Only the learners can do their own learning. And it is their parallel practice as learners that either will or will not effectively complement the efforts of teachers and of other, more "background" professionals (like textbook writers and curriculum developers) to make language classrooms productive. So why not try to think of learners as practitioners of learning, and not just as "targets of teaching"? Exploratory Practice (EP) as presented in The Developing Language Learner, holds much promise. Developing inclusive practitioner research will provide opportunities for learners to take responsibility for their own learning. Seeking to turn issues into puzzles to be understood first rather than assuming that they are problems to be fixed will also allow for more objective analysis on the part of the reviewers. If educators wish to understand learner motivations and roles in the classroom, it would follow that actively engaging them as more than human guinea pigs would be effective. Educators l