Chapter 13
The DMLL in Language Learning

Abstract This chapter explores how the Developmental Model of Linguaculture Learning (DMLL) can inform foreign language pedagogy. It points out that a linguaculture perspective doesn't require adding cultural goals to language education. Instead, language learning can be informed by a deep learning perspective, and guided by the four levels of the DMLL. These are described in terms of a roadmap to linguaculture learning. A four-step approach to course planning is introduced that conceptualizes language learning in terms of a journey, and in terms of having a relationship with the foreign language. Examples of activities using this approach are given.

13.1 A Linguaculture Perspective

This chapter seeks to support teachers who are focused on language learning goals, but who would like to bring a linguaculture perspective to their work. Many teachers are expected to focus primarily on linguistic ability. They may be required to use particular materials, or focus on particular skills. It may seem that this prevents a focus on cultural learning. If one is required to teach paragraph writing, or presentation skills, for example, how can we shift the focus toward cultural learning goals?

The linguaculture perspective does not, however, require that teachers add culture learning goals to their courses. Rather, it reminds us that language learning itself is a form of cultural learning. Language learning involves a deep adjustment to our normal way of thinking, acting, expressing ourselves, and making sense of people's behavior. It is a highly personal, deeply psychological process. We must deeply internalize a foreign way to be ourselves. It is the need to embody foreign patterns that makes language learning a form of cultural learning. With that in mind, this chapter discusses the four levels of the DMLL in turn, focusing on pedagogy, the psychology of learning, and the development of a foreign language self.

Sometimes, of course, focusing on the surface forms of language may meet student needs. If learners must pass a standardized test, for example, it may be practical to treat language as a code that learners must master to find correct answers. The linguaculture approach reminds us, however, of the limitations of doing this. Treating language

purely as an intellectual challenge can result in shallow learning that is practical in the short-term, but hard to sustain over time. To develop fully, new linguistic knowledge needs to be put to use, played with, internalized and embodied. For anyone seeking to go beyond surface learning, these inner processes need to be kept in mind.

13.2   A Roadmap to Linguaculture Learning

The DMLL acts as a roadmap to language learning. Pedagogy is conceived of as a form of scaffolding that allows learners to reach a higher level experience of the language. For example, a student who functions largely at the i-2 level of consciously constructing sentences will benefit from an activity that is structured to help them function at the i-3 level of creative fluency. As students gain experience with higher levels of functioning, they can learn to recreate that state on their own, and in a wider range of contexts.

There are two main uses of the DMLL in language classes: (1) introducing the four levels of the DMLL to students and (2) using the DMLL for structuring activities and pedagogy. Doing both of these things in tandem creates an overall unity of purpose and helps learners understand how individual activities fit into the bigger picture of learning. This can be thought of as a roadmap to linguaculture learning—using the levels of learning as a way to help learners understand their own learning. The notion of a roadmap is grounded in the metaphorical understanding of language learning as a journey.

As illustrated in Fig. 13.1, the DMLL can help learners visualize the language learning process. Within a few minutes, it's possible to provide learners with a new way to think about the psychology of learning (the foreignness that we must adjust to and embody—as represented by the circles) and the dynamic, complex nature of
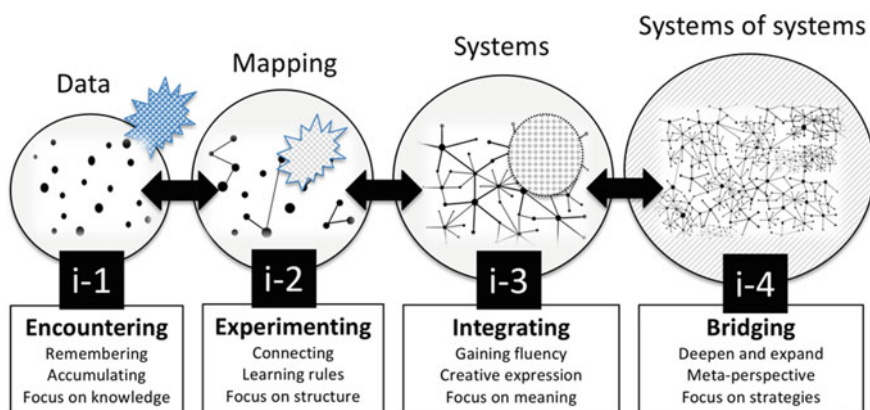

Fig. 13.1   The developmental model of linguaculture learning

the linguistic knowledge we are trying to internalize (as represented by the networks within the circles). The arrows between the circles represent the fact that we are always moving back and forth between different levels of learning. Even the most advanced learner (i-4) may sometimes need to think through a sentence in their heads (i-2) or search for just the right word (i-1).

With just a bit of explanation, learners can grasp that this represents levels of learning. This provides them with a visual guide to the topography of learning—a sense for the road of learning and how to progress. Some learners have naïve views of how language learning happens. They may feel, for example, that by accumulating linguistic knowledge piece by piece, communicative ability will naturally emerge. Or, they may think of language learning simply in terms of imitation and repetition— a form of mental training similar to how one might strengthen a muscle. By helping them visualize the deep learning process, they will be better equipped to navigate it.

Levels not stages The four circles represent *levels* of learning, not *stages* of learning. A *stage* refers to reaching a point of more advanced development that one does not retreat from. When a child learns to walk, for example, they seldom go back to crawling as their main way of getting around. The levels of DMLL, however, refer to the level of cognitive complexity at a given moment in time. For example, even highly skilled speakers who easily function at the i-3 (fluent and creative) level of language use may, at times, need to look up a new word in the dictionary, which corresponds with i-1 (discrete information) level of cognitive processing. They may need to pause to work out a complex sentence "in their head" (consciously), something that is more associated with i-2 (experimenting and trial and error). Naturally, as we gain in proficiency, we will gradually function more frequently at higher levels of cognitive processing, but it's a misconception to think that one definitively reaches a level and doesn't go back. The DMLL is not intended to be used as a scorecard that measures one's linguistic ability. Rather, it's a description of different levels of processing which can guide both learning and teaching.

13.3   From Learning to Pedagogy

The author, teaching English as an international language in Japan, introduced the levels of the learning to learners at the beginning of the semester, asking them to judge how much of the time they spent at the different levels. Learners quickly got a feeling for their own level of English use and would say things like *I think I've never experienced i3!* or *I'm stuck at i-1!* or *I want to go from i-2 to i-3*. Throughout the semester, class activities, including homework assignments, were described in terms of the level of learning they were aimed at. When working with a reading passage, for example, learners might be told to: a) look over a list of keywords from that passage before reading (i-1), and then b) read the whole passage without stopping (i-3) and without worrying about things they didn't understand. Tasks that focused on grammatical structures, or editing written work, was presented as i-2 learning.

While these activities were typical of those found in many language classes, the DMLL helped learners get a sense of how what they were doing fits into the overall learning process. This made the purpose of activities clearer, helped them monitor their own learning, and empowered them to think more critically about their studies and practice.

As a teacher, the DMLL helps me reflect on whether activities reflect the needs and abilities of my students. For example, when students struggled to express opinions in a discussion activity, I realized that I had jumped too quickly from the i-1 level (reviewing key vocabulary) to the i-3 level (expressing oneself freely/creatively). Learners needed more structured support to succeed at the higher level task. I become aware that when I don't provide learners with the support they need, they experience their difficulty as a failure on their part. The overall impact on me as a teacher was to help me see that I tended to push learners too quickly to higher level tasks, without providing the necessary scaffolding.

When activities are well structured, they provide learners the opportunity to reach a higher level of learning than usual. During a conversation activity, for example, learners may go beyond the i-2 level of making individual sentences, and have an i-3 experience of losing themselves in communication. When this happens, they enter a flow state while using the foreign language. This experience is enjoyable, and helps learners gain confidence. And if they understand the different levels of learning, they are less likely to say things like *Well, the conversation/game/activity was fun, but I don't know if I learned anything.* In Japan, students often equate studying with learning—they think that if they aren't processing new information at the i-1 or i-2 level, that they aren't learning. The DMLL helps them make these distinctions, and see the value in "fun" fluency activities as well.

For teachers to make best use of the DMLL, they need to get an intuitive sense—a feeling for—how each level is experienced and manifest in learners. With practice, teachers can look at class activities, or assignments, or learner behavior, through the lens of this dynamic process. In order to help teachers develop a feel for how these different levels are manifest in practice, the following sections look at each level of development in more detail. While these levels are described separately, it's important to remember that these levels are not separate and discrete. They are not stages that we reach and never come back from. On the contrary, they are dynamic, and can change from moment to moment. It's hoped, however, that these broad descriptions provide a starting point for developing an intuitive grasp for the levels of the DMLL.

13.4   Encountering (i-1)

Encountering the linguistic and cultural "other" At the i-1 level of learning, a new language feels alien and unnatural. That may be experienced in a positive way—feeling that it's cool, for example—or it may seem awkward and hard. Language learning is seen primarily as words to be memorized and grammar to study, and learners rarely feel successful using the foreign language to communicate or express themselves.

They often see learning primarily in terms of acquiring new information—as a series of facts, or bits of information they must understand. They may feel overwhelmed by the sheer amount of information they are expected to absorb. The FL is seen as learnable through memorization, repetition and imitation, and learners may assume that language learning is not so different from learning information more generally—like historical dates, or the names of famous people.

There are some important limitations to an i-1 understanding of learning. Learning may wrongly assume that everything must be remembered perfectly before they will be able to communicate. They may feel frustrated because they easily forget previously studied items, and not realize that new information must be mapped together—connected to existing networks of knowledge—to be fully integrated into their minds. Teachers sometimes try to encourage this sort of mapping by suggesting that learners study vocabulary in context, or that they create sample sentences. These techniques are more than a memory aid. They encourage the kind of mapping that leads to more creative experimentation that happens at the i-2 level. Learners may also not realize that foreign words often do not have an exact equivalent in their L1. They tend to make one-to-one associations–*dog* = *perro* and cat = *gato*. They have trouble seeing that new information networks do not form linearly and that new information is not easily absorbed in isolation.

The pedagogy of i-1 learning To move beyond i-1, learners need to start systematizing their new linguistic knowledge. Pedagogy can encourage this process by helping learners see how the foreign language works, e.g., how linguistic structures can be formed, or how to make foreign sounds. Rather than seeing themselves as being passive vessels into which language is poured, learners need to see that they can take an active role in internalizing new information (through improved study methods, adapting language practice to their own learning style) and that they can use the new pieces of linguistic information in creative ways (to form sentences, have interactions, understand foreign music). Seeing language as something that can be manipulated and worked with, as something systematic, helps them move on to level two. As they approach i-2, the foreign language is experienced as something that can be worked out, applied, and used creatively. This helps them create a network of knowledge that functions independently of their L1 as they begin the construction of an interlanguage.

The psychology of i-1 learning Learning at the i-1 level means you are at the beginning of a long journey of learning. A bad experience can cripple learning far into the future. Learners may feel helpless, and have little sense for how they can move forward, other than to study individual linguistic items. New writing systems may seem impossibly difficult. Pedagogy should focus on demystifying the foreignness being confronted, and showing how it can be interesting. Maintaining motivation is critical because psychological resistance can interfere with the formation of the foundational knowledge necessary to move on to higher levels. Learners who get left behind will have tremendous difficulty catching up. There is a danger of losing motivation and not developing good learning habits.

The i-1 foreign language self At the i-1 level, learners often feel the FL is alien and perhaps exotic. This can be a double-edged sword. On the one hand, it can be exciting or cool to play with the sounds and forms of a new language. Younger learners, particularly, may enjoy learning songs or playing language games. They may enjoy getting to know foreign teachers, or hearing about foreign places. It's helpful if learners have positive associations with the cultural foreignness of the target language. Openness toward a foreign language can be more difficult for older learners. They may have no idea what it feels like to use a foreign language in real life, or feel uncomfortable making and deciphering the strange sounds of the new language. If, however, they are curious about the worlds of foreign experience, and feel they are making steady progress, they can more fully embrace the identity of being a learner of that language.

13.5   Experimenting (i-2)

At the i-2 level of learning, the FL is beginning to be experienced as something systematic that can be manipulated and applied, but doing so largely feels unnatural and difficult. Language learning may be seen in terms of rules or structures that must be mastered. For the first time, learners are being expected to not only take in new information, but also to restructure their thought processes. This takes great concentration and practice, yet may only yield occasional feelings of success using the FL for self-expression. At i-1, the FL is often seen as something to be remembered, whereas at i-2, learners start to see it as something to be understood and manipulated in a systematic way.

The pedagogy of i-2 learning Grappling with the systematic nature of the FL is a key challenge of i-2 learning. Learners may even feel they are moving backwards, since at stage one, they may have been learning to use set phrases such as "Nice to meet you." Or "Thank you very much" without an understanding of the underlying grammatical structures. At i-2, however, learners need to learn not only discrete chunks of information (words, phrases, and grammar rules) but also an underlying system for how those chunks are put together. Whereas i-1 learning is more purely imitative, level two learning can start to be creative. Learning language structures (grammar) is an important element of stage two learning. But studying grammar doesn't automatically bring learners to level two. Students who are at the i-1 level will see grammar simply as new information to memorize. Structural practice requires applying those rules in new ways, such that the result is greater than the sum total of the parts.

   To move toward i-3, learners need to spend more time using what they know in creative ways. They need to start developing an intuitive feel for the language that comes from productive practice. They need to tolerate ambiguity, and accept that there may not always be an exact translation, or an easily understood reason for the way foreign language is used. As language forms are internalized, learner attention

needs to shift toward using language in a meaningful way, as a reflection of who they are. This means accepting that mistakes are a part of the learning processes, and that the feeling of discomfort that comes from taking such chances will be worth it in the end.

The psychology of i-2 learning At the i-2 level, learners should begin to understand that there are two types of language practice—that which is focused on accuracy (not making mistakes, deciphering exact meaning) and fluency (smooth processing and the ability to produce language creatively, whether it has mistakes or not). This can create frustration because there's usually a significant gap between gaining a surface understanding of language forms (i.e., knowing the answers for a test) and the ability to apply that knowledge in real communication. Some learners may fear making mistakes, and rely too much on attentive processing—consciously constructing sentences piece by piece. Others may get impatient with structure practice and simply want to start using the language—regardless of how inaccurate it may be. There is great variation among learners, which also depends on the linguistic and cultural distance of the linguaculture being learned. An Italian learning French may quickly pass from the more careful practice of i-2 to the more fluency-oriented learning of i-3. An English learner of Russian, on the other hand, may feel lost in a thicket of complex structures, hard-to-pronounce sounds, and hard to internalize letters.

The i-2 foreign language self The i-2 level represents something of a turning point. The foreign language is no longer exotic, and learners may start to recognize the enormous effort needed to succeed. They may not, on the other hand, have a sense for how to move forward. At this point, making the connection between linguistic forms and the living use of the language is important. To maintain engagement, learners must feel they are moving in the direction of meaningful communication, interaction, and exploration. Personalizing language practice is important, as is a learning atmosphere which encourages risk taking and self-expression. Going beyond i-2 requires a leap of faith that things will come together in one's mind, and that the journey one is on will be meaningful.

13.6 Integrating (i-3)

As learners integrate structured knowledge of the FL, they start to achieve moments in which language use comes together as a functioning whole. It starts to be used intuitively and unconsciously. Learners no longer focus their attention primarily on linguistic structures—instead, they are focused on meaning. They may momentarily forget that they are using a foreign language and lose themselves in communication. i-3 language use is associated with spontaneous fluency, creative use of language, and the kind of automatic processing experienced when absorbed in reading. This increased focus on meaning is a key element of i-3 learning. Language teachers often talk about i-3 processing in terms of fluency or the development of an interlanguage. As teachers know, i-3 processing is not an automatic result of learning lexical

items and syntax. Some learners have extensive vocabulary knowledge, and a good intellectual understanding of language forms, yet still struggle to use language spontaneously. Others may have less extensive linguistic knowledge yet still use language spontaneously.

The pedagogy of i-3 learning Helping learners reach i-3 processing is a critical challenge for language teachers. It represents a phase shift—a higher level of cognitive complexity. It doesn't happen all at once of course, and fluency increases over time and depends very much on the task. We may be relatively comfortable and fluent speaking of simple things, yet get stuck and go back to i-2 processing for more difficult topics. Teachers can encourage development by creating activities that provide scaffolding—contextual support in the form of important language, modeling, visual cues—that will reduce cognitive load and allow for i-3 processing. It's difficult to practice both fluency and accuracy at the same time, because i-3 language use is qualitatively different than i-2 language use. Extensive reading, for example, requires i-3 processing while the more focused attention of i-2 learning is engaged with intensive reading. Some teachers seek verbal fluency by telling learners not to worry about mistakes. i-3 language use requires trial and error, and a focus on meaning not form.

The psychology of i-3 learning There is a critical shift in how learners experience the target language when they experience it at the i-3 level. Whereas i-2 level processing often requires conscious effort and a focus on language forms, at the i-3 level, learners are more able to lose themselves in communication, and focus on meaning. This is a critical juncture because they begin more frequently to experience the target language as a natural part of the self. That is to say, the language ceases to feel so foreign. The ability to focus on message and self-expression, rather than language itself, can be deeply satisfying—particularly when it allows learners to interact comfortably with target language speakers. This is the point at which speaking a new language starts to feel less like a limitation, and more like a new territory to explore.

Naturally, this shift to a more integrated experience of language doesn't happen all at once. Learners may be comfortable talking only about certain subjects, or in limited contexts. Over time, their range and expressive ability expands. Traditionally, this process is talked about in terms of increased fluency. As learners get language practice, they gain increased fluency, which allows them to perform more communicative functions. From the linguaculture perspective, however, i-3 processing relates not only to what can be accomplished, but also by the learner's ability to use language systematically and creatively. They are not simply parroting memorized phrases, they are actively creating language using their inner linguistic resources. This creative process of-self-expression is a critical component of i-3 processing. It is also what makes this level of learning so exciting.

The i-3 foreign language self To shift from i-2 to i-3 use of language requires *tolerance for ambiguity*. At i-2, learners often assume that a foreign language is fully explainable—that any utterance can be understood by relying on explanations from textbooks and teachers. At the i-3 level, the FL is experienced more as part of the self—something to be used in real communication. Learners go beyond seeing

language as information, and focus on using language for different purposes and in different situations. i-3 language learning is messy but it can also be exhilarating. Learners more regularly have feelings of success, and the language (and those who speak it) feel less alien and foreign. The foreign language is no longer seen as primarily an external entity that must be memorized and practiced, but as something that can be used as a medium for expressing one's thoughts, feelings, and self. Despite limitations, learners begin to feel empowered as a language user.

13.7   Bridging (i-4)

As learners internalize the foreign language more fully, and become more frequently able to function at the i-3 level of intuitive spontaneity, they come to feel the L2 as a natural part of the self. They start to feel that they are being themselves in a new language. Language use is creative and spontaneous. For many, this level of development is sufficient. There is, however, another level of development beyond fluent use of the FL. The systems-of-systems processing at the i-4 level involves reaching beyond one's personal experience learning a particular domain—in this case, a particular language—and making connections to other domains. The i-4 level is where a language learner starts to think like a teacher, a player starts to think like a coach. Learners see that their experience with the foreign language is simply one case out of many, and realize they need a broader perspective to understand their learning experience more deeply. Learners gain a meta-awareness of their own learning processes, and/or the nature of language, an understanding of the psychology of learning, and so on. Learners see that there are countless domains to explore.

The pedagogy of i-4 learning Pedagogy aimed at i-4 learning involves helping learners reflect on learning processes, to help them step out of their immediate experience and gain a more inclusive perspective of language learning in general, and not simply how they themselves learn. Educators who approach pedagogy from the i-3 perspective are likely to use their own experience as the model for their students to imitate—the let-me-show-you-what-works approach. At the i-4 level, however, educators recognize that their own learning experience, while valuable, is limited. There are many factors that affect outcomes, and many domains of knowledge that can contribute to a better understanding of language learning processes. In language classes, reflection activities aimed at this sort of learning awareness can help even lower level learners better understand their own learning process.

The psychology of i-4 learning i-4 learning is marked by curiosity, and a desire to go beyond the limits of one's direct experience. Someone with an interest in language learning may, for example, study linguistics in order to better understand language. This builds a bridge between their intuitive understanding of language learning, and the perspective of experts and researchers. This bridging process carries with it both challenges and rewards. It's not always easy to relate one's own experiences to new domains of knowledge—a graduate student may see little relationship between their

own experience learning a foreign language, and the theory they study about in a second language acquisition course. Ideally, however, they will see connections, and each of those domains can inform the other. This is the beginning of a systems-of-systems perspective, in which one domain is experienced in relation to larger wholes. One challenge of i-4 learning is that it can create the impression of uncertainty, since we start to find new answers to questions we already thought we understood. Or, we may expect experts to have ultimate answers to the questions we are asking, only to discover that different specialists have different points of view, and different approaches to the topic give very different perspectives. Learners at the i-4 level start to recognize that language learning is highly complex and that there are always new areas to explore.

The i-4 foreign language self At the i-4 level, teachers often lose the need to feel that they are experts, or that they have all the answers to student questions. They see learning more in terms of long-term processes that vary by person and context. They tend to look at learning in terms of growth and development, rather than knowledge and skills. They also start to see that language learning can be approached from any number of directions—in terms of psychology, for example, or brain function, or personal growth. As one's areas of interests and knowledge expand, one's foreign language self is experienced in a more multidimensional way, as part of a larger picture of learning and development. If one's learning progresses to the point of being a teacher or researcher, then one's foreign language self becomes intertwined with these new expanded forms of identity.

13.8   Language Learning as a Journey

One way to put the DMLL into practice is by organizing pedagogy using a metaphor of linguaculture learning as a journey. This is a process-oriented approach to pedagogy consistent with backward design, which focuses on defining objectives, and then identifying the evidence that will show progress toward those objectives (Wiggins and McTighe 2005). For learners, this means identifying where they are in their learning, clarifying their learning goals, understanding the steps that can be taken to get there, and participating in a community of other learners on a similar journey. This can be represented as an ongoing process or *reflection*, *vision*, *roadmap,* and *community* (Fig. 13.2).

13.8.1   Reflection (Where Am I Now?)

The first step for pedagogy is to identify where learners are in their journey of learning. While many language courses begin with an explanation of course objectives, some neglect to focus on the inner state of learners. This doesn't refer so much to the level of language ability of the learners, but rather their relationship with the L2—what is
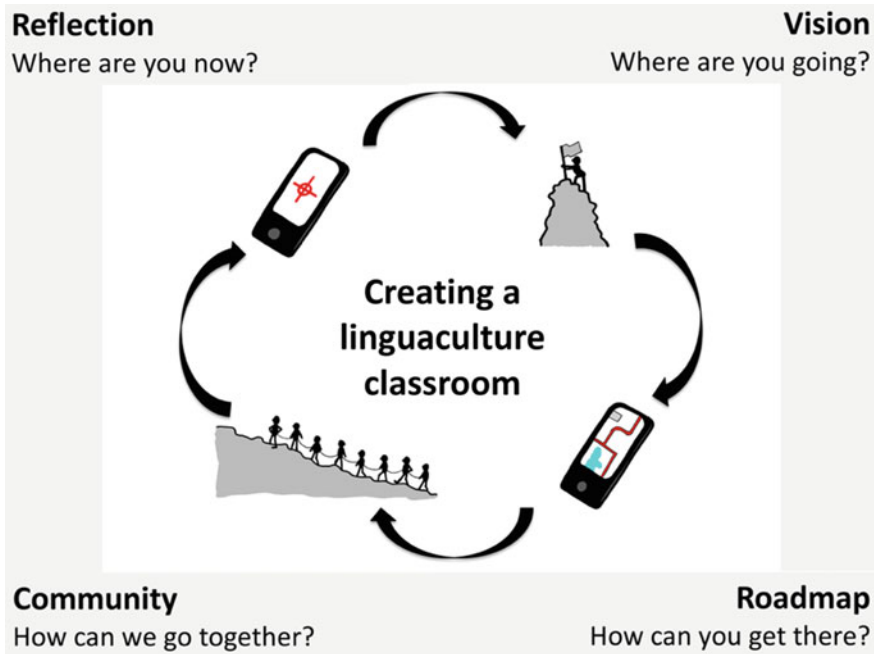
Fig. 13.2   A pedagogical roadmap

their subjective experience of its foreignness? The purpose is twofold—to help the teacher understand the psychology of learners, but also to help learners begin to reflect on their own states of resistance and engagement. Do they have generally positive or negative feelings about language learning? What is their past history with it? What are their goals and priorities? What are their feelings about the demands and rewards of the course? Do they consider themselves motivated language learners? Why did they take this course? What do they expect to get out of it? How much effort are they willing to make in order to progress? How comfortable are they taking chances and making mistakes? Are their expectations realistic?

There are many ways to get input like this, including comment sheets, question-naires, or informal discussion. It's not necessary to spend a lot of time on this, but getting this feedback is important because it provides the teacher with information about students, and because it helps learners see that their personal relationship with the L2 is important. It emphasizes that language learning is a highly psychological undertaking. It also reinforces the idea that learners have agency—they can choose to engage or not; they can communicate their concerns to the teacher; they have a choice to make about how to approach learning. Naturally, the sort of reflection and feedback that is appropriate will depend on the educational context. Figure 13.3 has an example of a reflection activity used in a Japanese university required English course.
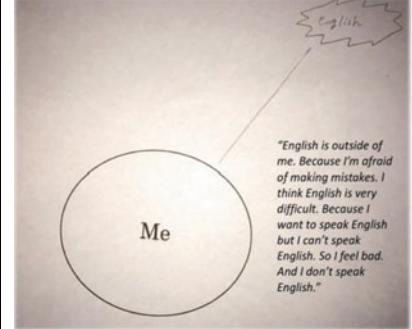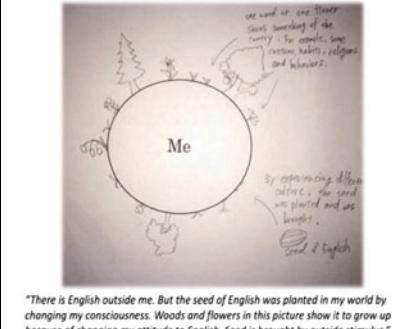
Sample activity – English and me
Goal: Learner reflection on their relationship with the L2. Help learners recognize psychological resistance. Create learner goals related to their experience of learning.
Procedure: Students are given a blank sheet of paper with a circle drawn in the middle. In the circle is written "Me". Students are asked to show visually how they experience English in relation to themselves. They are free to illustrate with words, diagrams, drawings, etc. Students share their drawing with other learners and compare their language learning experiences. This can be used to help learners create learning goals for the course/semester—how they can develop positive relationship with L2.
Student samples

"English is outside of me. Because I'm afraid of making mistakes. I think English is very difficult. Because I want to speak English but I can't speak English. So I feel bad. And I don't speak English."

"There is English outside me. But the seed of English was planted in my world by changing my consciousness. Woods and flowers in this picture show it to grow up because of changing my attitude to English. Seed is brought by outside stimulus."

Fig. 13.3   Sample activity—English and me

13.8.2   Vision (Where Am I Going?)

The second step toward deep learning is to help learners develop a vision for what they hope to get from the language learning process. Some language teachers take for granted that learners understand the purpose of learning a foreign language, or that they will naturally see it as a valuable thing. The deep learning approach reminds us, however, that learners may have only the vaguest notion of what it feels like to succeed with a foreign language, and how deeply meaningful that experience can be. They may look at language learning in practical terms—as a way to get a job or order food when on vacation—without understanding that inner change and growth is also possible too. To go beyond this, educators can help them see language learning as preparation for new experiences with the larger world. Ideally, learners should also reflect on the inner qualities they would like to develop as part of the linguaculture learning process.

There are many things educators can do to help learners create a vision for learning. The most typical is to pay special attention to course objectives—let learners know what they can hope to get out of their learning experience. That should include not only externally measured outcomes such as grammatical structures or communicative functions, but also internal measures, such as keeping motivation, or not fearing making mistakes. Teachers can contribute to this process by sharing the challenges

and rewards that they have experienced in language learning—by acting as learning role models.

13.8.3 Roadmap (How Do I Get There?)

The third step toward deep learning is to shed light on the developmental road that awaits. Unless they have previous experience learning a language, learners will likely have trouble seeing how the small steps they are taking today can lead to a changed experience of the target language. A mental roadmap has two sorts of signposts— external and internal. The external markers are those that provide a sense of progress relative to class material and external evaluation. But they also need a set of internal markers—signs that tell them they are making progress in terms of their experience of the foreign language. Without a mental roadmap in mind, they will have more trouble planning their own learning and noticing their successes. Most fundamentally, if learners can monitor their own state of learning, they can try to reproduce the experience of higher levels of learning.

Many language classes focus almost exclusively on objective mastery of course material. The deep learning approach adds inner, more experiential measures of learner success. This inner roadmap to learning can be encouraged by helping learners understand the four levels of linguaculture learning, giving them the opportunity to monitor their own learning, and by describing assignments and tasks in terms of the kind of learning it is focused on. To provide examples of this approach, Fig. 13.4 shows an activity used in a Japanese university required English course to teach students about the four levels of linguaculture learning.

Figure 13.5 shows an example of how homework assignments can be categorized by the learning focus. This can help learners see that going over material once is not enough for deeper learning. When working with a reading passage, for instance, simply understanding the basic meaning of the passage (i-1) is not enough for higher levels of learning—they need to be able to adapt the material in new ways (i-3) or analyze the content (i-4).

13.8.4 Community (How Can We Go Together?)

When students walk into their classroom, they are participating in a community with a shared purpose. The teacher has an important role in shaping expectations and classroom culture. A deep learning approach encourages educators to make explicit the values the learning community shares. Ideally, it should be clear to learners how these values are built into the structure of the course, and how they relate to learning goals. The way this is done will depend largely on the educational context, and has been explored in terms of motivational group dynamics (Fukuda et al., in press). Figure 13.6 is an illustration taken from the course description of a required English
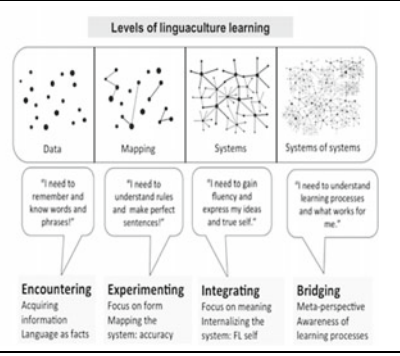
Sample activity and materials – Levels of linguaculture learning
Goal: Help learners understand different levels of linguaculture learning, so they can see that different activities focus on different levels of learning. Help learners become aware of their own level of learning.
Activity Procedure: To introduce the four levels of linguaculture learning, students are first shown a drawing that illustrates four learners, each with different ideas about how best to learn a language. Each person represents a different level of linguaculture learning. Learners are asked to guess which learners are beginners and which more advanced—ranking them from 1 to 4. The teacher may want learners to discuss the reasons for their choices. After this, the teacher shows how these four learners correspond to levels of language learning. They can also be used to show how different assignments or activities relate to these four levels.

Fig. 13.4   Levels of learning sample activity

program at a private university in Japan. The program goals were to develop the communicative ability and cultural awareness of global citizens. With that in mind, the values promoted throughout the program were: (1) language ownership—the commitment to develop one's foreign language self through autonomy, engagement, and awareness; (2) collaborative learning—a commitment to supporting the learning of others, and expanding one's vision beyond the self; and 3) global citizenship—the commitment to become a cultural bridge who contributes to society and global community. Teachers in this program learned about the linguaculture approach, and were encouraged to conceive of the classroom as a zone in which to experiment with foreign linguaculture patterns, an expanded foreign language self, and the development of a more intercultural self—one that can act as a linguistic and cultural bridge person in intercultural contexts.

Toward a linguaculture learning classroom This chapter has introduced only a few ideas about how to organize pedagogy around the DMLL. The DMLL was designed both for educators and students. Educators can use it as an overall framework for planning activities and syllabi. An understanding of different levels of learning can also empower students and encourage autonomy. Many learners may feel stuck in their journey of learning—trudging along, lesson after lesson, with no sense of where
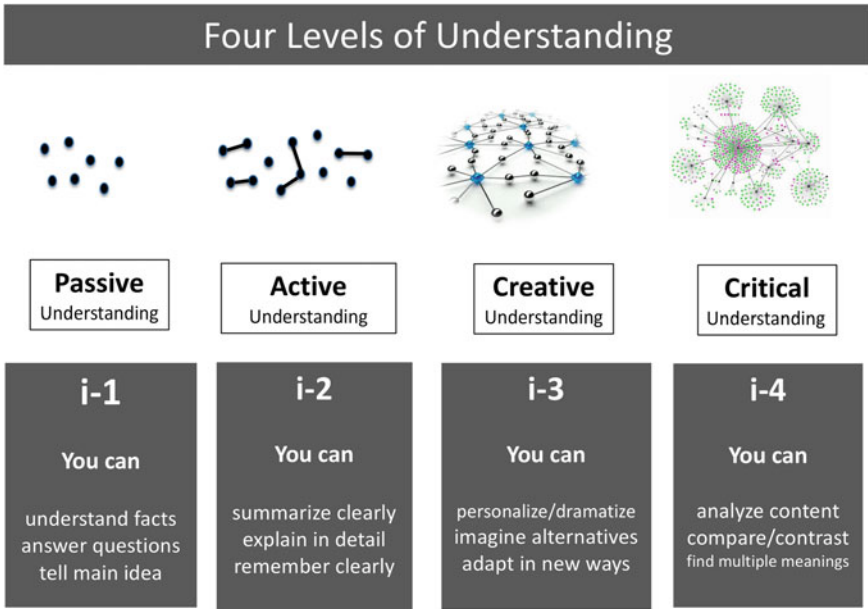
Fig. 13.5   Using the DMLL to describe learning focus of assignments
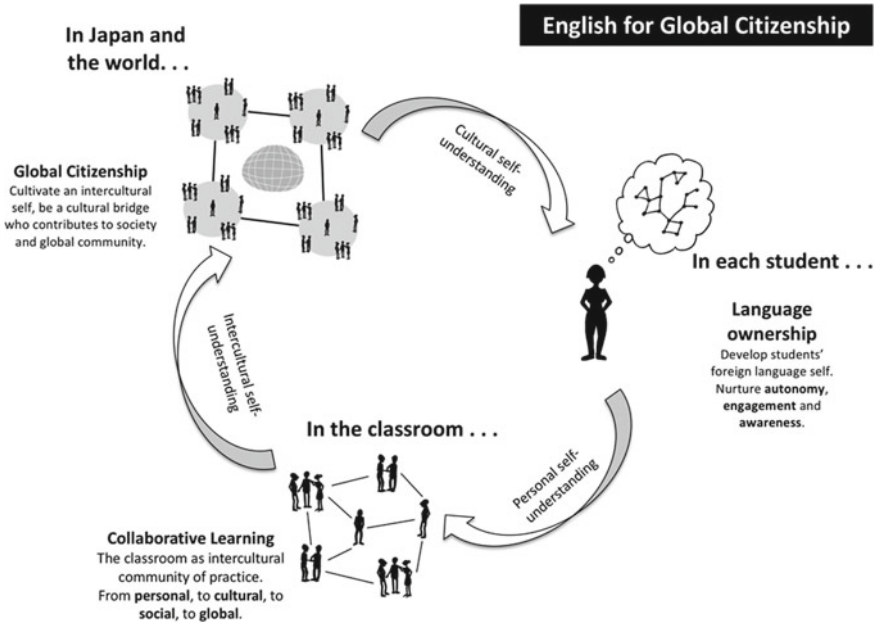

Fig. 13.6   Sample from English language program in a Japanese University

they are going or why they should spend so much effort. As they learn to engage with linguaculture learning at higher levels, they will see that language and culture learning are much more than a set of skills, or a way to get a job. Linguaculture learning can lead to a transformative experience and an expansion of the self. In that sense, this model is designed for anyone who sees language and culture learning as a form of cultural exploration and personal growth.

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