LANGUAGE TEACHER EDUCATION: CHALLENGES IN PROMOTING A LEARNER-CENTERED PERSPECTIVE*

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ABSTRACT

Helping in-service and/or pre-service teachers move towards a more learner-centered approach in their classrooms or self-access centers holds many challenges for the teacher educator. This paper discusses two major challenges: the teacher as learner and the role of macro-structures. The paper presents specific solutions the author has used to address the challenge of the teacher as learner and notes the critical kinds of challenges which macro-structures present for the implementation of a learner-centered classroom. For the teacher as learner, solutions include raising awareness through keeping a journal, helping teachers connect theory with their own practice, modelling by the teacher educator, providing sufficient time on task, and promoting teacher self-evaluation.

KEY WORDS: Language teacher education, teacher self-management of his/her teaching, learner-centered classroom, role of macro-structures in promoting learner autonomy.

RESUMEN

Existen muchos desafíos para el formador que quiere ayudar a los profesores a tener una docencia más centrada en los alumnos en el aula o en un centro de autoaprendizaje. Aquí se describe dos de estos desafíos: el profesor como aprendiz y el rol de las macroestructuras. Este ensayo presenta las soluciones que la autora ha encontrado para el primero de estos desafíos y señala el tipo de dificultades que tienen las macroestructuras para la implementación de una clase que se centra en el alumno. Entre las posibles soluciones para el profesor como aprendiz se incluye el llevar un diario con el fin de conectar teoría y práctica, creación de modelos por parte del formador, tener suficiente tiempo para practicar y fomentar la autoevaluación del profesor.

PALABRAS CLAVE: formación de profesorado, autogestión del profesor, enseñanza centrada en el alumno, rol de las macroestructuras.

This article reports on challenges I have encountered as a language teacher educator in settings both in the United States and abroad in courses on Learner Self-Management[1] (LSM) for pre- and in-service teachers (henceforth both will be called teachers) and in workshops of 20 hours on LSM or on Listening Comprehension for in-service teachers. Although many of these issues are not new, in this article I link the challenges to successful practices I (and others) have used in addressing them.

As many have acknowledged, helping prospective and existing teachers move toward a more learner-centered perspective can be a "long" process depending not only on the teacher as learner but also on their students, sometimes on the parents of students, on a teacher's colleagues, on macro-structures (classroom, schedules, curriculum, textbooks, and high-stakes tests), and on administrative support (Little, et al. Allwright and Hanks; Vieira "Pedagogy"; Vieira, "Addressing") for discussions of challenges facing Teacher Educators in promoting a learner-centered perspective. In this paper, I will discuss two major challenges in promoting a learner-centered perspective: (1) the teacher as learner and (2) the role of macro-structures.

CHALLENGE 1:
THE TEACHER AS LEARNER

Teachers often bring a great deal of cognitive baggage that can impede or slow down their ability and willingness to consider a more learner-centered perspective. This inhibiting baggage can include their belief system about how learning occurs, their theory of teaching, a lack of knowledge about the learning process, their own experience of teaching and learning, and even according to Strage, their own personal socialization process. As Borg notes: "...teachers' prior language learning experiences establish cognitions about learning and language learning which form the basis of their initial conceptualisations of L2 teaching during teacher education, and which may continue to be influential throughout their professional lives" ("Teacher" 88).

For many teachers, their own experience as learners and any teacher education they have received helps establish the role of "teacher" as that of expert authority and evaluator, not as guide or facilitator. Rubin offers an example of how these experiences can inhibit any consideration of new ways to enhance learning "Recently, while giving a workshop on learner self-management, a teacher told me that if he did not give learners all the correct answers and all necessary information, he

[1] According to Butler, Learner Self-Management is the ability to deploy procedures and to access knowledge and beliefs in order to accomplish learning goals in a "dynamically" changing environment.

would be failing in his responsibility as a teacher" ("Reflections" 13). This teacher's theory of teaching, like that of many others, inhibited his readiness to consider any change in the control system. As Dam noted it is often difficult for teachers to turn some or all of the control over to learners (34). Some of this resistance may also derive from a cultural bias that insists on a clear division between the teacher and the student. Where this is the case, the promotion of more student responsibility for decisions about learning means blurring the line drawn between teacher and student which would be unacceptable.

Another aspect of teaching theory that can inhibit consideration of a learner-centered perspective is the older pedagogical tradition that didn't recognize the connection between teaching and learning (Cohen). In the mid-1980's I had a phone call from a Russian instructor working in the United States but trained in a rigid pedagogical tradition who asked "I understand you're interested in teaching?" When I replied "No. I'm interested in learning." "Oh!" he said, "GOODBYE!!" (Rubin "Reflections" 10). Although this division between learning and teaching has certainly moderated over the past twenty years, in many parts of the world a focus on methodology and pedagogy without consideration of learning is not uncommon.

I can, however, report one small success which began to soften this division. My colleague Rhoda Curtis gave a workshop in Russia on some ways to promote a more learner-centered perspective. A strong objection was raised by one teacher in her workshop, telling Curtis that she had everything "under control" and didn't need this perspective. Curtis encouraged the teacher to just "try it." A couple of days later, after another workshop, Curtis was sitting in the Teachers' Lounge and the reluctant teacher burst in, exclaiming, "Look, I am here talking to you and they are working on their own!" When the self-satisfied teacher saw that she would have more freedom by using a learner-centered perspective, according to Curtis, she became an immediate convert. This small incident illustrates that it is possible for teachers to see the benefit of a more learner-centered perspective, even when trained in this rigid pedagogical tradition.

Another issue in promoting a more learner-centered perspective is making the connection between theory and practice. Chamot ("LTE") noted that while some teachers "intellectually" understand the theory of a more learner-centered perspective, once they are in the classroom, their teaching "practice" is not learner-focused. That is to say, it can be remarkably challenging for teachers to reshape the way they present material, the way they structure their exercises, and the way they facilitate a learner's discovery of their own problems and consideration of potential solutions.

Even after researching, writing about, and giving courses and workshops on LSM for over twenty years, I myself had trouble making the shift from a teacher-controlled classroom. In 1995, at the end of a summer course I taught at an American university on LSM, one student wrote: you talk about learner control but you don't allow us to take control!!! I took this very perceptive observation to heart and nowadays I do "walk the walk" as well as "talk the talk" but clearly it can take a long time and lots of self-monitoring for Teacher Educators themselves to make the shift so that they model the process.

TEACHER AS LEARNER:
SOME EFFECTIVE SOLUTIONS

Over many years as a Teacher Educator, I have identified several teaching strategies that can encourage teachers to begin to address the cognitive baggage they bring, to consider the important values a learner-centered perspective can have, and to think about ways to integrate theory into their practice. These strategies, which I discuss below, include: raising teacher awareness of the learning process, developing teacher's knowledge of LSM and helping them make the connection between theory and practice, scaffolding and providing guided feedback, allowing sufficient time on task, providing expert role models, promoting self-evaluation, providing ongoing professional development to enhance teacher knowledge and skills, and encouraging a community of learning. Johnson concurs with many of these strategies noting that for concept development to emerge, "teachers must have multiple and sustained opportunities for dialogic mediation, scaffolded learning, and assisted performance as they participate in and learn about relevant aspects of their professional world" (4-5).

Raising Teacher Awareness

Just as learners may need to engage in activities that raise their awareness of how they learn, teachers also need activities to help them become more sensitive to their own learning process. One of the most effective techniques I have found to raise awareness is journal writing, specifically focused on "learning problems" encountered while taking my course or workshop on LSM.[2] Skill in writing more detailed journals can improve with time as teachers increase their observation of themselves as learners.[3]

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[2] Rubin provides a list of focused questions for teachers and learners to use while writing a diary ("Diary"):
1. What problems do/did you have in class or with your homework? How did you deal with these problems? How well did these solutions work for you?
2. As you approach a task, what do you do before, during, and after to complete the task? (Be sure to write about a "specific" task, do not state what you usually do. The closer your report is to an actual text or class, the more you will understand your patterns of problems and solutions). Do you feel that what you did was useful? If not, can you think of something else that might work for you?
3. Describe how you feel as you work on the assignment or in class? What did you do about these feelings? Did it help? If not, can you think of something else that might work for you?
4. If this is your second or third assignment, what did you do differently, based on comments on your prior assignment by the teacher or your peers? Was it helpful? If so, why? If not, why not?

[3] On only one occasion did I encounter individual teacher resistance to writing journals, though others have noted that journal writing can be overdone.

A journal entry written by a teacher in my LSM course in Mexico who was also teaching EFL in a university illustrates his changing awareness of how to incorporate a more learner-centered perspective. The journal shows the transformative process teacher Antonio is going through, thinking about how he can change the way he teaches toward a more learner-centered perspective:

> Now that I see it, I think that all these activities, among some other ones, could have been planned by them [his students]. Instead of giving them straightforward instructions, I could have asked them, after getting into groups, to think of the kind of task they had to accomplish, what actions they could undertake to do the task, what kind of materials or support they could use to help themselves, how they would have to use those materials, what product they could create to get ready for their presentation, and what other things they could do before the presentation to improve their performance on it. Then I could have recycled their own ideas to do some activities very similar to the ones they did, and probably some other ones. (From the journal of Antonio Sulaya, 2003).

A second strategy to raise awareness is to make studying a second language and writing a journal about their learning of the language a requirement for a degree or certificate in teaching. In 1981, Rubin and Henze suggested this practice, based on Henze's observations of her learning of Arabic. Other post-graduate courses have implemented this requirement as a way to increase teacher awareness of the learning process. Providing opportunities to actually experience learning was also suggested at the Open Forum at IATEFL Exeter 2008, though they added that such learning should take place in an autonomy-oriented environment. If such a class could be found, it would add a different social context to the learning process.

When time doesn't permit such a course as a requirement, asking teachers to consider how they learned vocabulary or grammar and sharing this information in class can raise awareness about different ways to learn (listed by Chamot, "LTE"). When I asked teachers in my course or workshop to do the sample memory exercise suggested by Cohen which includes sharing the strategies each used to memorize, that helped them recognize the different ways each of them approaches the task and helped them begin to recognize that sharing and considering another's learning strategies can improve one's own approach to the task (Paige et al.). Discussing elements of LSM from a daily life perspective can also raise awareness such as, for example, asking teachers to think of life situations where they usually set goals and establish criteria in their everyday life (making New Year's resolutions or saving money for a special need).

DEVELOPING TEACHERS' KNOWLEDGE AND MAKING THE CONNECTION BETWEEN THEORY AND PRACTICE

In addition to raising awareness, reading about LSM and the learning process can also add to teachers' knowledge, provided it is accompanied by lots of

opportunity to apply this knowledge and time to make the connection between theory and practice.

An important and effective way to help teachers integrate this knowledge with what they already know is through collaboration with other teachers (Johnston; Karlsson et al., among many others who have validated the critical importance of this strategy). The following journal entry by a teacher in my LSM course in New Zealand supports the importance of sharing experiences:

> I enjoyed working in a group with other students. There is so much that can be learned from the experience of other people. It would be nice for us to have opportunities [outside of class time] to discuss our professional experiences and share our expertises. (Sharon Churchill, Feb. 17, 2007).

An example of gaining the skill required to practice the theory is the following: An experienced German teacher in my LSM class in Mexico had spent considerable time with her colleagues reading about learner strategies, learner autonomy, and learning to learn. However, after this endeavor, the group still felt frustrated and unclear about how to use the theory. While auditing my course on LSM (which included elaboration of procedures and lots of application opportunities), this teacher started trying out these techniques with her German class. For example, when presenting a grammar point to her class, she asked the class to reflect on how they could learn this point. She was impressed with the variety of ways learners came up with, many more than she herself could have thought of. In her final evaluation of my LSM course, she noted: "I have a totally different vision. I now know what to do and I feel I have lots of tools to do it."

MODELING

Teachers also need expert models to understand how LSM can function in the classroom. I model this perspective whenever I give a course or workshop by asking questions, offering choices, asking teachers to reflect, helping them recognize their own patterns of learning and rarely giving firm answers. At first, teachers are surprised and find my behavior a bit strange, but once they understand that I am modeling a more learner-centered approach, they appreciate the example.

Teachers accustomed to preparing a lesson plan find it very helpful to first see model lesson plans which incorporate LSM with content, i.e., which integrate process and content. Such model lesson plans can enable teachers to then consider ways to provide their own learners with the knowledge and skills to begin to self-manage their learning.

SCAFFOLDING/GUIDED FEEDBACK

Teachers also benefit greatly from scaffolding and guided feedback. In 2008, I gave an extended workshop for counselors in a self-access center in Mexico. During

the workshop, participants were asked to practice the skills of counseling with individual language students. While they did this, I sat in and coached the counselors.

Following is an excerpt from one counseling experience that illustrates how I scaffolded two language counselors and modeled moving toward a more learner-centered perspective for the counselors (Clemente and Rubin). This example also illustrates how the language student was helped to define/redefine his goals, establish a realistic time-line and criteria to measure his performance, learn about task analysis, to consider appropriate strategies, and identify problems and potential solutions:

Student 1: "Antonio" (name changed)

Antonio came in with concerns about passing the new TOEFL requirement. When asked what he specifically wanted help with, he mentioned listening and speaking (This was his goal, though not very specific). When questioned further, the two counselors-in-training realized that this student really didn't have a clear idea of what the test consisted of, nor what his real weaknesses were. It was determined that the learner needed more information: information about his skill level and information about what the test required of him. The counselors decided to give the student a sample TOEFL test. His results on the sample TOEFL test indicated that his language level was that of a beginner (Having these results increased his self-knowledge). The test also helped Antonio realize that unless he had 40 hours a week to spend for the next 4 months he would not be able to pass the test (note: this helped Antonio recognize that his goal was not realistic given the time-frame). Antonio then decided to work on the listening part of the TOEFL since he found it to be the hardest section of the exam (note: Antonio modified his goal based on the new knowledge). I then suggested that the counselors-in-training consider discussing with Antonio the kinds of genres used in the TOEFL test (i.e. that they use task classification to narrow down the task). The counselors-in-training said that the most recurrent genre types in the exam were conversations and lectures. I then asked the counselors-in-training to consider the structure of these genres and how this information might help the student listen in a more effective way (note: by so doing it would narrow down Antonio's expectations of what might happen and perhaps lower his anxiety). I also discussed with the counselors-in-training a way to identify the usual topics covered in the TOEFL listening test (note: this is also using task classification to help narrow down the task).

The counselors-in-training then called Antonio's attention to the structure of the test —that is, what form questions might take (multiple choice, yes/no, fill in the blank) [note: this is a form of task classification]. Just recognizing this format improved Antonio's performance immensely. The first time Antonio took the test he got 10% but after doing a little task classification, the next time he took the test he got 48%. One can imagine how motivating that must have been for this student.

My approach in working with the counselors was to suggest how they could use aspects of the LSM model to orient this particular learner with specific concerns and to educate him about what he might focus on. In a sense, I was helping them use LSM to understand practical student problems. In the future, the counselors would themselves ask their own students the same questions (about genre, format, and possible topics) in order to help the students develop the skills to learn on their own.

Of interest is that a year later, one of the counselors herself reported employing a more learner-centered perspective both in the self-access center and in her own language classes. Further, she found that "Antonio," was continuing to use some of the procedures he had learned from her.

Anna Chamot provides another example of structured feedback. Chamot asks her teachers to turn in their lesson plans mid-way through her course so that she can ask questions and suggest alternative information to consider in editing their lesson plans. Once these teachers have revised their plans, she gives them their grade. This allows teachers (as learners) to recognize that learning is a process and that structured feedback promotes the learning process as they work toward their own goals as teachers.

Allow for Sufficient time on Task

Just as learners need time to absorb the knowledge and develop skills in managing their learning, so do teachers. As Becker noted "Teachers require time for reflection, mentoring relationships, collegial interaction, expert role models, and ongoing professional development for any of these changes to be effective." I can certainly second Becker's observation. My greatest teaching success with LSM was with university level courses in which there was sufficient time for teachers to absorb and apply the material.

Longer workshops can begin to move toward a more learner-centered perspective but only if they are given over an extended period of time with sufficient scaffolding (see description of "Antonio" for such an example). Unfortunately, many institutions, constrained either by lack of funding or by scheduling conflicts, try to restrict a twenty hour workshop to two or three days, something I recommend strongly against. My counsel is that the minimum amount of time for a twenty hour workshop is five days, preferably with a weekend between. Spreading a workshop out improves the learning process considerably, giving participants time to reflect on how the workshop concepts can be adapted to their own situation.

Further, additional workshops can enable the expansion, greater exemplification and consolidation of knowledge and improvement of the skill of promoting a more learner-centered classroom. As Fulan notes "The absence of follow-up after workshops is the greatest single problem in contemporary professional development" (qtd. Becker).

Promote Evaluation

Another effective tool to increase teacher knowledge and skills in order to promote a more learner-centered perspective is to encourage teachers to continually evaluate their own success in applying LSM in their classrooms. Doing so can help persuade them of the valuable outcomes of a learner-centered perspective. Table 7.3 provide a table for teachers to use in evaluating the own effectiveness in promoting LSM (Rubin, et al. "Intervening" 159).

TABLE 7.3. EVALUATING YOUR SUCCESS IN TEACHING LEARNER STRATEGIES	
What were your goals?	
What were your evaluation criteria to know you have reached your goal(s)?	
What teaching strategies will you use to accomplish your goal(s)?	
How much time will you need to accomplish your goal(s)	
What problems arose while presenting the strategic knowledge?	
Identify any problem sources (your goals, your teaching strategies, your emotions, the amount of time for presentation)	
Identify all problem solutions (adjust goal(s), teaching strategies, pace, your emotions, amount of time)	
Type of revisions you will make next time you teach strategic knowledge	

I also encourage teachers in my LSM courses to use the five LSM procedures (planning, monitoring, evaluation, problem-identification/problem solving, problem solution implementation) as a way to study for the course. When one teacher in my class did so to study for the final and got an excellent grade, she recognized the effectiveness of LSM for studying and began to use LSM in all her language and translation courses.

One of Chamot's students, Genovese, tried out a learner-centered perspective with her own classroom (Chamot and Genovese). Chamot and Genovese "devised a plan to use print and non-print media, student choice, differentiated instruction, videotaped student presentations, and performance-based evaluation rubric." This action research, promoting a more learner-centered perspective, determined that allowing learners to choose their own topics of language study that met their own needs and interests increased their internal motivation. Clearly, as a result of reaching her goal of increasing motivation, Teacher Genovese was ready to implement more LSM in her classrooms.

Angela Burke Detjen, another teacher in my LSM class, taught a class for students who were going to participate in international mock debates. Since she wanted to prepare her students for this oral presentation, Angela and her students came up with a set of evaluation criteria for a good oral presentation, which they used to evaluate each other. The collected evaluations of each learner were given to the presenters for their consideration. Students reported that this evaluation helped them improve their oral presentation skills. Once Burke Detjen saw the results of this evaluation process and noted how much it helped the students, she was encouraged to use similar tools with her other classes.

Teacher Educators need criteria to measure their teachers' skill with LSM. Costa and Kallick offer a list for teachers to evaluate their own ability to use a learner-centered perspective in the classroom (103). These include teacher improvement in the following: feelings of self-efficacy, ability to establish goals, criteria and time-line, ability to analyze the task of promoting LSM, and ability to notice problems and consider solutions to these problems.

Journals can also help teachers notice and reflect on their successes. As an example, a teacher in my LSM class in Mexico, Antonio Sulaya, was also teaching an EFL course in a nearby university. Classroom management was challenging since students had little motivation, didn't work hard or pay much attention to the teacher. However, using LSM to help his students improve their grades had a considerable impact. Here is an excerpt from Sulaya's journal showing his success in using LSM:

> Today I couldn't teach my ESL class and I asked a colleague to cover for me. I prepared a lesson plan with LSM and a few hours ago I called to know if she had any problems with my students. She was surprised at how well the students worked. She didn't say anything, just gave them my handouts. They worked, turned in their assignment, and left the class peacefully in an organized manner. She couldn't believe this happened at our institution.

ENCOURAGE DEVELOPMENT OF A COMMUNITY OF LEARNING

Just as most language learners benefit enormously from working in a group, so teachers benefit from a community for collaboration and learning. Karlsson, Kjisik, and Norlund describe a learning environment which depends on the development of a community of learning (both teachers and students) that is continuously involved in collaborative action research. They argue for action research as a way to combine theory and practice in a flexible way (60), and prevent stagnation among teachers so they become active learners.

Another strategy, joint problem solving, has been used effectively by Victori in staff meetings. Teachers share the problems they have in their classes or the self-access center and others suggest ways of addressing them. At subsequent meetings these teachers discuss how well these solutions worked for them. This "just in time" help based on particular issues and shared with colleagues is perhaps the best approach. First of all, it is based on real issues, then discussed with colleagues who may have similar issues, and finally, evaluated and polished in follow-up sessions.

CHALLENGE 2:
MACRO-STRUCTURES

A teacher's ability to implement a more learner-centered perspective depends in part on a number of macro-structures. Among these are mandated re-

quirements for textbooks; high-stakes tests; curricula; class size and configuration; and schedules. When these structures are not aligned so that promotion of LSM is possible, the results can be disappointing. As Rodgers notes "When a teacher's attention is on the book, on the lesson plan, on listening for the right answer instead of listening to students' thinking, on worrying about where students should be instead of where are, then it is not on the learning [...]" (237).

The issue that my teachers have brought up most frequently relates to learner time on task. For example, in some schools, foreign languages are taught only three times a week at the secondary level and teachers' major concern is to meet the mandated requirements. Teachers argue this allows little time to integrate LSM. Another schedule issue in New Zealand is the fact that learners have a different teacher each year for foreign language studies. One of my New Zealand teachers was concerned that there is a risk that the approach won't be fully "embedded" and "applied" and hence, would not be as helpful as it could be.

Teachers in other countries have noted that the use of required textbooks doesn't allow for much learner choice in topics, grammatical structures or sequence. Further, in many educational institutions teachers are required to follow curricula in a lock-step fashion. This requirement makes it difficult to provide instruction targeted for a particular learner's goals and learning problems.

A frequently mentioned classroom issue is the number of students, often between 50-60. These classrooms are often in fixed seats in rows where it makes it difficult to do any real group work. It can take a great deal of the teacher's time to identify creative ways to facilitate more learner-centered perspectives.

Another oft-mentioned challenge teachers have in promoting LSM, especially with beginners, is teaching a class that has students with diverse language backgrounds and no common language. This configuration can make it extremely difficult to present LSM concepts and to group students to work effectively. For example, writing journals in mother tongue is very helpful to raise awareness of the learning process, but normally a teacher can't know the languages of all the students and students with limited target language knowledge may not be able to write about their problems in that language. Colleague Sharon McKay came up with a creative solution to address this issue at an adult education school. She paired intermediate learners of specific mother tongues with beginning learners of the same mother tongue. The more advanced learners asked the journal questions in their common mother tongue so that the beginning learners were able to reply, thus getting the benefit of awareness raising. The beginners were quite thrilled commenting that no one had ever asked them.

Two other structural issues that can inhibit implementation of LSM relate to time and compensation. Administrators often require part-time teachers to attend workshops without compensating them for the extra time. This practice obviously leads to considerable resentment. Another challenge is that it can take a lot more time to integrate LSM into lessons than it does just continuing with a given curriculum and textbook.

MACRO-STRUCTURES:
SOME EFFECTIVE SOLUTIONS

Administrative Support

In order to institutionalize LSM, the administration needs to be persuaded of its value (Markee), to provide strong support for the process, and to encourage its integration into language teaching; only then will teachers have a positive environment in which to work. Although I myself have not been involved in working with macro-structure issues, the literature documents several institutions where the administration has been a critical component in the integration of LSM. These include: the Language Center, Helsinki University (Karlsson et al.), the Foreign Service Institute of the United States Government (Blake), the U.S. Defense Language Institute (Dudney) and the Benchmark School (Gaskins). In these institutions, in order to promote a learner-centered perspective and LSM in order to reach the institution's and the learners' goals, the administration has authorized the necessary teacher education, facilities and materials, and curriculum changes. The settings include universities, government, and a private primary school.

CONCLUSION

A full-scale integration of a learner-centered perspective requires a combination of effective training, ongoing teacher education, a community of learning, and strong institutional support. Features which have proven to be effective include: full support from the administration for the program leading to the institutionalization of a learner-centered perspective, ongoing opportunities to enhance teacher knowledge and skills, ongoing coaching, trouble shooting sessions, development of a strong community of learning among teachers and students, and action research. These features were all mentioned repeatedly by contributors to a special issue of *System* 35.1 (2007), edited by Rubin. If a more learner-centered perspective which promotes learner self-management is to really take hold, Teacher Educators need not only to help teachers gain the knowledge and skills they need to promote LSM, these educators also need to work with administrators to help them recognize the long term value of developing a community of learners and teachers and the importance of supporting a growing and continuously changing understanding of the process of promoting Learner Self-Management.

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