**Current Issues in Language Education: Advising in language Learning (ELECT / 1 cr.)**

**Instructors:**
Satoko Kato, kato-s@kanda.kuis.ac.jp
Jo Mynard, joanne-m@kanda.kuis.ac.jp
Hisako Yamashita, hisakoyamashita@gmail.com
Curtis Edlin  curtis.j.edlin@gmail.com

**Course Dates**

| 5/2 (Sun. 14:00-18:00) | 5/9 (Sun. 14:00-18:00) |
|---|---|
| 5/16 (Sun. 14:00-18:00) | |

*Note:* In each session (1-3), video presentations/lectures and related tasks are scheduled from 17:00-18:00. (You can do these tasks collaboratively with other class participants via Zoom if you wish.) The face-to-face (Zoom) component of these sessions will take place from 14:00 to 17:00PM.

**Course Overview**

Advising in Language Learning (ALL) is a growing field in language education that focuses on supporting language learners to become more autonomous in their learning (Benson, 2011; Mozzon-McPherson & Vismans, 2001; Mynard & Carson, 2012). ALL focuses on supporting learners through one-on-one reflective dialogue which is intentionally structured to raise learners' cognitive and metacognitive awareness in their learning. The approaches applied in ALL incorporate strategies and knowledge from various fields such as humanistic counseling, cognitive behavior therapy, life coaching, mentoring, teaching, and reflective practice. The approach to advising introduced in this course draws on humanistic counseling (Rogers, 1951), and many of the introduced techniques are derived from the field of life coaching (Whitworth, Kimsey-House, & Sandahl, 2007).

This is the first in a series of five online courses and introduces the definitions of ALL and its theoretical underpinnings. The instructors introduce 12 basic advising strategies and 6 tips to promote reflective dialogue with hands-on online activities. In particular, the course focuses on Transformational Advising (Kato & Mynard, 2016) where an advisor supports a learner in going beyond improving language proficiency in order to make a fundamental change in the nature of learning. The course consists of practical activities where participants will learn how to use the

advising strategies in actual dialogues in educational settings and in daily lives. Participants may take this as a stand-alone course or as part of a series in order to earn a Certificate in Advising in Language Learning.

**Course Objectives**

At the end of the course, students should be able to:
- define advising in language learning (ALL) and explain what advising is and how it is different from teaching.
- use basic advising strategies and be able to conduct an advising session with learners.
- discuss the roles of advisors in promoting learner autonomy.
- identify ways to research ALL.

**Course Schedule**

| Session | Topic/Tasks/Theme/Readings |
|:---:|---|
| **1** | Class content<br>   1. Theoretical underpinnings of advising in language learning (ALL).<br>   2. Basic advising strategies (1-5). Repeating, restating, summarizing, empathizing, and complimenting.<br>   3. 6 techniques to promote reflective dialogue.<br><br>Readings (see Edmodo for links and details)<br>   1. *Advising in Language Learning: Dialogue, Tools and Context* (Mynard & Carson, 2012), Chapter 2 (Advising mode, p. 26-40)<br>   2. *Reflective Dialogue: Advising in Language Learning* (Kato & Mynard, 2016), Chapter 1 (pp. 1-28) (From research to implications). And Chapter 2 (pp. 68-105) (From implication to application, Advising in Practice, Part 1: Dialogue in advising)<br><br>Videos<br>   1. Transitioning from teaching to advising.<br>   2. What makes a successful language learner? Case studies/<br><br>Tasks<br>   1. Online discussion related to this week's content. |

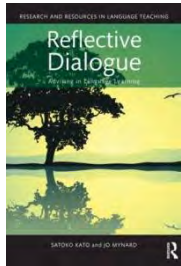| 2 | Class content |
|---|---|
| | 1. Levels of metacognitive awareness. |
| | 2. Five more basic advising strategies. Metaview / linking, metaphor, intuiting, challenging, powerful questions. |
| | 3. Reflective questions. |
| | 4. Research in advising. |
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| | Readings and other activities (see Edmodo for links and details) |
| | 1. *Advising in Language Learning* (Mynard & Carson, 2012), Chapter 6 by Tanya McCarthy (pp. 105-126) |
| | 2. *Reflective Dialogue* (Kato & Mynard, 2016), Chapter 4, (From implementation to research) (273-282) |
| | |
| | Videos |
| | 1. Advising demonstration using a full range of strategies. |
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| | Tasks |
| | 1. Analysing an advising session. Post a reflection. |
| 3 | Class content |
| | 1. Guiding learners into a deeper level of reflection. |
| | 2. Using advising tools. |
| | 3. Getting ready for a real session. |
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| | Reading (see Edmodo for links and details) |
| | 1. Reflective Dialogue (Kato & Mynard, 2016), Appendix 1.2 (pp. 29-67) |
| | 2. The confidence building diary. Research paper by Mynard & Shelton-Strong. |
| | 3. Advising in Language Learning (Mynard & Carson, 2012) Vignette 1 by Yamashita and Kato (pp. 164-169) |
| | 4. Creative tools that facilitate the advising process by Yamaguchi et al. (2019). |
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| | Videos |
| | 1. Example of an advising tool |
| | |
| | Tasks |
| | 1. Use an advising tool and reflect on the process |

**Pre-course Reading / Assignments**

- Video introduction to the course
- Reading 1: *Advising in Language Learning: Dialogue, Tools and Context* (Mynard & Carson, 2012), Introduction (pp. 3-25)
- Reading 2: *Reflective Dialogue: Advising in Language Learning* (Kato & Mynard, 2016), Introduction (pp. xv-xxii)

Optional (but recommended)
- Video lecture: Introduction to learner autonomy
- Video lecture: Introduction to reflective dialogue: Advising in language learning

**Reflective Dialogue:** Advising in Language Learning
**Authors:** Kato, S. & Mynard, J.
**Publisher:** Routledge NY;
**Published:** 2016
**ISBN:** 978-1138825925

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**Assignments and Assessment**

- Online forum participation (20%)
- Class participation (20%)
- Weekly assignments (30%)
- Course Final paper (30%)

*Final Paper*

1. Conduct and record an advising session (around 30 minutes) with a student by using the advising strategies you have learned in this course. It is better to focus on 2 to 3 strategies when conducting a session (e.g. summarizing, asking powerful questions, using metaphors). You may also use one of the advising tools if you like.
2. Listen to the recording and analyze the session. Notice a key moment in the session.
3. Write a reflective paper drawing on extracts from the data to answer the following questions:
   a. What specific aspects of your advising did you focus on? Why?
   b. What are your thoughts on the focus areas?
   c. How satisfied do you feel with the session? Is there anything that you would have done differently?

d. What did you learn from the entire process and how can you apply it to your own settings?

**Due**: June 14th, 2021
**Maximum length**: 1500 words

**Grade Scale**: This course follows a Pass/Fail grading system

**Instructor Bios**

**Curtis Edlin** worked as a senior learning advisor in the Self-Access Learning Center at Kanda University of International Studies (KUIS), Japan. He has an MA in TESOL from SIT graduate School in Vermont, USA. He is one of the editors of Relay Journal and an active member of the Research Institute for Learner Autonomy Education (RILAE) at KUIS. His current research interests include motivation, self-determination theory (SDT), and performance psychology in learning.

**Satoko Kato** is a Senior Education Coordinator/Lecturer, at the Research Institute for Learner Autonomy Education (RILAE), Kanda University of International Studies (KUIS). She has conducted over 3,800 advising sessions as a learning advisor and currently focusing on developing and implementing advisor education programs for advisors/teachers, domestically and internationally. She holds a Ph.D. in Education from Hiroshima University and an M.A. in TESOL from Teachers College, Columbia University, New York. She has co-authored two books, *Reflective Dialogue: Advising in Language Learning* (with Jo Mynard), and the *English Learning Planner* (with Hisako Yamashita).

**Jo Mynard** is a Professor, Director of the Self Access Learning Center (SALC), and Director of the Research Institute for Learner Autonomy Education (RILAE) at Kanda University of International Studies. She has an M.Phil. in Applied Linguistics from Trinity College, University of Dublin, Ireland and an Ed.D. in TEFL from the University of Exeter, UK. She has co-edited and co-authored several books on language learner autonomy, social learning spaces and advising and is one of the founding editors of *Studies in Self-Access Learning Journal* and the *Journal for the Psychology of Language Learning*. She is particularly interested in research related to advising, self-directed language learning, language learning beyond the classroom / self-access language learning, and the social and affective dimensions of language learning.

**Hisako Yamashita** is an Associate Professor at Kobe Shoin Women's University. Hisako is one of the founding members and a former president of JASAL (the Japan Association for Self-Access learning). Currently she serves as the Student Involvement Coordinator and has organized several SAC student conferences. She has conducted over 4,300 advising sessions with EFL learners. She holds an MA in Teaching Foreign Languages from the Monterey Institute

of International Studies (now the Middlebury Institute of International Studies at Monterey). Her classroom activities, integrating language skills and learner autonomy, have been published in *New Ways in Teaching Speaking* 2nd edition (TESOL, 2019) and in *New Ways in Teaching Adults*, revised (TESOL, 2015). She also published 『英語学習手帳』 (KUIS Press, 2013-2015), co-authored with Satoko Kato.