

---

# THE LEARNER DEVELOPMENT JOURNAL

学習者ディベロップメント研究部会誌

ISSN: 2433-5401

<https://ldjournal.ld-sig.org>

## The Learner Development Journal Issue 7: Challenging the Conventions of Learner Development Research

---

Author: Amelia Yarwood

Title: Tracing Emotion in the (Re)Construction of an EFL Identity During a Self-Directed Learning Module: A Short Story Approach

Date of publication online: 2023

DOI: <https://doi.org/10.37546/JALTSIG.LDJ7-2>

Author contact: <yarwood-a(at)kanda(dot)kuis(dot)ac(dot)jp>

Published by the Japan Association for Language Teaching  
Learner Development Special Interest Group, Tokyo

<https://ld-sig.org/>

Copyright 2023 each respective author

---

This article can be cited as:

Yarwood, A. (2023). Tracing emotion in the (re)construction of an EFL identity during a self-directed learning module: A short story approach. *The Learner Development Journal*, 7, 11–31. <https://doi.org/10.37546/JALTSIG.LDJ7-2>

---

This article is part of a collection of practitioner research on the theme of “Challenging the Conventions in Learner Development Research” for Issue 7 of the Learner Development Journal (LDJ7), edited by Ellen Head, Aya Hayasaki, and Ryo Moriya. Published once a year, each issue of the Learner Development Journal follows a Community of Practices approach over a period of approximately 18 months in which contributors work together, under the guidance of the editors, to share, respond to, and develop their research and writing.

*Articles are published in the Learner Development Journal under a Creative Commons Attribution License (CC BY), of which CC BY 4.0 is the most recent version. Under this agreement, authors grant users the right to unrestricted dissemination and re-use of the work. They ask only that proper attribution is given to the work.*

# Tracing Emotion in the (Re)Construction of an EFL Identity During a Self-Directed Learning Module: A Short Story Approach

Amelia Yarwood, Research Institute for Learner Autonomy Education,  
Kanda University of International Studies, Japan  
<yarwood-a(at)kanda(dot)kuis(dot)ac(dot)jp>

This paper explores the stories told by Hiroto, an EFL learner enrolled in a semester-long self-directed language learning (SDLL) module to understand how the emotional qualities found in the stories interact with Hiroto's identity (re)construction. Barkhuizen's (2016b) short story approach was used in conjunction with emotion-based codes to analyse data extracts from interviews, constructed identity statements, and a visual language learning history. The findings reveal that Hiroto experiences a constant flux of emotions throughout his SDLL journey that interact in different ways with micro, meso, and macro-level factors such as an existing desired identity, academic obligations, cultural influences, and TOEIC examinations.

本論文は、1学期にわたる自己主導型言語学習 (SDLL) モジュールに在籍するEFL学習者ヒロトの物語を探求し、彼の物語に見られる感情の性質がヒロトのアイデンティティ(再)構築とどのように相互作用するかを理解する。Barkhuizen (2016) のショートストーリーアプローチは、インタビュー、構築されたアイデンティティステートメント、視覚化した言語学習史から抽出したデータを分析するために、感情に基づくコードと組み合わせて使用された。その結果、ヒロトはSDLLの旅路によって、既存の望ましいアイデンティティ、学業上の義務、文化的影響、TOEIC試験などのマイクロ、メソ、マクロレベルの要因とさまざまな形で相互作用する、持続的な感情の流動を経験していることが明らかになった。

## Keywords

learner emotions, emotional qualities, EFL learner, identity construction, narrative case study  
学習者感情、感情の性質、外国語としての英語学習者、アイデンティティの構築、ナラティブによる事例研究

## Introduction

Stories of language learning are at the core of my personal, professional, and research life. It is through stories that learners can make sense of their multiple, dynamic identities, each of which is grounded in different places, spaces, and times. In my role as a Learning Advisor (LA), a language and self-directed learning specialist, I became fascinated by how the emotions in the stories my students shared mediated their actions; either facilitating or hindering their learning, or influencing who they identified as language learners. However, when consulting the literature, I found that little attention had been paid to emotions due to preferences for cognitive approaches (Swain, 2013; Dörnyei & Ryan, 2015) and an unfamiliarity with how to conduct emotion research (Swain, 2013). Connections between self-directed learning, learner identity, and emotions were even fewer. With this gap in mind, I set out to adopt a “person-centred” approach (Benson, 2019, p. 65) that would shed light on how learning experiences and emotions interact with the way in which self-directed language learning identities are constructed, deconstructed, and reconstructed anew through storytelling. Storytelling, it seemed, was the perfect vehicle to understand the sociocultural and psychological experiences of a learner and how they influence, inform, and are integrated into their perception of who they are as a learner.

Using stories as both process and product was a challenge. Just as my participant had to make decisions about language choice, structure, presentation, and the interpretations offered, I also had to make decisions about how I gave meaning to another person's experiences, emotions, and identities. The difficulty was only increased by the uncertainty, bewilderment, and frustration I encountered when attempting to combine the multiple threads of related stories in a way that would resonate with the reader. I have done my best to explore the relational processes that occur in the development of self-directed language learning identities; however, I invite readers to be active participants in the storytelling process - interpret what you read with an awareness of your own language learning experiences, emotions, and sense of self.

### ***Self-Directed Language Learning***

Self-directed language learners, those willing to be responsible for their own learning processes, are likely to be engaged, focused, and maintain effective study habits (Thornton, 2010). These benefits are desirable for life-long learning and personal growth. Consistent self-directed language learning (SDLL), while ideal, is not the reality. In reality, SDLL is relational. It is a tapestry of coloured threads that represents any number of interacting variables, including learner's beliefs, values, personalities, lived experiences, and situational factors within their personal, social, and wider socio-political worlds. In an effort to better understand and regulate some of these variables, educating learners in the use of practical and reflective self-directed learning skills has been advocated by leading researchers (Nunan, 1999; Oxford, 1990, 2017). The approach taken to SDLL in my context, a self-access learning centre near Tokyo, seeks to actively address the dynamic nature of language learning. Thus, considerable efforts are made to work with learners to co-construct a narrative that makes explicit the personal, interpersonal, and contextual variables that influence self-directed learning.

Practically, this is achieved by employing Learning Advisors (LAs), foreign language teaching and learning specialists trained in reflective dialogue tools and practices (Kato & Mynard, 2016). Advising sessions are open to all students who wish to explore their learning processes alongside an advisor. The sessions are voluntary, often conducted in the students' target language, and are a unique feature of the self-access centre.

Training in SDLL through modules collectively known as the Effective Learning Module (ELM) is also offered. Delivered as two separate modules, the introductory ELM 1 module covers practical SDLL skills such as goal setting, language learning strategies, resources, and overcoming barriers (e.g., motivation, confidence) and is a prerequisite for enrolment in the more self-directed and reflective ELM 2. Practical and reflective skills are interwoven in each module, albeit to different degrees. For example, practical SDLL skills are introduced and explored across six weekly units in ELM 1 before a personal learning plan is developed, implemented, and reflected upon by the student. LAs provide written feedback each week, but advising sessions are not built into the schedule (although they can, and are requested). In contrast, ELM 2 includes intermittent reflective training activities which are designed to deepen the weekly reflections module takers write based on what they notice about the process of implementing their personal learning plans. Several advising sessions are embedded in the ELM 2 schedule. (For a full explanation of the modules, see Davies & Yarwood, 2023; Imamura & Wongsarnpigoon, 2023.)

### ***SDLL and Language Learner Identity***

Characterised as volitional action and the genuine self-endorsement of a learning task (Mynard et al., 2022), autonomy is at the heart of the SDLL modules. Learners enrolled in these modules are thus required to reflect on who they are as language learners and make self-endorsed decisions about the what, where, why, and how of their learning. However, not all learners are willing to take responsibility for their own learning due to preferences for learning styles that are passive and teacher centred (Wong & Nunan, 2011) or uncertainty in adjusting their approaches to make the most of new, autonomous learning environments (Curry et al., 2017; Victori & Lockhart, 1995). For others, the variables outlined earlier (e.g., personal, interpersonal, and situational) may facilitate or hinder self-directed learning. Learners thus operate at, and maneuver between, different stages of autonomous thinking and behaviour (i.e., from other-directed to completely self-directed) for a number of reasons (Kato & Mynard, 2016).

In the experience of many advisors, changes in autonomy and self-directed learning behaviours take time, are supported by the advisor-advisee bond, and may not always be immediately visible (Davis et al., 2019; Edlin & Yarwood, 2019). Anecdotal evidence from experienced advisors, myself included, highlights the complex and lengthy process involved in developing an autonomous, self-directed learner identity. Frequently, the changes in learners' beliefs and affective realities that signal a transformation in autonomy development are not immediately recognisable (Chong & Reinders, 2022). Without understanding the processes, affordances, and obstacles that shape the development of self-directed learner identities over time and, in the context of SDLL experiences, educators may inadvertently underestimate the impact of SDLL teaching and learning pedagogies. Thus I aim to provide an example of how language advisors, classroom teachers, and those developing self-directed learning materials could holistically explore ways in which SDLL experiences influence, inform, and are integrated into individual language learners' identities.

### ***Stories of Who Am I?***

Learner identity is grounded in past experiences and exerts considerable influence on current and future goals, values, and concerns (Miyahara, 2014, 2017). The temporal, goal- and value-oriented nature of identity is reaffirmed in Norton's often cited definition of identity as, "the way a person understands [their] relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (Norton, 2013, p. 4). It appears then that there is no better way to understand, maintain, or modify language learning behaviours than to untangle the subjective values interwoven with a learner's understanding of their L2 learning experiences and their ongoing identity work (i.e., renegotiating an identity). As perceptions of experiences, values, goals, and identity are unique to the individual, a "person-centred" approach (Benson, 2019, p. 65) that gives prominence to an individual's experiences in and conceptions of social contexts rather than the social context itself are most appropriate to the task (Benson, 2019; Dörnyei & Ryan, 2015; Ushioda, 2011, 2016).

Narratives, or more specifically, elicited storytelling is one method that can be used to gain access to the subjective experiences inherent in learner identity research (Barkhuizen, 2016b, 2017; Dörnyei & Ryan, 2015; Hiver et al., 2020; McAdams & McLean, 2013), while also creating a space for learners to exercise their agency in defining and renegotiating their identities. In other words, through the process of the self-reflection

that takes place in elicited storytelling situations, learners develop a greater awareness of their individual processes (Kato & Mynard, 2016). Meanwhile, agency is demonstrated when learners construct, evaluate and ultimately share the stories they feel are relevant to their identity as language learners (Barkhuizen 2016b; Prior, 2016, 2019). The constructed nature of elicited stories often encounters questions of representation and trustworthiness. However, in working with narratives, it is important to remember that we do not seek to find “faithful representations of a reality independent of the knower” (Clandinin & Rosiek, 2007, p. 39). Instead, how learners choose to represent themselves is at the core of narratives and narrative inquiry. In utilising narratives, we aim to consider the rich tapestry of what is told, how it is told, and how stories are co-constructed by, and resonate with, the narrator, the audience, and existing social, political, and cultural narratives. Exploring learner identity from a person-centred, narrative approach offers researchers, educators, and the learners themselves an opportunity to look at the tapestry of experience through an iterative lens; each time uncovering the different representations that have been woven together. Each time gaining a different insight into their experience as a whole.

Learners enrolled in formal SDLL modules like the one in this study are familiar with the act of elicited storytelling through embedded reflective activities. Self-reflection occurs internally. Meanwhile, the written and oral reflections in SDLL modules or with LAs are social activities. SDLL modules thus provide a supportive, dialogic space in which learners can share stories about their perceptions of and responses to their far- and recent-past learning experiences in multimodal and collaborative ways. In terms of understanding SDLL-related identity work, subjectivity or how individuals perceive an experience is a foundational concept. The emotional tones learners colour their stories of SDLL with can provide an insight into how they are negotiating their experiences, their relationship with their emerging learner identity, and any obstacles they face in developing a more self-directed identity. I explore this in more detail in the next section where I highlight the connections between subjective experiences in SDLL, emotion, and identity work.

### ***Emotions behind Who am I?***

Emotions have traditionally been defined as purely cognitive phenomena (Barcelos, 2015; Pavlenko, 2013). Such definitions disassociate emotions from their dynamic and situated nature and their relationship to power relations, ideologies and cultural norms (Pavlenko, 2013; Prior, 2019; Swain, 2013). Traditional definitions of emotions are also problematic to our understanding of SDLL. To do justice to the complex relationship emotions have with SDLL, holistic approaches that take into account the interplay of a broad range of emotions, cognition and action (Imai, 2010), language use (Prior, 2019; Dewaele, 2021), and beliefs and identities (Barcelos, 2015) are essential. One view of emotions that gives salience to its cognitive and social dimensions comes from the psychologist Nico Frijda. By characterising emotions as a motivation state which, “push the individual to change his relationship with an object, a state of the world, or a state of self, or to maintain an existing relationship despite obstacles or interferences” (Frijda, 2008, p. 16), SDLL, learner identity, and emotions should be explored holistically. In this view of emotions, the priority given to emotional concerns (e.g., the desire to succeed) is dependent on the individual or culture, as well as any potential threats to a particular emotional concern. As a result, there can be a range of potential meanings attached to each concern (Frijda, 1988; Mesquita & Frijda, 2011). To provide a concrete example, a learner who is ambitious

may aspire to convey their familiarity with complex concepts during a conversation. For the learner, maintaining their credibility as an ambitious, intelligent individual is their focal emotional concern. If the learner lacks the appropriate vocabulary to maintain their credibility, then their identity as knowledgeable becomes threatened, generating fear or shame, which may result in avoidance behaviours such as ending the conversation. Concurrently, ending the conversation may also undermine their credibility as ambitious since they are unable to prove their ambition-related hard work. So, desire may win out over fear and shame and propel the learner to look up the necessary vocabulary in order to fulfil their goal. Emotions are thus feelings that evoke reactions and have the potential for action (MacIntyre & Gergerson, 2012). When engaging with SDLL knowledge and abilities, emotions can be considered an “essential resource” (Yamashita, 2015, p. 79). In other words, by identifying the emotions being experienced, the learner can develop an awareness of what is happening to them, why it is happening, and its effect on their perceptions, beliefs, and language learning behaviours. From there, the learner can then make an informed decision about their learning.

### *The Study*

My aim was to take a closer look at the SDLL identity work undertaken by English language learners by providing a case study of an undergraduate enrolled in a SDLL module at a foreign language university in Japan. To focus the study on the negotiation of a self-directed learner identity vis-à-vis the learner’s subjective perception of their SDLL experience, I give priority to the learner’s identity work and not the specific activities (for readers interested in activity details, see Curry et al., 2017; Davies & Yarwood, 2023; Imamura & Wongsarnpigoon, 2023). To guide my analysis and interpretation, the following research questions were explored:

1. What elicited narratives does a single Japanese undergraduate share of their English learning experience during a semester-long SDLL module?
2. How do the emotional qualities in the learner’s elicited narratives function in relation to their SDLL learner identity?

## **Methodology**

### *Introducing Hiroto*

Hiroto (pseudonym) was a first-year student enrolled in the International Communications department. To obtain a longitudinal understanding of identity work during SDLL, I contacted participants who had enrolled in both SDLL modules during the 2021-22 academic year. A total of six students were invited to participate in the study, but only Hiroto expressed an interest in sharing his stories.

Despite joining his mother at a local English community centre to sing English songs from a young age, Hiroto did not begin seriously learning English until the end of junior high school when he found enjoyment in doing well on school-based English exams. His decision to enrol at the university was based on his desire to “*study English with English.*” With an ambitious attitude, Hiroto initially enrolled in the SDLL module to “*learn how to study and so something new in university.*” His motivation to take the second SDLL module emerged from the realisation that his earlier study plans were “*not realistic,*” so he “*made a decision to make a realistic plan.*”

### Collecting and analysing stories

As a narrative researcher, I aim to move beyond a description of phenomena to focus on understanding how lived experiences are co-created, understood, performed, and transformed. Narrative inquiry, in contrast to other forms of research, accepts findings in terms of authenticity, resonance, and/or trustworthiness (Clandinin & Connelly, 2000; Denzin & Lincoln, 2005). To ensure that Hiroto's voice was clearly represented in a way that ensures authenticity and trustworthiness, I followed a rigorous process that included reiterative readings, extensive note-taking, and active discussions of (re)interpretations. These discussions took place with both a colleague familiar with emotions and learner identity research, and Hiroto. To address the matter of resonance, which seeks to make sure findings are understandable, relatable, and worthwhile, I decided to present the analysis of narratives alongside the interpretation. By demonstrating what different elements in Hiroto's narrative experience signify, the threads of Hiroto's experience, emotions, and SDLL identity work become tightly woven to present a holistic image.

### Summarising the procedures

The ethics, data collection, and analysis procedures I followed for this study took place between February and March 2022 (see Figure 1).

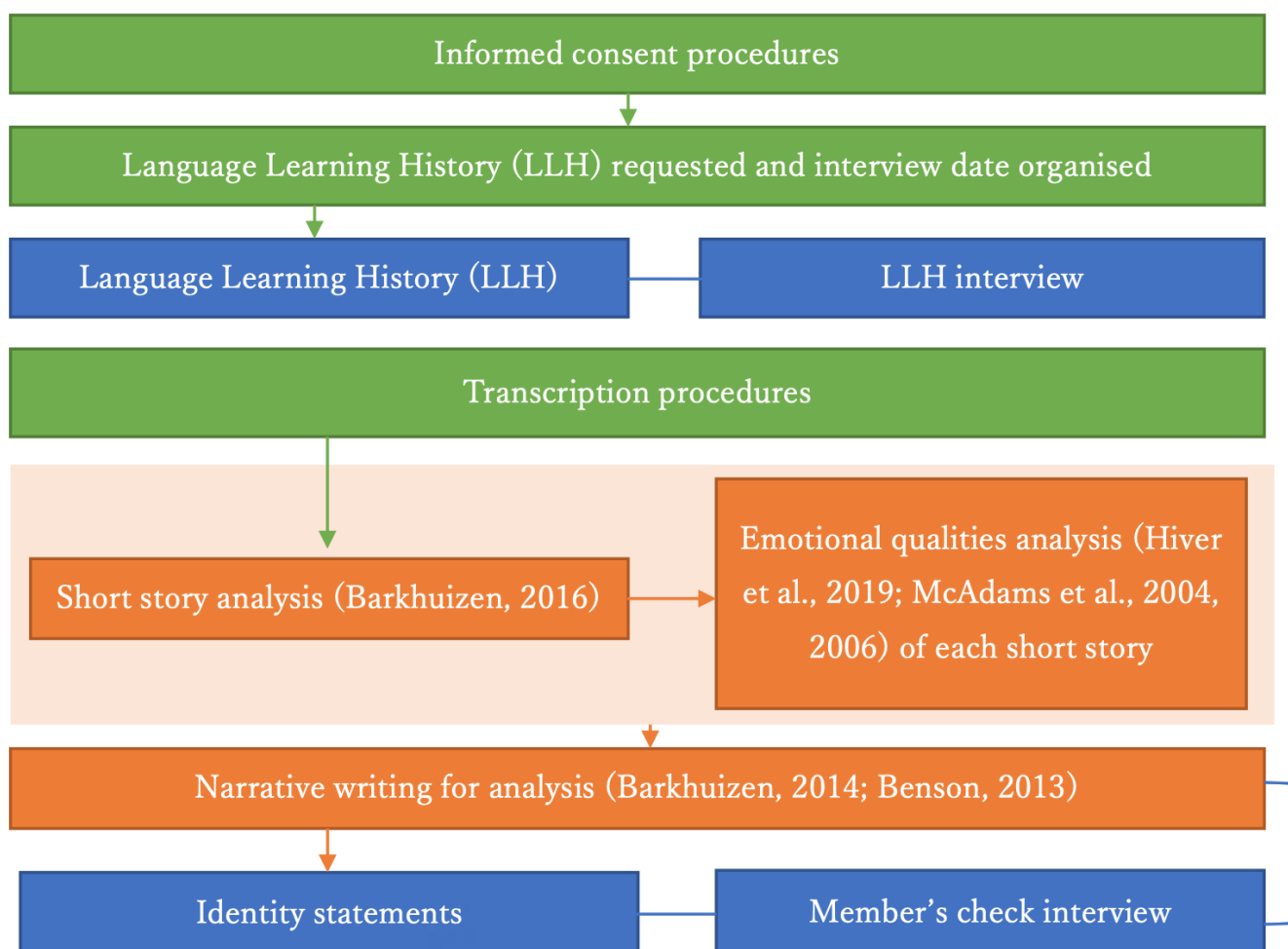


Figure 1. Flow of Data Collection and Analysis Procedures

The consent procedures for this project included approval from the university ethics committee and providing Hiroto with both a bilingual, plain language statement and consent form. After Hiroto consented, I emailed him with instructions on how to create a visual language learning history (LLH) (Appendix A) and requested an online interview to explore his LLH experiences in further detail. In the interview, Hiroto was keen to use English and only used Japanese when he could not find the words to express himself as desired. My own Japanese abilities facilitated an environment in which Hiroto could express himself in both languages. The audio data was transcribed verbatim with Japanese utterances first translated by myself before being checked by a bilingual colleague for accuracy. The data was then uploaded to an Excel spreadsheet and analysed sentence by sentence. Three forms of analysis were conducted in iterative rounds to arrive at a comprehensive understanding of Hiroto's experiences: a short story analysis (Barkhuizen, 2016a; 2016b), an analysis of the emotional qualities contained within the narratives (Hiver et al., 2019; McAdams et al., 2004, 2006), and narrative writing for analysis (Barkhuizen, 2014; Benson, 2013).

### ***Short story analysis***

When conducting the short story analysis, I examined the larger data set for smaller extracts that took on the form of a fully contained story (Barkhuizen, 2016a; 2016b). These typically included reflective elements (Labov, 1997) and narrated a past experience or imagined future. In doing so, detailed attention could be given to the *content* (i.e., who, where, and when) and *context* (i.e., micro, meso, and macro scales of interaction) of the narratives. To differentiate between the different scales of contexts, I defined micro as interactions that took place within Hiroto. These include interactions between his personal thoughts, ideas, beliefs, and the emotions he experienced. The meso level often occurs in institutional and social spaces. The conversations that take place in advising sessions are examples of interactions at this level. Finally, macro refers to interactions representative of the broader ideological, discursive, and cultural contexts in which Hiroto's learning and identity work take place. A relevant example would be the values and discourse attached to standardised English proficiency examinations in Japan.

### ***Analysis of Emotional Qualities***

Once the interview data had been broken into short stories and analysed, the emotional qualities of each narrative were thematically analysed using inductive and deductive coding (Saldaña, 2015) (Appendix B). Inductive coding took place when interpreting the emotions experienced and their genesis, whereas the emotional tone and sequencing was coded based on prior studies from psychology and language learning that dealt with the emotional qualities of narratives (Hiver et al., 2019; McAdams et al., 2004, 2006):

**Emotional tone.** Used to rate the overall positivity on a 5-point scale with a rating of 1 for a *very unhappy story, very negative emotional tone* to a rating of 5 for *very happy story, very positive emotional tone*. These codes were used to understand the valency or strength of the emotions experienced in the narratives told.

**Sequencing.** Used to rate the emotional trajectory on a 4-point scale with a rating of 1 for *No change*, 2 for *Pos→Neg*, 3 for *Pos→Neg* and 4 for *Constant state of flux*. Emotional changes in Hiroto's stories were explored using these codes.



### ***Narrative writing for analysis***

The understandings and interpretations developed from the short story and emotional qualities analysis were fundamental to my approach to narrative writing for analysis (Benson, 2013; Consoli, 2021). I used them to help generate a coherent story by reconfiguring the dynamic elements found in the narrative (Polkinghorne, 1995). The story that resulted from this process focused on Hiroto’s emotions and how they interacted with events to form distinct identities within the context of his SDLL experiences. A total of two narratives (i.e., identity statements) were composed (Appendix C) by using Hiroto’s own words and my interpretations. In line with the co-constructed, collaborative nature of the study, Hiroto was invited to comment on these identity statements prior to the member check interview. During this step in the procedure, Hiroto confirmed the authenticity of the researcher’s interpretations, elaborated on his earlier stories, and requested some modifications to the language used.

### **Hiroto’s Stories**

In this section, I have chosen to present analysis procedures, my interpretations and conclusions together, with the aim of establishing resonance and trustworthiness. I will focus mainly on presenting a detailed narrative of Hiroto’s subjective, lived experiences. As the SDLL module content is secondary to Hiroto’s perspective of his learning situation, it will not be explained unless necessary for making sense of his stories.

### ***Investigating the stories shared***

My intentions from the start of this study were to understand the elicited narratives shared by Hiroto about his English learning experiences during the SDLL module and how the emotional qualities in the stories shared interact with his SDLL identity. From the LLH interview, 6 self-contained stories emerged. Identified with a number (e.g., S1 for Story 1) and a representative title taken from Hiroto’s own words, I have summarised these stories in Table 1 in relation to categories characterised by emotional qualities found in and across Hiroto’s stories.

**Table 1.** *Narratives Produced by Hiroto*

<b>Category</b>	<b>Short story title</b>	<b>Summary</b>
<b>Motivation stories</b> (characterised by excitement)	S2. <i>I was エネルギッシュ</i> [energetic]	Proud of his idea to combine TOEIC study with a credit-bearing course, Hiroto started the module in a state of excitement.
	S5. <i>Talking with English speaker was so fun</i>	Unlike speaking with his classmates where he felt judged, Hiroto gained a little confidence when speaking to a fluent English speaker.

Category	Short story title	Summary
<b>Conflict stories</b> (characterised by a mixture of positive and negative emotions)	S1. <i>I had to take ELM</i>	After hearing the module was easier than regular classes and needing to fulfill credit requirements, Hiroto decided to enrol in the module.
	S3. <i>Sorry, it tough so I will postpone it</i>	Getting through assignments from regular classes became a priority for Hiroto during the first five weeks of university. He stopped submitting the work without telling his advisor. Despite feeling guilty and expecting the advisor to be angry at him, he was relieved to receive an empathetic response.
	S5. <i>My feeling was so like complicated</i>	In the final week of semester, Hiroto was exhausted. He didn't want to complete the module but after talking to his advisor, he was able to clear his mind and move forward.
<b>Self-awareness stories</b> (characterised by pride, regret, and appreciation)	S6. <i>ELM makes me realise my weak point</i>	Hiroto realised through the module that he had overestimated his capabilities.

Motivation stories generally focused on Hiroto's positive perception of his choices and the fun, motivating consequences that derived from his decisions. In both stories, undesirable elements were implied but Hiroto's decision to combine unpleasant, compulsory activities (i.e., TOEIC and classroom activities) with ones that were enjoyable (e.g., conversing with highly proficient speakers), ultimately reduced the potential for intense negative emotions to be experienced. The emotional tone and sequence of these stories were happy and positive and followed a stable positive trajectory.

Conflict stories resulted from Hiroto's duties as a university student and time-management factors. These stories fluctuated between positive and negative emotions, tone, and trajectories to underline the struggle Hiroto faced in trying to accomplish his personal and academic goals, fulfill his responsibilities, and manage his time and energy. Positive emotions such as appreciation and relief were found in Hiroto's interactions with his advisor. Meanwhile, the negative emotions highlighted the apprehension, guilt, and exhaustion that came from trying hard to be a good student. The final category is coincidentally also the final story Hiroto shared.

Reflective in nature, this self-awareness category exemplifies the ways in which emotions are a resource for greater metacognitive awareness (Yamashita, 2015). Hiroto experienced a constant flux of emotions throughout his SDLL journey but in narrating his experiences to his advisor and then to me, he eventually came to evaluate the experiences in a positive light. As Hiroto shared in S6 (*ELM makes me realise my weak point*):

**Hiroto:** "I'm a bad boy, but I realise my weak point. So I can use my experience for next semester. I can know my capability."

While Hiroto may regret not achieving his goals in the way he had intended at the start of the module, he demonstrated an appreciation of the module and conversations with his advisor as opportunities to become aware of how he was feeling. From there he was

able to use his emotions as indicators of his personal limits. When he had exhausted his capacity for juggling different forms of study, the emotions seen in his conflict stories arose. However, the value Hiroto places on overcoming hardship and gaining a newfound understanding of himself is worthy of the pride he portrays.

### ***Hiroto's SDLL Identity***

In this section, I aim to explore in greater detail, the role of emotions in the negotiation of a single SDLL identity using a short story approach. When asked how he felt about the identity statements in the member check interview, Hiroto identified the following SDLL identity statement as being accurate, albeit embarrassing to acknowledge:

#### **SDLL1. The Overestimator**

I do my best to kill two birds with one stone whenever I can. I know I need to get the required test scores and credits but my personal life is busy so I want to make my university life easier. I chose my courses based on how easy I think they will be, or if they can be combined with other goals. Sometimes I overestimate my abilities and do too much though. This makes me feel overwhelmed and stressed out. When this happens, I want to run away from non-compulsory study.

My decision to focus on this identity statement is not to further embarrass Hiroto but because this identity statement resulted from four short stories that were grounded in the Motivation and Conflict categories. Secondly, this identity appears significant to Hiroto's SDLL experience as a contributing factor in his growing self-awareness. Finally, this identity and the stories incorporated within, have implications that are beneficial for those involved in SDLL. For Hiroto, this identity was one he needed to experience in order to grow and develop as a learner. For other language learners it can serve as a reminder that difficulties are part of the journey and they do not need to reprimand themselves as Hiroto did when he read this identity statement, asking, "*What did you do?...Be careful!*" Instead, they can learn from the experience. Of the four short stories, only one from the Motivation category (S2. *I was エネルギッシュ*) and Conflict category (S3. *Sorry, it tough so I will postpone it*) will be introduced here.

### ***Hiroto's Short Stories: I was エネルギッシュ (energetic)***

The title "*I was エネルギッシュ (energetic)*" came from Hiroto's own use of the Japanese phrase (line 5 and line 7) to describe the vigour inherent in his identity at the time. The central focus of this short story is Hiroto's decision to combine the module with TOEIC preparation. Hiroto's desired identity appears to be that of an ambitious International Business and Communication (IBC) student intent on making a good start on his university career.

#### **Extract 1. I was エネルギッシュ (energetic)**

Note: Hiroto (H); Amelia (A)

Codes: Excitement (Exc.); Apprehension (Appre.); Determination (Det.); Emotional Tone (ET); Very happy, very positive tone (PT5); Mixed tone (ET3); Emotional sequence (ES); No change - positive tone (ES1(P))

	Emotion	ET	ES
1 H Okay. Firstly, I will talk about red block.			
2 So it was a like first... the beginning section.		ET 5	ES1 (P)
3 Like, [Weeks] one, two, four or five.			
4 Then I was, as I wrote, I was excited.	Exc.		
5 It was a beginning of university life.			
6 So I was so エネルギッシュ [energetic], excited.			
7 Then, ah, so I did, I took module each of week,			
8 for my schedule, for my plan.			
9 Then the first week, I was エネルギッシュ [energetic] I did.			
10 A So everything went well in the first week?			
11 H Yeah, then I study and I thought studying TOEIC,	Pride		
12 ah no, studying TOEIC with using the module.			
13 It's a match.			
14 It was a match because studying TOEIC then,			
15 studying TOEIC following ELM.			
16 Then I thought I can get the credit also at the same time.			
17 A So, TOEIC was your big goal.			
18 Why did you decide to focus on TOEIC though?			
19 H Because, like, I'm a student.		ET 3	
20 I am a IBC [International Business Communication] student	Appre.		
21 then requirement TOEIC score is 630.			
22 Then I really focus on TOEIC score.	Det.		

Following Barkhuizen's (2017) process in short story analysis, I will begin by focusing on the *who* to understand the characters of the story, what actions they take, and their interactions. The narrator, and main character of this story, is Hiroto (*who*, "I", line 4). On a *micro* time scale, Hiroto is at the "*beginning*" stage of his university career (*when*, line 5) which fills him with excitement and energy (line 6). This excitement transforms into pride when he finds a way to achieve his desired TOEIC score while simultaneously earning a credit (lines 14-16). The emotional tone in this section of Hiroto's story is very happy and positive (ET5) as suggested by the repeated use of "*excited*" and "*エネルギッシュ [energetic]*" in lines 4, 6, and 9. This highly positive tone (ET5) continues as Hiroto's aims come to light when he backtracks to clarify that his priority was not the module, but rather "*studying TOEIC with using the module*" (line 12) in order to "*get the credit also at the same time*" (line 16) and at the *micro* level we get the sense Hiroto was proud of this decision. Although an examination, "TOEIC" becomes a secondary character (*who*) at the *meso* level in Hiroto's narrative since he intermittently engages with TOEIC throughout the semester via his study materials and SDLL goals. Hiroto's main objective was to study TOEIC "*using the module*" (line 12);

ultimately perceiving the module as a space to achieve his goals while gaining some convenient credits “at the same time” (*when*, line 16). On a *macro* scale, TOEIC in Japan is a social and corporate monolith often performing the role of gatekeeper to many educational opportunities and careers. High TOEIC scores provide social capital and create a hard-working public image to those who can obtain them.

During the member check, Hiroto confirms the importance of cultivating his own hard-working public image by emphasising his desire to be seen by readers of this research as someone who is “向上心 [ambitious]” and “*always moving forward the future. He don't stop, he don't stay.*” The influence of TOEIC pervades all three scales (micro, meso, macro) with institutional decision-makers whose policies and mandates (unidentified but still present at the *meso* level) impose upon Hiroto a significant need to interact with this corporate entity. This interactional relationship with TOEIC is cemented through Hiroto's affiliation with his undergraduate department (*where*, “IBC,” line 20). On the *meso* scale, this affiliation carries with it specific graduation requirements (“*requirement TOEIC score is 630,*” line 21). Although all students have four years in which to achieve the required TOEIC score, fear of potential failure appears to instil within Hiroto a sense of apprehension and determination. These emotions are indicated by both his decision to combine TOEIC study with his module work, and his use of the adverb “*really*” (line 22) to portray the necessity of fulfilling the graduation requirements. Regardless of the mixed tone (ET3, lines 19-22), the initial week of the SDLL module had a consistently positive trajectory (ES 1(P)) characterised by enjoyment, pride and determination.

### ***Hiroto's Short Stories: Sorry, it tough so I will postpone it***

The **Overestimator** facet of Hiroto's identity was largely coloured by feelings of apprehension, guilt, and exhaustion. On a positive note, although not visible in **The Overestimator** identity statement, these negative feelings were transformed into relief as a result of the advisor's support. In this extract from the third short story “*Sorry, it tough so I will postpone it,*” Hiroto relates an unanticipated outcome following his decision to not complete his SDLL reflections each week. Although phrased as “*postponing*” (line 9), there was no indication prior to this meeting that Hiroto was planning to catch up on work missed. It was also the advisor, not Hiroto, who requested the meeting. Hiroto sets the scene by detailing the reaction he anticipated a teacher (*who*, line 2) would have towards a student opting out of course work. On a *micro* scale, it is in his own imagination (*when*, “*if I talk,*” line 2) that Hiroto feels apprehensive because he anticipates anger and to “*be scold[ed]*” (line 3) by the advisor (*who*, lines 2, 4, & 6). However, in reality, Hiroto experiences relief when his advisor is empathetic (line 6) and accepts his choice (line 7).

#### **Extract 2. *Sorry, it tough so I will postpone it***

Codes: *Apprehension (Appre.); Exhaustion (Exhau.); Emotional Tone (ET); Happy, positive tone (ET4); Unhappy, negative tone (ET2); Emotional sequence (ES); Constant state of flux (ES4)*

	Emotion	ET	ES
1 H my thought was when I...	Appre.	ET 2	ES 4
2 if I talk to my teacher "Sorry, it is too tough for me" then			
3 my prediction[of the teacher's answer] was "Why?!"			
4 And teacher became angry and I would be scold[ed]..			
5 But it was not true.	Relief	ET 4	
6 My advisor sympathize with me.			
7 She said, "maybe I also know your feeling"			
8 because she was a student here before.			
9 "If you are postponing, I accept your decision."			
10 And like when I talk with her, I [was] impressed.			
11 So this is my positive impression.			
12 Negative impression was like "sorry, sorry advisor..."	Guilt	ET 2	
13 Yeah, it is also the amount of assignment makes me	Exhau.		
14 decreasing my motivation.			

In this short story, the advisor plays an integral role in the maintenance or transformation of Hiroto's **Overestimator** identity. At a *meso* scale, the advisor has the authority to not only pass or fail students, but to negotiate alternative pathways towards the completion of SDLL module tasks. Depending on the advisor's educational philosophy, postponing tasks may not have been permitted. Should this have happened, or the advisor scolded Hiroto as he had anticipated, the unhappy and negative tone (ET2, lines 1-4) felt by Hiroto on the *micro* scale is likely to have continued. It is possible that the overestimation of his abilities could have resulted in not just temporarily running away from non-compulsory study but in actual failure. The combination of *who* and *when* becomes significant in this short story in terms of how emotion functions in the (re)construction of English identity. Without the happy and positive experience (ET4, lines 5-11) that derived from the conversation with an empathetic advisor (*who*, line 6) who had been through similar experiences to Hiroto during her own undergraduate career (*who* and *when*, "*she was a student here*," line 8), Hiroto may have remained overwhelmed and failed to complete the module. However, with encouragement from his advisor, Hiroto did complete his work. Reflecting back on his experience, he communicated that the satisfaction he felt at the end of the SDLL module largely came from his development as a more self-aware individual capable of overcoming his organisational weaknesses.

## Discussion

The aim of this study was to understand the narratives constructed by Hiroto about his SDLL experience and how the emotional qualities of those stories relate to his English L2 identity work. Even before he enrolled in the SDLL module, Hiroto had a desired identity. Influenced by the *macro* level factors (TOEIC, duty of students) and *micro* level ambitions (to be perceived as ambitious), the emotions associated with Hiroto's desired identity acted as a motivation state (Frijda, 2008). Excitement and apprehension operating on respective current and future timescales pushed Hiroto to act in order to maintain his

desired image. It was during this period that stories of motivation were found. However, the act of maintaining this desired identity despite changes at the *meso* level (increased workload) resulted in exhaustion and became a catalyst for Conflict stories to take place. As suggested by Kato and Mynard (2016), learners function at different stages of autonomous thinking and behaviour based on factors such as energy levels and prior knowledge. The unfamiliarity of university life and SDLL approaches, exhaustion, and a desire to maintain his desired self played a role in Hiroto's uncertain approach to adapting his SDLL plans to suit his present-time reality. In informal SDLL situations, structured support such as advising services are rare. In Hiroto's case, the SDLL approach he was undertaking was formalised and included a dedicated advisor who was partially responsible for his growth. At the *meso/micro* level, advising enhanced the SDLL experience (Victori, 2007; Victori & Lockhart, 1995) by giving Hiroto the opportunity to co-construct with the advisor a verbal account of events, confront assumptions, identify his emotions, and understand what they mean for his past, present, and future self. The negative emotions shared during advising functioned as a resource for Hiroto to realise he had overestimated his abilities and to act in a manner that was congruent with his desired self; failing a course by running away from the work would have been incongruent with who Hiroto wanted to be, but working with the advisor to develop a more appropriate plan allowed him to maintain his self-concept.

The mismatch between Hiroto's desired identity and **The Overestimator** identity constructed during the SDLL module could have culminated in the negative valuing of the whole SDLL experience. However, coloured by his ambition, Hiroto understands his relationship with the world at the *micro* level as one of trial and error. As such, it is in his stories of self-awareness that he is able to tell (first to his advisor), retell (to me as the researcher), and further assimilate these narratives of growth into his personal sense of self (Pasupathi et al., 2007). In this way, Hiroto was able to develop his desired self-concept by generating positive emotions towards, and positively evaluating the hardship he endured. This interpretation adds support to the notion that negative stories give way to positive tonality under the right conditions (Hiver et al., 2019; Pasupathi et al., 2007). In Hiroto's case, it was his *micro* level desired identity and *meso* level interactions with the advisor which seemed to generate the conditions necessary for the positive re-evaluation of a negative experience.

## Conclusion

In this paper I have used narratives as both process and product to understand Hiroto's SDLL identity and English learning experiences. I employed narrative writing for analysis to weave a rich, multi-coloured tapestry to illustrate how emotions can act as motivation states and a metacognitive resource when interacting with experience and aspects of a learner's identity. Untangling, closely examining, and reweaving narratives was a messy process. As I battled with presenting a coherent, cohesive narrative, I found that story threads dealing with the who, what, and where were criss-crossed in complex patterns of layers of Hiroto's micro, meso, and macro worlds. Each thread that I followed was dyed with the colours of Hiroto's emotions; colours that changed in hue with each re-telling of an experience and interpretation of past-felt emotions. Thus, questions of authenticity, resonance, and trustworthiness arose with each draft I wrote.

Ultimately, the unconventional decision to present my analysis and interpretation side-by-side, was so that those interested in narratives, emotions, and identity, could be inspired, as I was by Barkuizen's own work with narratives.

Working with Hiroto's stories has added support to the possibility that SDLL can, for some, have less to do with language learning and more to do with understanding experience in relation to the self. As an LA, this has significant implications for my practice. Namely, that stories should be embraced as a method of developing practical and reflective skills within, and outside the context of SDLL modules. If we give our students the space to collaboratively construct evolving stories of learning, then we are providing opportunities to raise metacognitive awareness and support autonomy development. This is especially true if we encourage our learners to place their identities as learners at the heart of these stories. The narrative interpretation of Hiroto's experience offers an example of how this opportunity could be structured. More explicitly, learners could be invited to use the LLH to identify highly emotional experiences. In conversation with the teacher, peers, or an advisor, they could then begin to explore the *content* (who, where, and when) and *levels of context* (micro, meso, and macro) in relation to the emotions they experience and who they want to be or identify as at the time.

## Review Process

This article was open peer-reviewed by Shu Hua Vivien Kao and Nathan Ducker of the Learner Development Journal Review Network. (*Contributors have the option of open or blind peer review.*)

## Author Bio

**Amelia Yarwood** has been an educator and learning advisor in Japan and Australia for over 10 years. She is currently a Visiting Lecturer for the Research Institute for Learner Autonomy Education (RILAE) where she mentors the next generation of Learning Advisors. Her research interests include curriculum development, learner autonomy, emotions, and identity through a narrative lens.

Amelia Yarwoodは10年以上日本とオーストラリアで教育者・ラーニングアドバイザーをしている。現在はthe Research Institute for Learner Autonomy Education (RILAE) の外部講師として、未来の学習アドバイザーを指導している。研究分野はカリキュラムディベロップメント、学習者オートノミー、感情、ナラティブのレンズを通したアイデンティティである。

## References

- Barcelos, A. (2015). Unveiling the relationship between language learning beliefs, emotions and identities. *Studies in Second Language Learning and Teaching*, 5(2), 301-325. <https://doi.org/10.14746/ssllt.2015.5.2.6>
- Barkhuizen, G. (2014). Narrative research in language teaching and learning. *Language Teaching*, 47(4), 450-466. <https://doi.org/10.1017/S0261444814000172>
- Barkhuizen, G. (2016a). A short story approach to analyzing teacher (imagined) identities over time. *TESOL Quarterly*, 50(3), 655-683. <https://doi.org/10.1002/tesq.311>
- Barkhuizen, G. (2016b). Narrative approaches to exploring language, identity and power in language teacher education. *RELC Journal*, 47(1), 25-42. <https://doi.org/10.1177/0033688216631222>
- Barkhuizen, G. (2017). Investigating multilingual identity in study abroad contexts: A short story analysis approach. *System*, 71, 102-112. <https://doi.org/10.1016/j.system.2017.09.014>



- Benson, P. (2013). Narrative writing as method: Second language identity development in study abroad. In G. Barkhuizen (Ed.), *Narrative research in applied linguistics* (pp. 244-263). Cambridge University Press.
- Benson, P. (2019). Ways of seeing: The individual and the social in applied linguistics research methodologies. *Language Teaching*, 52(1), 60-70. <https://doi.org/10.1017/S0261444817000234>
- Chong, S., & Reinders, H. (2022). Autonomy of English language learners: A scoping review of research and practice. *Language Teaching Research*, 0(0), 1-26. <https://doi.org/10.1177/13621688221075812>
- Clandinin, J. D., & Connelly, M. F. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.
- Clandinin, J. D., & Rosiek, J. (2007). Mapping a landscape of narrative inquiry: Borderland spaces and tensions. In D. J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology* (pp. 35-75). Sage. <https://doi.org/10.4135/9781452226552>
- Consoli, S. (2021). Uncovering the hidden face of narrative analysis: A reflexive perspective through MAXQDA. *System*, 102, 102611. <https://doi.org/10.1016/j.system.2021.102611>
- Curry, N., Mynard, J., Noguchi, J., & Watkins, S. (2017). Evaluating a self-directed language learning course in a Japanese university. *International Journal of Self-Directed Learning*, 14(1), 17-36.
- Davies, H., Stevenson, R., & Wongsarnpigoon, I. (2019). Shifting roles in continuous advising sessions. *Relay Journal*, 2(1), 69-72.
- Davies, H., & Yarwood, A. (2023). Training reflective learners: Designing, implementing and evaluating reflective activities in a self-study module. In N. Curry, P. Lyon, & J. Mynard (Eds.), *Promoting learning on language learning: Lessons from a university setting* (pp. 272-290). Multilingual Matters. <https://doi.org/10.21832/9781800415591-020>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The Sage handbook of qualitative research* (3rd ed.). Sage.
- Dewaele, J. (2021). Research into multilingualism and emotions. In G. L. Schiewer, J. Altarriba, & B. Chin Ng (Eds.), *Language and emotion. An international handbook*. Mouton De Gruyter. <https://doi.org/10.1515/9783110670851-026>
- Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. Routledge. <https://doi.org/10.4324/9781315779553>
- Edlin, C., & Yarwood, A. (2019). Advisor as an empowerer. *Relay Journal*, 2(1), 63-65. <https://doi.org/10.37237/relay/020108>
- Frijda, N. H. (1988). The laws of emotion. *American Psychologist*, 43, 349-358. <https://doi.org/10.1037/0003-066X.43.5.349>
- Frijda, N. H. (2008). The psychologists' point of view. In M. Lewis, J. M. Haviland-Jones, & L. Feldman Barrett (Eds.), *Handbook of emotions* (pp. 68-87). Guilford.
- Hiver, P., Obando, G., Sang, Y., Tahmouresi, S., Zhou, A., & Zhou, Y. (2019). Reframing the L2 learning experience as narrative reconstructions of classroom learning. *Studies in Second Language Learning and Teaching*, 9(1), 83-116. <http://dx.doi.org/10.14746/sslit.2019.9.1.5>

- Imai, Y. (2010). Emotions in SLA: New insights from collaborative learning for an EFL classroom. *The Modern Language Journal*, 94(2), 278-292. <https://doi.org/10.1111/j.1540-4781.2010.01021.x>
- Imamura, Y., & Wongsarnpigoon, I. (2023). Promoting reflective dialogue through introductory self-directed learning courses. In N. Curry, P. Lyon, & J. Mynard (Eds.), *Promoting learning on language learning: Lessons from a university setting* (pp. 253-271). Multilingual Matters.
- Kato, S., & Mynard, J. (2016). *Reflective dialogue: Advising in language learning*. Routledge. <https://doi.org/10.4324/9781315739649>
- Labov, W. (1997). Some further steps in narrative analysis. *Journal of Narrative and Life History*, 7(1-4), 395-415. <https://doi.org/10.1075/jnlh.7.49som>
- MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(2), 193-213. <https://doi.org/10.14746/ssl.t.2012.2.2.4>
- McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233-238. <https://doi.org/10.1177/0963721413475622>
- McAdams, D. P., Anyidoho, N., Brown, C., Huang, Y., Kaplan, B., & Machado, M. (2004). Traits and stories: Links between dispositional and narrative features of personality. *Journal of Personality*, 72, 761-784. <https://doi.org/10.1111/j.0022-3506.2004.00279.x>
- McAdams, D. P., Bauer, J., Sakaeda, A., Anyidoho, N., Machado, M., Magrino-Failla, K., White, K., & Pals, J. L. (2006). Continuity and change in the life story: A longitudinal study of elicited memories in emerging adulthood. *Journal of Personality*, 74, 1371-1400. <https://doi.org/10.1111/j.1467-6494.2006.00412.x>
- Mesquita, B., & Frijda, N. (2011) An emotion perspective on emotion regulation. *Cognition & Emotion*, 25(5), 782-784. <https://doi.org/10.1080/02699931.2011.586824>
- Miyahara, M. (2014). Emerging self-identities of second language learners. In K. Csizer & M. Magid (Eds.), *The impact of self-concept on language learning* (pp. 206-232). Multilingual Matters. <https://doi.org/10.21832/9781783092383>
- Miyahara, M. (2017). Narratives in language learning research: Developing a reflexive framework. 教育研究 [Education Research], 59, 87-104.
- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Multilingual Matters. <https://doi.org/10.21832/9781783090563>
- Nunan, D. (1999). *Second language teaching and learning*. Heinle.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Newbury House.
- Oxford, R. L. (2017). *Teaching and researching language learning strategies: Self-regulation in context* (2nd ed). Routledge.
- Pasupathi, M., Mansour, E., Brubaker, J. R. (2007). Developing a life story: Constructing relations between self and experience in autobiographical narratives. *Human Development*, 50, 85-110. <https://doi.org/10.1159/000100939>
- Pavlenko, A. (2013). The affective turn in SLA: From 'affective factors' to 'language desire' and 'commodification of affect'. In D. Gabryś-Barker & J. Bielska (Eds.), *The affective dimension in second language acquisition* (pp. 3-28). Multilingual Matters.

- Polkinghorne, D. (1995). Narrative configuration in qualitative analysis, *International Journal of Qualitative Studies in Education*, 8(1), 5-23. <http://doi.org/10.1080/0951839950080103>
- Prior, M. T. (2016). *Emotion and discourse in L2 narrative research*. Multilingual Matters.
- Prior, M. T. (2019). Elephants in the room: An “affective turn,” or just feeling our way? *The Modern Language Journal*, 103(2), 516-527. <https://doi.org/10.1111/modl.12573>
- Saldaña, J. (2015). *The coding manual for qualitative researchers*. Sage.
- Swain, M. (2013). The inseparability of cognition and emotion in second language learning. *Language Teaching*, 46(2), 195-207. <https://doi.org/10.1017/S0261444811000486>
- Thornton, K. (2010). Supporting self-directed learning: A framework for teachers. *Language Education in Asia*, 1(1), 158-170. [https://leia.org/LEiA/LEiA%20VOLUMES/Download/LEiA\\_V1\\_2010/LEiA\\_V1\\_14\\_Thornton\\_Supporting\\_Self\\_Directed\\_Learning\\_A\\_Framework\\_for\\_Teachers.pdf](https://leia.org/LEiA/LEiA%20VOLUMES/Download/LEiA_V1_2010/LEiA_V1_14_Thornton_Supporting_Self_Directed_Learning_A_Framework_for_Teachers.pdf)
- Ushioda, E. (2011). Motivating learners to speak as themselves. In G. Murray, X. Gao, & T. Lamb (Eds.), *Identity, motivation and autonomy in language learning* (pp. 11–24). Multilingual Matters. <https://doi.org/10.21832/9781847693747-003>
- Ushioda, E. (2016). Language learning motivation through a small lens: A research agenda. *Language Teaching*, 49(4), 564–577. <https://doi.org.10.1017/S0261444816000173>
- Victori, M. (2007). The development of learners’ support mechanisms in a self-access center and their implementation in a credit-based self-directed learning program. *System*, 35, 10-31. <https://doi.org/10.1016/j.system.2006.10.005>
- Victori, M., & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *System*, 23(2), 223-234. [https://doi.org/10.1016/0346-251X\(95\)00010-H](https://doi.org/10.1016/0346-251X(95)00010-H)
- Wong, L. C., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 39(2), 144-163. <https://doi.org/10.1016/j.system.2011.05.004>
- Yamashita, H. (2015). Affect and the development of learner autonomy through advising. *Studies in Self-Access Learning Journal*, 6(1), 62-85.

# Appendix A

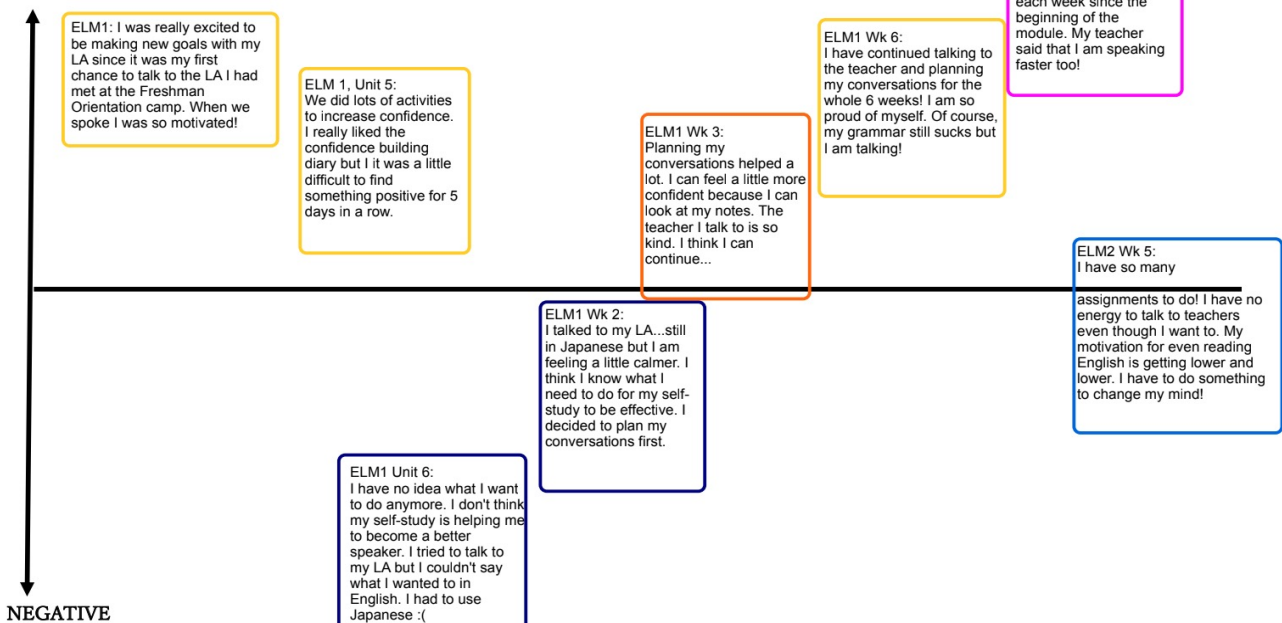
## Visual Learning History (Exemplar and Hiroto's submission)

### My ELM1/ELM2 Visual Learning History

Think back to your experiences in ELM 1 and ELM 2. On the graph, write about the most memorable experiences you had (conversations, activities, results etc). Think about the emotions you were experiencing at that time. Put the experiences on the graph depending on how positive or negative they were. Describe what happened, when they happened and how you felt.

Look at the example to help you:

POSITIVE



POSITIVE



## Appendix B

Categories used when coding Hiroto's interview data

Sub-categories	Descriptors
<b>Emotional tone</b>	
1	Very unhappy story, very negative emotional tone
2	Unhappy, negative emotional tone
3	Mixed or neutral emotional tone
4	Happy, positive emotional tone
5	Very happy story, very positive emotional tone
<b>Emotional Trajectory/Sequence</b>	
1	No change in emotional tone
2	Positive to negative transition
3	Negative to positive transition
4	Constant state of flux
<b>Positive Emotions</b>	
<i>Pride</i>	A heightened sense of satisfaction about one's own actions/skills
<i>Excitement</i>	A heightened sense of joy and energy
<b>Mixed Emotions</b>	
<i>Determination</i>	Desire to accomplish something (elements of pressure)
<i>Relief</i>	Moving from tension to a sense of peace
<b>Negative Emotions</b>	
<i>Apprehension</i>	A sense of unease at an event that has not happened yet
<i>Exhaustion</i>	Physical and mental tiredness resulting in an inability to focus or act as desired/usual
<i>Guilt</i>	Responding to an outcome with self-directed blame

## Appendix C

### Hiroto's self-directed language learning identity statements

#### SDLL Identity Statements

##### **SDLLI1. The Overestimator**

I do my best to kill two birds with one stone whenever I can. I know I need to get the required credits to successfully graduate from university but my personal life is busy so I want to make my university life easier. I chose my courses based on how easy I think they will be, or if they can be combined with other goals. Sometimes I overestimate my abilities and do too much though. This makes me feel overwhelmed and stressed out. When this happens, I want to run away from non-compulsory study.

##### **SDLLI2. The Communicative Learner**

Rather than studying by myself or completing worksheets, I prefer to learn about myself through English conversations with fluent English speakers. By talking to others I can organise my thoughts, and make realistic decisions about what I need to do to improve my English abilities. It is through conversations with people I trust and respect that I can feel motivated when I am a *little or very* stressed out.