

# **Advising in Language Learning 1: Getting Started**

## **Fall 2019 Course Syllabus**

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### **Course description**

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 four online courses and begins with the origins of learner autonomy 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 course 1, 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 learner autonomy through ALL.

## Course structure

- This course consists of three hours of online live / real-time lectures per week (for three weeks) and some recorded lectures.
- Students are asked to watch Video 1, *Introduction to the course* (recorded lecture), before attending the first online class and read some introductory texts.
- The online live lectures are designed to be interactive and intentionally facilitate teacher-student and student-student interactions.
- Students are expected to view recorded lectures and read some materials each week as part of the course requirements.
- Students are also required to participate in online text discussions via the online forum in order to discuss ideas related to the issues raised in the class and in the recorded/written materials.
- Practice and reflection activities will also form part of the weekly assignments an

## Schedule

Week / date	Live lectures	Reading / viewing assignments
		<p><b>Pre-course assignments</b> (1 hour)</p> <ul style="list-style-type: none"> <li>• Video 1 (Introduction to the course) (15 minutes)</li> <li>• Reading 1: <i>Advising in Language Learning: Dialogue, Tools and Context</i> (Mynard &amp; Carson, 2012) <ul style="list-style-type: none"> <li>• Introduction (pp. 3-25)</li> </ul> </li> <li>• Reading 2: <i>Reflective Dialogue: Advising in Language Learning</i> (Kato &amp; Mynard, 2016) <ul style="list-style-type: none"> <li>• Introduction (pp. xv-xxii)</li> </ul> </li> </ul>
<p><b>1</b> <b>January</b> <b>17-23</b></p>	<p><b>Saturday January 18, 2020</b> <b>14:00 to 17:00 Tokyo time</b> (3 hours)</p> <ul style="list-style-type: none"> <li>• Introduction to Autonomy (40 minutes)</li> <li>• Theoretical underpinnings of Advising in Language Learning (ALL) (40 minutes)</li> <li>• Basic advising strategies (1-5) (60 minutes)</li> </ul>	<p><b>Readings</b> (2 hours)</p> <ul style="list-style-type: none"> <li>• Reading 3: <i>Advising in Language Learning: Dialogue, Tools and Context</i> (Mynard &amp; Carson, 2012) <ul style="list-style-type: none"> <li>• Chapter 2 (Advising mode, p. 26-40)</li> </ul> </li> <li>• Reading 4: <i>Reflective Dialogue: Advising in Language Learning</i> (Kato &amp; Mynard, 2016) <ul style="list-style-type: none"> <li>• Chapter 1 (pp. 1-28) (From research to implications)</li> <li>• Chapter 2 (pp. 68-105) (From implication to application, Advising</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Repeating, restating, summarizing, empathizing, and complimenting</li> <li>6 techniques to promote reflective dialogue (40 minutes)</li> </ul>	<p>in Practice, Part1: Dialogue in advising)</p> <p><b>Videos</b> (1 hour)</p> <ul style="list-style-type: none"> <li>Video 2 (Advising demonstration)</li> <li>Video 3 (The power of dialogue)</li> <li>Video 4 (What makes a good advisor?)</li> </ul> <p><b>Tasks</b> (2 hours)</p> <ul style="list-style-type: none"> <li>Language learning and teaching history</li> <li>Online discussion related to this week's content</li> </ul>
<p><b>2</b></p> <p><b>January</b></p> <p><b>24-30</b></p>	<p><b>Live lecture: Saturday January 25, 2020</b></p> <p><b>14:00 to 17:00 Tokyo time</b></p> <p>(3 hours)</p> <ul style="list-style-type: none"> <li>Levels of metacognitive awareness (20 minutes)</li> <li>Five more basic advising strategies (60 minutes) <ul style="list-style-type: none"> <li>Metaview / linking</li> <li>Metaphor</li> <li>Intuiting</li> <li>Challenging</li> <li>Powerful questions</li> </ul> </li> <li>Advising demonstration</li> <li>How to formulate reflective questions (40 minutes)</li> <li>Research in advising (60 minutes)</li> </ul>	<p><b>Readings</b> (2 hours)</p> <ul style="list-style-type: none"> <li><i>Advising in Language Learning</i> (Mynard &amp; Carson, 2012) <ul style="list-style-type: none"> <li>Chapter 6 by Tanya McCarthy (pp. 105-126)</li> </ul> </li> <li><i>Reflective Dialogue</i> (Kato &amp; Mynard, 2016) <ul style="list-style-type: none"> <li>Chapter 4, (From implementation to research) (273-282)</li> </ul> </li> </ul> <p><b>Videos</b> (1 hour)</p> <ul style="list-style-type: none"> <li>Video 5 (Advising demonstration)</li> <li>Video 6 (Example research project)</li> <li>Video 7 (Using metaphor in advising)</li> </ul> <p><b>Tasks</b> (2 hours)</p> <ul style="list-style-type: none"> <li>Analysing an advising session</li> <li>Online discussion related to this week's content</li> </ul>
<p><b>3</b></p> <p><b>January</b></p> <p><b>31 -</b></p> <p><b>February</b></p> <p><b>7</b></p>	<p><b>Live lecture: Saturday February 1, 2020</b></p> <p><b>14:00 to 17:00 Tokyo time</b></p> <p>(3 hours)</p> <ul style="list-style-type: none"> <li>Guiding learners into a deeper level of reflection. (60 minutes)</li> <li>Using advising tools (60 minutes)</li> <li>Getting ready for a real session (60 minutes)</li> </ul>	<p><b>Reading</b> (2 hours)</p> <ul style="list-style-type: none"> <li><i>Reflective Dialogue</i> (Kato &amp; Mynard, 2016) <ul style="list-style-type: none"> <li>Appendix 1.2 (pp. 29-67)</li> </ul> </li> <li><i>The confidence building diary</i>. Research paper by Mynard &amp; Shelton-Strong.</li> <li><i>Advising in Language Learning</i> (Mynard &amp; Carson, 2012) <ul style="list-style-type: none"> <li>Vignette 1 by Yamashita and Kato (pp. 164-169)</li> </ul> </li> <li>Creative tools that facilitate the advising process by Yamaguchi et al. (2019).</li> </ul> <p><b>Videos</b> (1 hour)</p> <ul style="list-style-type: none"> <li>Video 8 (Advising demonstration)</li> <li>Video 9 (Example of an advising tool)</li> <li>Video 10 (Example of an advising tool)</li> </ul>

		<b>Tasks (3 hours)</b> <ul style="list-style-type: none"> <li>● Use an advising tool and reflect on the process</li> <li>● Online discussion related to this week's content</li> </ul>
		<b>Final assignment (4 hours)</b> <ul style="list-style-type: none"> <li>● Record and analyse an advising session. Write a reflective paper based on your analysis (further details below)</li> </ul>

Live lectures: 9 hours

Reading: 7 hours

Recorded video viewing: 3 hours

Tasks: 4 hours

Final assignment: 4 hours (only for MATESOL students taking 1 credit course)

**Total time: 23hours (27 hours for 1 credit course)**

#### **Recorded lectures to watch:**

- Introduction to the course (Mynard & Kato)
- Autonomy support across the fields (KUIS LA)
- Reflective dialogue and leadership (Reinders)
- Teachers' roles in autonomy oriented classroom (KUIS LA)

#### **Week 1 Videos**

- Video 2 (Advising demonstration) (LA and PA)
- Video 3 (The power of dialogue) (Satoko)
- Video 4 (What makes a good advisor?) (LA)

#### **Week 2 Videos**

- Video 5 (Advising demonstration) (LA and PA)
- Video 6 (Example research project) (Scott's project on advising??)
- Video 7 (Using metaphor in advising) (LA)

#### **Week 3 Videos**

- Video 8 (Advising demonstration) (LA and PLA)
- Video 9 (Example of an advising tool) (LA)
- Video 10 (Example of an advising tool) (different LA)

## **Course communication tools**

- Online classroom: Zoom (Online link TBA)  
Participants will attend the live lectures, communicate with the instructors by using the chat box, and video chat with classmates by using this platform.
- Pre and post-class communication: Edmodo (Online link TBA)  
Each week, discussion topics will be posted. Participants are required to participate in the online discussion by posting one new thoughtful post of at least 150 words, and at least one follow-up post to another participant's comment..  
Classroom announcements will be also posted in Edmodo.  
One participant will be nominated as discussion leader each week (established in advance)

## **Online communication protocols**

In this course, you are expected to follow ethical standards for all your electronic communication. Basic netiquette (online etiquette) is described in [Albion's Core Rules of Netiquette](#)

## **Effective Communication in the Online Classroom**

Whether you are new to online classrooms or have a lot of experience, we find that it is helpful to [read some guidelines](#) before starting the course. The purpose of the guidelines is to make a comfortable and collegial environment for all participants.

## **Eligibility**

1. Participants should hold a bachelor's degree or are expected to receive it before they start their studies in this program. Please include a copy of your highest degree in the application packet.
2. Participants need not have a background in applied linguistics, TESOL, or language education, but are expected to have a strong interest in Learner Autonomy and advising.
3. English proficiency requirement (For non-native speakers of English only)  
Participants who are non-native speakers of English must have one of the following:

TOEFL ITP 550 or above

TOEFL iBT 80 or above

TOEIC 800 or above

IELTS 6.5 or above

EIKEN Grade Pre-1 or above.

The participants should submit an official score report issued within the last two years from one of these tests or the proof of EIKEN certification. A photocopy/scan is acceptable. They also need to have sufficient speaking abilities to participate in pair/group activities in English. An interview may be conducted in English.

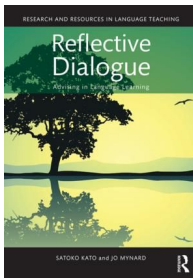
4. Participants are asked to submit a short application letter stating his/her background and the reason for applying to take the course.

Send the application form to XXXXXXXX by XXX, 2019.

### Equipment and skills needed

Students must have regular access to a computer and be able to use computer skills to complete the course successfully. It is preferred to have hardware such as a webcam, headset, and microphone. Materials can be viewed on any device.

### Course textbooks:



Reflective Dialogue: Advising in Language Learning

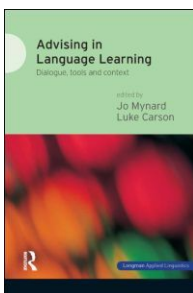
Authors: Kato, S. & Mynard, J.

Publisher: Routledge NY;

Published: 2016

ISBN: 978-1138825925

### Other useful (but optional) textbooks:



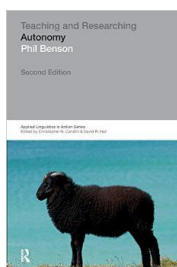
Advising in Language learning: Dialogue, tools and context.

Authors: Mynard, J., & Carson, L.

Publisher: Pearson Education

Published: 2012

ISBN:978-1408276952



Benson, P. (2011). *Teaching and researching autonomy* (2nd ed.).

Harlow, UK: Longman Pearson



Ludwig, C., & Mynard, J. (Eds) (2019). *Autonomy in language learning: Advising in action*. Hong Kong: Candlin & Mynard.  
(<https://www.candlinandmynard.com/chiba.html>)

## Assessment

Grades: Pass/fail

Participants are expected to complete all of the assigned work and participate fully\* on all activities to be eligible to receive the completion certificate.

\*Full participation includes;

- Attending all the live lectures
- Actively engaging in class activities and discussions during the live lectures
- Active participation in the online forums
- Completion of weekly tasks
- Timely submission of final assignment,
- Sufficient time spent on reading and viewing recorded lectures.

## Assessments

### *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?

### **Publication opportunity**

Your final paper will be considered for publication in [Relay Journal](#) as part of the Reflective Practice section. We recommend you read previously published papers in that column as examples of advising session reflections.

**Due:** February 26th, 2020

**Maximum length:** 1500 words

### **References**

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Gardner, D., & Miller, L. (1999). *Establishing self access: From theory to practice*. Cambridge, UK: Cambridge University Press.

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McCarthy, T. (2010) Breaking down the dialogue: Building a framework of advising discourse. *Studies in Linguistics and Language Teaching*, 21, 39-79.

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Mynard, J., & Thornton, K. (2012). The degree of directiveness in written advising: A preliminary investigation. *Studies in Self-Access Learning Journal*, 3(1), 41-58.

Rogers, C. (1951). *Client-centred therapy*. Boston, MA: Houghton Mifflin.

Thornton, K., & Mynard, J. (2019). Investigating the focus of advisor comments in a written advising dialogue. In C. Ludwig & J. Mynard (Eds.). *Autonomy in language learning: Advising in action* (pp. 138-156). Hong Kong: Candlin & Mynard.

Yamaguchi, A., Hasegawa, Y., Kato, S., Lammons, E., McCarthy, T., Morrison, B. R., Mynard, J., Navarro, D., Takahashi, K., & Thornton, K. Creative tools that facilitate the advising process. In C. Ludwig & J. Mynard (Eds.). *Autonomy in language learning: Advising in action* (pp. 113-137). Hong Kong: Candlin & Mynard.

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