

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

The elective course Advising in Language Learning is a unique course in the TESOL program. It is the first in a series of five courses that are offered in fulfilment of an advising certificate program by the Research Institute for Learner Autonomy Education (RILAE). Students in the TESOL Program are eligible to take this first course in the sequence as a stand-alone course for credit in fulfilment of their MA Degree or TESOL Certificate. It is offered as a one-credit elective course under the heading Current Issues in Language Education. Students have the opportunity to study alongside non-MA TESOL participants working in different locations around the world beginning the advisor education program. For more information about this course, please refer to the website.

<https://kuis.kandagaigo.ac.jp/rilae/course1>

Instructors:

Satoko Kato, kato-s@kanda.kuis.ac.jp

Jo Mynard, joanne-m@kanda.kuis.ac.jp

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Course Dates

4/19 (Sun. 14:00-17:00)	4/26 (Sun. 14:00-17:00)
5/10 (Sun. 14:00-17:00)	5/17 Work on assignment

Note: The live (Zoom) component of these sessions will take place from 14:00 to 17:00PM in weeks one to three. In addition, there are weekly asynchronous materials and tasks which you are welcome to do with other participants or alone.

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. 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, and many of the introduced techniques are derived from the field of life coaching.

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 six tips to 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.
- analyse an advising session.

Course Schedule (materials will be provided in an online coursebook)

Session	Session Topic/Tasks/Theme/Readings
1	<p>Class content</p> <ol style="list-style-type: none"> 1. Theoretical underpinnings of advising in language learning (ALL). 2. Basic advising strategies (1-5). Repeating, restating, summarizing, empathizing, and complimenting. 3. Six techniques to promote reflective dialogue. <p>Readings</p> <ol style="list-style-type: none"> 1. <i>Advising in Language Learning: Dialogue, Tools and Context</i> (Mynard & Carson, 2012), Chapter 2 (Advising model, p. 26-40) 2. <i>Reflective Dialogue: Advising in Language Learning</i> (Kato & Mynard, 2016), Chapter 1 (pp. 1-28) and Appendix 1.1 (advising strategies) <p>Videos</p> <ol style="list-style-type: none"> 1. Theoretical underpinnings: What is learner autonomy? What is advising? 2. Overview of five advising strategies 3. Overview of 6 techniques <p>Task</p> <ol style="list-style-type: none"> 1. Use the 5 advising strategies in your daily conversation (with colleagues, students, family members). Reflect on the dynamics and interact with classmates on the online forum (padlet).
2	<p>Content</p> <ol style="list-style-type: none"> 1. Transitioning from teaching to advising 2. Levels of metacognitive awareness. 3. Five more basic advising strategies. Metaview / linking, metaphor, intuiting, challenging, powerful questions. 4. Generating reflective questions. 5. Getting ready for the advising demonstration. <p>Readings</p> <ul style="list-style-type: none"> • Lammons, E. (2012). Transitioning from teaching to advising. <i>Independence</i>, 55, 32-34. • McCarthy, T. (2009). What learning advisors do. <i>Learning Learning</i>, 16(1), 8-14. • Morrison, B. R., & Navarro, D. (2012). Shifting roles: From language teachers to learning advisors. <i>System</i> 40(3), 349-359. • Mozzon-McPherson, M., & Tassinari, M. G. (2020). From language teachers to language learning advisors: A journey map. <i>Philologia Hispalensis</i> 34(1), 121-139. https://dx.doi.org/10.12795/PH.2020.v34.i01.07 <p>Videos</p> <ul style="list-style-type: none"> • Metacognitive awareness and the learning trajectory • Seven more advising strategies • Transitioning from teaching to advising <p>Task</p> <ul style="list-style-type: none"> • Use some of the 12 advising strategies in your daily conversation (with colleagues, students, family members). Reflect on the dynamics and interact with classmates on the online forum (padlet).

3	<p>Content</p> <ol style="list-style-type: none"> 1. Recap of the theory 2. Trajectories for learners and advisors 3. Using advising tools 4. Getting ready for a real session 5. Real advising session with a KUIS student <p>Videos</p> <ul style="list-style-type: none"> • Advising demonstration • Advising tools • Research in advising: Analysing a session and explanation of the final assignment • Example of an advising tool used in a session <p>Readings (choose one or more, e.g.)</p> <ul style="list-style-type: none"> • Ambinintsoa, D. V. (2022). Personal factors and motivation: A learning advisor's experience. <i>PanSIG Journal 2021</i>, 35-43 • Shelton-Strong, S. J., & Tassinari, M. J. (2022). Facilitating an autonomy-supportive learning climate: Advising in language learning and basic psychological needs. In J. Mynard & S. J. Shelton-Strong (Eds.), <i>Autonomy support beyond the language learning classroom: A self-determination theory perspective</i>. Routledge. • Yamashita, H., & Kato, S. (2012). The wheel of language learning. In J. Mynard & L. Carson (Eds.), <i>Advising in language learning: Dialogue, tools and context</i> (pp. 164-169). Routledge.
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Pre-course Reading / Assignments

Reading

- *Advising in Language Learning: Dialogue, Tools and Context* (Mynard & Carson, 2012) Introduction (pp. 3-25) ([PDF](#))
- *Reflective Dialogue: Advising in Language Learning* (Kato & Mynard, 2016) Introduction (pp. xv-xxii) ([PDF](#))

Videos

- Introductory video (14 minutes) [LINK](#)

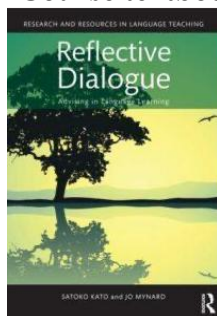
Optional

- Free advanced access to a *beta* version of an on-demand course: Introduction to Advising in Language Learning.
<https://kuis.kandagaigo.ac.jp/rilae/education/introduction/>

Task

- Self-introduction on the online forum (Padlet)

Course textbook



Reflective Dialogue: Advising in Language Learning **Authors:** Kato, S. & Mynard, J.

Publisher: Routledge NY;

Published: 2016

ISBN: 978-1138825925

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: May 24th 2026

Maximum length: 1500 words

Grade Scale: Pass / Fail

Instructor Bios

Satoko Kato is an Associate Professor / Senior Education Coordinator, 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 (SiSAL)*, *Relay 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.

Dominique Vola Ambinintsoa is a learning advisor at Kanda University of International Studies in Chiba, Japan. She holds a PhD in applied linguistics, focusing on fostering learner autonomy in an EFL context (Victoria University of Wellington, New Zealand) and a Master of Education in TESOL (State University of New York at Buffalo, US). She is a co-managing editor of the Research Institute for Learner Autonomy Education's *Relay Journal* and an Associate Editor of SiSAL Journal. She has a particular interest in learner autonomy, self-access language learning, advising in language learning, and positive psychology in education. In addition to Japan, she has had experience of teaching English in Madagascar, the United States, and New Zealand.