when ruptures occur. In Maria's case, she was at times able to successfully deal with some ruptures without the support of advising, there were other SAC resources she was utilizing that might have helped her transition to developmental change. Conversely, her friend who shared the experience of Rupture 2: Scary Teacher seemed to have a negative rupture which led to the abandonment of SAC services. Therefore, I question if advising could have thwarted such an outcome. Figure 5 is a visualization with examples

on how advising could support students in both moments of positive and negative ruptures. Please take notice that advising is just one aspect of a SAC. For an example of this, see Hooper's (2023b) research on a SAC learning community.

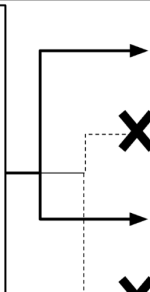
Figure 4

The Role of Advising in Times of Rupture

Rupture + A positive learning experience that requires change		Outcome (Developmental) Changes in behavior lead to effective learning
Rupture - A negative learning experience that requires change		Outcome (Non-developmental) Abandonment of or alienation from learning aims and/or environment

Figure 5

Rupture Matrix with Examples of How Advising Can Support Learning During Ruptures

Rupture Type	Example of Rupture	SAC Resources and Spaces	Outcome Type	Example of Outcome
Rupture +	Attains target score on a test	<div>Advising</div> 	Outcome (Developmental)	Gains motivation and sets new learning targets.
			Outcome (Non-developmental)	Not sure what to focus on next and feels lost.
Rupture -	Does not attain target score on a test		Outcome (Developmental)	Realizes study strategies need to change and seeks help.
			Outcome (Non-developmental)	Not sure how to improve and gives up.

Conclusion

Through this research, my aim was to identify whether or not ruptures occurred in an LLH and, if so, what role advising played. Firstly, I was not only able to determine that ruptures did occur in an LLH but that there was a variance of rupture types. Two types of ruptures that were identified were positive ruptures and negative ruptures. Secondly, the data indicates that advising played a role when ruptures occurred due to the supportive nature of IRD and the space it created for Maria. When analyzed further, it became evident that Maria's BPNs, especially competence, were also being supported during the transition process. The advising field could benefit from studies that explore the categorization of various types of ruptures in language learning. Additionally, investigating how SAC advising services can support or have supported learners who have experienced negative ruptures

leading to abandonment and alienation, similar to Maria's friend, would contribute valuable insights.

Due to the nature of the narrative analysis methodology and how the data was gathered, the researcher to some extent may have influenced Maria's LLH as the researcher was also the learning advisor of Maria. Therefore, Maria may have felt pressure to highlight the positive aspects of advising while foregoing the negative. On the other hand, Maria may have held back more profound reflections due to shyness or embarrassment. Although there may not be a way to avoid such issues, Maria and the researcher discussed these concerns in the hope that the impact could be minimized. Another limitation of this study is in regard to reflexivity in research (e.g., the impact of the researcher's bias and perspectives) which must be considered (see Sultana, 2007). How the interview was conducted, how the data was chosen, and how the data was analyzed were all impacted to some degree by the researcher's own beliefs and values.

Nevertheless, in this study I hope to have shown the dynamic and complex role advising plays in university students' learning journeys. Entering university, let alone stepping a foot into a SAC, can throw a student off balance and as time continues, more ruptures that impact students' learning can occur. Out of the many resources available in SACs, advising could be an ideal way to support students' transition from ruptures to find a new balance (i.e., developmental outcomes). Even if a SAC does not have dedicated advisors, those active in a SAC, such as teachers and student staff/leaders, can utilize IRD, developing emotional intelligence, and other particular advising skillsets that support students during transitions in their university experience.

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Promoting Learner Reflection Through a Card Game: An Exploratory Study

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Abstract

Over the last two decades, gamification has received increased attention in the language learning field (Braga & Racilan, 2020). It refers to the use of game elements in educational settings to foster learner motivation and engagement, encourage social interaction, allow self and peer evaluation, provide learning opportunities for a wide range of student profiles, and increase feelings of competence and discovery (Kapp, 2012; Kim et al., 2018). In language learning, gamification is often implemented to improve linguistic skills. However, little is known about how it can be used to foster reflective skills in the self-directed learning context. This publication sheds light on this matter by describing a card game designed to enhance reflection on learning strategies and resources for self-directed language learning. It also reports on students' perceptions regarding playing the game and its potential impact on their learning process. The main purpose of the game is for students to select a learning strategy for hypothetical learning scenarios and justify their selections. Students' feedback on their perceptions of the game was gathered via a questionnaire afterwards. Findings suggest that the majority of the participants considered the game to be a useful means to learn new strategies. Additionally, some students engaged in a deeper level of reflection such as explaining their rationale for choosing the strategies and making connections to their real-life learning experiences.

この20年間、ゲーミフィケーションは言語学習の分野で注目を集めてきた (Braga & Racilan, 2020)。ゲーミフィケーションとは、ゲーム要素を教育現場で使用するにより、学習者のモチベーションやエンゲージメントの促進、社会的交流の促進、自己評価や相互評価の促進、幅広い特性を持つ生徒への学習機会の提供、能力感や発見を促進することを指す (Kapp, 2012; Kim et al., 2018)。言語学習において、ゲーミフィケーションは言語スキルの向上に焦点を当てて実施されることが多い。しかし、自己主導型学習の中で、内省スキルを育成するためにどのように利用できるかについては、ほとんど知られていない。この問題に注目し、筆者は自己主導的な言語学習のための学習ストラテジーやリソースに関する内省を高めるためのカードゲームを制作した。本稿では、本ゲームが学習にどのような影響を与えると感じるかについての学生の声を報告する。本ゲームにおける学生の主な目的は、仮想の学習状況に対して有効な学習ストラテジーを選択し、その正当性を説明することである。ゲーム終了後にアンケートを実施し、本ゲームに関する学生の感想を収集した。その結果、参加者の多数が、ゲームは新たな戦略を学ぶための有用な手段であったと考えていることが示唆された。さらに、学習ストラテジーを選択した根拠を説明したり、現実の学習経験と関連付けたりするなど、より深い考察に取り組む学生もいたことが分かった。

Keywords: gamification, self-directed learning, reflective learning

Reflection plays an important role in effective language learning and stands as a prominent quality for good language learners (Curry et al., 2023; Griffiths, 2008; Kato & Mynard, 2016). Good language learners are able to make informed decisions about their learning process by considering appropriate and relevant goals, strategies, and resources. In addition, they can effectively manage affective factors (e.g., motivation, confidence, and emotions) and social factors (e.g., relationships with their peers, teachers, and advisors) to have an overall positive learning experience. While certain language learners are naturally inclined to display such characteristics, many students need to be provided with opportunities to develop the ability to reflect on the learning process.

The practical implementation of activities for developing reflective skills and self-regulation strategies in the language classroom is limited by various constraints including the number of students, class time, curriculum, and teacher preparation (Huang, 2021; Mynard, 2023; Polczynska et al., 2023). Different tools and activities facilitating learner reflection and self-regulation in various learning situations have been proposed as promising approaches (Curry et al., 2023), with gamification yet to be explored in this regard.

In this article, we examine learners' perceptions regarding a card game designed to scaffold reflection on learning strategies and resources for self-directed language learning. In particular, our study brings attention to the use of gamification elements for promoting reflection on language learning in ways that encourage learners to engage in experiential and reflective learning as players. With this aim, we begin by outlining the theoretical foundation that grounded the design of the card game, which includes reflection and gamification in language learning and gamifying reflection in self-directed language learning. We continue by describing the methodological considerations undertaken in this study, including the context, the card game players, the data collection instrument, and the data analysis procedures. We then focus on the results of an online questionnaire to shed light on students' perceptions of the game and its possible impact on their language learning beliefs. Finally, we present the final considerations, including implications for language learning in general and self-directed learning in particular.

Literature Review

Reflection in Language Learning

Reflection is an important and necessary component of language learning as it allows individuals to redefine their understanding of specific experiences, thoughts, and actions (Mynard, 2023). This introspective practice also promotes the development of self-

awareness, enabling learners to gain insights into their own behaviors and thoughts. Moreover, reflection serves as a tool for evaluating one's actions, helping learners assess the effectiveness and outcomes of their decisions. It further facilitates the enhancement of the quality of future actions and fosters a greater sense of accountability and autonomy. As Mynard (2023) describes, reflection is a process that drives personal growth and informed change by intentionally examining one's experiences, thoughts, and actions.

Kolb's (1984) experiential learning cycle is one influential model for understanding learner reflection. This four-stage cycle offers a structured approach to learning through reflection and is comprised of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Mynard, 2023). This cyclical process encourages learners to engage in practical experiences, observe and contemplate these experiences, synthesize abstract concepts from them, and apply their newfound knowledge through active experimentation (Kolb, 1984; Mynard, 2023).

Participating in experiential and interactive learning where individuals actively engage with each other's experiences fosters a deeper understanding and self-awareness (Kohonen, 2001; Polczynska et al., 2023). As extensively described in Curry et al. (2023), this collaborative reflection complements Kolb's model and serves as the foundation for effective learning modules offered at the institution where the current study took place. Such modules encourage learners to develop self-regulation skills through a combination of practical experience and thoughtful reflection, as will be described later. This integrated approach has been recognized as beneficial for the learning process as it simultaneously promotes self-regulation and personal growth (Curry, 2019; Mynard & Stevenson, 2017; Watkins, 2015). In other words, reflection plays a pivotal role in pursuing self-directed learning and personal growth, whether undertaken individually or collaboratively.

Fostering learner reflection in the classroom is enhanced through various tools. As an illustration, Polczynska et al. (2023) have demonstrated how advising tools, such as the Wheel of Language Learning and the Motivation Graph, can facilitate interactive reflection. Their research uncovered valuable insights into the effectiveness of these tools for encouraging the process of reflection cooperatively and interactively. Moreover, researchers and practitioners have explored and suggested a range of other tools for scaffolding learner reflection, including the use of learning diaries, journals, action logging, portfolios, blogs, and questionnaires (Anderson, 2008; Griffiths, 2008; Murphy, 2021; Mynard, 2007). In this article, we propose the incorporation of a card game into this diverse tapestry of reflective tools to further promote learner reflection within the classroom.

Gamification in Language Learning

Gamification has emerged as a multidisciplinary field exploring the integration of game-related elements into contexts beyond traditional gaming environments. Although gamification has its roots in various fields such as game design, psychology, and marketing, its applicability has extended into the realm of education (Kapp, 2012) and applied linguistics (Braga & Racilan, 2020). Kapp (2012) defines gamification as the use of “game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems” (p. 10) and breaks down this definition into the following characteristics:

Table 1

Characteristics of Gamification (Kapp, 2012, pp. 10–12)

Characteristic	Description
Game-based	Creates engaging challenges with rules, feedback, and emotion to motivate participation
Mechanics	Uses game elements like levels, scores, and time limits for engagement
Aesthetics	Has a good design to encourage one’s willingness to play the game
Game thinking	Transforms ordinary activities into social and cooperative experiences
Engage	Captures an individual’s attention and involves them in the process
People	Refers to the participants in the process (e.g., learners, players)
Motivate action	Encourages participation with the right challenges
Promote learning	Focuses on both motivating and educating learners
Solve problems	Focuses on cooperation and competition to solve problems and achieve goals

As Table 1 shows above, gamification in learning encompasses several key elements. First, it aims to establish a system where learners as players partake in an abstract challenge governed by rules and feedback that can lead to an emotional response. In addition, it involves the use of engaging graphics and a well-designed user experience, and it allows for

everyday experiences to be transformed into activities featuring elements of competition, cooperation, exploration, and storytelling. Moreover, gamification engages individuals, garners their attention, involves them in the process, motivates action, promotes learning, and facilitates problem-solving and goal achievement.

In language learning, within the framework of active methodologies, gamification places learners at the center of their learning. As it conceives learners as protagonist players in the game of language learning, gamification fosters a sense of autonomy, agency, motivation, and engagement (Quast, 2020). Quast asserts that gamification facilitates the development of crucial language learning skills by encouraging students to make decisions, take risks, embrace experimentation, and explore creativity. It also includes teamwork, cooperation, utilization of learning resources, time management, perseverance, and imagination.

Gamifying Reflection: Designing a Card Game to Promote Learner Reflection

Games are based on a dynamic model of reality and, as such, represent a hypothetical, imagined, or fictional representation of real situations in ways that allow players to draw upon their own experiences and imagination (Kapp, 2012). Goals play a crucial role in this representation, adding purpose and focus that guide players toward specific outcomes. With clear goals in mind, players can make use of different strategies to achieve them, relying on elements such as competition, cooperation, or conflict resolution. In addition, educational games are particularly social, requiring players to collaborate to attain mutually desirable and beneficial objectives. Kapp (2012) states, “the more individuals work together, the more they are able to achieve” (p. 32). Kapp further underscores the significance of feedback in educational games as it provides learners with information to steer them towards desired outcomes. Consequently, students should be encouraged, guided, or directed toward more appropriate actions or activities without being explicitly told what to do, fostering their autonomy and reflective skills.

Building upon the premises and considering the characteristics of games discussed in the previous section, we have developed a card game called *Smarties* to foster interactive reflection and encourage engagement in a self-directed learning course. Table 2 below offers a comprehensive overview detailing the connection between gamification and *Smarties*. We believe that a card game is well-suited for the context of self-directed learning as students are expected to experiment with various learning strategies and resources, collaborate to share

their progress and ideas, and evaluate the effectiveness of their decisions in learning (Curry, 2023; Imamura & Wongsarnpigoon, 2023).

Table 2

Characteristics of Gamification Applied to Smarties (Kapp, 2012)

Characteristics of gamification	Relation to <i>Smarties</i>
Game-based	The game rules explain that players give each other feedback on suitable strategies to help fictional learners with a given situation
Mechanics	The card game includes a way to win (provide the most appropriate strategy) and time limits to discuss and convince the other players
Aesthetics	The cards are colorful and easy to handle
Game thinking	The learning situations described correspond to real-life students' issues which need to be solved in groups
Engage	The game requires the players to understand the learning situation, find a suitable strategy, and convince others
People	The game can be played by anyone interested in increasing strategies for language learning
Motivate action	The game relies on players challenging their opponents' solutions to solve the learning issue
Promote learning	The card game encourages reflective thinking as players need to provide a rationale for their decisions in the game
Solve problems	The players must cooperate to find the best strategy for a given learning situation

The card game *Smarties* introduced in this article presents hypothetical learning scenarios. It offers potential strategies that best suit each language learning scenario (see

Appendix A for a description of the cards used in the game, the rules, and an example of a round). To kick off the game, the cards are arranged in two piles, facedown, one for strategies and the other for situations. Each player then draws five strategy cards. Next, one player reads the top card from the situation card pile. Subsequently, each player selects a strategy card to address or improve the announced situation. Players reveal their strategy cards simultaneously and provide an explanation for why their chosen strategy is the most suitable for that specific learning situation. Ultimately, students decide on the best strategy for that learning situation collaboratively. The act of giving a rationale for the strategy is an essential and integral part of the game. By drawing on their imagination and personal experiences as language learners, students exercise metacognitive skills as they reflect on the connection between strategies and learning situations. Moreover, by sharing their reflections with others, students can learn from each other's opinions and expand their repertoire of strategies to navigate various learning situations they might encounter on their learning journey.

Methodology

This study examines language learners' perceptions of a card game designed to promote student reflection. By taking an exploratory approach, this study seeks to answer the following research questions (RQs):

RQ1: What are the students' perceptions of playing the card game in the ELLC1?

RQ2: In what ways do students perceive the relationship between the card game and their language learning?

RQ3: To what extent do students perceive the game as helpful for reflecting on their language learning?

Context and Participants

The students who participated in this study were enrolled in the Effective Language Learning Course 1 (ELLC 1) at Kanda University of International Studies (KUIS) in Chiba, Japan. KUIS is a medium-sized university specializing in foreign languages and cultures, meaning that all the students enrolled in the university are studying one or more languages (e.g., Chinese, English, Indonesian, Korean, Portuguese, Spanish, Thai, and Vietnamese). ELLC 1 is a credit-bearing elective course open to all students, and it aims to introduce them to self-directed learning skills and reflective skills such as setting goals, selecting and evaluating learning strategies and resources, and planning, implementing and evaluating a learning plan (Curry, 2023; Imamura & Wongsarnpigoon, 2023). Two learning advisors usually teach the course, consisting of twelve 90-minute class meetings during the semester,

including two individual meetings between learning advisors and students to provide them with feedback as well as help them deepen their reflection on language learning. The study reported in this article was carried out with two ELLC 1 classes taught between April and July of 2023.

Participants were undergraduate students ($n = 20$) of different majors, including International Communication ($n = 10$), English ($n = 5$), Chinese ($n = 2$), Spanish ($n = 1$), and international students learning Japanese ($n = 2$). Students were registered in different school years as freshmen ($n = 11$), sophomores ($n = 1$), juniors ($n = 3$), and seniors ($n = 3$), with their self-perceived English language proficiency ranging between A2 and B1 (e.g. Council of Europe, 2001).

Research Instrument and Procedures for Data Collection

Data were collected through an online questionnaire administered immediately after students played the card game. The instrument was designed exclusively for this study, based on the pedagogical and research aims of the project, as well as on our experience as teachers of ELLC 1. The questionnaire explored participants' general experience of using the card game to prompt reflection on language learning in the classroom, so both closed and open-ended questions were employed (see Appendix B for the questionnaire outline). The instrument consisted of 13 items, including 10 questions about the participants' perceptions of the game experience (7-point Likert scales ranging from *strongly disagree* to *strongly agree*), one question about the perceived level of engagement in reflection (selection from *not at all*, *a little*, *somewhat*, and *very much*), and two questions about the perceived impact of the game on their language learning (selection from *not so much*, *a little*, *yes*, *somewhat*, and *very much so*, followed up with an open-ended question). The instrument was available in both English and Japanese to facilitate students' understanding of the questionnaire.

Prior to data collection, this project received ethical clearance from our institution's ethics committee. In addition, all participants were asked to read a plain language statement and a consent form in English and Japanese. Furthermore, participants were informed that the game was a classroom activity that would not be graded nor affect their final grade, and they could deny consent if they preferred not to have their responses as part of the dataset for this study. Finally, they were assured that any markers potentially identifying them would be anonymized.

Before conducting the final study reported in this article, a pilot study on the game design and the suitability of the questionnaire was carried out in the middle of the academic semester (Week 6) with the same group of students. This stage aimed to establish the feasibility

of the research instrument and perceive how students would understand the card game's rules. Based on this stage, the wording of the questionnaire items was modified, and the game rules were simplified. In this article, following these procedures, we report on the questionnaire administered to the two ELLC 1 classes the second time students played the game at the end of the semester (Week 13). First, participants were briefed on the game rules, allowing them to ask questions and clarify any doubts. Then, five groups of four learners played the game for about 10 minutes each round. Finally, they answered the questionnaire.

Procedures for Data Analysis

To analyze the data, the first author organized the dataset, checking for possible duplicate or incomplete answers, and then translated the answers from Japanese to English. After that, all team members read participants' answers to the open-ended question and categorized them into codes that emerged from recurring themes covered in the answers. Then, the three authors met to compare the code list, discussing it extensively in order to refine and agree on the final codes and their definitions.

Table 3

Qualitative Answers: Codes and Definitions of the Codes

Codes	Definitions
Connect to their actual learning	The game allows students to understand how the given learning situations and strategies could align with their learning issues and ways to solve them
Gain perspectives on their learning process	The game encourages students to observe what and how they learn from different angles
Increase understanding of the learning process	The game provides students with further awareness of what and how they learn
Reflect on pre-existing knowledge	The game helps students to use previous learning experiences to reflect and apply to the given learning situations and strategies

Lack of connection to actual learning	The game did not support students in tying the given learning situations and strategies with their language learning process
Need to confirm strategies by playing again	The game requires to be played more than once to foster further awareness and understanding of the given learning strategies
Collaborate with others	The game presents students with opportunities to work in groups to solve the given learning situations and strategies

Findings

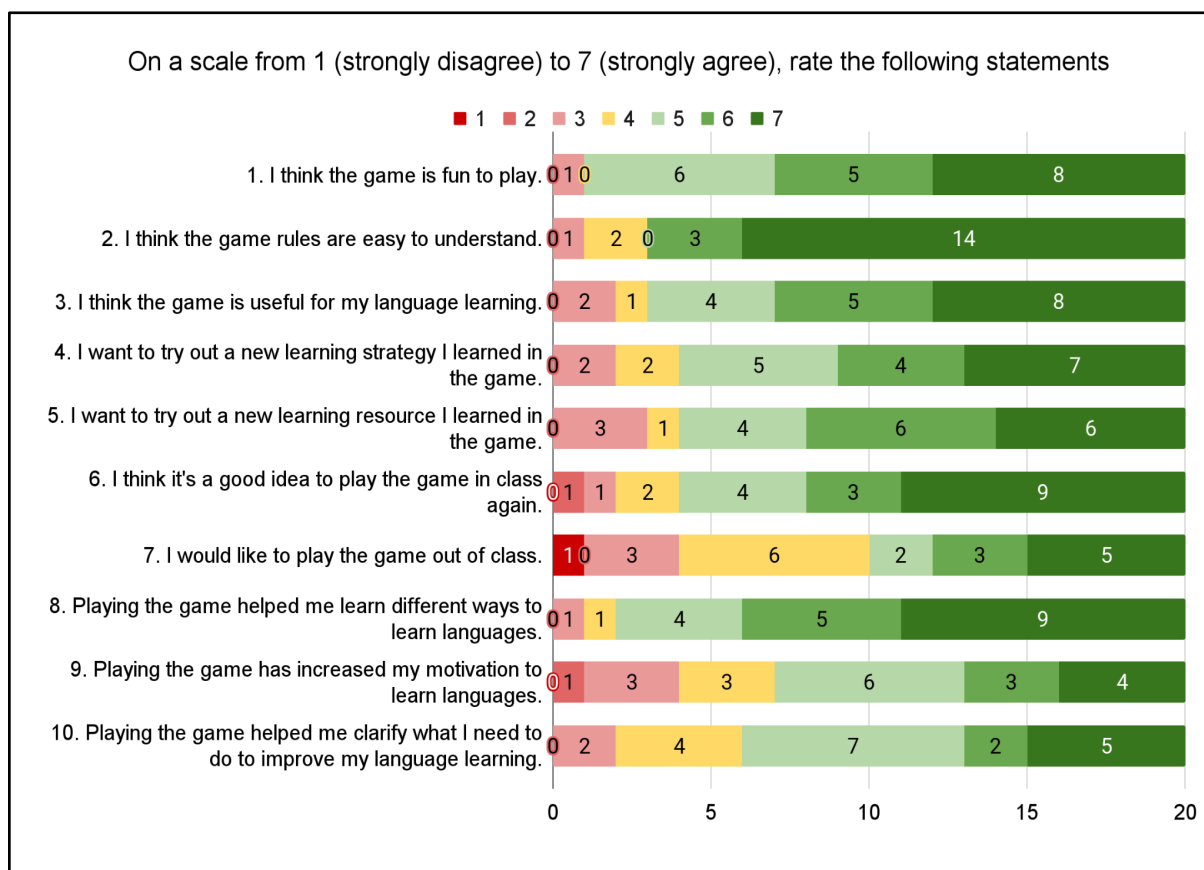
This section presents both quantitative and qualitative results obtained from the online questionnaire. The initial segment of the analysis focuses on the Likert scale statements, while the subsequent portion delves into the respondents' open-ended comments regarding the perceived impact of the game on their learning.

Analysis of the Quantitative Data

The first ten Likert scale statements gauged participants' agreement levels concerning their perception of the game and its potential influence on their language learning process. The responses to these statements are illustrated in Figure 1. Each level of agreement is represented by a color, ranging from dark red for *strongly disagree* to dark green for *strongly agree*. The color segments in the figure denote the distribution of participants' responses.

Figure 1

Participants' Answers to the Likert-Scale Statements



Given that 4 is in the middle of the scale, or neutral, and that the majority of the levels of agreement ranged from *somewhat agree* to *strongly agree*, the participants' perceptions are overall more positive. Students especially agreed with Statement 2, "The game rules are easy to understand," and Statement 8, "Playing the game helped me learn new ways to learn languages." These results suggest that the game helped learners to familiarize themselves with different strategies to learn and practice languages, with the straightforwardness of the rules possibly being a contributing factor.

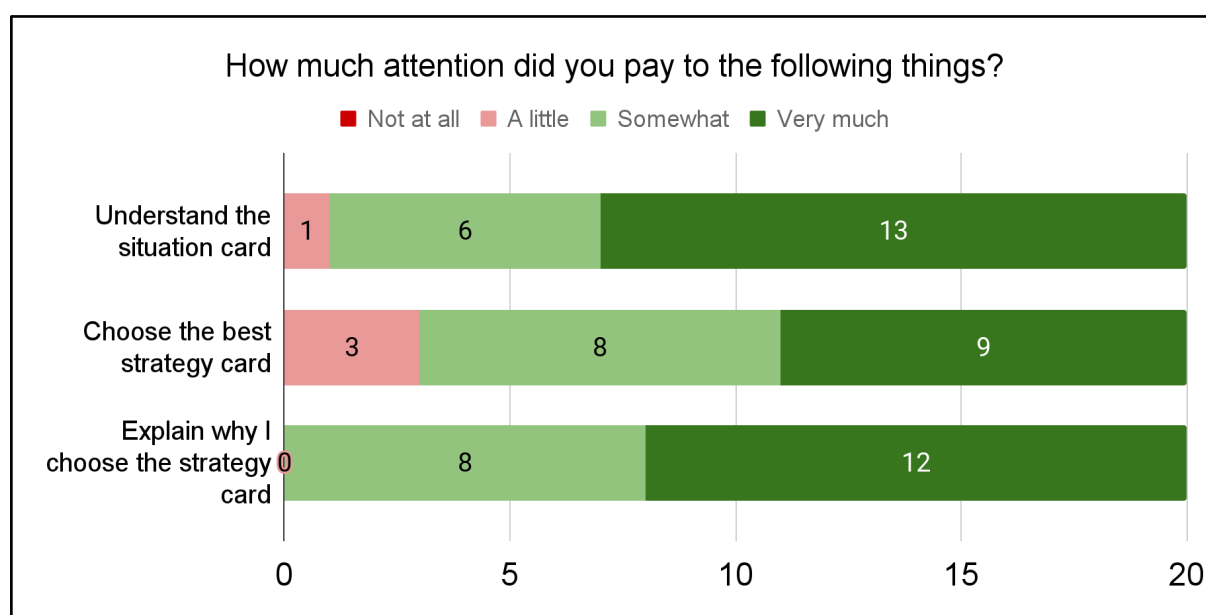
Additionally, results for Statement 4, "I want to try out the new learning strategies I learned in the game", and Statement 5, "I want to try out the new learning resources I learned in the game", in which 16 participants agreed, implied that the majority of the respondents found the learning strategies and resources shared in the game to be applicable or useful in their real-life language learning context. The item that received the least agreement was Statement 7, "I would like to play the game out of class", in which only half of the participants agreed. This contrasted with Statement 6, "I think it's a good idea to play the game in class again," whose result was noticeably more positive for which 16 participants

agreed. The gap observed between the results for each question suggests that participants might believe the game to be more meaningful inside the classroom rather than outside.

Figure 2 summarizes learners' responses to the question, "How much attention did you pay to the following things?" The results were similar for all items in that *somewhat* and *very much* accounted for the majority of responses. The positive result for "Explain why I chose the strategy card" may indicate that the game fostered a higher level of reflective thinking than simply understanding and selecting cards.

Figure 2

Participants' Attention in the Game



Analysis of the Qualitative Data

At the end of the survey, respondents indicated the extent to which they believed that the game affected the way they think about language learning. They chose between five options (*not at all*; *not much*; *a little*; *yes, somewhat*; and *very much so*) and then provided a rationale for their answers. Figure 3 indicates participants' answers to the question, "Has the game affected how you think about your language learning?" (the option *not at all* was not selected by any respondents; therefore, this value is absent in the figure), and the corresponding codes of the explanations given in the follow-up written responses.

Figure 3

Codification of the Participants' Qualitative Answers

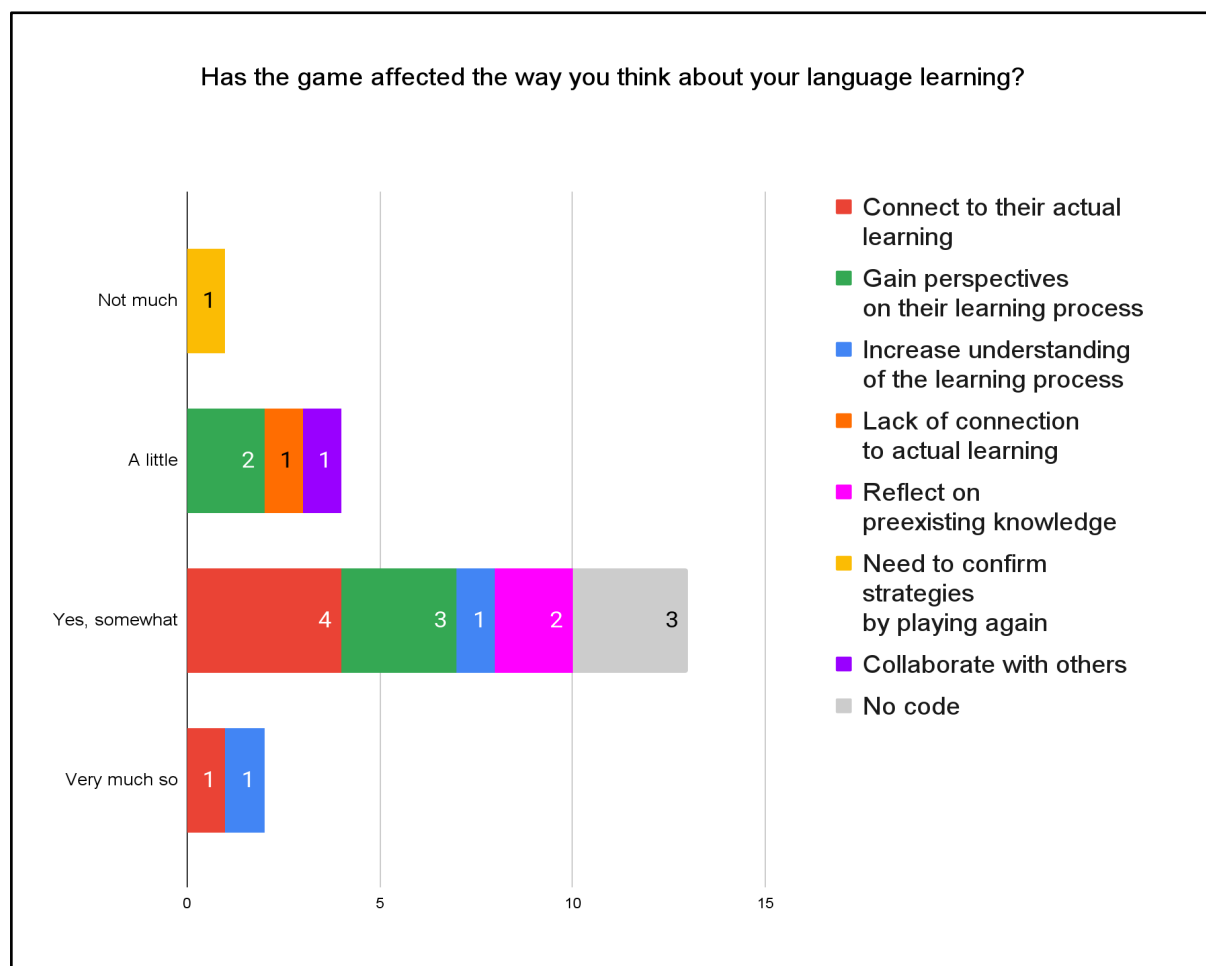


Figure 3 shows the extent to which participants believed the game to affect their learning ranging from *not much* to *very much so*. Additional subdivision of each item shows the occurrence of codes that account for the ratings. The answers categorized in Figure 3 indicate that most participants believed that the game impacted how they think about their language learning, at least to some extent. Looking at the codes associated with each level of impact allows one to identify contributing factors to their perceptions. “Connect to their actual learning” and “increase understanding of the learning process” were found in *very much so*, and *yes, somewhat*, which implies those factors can be especially connected to a positive perception of the game leading to a greater impact on their language learning process. “Reflect on preexisting knowledge” can be seen in *yes, somewhat*, while “Gain perspectives on their learning process” can be seen in *yes, somewhat* and *a little*. On the other hand, “need to confirm the strategies by playing again” and “lack of connection to actual learning” seem to lead to a less positive perception of the game. The participants’ qualitative

answers, which are analyzed in the following paragraphs, further explain how and to what extent the game affected participants' beliefs about their language learning process. Three of the answers were not coded as they did not relate to or explain how the game affected their language learning, suggesting that these participants might not have understood the question or had no explanation.

Connection to Participants' Actual Learning

Five participants' responses were associated with the code "connect to their actual learning," four of whom believed the game *somewhat* impacted their language learning, while one believed it was *very much so* impacted. According to these participants, the game allowed them to understand how the given learning situations (situation cards) and strategies (strategy cards) align with their learning issues (or challenges close to their learning reality) and ways to solve them. They indicated their interest in using the learning strategies provided in the game for their language acquisition process, as shown in the following statements: "Because I thought I can make use of it/them for my learning from now on," and "In that card, there are some strategy that I didn't know. I thought I wanted to try any strategy to learn English." Furthermore, the answers indicate that *Smarties* allowed them to discover new strategies, and seeing how those are connected to actual learning might have encouraged the students to use them.

Gaining Perspectives on their Learning Process

The code "gain perspective on the learning process" also corresponded to five respondents' statements, two who indicated *somewhat*, and three *a little*, which illustrates that the game encouraged them to observe and reflect both individually or collectively on what they learn in their language acquisition process and how they do it. Some of these participants reported that the game might have contributed to looking at their learning issues through new perspectives and finding solutions among some of the language learning strategies given, as these excerpts show: "There are many way to study which I don't know," "It was a good reference for me as there were various strategies," and "There so many learning strategies out there, it blew me mind." While those comments may not be sufficient indicators of any immediate impact on their language-learning process, they suggest that the game helped widen their perspectives to some extent.

Increasing Understanding of the Learning Process

The code "increase understanding of the learning process" emerged in two students' comments. For these two participants, the game helped them raise their awareness of what and how they learn languages to some extent, fostering further understanding of aspects

connected to the language learning process, including challenges, strategies, and resources. For example, one student said, “Sometimes we have no very consistent answer cards, then we have to think about how to explain in another way,” while the other said, “I was able to deepen my thinking because I thought of how to use the cards to win.” It seems that the different phases of the game (analyzing the learning situation, selecting the most adequate strategy to help the fictional learner address the learning issue, and convincing others in what way this strategy would be the most helpful for the fictional learner, as described in Appendix A) may have contributed to finding similarities or possible applications in the students’ own learning process.

Reflecting on Preexisting Knowledge

For two players, the game helped them use previous personal language learning experiences to reflect on the given situation and strategies, and choose an adequate option to help the fictional language learner in the hypothetical situation. The following statements suggest that playing this game allowed them to apply learning methods they were already familiar with to help another learner become a more successful student: “Because it was an opportunity for me to remind myself with methods that I already knew,” and “Because I already know about some choices I can choose in the cards.”

Collaborating with Others

Finally, for one participant, a positive aspect of the card game was that it allows students to work in groups to help fictional students solve their given learning situations with the available language learning strategies. The comment, “Because we were able to bring a variety of solutions and hear the opinions of the group members” illustrates the perceived benefits of playing with other students. While this participant highlighted this aspect of the *Smarties* card game, this comment suggests that the activity’s collaborative nature allowed them, and perhaps other course takers, to gain insights and learn from each other.

Lack of Connection to Actual Learning

The code “lack of connection to actual learning” corresponds to the statement of one student and shows that the card game *Smarties* did not meet this participant’s expectations in terms of providing them with relevant strategies to use in their own learning. In their words, “I don’t think I can apply them since I only got fractions of information.” It seems that this respondent could only partially learn about strategies, did not get enough information about each strategy to be able to use them fully, or needed more time to analyze the learning situations to find the most adequate solution that the game dynamics allows.

Need to Confirm Strategies by Playing Again

For one participant, although the game helped them use previous learning experiences to reflect and apply to the given language learning situations and strategies, they expressed the need to play the card game once more to connect the learning strategies described in the cards to their actual language learning. The participant's comment, "It was a little bit [of a] short time to understand a lot of strategies" indicates the time constraint of the classroom context may cause some difficulty in understanding the game. Since the game was perceived as useful and beneficial by the majority of participants, it seems that this player might need extra time and support to complement the lack of information or insights gained during the gameplay.

Discussion

The categories that emerged from the analysis and the corresponding participants' statements suggest that students found the game to be an enjoyable and easy-to-understand means to foster learning and reflection on language learning strategies to a certain degree. Moreover, learners' responses indicate that playing this game in class impacted their understanding of their language learning process in different ways and to various extents by becoming decision makers and advisers.

Echoing Quast (2020), excerpts in our study suggest that students showed engagement in their effort to solve the given learning situations collectively. In some measures, the findings indicate different stages of reflection, as in Kolb's (1984) reflective cycle, facilitated by identifying solutions they were familiar or unfamiliar with, remembering similar learning experiences in their own learning process, fostering a dialogue between participants, and finding the most adequate language learning strategy for the student issue. It seems that *Smarties* potentially offer a structured approach to familiarize the players with learning methods through (individual and collective) reflection using concrete language learning experiences, observation by reflecting on the experience, abstract conceptualization by learning from the experience, and active experimentation by planning to use the knowledge acquired.

In the context of a self-directed learning course, the game served as a means by which students learned various strategies as well as examined the validity of strategies in different situations. As some of the comments suggest, the game has the potential to foster a deeper reflection than simply learning new strategies, e.g., making connections to real-life learning. However, limited control over the content is a possible drawback of the game; students did

not necessarily find available strategies applicable or relevant to the randomly assigned situations. Even though this randomness can affect the extent to which the card's contents resonated with students' experiences, their autonomy levels and prior language learning experiences can also be major factors. Learners can be at different stages of their learning process, from having little awareness to being largely aware and capable of controlling their learning (Kato & Mynard, 2016). It can be inferred that actions that require a deeper level of reflection, like those described in the codes “increased understanding of the learning process” and “reflect on preexisting knowledge,” are more likely to occur to students with better awareness of the language learning process. Finally, the combination of competition (e.g., winning the game) and collaboration (e.g., learning from other players) is likely to be a motivating factor (Kapp, 2012; Sailer & Homner, 2019).

Conclusion

This study examined students' perceptions of a card game and uncovered valuable insights. The findings from the online questionnaire highlighted participants' positive reception of the game. The perceived benefits of language learning underscored the game's positive impact. The collaborative nature of the game emerged as an important factor, fostering a dynamic environment where mutual learning could occur. Moreover, the study emphasized the importance of leveraging imagination, creativity, and personal experiences in the context of the game, suggesting its relevance to individual learning journeys. Games in self-directed learning contexts seem to be a powerful tool for helping students make connections between their own learning contexts, experiences, and broader learning situations.

The immediate pedagogical and practical implications of this study suggest that language teachers and learning advisors have the opportunity to be creative in using the card game to encourage reflection on the use of learning strategies and resources in language learning. For instance, instead of relying on strategy cards, students can be provided only with situation cards, prompting them to engage in group conversations to decide together the most suitable strategy for that given situation. However, it is crucial to note that, given the limited time available to promote learner reflection in certain contexts, students are likely to require support in understanding the game well and connecting it to their personal experiences.

Relying on a single instrument for data collection is certainly a limitation of this study. Future studies will benefit from a more in-depth analysis of players' interactions

during the game, aiming to unravel how students build their reflective skills as well as make sense of the gaming experience. We posit that incorporating conversation and discourse analysis, possibly through recorded interactions or triangulation with other instruments, could offer richer insights. Another potential limitation of this study stems from piloting the game with the same group of students, wherein varying levels of self-awareness among participants may have influenced the results. However, given the exploratory nature of this study, the findings serve as an impetus for diverse studies to be conducted in different contexts.

The next rounds appear promising. By addressing the limitations and building upon the positive aspects uncovered in this project, the game holds the potential to further enrich language learning experiences in self-directed learning contexts as it can foster collaborative, engaging, and creative learning environments for language learners both inside and outside the classroom. Furthermore, following the priming of the card game with other players and the collection of feedback from them, the next step will also involve making the game available to a wider audience. We believe this will allow more individuals to enhance their language learning strategies and resources through an engaging card game experience.

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Appendix A: The Game

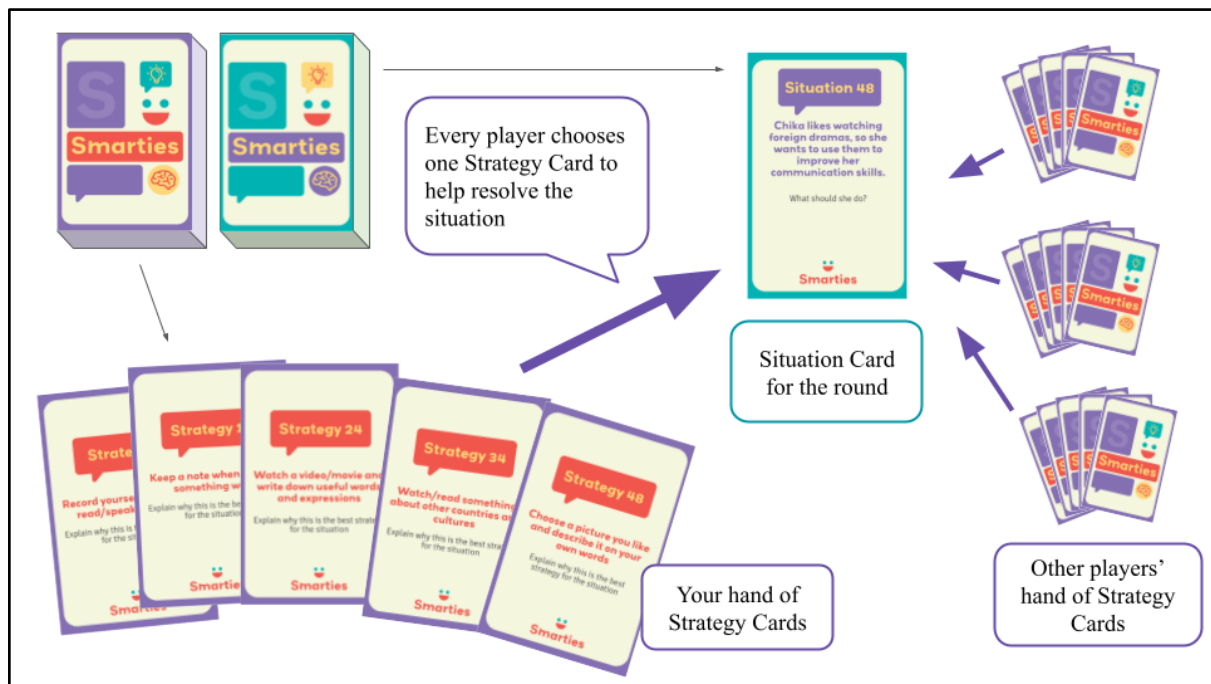
Figure A1

Rules of Smarties

<p>Let's play <i>Smarties</i></p> <p>Goal of the game Players will try to provide the best strategy to deal with language-learning situations</p> <div data-bbox="204 663 435 1019"> </div> <p>Situation cards represent students' situations that players try to solve/improve</p> <div data-bbox="528 981 766 1337"> </div> <p>Strategy cards represent possible ways to solve/improve the given situations</p>	<p>How each round goes</p> <ol style="list-style-type: none"> 1. Make Situation and Strategy card piles (face down) 2. Each player draws 5 strategy cards 3. Announce the situation: One player reads the top card of the situation card pile 4. Thinking time: Each player chooses a strategy card that can solve/improve the situation announced 5. Reveal Strategies (at the same time) 6. Explain your strategy: From the person who read the situation 7. Discuss and convince others that your strategy is better (3 to 5 minutes) 8. Decide the best strategy: Each player votes for the best strategy (point at a strategy card) 9. The winner keeps that round's situation card 10. Refill hands
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Figure A2

Example of a round of Smarties



Appendix B: The Online Questionnaire

In this form, you will be asked to reflect on your overall experience playing the card game in class. We would appreciate your honest feedback on this activity. Your sincere comments are of fundamental importance, and they will not affect your grade in any way. You can answer in English, Japanese or a combination of both languages. Thank you very much for your cooperation.

このフォームでは、ゲームをした際の全体的な経験を振り返っていただきます。こちらのゲームアクティビティおよびフォームの使用は、教師から指示があります。このゲームアクティビティに対する皆さんのご意見をお聞かせください。あなたの率直なコメントをいただくことが最重要であり、回答の内容によりあなたの成績に影響を与えることはありません。英語、日本語、または両方の言語での回答が可能です。ご協力ありがとうございます。

On a scale from 1 (strongly disagree まったくそう思わない) to 7 (strongly agree とても思う), rate the following statements:

1. I think the game is fun to play.

このゲームは楽しいと思う。

2. I think the game rules are easy to understand.

このゲームのルールは簡単に理解できる。

3. I think the game is useful for my language learning.

このゲームは自分の英語学習の役に立つと思う。

4. I want to try out a new learning strategy I learned in the game.

ゲームの中で覚えた学習戦略を実際に使ってみたいとおもう。

5. I want to try out a new learning resource I learned in the game.

このゲームの中で覚えた学習リソースを実際に使ってみたいと思う。

6. I think it's a good idea to play the game in class again.

またクラスの中でこのゲームのプレイする機会があると良いと思う。

7. I would like to play the game out of class.

このゲームをクラス外でやりたいと思う。

8. Playing the game helped me learn different ways to learn languages.

このゲームは、様々な学習方法を覚える上で役に立ったと思う。

9. Playing the game has increased my motivation to learn languages.

このゲームをやることで、言語学者モチベーションが上がったと思う。

10. Playing the game helped me clarify what I need to do to improve my language learning.

このゲームは、自分の言語学習において何をすべきかはっきりさせる上で役に立ったと思う。

11. How much attention did you pay to the following things?

下記の事項に関してどれくらい注意を払っていましたか？

a. Understand the situation card お題のシチュエーションカードを理解する	Not at all まったくなかった A little すこしあった
b. Choose the best strategy card 最適なストラテジーカードを選ぶ	Yes, somewhat ある程度あった
c. Explain why I chose the strategy card ストラテジーカードを選んだ理由を説明する	Very much so とてもあった

12. Has the game affected the way you think about your language learning?

このゲームはあなたの言語学習に対する考え方に影響を与えたと思いますか？

Not at all まったくなかった

Not much あまりなかった

A little すこしあった

Yes, somewhat ある程度あった

Very much so とてもあった

13. Please write a short comment below to explain your answer to question #12.

質問 12 に関して、簡単に理由をお聞かせください。

Thank you very much! ありがとうございます！

The Report of JASAL Student Forum 2023

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Author Biography

Yuki Yamaguchi is a specially appointed administrator in the Global Lounge at Wayo Women's University. She is responsible for managing the space and promoting events associated with the Global Lounge. She completed her B.A. in Liberal Arts from Akita International University with a concentration in language learning and psychology.

The JASAL Student Forum 2023 was held on June 9, 2023, aiming to share the practices in self-access centers (SACs) across Japan and discuss ideas on their future development from student and staff perspectives. The participants of this forum were the students and staff/teachers who engage in developing SACs in their university, or those who are considering creating one in the future—as they believe SACs are an important facility for student autonomous language learning. As well as an idea-sharing space, this forum connected participants while fostering an environment that allowed further communication between the participants. This forum was especially useful for students who are expected to actively exchange more ideas and opinions since SACs generally aim to cultivate active learning motivation of learners. The forum was organized based on three broad topics: how each SAC advertises its activities and events, ongoing projects and interesting plans, and challenges and difficulties that each SAC deals with at the present moment.

How SACs Reach Students

The first topic of this forum was how to approach students and advertise SACs' events and activities. The majority of the universities that participated in this forum utilize social media, primarily Instagram. On the other hand, some students mentioned that they mainly use their school portal to advertise events available in their SACs. Others take a traditional yet more proactive approach by displaying posters in the cafeteria and the library in order to attract not only regular SAC users, but also those who usually do not visit the SACs.

Among the participants in the forum, the management of the learning spaces was also discussed. All agreed with the idea that SACs should have a comfortable atmosphere. In other words, it is crucial to organize a SAC in a visually well-presented way, implying that students are encouraged to chat, discuss, and enjoy with friends and staff in open spaces without pressure. Some SACs take advantage of colors and visually engaging furniture, and also board games to create a welcoming ambiance.

Moreover, the recruitment of student staff was also addressed. Many of the SACs hire student assistants to support the development of SACs and event organizing. Although it is debatable that their work is mainly SAC upkeep and not related to English directly, hiring student staff is very effective in advertising SACs to more users. Reitaku University designed its own jackets for student staff and the effect seemed remarkably effective because the jacket highlights the role of student staff, but at the same time, they are close to many students as friends and classmates. Therefore, it is possible to determine that more opinions and ideas can be expected through hiring student staff.

Ongoing Projects and Interesting Plans

The forum highlighted that each SAC tailors its event organization approach based on demographic factors and student interests. Specifically, SACs with a substantial number of international students provide opportunities for socializing, such as Karaoke, seasonal parties, and job fairs. In situations where Japanese and international students study together, it is vital to emphasize activities that encourage ‘vocalization,’ fostering more intercultural communication. Another strategy involves hosting non-language-related events to attract a diverse range of university community members. One university in Kyoto, for example, holds animal therapy sessions influenced by a common movement in the United States and European countries. They aim to provide a sense of reassurance that is assumed to be effective for students’ concentration level and motivation to study. This type of activity is mainly focusing on using SACs as a multi-purpose space so that students would feel less pressured to use English and other languages. These events could reach a wider range of students, even those who do not belong to English-related majors. As a result, a SAC may become an initiative to widen the students’ community and also transmit the message that their English level is irrelevant to the accessibility of SAC facilities.

Challenges and Difficulties

One of the common challenges that most SACs encounter is attracting more users. As described earlier, even though each university is seeking a way to attract more people through various approaches, there is still a tendency for the same group of people to repeatedly join events and daily activities. As a consequence, the polarization between students whose language practice is a part of their daily life and students who don’t practice is evident.

Another common difficulty is to equalize the motivation of students. On one hand, each SAC searches for a way to attract more students by hosting various kinds of events. On the other hand, it is also true that many students are attracted to prizes and foods that come along with such events. Therefore, it is complex to assess whether all students identify the facilities as places aiming to cultivate their autonomy towards language learning.

Reflecting the learning outcomes in this forum on our SAC

The SAC in Wayo Women’s University is called Global Lounge. It started in 2020, following the establishment of the Faculty of Global Studies. For the last few years, there has been an initiative that involved active discussions among teachers, administrators, and students in order to create an autonomous learning space. Due to the Covid-19 pandemic, the space had been in limited use until the beginning of April 2022. However, there has always

been a group of students who were eager to create a student-centered community, which contributed to the development of the current Global Lounge.

As a designated staff member in Global Lounge at Wayo Women's University, I started taking a lead in creating the learning space from April 2023. I have witnessed emerging positivity among students in my everyday work. As the number of visitors has been increasing, currently there are a certain number of students who actively interact with other members of the community (e.g., teachers, peers and administrators) on a daily basis. In particular, along with the school curriculum, a group of Student Assistants (SAs) hold workshops regularly throughout the semester in the Global Lounge. Since their events are designed for the first-year students, there has been active interaction across the different age groups. Additionally, because of the vibrant atmosphere, before and after their workshops, more students started staying in the space and socializing with their friends as well as the SAs. Although the primary role of the SA is supporting freshman students as part of the curriculum, I hope to run more events that feature the SA initiatives as their presence certainly has a powerful impact on the fellow students. In the future JASAL student forum, I would like to encourage them to participate in the discussions and share their ideas as well as practice.

Upon participating in the JASAL student forum this year, I have an action plan to keep developing the Global Lounge at Wayo Women's University. Compared to the other SACs, our space is smaller. However, taking advantage of its coziness, I would like to start creating enjoyable social gatherings and making the space more flexible. First, by creating regular social gatherings is a way to encourage students to make more connections and feel enjoyment while using English. Currently, in the Global Lounge, we offer daily lunch chat with English teachers, but there have not been informal events such as playing board games with friends and teachers. Based on my observation, those who feel less confident in English skills tend to avoid even coming to the Global Lounge even if they have interest. I proposed to add various games that allow the members of the community to socialize and feel the sense of belonging. Those games add visual impacts, so that they could transmit the impression that the space is filled with conversation and enjoyment, which makes a distinctive impression from other learning spaces such as a school library. Additionally, the flexibility of the space should be discussed extensively in order to promote its openness. As of this year, most of the events we held were about foreign language learning. However, after gaining inspiring ideas from the student discussions at the JASAL student forum, I would like to propose more events that do not necessarily focus on skills or knowledge about a specific area of study. An

art exhibition, for example, could be an event that can be advertised to new students including those who are interested in painting, sculpting, photography, and designing.

Concluding Remarks

JASAL Student Forum 2023 offered substantial opportunities for students, staff, and teachers to exchange their original ideas and opinions, and also inspired each other to develop a self-studying environment for students. Moreover, the forum allowed participants to appreciate the presence of other members who engage in something very similar to what they offer as a SAC.

For me, as a person who has never engaged in SAC activities, I think it is a progressive idea to support students from the perspective of furnishing their study space more comfortably. Also, I am in total agreement with cultivating students' autonomy when it comes to language learning because it requires constant effort and continuous study. Based on my experience, just attending class and listening to lectures is not enough to learn a language. Therefore, I believe that students would benefit greatly by finding additional ways of learning languages that they are interested in. I hope there will be another opportunity to be a part of JASAL forums and reflect more ideas on what we offer at Wayo Women's University.