ADVISING-IN-ACTION: AN EXPLORATORY STUDY OF THE INNER DIALOGUE OF EIGHT LEARNING ADVISORS

by

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At the end of the day, when it comes to make that decision…all you have to guide you are your values, and your vision, and the life experiences that make you who you are.

~ Michelle Obama

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GLOSSARY OF TERMS

This glossary defines specific terms that have been used in the thesis to ensure clarity in reading. Acronyms are also explained for easy reference.

Active Listening is a communication tool which involves carefully listening to information being conveyed and letting the other know that he or she has been heard and understood.

APD Model refers to the Accessing knowledge – Processing knowledge – Decision Model of advising-in-action (Chapter 2, Figure 8).

CoP (Community of Practice) is a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 2006).

Constant comparative method is a method of analysis used for analyzing data in order to develop a grounded theory. It involves finding patterns in the data by constantly comparing one piece of data to all other pieces of data that are similar or different until new meaning is found.

Decision Making is the process of making conscious decisions relating to intervention strategies during active engagement in an advising session.

EFL (English as a Foreign Language) in the Japanese context refers to learning of English undertaken by Japanese learners within the institution.

Grounded Theory is a kind of qualitative research, which integrates both inductive and deductive research techniques to facilitate the development of a set of theoretical propositions that explain the phenomena under investigation and serve to generate new theory.

Inner dialogue is the internal conversation (or thought processes) which accompanies the outward dialogic exchange.

Intentionality refers to a deliberate action toward a specific goal.

Intervention strategy: Macro- and micro- advising skills and strategies used to construct and direct the dialogue during the advising process.

KUIS: Kanda University of International Studies.

L1 refers to the learner's mother tongue or first language.

Language advising is a constructivist process which optimizes interaction in order to support learners in the development of self-directed language learning skills and facilitate, through reflexive practices, the cognitive development of interlocutors.

Learning advisors are professional language educators who work with language learners in order to promote learner autonomy (Mynard, 2012, p. 13).

Learner autonomy is the situation in which learners are given full or partial responsibility for making and implementing some or all decisions related to their language learning.

Outer dialogue is the conversational exchange between two people.

Phenomena are observable occurrences or events that are not completely understood. The phenomenon under study in this thesis refers to advising-in-action.

Phenomenology is the study of structures of consciousness as experienced from the first-person point of view (Smith, 2009).

SALCs (Self-Access Learning Centers) are educational facilities, partially, or fully self-directed, designed to accommodate language learners with various proficiency levels, goals, learning styles, and interests, with the aim to develop learner autonomy among its users.

Self-directed learning occurs through experience and results in a permanent or lasting change in knowledge, skill or attitude.

Self-study modules are eight-week courses offered by the advisory team at Kanda University of International Studies to Freshman and Sophomore students which aim to help learners to design and implement an individualized learning plan, unique to their learning needs. (**FSM**: First Steps Module; **LHL**: Learning How to Learn; **SM**: Sophomore Module).

Skills are procedures learned through repetition until they become automatic responses and fixed behaviors. They can lead to rigid application with little practical transfer to new situations.

Strategies emphasize deliberate, planned and conscious activities toward a specific outcome.

SURE: Study – Use – Review – Evaluate framework for self-directed learning used by the advisory team at KUIS.

Target language (or L2) is the language that the learner is currently trying to become proficient in.

ABSTRACT

The analysis of advising sessions have identified common standards of the profession in areas such as advising skills and tools employed, communicative practices and procedures. There are however numerous variations in advisor behavior due to differences in cognitive processes. That is, in a similar advising situation, at a critical point in the discourse, two advisors may take opposite approaches. How advisors make decisions during advising sessions is a question that has not been fully explored in research literature. The purpose of this research was thus to explore the cognitive processes of learning advisors-in-action.

Four research questions sought to 1) determine the content of learning advisor thoughts in order to catalogue advisor experiences; 2) uncover the underlying factors guiding the decision-making process; 3) identify sources of knowledge advisors drew upon to assist them in guiding the learner; and 4) compare less and more experienced advisors to identify any commonalities in decision making and knowledge accessed. It was felt that by answering these research questions, it would lead to a more accurate and detailed picture of language advising based on empirical research.

Theories from teaching and counseling disciplines that have been used to understand other professionals' practices were introduced in order to ascertain a model that would best represent the cognitive process of an advisor-in-action. The study employed data collection techniques such as stimulated audio recall interviews, semi-structured interviews and a research journal containing details of the data collection and analysis procedures to identify the inner dialogic thoughts of a team of eight practicing learning advisors. Qualitative analysis further employed the use of constant-comparison analysis to find commonalities and differences between advisors. Through a grounded theory approach, five main and fourteen sub-categories explaining advisor inner dialogic process were brought to light.

The conclusion of the thesis proposed that by tapping into the cognitive processes of advisors-in-action, firstly, practitioners would be able to increase their cognitive awareness, thereby improving advising practices; and secondly, a more complete picture of advising would emerge which could influence changes in current methods of advisor training.

STATEMENT OF CANDIDATE

I certify that the work in this thesis entitled "**Advising-in-action: An exploratory study of the inner dialogue of eight learning advisors**" has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree to any other university or institution other than Macquarie University.

I also certify that the thesis is an original piece of research and it has been written by me. Any help and assistance that I have received in my research work and the preparation of the thesis itself have been appropriately acknowledged.

In addition, I certify that all information sources and literature used are indicated in the thesis.

The research presented in this thesis was approved by Macquarie University Ethics Review Committee, reference number: **5201000549** on **July 5, 2010**.

Tanya M. McCarthy

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CHAPTER 1   INTRODUCTION

1.0 Opening remarks from the researcher

Four years ago, I was quickly thrown into my role as "learning advisor" at Kanda University of International Studies (KUIS) in Japan after two weeks of training and expected to provide guidance to learners at all proficiency levels on their various language learning goals. After two years in the job, what I remembered most clearly about my first advising sessions was the self-doubt and uncertainty I felt and the voice in my head asking a multitude of questions as I went through the advising process.

How do learning advisors decide which intervention strategies to use while advising?

This was the question that launched the PhD thesis reported here.

1.1 Introduction to the research

This research is an exploratory study into the mind of the advisor-in-action. It has attempted to uncover the thinking processes of learning advisors as they processed the learner's narrative, and the factors that influenced decision making and contributed to learning advisors' professional development. The research has also sought to describe implicit knowledge embedded within advising practices and compare practices of less and more experienced advisors. Exploring the inner dialogue of learning advisors-in-action raised numerous questions. As previously mentioned, the first question considered was: *How do learning advisors decide which intervention strategies to use while advising?* However, there were numerous other questions which soon followed as I began to gain more experience: *How do learning advisors select which element of the learner's verbalizations to respond to? How do learning advisors absorb and process vast amounts of information from the learner? What knowledge do I need to be effective at my advising practice? What knowledge do advisors draw upon before arriving at a decision?*

As questions related to the cognitive behaviors of advisors continued to flow month after month into my new role as a learning advisor, I became more and more curious about how and where to find the answers. To discover what was unique about the inner dialogic process of advising, to understand how advisors make decisions and to uncover the kind of knowledge required to make effective decisions became an intense area of focus for me as I began to outline my thesis.

This first chapter of the thesis provides an overview, introducing the background and context of the research, followed by the purpose and research questions, and how it fits into the wider research literature within this context. It then describes the gap in current literature and the theoretical structure on which this research was built. The significance of this research is discussed, describing the benefits to learning advisors at KUIS and the wider Community of Practice (CoP) and then the chapter ends with a chapter by chapter outline of the whole thesis.

1.2 Introduction to the research background and context

Language advising is said to have emerged in the early 1980s to meet the growing demand for more advanced language learners and address the rising interest in learner autonomy (Rubin, 2007). With this increased interest in improving learners' efficiency in language learning, Self-Access Learning Centers (SALCs) began to be established at a faster rate. Over the past six years in particular, Japanese tertiary institutions have seen a steady increase in SALCs as the interest in developing learners for life beyond the classroom continues to be a hot topic. Although there is currently no specific data, the Japan Association of Self-Access Learning (JASAL) has begun to document the growing number of SALCs in Japan through their Self-Access Centre Registry[1]. The SALC at KUIS was established in 2001. Since 2007, there have been more than ten additional SALCs built throughout Japan. What became clear in the research literature as SALCs began to multiply and more research was being conducted, was the need for human support in the form of learning advisors

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[1] http://jasalorg.wordpress.com/sac-registry/

who were able to offer learner training (Holec, 1996; Kelly, 1996; Riley, 1997; Gardner and Miller, 1999; Mozzon-McPherson and Vismans, 2001; Carson and Mynard, 2012).

The role of the learning advisor is essentially to help to increase the learner's awareness of his or her strengths, weaknesses, interests, goals and plans and facilitate learning through providing advice on learning. For all advisors, specific training is required to meet these demands. KUIS advisors undergo an initial two weeks of training at the beginning of their first semester to prepare for the job; however, based on feedback, the type of training received in these sessions seemed to favor a more theoretical approach to advising. To be effective however, advisors need more exposure to first-hand knowledge about how to advise. There is a lack of research in advising literature on cognitive aspects of language advising and in particular, *how* learning advisors decide on which intervention strategies to use during advising sessions. This brings into focus the challenge of how to prepare new advisors for the job.

Advising practices presented in current research literature differ depending on institution, institutional policies, and the SALC's underlying philosophy and aims, therefore training procedures and practices described in the research literature, in many cases, were not relevant to the practices of learning advisors at KUIS. Advisors at KUIS thus gained experience mainly on-the-job, through discussion with colleagues and in reflecting on advising performance. After eighteen months (or three semesters), learning advisors assemble documents for their Professional Development portfolio which consists of advisors' reflections on work done over this period. In effect, advisors are required to select an example of their written advising (that is, the advice given on learner reflections in the independent self-study modules) and/or spoken advising (that is, the one-to-one advising sessions) and critically reflect on strengths and weaknesses in their advising performance.

This research thus described the practices of a team of eight full-time learning advisors in the SALC at KUIS in Chiba, Japan. Learning advisors at KUIS operate on a 4-year full-time contract and have the option of teaching one class per semester if they wish, but their core responsibilities are centered on the fostering of learner

autonomy through one-to one advising sessions, independent self-study modules[2] offered mostly to freshman and sophomore students; developing self-access materials for the SALC; reflecting on advising practices for professional development; and conducting research to inform advising practices and policy changes. With so many duties and responsibilities, constraints on advisor time to assist with an additional research project was a major consideration in the early stages of planning the research and became one of the limitations of the study (see Section 6.2).

Seven learning advisors worked together as part of a team under one director. As the contracts lasted only four years, advisors with more experience were considered to be seniors, and part of their job function was to help in the training of new advisors. The term 'seniors' was as part of the Japanese cultural norm in that the *sempai* (senior) was expected to offer assistance, when needed, to the *kohai* (junior) on the team. The learning advisors in this study were comprised of two advisors who had been working for only 0.5 years; four advisors with 1.5 years experience; one advisor with 2.5 years experience; and the director (who also worked as an advisor) had 3.5 years experience. This advisor held the most seniority. The researcher also had three and a half years experience and was considered to be one of the two 'seniors' on the team under the director. Except for the training of new advisors, which occurred sporadically in the first semester (15 weeks), the entire advisory team under the director had the same level of responsibility and work load.

The SALC, occupying the second floor of Building 6 at KUIS[3], is a learning space equipped with semi-guided learning materials which English language learners can use to study at their own pace. Independent self-study modules offered by the SALC advisory service provide learners with the opportunity to develop skills in self-directed and cooperative learning, which promote independent life-long learning of a foreign language. The SALC's philosophy centers on the flexibility of having freedom of choice. This encourages learners to choose learning methods tailored to their individual needs.

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[2] http://www.kandagaigo.ac.jp/kuis/salc/learningadvisorysupport/modules html

[3] http://www.kandagaigo.ac.jp/kuis/salc/aboutthesalc/mission html

Many learners come from a background of teacher-centered instruction and find it difficult to relate to the concept of learner autonomy thus, the SALC provides human resources in the form of the learning advisory support service to help to train learners in learning *how* to learn autonomously and support them in developing their own unique individualized learning plan. The goal is to ensure that, through dialogue, the learners develop the life-long learning skills that are necessary for continued language development throughout their university life and after graduation. Advising sessions are slated for approximately 30 minutes during which the learning advisor tries to understand *who* the learner is by eliciting from the learner his or her learning history; strategies he or she currently uses for language learning; language goals; and his or her ideas for a plan of learning to achieve these goals. Advising sessions were separate from the curriculum and learners seeking advice about their learning did so voluntarily. Only those taking part in the independent self-study modules were required to meet weekly deadlines and/or meet with the advisor on a one-to-one basis twice during the program. It was also made clear to learners that during the 8-week module, they were free to discontinue at any time if they felt they were not benefitting from the program.

Learners at this institution were mostly majoring in English language. However, there were students in two separate departments majoring in other foreign languages (such as Chinese, Indonesian or Portuguese) who were required to complete mandatory English courses in order to graduate. This resulted in a wide range of proficiency levels across departments, as students who were majoring in another foreign language tended to be less motivated to study English and were therefore less proficient in the language. As such, it was important that learning advisors were capable of advising learners of different proficiency and motivational levels.

The context of this study then, was the actual SALC setting of the learning advisors actively involved in practice, and the participants in this study were the team of learning advisors.

1.3 Purpose of the research

Language advising although becoming a more recognized and established profession, still remains somewhat of a mystery to many professionals within the field of education. As is the custom with every emerging profession, there have been different interpretations as to what constitutes "language advising," in addition to numerous definitions, varied methods of training, and numerous ideas related to how one should give advice to learners. As a new advisor, I read widely, and absorbed as many ideas and theories as I could from the existing literature and from discussions with my colleagues. More often than not, each advisor had his or her own interpretation of how they approached particular advising events based on their own philosophy of advising. In one sense, this encouraged critical reflection; however, it usually raised more questions than it answered. As I engaged in regular discussions with senior advisors and continued to seek answers on "how to advise," I became increasingly aware of the yawning gap in the advising literature with research connected directly to advisor beliefs, advisor thinking, and advisor decision making.

For this research, I was particularly interested in designing a framework to illustrate the process of how learning advisors arrived at deciding on which intervention strategies were most appropriate during specific situations. The following model (Figure 1) was my initial understanding of the decision-making process of learning advisors:
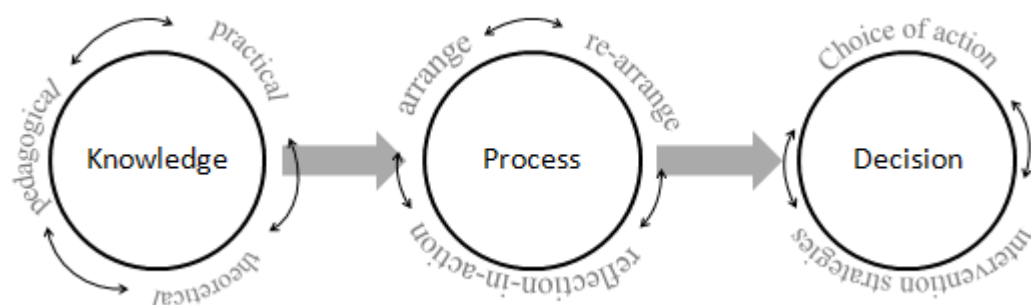
Figure 1 Initial model of learning advisors' decision-making process

However, based on personal experience, this linear model did not seem to encompass the myriad of cognitive, affective and behavioral processes that were involved in the thinking process of an advisor-in-action. Thus, the study aimed to create a more accurate and detailed picture of language advising based on empirical research.

I was also interested in exploring the content of learning advisor thoughts in order to catalogue advisor experiences. Making explicit advisor experiences was at the forefront of this research at all times and one of the driving forces to complete this research. Lack of explicit knowledge of advisors' first-hand experiences was a major challenge faced when I first began as an advisor, and something I hoped would be introduced into future advisor-training sessions for novice advisors. Shared knowledge had the potential to impact professional initiatives, learner outcomes and to enrich training programs.

A third objective was to identify the underlying factors guiding the decision-making process in order to understand the *hows* and *whys* of the advisor decision-making process. To a lesser degree, but still important to the research, I was also curious about advisors' sources of knowledge and commonalities between less and more experienced advisors as explicit knowledge in these areas are currently lacking in advisor-training programs. It was hoped that this research could highlight specific areas of knowledge and advisor experience that researchers could use to start building a framework that could identify the specific knowledge and skills of novice and expert advisor. The following research questions were thus proposed for this study to meet research objectives:

- What is the content of learning advisors' inner dialogue during the advising session?
- What factors inform the selection of specific intervention strategies during the decision-making process?
- What kind of knowledge do learning advisors most frequently draw upon during advising sessions?
- In what aspects (if any) do novice advisors differ from more experienced advisors in their inner dialogic processes and knowledge drawn upon during advising?

The following assumptions were made and tested based on research questions:

- Language advising is a complex cognitive process.
- There is a direct link between thoughts and actions.
- Learning advisors are professionals who make reasonable decisions in a complex, uncertain environment.
- The ability to understand and articulate the inner dialogue would enhance personal and professional development through increased cognitive awareness.
- Becoming cognizant of various types of knowledge held enables actions to become more deliberate and intentional.
- Effective advising practice is a function of higher cognitive development thus ongoing training is necessary for transformational development.

This study's main aim was thus to build on previous research conducted on language advising. It was hoped that empirically investigating these areas would help advisors at KUIS as well as the wider CoP to gain deeper insight and understanding into the inner world of advisors-in-action and examine differences in interactive advising behaviors and decision-making of novice and experienced learning advisors. A more personal goal was for this research to build on the existing literature and add an important dimension to our understanding of language advising by emphasizing the importance of understanding the cognitive dimensions of advising and the ways in which beliefs, knowledge and experience shape and influence advising practices. It was further hoped that this would help to make a significant contribution to the advancement of the language advising field.

1.4 Gap in the research literature

There is an extensive body of literature focused on language learners' autonomous development which is used as a core part of knowledge for learning advisors to help in establishing a solid foundation. Although recent years have seen a significant increase in articles and book chapters directly related to language advising as a professional practice, there is no coherent theoretical perspective of language advising

and thus, other more established disciplines such as counseling are still referred to when training new advisors in order to help them to build an "advisor identity."

Current advising literature has focused largely on counseling skills (Kelly, 1996), perceptions of the role of the advisor (Mozzon-McPherson, 2000a), how to manage a SALC (Gardner and Miller, 1999), self-access learning in the traditional classroom (McCarthy, 2011c), and advising tools to facilitate the advising process (Yamaguchi et al., 2012). (See especially Mozzon-McPherson and Vismans, 2001). There has recently been more research conducted on the advisor/learner dialogue and on training methods to help identify what exactly constitutes language advising as distinct from other 'helping' fields (see Carson and Mynard, 2012). There have however been only a few papers which explore the psyche of the learning advisor more deeply through introspective research methods (O'Neil, 1999, Clemente, 2003, McCarthy, 2012). Due to the lack of research in this area, this qualitative study thus attempts to fill the void by building on existing research and designing a theoretical model to explain the inner dialogic processes that occur when advising.

1.5 Theoretical structure of the research

Theoretical frameworks from various disciplines which have explored cognitive behaviors of professionals in practice were examined to help design a framework which could appropriately represent what constituted language advising-in-action. In particular, theories from different schools of counseling and findings from research on teachers' cognitions were found to contain relevant theories and behaviors which were similar to the underlying beliefs and assumptions of language advising.

Theories from two main schools of counseling were examined: Rogers' (1951) client-centered counseling theory which advising literature consistently refers to as containing the foundation values of language advising; and Egan's (1975) 3-stage skilled helper model which focused on specific skills and techniques from behavioral counseling. Specific theories examined that were felt to be most applicable in gaining a clearer understanding of inner/outer dialogic processes were Piaget's (1972; 1990)

theories of assimilation and accommodation from cognitive psychology and Vygotsky's concept of inner speech from social constructivist theory. Whereas Piaget described inner dialogic processes as stemming from within the individual, Vygotsky (1977, 1978, 1986) based his theory of inner speech within social contexts. Other theorists' perspectives of the inner and outer dialogue (such as Bakhtin, 1990; Watkins, 1986; Hermans et al. (1992); Anderson and Goolishian 1988; Morson and Emerson, 1990) further helped to show the significance of the role of the inner dialogue in dialogic exchanges. Connections to current counseling (see Paré and Lysack, 2006) and teaching literature (for example Schön's (1983) theory of "reflection-in-action") showed an increase in research in how awareness of the inner dialogue contributes to better practices. One of the research assumptions was thus that knowledge of inner dialogic processes would help to improve learning advisors' ability to respond effectively to learners.

Other assumptions came from models of decision-making from the teaching literature. Teaching models of decision making (Shavelson and Stern, 1981; Clark and Peterson, 1986; Borko and Shavelson, 1990) helped to distinguish different types of knowledge and identify characteristics of decision-making practices which could shape and guide advising practices. It was assumed that if learning advisors were cognizant of this knowledge, this would result in greater insight into advising behaviors for both less and more experienced advisors. Literature distinguishing how novice and expert teachers' knowledge differ across various disciplines (Peterson and Comeaux, 1987; Borko and Livingston, 1989; Westerman, 1989; Ericsson and Smith, 1991) aimed to identify components of practice that made it superior. The assumption was that for the novice advisor to successfully transition from novice to expert, it was necessary to identify the different transformative stages.

These were the main theories which have guided this research and enabled the researcher to design a model of advisor thinking showing the inner dialogic processes of the learning advisor-in-action.

1.6 Significance of the study

An important question deliberated when starting this thesis was:

Is research related to advisors' thinking processes worth doing?

Considering the difficulties in uncovering the inner thoughts of advisors, there had to be a high level of certainty in being able to answer this question affirmatively before committing to such a large undertaking. The main justification for conducting this research into advisor thinking was that by accounting only for outer dialogic processes and ignoring the inner, a model of language advising would be incomplete. Assumptions presented earlier in this chapter (Section 1.3) provided other reasons why this study should have been conducted. Most importantly, it was expected that increased insight into learning advisors' inner world could lead to improved practice and enhance professional development programs. Further, research linking advisor intentions and behavior could provide a sound basis for advisor training and the implementation of advising innovations. More precise knowledge of the learning advisor-in-action would help to ascertain future directions for language advising as a profession, both at KUIS and in the wider CoP.

The gap in the research literature which did not address the cognitive processes of learning advisors-in-action provided an opportunity for this study to contribute to the current literature in language advising. It was found during analysis of data, for example, that language advising assumed three concurrent dialogues and that there was a wide diversity of advisor thoughts during advising sessions. It was further recognized that learning advisors have a vast knowledge of advising skills and strategies which they select with intentionality as they go through the decision-making process. This kind of knowledge was found to be of great significance in describing what constitutes language advising as a profession. Another benefit of this research was advisors' awareness of the diverse domains of implicit knowledge which guided their practice. By making this knowledge explicit, this further contributed to the knowledge bank of advisors in the wider CoP. It was found throughout this study that establishing a strong CoP was necessary for professional development. A final benefit, based on my research findings, was seen in the possibility for institutions to

refine advisor-training programs to include more introspective methods of reflection in order to better prepare new advisors for their role in the development of the learner and for more experienced advisors to continue their transformational development into 'expert'.

1.7 Organization of the thesis

This thesis is comprised of six chapters. Chapter 1 has introduced the thesis as an exploratory study which sought to discover and describe the inner world of the learning advisor-in-action and the factors that influenced thinking processes and professional development. It has also presented underlying reasons for the research based on gaps in the research literature. It has provided an overview of the literature underpinning the research, which was then followed by the significance this study could make to current advising practices and language advising as a profession.

Chapter 2 is a comprehensive literature review of the research detailing theoretical concepts underpinning language advising as a profession and theories related to the cognitive practices of professionals in diverse fields such as counseling and teaching. Literature describing the relationship between the inner and outer dialogue is presented which then moves toward how these theoretical concepts relate to current practices in language advising. Finally, a framework representing advisors' thinking process is presented.

Chapter 3 reiterates the four research questions guiding the research, explains the research methodology in detail and justifies the research orientation adopted. As this research is an exploratory study into the inner world of advisors, it has relied heavily on qualitative research methods which can be challenged as being highly subjective, thus a clear and coherent research procedure is presented in a step-by-step format. Participants' background stories are also presented to help the reader gain a clearer picture of each advisor as an individual. Data collection employed the use of a stimulated recall protocol which helped participants to recall and verbalize their inner dialogic processes. Semi-structured interviews, member checks and a research journal

were other methods used for data collection. Qualitative analysis through constant-comparison enabled the researcher to obtain a first-hand account of how learning advisors think in practice and thus to answer the research questions.

Chapter 4, detailing the findings of the data analysis is separated into two parts which describe the results of the study. Part 1, responding to Research Questions 1 and 2 reports on key components of advisor thinking and the common factors which influence decision making. Part 2, responding to Research Questions 3 and 4, presents eight empirically grounded knowledge structures which were found to be representative of the knowledge of learning advisors. Commonalities found in types of knowledge employed by less and more experienced advisors were then examined and those findings are presented.

Chapter 5 emphasizes discussion and interpretation of the data in a deeper analysis. Eight assertions captured the essence of the learning advisors' inner dialogue along with their contribution to the current research literature on language advising.

Chapter 6 brings the thesis to a close by firstly briefly summarizing the research, then presenting limitations faced during the study. Chapter 6 then highlights implications for learning advisors within the context of advising at KUIS and for the wider CoP based on voices from the participating advisors. Implications for advisor-training programs are also discussed, and finally a number of recommendations are made for potential further research that is derived from this study. Closing remarks from the researcher suggest that by tapping into the cognitive processes, a more complete picture of advising would emerge and possibly influence, for the better, changes in the current methods of advisor training.

CHAPTER 2   REVIEW OF THE RELATED LITERATURE

2.0 Introduction

Building on Chapter 1 which introduced the theoretical perspectives that have guided this research, this chapter will review the literature that is relevant to understanding the development of this study. The purpose was to explore research on the decision-making processes and inner dialogue of practitioners in various fields in order to help design a model that described the thought processes of learning advisors. Specific areas reviewed were:

- Language advising as a profession to provide information for the research context.
- Language advising as situated between humanistic counseling and language teaching.
- Social constructivism and cognitive psychology to highlight theories underpinning the research.
- Inner and outer dialogue as expressed in counseling literature to better understand the importance of the learning advisor's thoughts during the advisor-learner dialogic exchange.
- The characteristics of knowledge-in-action which help to shape and guide professional practices.
- Models of decision-making based on teaching and counseling research to help in the designing of a model describing the inner thought processes of learning advisors.

With this information, a framework for analyzing advisor thinking was designed. Chapter 3 will analyze the data from the perspective of this framework. In addition, as findings are presented in Chapter 4, further literature will be revealed to compare language advising to other fields which influence language advising.

2.1 Language advising as a profession

Language advising is relatively new in the field of EFL (English as a Foreign Language). Over the past two decades, it has been defined and re-defined (see Table 1) depending on the institution, its policies, self-access programs, cultural contexts and/or interpretation of autonomous learning. Contributing to the confusion is the lack of a definitive "advising discourse" as a result of the borrowing from existing genres such as teaching and counseling (Riley, 1997; Mozzon-McPherson, 2006).

Table 1 Definitions of language advising

Researcher	Definition
Esch (1996, 1997)	a system of interventions which aims at supporting students' methodology of language learning by means of 'conversations' i.e. by using language in the framework of social interaction to help students reflect on their learning experience, identify inconsistencies and steer their own path (1996, p. 42).
	Advising…is a discourse-based mode of teaching…The idea is that learners determine their own progression or action plan on the basis of a succession of conversations with an adviser (1997, p. 171).
Kelly (1996)	a form of therapeutic dialogue that enables an individual to manage a problem (p. 94).
Riley (1997)	a category of communicative situation…a complex and variable discourse type which overlaps with a number of other types and situations (p. 119).
Mozzon-McPherson (2000a)	Advising involves reactive and proactive functions within an interactive framework (p. 114).
Reinders (2008)	Language advising is a type of language support where teachers meet with students on an individual basis to offer advice and feedback and to help students develop self-directed learning skills (p. 13).
Carson and Mynard (2012)	Advising in language learning involves the process and practice of helping students to direct their own paths so as to become more effective and more autonomous language learners (p. 4).

A key aim of language advising is to provide language learning support to students in order to help them to find the most effective and efficient ways of learning Mozzon-McPherson (2002). Support can be regarded as creating an environment

conducive to self-directed learning (such as a self-access center), or helping learners to identify their needs, strengths and weaknesses; develop the ability to create achievable learning objectives; select useful resources; design individualized action plans; and/or monitor and evaluate their progress. Each student comes to the learning advisor with his or her own personalized agenda, and with the end goal of advising sessions being to help the learner become more aware and responsible for his or her learning, the learning advisor is generally *reactive* to the learner's needs. That is, the learning advisor responds to the learner's initiations while remaining as non-directive and non-prescriptive as possible so that learners, through self-exploration, are able to come to an understanding of their own needs, feel a greater sense of self-empowerment and experience a behavioral change. If language advising corresponds with the learner gaining more control over his or her learning, it follows then that learner autonomy plays an important role in advising.

2.1.1 The role of learner autonomy in language advising

Since the early 1970s, the concept of learner autonomy has become an important component in the field of language education. As such, over the years there have been a number of books, journals, international conferences, papers and newsletters devoted to the promotion of autonomy in language learning and teaching (see, for example, Dearden, 1972; Knowles, 1975; Holec, 1981; Little, 1991; Esch, 1994; Dam, 1995; Littlewood, 1996; Benson and Voller, 1997; Benson, 2001, 2002; Lamb and Reinders, 2008; Sinclair, 2008, 2009; *Independence[4]*; *Learning Learning[5]*; *ILA[6]*). Historically, learner autonomy has a strong political dimension, emerging from debates about the rights of minority groups in which the Council of Europe's (1971) Modern Language Project studied the language needs of immigrant workers and suggested ways in which learner needs could be met through new approaches to language learning and teaching (Mozzon-McPherson, 2001). Since then, learner autonomy has become a widely accepted and promoted pedagogic principle.

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[4] Independence: The newsletter of the IATEFL Learner Autonomy SIG http://www.learnerautonomy.org/publications.html

[5] Learning Learning is the biannual/bilingual journal of the JALT Learner Development SIG http://ld-sig.org/

[6] ILA: Independent Learning Association Conference www.ila.net.nz

In 2002, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan initiated a strategic plan to cultivate "Japanese with English abilities" (MEXT, 2002). Central to this plan, was the acquisition of lifelong learning skills which would enable learners to choose learning opportunities and learn at any time during their lives. This new and innovative life-long learning culture demanded substantial changes in teaching approach and new roles in the learning process. Mozzon-McPherson (2001) writes of the shift in language learning from teacher-led to learner-centered approaches resulting in the repositioning of the teacher, a reappraisal of the teacher's skills, and the emergence of the role of the learning advisor. Self-access centers became an innovative means through which Japanese tertiary institutions attempted to implement the notion of learner autonomy. Although advocates of autonomy acknowledge that there is a clear relationship between autonomy and self-access (Serra, 2000), many are careful in their support for the position that the development of autonomy is a direct result of self-access learning. Miller (1992) points out that "establishing a self-access center does not automatically create independent learners" (p. 43). Sheerin (1997) argues that "it is the *way* we do self-access that determines whether independent learning takes place" (p. 54). Sturtridge (1997) notes four factors that contribute to a successful self-access center and concludes that,

> we now accept that few learners learn well by themselves without language awareness and learning awareness development programmes. We also recognize that considerable support and personal contact is necessary, not only initially, but throughout their work at the center (p. 68).

This notion of human resources as playing a crucial role in introducing learners to self-directed learning has been advocated by many self-access practitioners (see, for example, Miller and Rogerson-Revell, 1993; Serra, 2000; Mozzon-McPherson, 2007; Karlsson et al., 2007). The rationale for establishing a self-access center thus seems to lie with its personnel, where the learning advisor is a central resource.

Like autonomy, the role of the learning advisor in self-access is also quite ambiguous; however, Sinclair (2002) provides a clear definition that a language counselor's role is "to advise, guide, counsel and encourage the learner to become

more aware of and articulate his or her learning experiences, strengths, needs and plans." According to Sturtridge (1992, p. 11), helping learners develop self-directed learning skills implies fulfilling the following tasks:

— helping learners to recognise their own responsibility for their own learning
— helping learners to know their individual language level on entry
— helping learners to decide upon their own individual objectives
— helping learners to recognise their own individual strategies and to make suggestions
— directing learners to particular materials or activities
— helping learners to become aware of what particular exercises are really teaching them
— making suggestions about more efficient ways of practice or monitoring
— making ratings of progress and comparing them with the learners' own ratings.

In all these cases, the learning advisor uses dialogue as a tool to help learners become more aware of their learning and to ultimately make more informed decisions and consider alternative solutions to their learning problems. Dialogue therefore is at the core of language advising. As a developing profession, the theoretical grounding of language advising is still somewhat unclear as it corresponds to different perspectives and situations; however two disciplines have been found particularly useful in informing the practice of language advising: teaching and humanistic counseling.

2.1.2 Theoretical influences

Sinclair (2002) welcomed the growing awareness of the multi-disciplinary approach to language advising as she felt it enabled practitioners to reflect more deeply on what actually distinguished advising from other fields, as well as encouraging them to think about *why* they did what they did. Language advising draws heavily from therapeutic counseling. In particular, the research literature frequently refers to Carl Rogers' (1951) client-centered counseling as containing the foundation values of language advising (Kelly, 1996; Stickler, 2001; Kato & Sugawara, 2009). Rogerian theory

proposes that clients, as their own best authority on their own experiences are capable of fulfilling their own potential for growth (see Chanock, 1995). In his definition of "a person-centered approach", Carl Rogers writes,

> It is that the individual has within himself or herself vast resources for self-understanding, for altering his or her self-concept, attitudes, and self-directed behavior – and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided…The conditions apply, in fact, in any situation in which the development of the person is a goal (Kirschenbaum and Henderson, 1989, p. 135)

In further summarizing the three elements of person-centered counseling Rogers considers the first element to be "genuineness, realness, or congruence" in which the therapist remains true to himself or herself. The second element in creating a climate for change is acceptance, or caring – what he refers to as "unconditional positive regard" in which the therapist is non-judgmental and accepting toward the client. The third facilitative element is described as being "empathic understanding" in which the therapist, through active listening, accurately senses the feelings and personal meanings that the client is experiencing and communicates this understanding to the client. Rogers' theories of humanistic counseling will be featured throughout the thesis as one of the main underlying influences of language advising.

Mozzon-McPherson (2002) posits that one of the underlying key principles in advising is that the learning process involves the whole person as it questions the learner's identity, values, attitudes and beliefs. As part of the humanistic school of counseling, the client is viewed as a whole person, and the practice of empathy, unconditional attention and respect is encouraged. Client-centered counseling is less focused on skills and techniques, but rather in developing a relationship of trust and understanding in a comfortable and non-threatening environment. However, basic micro-skills such as *empathizing*, *sharing feelings*, *questioning*, *paraphrasing*, *summarizing* and *attending* are central to the process as they provide the core conditions for empathetic understanding, unconditional positive regard and genuineness – the three tenets of client-centered counseling. Kelly (1996) introduces a taxonomy of 9 macro- and 9 micro-counseling skills for learning advisors which reflects the humanistic value of client-centered counseling (see Appendix 1). By using

these advising skills, Kelly considers that the learning advisor can "illuminate aspects of personal experience that, without dialogue, may not become conscious or meaningful" (p. 105).

The work of Gerard Egan has also been referenced in advising literature (Kelly, 1996; Stickler, 2001; Kato and Sugawara, 2009). Egan's 3-stage skilled helper model was a combination of the relationship-building practices of the person-centered approach, the complexities and challenges of cognitive approaches, and the focus on specific skills and techniques from behavioral counseling. The goal of the model was to help clients "manage their problems in living more effectively and develop unused opportunities more fully;" and to "help people become better at helping themselves in their everyday lives" (Egan, 1998, p. 7-8). Egan's approach, sometimes referred to as the 'toolbox approach,' was deemed to be particularly useful for less experienced or novice counselors as it provided a structured framework for sessions. Practitioners of Egan's model were encouraged to select and use techniques specific to the stages of the counseling relationship (see Figure 2).

Stage 1: Current scenario Exploring the client's existing situation	Stage 2: Preferred scenario Helping the client establish aims and goals	Stage 3: Action strategy Helping the client develop strategies to achieve goals
• Open-ended questions • Silence • Focusing • Empathy • Paraphrasing & Reflecting Meaning • Paraphrasing & Reflecting Feeling • Checking understanding • Structuring • Summarising	• Recognising Patterns & Themes • Alternate Frames of Reference • Self-disclosure • Immediacy • Challenging • Reality checking • Timing & Pacing • Advanced empathy	• Goal Setting • Decision Making • Problem Solving • Programme Choice • Evaluating knowledge of resources • Using knowledge of how behaviour is changed • Using knowledge of how behaviour is maintained • Action planning

Figure 2 Egan's 3-stage skilled helper model

Although there is no consensus on the formal stages of an advising session, the research literature (see Kelly, 1996; Mozzon-McPherson, 2003; Crabbe et al., 2001; McCarthy, 2010) has produced frameworks or sets of conditions similar to Egan's

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model with a focus on the dialogic process in supporting the development of learner autonomy. Stages generally seen as central to the advising process within this literature are identifying the language learning problem, unpacking the problem, setting achievable goals, making an action-plan and evaluating progress. Kelly's classification of macro- and micro-counseling skills can be viewed as the 'toolbox' for language advisors to help facilitate the learning process.

In contrast to Sinclair (2002), Riley (1997) was cautious about drawing from other fields for language advising. He argued that "we need to frame a new discourse in which it is possible to 'counsel' learners without constant reference to other interactional genres, and other informational economies" (p. 116). The researcher, however, agrees with Sinclair, believing that the integration of the various genres and models helps to express language advising as a distinct profession and distinguish it from other similar professions such as academic advising, career counseling, coaching, mentoring or tutoring. Indeed, because of the rich complexity of language advising, it is unlikely to find one unifying theory to explain it as a whole. Henrik (1980) maintained that there were already more than 250 distinct counseling and therapeutic approaches. Thus, as the language advising profession grows and incorporates new ideas, its influences may change as well as its proximity to these existing models. As a result, a new dynamic model would develop to reflect the new approach. Regardless of the changes, the uniting elements would likely continue to be the therapeutic relationship and the dialogic exchange between the advisor and learner which aim to help the 'client' fulfill his or her potential as these are at the core of language advising.

Connections to the language teaching classroom is a recurring theme in language advising literature as learning advisors try to facilitate good self-directed learning practices which aim to build transferable skills that learners can take into the classroom (and beyond) in order to improve their language learning skills. This illustrates the direct relationship between language advising and teaching. However, a clear distinction remains between the function and features of the language learning advisor and the language teacher. For example, in searching for a language advising 'identity' Mozzon-McPherson (2006) raises the issue of "the lack of a discourse to define what advisors do without constant borrowing from existing genres (viz.

teaching and counseling)" (p. 30). Kelly (1996) distinguishes between teachers and language advisors commenting that while many good teachers may use macro skills (such as guiding, modeling, giving feedback, supporting, evaluating, etc.), it is the micro skills (such as attending, restating, paraphrasing, questioning, confronting, reflecting feelings, empathizing) which contribute to distinguishing language advising from teaching and associates it instead with counseling therapy. Here again, we see the intricate relationship between counseling, language advising and language teaching. Gremmo (2009) also argues for the differentiation between language advising and individualized teaching stating that,

> although individualized teaching takes the learner's specific characteristics into account and gives learners some latitude in the monitoring of their work, the pedagogical control remains in the hands of the teacher (p. 146)

She then contrasts individualized teaching with language advising by emphasizing the self-directed learner as one who is more responsible for making conscious and meaningful decisions about his or her learning. She concludes that "one can see that the role of the adviser is far different from the teacher". The distinction is best seen in Carson and Mynard's (2012) diagram:
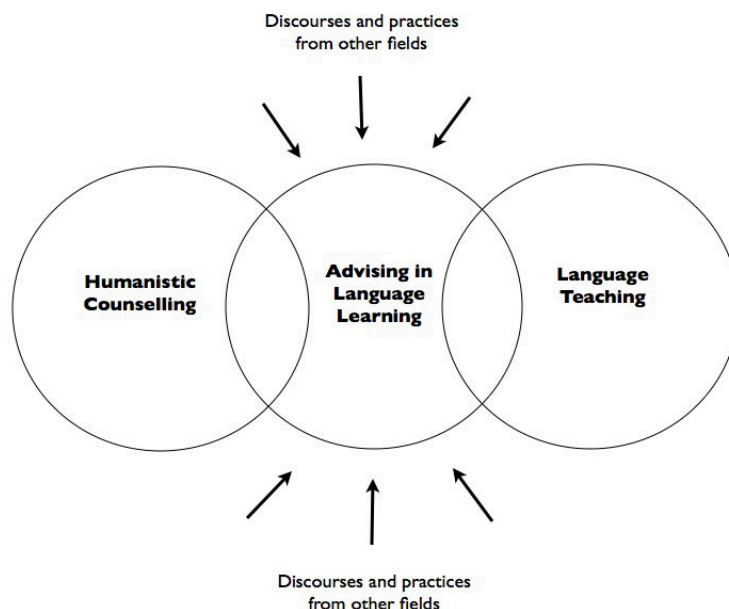
Figure 3 Framing the position of advising in language learning as a professional
practice

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Figure 3 depicts how the field of language advising is currently situated and informed by discourses and practices in other professional fields. Here, language advising is framed between humanistic counseling on the one side and language teaching on the other, while being influenced by discourses and practices from other fields. Language advising thus incorporates ideas and theories from various approaches as it attempts to carve out its niche among similar fields. As the field continues to move forward and spread outward, its influences, practices and discourse may possibly change; however, there is currently some consensus among language advising professionals that advising in its current state is viewed as being situated between counseling and teaching practices.

Table 2 below summarizes the distinguishing features of counseling, teaching and language advising as described in the research literature.

Table 2 Distinguishing features of person-centered counseling, language teaching and language advising

Person-centered counseling	Language teaching	Language Advising
• Solving complex emotional problems (use other professional services for this) (Victori, 2000, p. 178) • Clients as their own best authority on their experience are capable of fulfilling their own potential for growth (Kirschenbaum and Henderson, 1989, p. 135) • As part of the humanistic school, the client is viewed as a whole person, and the practice is guided by three principles: genuineness,	• Proof read and correct everything the learner shows him/her (Victori, 2000, p. 178) • Selects the knowledge to be acquired, prepares the way it is learnt, monitors the teaching/learning sessions and finally evaluates the results (Gremmo, 2009) • The nature of the interaction…that tend to occur in the classroom, where the teacher is in charge of the questions and the learner responsible for the	• The adviser's role rests not on a pro-active adaptive monitoring of learning activities…but on a retro-active contextualized monitoring, depending on the learner's request, bringing focused help to the learner's construction of his/her learning competence (Gremmo, 2009, p. 146) • Focused on the learning *process* much more than on the learning *content* (Gremmo, 2009, p. 146) • Highlights the equal

unconditional positive regard and empathic understanding (Kirschenbaum and Henderson, 1989, p. 135)	answer (Ciekanski, 2007, p. 120)	nature of the relationship of both parties (Ciekanski, 2007, p. 115)
• A Rogerian therapist lets the client know that she is making herself understood by 'reflecting' what she is saying, or what she seems to be feeling; restating what he has understood in other words, tentatively, so the client can recognize it, or correct it, or clarify it (Rogers, 1989, pp. 21-22, cited in Chanock (1995, p. 37)	• In many secondary school situations it is the 'product' which is important…language learning is measured by test scores…and learners and their teachers are primarily focused on the techniques of learning how to pass the tests, rather than how to go about learning and using English (Victori, 2000, p. 167)	• The adviser's questions are…reactions to the learner and seek to elicit more information to determine what kind of support is appropriate (Ciekanski, 2007, p. 120)
• The stage one skills of the Egan Helping Model are based upon the exploration of the client's situation and they basically correlate with the Rogerian counselling skills of the Person Centered Approach (Nelson, 2007)	• The role of the teacher turns out to be mainly that of the assessor both of the language and the learning process... Activities tend to be prescriptive, directed and teacher-led. The level of initiative is limited to the choice amongst a pre-selected range of activities (Mozzon-McPherson, 2000a, p. 113)	• Learner directed / Advisor facilited • Learning materials chosen by the learner based on learning goals, interests and needs • The role of the language learning advisers… contribute to support and encourage independent learning. They provide formative rather than summative feedback. Mozzon-McPherson, 200a, p. 114)

From this table, although clearly informed by other disciplines, the role of the language learning advisor is seen as distinct from humanistic counseling and the language teaching classroom.

2.2 The development of the professional

In the late 1980s and early 1990s, two researchers (Jean Lave and Etienne Wenger) from two different disciplines coined the phrase 'Community of Practice' (see Lave and Wenger, 1991) which Wenger (2006) defined as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly". In this respect, a CoP involves a shared domain of interest; a community engaged in joint activities and discussions; and a shared practice – experiences, resources, stories, routines, vocabulary, tools – over a sustained period of interaction. The long-term benefits of these CoPs lay primarily in being recognized as a valuable and self-organizing system, and the development of a stronger sense of professional identity among its practitioners.

In the mid 1990s to early 2000s, there was a gradual movement by self-access proponents towards the building of a CoP that would see a greater acceptance by the general academic community (see Esch, 2001). This CoP would enable practicing advisors to create, share, organize, revise and pass on new knowledge and experiences of advising practices with the intention of establishing a stronger sense of identity to language advising as a profession. As the community grew, it became evident that in order to distinguish the distinctive features which entailed 'advising' as opposed to teaching (and other similar professions) practitioners would have to look more closely at the dialogic exchange between advisor and learner. In particular, there seemed a need to build a bank of research that identified what exactly constituted language advising skills and functions (see Kelly, 1996; Gardner and Miller, 1999; Mozzon-McPherson, 2000a; Stickler, 2001; Kato and Sugawara, 2009; McCarthy, 2010), but more precisely, *how* advisors 'advise' learners when supporting their self-directed language learning (Gremmo and Riley, 1995; Riley, 1997; Crabbe et al., 2001; Pemberton et al., 2001; McCarthy, 2012).

According to Crabbe et al., (2001, p. 5), learning advisors engaged in dialogue with a learner work under three main assumptions:

1. An accurate and helpful representation of the problem can be formulated collaboratively;

2. A formulation of the problem will help to identify specific tactics that the learner will find feasible;

3. The learner will be able to apply and evaluate those tactics successfully.

Achieving these aims requires the advisor to have a specific set of skills; however, the precise skills and training demanded by the profession are still being negotiated depending on institutional policies and goals. This raises the question of how learning advisors are prepared for the job and indeed, what kind of knowledge is required to be effective.

This chapter has thus far focused on the importance of the role of the learning advisor, the advising community and the dialogic exchange as central to the advising process. From here, we will look more closely at the learning advisor (i.e. the individual, within the advising process), and how he or she processes knowledge.

2.3 Theory, cognition and advisor development

The cognitive psychologist Jean Piaget (1896-1980) described learning as stemming from within the individual. His theory, founded in child psychology, is based on the premise that the developing individual builds cognitive structures or "mental maps" for understanding and responding to experiences within the environment. If the experience is repeated frequently, it becomes *assimilated* into the mental equilibrium. If the experience is new, the individual alters his or her cognitive structure to *accommodate* the new conditions. In this way the individual builds on existing knowledge through a self-regulatory process (see Piaget, 1972; 1990). Assimilation and accommodation are used simultaneously throughout life as the individual increasingly adapts and adjusts to new experiences and environments in a more complex manner. For Piaget, the individual progresses from an initial understanding to a more advanced understanding of behavior based on *intentionality*. (This notion of intentionality will be elaborated later in this chapter).

Touchton et al. (1977) noted factors they considered to be central to cognitive developmental change:

1. Openness to alternatives
2. Ability to see more than one perspective
3. Ability to accept responsibility for decisions
4. World-view of how an individual discerns his or her world
5. Communication styles and thought patterns
6. Objective assessment of self
7. Interpersonal view of how an individual discerns his or her relationships

From the perspective of the learning advisor, this level of cognitive awareness could help to assign deeper meaning to the dialogue and enable the advisor to increase the capacity to make effective decisions in unfamiliar or challenging situations. A failure to effectively process and integrate new information into current knowledge could possibly lead to a wasted advising session. The importance of developing cognitive awareness is supported widely in counseling literature. Stoppard and Miller (1985) identified that counselors with higher levels of cognitive awareness were more flexible in their counseling methods; less directive and emphatic in their communication; and more autonomous. Birk and Mahalik (1996) found that increased awareness resulted in higher levels of confidence and an ability to focus more on counseling effectiveness and less on performance. The awareness of "the internal, silent language of thought" (Chanock, 1999, p. 9) as helping to shape dialogue and language learning (even in the absence of an interlocutor), has also been represented in academic advising literature. For Chanock, thought is modeled upon dialogue and the back-and-forth structure of conversation always informs the composition of thoughts. A practical example which she draws upon is the internalization of dialogue to increase critical reflexivity (a point raised later in Section 4.6).

Piaget's views are often compared with those of Lev Vygotsky (1896-1934) who based his theory of constructivism on social interaction as the primary source of cognition. Whereas Vygotsky and Piaget may have agreed upon the *constructive* nature of intellectual development, for Vygotsky (1977; 1978; 1986) cognitive development did not occur within the individual, but rather within a social context. He

emphasized the importance of culture, language and context in the process of constructing knowledge. As it does within cognitive theory, Vygotsky believed that language made routines explicit. To take this idea further, he considered language as one of the mediators of experience that carried within it, embedded cultural values. Thus, it provided the means by which personal constructs (norms, values, and beliefs) derived from experience were integrated within professional theories.

Kelly (1996) wrote of the considerable transformation of beliefs those involved in self-directed learning (both learners and advisors) have to undergo in order to realize this outcome (p. 94). In a sense, learning advisors have to reformulate their ideas, beliefs, intuitions and thoughts as they progress through this transformation until they discover their 'professional voice.' Through language – the dialogic exchange with the learner and the articulation of thoughts about advising sessions through discussion with and feedback from more experienced advisors – the learning advisor can construct new meaning from experiences and build on current knowledge. Once knowledge has been internalized, it can lead to a higher level of reasoning. This understanding that new knowledge is constructed based on prior knowledge and learning is gained through new experiences and social interaction constitutes the essence of Vygotsky's constructivist theory. Drawing on social constructivist theory then, in the language advising context meaning is jointly constructed between the learning advisor and learner, utterance by utterance, as the dialogue unfolds and new meanings are created (see especially Clerehan, 1996 on how understanding emerges through one-to-one dialogue).

There has been constant comparison and debate within the literature on both Piagetian and Vygotskian theories. However, there are merits to both positions which the researcher found useful in constructing a framework for language advising: Piaget's contribution in his description of the individual's intellectual development (how advisors process knowledge); and Vygotsky's contribution in placing social interaction as central to the learning process (how advisors develop through discussion with others). Both theorists placed emphasis on the construction and internalization of knowledge as central to cognitive development, but there is another

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perspective arising from Vygotskian theory that contributes to the development of the advising professional – the concept of 'inner speech.'

2.4 Inner speech

According to Vygotsky (1986), speech functions in two ways: for social communication and as a tool for thought. He referred to this thinking tool as "inner speech," a theory which was influenced by Piaget's theory of egocentric speech (that is, speech based on the vocalized thoughts of a child when engaged in an activity in the presence of other children). The function of egocentric speech, according to Piaget, was to accompany and reinforce an activity. It was not communicative, but rather a reflection of egocentricism in the child in that the child does not consider the viewpoint of the listener, even if he or she believes he or she is being heard or understood. Piaget considered egocentric speech a passing phase with no useful function and believed it would fade away as the child got older and achieved a higher level of cognitive development.

Vygotsky on the other hand, suggested that egocentric speech was instrumental in enabling a child to plan actions, guide activities and solve problems. His experiments involved 'think-aloud' procedures in which he gave a child a task to complete. It was observed that pre-school children resorted to egocentric speech when faced with obstacles. They verbalized their thoughts out loud as they tried to solve problems. Studies conducted on older children showed that when confronted with challenges, rather than use egocentric speech, they thought silently before coming up with a solution. Although Piaget and Vygotsky agreed that egocentric speech was pivotal to cognitive development that was the extent of their agreement. Whereas Piaget felt that egocentric speech atrophied as the child aged, Vygotsky (1986) believed that it became internalized in the form of inner speech, which enabled the development of higher psychological processes:

> Our experimental studies indicate that the function of egocentric speech is similar to that of inner speech: It does not merely accompany the child's activity; it serves mental orientation, conscious understanding; it helps in overcoming difficulties… (p. 228)

This quote serves to highlight the importance of raising awareness of the inner speech.

2.4.1 Defining inner speech

The notion of inner speech can be traced back to early philosophers, Plato and Socrates, who examined its role in the art of rhetoric and thinking. Plato considered thought and speech to be the same, thought being "a silent inner conversation of the soul with itself" (See Billig, 1996, p. 141; Plato, 1952). This not only highlighted the role of inner speech as thought but more importantly, introduced the idea of inner speech as *dialogue*. Since then, the relationship between thinking as speech has been written about in numerous journals (for example, The Asian Journal of Counselling; Canadian Journal of Counselling; Cognitive Theory and Research; Critical Inquiry), but there has been no consistency in terms used to define inner speech. Vygotsky (1986) himself used a variety of terms to describe rather than define the concept – terms such as "inner dialogue," "wordless communication" and "thought connected with words." Terminology seen in the literature by other researchers include "internal dialogue," "self-talk," "verbal thought," "private speech" and "inner voice," each term having a different meaning depending on the function of the inner speech and its relationship to thinking. This study takes the Vygotskian position which views:

1. speech and thought as distinct, separate entities intersecting in verbal thought (Vygotsky,1986, p. 88).
2. inner speech as an activity of on-going, inner speaking rather than a set of language structures.
3. inner speech as an activity "*utilizing* language for thinking or verbal thinking *in action*" (see de Guerrero, 2005, p. 17).
4. inner speech as dialogue.

Special attention will be given to the fourth point, the dialogic nature of inner speech, in order to develop this PhD research more thoroughly.

2.5 Inner and outer dialogue

In comparison to some of Vygotsky's other theories of cognitive development, his notion of inner speech as dialogue remains somewhat underexplored. Bakhtin however extended Vygotsky's idea, positing that there were different voices – inner and outer speech. A central motif in Bakhtinian discussions of dialogue was the distinct 'other.' Bakhtin (1990) queried,

> In what way would it enrich me if I merged with the other, and instead of two there would be now only one? And what would I myself gain by the other's merging with me? If he did, he would see and know more than what I see and know myself…Let him remain outside of me…and he can essentially enrich the event of my own life (p. 87)

The separation of the self and the 'other' was deemed as essential in order to have a productive, on-going dialogue. Watkins (1986) argued that "imaginal" dialogues play a central role in our daily lives and exist alongside actual dialogues. Like Bakhtin, Watkins perceived this imaginal 'other' as having a spatially separated position from real interactions. Hermans et al. (1992) also proposed the "dialogical self" as distinct from the individualistic self. This dialogical self contained many 'I' positions within the same person which could agree, disagree, understand, oppose, contradict, question, and even ridicule the 'I' in another position. Inherent to cognitive development, the 'I' could create an alternative perspective of the world and of the actual self. Further, Anderson and Goolishian (1988) state that the therapist's dialogical conversation with himself or herself is the starting point of his or her questions. This point is picked up by Morson and Emerson (1990) who write of the use of the 'outsideness' to ask the right sort of questions. They argue that staying in touch with the complexity and uncertainty of the inner conversation enriches the dialogue.

It is clear from the literature that beyond visible and audible utterances, there is great significance to the role of the inner dialogue in dialogic exchanges. Paré and Lysack (2006) reiterate the importance of the inner dialogue and lament that it is "typically neglected in counselor education" (p. 131). Recently however, research in this area has been increasing in the fields of psychological counseling and therapy: in family therapy (Lysack, 2002); in the treatment of psychotic patients (Seikkula, 2002); in examining how inner/outer dialogue contributes to enhancing a counselor's

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response to clients (Paré and Lysack, 2004); and in exploring reflexivity in therapeutic conversation (Rober, 2002, 2004, 2005; Rober et al., 2008a 2008b). Inner dialogue has also been introduced to the educational field through Randall and Thornton (2001) who explore the concept in the continued professional development of trainee teachers; and Schön's (1987) theory of 'reflection-in-action' which describes how professionals develop the ability to consciously hold, organize and reshape vast amounts of information and then generate a new understanding of the phenomenon without disrupting the flow of enquiry.

In the advising context, learning advisors can be encouraged to recognize and attend to the inner dialogue as they listen to, and respond to, the learner. In practice, the words of the learner would be received in the outer dialogue and met by the learning advisor's inner dialogue. The advisor then processes what is being said by trying to connect the information to prior knowledge and experiences, while at the same time preparing to give an effective response. This skill is honed through on-the-job experience, dialogue with colleagues and self-reflection (see Gladding, 2009). It is hypothesized that an awareness of the inner dialogue and putting the suggestions of the inner voice into action would be extremely valuable in helping learning advisors to change their approach to external negotiations by enhancing their responsiveness to the learner. To be conscious of the inner dialogue and show *mindfulness* (Paré et al., 2009) and *intentionality* (Ivey and Ivey, 1999) in actions is an important component of developing the reflexive practitioner.

2.6 Summary: A theoretical framework of language advising

To summarize the various theories underpinning language advising, we have observed three main elements: social constructivism; therapeutic counseling; and cognitive constructivism. Figure 4 below is a visual representation of how these theories inform language advising.

Social constructivism is based on the premise that learning takes place through meaningful social interactions. For language learners, the dialogic exchange with a

learning advisor serves as scaffolding in the language learning process and helps to build a dynamic and meaningful relationship. For learning advisors, dialogue with colleagues on advising experiences enables the construction of new knowledge based on prior knowledge. The acquisition, development and internalization of individualized tools and techniques through dialogue and knowledge of specific advising strategies support the advising context.

Social constructivism	Therapeutic counseling	Cognitive constructivism
Co-constructed meaning Knowledge constructed based on prior knowledge and resulting from social interaction with others.	**One-to-one therapeutic session** Creating appropriate conditions for language practice and to develop a therapeutic relationship	**Individual development** Formulation and reformulation of knowledge constructed for personal meaning.
Advising dialogue/tools	Advising context	Advising process

Language advising

- Provide support through conversations (Esch, 1996)
- Re-active, pro-active and interactive interaction (Mozzon-McPherson, 2000a)
- A complex and variable discourse (Riley, 1997)
- Advisor-learner therapeutic dialogue and specialized skills (Kelly, 1996)
- One-to-one meeting to support the development of self-directed learning skills (Reinders, 2008)
- Awareness of inner and outer dialogue (McCarthy, 2012)

Figure 4 A theoretical framework of language advising (adapted from Bloom et al., 2008, p. 18)

Therapeutic counseling is based on a person-to-person relationship and emphasizes building a personal relationship of trust between therapist and client. As it

involves one individual at a time, it is important to create a comfortable, non-judgmental and non-threatening environment. This is achieved by providing three core conditions: congruence, unconditional positive regard towards the learner and empathy. In this context, primary focus is placed on the client's needs. Practitioners engage with, and attend to, the individual as a whole person: their identity, values, attitudes and beliefs.

Although it is recognized that a good knowledge of macro- and micro-counseling skills is essential at specific stages of the session, behavior and attitude take precedence over knowledge of skills. In the language advising context, the learning advisor's role is to create appropriate conditions to support learners in their language practice and help them to develop self-directed learning skills. Specific goals are not directed at the learner; rather, the learner chooses his or her own goals and the learning advisor guides him or her through the process until he or she has arrived at the outcome.

Cognitive constructivism focuses not on social or observable behaviors, but on intellectual processes – how an individual formulates and reformulates knowledge as they encounter new experiences. This theoretical framework holds that learning builds upon existing cognitive structures: prior knowledge; cultural background; and personal history. Learning is, in effect, dependent on the *active* participation in the advising process. This can be achieved through becoming more reflective, as well as attending to the inner dialogue. Unlike social constructivism, cognitive learning is largely autonomous, requiring major personal investment of time and effort on the part of the individual.

Figure 4 distinguishes language advising as its own unique field, and based on the theories reviewed, language advising can be re-defined here as a constructivist process which optimizes interaction in order to support learners in the development of self-directed language learning skills and facilitate, through reflexive practices, the cognitive development of interlocutors.

While social interaction is a central component in the framework, it is the learning advisor's cognitive processes that will be focused on to answer the research

questions. The next section of this chapter will explore in more detail the thinking and decision-making process of the learning advisor-in-action. As this is a new area of research in the field of language advising, other disciplines were consulted as the basis from which a model of advisor thinking processes could be built: 1) studies involving the information-processing and decision-making capabilities of teachers in teacher cognitive research; and 2) Paré et al.'s (2009) theory of mindfulness and Ivey and Ivey's (1999) concept of intentionality from counseling theory, both emphasizing that decisions are not made based solely on intuition or 'gut feeling,' but rather on a selection from alternatives. Results of these studies have enabled researchers to acknowledge the centrality of inner thought processes within practice. The researcher assumed then that the inner dialogue also had considerable importance in language advising and that it was a significant factor in informing intervention strategies employed and decisions made.

2.7 Assumptions about decision making

One of the assumptions made in this paper is that the ability to understand and articulate the decision-making process and its underlying theories would enhance personal and professional development through increased cognitive awareness. It is thought that if a learning advisor were cognizant of this knowledge, he or she would gain deeper insight into knowledge of advising behavior and become more critically reflective about actions taken in practice. Given the under-researched nature of language advisors' cognition and decision making, teacher cognition research was examined to help frame this study,

Several studies have been undertaken in teacher cognition research to raise awareness of the complexities of how decisions are made and the factors involved in the process. Shavelson and Stern (1981), and Borko and Shavelson (1990), made the following assumptions in their studies on teacher cognition which were found useful in analyzing the decision-making process of learning advisors:

1. teaching behavior is a complex cognitive process.
2. there is a relationship between thought and action.
3. decision making is a central aspect of teacher cognition.
4. teachers are professionals who make reasonable decisions in a complex, uncertain environment.

Each of the four assumptions is reviewed below, highlighting the cognitive processes of learning advisors.

2.7.1 Assumption 1: Teaching behavior is a complex cognitive process

Professions that involve having to constantly make judgments and decide upon appropriate actions relating to interaction between an expert and non-expert require professionals with high levels of cognitive awareness. This can be seen in the professional areas examined in this paper: language teaching, therapeutic counseling and language advising. Loughran (2010) writes of the constant undercurrent of choices, decisions, competing concerns, dilemmas and tensions involved in teaching. Schön (1983) describes teaching as an "indeterminate swampy zone" (p. 3). In counseling, Duys and Hedstrom (2000) emphasize that "understanding the flow and process of the counseling relationship, attending to multicultural dynamics, and the use of counseling theory calls for increasingly complex cognitive processes (p. 8). The complexity of the cognitive processes of the learning advisor has also been discussed in depth in advising literature in the context of the advisor-learner negotiations as it involves making judgments and decisions with respect to students' individual situations (see, for example, Kelly, 1996; Clemente, 2003; Gremmo, 2007).

Advising-in-action

Over the past two decades, many researchers have attempted to describe the characteristics of "advising-in-action." These papers have examined areas such as the type of skills and strategies that would be most effective in promoting self-directed

learning (Kelly, 1996; Mozzon-McPherson, 2000a); and how to solve the paradoxical situation of letting the learner take charge of his or her learning while the learning advisor remains non-judgmental and non-decisional (Gremmo, 2007). The researcher in this study has so far presented the learning advisor as an active listener in a dialogic process, intentionally employing specific advising tools to support the learner in his or her self-directed learning. During this dialogic exchange, there is a consistent back and forth movement between the inner and outer dialogue as the advisor decides which element of the learner's utterances he or she will focus on; consciously searches existing knowledge for the most effective way to help the learner processes the new information; and then verbalizes the decision made.

Figure 5 illustrates the complexity of the dialogic exchange describing three concurrent dialogues: 1) the outer dialogue represents the common ground negotiated through the interactive discourse. It is expressed in the form of questions, responses, suggestions or various intervention strategies, as learner and advisor negotiate the learning process; 2) the inner dialogue of the learning advisor as he or she decides what knowledge and skills are most appropriate to help guide the learner. This includes the advisor's beliefs and values, expert knowledge about the language learning process and self-access system; and 3) the learner's inner dialogue as he or she reflects on his or her learning competence and prepares to give a response to the advisor (see Anderson, 1997; Gremmo, 2007).
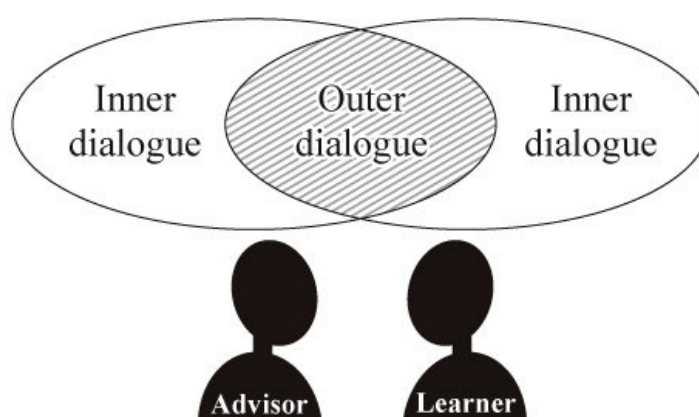
Figure 5 Advising-in-action: Inner and outer dialogue

To create meaning from exposure to new knowledge, the individual has to rely on existing knowledge – beliefs, perceptions and underlying theories – all of which influence the task at hand. In a study of eight therapeutic sessions, Rober et al. (2008a; 2008b) identified a taxonomy of 282 varieties of inner dialogue in four general domains: Attending to client process; processing the client's story; focusing on the therapist's own experience; and managing the therapeutic process (p. 410). In particular they found that not only do therapists gather information, construct hypotheses, and try to formulate therapeutic goals, but they also warn themselves of potential difficulties, hesitate, and sense changes in the client. The complexity of the advising situation is revealed here as it requires focused awareness of the learning advisor on both inner and outer dialogue; and also of the learner (level of anxiety and non-verbal cues) as well as the advising context, while at the same time maintaining the flow of the conversation.

In a recent study, Paré et al. (2009) examined reflections of student therapists attending to their inner dialogue in therapeutic conversations, and found that by slowing down and attending to the moment at hand students were able to view their practice with greater insight and awareness. They referred to the ongoing inner dialogue or "train of thought" that accompanied the outer dialogue of therapeutic conversation as "mindfulness." It was argued that when an individual attends closely to the therapeutic conversation, both internally and externally, he or she is able to reflect more deeply on practices and make more informed and intentioned decisions. The three core elements of mindfulness-oriented research which connect to the holistic nature of language advising are paying specific *attention* to the present moment while being *non-judgmental* in verbalizations and attitude and remaining consciously *intentional* through self-regulation (see Kabat-Zinn, 1994; 1996). This notion was helpful in conceptualizing the framework for a study of the learning advisor's thought processes. Research literature in language advising holds that when learning advisors reflect on their practice, it enhances their professional practice and supports self-directed professional development. In this respect, mindfulness was viewed as a core feature of the advising process.

2.7.2 *Assumption 2: There is a relationship between thought and action*

In the mid-1980s there was a movement within teacher cognition research to form a stronger connection between observable processes in the classroom and teacher thoughts. This marked a significant change in research on cognition because it moved away from the teacher as being responsive to solely external influences, to teacher as being conscious of both external events and inner actions. Clark and Peterson (1986) outlined a model of teacher thought and action (see Figure 6) which they argued reflected the core beliefs and values of teaching. The model depicted a reciprocal relationship between two domains represented by two circles: (1) teachers' thought processes; and (2) actions and their observable effects.
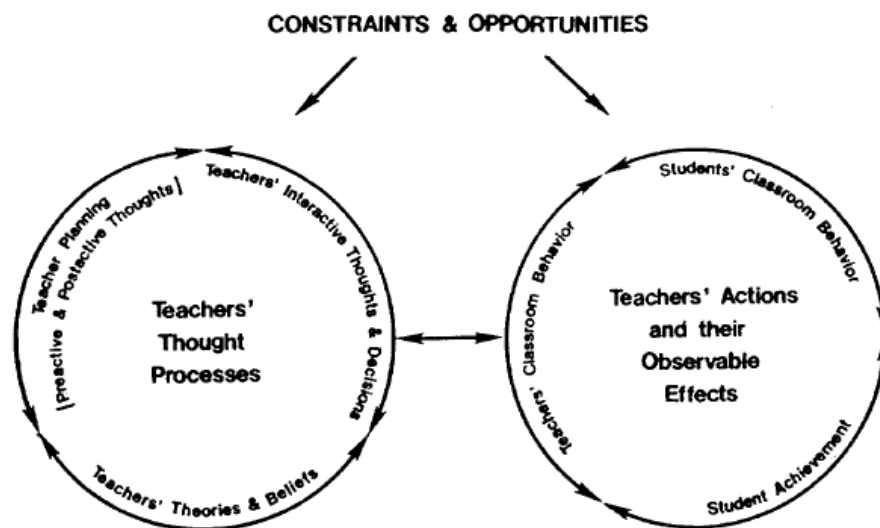
Figure 6 Model of teacher thought and action (Clark and Peterson, 1986, p. 257)

Clark and Peterson's model illustrates teacher thinking as having three reciprocal components: (a) teacher planning; (b) thoughts and decisions during instruction; and (c) theories and beliefs. Constraints and opportunities refer to broader contextual

elements such as physical setting, institutional support and unpredictability in the classroom reflecting the complexities of the teaching environment.

Clark and Peterson argued that "the process of teaching will be fully understood only when these two domains are brought together and examined in relation to one another" (p. 258), an idea also represented by Schön's (1987) theory of reflection-in-action. Schön used a case study method to develop an understanding of how professionals in complex, uncertain environments think in action. His concept of reflection-in-action described the interconnection between thinking and action, as well as highlighting the fact that practitioners have the power to reshape actions as they occur:

> In an *action-present* – a period of time, variable with the context during which we can still make a difference to the situation at hand – our thinking serves to reshape what we are doing while we are doing it. I shall say, in cases like this, that we reflect-*in*-action (Schön, 1983, p. 26).

This line of reasoning reflects Vygotskian theory that mind and behavior be studied in an integrated way, and has also underscored the researcher's rationale for this study.

Although there are clear differences between teaching and language advising, the relationship between thought and action is apparent in both fields. In the first domain of Clark and Peterson's model, the learning advisor's thought processes could be conceptualized as: (a) knowledge of advising skills and strategies; (b) thoughts and decisions during the dialogic exchange; and (c) underlying theoretical views of advising and one's advising philosophy. The second domain , similar to teaching, would include characteristics of observable behaviors of learning advisor and learner, such as advisor and learner verbalizations and actions resulting from decisions made, as well as variations in voice tone, body language and facial expressions.

In an advising session, advisors expect certain results when employing specific skills or strategies. That is, each skill or strategy is coupled with a predicted action. May (1969) introduced the term "intentionality" in professional development as a major variable in connecting the inner thoughts and perceptions of counselors with purposes and actions. He argued that the degree to which an individual

accomplishes this connection determines their level of intentionality. By increasing awareness of this relationship, individuals are likely to be more effective in their behavior. An example of this link between thought and action can be seen in the learning advisor's use of specific advising skills during the dialogic exchange and the outcome of those decisions. When the advisor decides to use open-ended questioning skills, for example, it is expected that the learner will provide detailed information in response to the question. If the advisor chooses to use closed-ended questions, the expected or predicted action is that the learner will provide specific information. Implementing the chosen decision shows the reciprocal relationship between thought and action. If the decision does not result in the predicted outcome, the effective advisor is able to make another decision based on his or her bank of knowledge and skills.

Underpinning this model of thought and action is the proposition that practitioners have theoretical views, practical experience and knowledge, and personal beliefs that interact with their practice, and that decisions are made according to their understanding of the situation. Therefore, the researcher believes that the articulation of advisor epistemologies is central to understanding advising practices and this knowledge would contribute significantly to designing a model of advisor cognition.

2.7.3 Assumption 3: Decision making is a central aspect of teacher cognition

Over the past 40 years of teacher cognition-related literature, research on the decision-making skills of teachers continues to hold the view that understanding why teachers do what they do is essential for enhancing teacher development and improving teacher education programs. The following five quotes demonstrate the positions of several researchers over four decades who view decision-making as central to teacher cognition:

> The basic teaching skill is decision making… Teachers make a great many decisions in the course of a day's teaching. In fact any teaching act is the result of a decision – sometimes

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conscious but more often not – that the teacher makes after the complex cognitive processing of available information (Shavelson, 1973, p. 144).

Professional decision-making is the central teacher competency (Medley, 1981, p. 1).

Foreign language teaching is a process, which, like most human activities, depends on making choices of various kinds…Decisions are constantly to be made (Brumfit and Rossner, 1992, p. 226).

Teachers need to know the tricks of the trade, but they also need to know why they do what they do (Kontra, 1997, p. 44).

A key factor driving the increase in research in teacher cognition, not just in language education, but in education more generally, has been the recognition that teachers are active thinking decision-makers who play a central role in shaping classroom events (Borg, 2006, p. 1).

In order to understand what he considers as the inherently complex world of teaching, Woods (1996) gives three reasons for a continued focus on decision-making in teacher cognition studies: 1) there are a large number of factors to be taken into account in making decisions; 2) decisions must be made on many levels; and 3) although the possibilities for what can be done are unlimited, only one thing can be done at a time (p. 126). He raises a question (similar to the one which this study has posed) in trying to understand the role of decision-making in teacher thinking: With all the possible things a teacher can choose to do (or say) at any given point in time, how is what is chosen decided upon? He suggests that it is in understanding the complexities of the decision-making process that the relevance of the relationships among decision-making becomes relevant.

The role of decision-making in language advising

The research literature has shown that the decision-making processes of teachers and learning advisors are similar in terms of how information is processed. That is, there is a reciprocal relationship between what is thought and the action taken. However,

the factors influencing these decisions are significantly different. Whereas decision-making in teacher cognition is connected to areas such as lesson content and classroom management, in language advising it is the dialogic process and relationship between advisor and learner that is the main focus of the advisor's attention.

Decision-making in language advising has two separate roles within the inner and outer dialogue. Gremmo (2007) wrote that "for some years now, researchers have worked to define the nature of language advising, trying in particular to specify the differences between the advisor's role and the teacher's role" (p. 1). One of the main differences she mentions is that the role of the learning advisor is to be *non-decisional* about matters connected to the learning problem during the negotiation process. She describes this process between advisor and learner as involving a "non-decisional expert and a decisional non-expert" (p. 5). Holec (1981) also suggests that it is the learner who holds the responsibility for all the decisions concerning all aspects of his or her learning, from goal-setting to the final stage of evaluating what has been acquired in a systematic, deliberate way (p. 3). Holec in 1996 reiterates this argument of a gradual shift of responsibility from decision-makers (teachers, textbook writers, etc.) to learners. That is, decisions in the initial stage of the program are made jointly, but as the learner progresses through the different stages to the end of the program, the learner gradually becomes the sole decision-maker (p. 89). In the context of language advising therefore, this thesis argues that it is the learner (as opposed to the advisor) who is mostly in control of his or her own learning process. The learning advisor remains non-decisional in this process unless he or she feels that the learner requires more support. For learners who are more proficient in English and have a higher metacognitive awareness of and/or readiness for independent study, the language advisor is largely reactive to the learner's utterances as he or she attempts to support the learner in his or her self-directed learning.

This thesis thus proposes that the learning advisor's decision-making process takes place within the inner dialogue as they actively process vast amounts of information, consider and eliminate alternatives and act upon decisions, while maintaining the flow of the conversation. These decisions influence the effectiveness

of the advisor's contribution to the dialogue which in turn impacts on how successful the outcome of the session is. Since advisor thoughts revolve around the dialogic exchange, decision-making in language advising can be seen as a central component of the inner dialogic processes.

2.7.4 Assumption 4: teachers are professionals who make reasonable decisions in a complex, uncertain environment

The fourth assumption states that teachers are rational professionals who, like learning advisors, make decisions in an uncertain and complex environment (see Shavelson, 1973, 1976; Shulman and Elstein, 1975). Shavelson and Stern (1981) provide two reasons for this assumption. Firstly, they note that teaching situations involve making immediate rather than reflective responses which require the rational processing of information to make informed decisions; and secondly, in order to solve complex problems, the human mind has to construct a simplified model of the situation. The teacher can then behave rationally with the simplified model. This assumption of rationality highlights the cognitive processes in teaching behavior and acknowledges that decisions are made with intent.

According to Ivey and Ivey (1999),

The intentional individual has more than one action, thought, or behavior to choose from…The intentional individual can generate alternatives in a given situation and approach a problem from multiple vantage points, using a variety of skills and personal qualities… (p. 21)

Intentionality encourages the learning advisor to be aware of various external factors which may affect the advising situation, and have ready a selection of skills and strategies that enables the learner to respond in a different way. Factors such as culture, gender, language proficiency and attitude play an important role in the advisor-learner discourse as advisors attune responses to the unique individual sitting across from them. Since advising discourse is informed by some sort of guiding idea or objective, being intentional in how one responds is a key feature in the dialogic

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exchange. For Ivey and Ivey, a lack of intentionality is evident in the helper who persists in using only one skill, one definition of the problem, or one approach even when it is apparently not effective. In an advising context, a specific set of skills used in one situation may not achieve the same aims in a similar situation. It is essential then, that learning advisors be aware of the different choices available to them at any given point during the advising session. Intentionality thus enables the learning advisor to practice effective advising by providing various options necessary to working in a variety of advising contexts. Effective advising involves the ability to offer explicit reasoning that justifies decisions, as it is based on implicit understanding and habitual knowledge gained through experience.

2.8 The inner dialogue dilemma

The practical benefit of the inner dialogue contributing to a richer understanding of what happens in an advising session is evident in the research literature; however, there is a dilemma that has emerged through this research that needs further attention – the constant stream of information encountered by opening oneself up to the inner voices which could result in information overload. As a consequence, the learning advisor could become ineffectual rather than effective. First-timers or novice advisors attending to the inner dialogue may find it difficult to be responsively present and focused on the learner as they attempt to sort through too much information.

The humanistic view of language advising pre-supposes that the learning advisor is fully attentive to the learner therefore, by placing the focus inward this presents a paradox between advising with intention and being naturally responsive to the learner. This however, does not mean that these activities cannot work together. Being intentional in decisions and monopolizing the inner dialogue with a single idea or pre-determined agenda would likely result in an ineffective session. Anderson and Goolishan (1988) referred to this as 'mono-perspective' as "the development of new meaning ceases because one set of all possible sets of ideas dominates and becomes invariant" (p. 379). In the same manner, responding to the learner's utterances without thought, reflection, or a "guiding idea" (White, 2007) or philosophy and based solely

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on intuition would also be unwise. The solution thus seems to be for the learning advisor to approach each session with an open mind, flexibility in thinking, and a curiosity about the unfolding event. A further option would be to entertain multiple possibilities in his or her inner dialogic processing. It is expected that over time, as the learning advisor gains experience, the new knowledge would recede into the long-term memory, becoming available in future advising sessions as potentially useful intervention strategies congruent with advising beliefs and relevant to the particular situation at hand.

To avert the inner dialogue dilemma, hypothesizing (Selvini et al., 1980; Rober, 2002) has been found to be a useful tool counselors employ to help maintain focus on what is most relevant at the moment. Rober (2002) defined the process of hypothesizing as dialogical therapy to guide the therapists' curiosity and questions during the session. He argued that the therapist, faced with a seemingly infinite amount of possibilities for responding to a client, hypothesizes in order to organize information attached to a specific problem and make some sort of selection. Hypothesizing thus provides a sense of order and coherence to the stream of information.

In the Bakhtinian perspective, hypothesizing involves a continuous back and forth process between voices. During this dynamic interplay, the therapist constantly monitors his or her inner dialogue in order to understand if the hypothesis is effective. If the therapist finds that the hypothesis is not constructive, he or she can search the inner dialogue again for a more suitable hypothesis based on existing knowledge and prior experiences. It is essential during this process however, that the therapist remains open to new ideas and concepts to facilitate the dialogue and enable the construction of meaning. This process helps to ensure that the therapist maintains full awareness of the unfolding story while minimizing the possibility of exerting his or her power over the session. Hypothesizing informed by genuine concern and respect should lead to the empowerment of the learner, the ultimate aim of language advising. The act of self-monitoring and making decisions through hypothesizing therefore, becomes a useful tool in the language advising process for both novice and experienced learning advisors and enhances cognitive development.

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2.9 The transition from novice to expert

The research literature has identified differences in how novice and expert professionals across various disciplines (such as teaching, counseling and nursing), organize and process complex bodies of information as well as how they apply knowledge in response to external cues. In particular, these studies seek to describe the outstanding performance of experts by analyzing cognitive processes critical to the performance and identifying the components of the performance that makes it superior (Ericsson and Smith, 1991). One characteristic distinguishing novices from experts is believed to be related to their knowledge schemata (Peterson and Comeaux, 1987); therefore, as experts have more relevant experiences and knowledge to draw upon as they engage with the learner, it can be assumed that they are better able to interpret and organize information.

Borko and Livingston (1989) observe that "the complex schemata of experts *[teachers]* typically are more elaborate, more complex, more interconnected, and more easily accessible than those of novices" (p. 37). In a study by Westerman (1989), expert teachers were found to work within the context of prior knowledge and employ familiar strategies tailored to the characteristics of their students. Whereas experts integrated knowledge into the overall teaching environment, novice teachers taught each lesson as a discrete entity. Fogarty et al. (1983) noticed that novice teachers failed to implement a large variety of instructional actions in response to student cues and had a lesser tendency to consider prior knowledge about subject matter content, students' learning history and pedagogical principles during instruction. Experienced teachers on the other hand were considered to be more flexible in responding to student cues and attending to multiple tasks at the same time.

Findings in counseling literature also report several advantages that experts' knowledge structures have over that of the novice. Chi et al. (1988) note that by drawing on a larger and more developed knowledge base experts can approach familiar situations by gaining access to existing knowledge. In new situations, experts can make more accurate hypotheses by evaluating a number of potential strategies and developing appropriate responses to reach an appropriate solution. Experts are also able to encode and store more information because they have developed specific

categories in which to store information. Ericsson and Smith (1991) found that experts have less information to search through as they search in "chunks" of information. That is, experience helps to increase speed and accuracy in processing information while at the same time noticing information discrepancies that quickly allow them to reject inconsistent hypotheses. Novices on the other hand organize knowledge into categories based on superficial and sometimes irrelevant cues that are not pertinent in generating an effective solution to a problem. Lastly, expert counselors were found to be able to develop self-monitoring strategies that helped to regulate their cognitive activities (Chi et al., 1981; 1987), which made it easier for them to notice faulty reasoning processes and adjust accordingly. In summary, experts are knowledgeable because they have an extensive, accessible, well-organized and developed knowledge base, and they continue to build on their existing knowledge through actual experience and understanding learned through reflection-on-action (see Eraut, 1994; Schön, 1983).

The development of knowledge structures from novice to expert, as informed by practice, is an important goal of professional training programs. Lave and Wenger (1991) suggest that each individual brings different knowledge and experiences to the field, and as their level of participation within the community increases, so does their experience and ability. They further suggest that, "if learning is about increased access to performance, then the way to maximize learning is to perform, not to talk about it" (p. 21). The researcher therefore suggests that learning advisors need to first become aware of their own knowledge structures, in particular existing knowledge developed before the training program. The novice can then build on his or her existing knowledge by developing new knowledge of the profession. This is accomplished through learning and incorporating new theoretical and procedural knowledge into current practices. Knowledge is then shaped by actual practice, reflection on practice and refining of skills. The final step in the transition from novice to expert is the integration of all structures so that the individual can apply specific schemata containing relevant knowledge to particular situations without conscious thought (Etringer et al., 1995). The transformative process can be illustrated as the following four stages:

Novice ——————O——————————O——————————O——————————O—————— Expert

unaware/unable → aware/unable → aware/able → unaware/able
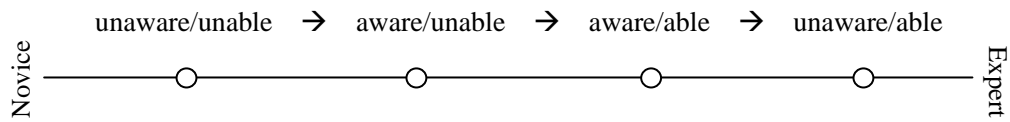
Figure 7 Transformative process from novice to expert (see Paré, 2008)

At one end of the continuum, the novice advisor operates mainly on feelings, unaware of professional knowledge and unable to practice effectively. At the other end of the cline, practices are carried out effectively, without conscious or deliberate effort or discursive thought. Although Paré also refers to this stage as being "unaware," he distinguishes this from the unawareness of the novice by describing it as practice that becomes second nature or 'automatized' behavior to the experts. Implicit in developmental theory is the notion that higher levels are reached only after passing through the previous stage. The principal strategy that enables a transition from novice to expert is reflection. When new challenges are encountered and the advisor finds a mismatch between existing knowledge and the new situation, the advisor reflects during or after the action and/or gets feedback from a more experienced advisor in order to develop alternative strategies. As the advisor becomes more aware, he or she accesses the continuously growing bank of knowledge and applies existing knowledge to the new challenges.

Ongoing training is therefore required for the novice to successfully transition through each stage. The professional needs to be trained appropriately by learning how to reflect on- and in-action, in addition to assimilating both theoretical knowledge and on-the-job experience. It has been found however, that many professionals are typically educated and trained by empirically theoretical knowledge while other kinds of knowledge demonstrated in professional practice garner less attention (Schön, 1983; Eraut et al., 2000). Meijer et al. (1999) argue that "teachers whose practical knowledge seems to be limited, seldom think about their teaching and

therefore lack a deep understanding of what is going on in their classroom, in their students' minds, or in their students' environment" (p. 81). Language advising, as a discipline rooted in theory and mediated by practice requires that learning advisors not only understand theoretical concepts, but also the practical aspects of advising-in-action. Investigations into actual advising practices would provide the opportunity to explore more fully the knowledge embedded within advising expertise.

2.10 The characteristics of knowledge-in-action

One of the earliest studies of teachers' knowledge was a study by Elbaz (1983) who posited that the defining characteristics of teaching knowledge could be understood by examining teachers' everyday practices as well as the thinking behind those practices. By listening to teachers' stories, Elbaz concluded that teachers have a special kind of knowledge, which she referred to as "practical knowledge" – that is, knowledge which focuses attention on the action and decision-oriented nature of the teacher's situation, and construes his or her knowledge as a function, in part, of his or her response to that situation (p. 5). For Elbaz, it was the concept of consciously holding and applying knowledge that made it practical. Practical knowledge may be generated as a result of experiences (Fenstermacher, 1994; Elbaz, 1981); reflection in and on professional practices (Schön, 1983); training programs; exploring existing relevant theories; and interaction with the wider societal and institutional contexts relevant to the profession (Elbaz, 1981; Clandinin, 1983; Jarvis, 1992). Professionals therefore have a range of knowledge that influences their practice. Elbaz identified five strands of teaching knowledge that teachers needed to master:

1) Knowledge of subject matter (knowledge of subject discipline and theories related to learning)
2) Knowledge of the curriculum (structuring of the learning experience and curriculum content)
3) Knowledge of instruction (classroom routines, classroom management and student needs)

4) Knowledge of self (knowledge of individual characteristics, such as personality, age, attitudes, values and beliefs, as well as personal goals)

5) Knowledge of the milieu of schooling (social structure of the school and its surrounding community) (see Tsui, 2003, p. 46)

These five strands of knowledge, according to Elbaz, constitute "knowledge *of* practice" and "knowledge mediated *by* practice" (1981, p. 46), or simply theoretical and applied knowledge, both of which help to shape and guide professional practices. Fenstermacher (1994) also acknowledged two distinct types of knowledge. He referred to formal knowledge as knowledge known by means of studying existing research methodology, and practical knowledge as knowledge generated as a result of reflection on practices.

This depiction of knowledge is evident in many professional situations in which problem-solving and decision-making are part of the daily routine: Social workers for example were found to use two different strategies when attending to the task at hand. They used formal knowledge in practice when not pushed for immediate action; however, when they needed to respond to a situation immediately, they would draw on previous experiences, consult with peers, supervisors and clients, or refer to training manuals (Baskett and Marsick, 1992). In clinical nursing practice, Benner (1984) differentiated between 'knowing how' and 'knowing that,' stating that knowledge development in a practice discipline "consists of extending practical knowledge through theory-based scientific investigations" (p. 3). She maintained that theory is derived from practice, and that practice is altered or extended by theory. Therefore, in order to apply theoretical knowledge to practices, professionals need to understand what constitutes practical knowledge and how to develop it.

Researchers have noted that in counselor preparation, there is a traditional emphasis on skills training and less information on types of knowledge necessary for cognitive development or how counselors process information (Johnson and Heppner, 1989; Robinson and Halliday, 1987). One of the few researchers to have considered counselor training from an information processing perspective is Binder (1993, 1999) who made a distinction between declarative (knowing that) and procedural (knowing how) knowledge. Training approaches such as lectures, observations and reading

theory, according to Binder, often failed to transfer to practical knowledge unless supplemented by strategies such as role-play or actual practice in clinical contexts. Similar to professionals in other disciplines, he considered the practical knowledge of counselors to be tacit knowledge – knowledge applied without thinking.

Similar to language teachers, social workers, clinical nurses, counselors and other professionals who make complex decisions in an unpredictable environment, an understanding of the various knowledge types that constitute language advising is essential for learning advisors to be able to respond effectively and spontaneously to the learner's unique learning goals and situation.

2.11 Knowledge types in language advising

Skills used within language advising may have derived from therapeutic counseling practices, but advisors' knowledge is more closely bound to teaching practices and expertise. The exact skills and training demanded by the language advising profession are still being debated within the advising field (Stickler, 2001; Kato and Sugawara, 2009); however, a review of the research literature reveals that there are five areas of expertise that are seen as pre-requisites for advising:

1) experience in teaching and learning a language, so as to be able to relate to learners' experiences;
2) an understanding of language learning strategies and self-study, through self-reflection, reading and sharing ideas;
3) an understanding of the language learning/second language acquisition process, giving a sound theoretical background;
4) familiarity, through training and experience, with the working environment to be able to give advice on resources and equipment; and
5) an awareness of counseling skills (possibly new to potential advisers) through reading and /or staff development programs.

<div align="right">(see Mozzon-McPherson, 2001; Riley, 1997)</div>

Here, we can see the close interconnectedness between theoretical knowledge and the application of that knowledge in advisor preparation. The theoretical underpinnings of language advising have been embedded within its practices and situational context. In order to better understand the maxims that guide advising practices, this study has attempted to identify the types of knowledge that constitute language advising and develop coded representations of advisors' knowledge-in-action. By describing the various kinds of learning advisors' knowledge, the researcher believes it would provide information of the sources from which learning advisors draw their knowledge while advising and a deeper understanding of what actually happens in advising. As there is little existing research on learning advisors' knowledge base in advising literature, the researcher has employed a grounded theory approach in this study to identify and describe categories of knowledge found in language advising in practice. This will be discussed more thoroughly in Chapter 4, Part 2 (Section 4.10).

2.12 The inner dialogue and strands of knowledge

Developing the inner dialogue means becoming aware of the various "strands" of knowledge which were previously unnoticed. Over time, as the advisor gains experience, these strands expand and interconnect to form a web of knowledge which is consulted and drawn upon during the decision-making process. As the advisor transitions from novice to expert, knowledge of intervention strategies, language used, behavioral patterns, and learning strategies, among others, become more readily accessible with less need for conscious deliberation over which strands of dialogue would be most effective to draw upon in specific scenarios. This unarticulated knowledge, or "knowing-in-action" (Schön, 1983), is at the core of the advisor's inner dialogue. An advisor who cannot access these strands has limited options when guiding the dialogue. The experienced advisor however, can select from the strands of knowledge and decide how best to respond to the learner by choosing to ignore those that are not relevant to the situation. It is expected that if novice advisors are made aware of this knowledge during training and upon completion, he or she will be able to apply it to the advising setting.

The inner dialogue may take any number of paths – focusing on specific details of the learner's story; suggesting a particular language learning strategy; considering which intervention strategy to use; noticing the learner's mood; being overly conscious about the time constraints of the session; or even reflecting on a perceived lack of direction and worrying about advising performance. Attending to the inner dialogue provides the advisor with useful information which enables him or her to make informed choices based on the knowledge strands that he or she has consulted, ignored or selected. Figure 8 is a visual representation of a learning advisor's strand of knowledge (exemplified with respect to the TOEFL test of English proficiency) and the vast amount of possibilities that occur as the learning advisor processes information. It should be noted that the illustration is only a minute representation of the many complex possibilities available to the advisor at any given time during the interaction.

The learning advisor selects one utterance (for example "TOEFL") from a constant flow of information, and immediately a range of possible scenarios from his or her tacit knowledge opens up, enabling the advisor to select from chunks of knowledge those considered most relevant to the learner's needs, and in accordance with his or her underlying advising philosophy. As the outer dialogue unfolds, the advisor works through existing strands of knowledge within the inner dialogue to guide the learner through a process of self-exploration towards an objective. This is an example of intentionality in practice informed by the inner dialogue. Where the advisor is confronted with a new situation, new information is added to the knowledge bank and enlarges his or her repertoire. In a sense then, the learning advisor is a sort of 'expert' in many fields with extensive knowledge in areas such as language content, language learning strategies, second language acquisition theories and useful learning materials.
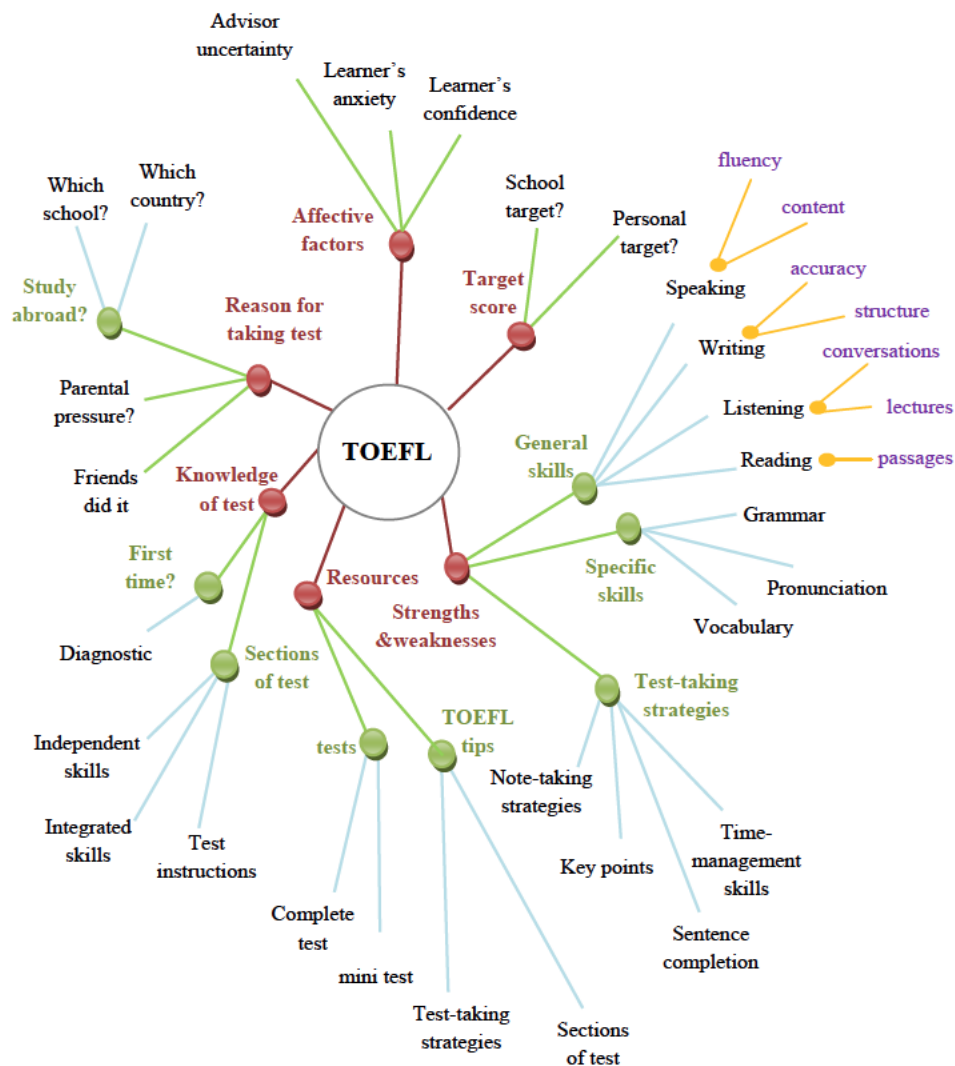
Figure 8 A visual representation of a learning advisor's strands of knowledge when advising on the TOEFL proficiency test

In summary, these strands of knowledge constitute not only deliberate and intentional processes, but also intuitive and reflective ones. The professional's bank of knowledge can therefore be accepted as a key component of professional practice as well as professional learning (Jarvis, 1992). The next section ties together the concepts raised in this literature review, and presents a model of the learning advisor's inner dialogic process.

2.13 A model of advisor thinking

Based on the literature reviewed, the researcher designed a model of advisor thinking to show the inner dialogic processes of an advisor-in-action. The model is represented as a flowchart in Figure 9. It features firstly, an ongoing back and forth movement between the inner and outer dialogue and secondly the flow of the complex inner thought processes from the selection of information to the final decision. The three central components which provide the frame for this model are: 1) the learning advisor *accesses* knowledge; 2) the learning advisor *processes* knowledge; and 3) the learning advisor makes a *decision* (otherwise referred to as The APD model of advising-in-action).

To start the process, the advisor selects what he or she considers to be *key information* or the main idea from the learner's verbalizations, and then consults his or her existing knowledge base before responding to the learner. Key information guides the dialogue in the direction that the learning advisor deems most relevant to the learning objectives. In the initial stages of an advising session, for example, the learner presents his or her problem. The learner may raise several issues at once, such as specific language learning problems, feelings of anxiety due to peer or parental pressure or time-management issues. As the advisor sorts through the influx of information, a scenario can take shape based on existing knowledge.

The *access knowledge* component of the model describes the learning advisor's access to tacit, explicit and deliberate knowledge (see Section 4.11.2) and it shows a constant back and forth movement between this component and the processing of the knowledge as the learning advisor constantly seeks the most appropriate information for the unfolding scenario. Knowledge will vary from advisor to advisor as each comes to advising with different professional backgrounds and personal experiences. The basic task in this component is to access the knowledge base in order to find the information that will best help the learner define his or her problem clearly and make an action plan relevant to specific learning objectives. Here, the learning advisor accesses a wide variety of knowledge, each to varying degrees.
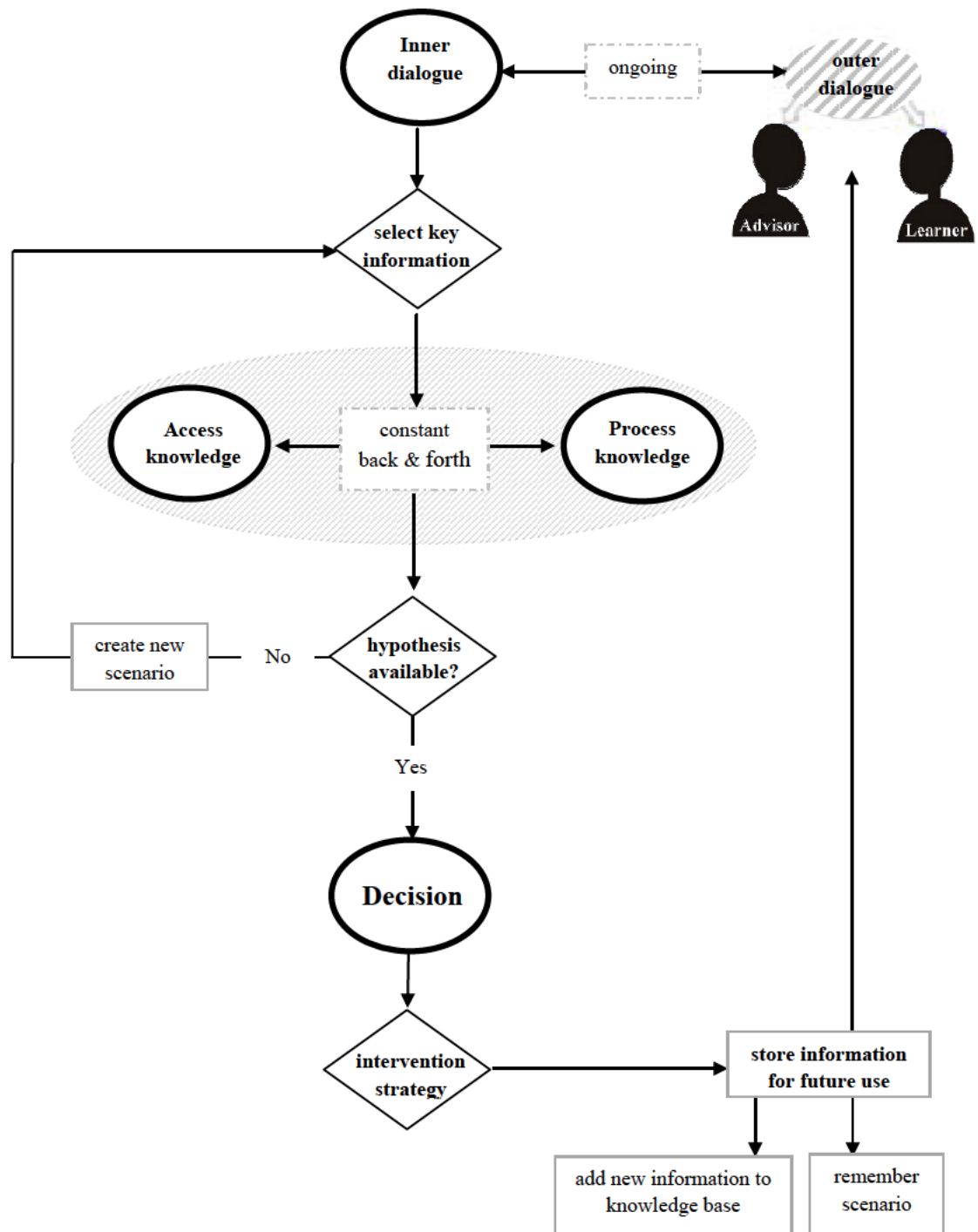
Figure 9 The APD model of advising-in-action

As a practical discipline, the types of knowledge consulted by learning advisors are typically those associated with actual experience and training, as well as knowledge learned from sharing with others. Within this component, the advisor also recalls familiar scenarios which have been created over time through experience. These scenarios consist of chunks of knowledge which the learning advisor considers most appropriate to the task at hand.

The primary activity in the *process knowledge* component is to generate as many relevant alternative responses as possible. The number of possibilities generated is influenced by the amount and types of knowledge at hand; thus accessing knowledge and processing knowledge move hand in hand in an iterative process. The formulation and reformulation of knowledge occurs frequently as new information is absorbed into the existing knowledge bank in order to assist the learning advisor in creating a scenario that adequately reflects the learner's objectives. Essential to this component is the generation of a large number of possible options rather than attempting to decide on the best option. Advisors are able to later narrow the range of options by selecting or rejecting scenarios that are not in accordance with what the learning advisor considers to be relevant to the learner's objectives. As meaning is constructed with the new information, the learning advisor attempts to build a potential hypothesis. Each scenario yields varying consequences which the advisor must consider before making a hypothesis. If a hypothesis is unavailable, a new scenario is created by consulting the existing knowledge base once again which now includes new key information. The cyclical process continues until a decision is reached. Effective use of time is an important factor in the decision making process and time constraints on the 30-minute session demand that the learning advisor select the most appropriate scenario or knowledge quickly and efficiently.

In the *decision* component of the model, the possible scenarios are ranked in order of relevance to the learner's main objective and then implemented in the form of an intervention strategy. Uncertainty about the final decision may result in open- or closed-ended *questioning* to gain more information from the learner. If the learning advisor feels that the decision is accurate and defensible, he or she may select an intervention strategy that helps to unpack the learning problem further.

The final task in the model is the storing of information for future sessions. This involves adding a newly created scenario (if present) to the existing knowledge base or remembering a familiar scenario that could possibly be used again in a similar situation. In circumstances where the learning advisor has implemented an intervention strategy that turns out to be ineffective and interrupts the flow of the dialogue, this information is also remembered and stored for future use as an option that was rejected.

In essence then, the learning advisor's decision-making process can be summarized and fitted into a three-component framework: 1) the selection of key information from the learner's verbalizations; 2) accessing the advisor's knowledge bank and the process of generating alternatives from existing knowledge; and 3) the specific choice of action or decision, which keep the dialogue flowing smoothly. Ultimately, a language advising model needs to be consistent in both aspects of theory and practices. It is also important that there are no contradictions between these two aspects.

2.14 Chapter 2 Summary: Cognition and language advising

The development of cognitively sophisticated learning advisors has been identified as an essential component of advisor education and training; however, there is a distinct lack of research within the field of language advising that deals with promoting cognitive development. To this end, the researcher has proposed a structured model of advisor thinking to assist in facilitating cognitive growth. This model was influenced by studies from teacher cognition research, clinical decision-making in nursing and research exploring the inner speech of counseling therapists. The main points raised in this review were:

— The inner thought processes of learning advisors are an essential component of personal and professional development.
— Language advising is a complex process involving a constant and dynamic interplay between the inner and outer dialogue.

— Language advising is concerned not only with facilitating the learner's development but also the learning advisor's decision-making and information processing skills.

— The learning advisor embodies knowledge connected with the inner dialogue and over time it becomes tacit knowledge.

— Learning advisors generate a range of alternatives during the dialogic exchange based on scenarios embedded within the knowledge base.

— Learning advisors have the ability to effectively access and process the inner dialogue while maintaining the outer dialogue.

— There is a danger of losing touch with the learner when one opens up to the inner dialogue, but this can be overcome by self-monitoring through hypothesizing.

— Ongoing training is required for the novice to successfully transition from operating mainly on intuition to practicing without conscious effort.

— Effective practice is a function of higher cognitive development and professionals need to be trained appropriately to become effective practitioners.

This study does not intend to convey that language advising is concerned mainly with attending to the inner dialogue at the risk of losing touch with the learner. However, examining the internal processes of a learning advisor-in-action merits attention as this field continues to develop. A dialogical view of the therapeutic relationship suggests that both learner and learning advisor are actively present in a complex dialogic exchange. This dialogic exchange allows the inner dialogue to be heard and attended to, which in turn, enables the construction of new knowledge and the building of understanding. Especially because of the perceived importance of the dialogue as a central component in language advising, a focus on the inner dialogue seems to be the natural next step in the development of the professional learning advisor.

Research in advising literature typically examines advising within a social-constructivist context, with a focus on the development of the language learner. However, exploring the advisor as an individual within the advising process is also

important as during a 30-minute advising session, the advisor has to rely on his or her knowledge, values and experiences to conduct a successful session. Two main points were highlighted about the advisor's strands of knowledge: 1) a heightened awareness of the options available for the task at hand; and 2) the ability to easily access this knowledge. According to Elbaz (1981), the single factor which seems to have the greatest power to carry forward the understanding of the teacher's role is the phenomenon of teachers' knowledge. The literature review has identified that the task of training novice advisors to become aware of this knowledge and recognize the inner dialogue may temporarily impair/harm the therapeutic relationship. In the long run however, it is hypothesized that this awareness would help them to enlarge their repertoires and increase the knowledge base. Therefore, developing the inner dialogue is considered to be a worthwhile investment of time and effort despite the brief disconnect in the therapeutic relationship. For experienced advisors there is always the danger of habitualization or stagnation, which can result in ineffective practice. Therefore, occasionally attuning to the inner dialogue (monitoring thoughts and making adjustments to performance in order to adapt to the specific situation) plays a significant part in practice.

There are many practical skills and theories within the inner dialogue that when combined, form a knowledge base from which advising competence can be derived. These skills require refinement over time in order to become a natural and routinised part of advising behavior. As the learning advisor gains practical knowledge and enlarges his or her response repertoire, decisions made become more effective. Since decisions made directly influence learner development, learning advisors need to make an effort to understand why they do what they do. Expertise is derived from moving beyond 'knowing that' and 'knowing how' to unconsciously and carefully 'doing with reason'.

Language advising involves decision-making that occurs across a range of ideas and issues. In an advising context, learning advisors need to help learners make decisions about such things as learning goals, strategies and materials; as well as improve time-management, and reflective and decision-making skills in order to develop a more effective learning approach. How learning advisors consider

possibilities and decide on a choice of action shapes how they guide the learner. Because advising language learners comprises so many demands, learning advisors are continually making decisions about what they consider to be appropriate actions at a given time in a given situation. These decisions become part of the knowledge base as familiar scenarios, but it does not necessarily lead to the same result in a similar situation in a different context. In order to react to the learner's needs and concerns appropriately, the learning advisor needs to understand which scenarios work in particular situations and how to create new scenarios in unfamiliar situations.

The approach taken to advisor training therefore should acknowledge that there is no one correct and best way of advising and should emphasize that while theoretical knowledge is important, advising is firmly rooted in practice. As familiarity with the practical aspects of advising grows, learning advisors will be able to manage a diversity of learner needs and advising situations. As advisors become more reflective about decisions, their knowledge base grows. As a consequence, the learning advisors' inner dialogue would reveal the uniqueness and richness of the knowledge embedded within advising practice. Tapping into this knowledge could be seen as a means through which novice and experienced advisors can develop and refine their practice. Studies in this literature review have revealed how researchers can look beyond observable actions to understanding thought processes that govern actions. As a result, we have been able to investigate the different types of knowledge that constitute professional practices.

Chapter 2 has reviewed literature on the inner dialogue of professionals and provided an understanding of the various types of knowledge that are used in practice. In order to understand the complexities of advising-in-action, a framework of advisor thinking was created to represent how learning advisors do what they do. Through investigation into the types of knowledge advisors hold, the researcher has aimed to provide a more refined and structured picture of language advising. Typically, research related to uncovering the inner thoughts of professionals within practical disciplines is conducted using qualitative methods to collect data. This may include methods such as case study, ethnography, grounded theory, phenomenology, observation, (semi-structured) interviews, open-ended questionnaires and/or

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stimulated recall. Chapter 3 examines the research design and chosen methodology, and introduces the participants and research context of this study.

CHAPTER 3   RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

In this chapter, I will give an overview of the research methodology underpinning the dissertation. As mentioned earlier, the primary purpose of this study was to explore learning advisors' inner dialogue and attempt to uncover the content of naturally occurring cognitions within an advising session. A secondary aim was to investigate the types of knowledge that learning advisors most frequently draw upon to help them make effective decisions in a language advising setting. A final aim sought to find out if there were any differences between novice and experienced advisors' inner dialogic processes and knowledge base. Developing such a study entailed providing a rich description of the distinctive ways in which learning advisors develop and shape their advising practice. A qualitative methodology was thus deemed most appropriate as it allowed the researcher to understand the complexities of the advising experience as it emerged from the data. This chapter first presents the research questions which guided the study. A brief overview of the research design follows, and then a description of the research setting, selection of participants, role of the researcher, data collection procedure and data analysis methods. The chapter also touches on perceived limitations of the research design and concludes with a summary of the chapter.

3.1 Research questions

This study developed from the researcher's need to understand more fully the whats, hows and whys of advisor thought processes in order to gain a clearer picture of language advising in practice. The research questions which have guided this study are as follows:

- What is the content of learning advisors' inner dialogue during the advising session?

- What factors inform the selection of specific intervention strategies during the decision making process?

- What kind of knowledge do learning advisors most frequently draw upon during advising sessions?

- In what aspects (if any) do novice advisors differ from more experienced advisors in their inner dialogic processes and knowledge drawn upon during advising?

Research questions sought specifically to help the researcher to develop a deeper understanding of learning advisors' inner dialogic processes and the kinds of knowledge which influenced decision-making. Semi-structured interviews were found useful in extracting learning advisors' existing and tacit knowledge and for uncovering how this knowledge was used in specific advising contexts. The primary sources of data for this investigation were transcripts of audio-recordings of stimulated-recall interviews. A constant iterative comparative analysis of data helped the researcher to categorize knowledge into units meaningful for the purposes of this study. This analysis enabled the researcher to access knowledge the learning advisors used to make decisions and understand how that knowledge was organized

Although an overall qualitative approach was adopted, qualitative coding was converted into quantitative variables, which enabled the researcher to investigate the frequency of generated categories and the percentage of categories associated with specific learning advisors. Furthermore, the application of and transformation of qualitative to quantitative data revealed the presence or absence of coded categories for each participant. This was especially useful when comparing less and more experienced learning advisors. Salomon (1991) proposed that mixed qualitative-quantitative research methods can be seen as complementary to the extent that they can be used to provide deeper levels of understanding of the particular phenomenon under consideration. This mixed method model helped the researcher to develop a research design that answered research questions within the boundaries of the study's context.

3.2 Research design

There were several considerations in choosing a research design, but the researcher felt that an interpretive, naturalist description of the phenomenon would best suit the exploratory nature of the research questions and provide a deeper understanding of learning advisors' inner dialogue within a given context. Denzin and Lincoln (1994) defined qualitative research as,

> multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (p. 2)

An interpretive approach provided deep insight into "the complex world of lived experience from the point of view of those who live it" (Schwandt, 1994, p. 118). More importantly, naturalistic inquiry (see Guba, 1978; Lincoln and Guba, 1985; Patton, 1990, 2002) enabled the researcher to study the phenomena in its natural, unstructured setting. For the researcher, it was essential during the research process to create an authentic research environment so that this study could possibly be used as a reference point from which to make comparisons with, reflect on and/or make more informed decisions in a similar research context.

Patton (2002) presents major themes or principles that constitute a comprehensive and coherent strategic framework for qualitative inquiry: naturalistic; emergent flexible design; holistic; context sensitive; dynamic and empathetic; and involving unique case selection and direct personal experience (p. 40). The research was *naturalistic* to the extent that it investigated learning advisor practices in an uncontrolled, real world setting. Guba (1978) defined naturalistic inquiry as a "discovery-oriented" approach that minimizes investigator manipulation of the study setting and places no constraints on what the outcomes of the research will be. It was *emergent* and *flexible* in its openness to exploring new paths of discovery. Lincoln and Guba (1985) write that, "naturalistic inquiry (whether research, evaluation, or policy analysis) *cannot* be given in advance; it must emerge, develop, unfold" (p. 225). Design flexibility required a high tolerance for ambiguity and uncertainty. Reflective

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of an interpretive research process, data collection and analysis informed one another iteratively which shaped the direction of the inquiry. Categories, hypotheses and theories emerged inductively from a continuous back and forth movement between collected data and analysis rather than being imposed deductively with a specific outcome in mind. Coding took place as the researcher reviewed the data and the emerging coding frame was revised continuously during the research process. It was *holistic* in its attempt to understand the content of learning advisors' inner dialogue and the various types of knowledge learning advisors hold and apply in an advising context. It was *context specific* in the manner in which data were collected. Particular care and attention was given to keeping the learning advisor's surroundings as natural as possible so that participants did not feel as if they were being researched. It was *dynamic* in its attention to the systems and situation of the CoP and *empathetic* in being fully mindful, responsive and non-judgmental in respect to the personal views of the research participants. *Unique case selection* of eight learning advisors provided "information rich" and illuminative data rather than empirical generalizations from a sample population. This was manifested in a detailed and in-depth description of research participants' knowledge base and its usage. Finally, it involved *direct personal experience* in that the researcher was in direct contact with and sensitive to the research participants, situation and phenomena under study. For Patton, the researcher's personal experiences and insights are also important parts of naturalistic inquiry and critical to understanding the research phenomenon. The researcher, as a senior member of the advising team, had a close working relationship with all the participating advisors, experienced all aspects of advising practices and was fully aware and cognizant of the phenomena.

The choice of research methods was driven by four factors: 1) the research questions; 2) the research context; 3) the phenomena to be investigated; and 4) the existing research within the field of advising. From the various types of interpretive research methods available, the study combined multiple case studies with a grounded theory approach in order to develop an explanatory theory of the inner dialogic processes of learning advisors in action. Further, a phenomenological approach to events enabled the researcher to gain access to first-hand accounts of the participants' point of view and "explore the lived experience" (Reid et al., 2005). This provided the

data which would be used in later coding procedures. The researcher felt that this framework would serve to capture and illuminate themes, commonalities and patterns of advising practices which would generate a greater understanding of the specific phenomena. A brief development and justification of each approach follows.

3.2.1 Multiple case studies

A multiple case study approach was deemed suitable for this research as it allowed the researcher to investigate the complex phenomenon (the learning advisor's inner dialogue) within a bounded system (the 30 minute advisor-learner dialog) in a real life context (the advising session); secondly, the flexibility of a case study allowed the researcher to investigate the phenomenon of a small sample size in depth as opposed to a wide selection of participants and multiple research settings; thirdly, it allowed the analysis of the phenomenon to emerge from the data so that the researcher could understand the interplay between the learning advisor's inner dialogue and decisions made. A multiple case study approach further supported the constant comparison method which would be used in data analysis as well as a cross comparison of cases to identify if there were any differences between novice and more experienced advisors. In the broader sense, the researcher was able to gain a general picture of advising practices which could possibly inform policy decisions (see Stake, 2005; Yin, 2009).

3.2.2 Phenomenology

Phenomenology, according to the Stanford encyclopedia of philosophy, is "the study of structures of consciousness as experienced from the first-person point of view" (Smith, 2009). This type of research aims to describe as accurately as possible a phenomenon under study, while refraining from assigning pre-given frameworks and remaining true to the phenomenon. Its purpose is to enable anyone reading the analysis to form a deeper understanding of that experience without having gone through it themselves. Rossman and Rallis (1998) note that "Those engaged in

phenomenological research focus in-depth on the meaning of a particular aspect of experience, assuming that through dialogue and reflection the quintessential meaning of the experience will be reviewed" (p. 72). At the heart of this approach is an examination of "how the everyday, inter-subjective world is constituted" from the participants' perspective (see Schwandt, 2000). That is, phenomenological research tries to capture the rich detail of an individual's experiences and deepen understanding of his or her conscious experiences. Phenomenology as a research approach uses the individual's views and experiences as the legitimate source of data. The individual's utterances are therefore taken as a basis for determining facts. Basically, a phenomenological approach would require the individual to interpret his or her own actions and experiences for the researcher and then for the researcher to interpret the explanation provided by the individual and then finally, to present it to the reader. Furthermore, participants are selected only if they have first-hand experience of the phenomenon under study. Sampling is therefore purposive and prescribed from the outset with the main tool of data collection being in-depth interviews.

In particular, the researcher felt that a phenomenological approach would highlight the complex inner dialogue of learning advisors and reveal the various kinds of knowledge they hold and use in their interactions. Schutz (1967, 1970) proposed that individuals approach the "life world" with a "stock of knowledge" made up of common sense constructs that are social in origin. An individual's unique stock of knowledge (that is, images, theories, beliefs, values and attitudes) provides the rules for interpreting interaction and social relationships, and helps to guide his or her actions (see also, Holstein and Gubrium, 1994). Using a phenomenological approach then, this study aimed to understand, interpret and explain learning advisors' knowledge, actions and thoughts in a real-life working context.

3.2.3 Grounded theory

Grounded theory, originally developed by Glaser and Strauss in 1967 (and more recently expanded, re-interpreted and re-modeled by other researchers such as Strauss

and Corbin, 1998; Corbin and Strauss, 2008; and Charmaz, 2006, 2009) refers to a qualitative research approach that is used to develop inductively a phenomenon under study from a corpus of data. A grounded theory approach required that data be constantly compared and contrasted throughout the data collection and analysis period until a theory or "well-developed set of categories that are systematically interrelated through statements of relationship" (Strauss and Corbin, 1998, p. 22) emerged from the data to explain the phenomenon. Stern (1995) considered the strongest argument for the use of grounded theory to be either in studies of "relatively unchartered water, or to gain a fresh perspective on a familiar situation" (p. 9). This study fits within the parameters of "unchartered water" in which the researcher aimed to build a theory about learning advisors' cognitive processes.

Adhering to the principles of grounded theory (from Strauss and Corbin, 1998)[7] data collection began early in the dissertation, immediately after gaining approval from the Macquarie University Ethics Committee (see Appendix 36) and from the director at the institution in which this research took place. As data were being collected, transcribing of interviews, recording of ideas in a research diary and a review of the literature were being done simultaneously in order to help with the initial identifying of any emerging themes and to note any possible categories. Creating a mind map to jot down ideas and creating other illustrations as data were being collected proved useful at this time as a visual aid for the researcher. The researcher however, was conscious not to analyze data on a micro level nor discuss the research with colleagues at this point and risk negatively influencing further data collection. The researcher was also careful to maintain a general unbiased and receptive presence, and to remain curious about the events as they unfolded in order to uncover new insights into the phenomena.

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[7] It should be noted here that the dissertation is based more closely on Strauss and Corbin's (1998) structured model of grounded theory which better fit within the parameters of the study, the regulations of the Macquarie University Ethics Committee and the time frame of the study. Although the grounded theory approach was originally developed by both Glaser and Strauss, in their later years of research a divergence emerged in which Glaser considered Strauss's new approach to be destructive to the inductive philosophy of grounded theory as originally established by them in 1967 (see Appendix 2 for the rationale for selecting the Straussian approach).

Artinian et al. (2009) suggest that because the quality and content of data from interviews depend greatly on the relationship between the researcher and participant, the researcher should be focused on the dynamics of the interaction, establish an open atmosphere of trust and commit to high levels of sensitivity (p. 53). As previously mentioned, as a senior member of the advising team (and having participated in several one-to-one and small group training exercises with the entire advisory team in the past) I was familiar with both the participants and research context and was therefore able, during the research interviews, to adjust my interviewing technique in order to prompt deeper thoughts about advising practices.

3.3 Selection of participants

The entire team of eight learning advisors participated in this study (see Table 3).

Table 3 Profile of participants in the study

Learning Advisor (LA)	Years in practice as LA	Gender	Age	Nationality	Languages spoken
Mia	0.5 years	F	30+	Japanese	Japanese English
Koko	0.5 years	F	20+	Japanese	Japanese English Chinese
Andy	1.5 years	M	40+	Non-Japanese	English
Geoff	1.5 years	M	30+	Non-Japanese	English Spanish
Kyra	1.5 years	F	30+	Japanese	Japanese English
Kimi	1.5 years	F	30+	Japanese	Japanese English
Rina	2.5 years	F	30+	Non-Japanese	Japanese English French German
Anya	3.5 years	F	40+	Non-Japanese	English

The suggested number of participants chosen for phenomenological studies differs among researchers. Polkinghorne (1989) recommends five to twenty-five individuals who have all experienced the phenomenon. Denzin and Lincoln (1994) suggest at least six respondents. The study population consisted of six females and two males, both Japanese and non-Japanese, ages ranging between 24 and 45 years old.

Because this study sought additionally to compare less and more experienced advisors, it was important to interview participants who had little experience as a practicing advisor (less than 6 months) and those who had a greater level of experience of advising practice (more than 3 years). For the less experienced advisors, it was their first time to conduct a formal face-to-face advising session. The more experienced advisors had between 1.5 years and 3.5 years of advising practice. As full-timers, experienced advisors have had a substantial amount of experience with various kinds of advising situations and have advised learners of different English proficiency levels in both spoken and written format. As part of the Professional Development program at KUIS, all advisors are encouraged to present at domestic and international conferences and/or publish in the area of self-access in order to deepen reflections on and discuss their own philosophy of advising and interpretation of the role of the learning advisor in language advising. Thus, all participants entered this research with an underlying belief about what constituted 'advising' and advising practices. It was assumed that the more experience the advisors had, the better able they would be to attend to and articulate the information relative to their advising practices and the knowledge guiding this practice. The learning advisors therefore met the criteria for this study:

- All advisors were employed on a full-time basis and were currently involved in all aspects of language advising practices.
- There was a mix of less and more experienced advisors which allowed for intra-group comparisons to be made.
- Learning advisors had a theoretical underpinning of language advising and perception of the role of the advisor, and had also published and/or presented at conferences in the field of self-access.

The learners, of both genders and varying English language proficiency levels, were not specifically chosen for this research. They were simply present in the advising session at the time of the recording. All learners signed a consent form (see Appendix 3) agreeing that audio-recordings and transcripts could be used for research purposes provided that documents were kept confidential and their identity remain anonymous.

3.4 Participant background

In order for the reader to gain a better understanding of the uniqueness of each participant involved in the study, the researcher felt it important to give a more detailed description of the participants' background: 1) professional history; 2) perceptions of the role of the learning advisor and advising before becoming a learning advisor and changes in perceptions after becoming a practicing advisor; 3) personal description of advising and what he or she feels makes a good advisor; and 4) perceived knowledge that influenced his or her decision making while advising. The description which follows is a summary of the interviews, written as closely as possible in the actual words of each learning advisor, in order for the reader to identify more closely with and get a feeling for the advisor, the *person*, and not so much the participant in the study.

3.4.1 Advisor One: Mia

Mia worked as a teacher at senior high schools following her graduation from a Japanese university. She has experience teaching English to students of all proficiency levels. She has a Masters degree in Second Language Studies, which she completed at a university in the United States. She was very interested in second language acquisition theories, which she had hoped to apply to her teaching upon returning to Japan. She found however, that she could not apply the knowledge she acquired during her Masters program to her high school students. Mia found this to be limiting to her teaching practices and thought that by becoming a learning advisor, she would

be able to acquire new knowledge, as well as use the knowledge she had learned during the Masters.

At the time of this study Mia had been an advisor for six months. The main experience which she felt prepared her for the job was that of being a homeroom teacher and career advisor at the senior high school. Her perceptions of the role of the learning advisor were similar to what she had experienced at the university in the United States that is, an advisor who gave direct advice in areas that students were having problems with, such as TOEFL[8]. She admitted that advising at KUIS was different from what she expected, as it was based largely on a "theoretical program." She added that how language advising helped her professional development was in raising awareness of "how to deliver a conversation." That is, she had never thought about strategies she had used before as a homeroom teacher when communicating with students but now, she was aware of how certain conversational strategies could be used to make advising sessions more productive.

In defining the role of the learning advisor Mia says that "we listen, identify their [the learners'] weaknesses, then we guide in giving advice on what they want…identifying students' needs." She believes a good advisor is one who has an attitude to be receptive and does not push his or her own thoughts and ideas onto students. She further believes that advisors should accept what students think. Mia comments that learning advisors should also have the ability to see farther ahead than the learner and focus on the bigger picture.

The knowledge she draws on to help her to become a better learning advisor is not from her teaching background, as she feels it is so different from advising, but rather from her research experience. In particular, the skills she acquired from interviewing research participants helped her to listen attentively as the participant talked. She learned from this experience how not to talk too much during an interview. In her first semester as a learning advisor, Mia's job consisted mainly of advising in a

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[8] The Test of English as a Foreign Language (TOEFL) measures the ability of non-native English speakers to use and understand the English language as it is heard, spoken, read and written in the university classroom (see http://www.ets.org/toefl/ibt/about/)

written format with some informal advising at the Learning Help Desk[9] (LHD). The knowledge she believes to have been the most useful in her advising practice came from her own personal language learning experiences such as TOEIC[10]. As a second language learner herself, Mia believes this helps her to identify better with learners as she can better understand their perspective. The audio recording from Mia, which was used in this study, was of her first formal experience of face-to-face advising at the beginning of her second semester as a learning advisor at KUIS.

3.4.2 Advisor Two: Koko

Koko earned a Masters degree in TESOL (Teachers of English to Speakers of Other Languages) with a certificate in TFL (Teaching Foreign Languages) from a university in the United States. She felt that the Masters program had a good balance of theory and practice as she had to complete a practicum during the course. Upon graduation, Koko got a job in Taiwan as a language instructor, teaching Japanese to beginner, intermediate and advanced level students. Here, she was able to apply some of the knowledge that she gained from her Masters courses in her lessons. Following this experience, Koko returned to Japan where she tried to find a job as a language instructor. Unsuccessful in her attempts, she took a job as a sales person at an interior design shop where she waited for an opportunity to come along which would allow her to use English. She found that her experience with the sales company helped her to build her communication skills. At that time, because of her knowledge of and training in English, she was recommended by a customer to seek a job at Temple University of Japan (TUJ). She was soon hired as a recruiter for the university. Again, she found the communication aspect of the job quite refreshing. For a few years, Koko had been in contact with a friend who was working as a learning advisor at

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[9] The Learning Help Desk (LHD) is a part of the SALC advisory support system. Its purpose is to provide students with an alternative to seek advice on language-related matters quickly and without making an appointment (see Crowe, 2009).

[10] The Test of English for International Communication (TOEIC) measures the ability of non-native English-speaking examinees to use English in everyday workplace activities (see http://www.ets.org/toeic)

KUIS, and while working at TUJ, she happened to meet the SALC director who subsequently offered her a job as a learning advisor at KUIS.

At the time of this study, Koko had been an advisor for six months. She was familiar with the different aspects of the job through conversations she had had with the learning advisor (who has since moved on from this institution). Those conversations piqued her curiosity about the job and by the time she had started as an advisor, she believes she had a certain amount of knowledge that helped her to a great extent in her role as a learning advisor. After one semester her perceptions about the role of the advisor and advising had not changed.

In trying to describe what she does, Koko said that she found it difficult to describe her job to those not in the field of education. She had written a bit about autonomy during the Masters and understood the concept, but she says she had never really thought about it more deeply. She believes the role of the learning advisor is to guide students to become better learners. She notes, firstly, that it is important to help learners recognize the gap between where they are now and where they would like to be, and then by asking good questions the advisor can guide the learner to find their own pathway. In this way, she feels she is helping the learner to know something new about himself or herself. For Koko, a good advisor *must* be interested in the learner as an individual, and is a person who can transform his or her style of advising to match the learner's needs. That is, transforming into an "entertainer, an information-giver, a cheerleader, or a teacher" (she tries to remember a quote from an online article by Reinders, Sakui, and Akakura, 2012). She believes if the learner is satisfied with the outcome, then that is the sign of a good advisor.

Like Mia, in her first semester as a learning advisor, Koko's job consisted mainly of advising in a written format with some informal advising at the LHD. Building rapport is the most important part of advising for Koko. She feels this skill has come from her professional experiences as a sales person and as a teacher. She feels that advising is very personal and as such, she thinks it is useful if learners hear about the advisor's own learning process. She uses a lot of modeling and guiding along with sharing her personal stories of language learning and life experiences in order to encourage the learner. As a teacher in Taiwan, she found that encouragement

was an effective tool in cases where students felt disappointed. Another important point for her was to be "curious" when counseling – a belief which came from a Neuro-Linguistic Programming (NLP)[11] course that she had completed. She explains that this course completely changed her perceptions of people, especially with regard to their minds and opinions. For Koko, the NLP course possibly had the most influence on her advising practice. The audio recording from Koko, which was used in this study, was of her second formal experience of face-to-face advising at the beginning of her second semester as a learning advisor at KUIS.

3.4.3 Advisor Three: Andy

Andy has been working within the field of EFL (English as a Foreign Language) for almost 20 years and has earned a Masters in ELT (English Language Teaching), as well as holding a diploma in TEFL (Teaching English as a Foreign Language). Andy is also qualified to work as a teacher in the United Kingdom. He has taught English to students of all proficiency levels in many countries. His preference however, is in teaching English as a Foreign Language to adult students. Andy's professional experience ranges from private language schools to academic teaching. He also has experience in materials development and as a curriculum manager. Since coming to Japan, Andy has worked mainly with adults. For 2 years he worked in an independent institution in Tokyo which prepared post-graduate students to study in the United Kingdom. This job gave him experience in EAP (English for Academic Purposes) and research methods. He confesses that he applied for the learning advisor position "by accident." That is, he did not read the job title and believed it was a tutoring position. However, he accepted the job as he felt he could expand his knowledge from being a learning advisor.

At the time of this study, Andy had been an advisor for 1.5 years. Before coming to KUIS, his impression of advising was that it would be similar to the EAP

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[11] Neuro-Linguistic Programming (NLP) is defined as the study of the structure of subjective experience and what can be calculated from that and is predicated upon the belief that all behaviour has structure (see http://www.neurolinguisticprogramming.com)

position he had held, but in a full-time capacity. Based on the job description, he felt that the essence of the job would be advising students on a one-to-one basis. Since then, his perception has changed. He soon recognized that advising was very different from tutoring and felt the job had a steep learning curve. In his first year, he learned about the job, which consisted mainly of written advising and less face-to-face advising. He mentions that it was in his second year that he was able to apply the knowledge he had acquired in his first year.

Andy describes the role of the learning advisor as finding out from students what they want, or what their perceptions of their problems are, and then trying to find out from students how to solve these problems so they have ownership of the solutions. In particular, Andy feels that learning advisors should listen to the learner's perceptions and beliefs and value them, even when these perceptions and beliefs may be contrary to current second language acquisition theory or when resources or activities which the learner proposes are clearly not fit for purpose. He acknowledges that learners' values are important and questioning is an important feature of the job. He considers a good advisor to be a person who is knowledgeable about advising and also has a good understanding of teaching so that he or she can tell if the learner can develop or has developed a good understanding of learning. For Andy, learning advisors do not need to be experts in particular aspects of language learning such as grammar or vocabulary, but with a good understanding of teaching, they would be able to build on that foundation and develop a deeper understanding of learning issues. He believes that in the same way a good teacher prepares a class knowing the expected outcomes of the activities in his or her lessons, a good learning advisor is able to predict the outcomes of the activities learners plan to use and can predict whether these will fulfill each learner's stated wants, interests and needs.

As a second year advisor, Andy has experience in all aspects of the job – written and spoken advising through the independent self-study modules offered by the SALC; and formal[12] and informal advising with learners who use the service. He

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[12] At KUIS, learners have the option of making an appointment online to speak with a learning advisor for 30 minutes on a one-to-one basis, through the formal reservation system (unlike the more informal LHD service, which does not require an appointment.)

feels that his prior teaching experience was not the best way to learn about advising. He frequently draws upon his prior knowledge of learners' independent study as this helps him to make recommendations that other students may find useful. The audio recording from Andy, which was used in this study, was the first meeting with a student who was taking one of the independent self-study modules, in his third semester as a learning advisor at KUIS.

3.4.4 Advisor Four: Geoff

Geoff recently earned a Masters degree in Applied Linguistics from a university in Britain. He has taught English only in Japan, and his teaching experience covers nine years between a conversational school and a university. He has taught a wide range of students, from junior high school to retired seniors and at all language proficiency levels. At the university level, Geoff taught mainly learner-centered oral communication classes and writing. He applied for the job as learning advisor because he wanted to expand his knowledge as a professional in the field of education. He wanted to stay within the field of EFL, but he did not necessarily want to be in the classroom, which the learning advisor position allowed him to do. He was also interested in the materials development and research aspects of the job, and to him, advising sounded like an interesting field which would help him to expand his knowledge.

Geoff admits his knowledge of advising when he began was very limited. He knew that advisors met with students to foster "something called autonomy" – a concept he knew about but had not studied. At the time of this study, Geoff had been an advisor for 1.5 years. During this time, he says his perceptions of the role of the advisor had constantly changed and continues to do so as he becomes more knowledgeable. He enjoys learning about and researching individualized learning, autonomy and self-directed learning, as well as aspects of spoken and written advising. He remarks that the job is so much more difficult than he originally thought, even more difficult than conventional, traditional teaching.

For Geoff, to be a good advisor, one of the things that must be done is to consider who the learner is. He approaches each learner differently depending on their level of cognitive and metacognitive awareness. As a learning advisor, his goal is to help learners develop skills that would help them to become more proficient self-regulated or individualized learners. Geoff considers a good advisor to be a person who is flexible and extremely patient. Another point he raises is that learning advisors should be good listeners and not enter the session with an agenda. Questioning and building rapport with the learner are especially important. For Geoff, the more knowledgeable a learning advisor is in areas such as learning strategies, the more he or she can offer learners. The danger, he believes is if advisors push that knowledge onto the learner instead of offering it when the learner is ready. Finally, he mentions trust between advisor and learner as an important factor in advising – knowing when to trust the learner, and when to challenge them on work they say they have completed.

Like the other second year advisors, Geoff has experience in all aspects of the job – written and spoken advising through the independent self-study modules offered by the SALC; and formal and informal advising with learners who use the service. Geoff thinks his knowledge of people, in general, has helped him to be a better advisor. He is comfortable giving students the space they need to answer questions and does not worry about long periods of silence, which can be a problem for some advisors. He also draws on his practical knowledge of language learning strategies and his knowledge of good learning materials which he feels would best relate to the learner's study goals. The audio recording from Geoff, which was used in this study, was of the first meeting with a student who was taking one of the independent self-study modules, in his third semester as a learning advisor at KUIS.

3.4.5 Advisor Five: Kyra

Kyra's professional experience spans various disciplines – public high school teacher; human resources department of a car company; coordinator of a company that dispatched teachers to companies or schools teaching English; and coordinator at a

translation agency. Kyra earned a Masters in TESOL from a university in the United States, where she had hoped to learn more about a more communicative style of teaching, especially for students preparing for examinations. She was especially happy with the practicum component in the Masters, as she could learn from her professors how certain materials could be used to teach English in a more communicative and innovative way. Kyra, like Mia, found that the skills and knowledge she acquired on the Masters program were not useful in the high school classroom and thought that she could use what she learned in her capacity as a learning advisor. She also believed that she would be able to help students improve their English by sharing her own personal experiences of language learning. Kyra excitedly states that she was happy to be able to work in an English environment, as she had been studying English for most of her life. The deciding factor for accepting the job as a learning advisor at KUIS, she says, was that she could make her experiences useful for other people.

As a graduate student, Kyra recalls a small self-access center in which the students used to speak English and play games. She assumed that the learning advisor position at KUIS would be similar to this experience when she decided to take the job. She admits that in her second year as an advisor, she still does not have a clear understanding of what advising is. At first, she was somewhat surprised at how structured the advising was, especially within the independent self-study modules; and like Andy, thought she would have had more unstructured advising sessions. Her perception of the role of the learning advisor was that they gave advice, like a tutor. This perception created something of a conflict, as during training she was told *not* to give advice. That is, learning advisors should not give answers or materials to students, but rather help learners reflect on their learning by asking a lot of questions about how they can improve by themselves. Now, she tries to balance the two facets and gives direct advice where she thinks the learner needs it, and "lets the learner go" where she believes he or she is more metacognitively developed.

In her description of the role of the learning advisor, Kyra states that advising is "letting the learners discover themselves by asking them a lot of questions." She adds that through dialogue, she tries to figure out what the real problem is that the

learner cannot figure out for himself or herself. She does this by listening carefully, guiding the learner and making suggestions. For Kyra, a good advisor knows when to let a student go and when to give direct advice, as well as "how to dig for better answers." This, she believes, requires good questioning skills and the ability to be flexible enough to recognize the different types of students.

Like the other second year advisors, Kyra has experience in all aspects of the job – written and spoken advising through the independent self-study modules offered by the SALC; and formal and informal advising with learners who use the service. For Kyra, the knowledge she has found most useful for advising is her own experience as a second language learner and to a lesser extent, knowledge gained as a professional in the workforce in Japan. She recalls using many different techniques to improve her English and she believes that this understanding is the most effective tool to help learners. Her ability to empathize with learners is another strong point as she can understand how students are feeling. Kyra does not feel that the knowledge learned during her Masters program has been very useful as the focus of advising is so different from teaching. However, she recognizes that when learners ask about specific aspects of learning, such as pronunciation, she can identify the underlying theory. This linguistic knowledge she feels has helped her to explain concepts in a more understandable way to learners, which she later acknowledges may have come from the knowledge she gained in the Masters program. The audio recording from Kyra, which was used in this study, was of the first meeting with a student who was taking one of the independent self-study modules, in her third semester as a learning advisor at KUIS.

3.4.6 Advisor Six: Kimi

Kimi's entire professional background consists of working within the foundation that owns KUIS. At first, she worked with the career college affiliated with the foundation. After the college had closed down, she was transferred to KUIS where she was employed as an assistant manager in the SALC, a job which required the ability to speak English. At this point, the SALC had recently opened and the SALC director

needed additional help within the advisory service. Kimi was therefore sent to England where she completed a CELTA[13] course in order to gain a greater understanding of teaching in a foreign language context. When she returned to KUIS, she was given additional responsibilities on top of her assistant manager duties, to assist in giving feedback on the independent self-study modules. Kimi however, was not completely confident in her ability to give feedback as she did not have a foundation from which to base her comments. She was therefore sent to the United States to complete a Masters degree in order to gain a deeper understanding of the theory of second language acquisition. She earned a degree in TESOL and during the practicum, she taught ESL (English as a Second Language) classes. When she returned to Japan, she began working immediately as a full-time learning advisor.

When Kimi began working as a learning advisor, she already knew what the job entailed as she had been doing different aspects of it while working as an assistant manager. One of her perceptions of the job was that it consisted of recommending good materials to learners and helping learners to find materials that would be effective for their study goals. When she looks back at her journey to becoming a learning advisor, she laughingly uses the metaphor of herself as "a learning advisor with training wheels" with the SALC director pushing her along. Now, she confidently states that she is walking on her own, albeit slowly.

Kimi describes advising as listening to what the learner has to say more than giving advice, in order to try and narrow down the problem he or she is having. She considers questioning an important skill for advisors to help learners discover their real problem area. For Kimi then, a good advisor listens carefully, tries to find out what is troubling the learner, and does not bombard him or her with various pieces of advice and recommendations about learning materials.

Like the other second year advisors, Kimi has experience in all aspects of the job – written and spoken advising through the independent self-study modules offered by the SALC; and formal and informal advising with learners who use the service.

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[13] The Certificate in English Language Teaching to Adults (CELTA) is an international TEFL training and certification program (see http://www.celta.org.uk)

The knowledge Kimi draws upon quite frequently is her knowledge of the SALC based on her experiences as an assistant manager. She is very familiar with the different types of materials in the SALC and the materials other students have found to be effective in their learning. She has found this most useful, especially when advising students taking the TOEFL or TOEIC, as she can quickly ascertain from them whether they need Japanese language support and then find the best materials to suit their needs. Kimi also believes that her prior experiences with her own learners and knowledge gained from discussions with other advisors about their students have played an important part in the decisions she makes while advising. She also feels that because she is a second language learner of English herself, she can relate more easily to the learners' feelings. Kimi is not quite sure if her Masters degree has been a useful source of knowledge, but she admits to not having thought much about it. She mused that maybe she should think more deeply about "Where is my knowledge coming from?" in the future. The audio recording from Kimi, which was used in this study, was of the first meeting with a student who was taking one of the independent self-study modules, in her third semester as a learning advisor.

3.4.7 Advisor Seven: Rina

Most of Rina's professional experience as a teacher in the field of EFL has been in Japan, with bits in Vietnam and England teaching Japanese students. She has taught mainly in public schools at the primary and junior high school levels. The skills she mostly focused on were oral communication for the junior high school students, and communication skills and phonics for the primary students. She has also had experience teaching TOEFL and IELTS[14] to university students in a private language school environment. This is Rina's first time working at a university and she is also currently teaching a year-long teacher-training course. Her Masters degree, which she earned from a university in Britain, is in TESOL. She admits that she applied for the learning advisor position because at the time, it was the only job available that did not

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[14] The International English Language Testing System (IELTS) is an international standardized test which tests English language proficiency across the globe (see http://www.ielts.org/)

require previous university experience. She was also interested in returning to Japan. At first, Rina says she was worried about not being in the classroom. She was also wary about not being suited for the position, but after her first semester, she became more interested in the advising aspect of the job.

As Rina considers herself to have fallen into the job, rather than choosing to be a learning advisor, she did not have any perceptions when she started. Since then however, she says that things have completely changed. She read a lot of the literature which recommended learning advisors to be non-prescriptive and she recalls turning all learning decisions onto the learner when she began. She however, found this style of advising quite uncomfortable, as her goal was to *share* her knowledge with the learners. As she gained more knowledge, she felt she had more to share with them. When she began, she felt she did not know much more than the learners did in specific areas, but now, she finds that there is a wider gap in the knowledge base, and this enables her to share more of her experiences and knowledge with the learner.

In describing what she does in her role as a learning advisor, Rina states that "most of advising is listening." The pattern of advising which she finds most effective is to first, use questioning skills to get the learner to tell her, but also to be aware of, which area of language learning they want to work on, why they want to work on it and also whether this area is a suitable area for them to be working on. Following this, she tries to discover from the learner what kinds of ideas they have had or activities they have tried to improve that area. If the learner is unable to produce good ideas, it is at that point that Rina says she makes suggestions and recommends materials. From here, she allows the student to experiment with what they have decided to do, reflect on it and come back to talk about it with her.

Rina has several ideas about what constitutes a good advisor. First of all, she states that listening is a key element in advising, as is the ability to break down concepts into manageable chunks. She feels that learning advisors should also have good questioning skills which would broaden rather than narrow the conversation. She adds that questions should neither be invasive nor judgmental. Rina also suggests that good learning advisors should have a natural curiosity about the field and try to communicate frequently with other advisors in order to share knowledge and learn

more. They should have a holistic view of the student and approach each student with genuine interest. This helps with the building of rapport during sessions. Although Rina herself finds this difficult at times, she believes learning advisors should be approachable so students find it easy to talk to them. Finally, she recommends that learning advisors should have considerable knowledge of specific learning strategies as learners expect a certain amount of help. She feels that these characteristics will help the learning advisor to earn the learner's respect and show them that advisors care.

As an advisor entering her third year, Rina has had a bit more experience than the previously mentioned advisors in all aspects of the job – written and spoken advising through the independent self-study modules offered by the SALC; and formal and informal advising with learners who use the advisory service. Some of the knowledge she notices that she draws upon while advising comes from her Masters degree, in particular her knowledge of vocabulary, but also general language learning skills. Her background in teaching, she feels, has helped her to build rapport more easily with the learners. As she has taught in public schools, Rina feels that she can empathize with learners with her knowledge of the school system. This knowledge, she says, also gives her face validity, as she can show learners that she is familiar with their experiences. As Rina speaks many languages, her language learning experiences, both successful and unsuccessful, has helped her to relate better to what the learners are going through and in reverse, helps the learners to understand her better. The audio recording from Rina, which was used in this study, was of the first meeting with a student who was taking one of the independent self-study modules, in her fifth semester as a learning advisor at KUIS.

3.4.8 Advisor Eight: Anya

Anya is a fourth year learning advisor at KUIS. She has been working within the field of EFL for almost two decades. In this time, Anya earned an MPhil in Applied Linguistics and a Doctorate in Education in TEFL. She has had a wide range of experience in teaching – academic English, preparation for proficiency tests, as well

as general communication skills – in various countries, and to students of all ages and English language proficiency levels. Anya's interest in self-directed learning and learner autonomy stemmed from her Masters degree in which the head of the department and her supervisors were all leading experts within the field. This meant that her Masters had a heavy component of learner autonomy within it. Her teaching philosophy therefore has centered on students becoming more active participants in the learning process. While working on her Masters degree in Dublin, Anya worked in a self-access center talking with and helping students in other departments with their language learning. Later, in the United Arab Emirates, Anya found herself once again involved with setting up a self-access learning environment in which she could support students in their out-of-class learning and help to develop self-access materials. During that time, a Learning Enhancement Center (LEC) was being built, and a job opened up for a coordinator position within the new center. Anya applied for the position and was successful. In her capacity as coordinator, Anya helped to develop self-access materials and build a new curriculum. She then came to Japan where she decided to return to the classroom. Anya admits that teaching in a classroom and working in self-access were difficult to do at the same time, but she found a way to incorporate elements of self-directed learning into her lessons. In 2008, KUIS opened up a job for SALC director and Anya took the opportunity to work again in a full-time position within the field of self-access.

Before working at KUIS, Anya admits although she was knowledgeable about learner autonomy and self-directed learning, she had never really looked that closely at the skills of advising. She was exposed to the concepts during her studies and she had heard Marina Mozzon-McPherson, an expert in the field, at a conference talking about advising. She was thus aware of the advising field, but because she had not worked directly as an advisor, she had not absorbed that much knowledge. Based on her previous experiences working in a self-access center, Anya had been more focused on recommending materials and activities to learners. Now as a practicing advisor at KUIS, Anya says what she has learned the most, is the importance of dialogue, the process during the dialogic exchange, and the reflective component in advising. She considers the way she approaches the dialogue to be the area in which

she has developed the most. For Anya then, there was not a change in perception so much as a redefining and development of skills.

Anya defines advising as "the process of helping learners to become more autonomous language learners" and considers what learning advisors do during that process the heart of advising. For Anya, her actions during the process depend on "what stage the learner is at." That is, if the learner is unfamiliar with self-directed learning, then the learning advisor should help him or her to make simple choices. In this respect, she feels learning advisors should look at students on a case by case basis. Anya considers a good advisor to be one who listens actively to the learner in order to establish what it is they really want to do rather than immediately making suggestions. This entails being patient as learners may not initially know what their problem is and it often takes time to uncover the problem. Being open and non-judgmental about choices learners make for themselves are other characteristics Anya feels a good learning advisor should have. Anya admits that at times, learning advisors may not have the specific knowledge of strategies, approaches or materials that the learner seeks, so it is important to co-construct meaning with the learner. A good advisor recognizes that the learner often has many ideas, so the advisor should also be open to these ideas.

At the time of this study, Anya was in her fourth year of advising and therefore had the most experience of all the learning advisors participating in this study – in both written and spoken advising through the independent self-study modules offered by the SALC; and in formal and informal advising. The knowledge she draws on during her advising sessions comes from many areas. Firstly, Anya mentions knowledge she has gained from the learner's background. She recalls previous activities and materials learners have tried that have been successful for them and uses this information with her learners during advising sessions. She also uses her own knowledge as a second language learner when advising students. Discussions with other learning advisors about actions they have taken with their learners about specific problems have also been a useful source of information for Anya. As Anya's Masters and Doctorate degrees were heavily focused on learner autonomy, this is something she feels is embedded within and guides her style of advising. She feels

that strategy worksheets developed by the advisory team are a useful reference tool when stuck for ideas, so it is important to be aware of the materials in the SALC. Anya also continues to build on her knowledge through constant reading of articles by practitioners within the field. She feels that it is quite useful seeing how others in the field practice advising and she gains new ideas from these different approaches. She also builds on her knowledge from attending conferences. She states that she is constantly renegotiating with herself and reconstructing her current knowledge with the new knowledge she is acquiring. In this way, she is able to continuously build on her existing knowledge. The audio recording from Anya, which was used in this study, was of the first meeting with a student who was taking one of the independent self-study modules, in her seventh semester as a learning advisor at KUIS.

3.5 Role of the researcher

The researcher in qualitative research plays a major role in the collecting of data (Lincoln and Guba, 1985). This means that the researcher is involved in all aspects of the research, from the planning stage to the interpretation of the data, and can be viewed as intrusive to the research environment. Because researchers carry their personal beliefs, values, experiences and judgment into the research setting, it can and does impact the data (Denzin and Lincoln, 1994). Regardless of the researcher's attempt to minimize background influences and avoid bias however, the researcher understands that the collection, analysis and reporting of data will to some extent reflect her perspective. Therefore, as part of the research report, it was felt that understanding the researcher's perspective and recognizing biases would be useful information for both the researcher and reader (Locke et al., 1987).The section below outlines the researcher's background, identifies the researcher's biases and considers possible solutions necessary to overcome any negative subjectivity. This information will help the reader to see the study through the eyes of the researcher.

3.5.1 Researcher's background

My interest in the overall research question stemmed from a perceived gap in the research literature (see Section 1.4) on how and why learning advisors do what they do in advising sessions, particularly in EFL settings. As a new learning advisor, the two weeks of training I received was largely theoretical with one or two role-playing activities to help me to understand what advising entailed. In my first semester, my job consisted mainly of advising in a written format. I surprisingly had few face-to-face advising sessions and felt rather unprepared for the formal advising sessions when they began in the second semester. At that time I faced a steep learning curve as I learned how to advise, literally, on the job. My professional experience as an English teacher in Japan prior to becoming a learning advisor was at all levels: elementary, junior and senior high schools as well as university. After earning a Masters degree in TEFL, in which my thesis was centered on facilitating learner autonomy through a project-based learning curriculum, my teaching philosophy became:

- to apply my EFL experience to promoting language learning as education of the whole person; and
- to develop learners' language competence in a student-centered, non-threatening learning environment.

I found my knowledge, experiences and teaching philosophy useful in helping me to guide learners in becoming more independent language learners; however, it was not enough to help me to transform into what the research literature considered to be an effective advisor. My inexperience and a few 'not-so-good' sessions led me to conduct several research projects exploring more closely the kinds of skills learning advisors use during practice, which I felt would help me to develop my own personal philosophy of language advising and lead me to understand more clearly what it is that advisors actually do in practice (see McCarthy, 2009; 2010; 2011a, 2011b; 2012; Noguchi and McCarthy, 2010). During the writing up of these papers, I discovered that there was a lack of research conducted on advisor thinking processes, and felt the need to explore this phenomenon in more depth. I hoped, through this current research, that I would not only help novice advisors feel better prepared for their first advising

session, but also enable more experienced advisors to reflect on their own practices, in order to reach their full potential. My personal interest in the research topic was the first bias in this study.

3.5.2 Researcher's biases

Researcher bias, according to Locke et al. (1987) must be controlled if the results of a study are to seem truthful. Denzin (1989) further comments that all research is really about the researcher, but in order for the research to be of value it must move beyond the researcher and the researcher's situation. The use of a phenomenological approach allowed the research to stay close to the phenomenon under study. It also helped the researcher to avoid imposing her own constructs on the data by focusing on the object of the study (the participants' perspective) rather than on the researcher's own experiences of that phenomenon. The researcher's knowledge of advising behavior and understanding of types of knowledge used in practice stemmed from on-the-job experience and advisor training, as well as from informal discussions with more experienced learning advisors and conducting research projects investigating different aspects of advising practice. It was important therefore, to ensure that this knowledge did not impede or influence data collection, analysis or interpretation of data in any way. The researcher was especially cautious of guiding the interview or assigning categories to data based on findings from the pilot study to this research. Keeping an open mind and a curiosity about each individual advisor's advising experience and letting the data speak for itself helped the researcher to monitor subjectivity and be as objective as possible during the research process. Finally, as an advisor involved in many aspects of training, there was also the possibility that the researcher would be prejudiced by knowledge gained from training sessions and use this knowledge as a base from which to analyze data, rather than allowing a new theory to emerge. This could have affected interpretation of the data and thus was also monitored closely, as described below.

The researcher implemented two practices in order to avoid one-sidedness of representation or interpretation of the topic: Firstly, constantly maintaining awareness

of research biases and keeping openness during data collection and analysis enabled the researcher to minimize bias. In particular, the researcher wrote notes in a research diary during interviews and transcription in order to keep the focus on the immediate situation. This information was later used during the coding process and analysis stage. Secondly, feedback was solicited from colleagues unconnected with the research and in other cases, friends unfamiliar with the field of advising throughout the planning, data collection and data analysis stages of the research which constantly challenged the researcher to justify and explain in detail research choices. This greatly assisted in the development of the research process. Finally, interpretation of the data was done with co-researchers and checked again by participants in order to ensure that there was a high level of agreement and to increase trustworthiness of data.

3.6 Data collection procedures

This section describes data collection procedures and justifies choice of research methods. Before data collection could begin, all participants were asked to read and sign a statement of informed consent, which was also translated into Japanese for Japanese participants (see Appendix 3). The statement of consent and description of research (Appendix 4) were first approved by the director of the university in which this research took place, and finally by the Macquarie University Ethics Committee. All data were treated confidentially, and every effort was made to protect the anonymity of those involved in the study. The following precautions were taken:

- All participants' names (both learners and learning advisors) were changed in the presentation of the data and pseudonyms employed in their place. Only the researcher knew the real names of the participants.
- Audio recordings and transcripts were available to and viewed only by the researcher, participants and coders.
- All files were kept securely on the researcher's personal, password-locked computer to be destroyed at the conclusion of the study; or contributed to the advising team with permission from the participants.

After agreeing to be a participant in the research project, the researcher met with each learning advisor individually to answer any questions they had about the research procedures. Because the researcher wanted to keep the research environment as natural as possible, it was explained to the participants that only a brief overview of the stimulated recall procedure would be given until the time of the interview. At that time, a document explaining the procedure would be given to them (see Appendix 5). The researcher assured the participants that she would not be critiquing their advising performance nor asking them to reflect on their own advising skills, but simply trying to uncover their inner thoughts and the knowledge drawn upon during the advising process. It was further explained that any advising session could be selected for the research, whether good or not so good, and the advisor was free to choose whichever one he or she was comfortable using for the stimulated recall interview. Participants were also reminded at this time to ensure that the students were comfortable about the presence of the audio-recorder so that it did not affect the natural advising situation. Figure 10 illustrates the data collection methods used in this study.

Figure 10. Data collection chart

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3.6.1 Semi-structured interviews

Interview one (Pre-stimulated recall)

Semi-structured interviews held with participants sought to illuminate through comprehensive description, a vivid portrayal of the participants' experiences (Moustakas, 1994, p. 105). The first interview preceding the stimulated recall interview was a lengthy interview focusing on the participants' professional background, existing knowledge and perception of advising. Questions were open-ended in order to allow for the exploration of emergent themes and ideas. They were asked in a relatively similar order and format to facilitate later comparison. Information that was considered private or confidential was not included in the data in order to protect the participants. Questions asked were:

1. What is your professional background? What did you do before becoming an advisor?
2. Why did you decide to become a Learning Advisor?
3. When you took this job, what was your image of a 'learning advisor'?
4. (How) has your perception of advising changed?
5. How would you describe what you do as a learning advisor?
6. What do you think makes a good advisor?
7. What kind of knowledge do you draw upon when you give advice?
8. Of all the training you received, what prepared you the most for language advising?

These interviews lasted between 14 minutes to 40 minutes (see Appendices 6-13). Interviews were audio recorded, orthographically transcribed, checked by each participant and set aside for later use in the data analysis stage of the research. During the analysis, the researcher was able to use the information gained from semi-structured interviews to make deeper connections with data collected from the stimulated interview transcripts, especially with regard to the kinds of past experiences which may have influenced the learning advisor's decision making or in identifying the knowledge most frequently drawn upon during advising sessions. This served to strengthen the study.

Interview two (Post-stimulated recall)

A second interview was conducted with participants immediately following the stimulated recall interview in order to obtain further information and feedback on the session and thoughts about the stimulated recall process from the participants' perspective. Learning advisors were asked to summarize their thoughts about the session in order for the researcher to ascertain if they felt decisions made during the session were effective and to understand their perceptions of the outcome of the session. The researcher gave the participant the opportunity to reflect briefly on the stimulated recall interview which provided greater insight into what he or she gained from recalling their advising performance. There were a range of feelings about the stimulated recall procedure from the eight advisors. Most were surprised at the ease and comfort in which they could recall their session and also at the graphic detail in which they could remember what was happening. Although they found it useful for helping them remember small details about the session, many stated that they would need a follow-up session with another advisor to reflect more deeply and get feedback on specific aspects of their advising behavior in order to develop professionally. For the purpose of raising awareness of knowledge used during advising practice and reasons for decision making however, advisors agreed that the stimulated recall interview was very effective. The questions asked were as follows:

1. What are your thoughts about the advising session? How do you feel it went?
2. What did you hope to achieve from the advising session?
3. Do you feel you accomplished your goal?
4. What new information have you learned about yourself today?
5. How do you feel about stimulated recall as a tool for professional development?
6. Would you recommend this approach to be included in the professional development process? Please explain why? Why not?

These interviews were held immediately after the stimulated recall interview and kept purposely short to avoid participant fatigue. Interviews, averaging about eight minutes, were recorded, orthographically transcribed and later checked by participants to ensure accuracy (Transcripts are included as Appendices 14-21). If there were any

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areas in which the researcher needed further information, the participants agreed to a follow-up interview at a later date.

3.6.2 Audio recorded advising session

As mentioned previously, it was important as part of naturalistic inquiry that data gathering occur in the natural advising environment. KUIS is a research-rich institution with dozens of research projects happening at any given time. In order to collect as accurate a representation of advising-in-action as possible and to minimize research-fatigue for both participating learning advisors and students, the researcher tried to design the research in a manner that would not disrupt the natural flow of the learning advisor-in-action. That is, as learning advisors typically audio record the advisor-learner dialogic exchange as part of their professional development as well as to give the learner an account of the session so that they can listen back to it at a future date, this procedure ensured a familiar and non-threatening research environment. Further, due to the small size of the advising space (see Figure 11), the researcher felt that the presence of an observer or video-recording equipment was likely to distort the natural setting[15].

Figure 11 Photo of the advising room taken from the hallway

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[15] This point is further discussed in Section 3.10 - "Limitation of the research design"

The advising session was therefore conducted with only the learning advisor and learner, and the audio-recorder present in the advising room. Thus, the context of this study was organized as closely as possible to the actual setting of learning advisors actively involved in authentic practice.

3.6.3 The stimulated recall interview

Stimulated recall interviewing (an introspective technique first used by Bloom in a 1954 study), was considered an appropriate tool for this research as it is frequently used in situations that require "in-action" self-reports of the thoughts of practitioners involved in a particular activity. The research literature suggests various methods for exploring cognitive processes such as observation, open-ended questionnaires, journals, think-aloud or stimulated/immediate recall procedures. In the case of this research, observation was not possible due to the dyadic and confidential nature of the advising session. Filling out a questionnaire or writing a journal was also not seen as an effective way of tapping into the advisor's inner thoughts as it was believed that the advisor would only be able to recall select portions of the session. A think-aloud procedure was also dismissed as the advisor, of course could not relay thoughts during the session. For the researcher therefore, the stimulated approach was deemed the best choice to understand complex human behavior.

Stimulated recall has been used in many disciplines to identify inner thoughts, beliefs and perceptions, and to understand the decision making process (see Gass and Mackey, 2000). It has been used extensively for research purposes in teaching, nursing and counseling fields – for accessing the inner thoughts of teachers (Schepens et al., 2007); for professional development of educational practitioners (Clarke and Hollingsworth, 2002; Stough, 2001); for investigating the decision making skills of student-teachers (Vanci and Balbay, 2004) and student-nurses (Farrell and Bramadat, 1990; Harman et al., 1989); and for locating the source of thinking behind the behavior of patients in psychotherapy (Kagan, 1984). Based on positive results from previous research papers using the stimulated recall procedure, the author felt it had considerable potential as a tool for exploring the inner dialogue of learning advisors.

Gass and Mackey (2000, p. 16) propose that stimulated recall appeals to researchers interested in information processing because it provides a useful tool to help uncover cognitive processes that may not be evident through simple observation. They provide three reasons for employing a stimulated recall approach as it relates to how knowledge is acquired, organized and used:

1. It can help to isolate particular "events" from the stream of consciousness. In so doing, it can help to identify types of knowledge used in decision making and when making judgments.
2. It can help to determine if this knowledge (and the vast amount of information encountered on a daily basis) is being organized in specific ways.
3. It can be used to determine when and if particular cognitive processes, such as decision making is being employed.

These reasons were similar to the aims of the research. As such, this was the main data-gathering instrument and particular care was taken to collect a thorough and well-detailed account of the learning advisor's inner dialogic processes.

Setting the scene

In a stimulated recall interview setting, the participant is presented with a written transcript or audio or video recording of the phenomenon being examined. The basic assumption underlying the stimulated recall procedure is that the research participant "relives an original situation with vividness and accuracy if he is presented with a large number of the cues or stimuli which occurred during the original situation" (Bloom, 1953, p. 161). When applying the method to advising, the learning advisor listens to a recording of the advising session and interrupts the playback intermittently to explain thinking processes *at that given time*. Advisor interviews are included as Appendices 22-29.

Before the interview, the learning advisor was given a brief outline of what would happen in the interview. Details about the stimulated recall procedure itself were not shared until immediately before the interview to ensure that advising behavior was not rehearsed for the sake of the research. At the start of the interview,

the participants were given an explanation of the recall procedure in written form to read (Appendix 5). The researcher also explained verbally to confirm understanding and give the advisor the opportunity to ask questions. The participants were then given simple, specific and clear instructions to "keep talking," and to try to get back into the moment. They were prompted with the following questions:

- What are you thinking at that moment?
- What are you expecting to happen next?

The audio recording of the advising session used as the stimuli during the interview enabled the participant to focus closely on the inner dialogic processes. In his 1954 study, Bloom found that if the recalls were prompted a short period of time after the event (generally within 48 hours), recall was 95% accurate. Ericsson and Simon (1980) also recommended that recall interviews should occur as soon as possible after the event. The interview was thus held within minutes of the concluded advising session to allow for more accuracy in the learning advisor's recollection of events and to strengthen the trustworthiness of the data. This gave the stimulated recall procedure an advantage over research methods that relied heavily on memory, such as reflection long after the event had taken place.

As the study was designed to understand advisor thinking, the researcher had the learning advisor control the pausing of the recording to facilitate the flow of thought and speech. There were times when the learning advisor made a comment that the researcher wanted to follow up on, or there was a particular event occurring that the researcher thought critical to the research, but in order not to interrupt the advisor mid-sentence, comments and questions were written in the research diary, with the time on the recorder noted for reference. Questions were asked at the nearest opening or at the end of the interview to fill in the gaps. The recording of the session was played only once to minimize reflecting on performance and to help the learning advisor to focus on recapturing moments in the session as accurately as possible.

Initially, the researcher feared that the stimulated recall interview may have caused some anxiety as it could have been perceived as intrusive. Learning advisors however, showed little discomfort and as the interview continued they became more

comfortable with the procedure and more descriptive about their advising actions and inner thoughts.

3.6.4 Research diary

In research contexts where direct observation of participants is not possible, research diaries have been found useful in facilitating the research process – recording general or specific observations, comments, reflections, thoughts, questions and interpretations of data as they happen for later consideration by the researcher (see Newbury, 2001). The value of the research diary was that it enabled the recording of the different elements of the research project and captured the resulting interplay between these elements (see Appendix 30). Schatzman and Strauss (1973) refer to the researcher's notes as "the vehicle for ordered creativity" (p. 105). Newbury (ibid.) defines the research diary as "a coherent central record of project ideas, information and activities," which can be used as a stimulus for reflective thinking. In terms of organization, notes, ideas, interpretations and illustrations were recorded in a simple notebook from the beginning of the research and arranged in four categories represented, for speed of note-taking, by specific symbols:

1) ☆ representing questions and comments
2) • representing observations
3) !! representing interpretations of data
4) ☑ representing notes to self

Questions and comments were recorded in preparation for interviews in order to note the specific information that was required from each participant. They were also recorded during interviews when the researcher required additional information she deemed as essential to data collection. These questions were asked and comments made at the end of the interviews or at a convenient time during the interviews. Additional queries and comments that arose during other stages of the research process were also noted along the way.

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Observations were statements describing events experienced through watching and listening. These notes were written as objectively as possible and contained little interpretation as the sole intention was to provide further information of the research context. Schatzman and Strauss (1973) consider observational notes as the "Who, What, When, Where and How of human activity" (p. 101). As direct observation of the advising session was not possible due to the small size of the advising space (see Section 3.6.2, Figure 11), observations during the stimulated recall procedure and semi-structured interviews were noted as a possible source of data.

Interpretations of data represented meaning derived from interviews and collected data. The researcher reflected on what she experienced during the data collection and analysis stages and constructed meaning she felt would enhance the data. For Burgess (1981), research diaries should contain an "analytical account that raises questions that were posed in the course of conducting the research, hunches that the researcher may hold, ideas for organizing data and concepts employed by the participants that can be used to analyze the materials" (p. 76). As such, modifications to initial research questions were recorded along the way, and notes were made highlighting common themes and relationships within categories that could have been used to organize and analyze the data.

Notes to self reflected completed acts or stages of the research or served as reminders about events not yet completed. There were also cases in which the researcher critiqued a certain approach or tactic such as timing, sequencing, explanations or instructions given, and noted changes to be implemented in future situations.

Finally, illustrations were included in the research diary to summarize concepts in a visual format and to reveal relationships between sections of the research. These notes were continuously recorded and accessed throughout different stages of the research. A carefully stored and updated digital copy ensured that notes and illustrations would be available in case of damage to the original diary.

3.7 Data analysis procedure

For Patton (2002), "the first decision to be made in analyzing interviews is whether to begin with case analysis or cross-case analysis" (p. 376). This paper used a cross-case analysis of the eight learning advisors' interviews. The stimulated recall interview transcripts were analyzed through constant-comparative method of analysis from which a grounded theory of learning advisors' inner thoughts and knowledge emerged. This was achieved through constant interplay between collected data and analysis that constituted the constant-comparative method. Within the constant-comparative process was a three-step coding process: open coding, axial coding and selective coding. The process began with open coding which involved a careful analysis or line-by-line examination of data to identify emerging categories. This was followed by 'axial coding' to determine links between categories and sub-categories, and finally 'selective coding' which refined the emergent theory.

3.7.1 Stages of the coding process

Operationally, the stages followed for the coding procedure were: separating the vast amount of text into meaningful units; coding the units in order to try and create a theory describing the inner dialogue of learning advisors; and finally writing up the theory.

Stage 1: Defining "thought units"

For this study, the researcher used the term "thought units" to describe isolated events in the learning advisors' cognitive processes. The goal during the analysis was to demarcate units of text that could be summarized as a single thought. Thought units were determined to be simply, those which contained one complete idea, perception or thought within the learning advisor verbalizations. Ferguson-Hessler and de Jong, in a 1993 study, sought to give a description of the cognitive activities involved in teaching physics. They analyzed their data in terms of "meaningful units", which they

defined as the "smallest unit of text that made sense both from the point of view of the context and from the point of view of the processes defined in the classification scheme" (p. 686). Like Ferguson-Hessler and de Jong, the researcher found that segmenting such units was not always self-evident as narrative data can be conversational and choppy. At times, the learning advisor may have produced one central thought unit in a longer more complex description of events, and shorter turns may have produced several thought units in which the learning advisor focused on two or three aspects of the phenomenon in quick succession. The data also included instances in which the advisor went off on tangents, backtracked and overlapped ideas. The researcher thus found it best to segment data into manageable chunks rather than analyzing single words at a micro level. In most cases, what the researcher determined to be a thought unit almost always consisted of sections of transcripts larger than a sentence in which a single idea started and ended. This type of unit of analysis enabled the preservation of specific details necessary for the exploration of the learning advisor's thought processes.

Stage 2: Open Coding

Adhering to the Straussian method of open coding, a line by line analysis of the text attempted to identify categories. This initial phase involved deconstructing the data and examining discrete parts for similarities and differences. Data were examined in many ways such as identifying key words, word repetition, and/or comparing and contrasting statements. This involved being actively engaged with the data trying to interpret the data in a meaningful way and identify discrete concepts. Notes were written in the right-hand margin of the transcript immediately in order to indicate which emerging category the thought unit could possibly belong to (see Table 4 below for an example of the coding procedure).

Table 4 Section of a coded stimulated-recall transcript for the advisor Anya

Outer dialogue	Inner dialogue	Coding example
L: English uhm, yeah. **/30/**	54) 13:16 **/30/** So I am just summarizing just to make sure I'm really clear on what she wants and she's hearing it back and she's sure that this is what she wants to do.	4.2 Describing and considering the use of advising actions
A: And then the main ideas and then the vocabulary you need in order to be able to do that. They're really good goals!		
L: And I wonder which, which, uhm, how to say, the BBC or… **/31/** which one is good for…	55) 13:38 **/31/** I'm thinking, I'm saying those are really good goals. I mean, you know, I, I think they are, like as a teacher but I haven't really asked *her* if she thinks they are good goals.	3.3 Managing own thinking process
A: Of course I'm gonna say BBC 'cus I'm British [laughs] **/32/** but you know, it depends on what you want really	56) As I'm saying it, I'm being really positive but uhm, I'm aware that perhaps I, you know, I should have asked her rather than just saying it…	3.3 Managing own thinking process
L: Well, my teacher is from Canada **/33/** so Canadian English… uhm, last year I studied British English and, but after that I went to America for a month so I think my English is half British and sometimes my writing is sometimes British spelling and my pronunciation is American so…	57) I can't help making judgments sometimes or statements.	3.3 Managing own thinking process
	58) 14:05 **/32/** [laughs] I can't resist it really. Just get in a bit of a… just have a bit of a laugh.	3.3 Managing own thinking process
	59) she has to decide, well she says she wants to decide which news to focus on	2.1 Processing the learner's story
A: Maybe you're more Canadian. 'Cause they have British spelling but they sound American, to me anyway.	60) 14:23 **/33/** I wanted her to know there is no one right answer. I am joking about BBC and you know, there's no right answer	4.2 Describing and considering the use of advising actions
L: American,so… American English, which is easier?	61) 15:07 **/34/** I haven't got a clue. When students ask me which one is easier, I haven't got a clue. So, I'm just going to be honest about that.	3.3 Managing own thinking process
A: Oh, I don't know **/34/**		
L: For listening?	62) 15:29 **/35/** Knowing XXX (student's name) she probably does want to challenge herself	1.1 Attending to the learner
A: Uhm, I think everybody would have their own opinions so uhm, so just personal preference. What have you found is the easiest? And do you want the easiest? Or do you want to challenge yourself? **/35/**	63) so I'm sort of throwing it out there as an option, thinking, you know, you don't always have to choose the easiest	4.2 Describing and considering the use of advising actions
	64) 'cause she's a hard worker and so on…	1.1 Attending to the learner

Note: L: Learner A: Advisor

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Glaser and Strauss (1967) suggest that during repeated coding, the researcher should stop coding and record theoretical notions in order to preserve their freshness (p. 107). Information was thus recorded including definitions and details about the coded text, short notes that summarized the main points expressed in the thought unit, redefined codes and any categories the researcher felt might have caused problems for coders later on in the analysis. As each new category was considered, it was recorded and a definition given in the research diary for later reference. Most importantly, all information was noted in a way that the researcher felt would have been comprehensible to the other coders. As the analysis continued, the list of categories being generated became the basis of the emerging theory. From here, the open coding moved on to axial coding.

Stage 3: Axial Coding

In this stage, the newly coded data were examined more critically to determine links between main categories and sub-categories. A working hypothesis began to emerge as patterns in the data were identified and relationships were found. For every new relationship that emerged, all units of data had to be re-checked for relevance and new codes applied to the entire set of data. This task was completed on seven of eight transcripts. Four processes occurred simultaneously during this phase: 1) continuously relating sub-categories to main categories; 2) constantly comparing categories within the coded data; 3) detailing, defining and re-defining categories; and 4) exploring variations within the phenomena (see Brown et al., 2002). This was a long and tedious process which was made easier by highlighting descriptive categories in different colors for easier recognition. Each new category was recorded in the research diary, and definitions assigned and modified throughout the entire coding procedure. The diary thus became a major reference point during every stage of the coding process.

During this stage, two core categories emerged from the data – *external* thoughts (in which the participants' thoughts were focused outward for example on the dialogue or advising strategies) and *internal* thoughts (in which the participants' thoughts focused inwardly on the self for example, self-doubt or feelings of

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accomplishment). The core categories, according to Strauss and Corbin (1990) are "the central phenomenon around which all the other categories are related" (p. 116). Within these core categories data were further broken down into main categories and then sub-categories, all of which formed the foundation for the creation of the new emergent theory.

Stage 4: Selective Coding

Defined as 'the process of integrating and refining the theory' (Strauss and Corbin, 1998, p. 143), selective coding was the final stage of the coding process. At this point, constant-comparative analysis was applied to each transcript, one by one, until 'theoretical saturation' was achieved (Strauss and Corbin, 1998; Charmaz, 2006). That is, as the process of grouping thought units into categories continued, the rate of emergence of categories diminished until no further categories or relationships emerged from the data. This occurred by the sixth transcript (see Table 5).

Table 5 Emergence of categories until theoretical saturation

Transcript	Main category	+/-	Sub-category	+/-
Advisor 1	4		13	
Advisor 2	4	+0	21	+8
Advisor 3	5	+1	26	+5
Advisor 4	5	+0	24	-2
Advisor 5	5	+0	24	+0
Advisor 6	**5**	**+0**	**24**	**+0**
Advisor 7	5	+0	24	+0
Refining categories	5	+0	19	-5
Advisor 8	**5**	**0**	**19**	**0**

Note: (+/-) refers to categories added or subtracted during the refinement process

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Four main categories had emerged after processing two transcripts and a fifth added during the coding of transcript 3 (+1). The main category "Thoughts about the learner" was separated into two parts – thoughts about the learner (internal) and thoughts about the learner's story (external) – as a balance to the other main categories – thoughts about the advisor (internal) and thoughts about the advising process (external). There was a substantial increase in sub-categories during the processing of transcripts 2 and 3. After the second transcript, there were an additional eight sub-categories (+8), and an additional five sub-categories after transcript three (+5). This began to taper off after the fourth transcript was processed as the researcher had begun to see overlaps in the data (-2). By the sixth transcript, the researcher was confident that no new categories were emerging. At this point, the researcher had coded and re-coded; and defined and re-defined categories on seven transcripts about four or five times. Intra-coder reliability checks were also performed throughout this stage in order to test the degree of agreement by the researcher on her own coding. This helped the researcher to feel more confident about the emerging coding scheme.

The next stage proved to be the most difficult for the researcher as through a refinement process, the researcher had to then consider removing, re-naming or merging redundant or irrelevant categories to formulate a coherent theory that could be presented in a meaningful way to the other coders. This required 'discarding' some of the categories that had taken so long to create. With the help of NVivo[16], the researcher was able to identify categories that were present in only one or two transcripts and these categories were merged with other sub-categories. This resulted in the initial twenty-four sub-categories being narrowed down to nineteen sub-categories. When all categories had been exhausted and the coding frame completed, the eighth transcript was processed in order to be certain that the researcher would be able to fit each thought unit within a suitable category with confidence. This matrix helped to frame a story to clearly describe to the reader 'what happens' in the phenomenon being researched (see Figure 12).

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[16] NVivo is a qualitative data analysis computer software package designed for qualitative researchers working with rich text- based information where deep levels of analysis are required (see http://www.qsrinternational.com/products_nvivo.aspx).
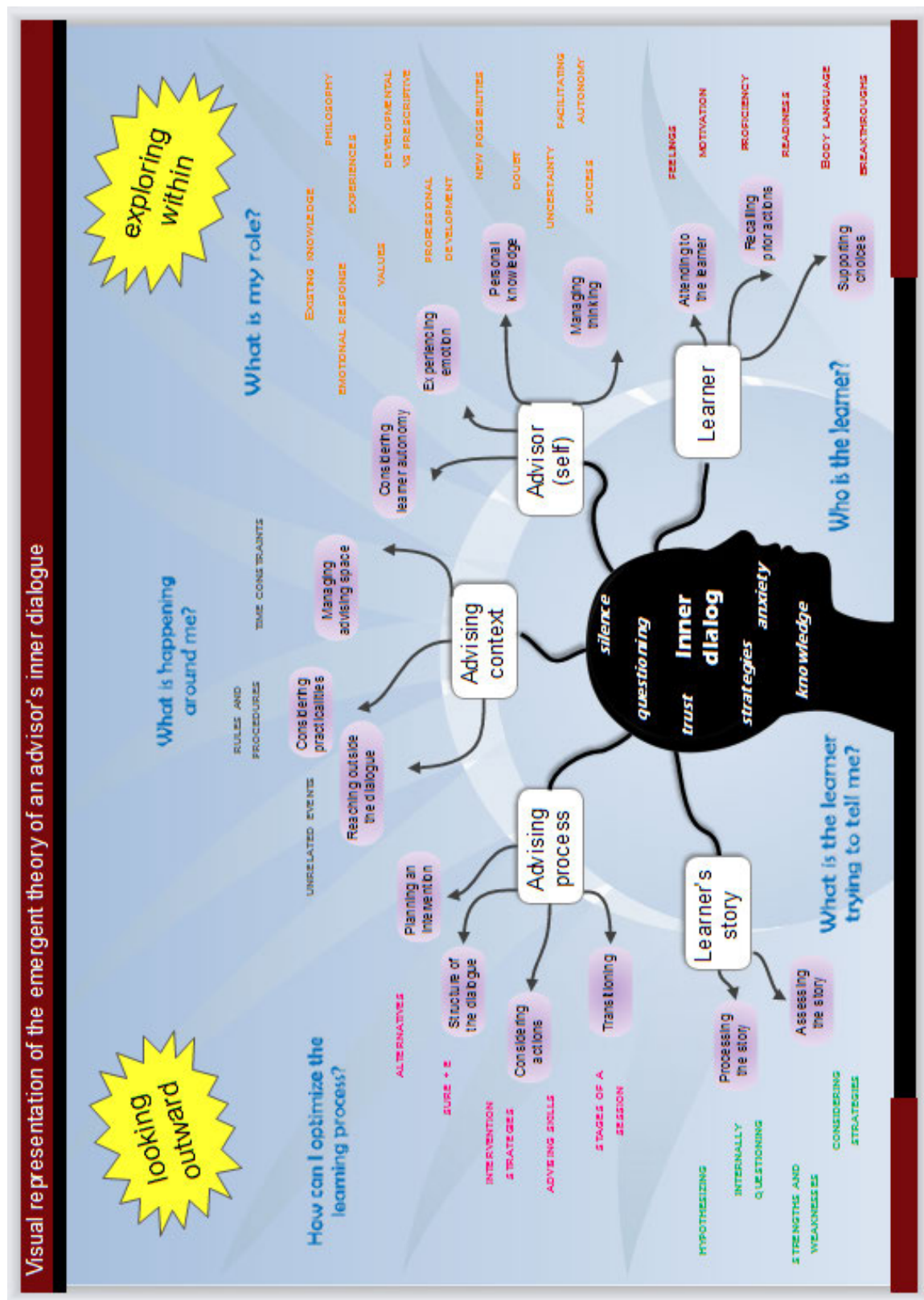
Figure 12 Visual representation of the emergent theory of an advisor's inner dialogue

Stage 5: Inter-coder reliability

Inter-coder reliability refers to the measure of agreement among multiple coders when applying codes to text data. High agreement among coders demonstrated that themes emerging from the data were shared constructs and not simply the researcher's own ideas. Detailed coding was first done by the researcher and then given to three colleagues, experienced in conducting qualitative research, to ensure research credibility. The coders had received one training session a few months earlier to familiarize them with the type of data being processed and the research procedure, but a second training session with the completed coding frame was necessary in order to establish a common understanding between coders, familiarize coders with coding conventions and to answer any immediate questions the coders had about the coding procedure. A coding packet was assembled and given to coders in this meeting (see Appendix 31). Included in this packet were coding instructions, sample transcript, coding frame; coding sheet; as well as pencils, erasers and sharpeners. The pre-coding meeting lasted 90 minutes.

Stage 6: Processing the data

In total, 800 thought units were identified among the eight transcripts. Two coders were assigned with rating three transcripts (approximately 300 thought units each); and one coder rated two transcripts (approximately 200 thought units). Coders were instructed to use the coding frame provided in the coding packet. Additionally, the researcher provided a "Comments and Suggestions" worksheet for coders to record areas in which they were uncertain about in which category or sub-category to place a thought unit; and areas in which they determined that a thought unit could not be associated with any given category. It was felt that this would assist in future revisions to the taxonomy.

Further refinement to the coding frame was made possible by periodically conducting a quality control check. That is, the researcher ran a reliability report after the coders had completed coding one transcript each. Using NVivo, the researcher

checked the agreement of main and sub-categories. Areas of low agreement were noted and a copy of the report used as a tool in a follow-up discussion. Patterns of disagreement in the data enabled the researcher to focus efforts on improving the operational definitions of the categories as well as the training and accuracy of the coders. A comparison was made across coders to see if there were any categories that were especially problematic. In this way, both written and verbal feedback was continuously collected from the coders. Notes were made after every discussion and amendments made to the coding frame.

Three amendments saw the merging of category 2.3 into 2.1, the merging of category 4.5 into 4.1 and the merging of category 3.4 into 3.3. As a result of these amendments, the final coding frame consisted of five main categories and sixteen sub-categories (see Table 6). The new coding frame (along with the additional discussions after each transcript had been coded), resulted in a higher level of agreement between two of three coders in the remaining transcripts (see Tables 7, 8, and 9). Appendix 32 presents the finalized coded taxonomy of learning advisor thoughts.

Table 6 Amended coding frame

Main categories	Code	Sub-Categories	Code	Final Coding Frame sub-category list
1) Learner	1.1 1.2 1.3	Attending to the learner Recalling prior actions or verbalizations of the learner Supporting the learner's choices	1.1 1.2 1.3	Attending to the learner Recalling prior actions or verbalizations of the learner Supporting the learner's choices
2) Learner's story	2.1 2.2 2.3	Processing the learner's story Assessing the learner's story Monitoring the learner's study methods within his or her story	2.1 2.2	Processing the learner's story Assessing the learner's story *** 2.3 merged with 2.1**
3) Self	3.1 3.2 3.3 3.4 3.5	Experiencing emotions Considering personal experience and existing knowledge Managing own thinking process Evaluating own advising actions Considering the role of the learning advisor in facilitating autonomy	3.1 3.2 3.3 3.4	Experiencing emotions Considering personal experience and existing knowledge Managing own thinking process Considering the role of the learning advisor in facilitating autonomy *** 3.4 merged with 3.3**
4) Advising Process	4.1 4.2 4.3 4.4 4.5	Transitioning within the advising process Describing and considering use of advising actions Planning an intervention Considering the structure of the dialog Managing the flow of the session	4.1 4.2 4.3 4.4	Transitioning within the advising process Describing and considering use of advising actions Planning an intervention Considering the structure of the dialog *** 4.5 merged with 4.1**
5) Advising Context	5.1 5.2 5.3	Managing the advising space Considering the practicalities of the session Reaching outside the dialog	5.1 5.2 5.3	Managing the advising space Considering the practicalities of the session Reaching outside the dialog

Table 7 Coder 1 report

Coding Frame	Transcript	Main category		Sub-category	
		% agreement	Kappa	% agreement	Kappa
Original	**8**	81.5	0.748	70.4	0.659
Final	**4**	82.3	0.764	69.9	0.661
	7	87.5	0.835	77.1	0.729
	Mean avg.	**83.7**	**0.782**	**72.4**	**0.682**

Thought units $n = 288$

Table 8 Coder 2 report

Coding Frame	Transcript	Main category		Sub-category	
		% agreement	Kappa	% agreement	Kappa
Original	**5**	74.7	0.567	65.8	0.527
Final	**2**	76.7	0.687	62.9	0.587
	6	82.7	0.763	72.7	0.692
	Mean avg.	**78.03**	**0.672**	**67.1**	**0.602**

Thought units $n = 305$

Table 9 Coder 3 report

	Transcript	Main category		Sub-category	
		% agreement	Kappa	% agreement	Kappa
Original coding frame	**1**	71.7	0.586	58.7	0.528
Final coding frame	**3[17]**	69.6	0.566	62.1	0.563
	Mean avg.	70.65	0.576	60.4	0.545

Thought units $n = 207$

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[17] Sidenote: The researcher expected the results of transcript 3 to be lower than expected as the learning advisor's verbalizations of inner thoughts had an exceptional amount of overlapping, trailing thoughts and unfinished ideas. The coder remarked that this transcript had taken a longer time to process.

Stage 7: The inter-coder reliability report

An inter-coder reliability report was run to determine consistency among coders in the 800 thought units. Two methods of inter-coder reliability were employed to measure agreement. The metric of agreement used, at first, was the percentage of agreement in unitizing the categories. That is, the number of thought units divided by the total of separate and different thought units that the coders identified. A second method of analysis was used in the form of Cohen's (1968) kappa as the percentage agreement was not considered sufficient by itself. A score of 1.00 indicated perfect agreement while a score of 0.00 indicated poor agreement. There is no definitive guidelines for interpreting kappa; however essentially, the stronger the level of agreement, the higher the value of kappa.

The inter-coder reliability between coders 1, 2 and 3 was found to have a mean average of 0.782, 0.672 and 0.576 respectively in the main categories and 0.682, 0.602 and 0.545 in the sub-categories (see Tables 7, 8 and 9). For coders 1 and 2, this fit within the researcher's target of "substantial" agreement based on Landis and Koch's (1977) widely referenced interpretation of Cohen's Kappa:

Kappa statistic	Strength of agreement
0.81-1.00	Almost perfect agreement
0.61-0.80	Substantial agreement
0.41-0.60	Moderate agreement
0.21-0.40	Fair agreement
0.01-0.20	Slight agreement
< 0.00	Poor agreement

For coder 3, there was moderate agreement. Although this level of agreement may appear to be low, Riffe, et al. (2005) comment that categories and definitions that have been used extensively should achieve higher levels of reliability if the research continues to be based on them. They further state that lower coefficient would be

appropriate for research that is "breaking new ground with concepts that are rich in analytical value" (p. 154), as is the case with this research.

Stage 8: Writing the theory

In the final stage, Glaser and Strauss (1967) write that "when the researcher is convinced that his analytic framework forms a systematic substantive theory, that is its reasonably accurate statement of the matters studied, and that it is couched in a form that others going into the same field could use – then he can publish his results with confidence" (p. 113). It is recommended in grounded theory literature that the researcher write conceptually by making theoretical statements about relationships rather than writing descriptive statements about the participants. The writing of the theory will be presented as Chapter Four: Research Findings. The researcher's aim during the writing was to contribute to the existing knowledge on advising practices by presenting issues and implications from the data and representing as accurately as possible what the participants have said.

3.8 Trustworthiness of the research design

Lincoln and Guba (1985) asked one basic question which addresses the notion of trustworthiness in qualitative research: "How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to" (p. 290). Trustworthiness in naturalistic inquiry consists of four elements: credibility, transferability, dependability and confirmability. In quantitative research, this has been compared to elements of internal and external validity, reliability and objectivity (see Lincoln and Guba, 1985; Guba and Lincoln, 1994; Graneheim and Lundman, 2004).

The *credibility* element in qualitative research involves establishing that the results of the research are credible from the perspective of the research participants. Three methods of choice were employed to establish credibility: member checking;

investigator triangulation; and peer debriefing. Member checking (Lincoln and Guba, 1985) involved the research participants examining accuracy of transcribed data, and research conclusions. For the researcher, this technique provided the opportunity to understand and assess what the participant intended to say or do through his or her actions. Credibility was also enhanced through the use of multiple analysts in the coding process, as analytic categories and interpretations of data were examined by three separate coders. Although this does not exemplify the technical definition of 'triangulation' (that is, the use of multiple data sources to cross-check information), the researcher felt that individual viewpoints could be verified against each other thus providing a richer, more multilayered and credible data set. Finally, my thesis supervisor received regular progress reports throughout data collection and analysis, and provided feedback in the way of questions, observations and suggestions. This role is generally consistent with what Lincoln and Guba (1985) and Spall (1998) refer to as a peer debriefer.

In naturalistic inquiry, the *transferability* of the phenomenon to another situation depends on the degree of similarity between the current situation and the situation to which it is being transferred. Lincoln and Guba (1985) feel that the researcher cannot specify the transferability of findings; however, he or she can provide sufficient information that can be used by the reader to help determine whether the findings are applicable to his or her situation or not. To address transferability, the researcher presented a thorough and systematic description of the research context, procedure and participants, as well as the assumptions that were central to the research project. Data analysis documents were further provided as appendices to give other researchers the knowledge and ability to transfer conclusions within this inquiry to their situation, or to repeat, as closely as possible, the research procedure as outlined in this study. The researcher suggests that for this study to be transferred to a new situation, the reader should operate in a comparable institutional environment within a self-access center with a similar guiding philosophy. Bassey (1981), Lincoln and Guba (1985) and Firestone (1993) also propose that it is the responsibility of the investigator to relate the findings to their own position and to ensure that sufficient contextual information exists in order to help make the transfer.

The traditional quantitative view of reliability is based on the assumption that a study can be replicated or repeated in order to obtain similar results. In qualitative research however, the notion of *dependability* emphasizes the need for the researcher to account for the changes which occur within the context of the study, and how these changes affect the way in which the researcher modifies the approach to the study (see Lincoln ad Guba, 1985). Dependability was addressed by reporting in detail strategic research processes within the study such as the research design and implementation, operational steps of data gathering and a reflective appraisal of potential researcher bias and research limitations. The purpose of dependability was to essentially enable future researchers interested in the study to develop a thorough understanding of the procedures and possibly repeat the research.

The final element that would ensure trustworthiness is *confirmability*, which refers to the degree to which the researcher can demonstrate the neutrality of the research. Here, steps were taken to ensure as far as possible that the work's findings were the result of the participants' experiences and ideas rather than the preferences or interpretation of the researcher. Lincoln and Guba (1985) suggest conducting a "confirmability audit" which entails providing an audit trail of 1) raw data; 2) analysis notes; 3) reconstruction and synthesis products; 4) process notes; 5) personal notes; and 6) preliminary developmental information (pp. 320-321). Careful records were maintained throughout the research process and procedures were documented clearly. The researcher also aimed to present a balanced account of the information and be non-judgmental in the presentation of the report. Specifically, backup copies of the thesis (as a work-in-progress) were saved bi-monthly to an email address stored on a free internet account; a research journal (including a digital back-up) was kept; original audiotapes and full transcripts of interviews were stored safely; personal connections the researcher had with the phenomenon and research participants were identified; possible research biases were reported; and step-by-step decisions detailing the research procedures were provided in the text of the dissertation along with examples of research documentation presented as appendices.

3.9 Limitations of the research design

In this chapter, the researcher has addressed four criteria essential to ensuring trustworthiness of research design; however there was one major limitation that the researcher was unable to address that would have made the research even more academically sound, and that was the lack of direct observation. In order to enhance the study through triangulation of multiple data sources and to obtain a complete picture of advisor behavior and events as they naturally occurred, the researcher felt that direct observation or video-recording of the learning advisor and learner during the advising session would have been beneficial; however, this was not possible for three reasons: 1) the restrictive size of the advising rooms would have made a third person or a video camera seem intrusive; 2) none of the eight learning advisors were comfortable being video-recorded as they felt that the presence of a camera would be distracting as well as being a possible source of anxiety to both the learners and themselves; and 3) as advising sessions are conducted in the learners' L2, learning advisors felt that the learners would not have been able to communicate effectively with the added pressure of a camera in the room. In a 30-minute, one-to-one session with an advisor, learners need to be in a relaxed, friendly setting. Therefore, the only ethical means of 'observation' was through an audio-recorder. It was essential therefore, that the researcher obtain an audio-recording of an advising session in its natural settings; produce as detailed a description as possible of the phenomenon during the stimulated recall procedure; and write all observations, comments, questions and interpretations of data in the research diary to complete the picture. Limitations of the research will be examined in more detail in Section 6.2.

3.10 Chapter 3 Summary

The aim of this study was to investigate the inner thoughts of eight learning advisors while in action. Chapter two defined language advising as a complex process involving a constant iterative process between the learning advisor's inner and outer dialogues before a decision is made. In order to understand the complexities of this process, a methodology which helped the researcher to gain access to the inner

thoughts of learning advisors in practice was required. In this qualitative research, the data were constantly referenced to answer the framing questions: What is the content of learning advisors' inner dialogue during the advising session? What factors inform the selection of specific intervention strategies during the decision making process? What kind of knowledge do learning advisors most frequently draw upon during advising sessions? In what aspects (if any) do novice advisors differ from more experienced advisors in their inner dialogic processes and knowledge drawn upon during advising?

A naturalistic inquiry approach was used specifically to understand what learning advisors think about while advising; the kinds of knowledge that they draw upon; and what influences their decision-making. The study employed data collection techniques such as stimulated audio recall interviews, pre- and post-stimulated recall semi-structured interviews, member checks and a research journal containing details of the data collection and data analysis procedures. Pre- and post-interview transcripts provided additional information to enrich data collected from the stimulated recall interviews. The transcripts of the eight learning advisors' interviews comprised the voluminous amount of data, rich in detail, which is indicative of qualitative research. Data analysis strategies involved examining each transcript closely, developing and defining categories, separating the data into thought units and coding units to the point of saturation. These techniques enabled the researcher to obtain a first-hand account of how learning advisors think in practice. Finally, a discussion of data credibility, transferability, dependability and confirmability, helped to establish the trustworthiness of the data. The next section of this paper details the findings of the data analysis.

CHAPTER 4   RESEARCH FINDINGS

4.0 Introduction

Chapter 4 is comprised of two parts: Part 1 and Part 2. Part 1of Chapter 4 reports on the content of advisor thinking while in action in addition to the factors which influenced decisions. Categories of advisor inner dialogue were identified and explored and the raw data were used to understand the possible dimensions that underlie advisor thinking. The subsequent discussion will be based on these categories. The research questions which will be examined in Part 1 are:

- What is the content of learning advisors' inner dialogue during the advising session?
- What are the underlying factors which inform advisors' decision making?

Question 1 explores the content of learning advisors' inner dialogue by highlighting five key areas of consideration which constantly influence advisor thinking as they process the learner's narrative. These five key influences are presented as being the main categories that influence advisor thoughts. A deeper analysis of these five key influences showed the underlying factors which informed advisor decision making. Commonalities emerging from all eight advisors through a grounded analysis of data uncovered seven factors which will be discussed in detail.

Part 2 of Chapter 4 addresses the following research questions:

- What kind of knowledge do learning advisors most frequently draw upon during advising sessions?
- In what aspects (if any) do novice advisors differ from more experienced advisors in their inner dialogic processes and knowledge drawn upon during advising?

As discussed in Chapter 3, learning advisors at KUIS came from varied backgrounds and drew on any number of influences while advising. Part 2 has thus attempted to identify the various knowledge domains that advisors held and applied during their advising-in-action, and uncover any specific commonalities existing among advisors.

Seven knowledge domains emerged from interviews with the learning advisors in which they responded to the question "What kind of knowledge do you draw on when you give advice?" An eighth domain emerged from further analysis of the stimulated recall interview transcripts. The final question concerning novice and more experienced advisors will highlight commonalities and differences found in the data between learning advisors who had more and less experience. As there was only a three year gap between advisors in this research, the main aim was to present the beginning of a framework which could show the transformation from novice to expert.

4.1 PART 1: The content of advisors' inner dialogue and factors influencing the decision-making process

A grounded theory analysis of the data yielded five main categories and sixteen sub-categories which were subsequently distinguished and defined in the course of the analysis. The taxonomy which emerged from advisors' verbalizations of their thoughts at the time of the advising session illustrated the diversity in advisor thinking and provided a sense of what learning advisors think, feel and experience while advising-in-action.

Five main categories were found to represent the key influences that informed the selection of specific intervention strategies (see Figure 13). Each of the five categories was interconnected at all times and working in concert akin to a set of cogs, moving in a linked and non-sequential way. These five factors drove the dialogue and essentially captured the essence of the phenomena.
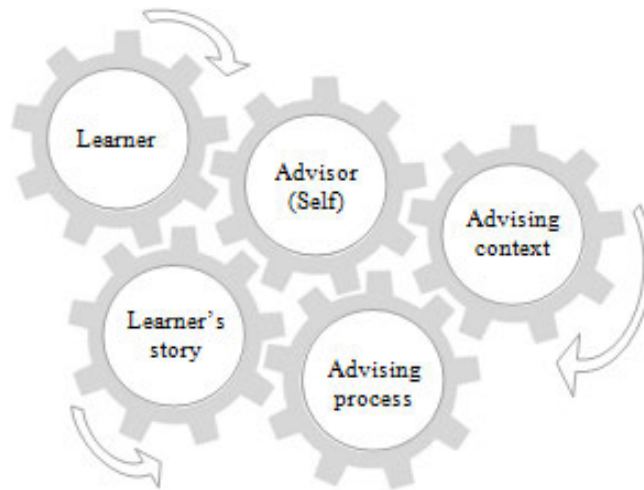
Figure 13 The five key influences informing learning advisors' decision making

During the advisor's inner dialogue, each category could have been accessed at any time. That is, Category 2 (thoughts about the learner's story) could have been the first step in one instance or the final step in another instance. For example, in the extract below, the learning advisor Rina cannot recall the learning resource that the learner chose and processes this information (Category 2: Learner's story). At the same time, she feels that as the learner is in control of his learning (Category 1: Learner), the advising session may finish earlier than expected (Category 5: Advising context). Following this, Rina considers how she can help the learner, through self-exploration, to open up more about his learning which she had earlier realized was a weakness in her advising style (Category 3: Advisor / Self). She felt she could accomplish this task by asking open-ended questions that would "get him talking" about a specific area of his learning (Category 4: Advising process):

> **Rina:** 8) *But I can't remember him mentioning a DVD so I wanna know a bit more about this... So, I remember thinking that he seemed to be in control of things and that this might be a really short session, but I really wanted to give him the chance to talk about things more so I wanted to ask the kind of questions that would get him talking. So, I asked him about the other materials that he's been using 'cus he's been using quite a few.*

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This example demonstrates that each category may have preceded or followed any of the other categories at any time and in no particular order. It was determined by the researcher then, that each of the five main categories was connected in some organized way, making the advisor's thinking process both circular and iterative. In order to illustrate the findings, the researcher will showcase each of the five categories and the implications of these findings for understanding the thoughts of the learning advisor-in-action. A detailed description of the finalized taxonomy of each category and containing sub-categories can be found as Appendix 32. The following is a brief explanation of each main category:

4.1.1 Category 1: Thoughts about the learner

In this category, the focus of the inner dialogue lay with the learner and the learning advisor responds to the following concern:

Who is the learner and what is his or her role in the dialogic exchange?

The learning advisor reflects on the learner's personal attributes and learning history, as well as attends closely to his or her verbal and non-verbal characteristics in order to understand the learner as a whole person and create a genuine bond of trust (adhering to the principles of humanistic counseling (see Section 2.1.2)). This domain contained three sub-categories: attending to the learner, recalling prior actions or verbalizations from the learner, and supporting the learner's choices.

4.1.2 Category 2: Thoughts about the learner's story

This category reflected the advisors' careful processing of the learner's verbalizations during the verbal exchange. The learning advisor attempts to gain a clear understanding of what the learner is attempting to express by picking up on key information, hypothesizing about the learner's expectations and evaluating strengths and weaknesses within the story. Deconstructing and reconstructing the dialogue is an

integral part of the processing as well as reflecting on learning activities and strategies that might be most appropriate to match the learner's goals and expectations. The learning advisor, in effect, responds to the following concern:

What is the learner trying to tell me?

This domain contained two sub-categories: processing the learner's story and assessing the learner's story.

4.1.3 Category 3: Thoughts about the advisor (self)

Thoughts in this category focused mainly on the learning advisor's own experiences and emotions which helped to facilitate the dialogue. It acknowledged the learning advisor as a person within the advising process – his or her emotions, prior knowledge, personal experiences, perceived doubts, fears, successes, or achievements about advising performance, and the role of the learning advisor in facilitating autonomy. The learning advisor responds to the following concern:

What is the learning advisor's role in the dialogic exchange?

This question helped the advisor to be aware of and effectively manage his or her own thought processes. It also helped the advisor to instruct himself or herself on what to do, what not to do or what to change in future sessions. This domain contained four sub-categories: experiencing emotions, considering personal experiences and existing knowledge, managing own thinking process and considering the role of the advisor in facilitating learner autonomy.

4.1.4 Category 4: Thoughts about the advising process

This category focused on the advising process itself – advising skills and interventions utilized intentionally to achieve certain objectives. It was also concerned with the structure of the dialogue and transitioning between the different stages of the dialogic

exchange – from initiating the session to goal-setting, unpacking the problem, establishing a plan of action, concluding the session and setting the learner off on his or her plan of action. Intervention strategies used help the learning advisor to focus closely on what he or she can do to help the learner to understand if his or her learning decisions are effective in order to design an appropriate and effective plan of action. The question the learning advisor is concerned with is:

> *How can I optimize the learner's learning process and help in the telling of his or her story?*

This domain contained four sub-categories: transitioning within the advising process, describing and considering use of advising actions, planning an intervention, and considering the structure of the dialogue.

4.1.5 Category 5: Thoughts about the advising context

The fifth category was concerned with the advising situation surrounding the dialogue. As advising sessions last approximately 30 minutes, learning advisors are especially conscious of the time constraints for advising. This category focused also on the operational aspects of the self-access center and other factors outside the immediate dialogue. The learning advisor responds to the following concerns:

> *What is happening around me? Which outside factors are relevant to this situation?*

This domain contained three sub-categories: managing the advising space, considering the practicalities of the session, and reaching outside the dialogue.

Within these five main categories and sixteen sub-categories, a total of exactly 800 thought units emerged from the data. Results highlighting the most frequently occurring categories and a description of the percentage breakdown of categories follow.

4.2 Presentation of results

A total of 800 thought units emerging from the data were placed into five main and sixteen sub-categories (see Table 10).

Table 10 Category thought frequencies and percentage breakdown representing the total thought units reported by eight learning advisors.

Category	Sub-category	Thought Frequency	%
Learner		135	16.9
1.1	Attending to the learner	100	12.5
1.2	Recalling prior actions or verbalizations of the learner	22	2.8
1.3	Supporting the learner's choices	13	1.6
Learner's story		169	21.2
2.1	Processing the learner's story	139	17.4
2.2	Assessing the learner's story	30	3.8
Advisor (self)		252	31.5
3.1	Experiencing emotions	40	5.0
3.2	Considering personal experience and existing knowledge	63	7.9
3.3	Managing own thinking process	108	13.5
3.4	Role of the learning advisor in facilitating autonomy	41	5.1
Advising process		219	27.4
4.1	Transitioning within the advising process	22	2.8
4.2	Describing and considering the use of advising actions	152	19.0
4.3	Planning an intervention	17	2.1
4.4	Considering the structure of the dialogue	28	3.5
Advising context		25	3.1
5.1	Managing the advising space	11	1.4
5.2	Considering the practicalities of the session	9	1.1
5.3	Reaching outside the dialogue	5	0.6

Total thought units *n* = 800

In terms of frequency, the largest main category was thoughts connected to the advisor which accounted for 31.5% of total advisor thoughts. This was followed by thoughts about the advising process (at 27.4%), thoughts about the learner's story (at 21.2%), thoughts about the learner (at 16.9%) and finally thoughts about the advising context (at 3.1%). Within these main categories, the four most frequently occurring sub-categories were category 4.2 describing and considering the use of advising actions (at 152 thought units), category 2.1 processing the learner's story (at 139 thought units), category 3.3 managing own thinking process (at 108 thought units), and category 1.1 attending to the learner (at 100 thought units). Out of the total

sixteen sub-categories, these four sub-categories collectively accounted for a considerable 62.4% of all thoughts categorized. Seven thought units had instances of occurrence ranging from 22 to 63, and accounted for 30.9%, while the remaining thoughts accounting for 6.8% were fairly evenly distributed over the final five sub-categories. Categories were subjected to further analysis in order to identify key connecting concepts and the underlying factors which could help gain a better understanding of learning advisors' thinking processes while advising.

4.3 The key connecting concepts

There were eight sub-categories of sixteen which represented those that were most common among all eight advisors – categories 1.1, 1.2, 2.1, 2.2, 3.2, 3.3, 3.4 and 4.2 (See Appendix 33). However, of these eight sub-categories, four alone of them accounted for over 60% of all categorized thought units, each emerging from one of the four main categories:

- Sub-category 4.2: Describing and considering the use of advising actions
- Sub-category 2.1: Processing the learner's story
- Sub-category 3.3: Managing own thinking process
- Sub-category 1.1: Attending to the learner

For presentation purposes, the four sub-categories that accounted for over 60% of all categorized thought units were analyzed further at a more micro level and then discussed. Using sub-category frequencies, rather than main categories, as the mode of analysis enabled the researcher to give a more accurate and detailed picture of advisor thinking and gain greater insight into the inner world of the advising-in-action phenomenon. The sub-categories which had fewer connections between advisors – 1.3, 3.1, 4.1, 4.3, 4.4, 5.1, 5.2, and 5.3 were considered to be less typical of general advising considerations and were thus not used in the analysis. Extracts drawn from the stimulated recall and advising session transcripts served to illustrate concepts connected to these sub-categories. The four groupings were examined independently starting with the most frequently occurring category.

4.4 Thoughts about the advising process: Describing and considering the use of advising actions

The most frequently occurring sub-category within thoughts about the advising process was "Describing and considering the use of advising actions" (category 4.2). This category accounted for a significant 19% of all thought units. In this category, the learning advisor reacted mainly to the question, "*How can I optimize the learner's learning process and help in the telling of his or her story?*" In the context of this study, the learning advisor's role is to help facilitate autonomous learning by helping students to make better choices about their own learning. Two salient points which helped to inform advisor decision making emerged from the analysis:

1. The learning advisors intentional use of specific advising skills and strategies
2. The tension between employing a more prescriptive and a more developmental advising approach

4.4.1 Advisor intentionality and effective helping

The language advising profession seeks to facilitate autonomy by employing specific behaviors and advising actions that would contribute to a successful relationship between learner and learning advisor. In particular, advisor training encourages advisors to understand and internalize how various skills and strategies can achieve particular outcomes, and then make decisions from an informed position rather than relying solely on 'gut feeling'. Whether advisors consciously think about which skills and actions they employ during an advising session is an area that has not been fully explored within advising literature. What is clear however is that the advisors' choice to emphasize specific words, themes or topics influences the direction of the verbal exchange. Based on data analysis, the researcher found that learning advisors selected advising skills and strategies with a clear direction and purpose in mind, and the degree to which they were able to connect inner thoughts with purposes and actions determined their level of intentionality (see May, 1969 and Ivey, 1994; Ivey and Ivey, 1999).

Advisors used a combination of macro-skills (such as ice-breaking, guiding and rapport-building) and micro-skills (such as attending, questioning, and summarizing) during the advising process and in all eight transcripts, learning advisors showed intentionality in their choice of interventions. The extracts below illustrate a few examples of how the advisors demonstrate intentional use of specific advising skills and the expected outcome.

Macro-skills

Ice-breaking

- **Definition:** At the start of or as a lead up to the advising session, advisors start with a casual conversation, topics such as weather, class work, health, etc.
- **Intended outcome:** It is a time for the advisor to know the student's condition (tired, sleepy, excited, nervous...), to establish the therapeutic relationship, and to create a positive and relaxing environment (see Kato & Sugawara, 2009).

Ice-breaking is a tool used by advisors at the start of or as a gentle lead up to the more formal stage of the advising session. At KUIS, it is standard procedure for advisors to meet learners at a specific location in the SALC and during the walk to the advising room, he or she engages in small talk with the learner. This serves as an opener through which the advisor can make a quick judgment of the learner's mood and/or linguistic ability.

Mia, in Extract 1, uses the ice-breaking technique at the start of her session in order to help lower the learner's anxiety and ease tension. As this initiation usually took place outside of the advising room in many instances, the initiation sequence was not recorded in its entirety (as seen in Extract 1 below). In particular, for the purposes of this naturalistic research, it was thought that asking the learner to be recorded upon meeting the advisor outside of the advising room would have led to an uncomfortable advising environment. The transcription of Mia's recorded session shows the initiation sequence continuing after the learner has agreed to be recorded and the recorder turned on.

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Extract 1: Mia

Outer dialogue	Inner dialogue
(…ice-breaking continues after the recorder has been turned on)	

L: …at the hotel, surveying the people
A: Wow!
L: there is the first time so nervous
A: uh-huh
L: and I have no idea what to, what I have to do
A: uh-huh
L: so I just looking for the other people, how they working at the hotel
A: yeah, right
L: Then I learn, then sometimes I have that but I'm not, I'm not used to work
A: mm-hmm /1/   4:13 /1/ I don't think I was thinking anything…I'm just…attending.
L: so I feel uncomfortable
A: yah, for sure
L: everything so… new, I so tired at the home. Then also the Monday, yesterday I went to the *hanabashi* to get the costume for the Halloween.
A: Ah, I see
L: And also today with my friends, uhm so we hang out, then at the, after 6:00pm /2/   4:53 /2/ Maybe I was thinking that this kind of conversation could be uhm, good, uhm, good for her to relax.
A: mm-hmm
L: I have to go to the computer so then I finished it, I finished it at 9:00pm then go home, went to home
A: I see
L: Then do the homework [laughs]
A: [laughs]
L: I set, set my alarm, but I hear the, I hear something, some strange sound at the 4:00am
A: oh no
L: like somebody, I don't know, somebody call me
A: really?
L: it's kind of
A: it's kind of scary though
L: it's scary! So I get up. I hear something, I was so scared, I just convered my, uhm, how do you say in English, "futon"?
A: blanket?
L: blanket. I covered with blanket with my head there. I was just, then also I turn off my alarm, then I couldn't get up so I /3/   6:07 /3/ At the same time I was thinking how I am going to move on to the main topic of learning plan?
A: Ah, I see. Fair enough. You were so busy last weekend. I see. Okay. So, today we are going to talk about your learning plan
L: yeah

Note: A: Advisor   L: Learner

Mia is aware of the 30-minute time constraint, and although she wants to transition into the initiation stage of the session, she allows the learner to ramble for some minutes about her recent experiences. Mia remarks,

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Maybe I was thinking that this kind of conversation could be uhm, good, uhm, good for her to relax

suggesting that she had observed that the learner was a bit uneasy or nervous coming into the session. During the learner's story-telling, Mia constantly attends to the learner as she switches topics from her first day working at a hotel to a scary moment she experienced – "*ah, I see,*" "*mm-hmm,*" "*oh no,*" "*really?*" but at the same time she internally considers how she can interrupt the learner and transition into the first stage of the advising session –

how I am going to move on to the main topic of learning plan?

In employing this ice-breaking technique, the learning advisor effectively shows the learner that she is following and not leading the conversation. Thus, the learner can feel more involved in the verbal exchange from the outset. Attending to the learner, as well as keeping silent in order to give the learner a chance to talk at his or her own pace is important to developing the advising relationship. In Mia's case, her use of ice-breaking helped the session to start off on a positive note.

Guiding

- **Definition:** Offering advice and information, direction and ideas, suggesting
- **Intended outcome:** To help the learner develop alternative strategies (Kelly, 1996)

In her role as advisor, Kimi (see Extract 2 below) facilitates learner development by suggesting an alternative way of reviewing vocabulary. Kimi commented in the interview that the learner seemed somewhat 'stuck' in her (ineffective) method of reviewing vocabulary –

…I kind of thought that the vocabulary chosen are kind of random. It, it has, it comes with the dialogue for each word, but the words, the first word and the second word, it's not related. It's, yah, it's just random, so, uhm, but she thinks

the book is wonderful and she is holding on to it and she is only studying by staring at that book. So, I wanted her to, uhm, think of other ways that she can… I wanted her to think about how she is going to review if she is only staring at the book…

Thus, she decides to suggest an alternative by sharing her own learning experience –

Uhm, I, I was pretty sure that she has her own strategy of memorizing words since she's been through the uhm, entrance exams so, but from what she told me, up to here, I don't really think I heard her strategy so I just wanted to give my example and see if she has any of her example… I thought maybe if I tell my example, she might remember something that she used, so…

Extract 2: Kimi

Outer dialogue	Inner dialogue
A: Would you look at the book again? Or…how would you review? Because reviewing is very important, right? L: I will hide Japanese again A: again? Okay. L: And check I can remember the new word. A: Okay L: If I can't remember the word, I will write again. A: Write it down again. Okay. L: uhm… A: Okay. Maybe when you write the word, it might help you if you also write the meaning as well. L: Ah, better to write Japanese meaning? A: If you don't like writing the Japanese meaning, you can check the English – English dictionary and write the English, if you think that's more useful. L: Okay A: Okay? Uhm, do you like making flashcards? L: uhm, yes. A: Yes? Do you? L: I think it's useful A: Right. 'Cause what happens to me if I use only the book, is I, for example, if I try to remember all the word meaning in this page /20/, what happens is I remember them in order. So, it doesn't mean that I remember the word and the meaning. But I just remember the order. So if I shuffle, maybe I don't remember. That happens to me a lot.	22:25 /20/ Uhm, she, she's really holding onto that book. She seems to love that book but uhm, when I saw the book I kind of thought that the vocabulary chosen are kind of random. It, it has, it comes with the dialogue for each word, but the words, the first word and the second word, it's not related. It's, yah, it's just random, so, uhm, but she thinks the book is wonderful and she is holding on to it and she is only studying by staring at that book. So, I wanted her to, uhm, think of other ways that she can… I wanted her to think about how she is going to review if she is only staring at the book…Uhm, I, I was pretty sure that she has her own strategy of memorizing words since she's been through the uhm, entrance exams so, but from what she told me, up to here, I don't really think I heard her strategy so I just wanted to give my example and see if she has any of her example… I thought maybe if I tell my example, she might remember something that she used, so…

Note: A: Advisor   L: Learner

Kimi decides to use guiding skills through suggestion, with the expected outcome that the learner would have options from which to select a suitable learning method to match her goals. This non-assertive guiding role encouraged the learner to actively participate in the problem-solving process and helped her to see an alternative way of approaching her problem. Through the provision of alternatives, Kimi was able to sustain the conversation, while at the same time offer encouragement and support.

Rapport building

- **Definition:** Provide a non-threatening setting and communicate accurate empathy and unconditional regard
- **Intended outcome:** To build or establish mutual trust (McCarthy, 2011)

Rapport building is an important part of the advising process in helping the learning advisor to establish a comfortable relationship with the learner. Through the introduction of topics that are slightly disconnected from the learner's narrative, the advisor is able to employ effective rapport-building skills and establish a stronger relationship with the learner. In Rina's case (Extract 3), she intentionally chooses rapport building at one point in her discussion in order to get to know the learner better.

Extract 3: Rina

Outer dialogue	Inner dialogue
A: Okay good, and how about the other materials that you've been using? How've they been?	
L: I can have a lot of fun	A: /6/ [5:45] So again this is kind of
A: They're very well	rapport building I suppose like,
L: It's really nice because it, it pick some movies, and it has many expressions image and so	focusing, so I want, he said he'd picked the movie "Blindness" and at first I was really, the vocabulary in this section had
A: Yes I saw you picked "Blindness"	been quite strange, some of it, uhm, but
L: Yes, yes	I suppose I was asking him more of a
A: Have you seen that movie yet?	personal type question. So have you
L: No I haven't but I 'm really interested /6/	seen the movie? What did you think of
A: It looks pretty interesting	it? And how is it useful? uhm, I'm
L: Have you seen it?	trying to establish a bit of rapport
A: No, I haven't, I heard a review, like I heard a movie review on the radio about it. So when I saw it, I was	because I don't feel I've done a lot of

Note: A: Advisor   L: Learner

As the dialogue unfolds, she is faced with two choices: (1) asking the learner to justify his selection of vocabulary or (2) developing a stronger bond with him. After internally considering her options, she makes the decision that building a stronger relationship with the learner is more important –

> *I'm trying to establish a bit of rapport because I don't feel I've done a lot of chit-chat necessarily with this student before*

In this particular session, Rina's intentionality in trying to establish a better relationship with the learner had become a key focus in her advising, as in the pre-stimulated recall interview, she commented that this was an area of her advising performance she felt she needed to improve. In response to the question, "Who do you consider to be a good advisor?" Rina remarked –

> *In terms of characteristics, someone who is genuinely interested in students is really important. So, a kind of humanistic approach of seeing the whole person. To be a good advisor I think you need to care about…for rapport building …I don't feel myself, I don't think I am as approachable as I could be. I'm quite shut down…that I have a business-like attitude to advising, which sometimes doesn't work to the students' advantage.*

Clemente (2003) quoting Wright (1987) argues that "if the counsellor wants to engage in a meaningful interaction, s/he needs to understand the importance of small talk, a useful device s/he can use to move towards a more informal and relaxed situation, thus diminishing social distance" (p. 211). The skilled learning advisor thus intentionally takes care to show a genuine interest in the learner in order to realize the outcome of establishing a higher degree of trust.

Micro-skills

<u>Attending</u>

- **Definition:** Giving the learner your undivided attention
- **Intended outcome:** To show respect and interest; to focus on the person (Kelly, 1996)

Extract 1 illustrated Mia using icebreaking and attending skills to help relax the learner. In Extract 4 below, we can see Kimi intentionally using attending skills to show interest in the learner and help the learner to share her story.

Extract 4:Kimi

Outer dialogue	Inner dialogue
A: I think your draft is very good. L: Really? A: Yeah! Very good start. I can see what you want to do. How do you feel about your learning plan? /2/ L: I, I think A: Uh-huh? L: I need vocabularies A: Right L: And I decide to remember 20 vocabularies one week A: mm-hmm L: [laughs] Do you think it's not so many? A: 20 a day, right? Actually, I think that's a lot [laughs] L: A lot? /3/ A: Yeah.	3:12 /2/ I really thought her plan was very good. I didn't, actually, I didn't know what to say to her so I wanted to ask her comment on what she thought about her own learning plan. 4:04 /3/ I think it's a lot. She wanted to memorize 20 words per day, every day for 5 days and I thought that was a little bit too much. But in this session I wanted to practice my skill as a good listener, so I didn't say it right off the start.

Note: A: Advisor   L: Learner

This was important as according to Kimi, upon entering the session, the learner –

looked a little bit nervous about me recording this conversation.

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Kimi's raised voice or 'inquiring tone' (as referred to by Kelly, 1996, p. 104) is an indication that she is actively listening to the learner's personal disclosure and would like to hear more –

- *Uh-huh?*

Her apparent interest in the learner's story seems to put the learner at ease seen by her laughter and follow-up question –

[laughs] Do you think it's not so many?

Kimi is satisfied with this response as she originally thought that the learning plan was at a satisfactory level and her intention was to get the learner to critically reflect and comment on her own learning plan -

I really thought her plan was very good. I didn't, actually, I didn't know what to say to her so I wanted to ask her comment on what she thought about her own learning plan.

Attending has been presented in advising literature as one of the essential features of the dialogue that advisors need to consciously acquire and consciously apply in order to be effective communicators (see Kelly, 1996). Extract 4 is thus a good illustration of attending as intentionality in practice.

Open questioning

- **Definition:** Questions that seek longer answers and gather information. These questions typically begin with "how," "why," "who," "where" or "what," or phrases such as "tell me ~" or "describe ~"
- **Intended outcome:** To hand control of the dialogue over to the learner and encourage reflection and self-exploration; to elicit and stimulate learner disclosure and self-definition; to offer learners the opportunity to come up with their own solution (McCarthy, 2010).

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In Extract 5, Anya opens up the dialogue with the open-ended question –

How can you do review?

The predicted outcome of this open-ended question is for the learner to talk in more detail about this particular aspect of her learning, and the extract shows the learning advisor successfully achieving the predicted outcome as she manages to find out the information economically and respectfully. This sets the advisor up to use the follow-up skill of challenging in order to get the learner to reflect on her decisions –

Does that evaluate your listening abilities though?

This type of challenging question is awareness-raising and encourages self-exploration which further enables the advisor to get the learner to reflect on her learning more deeply, which was her original intention –

…I wanted her to make the connection that that's not really evaluating her listening. So I just asked the question to see if she could get there herself.

Anya's success in getting the learner to see discrepancies in her learning plan is indicative of her knowledge of how to use various skills in a particular sequence and her ability to predict the outcome of each skill used. This proved to be a more effective method of facilitating learner development rather than directly telling the learner she had veered off track.

Extract 5: Anya

Outer dialogue	Inner dialogue
A: How can you do review?	
L: So, uhm, vocabulary…. vocabulary… uhm, ah! If I rarely could understand the topic, I think I can summarize the news. So, yeah, so it's also good for my writing skill up so uhm, yeah. Read the newspaper first, and then check the internet, and watch the TV several times, and uhm, to review it, I'll write the summary, summarize the topic. And to evaluate, yeah, my	25:38 /58/ I couldn't resist it. I had to ask [laughs] She's talking about writing and

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understanding, uhm, can I ask you to check my summary?

A: Sure, but there's the Practice Center or the Writing Center, if I'm not free.

L: So…

A: Does that evaluate your listening abilities /58/ though?

uhm, and also I'm thinking she's, she could write a summary based on what she understood from reading an article and I wanted her to make the connection that that's not really evaluating her listening. So I just asked the question to see if she could get there herself.

Note: A: Advisor   L: Learner

Ivey, Ivey & Zalaquett (2010) assert that as each individual is different, they may not behave as predicted. Through data analysis, it appeared that learning advisors who had a vast knowledge of advising skills and considerable advising experience were able to consider various alternatives in the event that the predicted outcome was not produced. For Anya, as the most experienced advisor, she showed that she was able to successfully sequence advising skills to uncover the information she wanted. That is, in predicting the outcome of her open-ended question, she was able to open the door for the follow-up challenging question.

<u>Probing questioning</u>

- **Definition:** Close-ended (Yes/No type) or short-answer questions seeking a single word or phrase.
- **Intended outcome:** To obtain specific information or verification about a particular situation, question or problem; to untangle and help break the learning problem down into more manageable pieces (McCarthy, 2010).

Anya (Extract 6) begins her turn with open questioning to gain a deeper understanding of the learner's intentions –

Ok. What kind of news would you like to be able to understand?

However, the response is not as clear as she expects, and Anya makes the intentional decision to become more specific in her questioning –

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I don't know, for some reason [she] has chosen these because she thinks she should know about them or is this something she really wants to know about? So I, I'm thinking I should probably probe that a little bit before she gets carried away with her plan.

Her rapid fire follow-up "Are you ~" and "Do you ~" questions are intended to elicit short and specific responses to understand the learner's intentions.

  - *You're interested in politics, generally?*
  - *Are you interested in uhm, Japanese politics or international politics?*
  - *Do you watch the news in Japanese about politics?*

Anya's intentional sequencing of skills from open questioning to probing questions yet again illustrates her advising experience as she is able to successfully predict the expected outcome of each intervention and uncover the learner's underlying goals.

Extract 6: Anya

Outer dialogue	Inner dialogue
A: Ok.What kind of news would you like to be able to understand? L: Ahh, what kind of news? **/16/** The first is addressing everything bad experience, and so I'd like to focus on… which one? Which one? mm, politics because I think it's connected to my life and my dreams so… A: You're interested in politics generally? L: Yeah A: Are you interested in uhm, Japanese politics or international politics? L: Both, because it's connected A: And do you watch the news in Japanese about politics? L: Yeah, sometimes I do…	6:51 **/16/** I'm wondering if she's saying uhm, ah, you know, politics and economics because she wants to, you know… I don't know, for some reason has chosen these because she thinks she should know about them or is this something she really wants to know about? So I, I'm thinking I should probably probe that a little bit before she gets carried away with her plan.

<u>Summarizing</u>

- **Definition:** Bringing together the main elements of a message
- **Intended outcome:** To create focus and direction (Kelly, 1996)

Summarizing is a crucial skill utilized by advisors to transition more smoothly through the various stages of the advising session. The learning advisor's expectation when summarizing is to refocus the learner on the key points mentioned and clarify what was said. This is especially important in an EFL context as a means of helping the learner to manage the constant flow of information being received and processed. In Extract 7, Andy uses summarizing to verify that both learning advisor and learner have the same understanding of the situation before moving on to the next stage of the session –

I…kind of put in the bag what had been said and what we were happy with before moving on to the next section

It was especially effective as a tool which enabled the advisor to pause the dialogue at an appropriate place in order to clarify that the learner's story was heard and understood.

Extract 7: Andy

Outer dialogue	Inner dialogue
A: Have you done anything from the grammar section with relative pronouns? Is that something that you're interested in doing?	
L: No.	
A: No? Okay, that's fine. Uhm, so, I'd like you to think in a little bit more detail. I know what you're going to do with the new words, to write the word and the meaning and you're going to write an example sentence from the newspaper. So I understand what you'll do to help with your vocabulary. I want you to think about what you're going to do /19/ with, when you come across grammar that you're not sure about.	19:32 /19/ I just wanted to summarize at this point and kind of put in the bag what had been said and what we were happy with before moving on to the next section.
L: Ah, yes	

Note: A: Advisor   L: Learner

Summarizing is another good example of advisors' intentionality in practice as it is a skill that had to be internalized and practiced in order to show that the advisor was an effective listener. That is, advisors had to consciously stop the dialogue at intermittent points during the dialogue to show that the essence of the learner's message had been heard and understood, to provide the learner with an opportunity to reexamine his or her feelings, and to ensure that they were both satisfied with the interpretation of the events before moving on to the next stage of the dialogue. This was behavior which would help advisors to be more proficient in their role if it became a practiced and automated part of advising actions.

4.4.2 Summary

The excerpts provided were examples of intentionality in practice as informed by the advisor's inner dialogue. The distinction that surfaced was advisor practice as being characterized by active choice-making (intentionality) rather than being solely receptive and reactive to the learner's utterances. In accordance with Ivey's (1994) definition of intentionality as "a process in which the intentional individual has more than one action, thought, or behavior to choose from in responding to changing life situations" (p. 11), the intentional learning advisor was seen as one who accumulated a vast knowledge of language learning strategies, understood the expected outcome of selecting specific advising skills, and could apply this knowledge effectively in a variety of situations in order to help learners explore, examine and evaluate their learning. In this way, intentionality became synonymous with the advisor's ability to connect the inner dialogue with intentions, expectations and behaviors. For Ivey (1994), Ivey and Simek-Downing (1980), Purkey and Schmidt (1996) and Ivey, Ivey and Zalaquett (2010), intentionality plays a vital role in helping the individual to focus more clearly on the inner dialogue. By reconstructing general thought processes and reframing them as clearly intentioned decisions, the learning advisor is in a better position to promote learner development. Intentionality is an emerging concept in language advising and further research in this area could identify the presence of and distinguish the different levels of this cognitive function.

4.4.3 Developmental vs. prescriptive advising

There is a consensus in advising literature that learning advisors should in general be as non-prescriptive as possible when conducting advising sessions in order to support learner development. What is unclear in the literature though, is if or when it is appropriate to use a more prescriptive advising approach. A review of language advising research literature revealed the following positions:

Kato and Sugawara (2009) describe the role of the learning advisor as,

> not to give learners the right answers but to advise, guide, encourage, and facilitate learners' learning and let the learners become more aware of their learning goals, needs, strategies and to promote the skills to manage their learning by themselves (p. 456)

Further, they state that,

> Through counseling sessions, language counselors can make learners think about themselves as language learners, about their most effective learning strategies, about the language that they are studying, and about how they can manage their affective aspects of learning while trying to avoid being directive and prescriptive (p. 458)

Mozzon-McPherson (2000a) asserts that

> The notion of strategies is associated with an element of consciousness and part of the work carried out in learner development sessions is consciousness raising to empower the learner of his/her own learning process…It is therefore important for an adviser to act in a non-prescriptive way to enable the learner to find his/her best strategy/ies (p.117).

> In a session, the tendency to jump to conclusions and provide the learner with what we may consider the best solutions is quite tempting. (p.122)

In a 2002 online article, Mozzon-McPherson once again reiterates the non-directive role of the advisor.

> During advising sessions, dialogue is a pedagogic tool to help the learner help him/herself. Such conversations constitute skilled work on the part of the adviser as it requires the ability to be effectively non-directive.

Pemberton et al.'s (2001) research on the different possible approaches to advising also seemed to favor a more developmental approach in their assertion that,

> …while A4 became markedly less directive in her advising, two other advisors surprisingly appeared to become more directive (p. 21)

> …the change s in A4's approach to advising…reflect the changes that have taken place in all of us as we've learned (and continue to learn) to control the impulse to teach (p. 23)

Clemente (2003) points out the paradox of advisors being in a position of 'expert' without being directive. In her research, when language counselors were asked about preferred advising procedures, they commented that

> they would prefer to suggest rather than direct, not because of politeness, but because... "those are the rules of self-learning" (p. 211)

In bringing to attention the power relation between advisors and learners, Clemente cites Widdowson's (1990) "distinction between being 'authoritative' (using one's knowledge and expertise) and being 'authoritarian' (using one's power to control the situation)" (p. 213). She recommends that instead of being authoritarian, language counselors should rather

> …use their power in an authoritative manner, adapting their knowledge and experience to the learner to allow for flexible decision-making and negotiation (p. 213)

Gremmo (2009) also raises the power relationship between advisors and learners emphasizing,

> …it is very important to realize that the nature of self-directed learning itself makes any directivity ineffective (p. 5)

Clearly, the research literature supports a more learner-centered and holistic approach to advising. Advisor training at the institution at which this research took place also recommends and encourages a more developmental advising approach.

Developmental advising

Developmental advising (a term borrowed from academic advising literature), is based, as the name suggests, on the development of the learner in which the learner's needs and view of events are taken into consideration during each step of the advising process. This approach proposes that the learning advisor and learner are equally involved in the advising relationship. Through dialogue, the advisor can discern the learner's current developmental (or metacognitive) stage of awareness and offer suggestions that may stimulate learner development. This study views the developmental approach as a process in which goals are collaboratively established to provide direction for the learner to plan his or her learning. At its core lies the building of a personal and genuine relationship between the learner and advisor. Developmental advising also requires learning advisors to be knowledgeable on a broader range of topics as a developmental approach invites discussion on various alternatives of learning strategies, planning a course of study, understanding strengths and weaknesses, and exploring the best possible methods of learning to match individual wants, interests and needs. Developmental advisors thus encourage, through an interactive process, self-exploration in learners by helping them to set realistic goals and acquire and develop self-management skills in order to make informed decisions.

The presence of the inner dialogue was noted as being especially prevalent during developmental advising as it focused on active listening as key to the process (Section 4.5.1 will further discuss the concept of active listening).There was one main area of consideration which helped learning advisors to facilitate learner development and that was intentionally holding back advice or suggestions in order to:

- Encourage the learner to express learning intentions in his or her own words
- curb excessive "advisor-talk"
- help the learner to process information and through self-exploration and self-discovery, make appropriate decisions based on his or her needs

<u>Learner encouragement</u>

The use of silence as a tool has been observed as a key element of effective advising (McCarthy, 2010; Mynard, 2011), as it provides the space and time from which deep thinking and reflection can emerge. In Andy's case (Extract 8), even though he knew what the learner was intending to say "all the way through," he continued to hold back advice and use silence as the developmental means of helping her to express her learning intentions –

> *So, I could see what she had written and this was similar to the day before, but I wanted her to say it rather than me to say it (which would have made it faster), but I still wanted her to be the one that says what she wants to do. All the way through I could see what she had written, but I wanted her to read it out rather than I did.*

In this particular situation in which Andy's lower-proficiency learner had difficulty in communicating in her second language, this technique (which was a common practice of learning advisors at KUIS) was especially useful in helping her to learn how to express her ideas in English. It was also effective in enabling the learning advisor to establish a stronger connection by showing interest.

Extract 8: Andy

Outer dialogue	Inner dialogue
A: …So, tell me about your learning plan.	
L: In the plan, on newspaper more quickly	2:48 /2/ So, I could see what she had written and this was similar to the day before, but I wanted her to say it rather than me to say it (which would have made it faster), but I still wanted her to be the one that says what she wants to do. All the way through I could see what she had written, but I wanted her to read it out rather than I did.
A: Ah, okay. And what's your, so your big goal is to read more quickly, and what's your small goal?	
L: Small goal is vocabulary, improve…	
A: mm-hmm	
L: Vocabulary and grammar skill	
A: Okay. /2/	

Note: A: Advisor   L: Learner

Controlling "advisor talk"

Kimi (Extract 9) found the developmental approach a useful tool in helping to control her 'advisor-talk' by allowing the learner more room to talk.

Extract 9: Kimi

Outer dialogue	Inner dialogue
A: So, let's see from your big goal. So, can you tell me about your big goal? L: Score? /6/ A: Right. Your TOEIC score in the reading section. Can I ask what your first score was? L: Still low score A: Uh-huh Do you remember? [laughs] L: [laughs] Reading. You will be surprised at my score [laughs] but I'll tell you A: Okay	6:44 /6/ I tend to speak a lot in advising sessions, so I wanted the student to speak more than I do. Even though I have her goal in front of me, I wanted her to tell me her big goal and her small goal.

Note: A: Advisor   L: Learner

Like Andy, she also holds back from offering advice and gives the learner space to talk even though she already knows what the learner will say:

I tend to speak a lot in advising sessions, so I wanted the student to speak more than I do. Even though I have her goal in front of me, I wanted her to tell me her big goal and her small goal.

Advising literature suggests that the maxim of quantity of student to advisor talk (see Clemente, 2003) should reflect a collaborative dialogue as either party over-speaking would show an unbalanced relationship. Maintaining this balance was a key consideration among all eight advisors when making decisions (Note that this concept will be discussed in more detail in Section 4.6).

Encouraging self-exploration and self-discovery

In Extract 10, the learner is stuck for ideas and asks the learning advisor to give her advice for a problem she is having –

I'm not sure how can I, how can I improve my skill and understand the TV news? What should I do?

Extract 10: Anya

Outer dialogue	Inner dialogue
L : I'm not sure how can I, how can I improve my skill and understand the TV news? What should I do? **/12/**	5:07 **/12/** Ok, I'm thinking through my mind, okay, what could she do? What would I do? I'm holding back 'cus I'm hoping that will come out later in the interview
A: You mentioned you watch the news in English sometimes already, yeah. So, when you're watching it, what do you think the problem is? How…why is it difficult? **/13/**	
L: Uhm, trouble is I cannot understand some special words, like the country names or some governor's name the names, and also the words used in special news. Such as politics or economy or some special news it's very hard, difficult to understand.	5:31 **/13/** 'Cus I can of course say, "Oh, it's difficult because of this, this, and this," but I don't know what XXX's (students' name) experience is like, so I just wanted to see what her reactions are

Note: A: Advisor   L: Learner

Although Anya begins the inner dialogic process of accessing her existing knowledge on the subject matter and considering different alternatives, she shows a deliberate and conscious effort to refrain from giving a direct response or being prescriptive. Instead, her experience is shown as she gives the learner control of the dialogue by asking her an open-ended question and waiting to see if the learner will be able to come to an understanding by herself –

I'm holding back 'cus I'm hoping that will come out later in the interview… 'Cus I can of course say, "Oh, it's difficult because of this, this, and this" but I don't know what XXX's (students' name) experience is like, so I just wanted to see what her reactions are.

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The learner responds by opening up more about her problem and comes to a deeper understanding of her needs on her own. This extract from Anya's transcript is a good representation of the developmental advisor-in-action.

Prescriptive advising

Prescriptive advising, in contrast to developmental advising, is more impersonal and authority-based, focusing largely on the dispensing of information, instructing the learner in specific activities, helping learners to understand certain procedures, rules and regulations and prescribing remedies to problems rather than providing choices or opportunities, while not taking into consideration learner development or acknowledging individuality. In some cases, learners seem to benefit from prescriptive information; however, in this style of advising the learning advisor is in total command of the exchange while the learner sits passively, receiving advice. Advisors using this approach do not address developmental issues as they are largely information-providers. Situations found in the data of the current study in which learning advisors considered a more explicit style of advising were for example in:

- Supporting the learner by helping him or her to understand an activity more clearly if he or she appeared to be struggling and/or providing additional information by introducing new resources or activities to learners and describing in detail how to do specific activities.
- Explaining procedures directly connected to the self-study module, such as schedules, deadlines and expectations over the eight weeks of self-directed learning.

Supporting the learner

In certain cases found in the data of this study, the learning advisor considers giving more support to lower-proficiency learners or first-timers if they seem to be struggling in the verbal exchange. On many occasions during the interview, Andy (Extract 11)

commented about the low comprehension level of his learner which frustrated him, as he found communication difficult.

Extract 11: Andy

Outer dialogue	Inner dialogue
A: So there are words that are very useful because /22/ they come again and again and again. And some words are low frequency. So they are not very common words. L: Uhm yes. A: And perhaps if you learn this word you might never see it again. So how are you going to decide? Are you going to write down all the words, all the new words? Or will you choose, will you choose for example from one article? Will you choose 10 words rather than all the words? Or will you choose all the words? /23/ L: [Laughs] I think I have to write all the words	…/22/ So, I was thinking how to get her to think about the words she was choosing, but I was, uhm, also thinking, will I be able to get this past this student because of her language, and I was hoping frequency might be similar in Japanese. I have no idea, so I tried to, I might have been over explaining it as I went along, but my aim here was to get her to think about how to choose vocabulary rather than just choosing every new word that comes along . 25:04 /23/ I was thinking, I want her to choose the 10 words that seem the most useful or a set number of words that seem the most useful so she makes a deliberate choice from the new words. She has to analyze the new words rather than just automatically writing them in and writing, uhm, meanings for them. Uhm, that was my idea here.

Note: A: Advisor   L: Learner

His decision to give more explanations rather than try and elicit the information resulted from his belief that the learner would not have been able to communicate her thoughts effectively in the second language –

> *I might have been over explaining it as I went along, but my aim here was to get her to think about how to choose vocabulary rather than just choosing every new word that comes along.*

For Andy, this was an area of consideration that surfaced consistently throughout his session and was at the forefront of his inner dialogue.

In Extract 12, Kyra is uncertain whether the learner has sufficient information about one of the services offered by the Center, so she makes a special effort to ensure that the learner understands how to use it before she begins her studies –

So, because she didn't know the time of the Practice Center, I wanted to make sure she knows how to use the Practice Center

Extract 12: Kyra

Outer dialogue	Inner dialogue
A: Do you have any, have you decided when you're going to the Practice Center?	
L: Uhm, after school	
A: after school	
L: yes	
A: after school, uhm, I don't think after 5:00 there's anyone…	
L: after school…uhm, pardon me?	
A: So after school, there's no teachers	
L: ah!	
A: no teachers	
L: So…	
A: Do you know how to sign up for the Practice Center?	
L: yes. /32/	30:08 /32/ So, because she didn't know the time of the Practice Center, I wanted to make sure she knows how to use the Practice Center, and that's why I asked her if she knows how to sign up and to make sure that she knows.
A: So you don't need to decide but you can look at your schedule first and you might be better if you decide when you're gonna go; How often you gonna go; and you can decide, okay this is the time that I can go to the Practice Center.	
L: Okay, I'd like to go to the Practice Center break time	
A: mm-hmm	
L: or lunch time	
A: So you can decide, it's a good habit if you decide, okay this is the time I can go to the Practice Center, so that you can go there often and practice more and more. So you go there and you use the grammar and tense that you learned /33/ or phrases that use tense, and for review, maybe, while you're at the Practice Center you try to use new phrases that you learned. Maybe you haven't, you couldn't use it properly or you're not so sure about something, and what're you gonna do?	30:59 /33/ So, uhm, I try to encourage her to go to the Practice Center regularly and fix the time to there, go to the Practice Center…yeah, maybe…So, I always uhm, want students to have a close connection between *Use* and *Review*. I want students to uhm, prepare for *Review* when they are *Using*, so while they are *Using*, they can find out what to *Review*.
L: uhm…	

Note: A: Advisor   L: Learner

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She then takes a prescriptive approach and decides to explain to the learner in lengthy detail the benefits of using this service for her learning, then offers additional information that she hopes will encourage the learner to go there more regularly (even though the learner had already said she understood how to use the service). Another advisor might have taken a more developmental approach by eliciting this information from the learner. Thus, the advisor's perception of the degree to which he or she should be more explicit or implicit seemed to be a key underlying factor in informing the advisor's decision-making process.

Explaining procedures

To minimize the possibility of learners misunderstanding the purpose of the self-study modules offered, explicitly explaining the aims and expected outcome(s) of the self-study module is helpful before initiating the session. Data analysis showed evidence that all learning advisors gave consideration to the type of information which would best provide the learner with the guidance to help them understand what was expected of them during the eight weeks of self-directed learning. For Andy (Extract 13), these considerations were mainly about module procedures and important deadlines –

> *Now it's me telling her what to do, to do the module properly, tell her about the dates, make sure she hands in everything and make sure she's going to document everything properly – Just tell her about the report and then go through the calendar.*

Although this information-giving may not have represented the recommended advising approach, it is important information that the learner needs in order to complete the module to a high standard and can therefore be considered a necessary part of the advising process. In this case, the prescriptive style of advising was found to be helpful in providing support to a wide cross-section of learners.

Extract 13: Andy

Outer dialogue	Inner dialogue
A: And I'm happy with what, I'm happy with your ideas, and so if you do that and then start doing this /41/, so this week you need to choose an article, get some vocabulary from it, and do everything before next Tuesday. Do you have [flips through module pack] Here's the schedule. L: Yes. A: And we're having a meeting now. L: Yes. A: You have to hand in the final part of the plan and start work. So if you fill in the plan and you have all until the 25th. So you have to fill in the learning plan and I'm happy with your learning plan, so you don't need to give it to me again. So fill in the learning plan this week. Then next week, next week try the learning plan and then fill in this. L: Okay.	53:47 /41/ So I just, in my head I am just thinking, okay we've finished this session and I just need to go through parts of… Now it's me telling her what to do, to do the module properly, tell her about the dates, make sure she hands in everything and make sure she's going to document everything properly – Just tell her about the report and then go through the calendar. So that's all that's in my head. Now I am now out of advising mode and into just uhm, do this do that mode.

Note: A: Advisor   L: Learner

The bipolarity of developmental or prescriptive advising

A thorough examination of the data revealed two clear divisions of what constituted effective advising as perceived by learning advisors, and advising that was seen to be counterproductive to self-directed learning. In Extract 13, Andy made this clear distinction in what he considered to be "advising" mode (in which he negotiated the dialogue with the learner), and "non-advising" mode, (in which he provided information) –

> *Now I am now out of advising mode and into just uhm, do this do that mode.*

Most advisors seemed to feel some discomfort in giving direct advice or explaining explicitly to the learner what steps to take next, as they considered it to be counteractive to their advisor training. At times during the interviews, we can see advisors deeply considering the tension between theory and practice and weighing options of whether to explicitly explain specific actions to the learner or help learners arrive at the goal by themselves. In the extract below, we see Andy's inner dialogic dilemma as he tries to justify the approach he has taken –

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79) ... as you'll hear in a second, I made the decision as I was thinking to give her these options because it was quite, I thought it was quite clear that she didn't have any idea and that just trying to push her to think of something isn't particularly fair. We're there to give some guidance as well and I think if the guidance is in terms of options, uhm, it, it fits in with advising. It's not telling them what to do.

His thoughts "We're there to give some guidance as well" and "it's not telling them what to do" is very revealing of his inner struggle to avoid taking a prescriptive approach even though he realizes that the learner may benefit from it. This struggle is also seen within Geoff's inner dialogue, as he tries, with great effort, to justify his decision to be prescriptive –

58:30 /54/ *This whole session, I was thinking about, every time I'm giving these examples and writing them out I'm thinking you, you're giving them way too much information and you're giving her way too much, um, detail, to what, to do with her plan, but I was also, I keep thinking how that if I, the way I justify it in my head is, okay, if they get a good idea in the beginning and they have this recording, then each week's work will subsequently be better and they'll need less and less of me and they can try out these ideas that I have given them, and if they work, just like, so the first lesson, or the first session, it's quite advisor-talk heavy and then after subsequently hopefully they'll also, they'll also, I was thinking, they'll appreciate it, because a lot of time when learners come to us for advice, which is like, you know, based on what we, our title, and we don't give them any advice, instead we just give them, we deflect questions on to them and I don't think... I don't think she's ready...so I was hoping, I'll give her as much as I can...*

Both Andy's and Geoff's students had a lower level of language proficiency and metacognitive awareness, and this seemed to be the underlying reason for their continued inner struggle of which advising approach to take with their learners.

Koko, in her pre-stimulated recall interview, states that –

...learning advisors can be anything: entertainers; information-givers; cheer-leaders; teachers, so we should transform type depending on students' needs

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However, her discomfort in using a prescriptive approach (that is, being an information-giver) was also quite evident in her verbalized thoughts. In the advising session, Koko tries to explain a new vocabulary worksheet to a learner. Even though the learner had never seen it and an explanation was necessary for helping the learner to understand how to use it, Koko still feels uncomfortable in that she was "telling her [the learner] what to do" –

37:59 /17/ *So here uhm, cause I was trying to explain how she can use the sheet uhm, worksheet, but at the same time I felt like I was uhm, telling her what to do, but I couldn't help it cause I needed to explain how she can use it.*

The researcher sensing her discomfort in uttering the words "I couldn't help it" asks –

And you're thinking that was wrong? To tell her so much?

Koko then struggles with her response –

38:36 *Uhm, cause even though I thought it would not be a good idea, but…Uhm, because I, uhm, uhm, I don't know, I just felt that for keeping the floor. Even though I needed, but at the same time I felt that I talked too much, but then I needed to explain what she would be able to use, the form, the worksheet, so…*

Here, we see a good illustration of what could be called the bipolarity of prescriptive-developmental advising practices at work , which raises questions of the extent to which learning advisors try to avoid being prescriptive in their advising and their justification for their chosen advising actions. All eight learning advisors in this study showed an acute awareness of both sides of a sort of prescriptive-developmental continuum (see Figure 14), but this was especially evident when advising learners of a lower-proficiency level. The advisors with more expertise seemed to be able to easily move along the continuum, and make decisions based on sound judgment about which approach would best help a particular type of learner in his or her development at a particular time in the session. On the other hand, less experienced advisors showed more discomfort in their thoughts and decisions in taking a prescriptive advising approach. Based on further analysis, the researcher hypothesized that this

was as a result of the senior advisor having a stronger underlying advising philosophy (this is discussed in more detail in Section 4.6).

Decisions
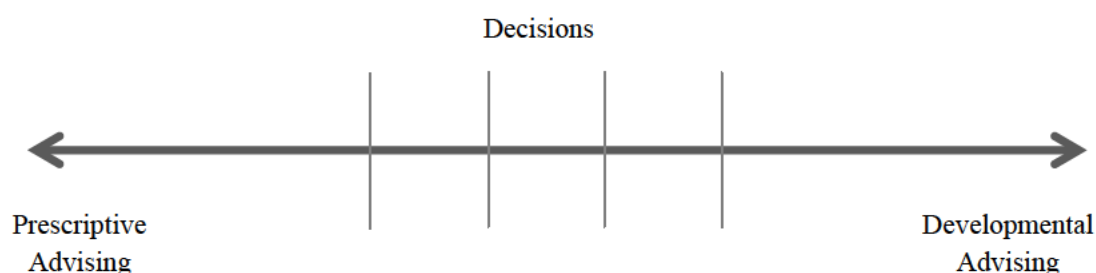
Figure 14 Prescriptive-Developmental advising continuum

Based on advisor thoughts, the researcher thus concluded that perhaps some caution should be taken before inferring from the literature that learning advisors should adopt a purely developmental relationship with the learner. It is suggested that instead of looking at advisor procedure as expressing tension between theory and practice, it should instead be viewed as points on a continuum with decisions of advising approach being based on any number of relevant factors.

Pemberton et al. (2001, p. 23-24) presented a list of factors that they considered influential to levels of directiveness in advisor approach:

— length of time given for advising sessions
— the difficulty in separating (or blending?) the need to ensure that students meet course requirements with the role of giving advice in support of self-directed learning
— our students' perception of the advisor as someone to motivate and encourage but also as someone who is an expert in the field
— the fact that advisers are trained as teachers
— the need to justify the effectiveness of autonomous learning to the authorities, other colleagues, and the students themselves

Based on the current study's data, the researcher would like to extend this list to include other factors such as:

— the learners' language proficiency level and metacognitive awareness
— the learning advisor's job description and type of training
— the purpose of the advising session
— the learner's immediate or future needs

Carson and Mynard (2012) raise this issue of directive versus non-directive approaches to language advising which "has caused dilemmas amongst practitioners" (p. 9). Hurd (2002) comments that,

> The path between supporting students on the one hand, and being too prescriptive or directive on the other, is a difficult one to tread, all the more so when you do not know your learners.

Jamieson (2001) further remarks,

> It has to be realised, though, that the line between guiding and prescribing is often very fine indeed" (p. 60).

Therefore, to understand the continuum in practice, the skilled advisor must identify and employ the most appropriate tools along the continuum to help learners reach their full potential. It seems then that the skilled advisor possesses both developmental and prescriptive aspects in his or her advising style, as some prescriptive functions such as dispensing information about courses and explaining activities cannot be discounted as unimportant in learner development. It is therefore important for learning advisors to find a balance between both to foster learner development, as too much support may result in the learner becoming dependent. On the other hand, if the learner is overly challenged, he or she may become frustrated and decide not to continue the self-directed learning process.

4.4.4 Summary

The effective advisor seems to be one whose underlying beliefs of advising are congruent with developmental advising and who can, at the same time, provide learners with substantive information about institutional policies and courses and offer various alternatives to language learning that the learner may not yet have been exposed to. The analysis suggests that perhaps an integrated prescriptive-developmental approach would be a more effective and meaningful method of conducting advising sessions. This reframing of advising practices could highlight the types of prescriptive activities that could lay the groundwork for a successful advising relationship while maintaining the developmental tools for building a strong relationship with the learner. More knowledge in this area would help the advisor to better meet the needs of a variety of students.

4.5 Thoughts about the learner's story: Processing the learner's story

The second sub-category of the data that appeared most frequently in learning advisors' thoughts was the processing of the learner's story (category 2.1) which accounted for 17.4% of total thought units categorized. In this category, the learning advisor reacted mainly to the question, "*What is the learner trying to tell me?*" The learner/advisor dialogue has so far been highlighted throughout this research as the focal point in the advising process and it is the learner's narrative that drives this process. Narrative pedagogy is said to have emanated out of interpretive phenomenology (Diekelmann, 2001) and in the narrative approach, the focus is on the client's language, story, personal reality and social context (Freedman and Combs, 1996). In many ways, the narrative approach is reflective of language advising in that narrative therapy uses dialogue to create an environment that fosters meaningful participation in the learning process, and invites the individual to take ownership of the results. Further, the sharing and analysis of individuals' stories has been found to provide insights into cognitive aspects of the language learning process (see Murray and Vahdani Savani, 2011).

Chapter 2 introduced language advising as a field of study employing a constructivist approach, in which the learning advisor and learner work collaboratively, through dialogue, to construct the learning narrative. By co-constructing their story with the advisor, the learner is empowered to make effective decisions. For learning advisors, the learner's story is a constantly shifting dynamic and the learning advisor is the controlling element responsible for maintaining the flow, keeping the balance between imposition and guidance, and making decisions based on the developmental stage of the learner. Learners cannot be expected to be masters of the dialogue upon first entering the learner/advisor interaction, and usually need time to "build up communicative routines that will make it gradually easier for them first to take part in, and then to take control of the advising conversation" (Gremmo, 2009, p.17). The learning advisor's role therefore is to utilize various skills and strategies in order to extract the learner's unique narrative. This then enables the advisor to process the large amount of information received in order to facilitate the learner's autonomous development. This process is manifested in two ways:

- Actively listening to the learner's narrative
- Co-constructing, deconstructing and reconstructing the dialogue

4.5.1 Active listening

Nelson (2007) defines active listening as a key attribute of a skilled helper which consists in concentrating on the client's non-verbal (body language, expressions, and reactions) and verbal communications (experiences, behaviors, and feelings), and then relating them to the client's story. Active listening is presented in this thesis as a communication tool which involves carefully listening to and tracking information being conveyed and letting the conversation partner know that he or she has been heard and understood. In language advising, the ability to listen actively requires the learning advisor to suspend judgment and to fully attend to the learner by hearing, understanding, interpreting, analyzing and evaluating what is heard while at the same time being sensitive to the learner's reactions and other non-verbal cues before responding. This facilitates understanding of the dialogue and strengthens the

advising relationship, as the learner feels understood and listened to. The data revealed three important components which made up active listening (see Figure 15):

1) attending to the learner
2) listening for content and feeling through verbal communication
3) observing reactions through non-verbal cues
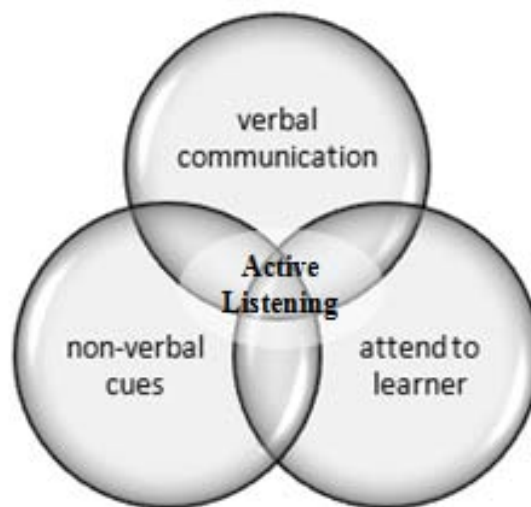
Figure 15 Active Listening: Processing the learner's narrative

When attending, the advisor shows the learner *I am acknowledging and interested in what you are saying* by making eye contact and generally keeping an 'open' or non-threatening and relaxed body posture. When listening for content and feeling in the learner's verbal communication, the advisor shows *I understand the meaning and feeling you are communicating to me*. Skills such as paraphrasing, summarizing and empathizing are particularly useful here. When observing reactions, the advisor shows *I am aware of your changing body language and behavior* by showing mindfulness of non-verbal cues such as tone or speed of voice, eye movement and/or change in posture. Each of these actions impacts the dialogue in different ways.

Through active listening, the learning advisor is better able to identify and select *key information* in the narrative for processing (see the APD model of advising, Figure 9, Chapter 2) and make mental and/or written notes of the phenomena as it unfolds. Advisors participating in this research relied heavily on active listening methods to create a mental construct of otherwise fragmented bits of information. This proved to be an effective method of processing the dialogue and making connections as it actively engaged the advisor with the learner's narrative and helped the advisor to create personal meaning.

Processing the narrative through mental note-taking

For the learning advisor in this study, mental note-taking involved an increased attentiveness to detail and the ability to retain, organize and evaluate what was being said. The complexities of language advising are revealed here as the effective advisor must keep a running mental stream of consistently flowing information by listening actively for specific words or key information while at the same time attending to changes in body language, tone of voice and affective filters, and selecting appropriate advising tools to facilitate the conversation. The learning advisor must also appear interested in the learner's narrative and attend to the learner (as illustrated by the above Figure 15). For some learning advisors (especially novice advisors), balancing these three components may take some practice, therefore periodically restating, paraphrasing or summarizing the dialogue were seen as useful advising tools to help in the processing of the narrative (see Stickler, 2001; Kelly, 1996, Mozzon-McPherson, 2000a).

In each advising situation, different learning advisors placed emphasis on different issues raised in the learner's story. Responding to every issue would have created confusion for both the advisor and learner, thus the advisor had to try and identify a main theme by directing attention to specific aspects of the learner's narrative. In total, the data revealed eight elements of active listening that were employed by advisors to help them understand, interpret, organize, analyze and evaluate what was heard and create a mental picture of the narrative.

Element 1: Reflecting on particular aspects of the learner's plan, actions or verbalizations

Selective attention in counseling refers to the particular selection of words or key themes that counselors determine will help clients explore their feelings and the underlying meaning to their words. According to Moss (2009), the section of a client's narrative that is picked up depends on theoretical orientation and professional beliefs. Person-centered therapists for example, may select key words to encourage clients to open up about themselves, while behavioralists would probably focus on eliciting information about specific behaviors. For learning advisors at KUIS, a key aspect of mentally following the learner's narrative is paying attention to and picking out specific details in the learner's learning plan. This information then becomes the focal point of the advisor's thoughts and helps the advisor to decide in which direction to take the dialogue. The key, for advisors in this study, was to pick up on a particular point in the learner's verbalizations about his or her plan of action and utilize it to introduce a new or alternative idea or maintain continuity of the dialogue. For Mia, the learner's continued focus on the word "vocabulary" for example, became the key information selected from her verbalizations.

> **Mia:** 30:11 /19/ *Because she was saying "vocabulary, vocabulary, vocabulary" over and over again, I thought, uhm, the way she tried to uhm, listen to the passages might be too slightly focused on vocabulary. In truth, there are many distracters in TOEIC, and if they just focus on listening vocabulary, uhm, there could be a lot of misunderstandings. So, uhm, I will introduce that point.*

For Kimi, her selection of key information stemmed from a lack of detail in the learner's explanation about her method of learning. This raised several questions about that particular area and became the focus of her thinking:

> **Kimi:** 15:05 /14/ *Uhm, I'm wondering how she is memorizing the words. It seems that she is writing on a paper, but what is she writing on the paper? Is it only the new word? Is she writing something else? I want to find out.*

Element 2: Monitoring and internally questioning conflicting information

As the advisor internalizes the learner's message he or she considers, monitors and evaluates the different perspectives of the learner's story in order to identify any inconsistencies or gaps. This enables the advisor to clarify what the learner is saying thereby resolving any conflicts and enhancing the understanding of the message. For Anya, she is uncertain about the learner's goals as the learner has presented conflicting information:

>**Anya:** 40:04 **/101/** *And she starts looking at the vocabulary ones, which is interesting because I thought she wanted the listening ones.*

Rina also faced a similar situation as the learner's plan involved aspects of both casual and academic listening resources. This led the advisor to internally question if there had been some misunderstanding about goals:

>**Rina:** /18/ [14:05] *So, I'm, uhm…so he's talked both about casual and academic stuff now, and, and I think he says, I think he says it himself actually, but at the moment so I kind of *nyeah* a little bit of a warning bell about, okay he has academic but he also talked about not using the original vocabulary book that didn't have casual words in it so I'm thinking maybe there's some confusion about goals here slightly.*

Element 3: Trying to understand the learner's real intentions for his or her learning

The ultimate aim of advising sessions is for learners to achieve greater insight into their learning and make more effective decisions. This requires paying careful attention to the learner's narrative and asking questions to clarify any areas that are unclear. Active listening involves being truly engaged in the message and success depends on making a conscious effort to understand the underlying message. This gives the learner the impression that their story is important and can avoid the potential for problems later in the session. In the extract below, Mia notices that the learner has chosen to focus on the TOEIC exam which is used as a requirement for

job-hunting in Japan. However, she also recalls from an earlier meeting that the learner also wants to study abroad which requires a TOEFL score. Before continuing further into the session, she feels that this needs to be clarified.

> **Mia:** 10:13 /6/ *At the time, I was wondering why she is trying to focus on increasing her TOEIC score because she is, she told me before that she wants to go abroad, so maybe TOEFL might be a better choice, so I wanna figure out why she wants to get, focus on TOEIC.*

Anya questions the learner's choice of topics for her reading goal. In prior experiences with learners, Anya has noted that in some cases, learners' decisions are influenced by their friends or teachers and they enter advising sessions with preconceived ideas of what they are *supposed* to do rather than what they *need* to do in order to improve their language skill. Anya feels it important to probe more deeply into the learner's real intentions behind her selection of those topics before proceeding:

> **Anya:** 6:51 /16/ *I'm wondering if she's saying uhm, ah, you know, politics and economics because she wants to, you know… I don't know, for some reason has chosen these because she thinks she should know about them or is this something she really wants to know about? So I, I'm thinking I should probably probe that a little bit before she gets carried away with her plan.*

Element 4: Considering the learner's feelings and emotions and being responsive to any changes in behavior

The advising situation brings a heightened awareness to the different dimensions involved in the advisor/learner relationship – feelings, thoughts, beliefs, perceptions, body language, and emotions. The dialogue showed a strong link between the verbal communication and non-verbal cues in the advising relationship. Being closely attuned to a learner's verbal and non-verbal actions gave the advisor potential insight into the learner's thought patterns and interpretation of events. This enabled the advisor to effectively decide on or change a course of action based on the learner's

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reactions. Geoff for example, quickly responds to the learner's negative facial expression to his suggestion and offers an alternative:

> **Geoff:** 18:48 /19/ …*and, and what you don't see here is her face when I brought up choosing good resources. She felt, it looked like she thought "That's a tough area.' And just from her body language I felt like okay, she may have trouble choosing uhm, in her module I wrote down three websites and newspapers and I gave her examples that she could go check…*

Kimi also seemed to have picked up on a negative feeling from the learner and switches her train of thought to clarify the learner's plan of action:

> **Kimi:** 16:18 /15/ *I'm still not sure how she is memorizing the words and the meaning. She seemed not to have liked the Japanese translation part, and she's only writing the new word that she learned on the paper without any meaning. I clarified what she is doing.*

Element 5: Tracking the dialogue and making purposeful connections

Making connections between key points extracted from the learner's narrative requires the learning advisor to become actively engaged with the dialogue. This is done by carefully tracking the bits and pieces of the learner's verbalizations, retaining the information and creating a type of three-dimensional mental picture of how the dialogue fits together. The advisor must therefore have a clear idea of the learner's intentions rather than respond based on the advisor's own perception or interpretation of the learner's narrative. Becoming engaged with the dialogue and periodically summarizing thoughts helped the advisor to maintain focus and stay on track. Further, this encouraged the learner to see how their own narrative influenced their choices.

In the extract below, Andy goes through the process of tracking the learner's last few points and connecting the pieces – the learner had previously decided to practice her speaking by talking about an article she had read, then became undecided about whether to use the new words she had learned from the article or not. She then

decided to practice her speaking by trying to use the new words independently of the article she had read:

> **Andy:** 36:21 <mark>/31/</mark> *So it sounded like she was either going to talk about the article, and it didn't matter if she was using new words, or she was gonna talk about… just take the new words to the yellow sofa and talk about the new words. So that seems to be veering away from what her original plan was, which was to talk about the article, which I thought was a nice idea.*

In tracking the dialogue, Andy is able to notice that the learner is veering away from her original idea and is in a position to decide whether he should allow her to continue along this path or bring it to her attention. These descriptive phrases are the key constructs of the learner's world and reveal the underlying meaning of her narrative.

Anya's student is excited about a learning strategy she feels is useful to giving her an overview of the news and continues to talk about how she plans to use it for her learning; however, through her verbalizations she has not identified the specific area of learning she wants to improve. Anya picks up on this detail through tracking the dialogue and is able to direct this to the learner's attention without being controlling:

> **Anya:** 9:47 <mark>/21/</mark> *I'm thinking that's a great way to approach it so you can get the main ideas: when, what, who, where and so on, but I'm also thinking it's not really a small goal, but it's connected with the listening goal. She hasn't put that together yet, so I was planning to explore to get her more concretely to see what skills she's looking at 'cause she hasn't actually mentioned listening. She's mentioned sort of understanding the news, but I don't think she's pinpointed the skill yet. She hadn't written listening anywhere yet.*

Element 6: Considering useful resources that would enhance the learner's plan

As mentioned previously, the overall philosophy of the advisory service is to foster the learner's autonomous development which means providing support in a number of areas. Learners expect advisors to be proficient in the selection of useful materials to

help them in their development. This may include strategy-based, content-based or language-based materials at all proficiency levels, as well as Internet websites and other technology-based support. The ability to quickly consider, evaluate and select the most appropriate resources on a wide-ranging set of topics is essential for successful advising sessions as this is a key component in the learner's plan.

Geoff prepares for his session by researching possible resources he can introduce to the learner in her planned area of study. During the session, he is able to recall the resources he had researched beforehand, and can offer them as suggestions:

> **Geoff:** 36:00 /37/ *Before meeting her I'd gone through her resources and tried to find student sites with media and I just... so I was thinking some of them were too much, like the Breaking News had all these activities and I thought, I wonder, I wanted to give her the choices, like you could do one with a lot of pre-activities and activities and one stuff with like basic listening and reading, like a transcript of the news article or just the news article. And I gave her three what I thought were pretty good choices: CNN, BCC and Breaking News.*

Kimi's vast knowledge of the TOEIC test enabled her to evaluate the learner's chosen text and make a quick judgment on its suitability to the learner's goals:

> **Kimi:** 10:40 /10/ *The title of the book was called, uhm "memorizing vocabulary through dialogues." It didn't really say TOEIC in the title, so I was wondering and I was flipping through, and it said it can also be used for TOEIC. So, that's why I was asking her, "Is this for TOEIC?" Uhm, the book was written in English and Japanese, uhm, mostly Japanese.*

Element 7: Considering activities or strategies that would enhance the learner's plan

Learning advisors are also expected to be knowledgeable about various areas of second language learning and responsible for having sufficient knowledge of language learning strategies within the different language skills that can effectively connect with the learner's goals, learning style and choice of resources. While

listening to the learner's narrative, the skilled advisor should be able to recognize and generate several alternatives that could enhance the learner's plan and help engage the learner in self-directed learning.

Geoff for example, is able to quickly consider different types of strategies he can offer the learner as he had other learners who had chosen the same learning path:

Geoff: 10:01 /10/ *As soon as she mentioned that, because all of my Media English students are doing the same thing: reading and vocab. I was thinking about preparing the kind of advice I would offer, so, uhm, reading a newspaper I would, I would introduce that it is a different genre, there's a different kind of vocabulary involved, there's a different grammar to it and there's…and then you know, what she can do to, uhm, kind of tackle those challenges.*

Rina is also able to think a few steps ahead of the learner and help him to consider different paths he can take to self-evaluate his learning:

Rina: /38/ [26:25] *So, when, in asking this question, I wanted to take it back to big picture evaluation, just check that he knew what evaluation was because then I want to go on and talk about if the, his, whatever study he's doing should be helping him improve, so if his evaluation is an academic evaluation, then his study should be an academic, an academic kind of study…*

Element 8: Considering the use of specific advising tools to guide the dialogue

As discussed in Section 4.4, learning advisors have several choices of tools they can employ to guide the dialogue. Throughout the transcript data advisors continuously reflected on which advising tools would best suit the particular advising situation and help structure the dialogue in situations such as opening up the dialogue, moving the dialogue forward, keeping the dialogue on track, challenging the learner, expanding the learner's narrative or encouraging further interaction. As Geoff listens to the learner, he tries to think about the best advising tool which would help the learner

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come to a self-realization of an effective method of keeping a record of her vocabulary:

> **Geoff:** 41:14 /42/ *…she's saying that she doesn't want to include the Japanese meaning so I was trying to think, while she's talking, what am I gonna do to get her to try to include at least some Japanese, just the meaning maybe initially...*

While the learner is speaking, Rina also considers which advising tool to employ to help the learner consider specific aspects of his learning:

> **Rina:** /16/ [12:55] *So again here is a few hints of, is he, so I want to find out (a) Is he choosing a topic or how does this affect his choice and if he isn't thinking about that, it's kind of something I want him to think about so I've dropped it in there.*

4.5.2 Summary

Active listening and decision-making play an integral part in the processing of the learner's story, as the advisor must first select key information, retain the information, make connections between the bits and pieces of information, consider a number of options that can enhance the dialogue, and then make quick assessments of the learner's narrative in order to move the dialogue on to the next stage. This silent and unobtrusive tracking of key information helps the advisor to keep the dialogue on track, maintain focus on the learner and construct meaning from the learner's narrative.

4.5.3 Co-constructing, de-constructing and re-constructing the dialogue

Counseling and other forms of therapy can be considered as stories in which the story-teller weaves a narrative of his or her own unique world. In person-centered counseling, the therapist allows the conversation to flow freely to an unspecified end. Cognitive-behavioralists try to draw out the story by focusing on specific behaviors.

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In language advising, the inner dialogic processing of the learner's story can be described as a three-tiered process in which the advisor and learner co-construct the narrative, followed by a deconstructing process in which the narrative is examined and analyzed closely, and finally a rebuilding of the dialogue which aims to enhance the learner's plan. The reconstruction of the narrative then propels the learner into action in which he or she takes responsibility for his or her learning. Figure 16 is an illustration of the three-stage approach utilized by advisors in the processing of the learner's story.

Within this three-layered framework, the learning advisor processes the narrative by selecting and making interconnections between key bits of information. Data showed fourteen key points that advisors identified within the dialogue to help with the processing and structuring of the learner's story. These are set out in the following sections.
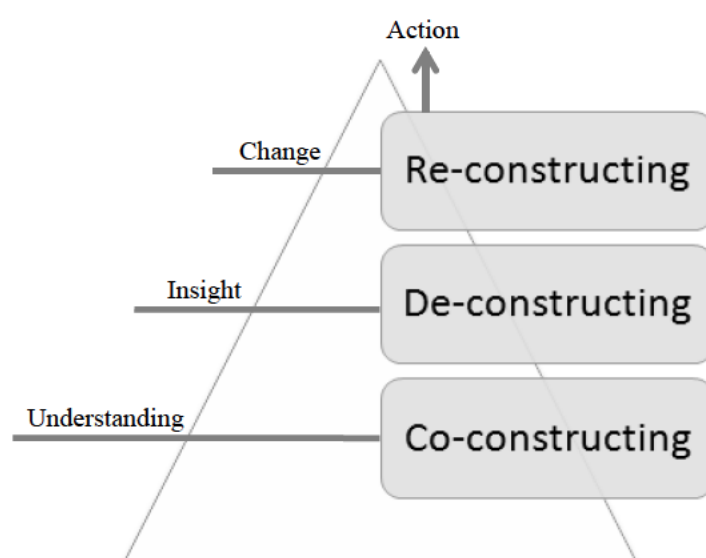
Figure 16 Three-stage narrative model of advising discourse

Co-constructing meaning: Developing an understanding

As a narrative-based discipline, the learner and advisor co-construct meaning through reflecting on past learning history, identifying current goals and drawing on insights to design and implement an appropriate action plan to achieve learning objectives. In this self-discovery phase of the dialogue, the data analysis shows that the advisor's thoughts were mainly focused on building rapport and trying to gain a better understanding of the learner's strengths, weaknesses, interests and abilities. In the self-study modules offered by the advisory service, learners are introduced to eight aspects of self-directed learning through the metaphor of connecting different pieces of a puzzle. By interconnecting these different aspects, they should be able to become good language learners.

During the co-constructing phase, the learning advisor mainly examined the interconnections between these eight areas. Key points of consideration were given especially to aspects of self-directed learning that did not have clear connections within the plan:

1. Goal-setting

- identifying a general and specific language skill to improve during the 8-week self-study module

Anya: 36) *She could record it, it's online, whatever. So is that her goal, like she wants to be able to listen to it once? I'm thinking that's a great way to approach it so you can get the main ideas: when, what, who, where and so on, but I'm also thinking it's not really a small goal, but it's connected with the listening goal.*

2. Time-management

- organizing a schedule, setting priorities, and balancing time between studying, using and reviewing learning activities

Kyra: 43) *So, when she said she was planning to study during her break and she wasn't trying to study uhm, one hour as a, like a solid time and then just try to do it, but she was trying to do little by little bit here and there during her uhm, free time, so I felt this kind of doable if she tries hard… or might be doable every day if she was motivated.*

3. Learning styles

- selecting a preferred style of learning: kinesthetic, auditory, visual or mixed

Andy: 91) *And here I'm thinking about, if she's using the idea of different skills and as a kinesthetic learner, uhm, different styles rather than, as a kinesthetic learner, the idea of using the language might be more memorable.*

4. Resources

- selecting learning materials that connect with goals and interests

Kyra: 28) *Uhm, in the resources section she said that she wants to use speaking booth with MD, so I was wondering like, so, if, whether she has any specific material, MDs in mind.*

5. Affective issues

- learners' confidence and motivation for learning

Geoff: 73) *and then I started thinking she probably feels like she's not understanding enough of the paper article and so that she is not confident in her discussion in the class because she doesn't feel like she's getting enough of it.*

6. Learning strategies and activities

- Understanding *how* to improve learning weaknesses by employing specific strategies and activities

Anya: 113) *She hasn't brought those up… 'cause she had written them in her little draft plan you know, when, what, who, where and how. It's a really good way to see if she gets the main idea.*

7. Study method

- Using the SURE framework for self-directed learning: gaining new knowledge (Study); applying it in a new situation (Use); making an effort to review it often (Review); and evaluating it intermittently (Evaluate)

Koko: 17) *so I wanted her, uhm, I wanted, I wanted her to remember the time she can use to study and uhm, just uhm, as she said one topic per week will be maybe nice for her and then, uhm, so during a week day, uhm, I asked her how many times she, how many hours she will use for study and use, so that she can actually visualize her, how she can plan her SURE model.*

8. Learning plan

- A comprehensive plan reflecting interconnections between the seven aforementioned aspects of self-directed learning

Anya: 120) *I think she needs a bit of a help with making connections between what she'd written and evaluation…*

124) *I'm trying to save her time, 'cause I know she wants to write a good plan and uhm, give her some options so that she can choose from.*

In the co-constructing phase, there was a strong emphasis on reflecting on particular aspects of the learner's plan, actions and verbalizations, and trying to understand the learner's real intentions in order to co-create a plan that would meet learner goals and expectations. Two other components considered by all advisors throughout the co-constructing stage of the narrative were thoughts about the learner and non-verbal cues:

9. The learner

- Learner feelings and emotions, language proficiency level, personal and academic interests and metacognitive awareness

Geoff: 8) *So here I'm obviously trying to find out why she perceives this difficulty in her class. Why she thinks that she can't participate with her classmates, which is what I get most of my students to do once they say that they can't, that they're not as good as other classmates.*

10. Non-verbal cues

- Advisor's awareness of wordless communication such as the learner's body language, eye movements, posture, facial expressions, tone of voice, rate of speech and silences.

Geoff: 120) *…and, and what you don't see here is her face when I brought up choosing good resources. She felt, it looked like she thought "That's a tough area.' And just from her body language I felt like okay, she may have trouble choosing*

Considering the learner's feelings and emotions and trying to be responsive to changes in behavior and body language have been shown in counseling and advising

literature to be important factors in the decision-making process (see Ivey and Ivey, 2007; Mozzon-McPherson, 2003). These types of attending behaviors have an impact on the advising process as a negative or positive reaction by the learner helps to inform the advisor in which direction to take the dialogue. At 12.5% of total advisor thought units, thoughts about the learner made up a significant portion of advisor thoughts. This will be examined in greater detail in Section 4.7.

Developing a better understanding of the learner through interconnecting these ten areas enabled the advisor to provide more useful strategies and resources that suited the learner's plan. With this understanding, the learning advisor was able to then gain more insight into the world of the learner and establish a base for change.

Deconstructing the dialogue: Gaining insight

The data analysis showed that deconstructing the dialogue involved carefully tracking the dialogue and making purposeful connections with the key bits of information picked up from the narrative. In this phase, the advisor further evaluated and analyzed the learner's story at a micro level, identified gaps, ambiguities and contradictions in the discourse, and came to conclusions which highlighted strengths and weaknesses in the narrative. Along with the ten previously mentioned areas of advisor consideration, data analysis revealed an additional four areas employed by advisors to help with the deconstruction of the dialogue:

11. The learner's language learning history

- Advisor's prior knowledge of the learner and self-directed learning experiences.

Anya: 105) *I mean she's never really focused on listening before, so I really get the idea she has no idea.*

12. Other learners' language learning histories

- Advisor's existing knowledge of other learners' self-directed learning experiences.

Kyra: 3) *So as a lot of students do, she picked up two different skills, and because I wanted to, wanted her to choose only one, I asked her which one is more important for her*

13. Advising tools

- Advisors' knowledge and consideration of specific macro- and micro-advising skills to utilize in specific situations (see Section 4.4)

Koko: 8) *Okay so I wanted to first listen to, so, if, try to find out if she has a good idea of both topic and then she apparently she didn't have clear image of what to study for business, but she has some clear goals, uhm, not really specific enough but she has some topic that she wants to focus on. So, after hearing that I wanted to emphasize that the learning process takes only 7 weeks. Yeah.*

14. The advising context

- Advisor's knowledge of the external components connected to the advising situation and physical surroundings.

Geoff: 89) *When she said "reading section," I was thinking "We don't have newspapers in the reading sections" and we don't have what she needs there*

Within the deconstructing phase of the dialogue, the advisor processed interconnections within some or all of the fourteen key points of consideration, and reflected on areas he or she perceived would enhance the dialogic exchange. In

particular, the advisor highlighted connections between the learner's ideas or conflicting information in the learner's narrative. In this phase of the session, the data revealed significant internal questioning of the learner's narrative as the advisor tried to organize the key information and build a mental picture of what the learner was saying.

Having gained more insight into the learner's story, the learning advisor and learner could then transition into the final phase. The deconstruction phase thus made change possible and opened the dialogue for the final phase of rebuilding the dialogue.

Re-constructing the dialogue: facilitating change

In the final phase, the learning advisor develops an appreciation for the learner's story and works in conjunction with the learner to reconstruct the narrative. The advisor supports the learner by generating new meaning, offering new perspectives or alternatives and suggesting ways to overcome obstacles. Similar to the deconstruction phase, the advisor is aware of interconnections between the fourteen aspects; however, at this stage in the process, several connections have already been made and the advisor becomes more specific and focused in helping the learner to see how particular pieces of the puzzle fit together in order to help him or her establish a solid plan of action. In particular, more time was given to considering useful resources and learning strategies that could provide alternative ideas or options to learners who needed more assistance in improving their learning plan.

In the re-constructing stage of the advising process, it was typically the more experienced advisors who closed the session by helping the learner to see the deeper connections in specific aspects of his or her learning. This action enabled learners to feel supported by the advisor while at the same time, being given the responsibility for their own decision-making. In the extract below, Anya (the most experienced advisor) notices that the learner has made the connection between her learning style and her learning goal. Anya then offers a new perspective to the learner in how to

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approach evaluating her learning plan, but has given the learner the responsibility of selecting her own option rather than explicitly stating the best method for her.

> **Anya:** 37:23 **/95/** *Yeah she's very social, so she likes talking to others about political issues,* 164) *so this is great. She's made the connection that she can discuss these topics and enjoy it....*
>
> **/97/** *I've already mentioned a few things about evaluation so I don't want to labor on it but I wanted her to think about different options though...*
>
> **/99/** *Yes, so we find this page from her pack and it has different ways how to evaluate – "Tips on how to evaluate" – and I don't think she'd seen it so I'm glad I kinda brought that up.*

Rina (the second most experienced advisor) also closes her session by offering the learner a fresh perspective on how to evaluate his learning plan, and like Anya, gives the learner the responsibility to decide from different options:

> ***Rina:*** /44/ [31:00] *So I'm getting the impression that he feels he needs a, like a big test or something that with a, with a clear grade to test himself on but I want him at this point to ah, I wanted him to realize that anything where he can have a score like eight out of ten, nine out of ten, that he could keep a record of could also be doing exactly the same job as the eiken test.* /45/ [31:51] *So he seems to understand this now, so I'm quite pleased I'm thinking oh maybe he's understood that, and, but I, it's still up to him which one he wants to choose.*

In comparison, Geoff, an advisor with one and a half years experience, closes his session wanting to make sure of the learner's choices and directing her in what to do for the next stage of her learning:

> 158) *so I really was thinking, okay so now you gotta make sure that she just chooses a few and tries to put them together for herself and make sure that she understands. She doesn't have to do everything you say...I was going to ask her make sure she understands she's gotta do a level check and I was trying to see how I could fit it in.*

His choice of words "you gotta make sure that she chooses," "make sure she understands" and "she's gotta do a level check" indicate that he is not working with the learner in a co-constructivist manner, but rather has taken control and reconstructs the dialogue with less input from the learner. Although Geoff says, "she doesn't have to do everything," his role seems more closely linked to that of decision maker.

Through a process of negotiation in the re-constructing stage, the learner's plan can be enhanced and the rebuilding process can begin. As illustrated by Anya and Rina, at this point, learning advisors' aims should be focused on giving the learner responsibility for the final decisions. For many learners, interconnections between the puzzle pieces may not have been perfect; however, the developmental advisor should encourage the learner to take responsibility for the final decisions and complete the reconstruction of the puzzle as the first steps of self-directed learning. In this way, the learning advisor could challenge learners to achieve their full potential. Ultimately, in the re-construction phase, the advisor and learner were able to co-create an alternative, more optimistic narrative which aimed to achieve the learner's aspirations.

4.5.4 Summary

Although the processing of the learner's narrative has been described as a three-tiered process, it should not be regarded as a series of rigid and inflexible steps. Rather, it should be seen as an empowering framework for participation and action planning through which the advisor builds rapport, unlocks the true meaning of the learner's narrative, co-constructs new meaning, and assists learners in creating a plan that will help them to achieve their learning goals. Through this collaborative process, advisors make connections between the key themes in the story and help learners to understand how their narrative influences or affects their choices.

Figure 17 below is a visual representation of the fourteen key points of consideration in advisor thinking (raised in the previous section 4.5.3) which emerged from the data, as he or she internally processed the learner's narrative. This metaphor

of a puzzle is connected to the independent self-study modules offered by the advisory service (as described earlier) in which an indication of good self-directed learner was one who was able to connect all the pieces. In the same way, a good learning advisor should be able to connect the different sections of the puzzle. The interconnecting components of advisor thoughts were seen to be unique to each individual's narrative and interacted with the other components to make a completed puzzle. It was the task of each advisor to understand how to fit the pieces of the puzzle together in a way that made sense to the learner. This increased the chance that a suitable and well-organized action plan would be created and implemented. As the advisor inserted aspects of his or her personal and professional experiences and knowledge into the dialogue, the newly reconstructed narrative was created, providing an alternative course of action and an enhanced understanding about learning.
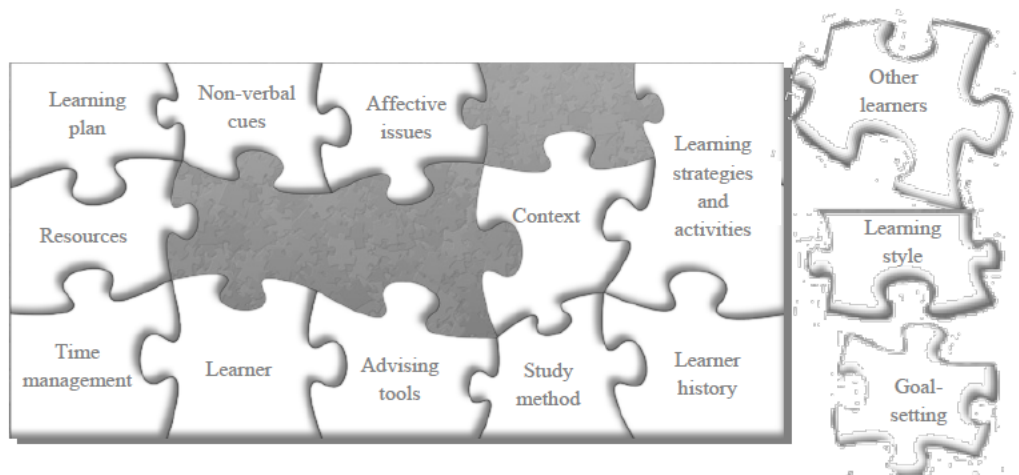
Figure 17 Visual representation of fourteen key considerations in the processing of the learner's narrative

4.6 Thoughts about the advisor (self): Managing own thinking process

Category 3.3, accounting for 13.5% of all thoughts categorized in the study's data, was the third most frequently occurring sub-category. In this category, the learning

advisor reacted mainly to the question, "*What is my role in the dialogic exchange?*" This category recognized the advisor as a person within the advising process and explored mainly the advisor's overt or reflective self-instruction to himself or herself, such as self-direction on which parts of the learner's narrative or own advising behavior to focus on, or reminders of what not to forget. It also examined the components of advisor thought related to advising philosophy, behaviors, doubts, uncertainties and feelings of success, and evoked emotions, memories, and knowledge of prior experiences. This kind of cognitive activity showed a heightened awareness of positive or negative aspects of advising performance and the learning advisor's existing knowledge and advising experiences.

Advising literature maintains that the focus of advising sessions should be on the learner, but part of the developmental process of advisors also lies in recognizing the inner dialogue and attending to the self in order to understand strengths and weaknesses in advising behavior. Thus a simultaneous focus on the learner and the self seemed to be two essential elements of language advising. Data analysis revealed a similarity in percentage of frequency of advisors' self-directed thoughts and thoughts about the learner with category 3.3 (managing own thinking process) accounting for 13.5% and category 1.1 (attending to the learner) accounting for 12.5%.

4.6.1 Learning advisors' self-attending

Attending to the self is a natural part of the advising phenomenon and a heightened awareness of the different aspects of the dialogical self, as well as various areas of advising performance attended to while advising was an important step in helping advisors to develop and hone their advising skills. Rober (1999, 2005) distinguished the therapist's inner voice as reflecting the "experiencing self" which referred to the therapist's observations, feelings, and interpretations evoked by the client's stories, and the "professional self" which made sense of the situation and prepared structured responses. He also proposed that attending to specific aspects of the self could be a rich resource for the practicing therapist. Moss (2009) identified self-attending skills as having self-awareness and a sense of humor, being centered and relaxed, having a

nonjudgmental attitude for others and the self, and finally showing openness, genuineness and concreteness (similar to Rogerian theory). Moss further suggested that counselors who were fully aware of their values, beliefs and assets may have found it easier to identify with clients, help clients explore personal issues, and facilitate client action. Advising literature has shown that critically reflecting on advising practices is indispensable to advisor development (see Kato & Sugawara, 2009; Kato, 2012; McCarthy, 2011a). It was thus hypothesized that over time, self-attending could help the advisor to identify and internalize specific behaviors thereby enabling him or her to focus less on the self and more on practices that would enhance learner and advisor development. Data analysis showed two areas of self-attending which were consistent in the thought processes of all eight learning advisors:

1. Self-awareness of one's "learning advisor" identity
2. Critically reflecting on advisor performance for professional development

These points will be discussed in more detail below.

Self-awareness of one's "learning advisor" identity

The learning advisor's identity is at the core of all strategic interventions and is a key factor in informing or influencing advising style, behavior, performance, thoughts, feelings, and even language used in advising the learner. Moss (2009) asserts that counselors should not consciously rehearse how they are "supposed" to be and Ivey, Ivey and Zalaquett (2010) encourage those new to the helping field to develop a natural style as the foundation for growth and further development. Section 4.4.3 introduced the advisors' dilemma of taking a more prescriptive or developmental approach in search for their preferred style of advising, depending on their perception of the role of the learning advisor. It seems then that effective learning advisors try to understand their strengths and weaknesses, as well as their value positions in order to commit to the learner fully. Semi-structured interviews of the eight participating learning advisors (see Appendices 6 - 13) uncovered underlying beliefs about

advising and excerpts have been incorporated below in order to show a deeper insight and understanding into the thoughts and behaviors of the learning advisor-in-action.

Anya, the most senior of participating advisors, asks herself a powerful question as she is advising –

Okay, I'm thinking through my mind, okay, what could she do? What would I do?

The question "*What would I do?*" brings to the fore the importance of the advisor as a person within the advising session – his or her existing knowledge and professional experience, and beliefs and attitude toward the learner and advising. In particular, it underscored the learning advisor's underlying philosophy of language advising (such as in employing a more person-centered or behavioral approach) which in turn informed advisors' personal style of advising, especially in their efforts to find a balance between advisor talk and attending, and influenced decision making.

Underlying advising philosophy

Definitions of and key concepts in language advising differ among institutions, practitioners and researchers (see Table 1, Chapter 2); however, all have one element in common – the autonomous development of the learner. How advisors approach this issue informs their decision making, the direction in which they guide the dialogue and on a more micro level, the type of language used to relay their message. Uncovering advisors' underlying professional belief about advising was challenging as it typically was subsumed by their style of advising; however, through data analysis the researcher was able to gain some insight into the theoretical underpinnings that informed advisors' advising behaviors. That is, the advisor whose perception of advising was more closely attuned to person-centered counseling attended more closely to the learner and encouraged him or her to speak more freely. Advisors more attuned to a behavioral style of advising were more active in co-constructing the dialogue and providing support by generating many alternatives for the learner. Advisors' underlying philosophy of advising tended to surface in situations of deep reflection such as when they felt that their advising behavior was not congruent with

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their beliefs about the role of the advisor, or when they made an intentional effort to improve a specific aspect of their advising behavior.

Transcript data showed some learning advisors adhering to the three attributes of Carl Rogers' person-centered counseling approach in their efforts to show unconditional respect, congruence and empathy toward the learner. Other advisors reflected on what they considered to be their preferred advising style to facilitate learner development. Yet others alternated between trying to find a good balance in their advisor talk depending on whether they took a more prescriptive or developmental approach to advising.

Underlying person-centered approach to advising

Unconditional positive regard

An advisor showing positive regard responds to the learner as a whole person by accepting the individual without evaluation or judgment. In Andy's interview he describes his perception of the role of the advisor –

> *Advisors need to listen to the students' perceptions and beliefs and we have to value them rather than tell them "no, that's not the way you do it," which is a common teacher belief. So the students' values are important.*

In his advising session (Extract 14), Andy puts this belief into practice. He comments that this is an area of advising that he realizes he needs to improve –

> *Ah, this is something I'm learning to do… in first sessions I remember students saying I'm not really interested and I would tell them the benefits of it, but that's not really the point of advising as I've realized, so I take students' "Yes's" and "No's" at face value and don't push them to do things that they say they're not interested in.*

For Andy, his perception of unconditional positive regard referred to accepting the learner for who he or she was as a person as well as the learning narrative, regardless

of his personal feelings or beliefs. Having a broad awareness of his own value positions enabled Andy to hold a non-judgmental attitude toward the learner.

Extract 14: Andy

Outer dialog	Inner dialogue
A: Have you done anything from the grammar section with relative pronouns? Is that something that you're interested in doing? L: No. A: No? Okay, that's fine. Uhm, /17/	18:28 /17/ Ah, this is something I'm learning to do, is to take students' "No" is "No" 'cause in first sessions I remember students saying I'm not really interested and I would tell them the benefits of it, but that's not really the point of advising as I've realized, so I take students' "Yes's" and "No's" at face value and don't push them to do things that they say they're not interested in.

Note: A: Advisor   L: Learner

Congruence

Congruence refers to showing openness and genuineness rather than using "the role or facade of counselor to protect himself, to substitute for effectiveness, or to fool the client" (Egan, 1975, p. 92). For Geoff (Extract 15), this was the area that he considered essential to his professional development. Early in the session, he tries to be more attentive to the learner –

> *I really try to make an effort and could catch myself there saying 'we' so that they know that I will be there to support them and that they can bounce ideas off me, and they can actually come to me for advice and get advice rather than me just bouncing questions back to them.*

Geoff tries to show through his use of the word "we" that he is part of the learner's world while at the same time opening up his world to her. The effect of showing genuineness toward the learner is in reducing the distance between learner and advisor, and also helping the learner to see the advisor as a person.

Extract 15: Geoff

Outer dialog	Inner dialogue
A: And the teacher will tell you and give you feedback about how you are doing well or not well. But when you do independent study, it's quite difficult to know yourself how I'm doing, and students don't have a lot of confidence to feedback on, to give feedback on themselves. So, I can, hopefully this module, and together we can work, it can help you to become more confident and successful 13/ outside the classroom L: Okay	13:32 /13/ That part there, and this is something I've been catching myself in the module. When I talk to the students in the past I always put the onus on them, like you have to do this, you should do this. But I really try to make an effort and could catch myself there saying 'we' so that they know that I will be there to support them and that they can bounce ideas off me, and they can actually come to me for advice and get advice rather than me just bouncing questions back to them.

Note: A: Advisor   L: Learner

Accurate empathetic understanding

Geoff also tries to identify with the learner on a more empathetic level by showing her that she has been heard and understood. In Extract 16, he states –

> *I find that, uhm, when we are advising our students we are not encouraging them enough in the actual talking that we're having with them. I want her to feel relaxed and know that she's doing fine and that I could understand everything that she's saying.*

Here, Geoff tries to create a non-threatening space for the learner by showing the learner that he identifies with her narrative. His exploration into this side of his professional awareness was aimed at facilitating a deeper understanding of the learner.

Extract 16: Geoff

Outer dialog	Inner dialogue
A: And the amount becomes more, like you have more homework now. L: Yes. A: Plus, teachers expect you to be much more independent maybe? L: Yes.	8:27 /9/ … but she's very, she seems very insecure in her speaking. But I wanted her to feel that, yeah, also this whole session and doing these sessions when I've been approaching them at the beginning, I'm trying my best to encourage, to offer encouragement. I find that,

A: So it's a little shocking at first, maybe
L: Yes.
A: But you'll be okay, I think. When I speak with you, you speak very well
L: No
A: Yes.
L: No way! /9/

uhm, when we are advising our students we are not encouraging them enough in the actual talking that we're having with them. So I want her to feel relaxed and know that she's doing fine and that I could understand everything that she's saying. So I think that's what I was doing here.

Note: A: Advisor   L: Learner

Developing a personal advising style

Throughout the semi-structured interviews and during the advising sessions, most advisors seemed to have a heightened awareness of their preferred style of advising which helped to inform decisions. The following are excerpts taken from transcripts of the eights advisors illustrating how their underlying beliefs influenced their considerations of which advising actions to take:

Mia

Mia's underlying beliefs were grounded in her professional experiences in conducting interviews in which she learned the technique of actively listening to research participants without interrupting them. In her semi-structured interview (Appendix 6), Mia remarks –

The advisor's attitude should be receptive. Advisors shouldn't push thoughts and ideas on to students. They should accept what students think.

During the session, she puts this belief into practice by holding back opinions and giving the learner the freedom to try new ideas without being judgmental –

Mia: 38) *I don't know whether it works for her or not, but it might be a good idea, good for her.*

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<u>Andy</u>

In his person-centered approach to advising, Andy comes to the realization that a more effective style of advising for him is "not to explore all avenues that are possible" in order not to confuse the learner –

> **Andy:** 20) *I decided to move on rather than get caught up in a conversation that might not be a good use of time, and just might confuse matters. I think sometimes it's best not to explore all avenues that are possible.*

<u>Geoff</u>

Although Geoff showed evidence of person-centered aspects to his advising, his main concern during his advising session was that advisors should be more forthcoming in advice by giving learners "concrete things to do" rather than "bouncing questions back" which was suggestive of a more strategy-based style of advising –

> **Geoff:** 35) *That part there, and this is something I've been catching myself in the module. When I talked to the students in the past I always put the onus on them, like you have to do this, you should do this. But I really try to make an effort and could catch myself there saying 'we' so that they know that I will be there to support them and that they can bounce ideas off me, and they can actually come to me for advice and get advice rather than me just bouncing questions back to them. I wanna actually, in the first session anyway, give them concrete things they can do.*

During the stimulated recall procedure, he admitted that this was a new style of advising he was trying. In his earlier semi-structured interview (Appendix 8), Geoff stated –

> *I think to be a good advisor one of the things you do is consider the person you are talking to in advising, so if I'm looking at a freshman and I'm looking at a*

third year, they're already different kinds of relationships, different kinds of advising, different kinds of approaches

This is reflective of a more person-centered style of advising. However, later in the interview, he comments –

The more skilled you are in your profession in things like strategies that you can offer to students, the more like, practical knowledge that you have, I think the stronger advisor you will be. The danger is not pushing that knowledge into students by offering it to them when they're ready.

This is suggestive of a more interactive and strategy-based style of advising. Although Geoff seems to have some conflicting thoughts, his reflections shows that he is in the process of trying to identify and create a personal style of advising and underlying philosophy. This is something he also mentions during the interview about his perceptions of advising –

I'm at the end of my second year. It's [his beliefs about advising] *just constantly changing. I don't really know what I think about it yet.*

Anya

Anya seemed to be the most confident in her style of advising, being the most experienced advisor (see Appendix 9 for transcript of her semi-structured interview). Because of her years in the field of learner autonomy, she felt that she had already transitioned from a hyperawareness stage in "overthinking everything" to channeling all her knowledge into her current advising style. Her style of advising is reflective of Moss's (2009) ideas of self-attending in her heightened self-awareness of her personal style of advising, and her use of humor and relaxed attitude when communicating with the learner –

Anya: 59) *[laughs] I can't resist it really. Just get in a bit of a… just have a bit of a laugh.*

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Anya: 138) *I'm not serious, of course. I'm kinda joking. Every word? Of course she won't.*

Kyra

Kyra was the most uncertain of all advisors about her underlying philosophy. In the semi-structured interview (Appendix 10), she admitted –

To be honest, I don't feel like I have been advising much, so I don't quite understand what advising is. To me, what we do here is more like structured advising. Most of the advising I do is for the modules, so I explain what we need to do in the module and the concepts that we use in the module to be autonomous learners. But, I don't get many random students who come to ask about how they can improve their English... So, I don't have a clear idea of what advising is... So now, after 2 years, I feel advising is more like counseling or listening. I prefer to do it more like learner training, like tutoring. I can see the good point of asking a lot of questions so that they can figure it out and having them think more autonomously so I try to use that technique as well.

Her skills-based approach to advising is reflected in her advising session as Kyra tended to rely mainly on questioning as the tool through which she could support the learner. An analysis of the data showed that approximately 60% of Kyra's thoughts fell in category 4 "thoughts about the advising process" of which over half of the skills used in this category were questioning techniques.

Rina

Rina, in her semi-structured interview (Appendix 11), is aware of what she perceives to be her "business-like" style of advising. She is therefore acutely aware of how she comes across to the learner during advising sessions. At one point in the session she comments –

Rina: 54) I was wondering if I had phrased it in a touchy feely enough way, for him to realize it was one option not that I'm telling him to do it.

This shows her heightened awareness of the style of advising she believes she needs to embody, to become more effective in her advising.

Koko

Koko, having recently completed a Neuro-linguisitic programming (NLP) course, modeled her advising style off of this approach which focused on the counselor-client dialogical relationship and emphasized personal responsibility. Although Koko was one of the more inexperienced advisors, her firm belief and grounding in NLP gave her a strong sense of confidence in her advising style. In her semi-structured interview (Appendix 12), she states –

I try to be curious about the student. This comes from the NLP course I did. The teacher says "Be curious" when counseling. All the basic beliefs about counseling. The first lesson of NLP started with 7 beliefs. Everybody should have a different map of the world. In that course, my perceptions of people have been changed…the way how I should look at people; their minds and opinions has really changed me. It influences how I give advice.

At times, she found her underlying philosophy challenged when she was faced with having to use a more prescriptive advising approach in order to explain specific techniques to learners. In these situations, Koko tended to become a bit bewildered and sometimes lost focus of the learner and the narrative. As a consequence, her thoughts turned in toward herself –

Koko: 33) *I, uhm, uhm, I don't know, I just felt that for keeping the floor. Even though I needed, but at the same time I felt that I talked too much, but then I needed to explain what she would be able to use, the form, the worksheet, so…*

In a sense, her firm grounding in this preferred style of advising interfered with her ability to explore a new style of advising that may have been a better fit within this new and different context.

Kimi

In Kimi's case, the data analysis did not uncover a strong underlying belief related to any particular school of counseling or advising philosophy. This was probably because Kimi had transferred into the role of advisor after having already worked within the university's system for many years. Although in the semi-structured interview (Appendix 13), Kimi showed an awareness of her preferred style of advising –

> *To me it's more about listening to what students have to say more than me giving advice. The most important thing is for me to listen to what they say.*

she admitted that she had not thought more deeply about her knowledge of advising –

> *I might be using it* [knowledge from her Masters degree] *but I am not really conscious, but I'm sure I'm drawing some kind of knowledge from what I learned but I'm not certain. I've never thought about it. Maybe I should think about it more. Where is my knowledge coming from?*

Kimi's question, "*Where is my knowledge coming from?*" is an important question for all advisors and reiterates the point raised in Chapter 2, Section 2.9 that learning advisors who are aware of their own knowledge structures will be able to successfully transition from novice to expert by building on this knowledge.

In the case of all eight advisors, their underlying philosophy of language advising and learner development was seen to greatly inform and influence the various aspects of their advising practices and inner thoughts about the advising process. Thus, for the researcher, this suggested that advisors' self-attending to their

"advisor identity" was an important part of the inner dialogic process and essential for their further professional and cognitive development.

Balancing advisor output and input

Expanding on the idea of the developmental or prescriptive advisor (introduced in Section 4.4.3 of this chapter) were the learning advisors' concepts of the level, balance and type of talk utilized to guide the dialogue. This was an area which seemed to arise quite frequently within the data, as advisors seemed especially concerned with the balance between their output (talking) and input (listening).

In the listen and talk interaction in Roger's person-centered therapy context, it is the client who drives the dialogue and determines the direction and outcome of the session while the counselor's role is mainly one of listener. In Egan's cognitive-behavioral therapy setting, the therapist listens and actively intervenes to produce a remedy. The developmental learning advisor's approach seemed to be a combination of these two schools in which the learning advisor actively listened and attended to the learner, reacted to key information and intervened intermittently to help the learner to develop a plan of action. This task belonged equally to both advisor and learner as they worked collaboratively in creating meaning and maintained a constant back and forth in the dialogue (see Figure 18). This effort to balance advisor input and output was apparent in the transcript data of all eight advisors.
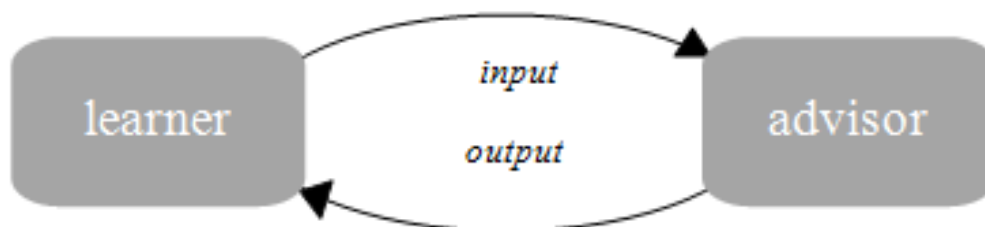
Figure 18 Balancing learner/advisor input and output

Out of the eight participating advisors, Anya (Extract 17), was the only advisor who felt that she had managed to find an appropriate balance of input and output in her dialogue –

> *I don't want to give her any more input, and I feel like she's had lots of chance to talk it through and you know, come up with some really good ideas.*

This equal balance between listening and talking is indicative of a successful interaction between advisor and learner, and reflects a shared reality between interlocutors. This created a solid base from which to continue building the therapeutic relationship and it set the stage for the learner's transformational development.

Extract 17:Anya

Outer dialog	Inner dialogue
A: Yes, so you might want to use those ideas for the plan. So this is vocabulary and this is listening. L: So "Vocabulary Quiz Builder." Sounds very fun. I like quiz. A: okay, it sounds like you're gonna make a really good plan **/103/** L: I hope. I hope so [laughs] A: great.	40:40 **/103/** I'm quite satisfied at this stage that she will be able to put it all together and I don't want to give her any more input, and I feel like she's had lots of chance to talk it through and you know, come up with some really good ideas actually. I'm really pleased.

Note: A: Advisor   L: Learner

In contrast to Anya, some of the less experienced advisors seemed to have more difficulty in managing their 'advisor-talk'. At the beginning of Rina's session for example (Extract 18), her thoughts are concerned with managing her talk time which she feels is an area that needs to improve. She comments –

> *I've listened to sessions recently that I've spent too much time dominating them*

Her intentionality is reflected in her decision to minimize her talking time and improve her ability to actively listen to the learner's story.

Extract 18:Rina

Outer dialog	Inner dialogue
A: Ok. Thank you for coming. So the, the meeting today is really just a chance for you to talk about, ah, the module and ask any questions that you might have about how /2/ things are going.	A: /2/ So, what I'm thinking when I did this was, "I cannot dominate this session" I've listened to sessions recently that I've spent too much time dominating them. So from the very beginning, so I could have asked, "This is for me to see how you are doing, or for me to find out what's been going on, but I wanted it to be "This is for *you* to have a chance to talk about what *you* are doing and to ask me any questions that you have and this is why, and so I was hoping that I would be able to sit back and listen and not interrupt at this point.

Note: A: Advisor   L: Learner

Thoughts about her balance of input to output were interspersed throughout her entire session as seen below –

9) So, I remember thinking that he seemed to be in control of things and that this might be a really short session, but I really wanted to give him the chance to talk about things more so I wanted to ask the kind of questions that would get him talking.

17) And so I want to get him to expand a bit...I was hoping he would talk a little bit more than he had done in his writing about the relationship between pronunciation and listening.

26) So he's talking about choosing materials. So I wanted him to talk about how he chooses materials a little more, just to see if he, what the kinds of things he's thinking about when he chooses them

Towards the end of the session, Rina realizes that despite her efforts to give the learner more opportunity to talk, she has somehow taken control of the dialogue. Her heightened self-awareness of her tendency to talk too much is reflected in her observation –

105) So at this point I feel really awkward for, I feel like I'm really controlling the discourse now. Like we finished evaluation now I'm [stressed] *gonna decide it's time to wrap up the session...*

Koko and Kimi were also found to be frequently considering their advisor talk during the dialogic exchange. Koko's thoughts during her current session were influenced by a previous session in which she felt her input and output were more balanced. She commented –

33) I had one more student in the morning, right before, right before XXX (student's name) and I was trying to have less conversation with her, trying to let student speak more, yeah, and comparing to the one with the former student, this time I spoke a lot.

Kimi's transcript also shows a conscious effort on her part to find a good balance between her input and output. Thoughts related to her intent listening to the learner's narrative occurred at different points throughout her session –

6) ... in this session I wanted to practice my skill as a good listener

11) I tend to speak a lot in advising sessions, so I wanted the student to speak more than I do. Even though I have her goal in front of me, I wanted her to tell me her big goal and her small goal.

35) I'm keeping myself from wanting to speak and just trying to stay calm and let her talk.

For both Koko and Kimi, these extracts indicated a strong self-awareness of what they considered to be a weakness in their advising, and like Rina, showed self-attending to their advising style to be central to their thinking.

Geoff's problem with his balance of advisor talk was raised in section 4.5 as he decided to experiment with a more prescriptive approach to his advising –

58:30 /54/ *This whole session, I was thinking about, every time I'm giving these examples and writing them out I'm thinking you, you're giving them way too much information… it's quite advisor-talk heavy.*

His decision to provide as much information as possible to offer support to the learner created a significant imbalance as his focus on actively listening to the learner's story took a backseat to his intention to "start the learner off on the correct path" by providing her with information she needed to succeed in her self-directed learning.

Surprisingly, even on a more micro level advisors were conscious of their mode of delivery in terms of the type of language used in their advisor-talk. Rina and Geoff for example expressed difficulty in choosing the right words to use with the learner –

Rina: A: /42/ *[28:56] So, I'm really cautious about using this expression "Please think about this" because sometimes students seem to think that they should answer straight away, uhm so I really wanted to emphasize that it's not something that I wanted him to decide on right here and there, but it was something that I did expect to see him reflecting on.*

Geoff: 46:05 /45/ *Um, as soon as I say that sentence, 'think about blah blah blah', I just can't stand when I say it, because I don't know what it means to a student and I don't know how they translate 'think about da da da.' It's just not specific, it doesn't mean anything, and you know that they're just, like the way I've glossed over it, she's glossed over it herself in her head. That was what I was thinking. It's kind of a waste of talk.*

Geoff: 24:53 /25/ *I remember this part and I was just thinking how I can phrase the question, like I want them basically to go over their big goals and more than that, explain why they chose them, as well as their resources and the SURE… and I'm having a tough time wording "please explain your plan to me" cus they're*

looking at me like "I have written it down so why would I need to explain it", so I should say something.

Attention to this kind of precision in wording indicated a strong awareness of the advisors' perception of their role as the advisor and their role in facilitating learner development. Thus, being aware of one's own preferred style of advising and personal advising philosophy was seen to be an important consideration for the developing advisor and was a key underlying factor in the advisor's thinking process.

4.6.2 Summary

Advisors' underlying beliefs about advising was found to be an essential component in the decision-making process and frequently appeared in inner dialogic processes. Depending on what advisors considered to be their foundation values of advising (whether person-centered or cognitive-behavioral counseling, or another school of therapeutic practice), this informed and influenced advising actions and helped advisors to critically reflect on and evaluate their advising performance while advising-in-action. This was manifested especially in the learning advisors' considerations of their balance of speaking and listening and even in the type of language they used. It was thus hypothesized that having a core belief about language advising and the role of the advisor, as well as having a personal style of advising was instrumental in the advisor's ability to advise effectively as it determined how to conduct sessions and lay the foundation for the advisor's professional development.

4.6.3 Critically reflecting on advising performance for professional development

Apart from self-awareness of one's learning advisor identity, the second area of self-attending which was consistent in the thought processes of all eight advisors was their critical reflection on their performance for professional development. Part of ongoing advisor training is to continuously reflect on advising performance. Consciously reflecting on advising performance helps advisors to become more aware of their

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strengths and weaknesses, which in turn, enables them to develop more quickly as experience is gained. A conscious analysis of intervention strategies while advising was evident in all transcripts, as advisors acknowledged shortcomings, recognized strengths and considered new possibilities. Extracts of advisor thoughts presented below revealed different areas for professional growth as each advisor reflected on aspects of their advising performance they felt was in need of improvement. In particular, advisors often reflected on and evaluated what they considered to be perceived "failures" in their inability to provide learners with various alternatives.

Evaluating advising performance

Advisors' self-assessment of advising performance and areas for improvement were consistently seen throughout the data, typically among the less experienced advisors. Perceived successful or unsuccessful intervention strategies were at the forefront of advisor thinking at times, and in many instances were seen to have a significant influence on decision making. This was probably due to some of the advisors being in the process of assembling documents for their Professional Development portfolio (see Section 1.2). The APD model of advising-in-action (see Figure 9, Chapter 2) described the inner dialogic process as accessing and processing knowledge before deciding on an intervention strategy. Intervention strategies were seen to be employed largely with the intentional aim of facilitating the learner's autonomous development and an evaluation of these interventions had the power to determine the effectiveness of these decisions. Thus, this made it essential to the advisor's professional development.

Only in the case of the most experienced advisor (Anya) were positive and negative aspects of advising behavior considered in equal measures. In other advisors' sessions self-attending thoughts seemed more focused on interventions that did not go as intended, followed by considerations of which action to take to remedy the situation. Counseling literature suggests adequate management of both quantity and quality of self-talk in order to maintain an appropriate focus on clients (see Morran, 1986; Nutt-Williams & Hill, 1996), and in these types of situations, advisors tended to

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engage in a negative inner dialogue rather than a facilitative dialogue which focused on the learner's reactions.

<u>Perceived failures</u>

Advisors' perceptions of failures in their choice of interventions fell into various categories such as how they opened the advising session, transitioned between stages of the session, or utilized specific advising skills. As advisors plan their follow-up strategies based on the success of their previous intervention, if the expected outcome does not go according to plan, the advisor is forced to consider a new direction or possibility. This quick thinking is reflective of Schön's (1987) reflection-in-action (or "thinking on your feet") which he regarded as a key ability of professionals to manage their practice. The following extracts are examples of unintended outcomes of intentional advising and advisors' resulting reactions.

In Extract 19, Rina's self-attending clearly illustrates how overthinking an unsuccessful intervention can spiral into a series of missteps and interfere with the advisor's normal attending behavior.

Extract 19: Rina

Outer dialog	**Inner dialogue**
A: So, if we're talking about speaking, it's very easy to understand the difference between 'Study' and 'Use' uhm, because using is speaking. But what do you think 'Using' is for listening. L: 'Using'… uhm /28/ A: So do… L: Ah, I don't kn… A: Can you understand the concept of why it's different from study? L: um, Using? A: Yeah L: uhm, using… ah… using is to use (laughs) eh? A: So /29/ it's easy to use when we're speaking or writing. What's using for listening, do you think? L: To, to, I think is to make efforts to understand what I am saying /30/	A: /28/ [21:41] So I'm thinking I feel I've been a bit unfair, I've asked a question I'm not sure I can answer, so it's not really fair to ask him to answer it straight away, so I'm almost wishing I hadn't gone down this path at this point…. A: /29/ [22:17] So I'm thinking "I'm sorry XXX (student's name)". I shouldn't have asked but now we've started I'm gonna try and finish it half decently…. A: /30/ [22:50] So yeah, I'm like "Oh, this didn't work at all. I'm not gonna try this again"

Note: A: Advisor   L: Learner

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In her session, Rina asks the learner a question to which she realizes she herself has difficulty in answering –

So I'm thinking I feel I've been a bit unfair, I've asked a question I'm not sure I can answer, so it's not really fair to ask him to answer it straight away.

For another two minutes in the session, the learner struggles with his response and the advisor's thoughts move away from the learner and turn fully onto herself –

…so I'm almost wishing I hadn't gone down this path at this point.…So I'm thinking I'm sorry XXX (student's name). I shouldn't have asked but now we've started I'm gonna try and finish it half decently… So yeah, I'm like "Oh, this didn't work at all. I'm not gonna try this again"

However, although these missteps removed the focus from the learner on to the advisor, Rina demonstrated a strong self-awareness in her quick self-evaluation of the situation and her ability to consider a new course in order to maneuver the dialogue in a more familiar direction.

Lacking alternatives

Section 4.5 introduced the concept of the learning advisor generating various alternatives in order to help learners take responsibility for their actions. Part of the advisor's job is to make the learner aware of possible options; however, there were several times when advisors seemed to be at a loss for alternatives and feelings of doubt and uncertainty in what follow-up action to take became a focal point in their thought processes:

Andy: 15:27 /13/ I wasn't sure what to say. She was asking advice for logging grammar and I couldn't think of what she could do other than if she comes across new grammar then she could take a note of it and then take it to the practice center or something like that. I couldn't think of too many ideas…

Geoff: 15:31 /15/ *I remember thinking I don't know what to say in this situation because I was like, oh! that's not what I wanted to hear or that's not what I thought she was gonna say but I wasn't prepared for that…*

Anya: 15:07 /34/ *I haven't got a clue. When students ask me which one is easier, I haven't got a clue.*

Koko: 26:56 /12/ *Here I couldn't really come up with good advice, so I felt like getting lost with student, yeah.*

Kimi: 3:12 /2/ *I really thought her plan was very good. I didn't, actually, I didn't know what to say to her…*

Not having a ready response to learners' questions or problems, or not being able to provide the learner with alternatives was a challenge for both experienced and less experienced advisors alike, thus illustrating the point, as raised by Mozzon-McPherson (2001), and Thornton (2011) that learning advisors are not "experts" or "all-knowing" nor can they be expected to deliver ready-made responses to learners in all situations.

Transcript data showed that making mistakes, forgetting or overlooking aspects of the learner's plan, or being stuck for ideas was a naturally occurring phenomenon in the advising process, as advisors developed their practice. What was interesting in the data though was the learning advisors' in-the-moment reaction to their perceived mistakes in their advising performance. Reactions among advisors were wide-ranging, from acknowledging the mistakes or ignoring them, to being honest with the learner, moving the dialogue forward, internalizing feelings of negativity about performance, or simply using humor:

Reaction 1: Ignoring the mistake

Andy: 54:43 /42/ *Then I realized it wasn't before next Tuesday, it was the Tuesday after. So I quickly ignored my mistake.*

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Kyra: 37:44 /40/ And then actually I realized that in the evaluation section, she already wrote she is going to record herself so there was no point in explaining everything in detail.

Geoff: 15:31 /15/ I remember thinking I don't know what to say in this situation... I was trying to look for something that might have resembled needs analysis and I didn't really find it so I kind of let that go.

Reaction 2: Showing honesty

Anya: 15:07 /34/ I haven't got a clue. When students ask me which one is easier, I haven't got a clue. So, I'm just going to be honest about that.

Reaction 3: Moving the dialogue forward

Andy: 15:27 /13/ ...I couldn't think of too many ideas, but I didn't want to... although she's asking for advice I wanted to find out a little bit more about what it was that was the grammatical problem she perceives with reading.

Kimi: 3:12 /2/ ...I didn't know what to say to her so I wanted to ask her comment on what she thought about her own learning plan.

Reaction 4: Internalizing negative feelings

Koko: 26:56 /12/ Here I couldn't really come up with good advice, so I felt like getting lost with student, yeah.

Rina: A: /30/ [22:50] ...so I'm almost wishing I hadn't gone down this path at this point ... So yeah, I'm like "Oh, this didn't work at all. I'm not gonna try this again"

Reaction 5: Humor

Koko: 43:25 /20/ [laughs] So we spent so much time on uhm, goals and uhm, test and her two questions, I didn't mention, I mean we didn't really look at the SURE model itself, so I realized that I missed out.

Anya: 27:57 /64/ I asked the question uhm... she didn't even know one! Why would I ask? Why would she know another one? [laughs]

These reactions illustrated that although advisors were fully aware of their missteps, except for a few instances, they remained largely unaffected and were able to quickly reflect-in-action and evaluate their performance, identify areas for improvement and move on to a different stage of the advising process. This ability to recover was representative of a skilled advisor in practice.

4.6.4 Summary

Ivey, Ivey and Zalaquett (2010) write that "no interview is perfect. What counts is your ability to be intentional" (p. 392). Data showed that it was the advisor's intentional actions and resulting action after errors in judgment that determined the effectiveness of advising behavior. That is, the role of the advisor is to enter the session armed with the knowledge of expected outcomes of various interventions. If the intervention does not produce the predicted outcome, the skilled advisor is able to produce an alternative action to facilitate his or her own development. Learning advisors are generally committed to increasing their expertise, and reflecting on and self-evaluating advising practices and interventions selected during sessions are key components of this ongoing process. Interventions in the form of selecting specific micro-skills and advising strategies were aimed at learner change and development, and self-evaluation of these interventions enabled the advisor to understand the positive and negative aspects, as well as the consequences of every decision, thereby providing the learner with effective direction toward transformation.

It is through reflecting on and exploring the inner dialogue that advisors are able to gain control over their practice and achieve their full potential. Therefore, being mindful of the symmetry of both positive and negative inner thoughts is an important part of the advisor's development. As the advisor develops his or her inner dialogue, this heuristic method of reflection helps him or her to become an active participant in cognitively restructuring advising practices. This is consistent with Vygotsky's (1986) theory of inner speech (as introduced in Chapter 2) and suggests that the positive-negative dimensions of the inner dialogic processes represent a simple yet fundamental aspect of advising.

4.7 Thoughts about the learner: Attending to the learner

At the onset of coding, Category 1 (thoughts about the learner) was initially part of Category 2 (thoughts about the learner's story); however, the categories were separated after consistent examples of intense learner focus emerged from the data. Category 1.1 (attending to the learner) accounted for 12.5% of all thought units categorized. In this category, the learning advisor reacted mainly to the question, "*Who is the learner and what is his or her role in the dialogic exchange?*" This learner-centered responding is directly related to active listening (see Section 4.5.1) and is the essence of the person-centered values of language advising. That is, hearing everything that is said as well as being aware of what is not said. This intense focusing was an effective way to listen to the inner dialogue and to have an increased awareness of the individual's goals, expectations, needs, and abilities. Being sensitive to the learner's feelings, noticing changes in body language and coming to an understanding of the learner as a person were part of this process of attending to the learner.

As evidenced by the significant number of thoughts attributed to category 1.1, attending to the learner was clearly a big part of advisor thinking. In order to provide the highest quality service to learners, deepening understanding of the many dimensions and facets of the learner was important in enabling the advisor to select and refine the range of tools and skills necessary to relate to diverse learners needs.

The salient point emerging from this category was advisors' thoughts about the learner as a whole, complex person. Looking at the "whole learner" required the advisor to respond to the learner as a person with a range of experiences and feelings rather than simply another student at the institution. This helped to inform how learning advisors approached problems and made decisions. In particular, advisor thoughts focused on 1) learner feelings; 2) linguistic abilities and metacognitive awareness; and 3) non-verbal cues. By attending to these aspects of the learner, advisors were able to interconnect multiple facets of the learner – linguistic (learner history), social (learner's interaction with the advisor), physical (non-verbal actions) and emotional (feelings), which thus enabled them to maximize the quality of advice given.

4.7.1 Identifying with and being responsive to the whole learner

Attending to the learner essentially embodied understanding the learner as a whole person and believing in the potential of each individual learner. For the learning advisor, this learner-centeredness required a specific kind of mindset in order to closely identify with and respond to the learner on a deeper level, and help him or her to optimize his or her abilities. Data analysis showed the advisor trying to establish rapport with the learner by focusing on specific qualities in the learner, showing respect and genuine interest and being thoroughly engaged in the learner's narrative.

The learner as a whole and fully-functioning person

In the Rogerian school of counseling, understanding the individual as a whole person is critical in determining how the client perceives and experiences the world. According to Rogers (1980),

> When functioning best the therapist is so much inside the private world of the other that he or she can clarify not only meanings of which the client is aware but even those just below the level of awareness (p. 116).

Identifying with the learner and seeing the learner as a person involved an awareness of and sensitivity to all aspects of the learner as well as understanding the learner as a whole, fully-functioning person. Adjectives used by advisors in the stimulated recall sessions to describe their perception of the learner included – *brave*, *insecure*, *motivated*, *mature*, *political*, *really cool*, *studious*, *smart*, *strong*, *hard worker*, *role model*, *social*, *in control* and *geek*. This revealed knowledge of the learner that could come only from establishing a close and personal relationship.

Anya's close relationship with her learner in particular, provided numerous examples of the self-aware advisor being attuned to specific learner behaviors:

Level of maturity

18) *I'm thinking again, this student is so mature, you know. She's thinking ahead, she doesn't wanna do something she's already done in class. She's picking the other media and it's more difficult as it transpires. Just because she won't get to do it this semester, uhm, it's the most mature decision.*

Learning interests

29) *Well I know XXX (student's name), she's quite political and she's always talking about you know, environmental issues and you know, kind of high brow issues really and so... she's a really cool student*

Personality

33) *I'm thinking that doesn't surprise me because she's kinda studious. I can imagine her reading newspapers a lot.*

Problem-solving abilities

35) *She's a smart girl, she knows there are ways you can listen to it more than once.*

<u>Level of motivation</u>

63) *Knowing XXX (student's name) she probably does want to challenge herself so I'm sort of throwing it out there as an option, thinking, you know, you don't always have to choose the easiest 'cause she's a hard worker and so on...*

<u>Peculiar behavioral habits</u>

135) *She makes that noise when the penny drops*

<u>Learning abilities</u>

146) *She's very mature, like she won't take on more than she can do. She's pretty realistic about her plans*

<u>Study preferences</u>

163) *Yeah she's very social, so she likes talking to others about political issues*

Initial aims of advisory sessions are to build rapport and establish a bond of trust with the learner through reassurance, genuineness and respect. This entails identifying more closely with the learner and being aware of changes in behavior. In considering the learner's personality, non-verbal actions and linguistic abilities during the advising session; accessing prior knowledge of the learner's past learning experiences (based on previous sessions and personal experiences with the learner); and exploring current language learning practices and level of motivation for learning, advisors are able to gain a wider perspective of how to better support the learner. Anya was able to provide the learner with more alternatives based on her considerable knowledge of the learner having advised her on two self-study modules over the period of one year.

Observing learner feelings

The ability to observe feelings of others is considered to be the developmental roots of empathetic understanding. Advisors inferred learner feelings through observation of verbal and non-verbal clues, and then reacted accordingly instead of directly asking learners to discuss their feelings. During interviews, advisors' thoughts seemed to be more deeply attuned to negative feelings shown by learners as there were fewer instances in the data when advisors spoke about learners reacting positively to specific suggestions. In Extract 20 for example, Mia tries to elicit from the learner her ideas for evaluating her learning. She asks the open-ended question –

　how are you gonna evaluate your learning?

From the learner's response, Mia comes to the conclusion that *she seemed uhm, puzzled* about how to conduct an evaluation. Mia's resulting action to this observation was to give the learner additional advice about evaluating learning.

Extract 20: Mia

Outer dialogue	Inner dialogue
A: …Alright, then, lastly, how are you gonna evaluate your learning?	
L: Evaluate. Uhm, this one…	
A: How can you see your progress?	
L: Just take a test	
A: Take a test?	
L: mm… yes, and this one I already have, I see my goal after three months	24:46 /15/ Uhm, I was wanting her to find out how she can evaluate her work, but uhm,
A: After two months	because she seemed uhm, puzzled, I thought
L: After two months	it might be the point I should uhm, give
A: So, how about taking uhm, /15/	some advice.

Note: A: Advisor　　L: Learner

　　　Kyra, in Extract 21, tries to elicit from the learner, the area of study she plans to focus on over the eight weeks of the self-study module. The learner does not seem

to be able to further narrow down her focus point and at that specific moment in the dialogue, Kyra thinks *she looked a little confused*.

Extract 21: Kyra

Outer dialogue	Inner dialogue
A: so do you, my question was uhm, do you have any specific tense form that you have problems with?	12:28 /13/ So, I kind of made a conclusion that she needed to focus on tense in general, not on any specific tense form.
L: Problems, yes.	
A: So tense in general	
L: genre, genre?	She looked a little confused.
A: general	
L: general, yes.	13:36 Uhm, because I kind of got the general idea what she wants for her big goal and small goal, I moved on to the next section which is her learning styles and interests.
A: all of the tense are kind of confusing?	
L: yes, all.	
A: so tense. Okay. /13/	

Note: A: Advisor   L: Learner

Through observation of the learner's verbal and non-verbal reactions, Kyra makes a quick analysis of the situation and comes to the conclusion that the learner has a clear enough understanding of her goals, and thus decides to quickly move on to the next section of the learning plan.

Here we can see two different reactions to a similar observation. Mia continues to guide the learner along the same track and responds by offering additional advice, while Kyra decides she has received enough information and responds by changing direction. It has already been noted in this research that the intentional advisor selects and holds key information that he or she feels will best meet the needs of the learner and then uses this information in order to decide on the next intervention. Part of advisor decision making then, seems to be able to observe learner feelings and then choose a response that best matches the unique situation and the needs of the learner in order to maintain the smooth flow of the dialogue.

There were three particular cases in which learning advisors observed a significant change in learner behavior after they had asked for signed consent for recording the session. Although accustomed to being audio-recorded during advising sessions, in order to meet with Macquarie Ethics and institutional approval, and to ensure that data was collected safely, learners were asked to sign a detailed consent form and a second recorder was placed on the desk in the advising room. For five learners, this was not a problem. For three learners, advisors had to make a judgment call about whether it would disrupt the session, and if the learner appeared to be comfortable or not. Advising literature recommends that the advising space be non-threatening to the learner (Mozzon-McPherson, 2003) therefore from the outset of the research, advisors were instructed that in no way should the research distract them from their regular advising duties, and to be especially observant and mindful of any negative reactions from the learner about being recorded or having to sign the consent form. It was further explained that if the learner showed ongoing signs of discomfort, then the learning advisor should use his or her judgment to remove the recorder even if the learner had already agreed to participate in the research.

In Geoff's case (Extract 22), he thinks that the learner *feels pressure* to sign the consent form.

Extract 22: Geoff

Outer dialogue	Inner dialogue
A: Any questions?	
L: No	
A: You okay?	0:43 /1/ So right now, I'm just getting the
L: um	student's permission and I remember feeling
A: You don't mind?	a bit uncomfortable about asking for the
L: I will sign this	permission for the consent form, uh, at the
A: Okay. It's up to you. Sure. Whatever you'd like.	beginning of the session, kinda just springing it on her. There's no way she's not
L: eh? /1/ /2/	going to sign it.
A: Great. Ah, that's okay. Thank you. So, XXX (student's name)	1:18 /2/ She's reading the form now and
L: Yes	she's about to sign it, and I thought she'll
A: You did the First Steps Module with me and so this is your second module. Okay. Why did you decide to do another module?	sign it. She feels pressure to sign it maybe. There's no way she's not going to sign it.

Note: A: Advisor   L: Learner

He quickly picks up on her nervousness but makes the judgment call that the learner will be able to perform regardless. Instead of lingering on the recording device and possibly further extending the uncomfortable environment, he decides to launch immediately into the opening segment of the session and turn the focus on to the learner.

Kimi (Extract 23) also faced a similar uncomfortable start to the session when she notices that the learner was *a bit nervous* about having two recorders on the table. Kimi tries to create a more relaxing environment by telling the learner that the battery in one of the recorders is low and the other recorder is there for back up just in case. This seems to have worked as Kimi comments –

I don't think she minded after a while. She forgot about it.

Extract 23: Kimi

Outer dialogue	Inner dialogue
A: Okay, I hope this is working. I hope it's working [laughs]. Because one of it has a low battery so I just want to be sure /1/.	2:06 /1/ At this point I just wanted her to feel comfortable with having 2 recorders right in front of us. She, she looked a little bit nervous about me recording this conversation. I just told her that one has low battery and one is there just for backup. But I don't think she minded after a while. She forgot about it.

Note: A: Advisor   L: Learner

In response to nervous laughter from the learner at being asked if it was okay to record the session, Rina (Extract 24) also used this same excuse with her learner –

Ah, so I have two today. So this one the battery is low.

She comments in her interview –

I'm lying to him here just to make him feel at ease.

She shows similar decision-making to Geoff by quickly changing topics and transitioning into the first segment of the advising session.

Extract 24: Rina

Outer dialogue	Inner dialogue
A: Ah, so I have two today. So this one the battery is low. /1/ L: (nervous laugh) A: So just ignore them. Ok. Thank you for coming.	A: /1/ I'm lying to him here just to make him feel at ease.

Note: A: Advisor   L: Learner

Miller (2000) advises that as language counselors are not trained counselors they should not "try to solve complex emotional problems" (p. 178). Being observant of and aligning oneself with learner feelings however, was not intended to uncover deeply rooted causes of language problems, but rather to gain entry into the learner's world as he or she perceived it. In response to negative feelings or emotions shown by the learner, advisors countered in most cases, by using positive reinforcement. There were numerous examples in the data in which advisors considered encouragement the most effective means of supporting and creating trust with the learner. Encouragers also communicated to learners that they were understood and helped to facilitate learner talk. Counseling research suggests that positive reinforcement increases the capacity to cope with challenges and facilitates wellness (Ivey, Ivey and Zalaquett, 2010). Rogerian (1951, 1979) theory in particular, proposes that self-exploration and growth in the client is achieved within a nurturing relationship in which the counselor provides a positive environment. The excerpts below demonstrate advisors' thought processes as they tried to maintain a positive environment and establish a stronger relationship with the learner.

Geoff: 4:15 /5/ *I think here I'm definitely just trying to comfort her and let her know that most of the students that I have talked to who are taking the module are*

saying the same thing and identifying the same problems so she doesn't feel that it's only her... just to make her feel a little... encourage her a little bit.

Geoff: 8:27 /9/ *I was thinking when I was talking to her and I confirmed this after the meeting actually, but I thought she had spent at least a year abroad. She must have lived abroad. She's got really good pronunciation, and she's got these little uhm, expressions. She'll use "like" and...but she's very, she seems very insecure in her speaking. But I wanted her to feel that, yeah, also this whole session and doing these sessions when I've been approaching them at the beginning, I'm trying my best to encourage, to offer encouragement. I find that, uhm, when we are advising our students we are not encouraging them enough in the actual talking that we're having with them. So I want her to feel relaxed and know that she's doing fine and that I could understand everything that she's saying. So I think that's what I was doing here.*

Rina: …35/ [25:04] *So he, so his face when I said 'evaluation' was kind of like *yeeeeaahhh* He didn't look so happy about it, so I was thinking "ok, I'm going to have to reassure him that this is a difficult area and he's not the only one who may be struggling with it.*

Anya: 25:16 /57/ *I'm thinking 'Oh no! Not another dependent student coming back and asking me to check something. But, I wanna be encouraging...*

Kyra: 33:21 /35/ *So, uhm, I kind of asked her what she can do during the Practice session, and she said she can ask teacher to give her evaluation on her performance. So, I thought it was a good idea in, even though it wasn't quite the answer I wanted. So I think her... I said it was a good idea to encourage her to give me more answers.*

Kimi: 8:03 /8/ *She thinks 150 is very low, but it was her very first try and she's still a second year student. I told her it's not too bad for a first try….I didn't want her to feel disappointed. I didn't want her to give up on achieving her goal. Her big goal is to achieve, to get 300 points in the reading section so...she has a long way to go but, yeah…*

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These excerpts are an indication of learning advisors' conscious efforts to establish a meaningful relationship with the learner in response to negativity observed in verbal and non-verbal reactions.

Learners' language proficiency and metacognitive awareness

When learners are first introduced to self-directed learning skills, it is not clear to the advisor if they are equipped with sufficient skills for effective independent learning. Cotterall and Murray (2008) argue that "metacognitive knowledge is essential for self-directed learning because it represents the knowledge base that students draw on as they make decisions about their learning" (p. 34). Wenden (2001) also claims that metacognitive knowledge is essential for successful learning because students' understanding of themselves, the tasks they engage in and the strategies available to them directly impact on all their decisions about learning. Analysis of the data revealed the learner's language proficiency and metacognitive awareness to be key considerations in inner dialogic processes; however, there are currently few research papers within advising literature explicitly linked to the relationship between learners' current language proficiency or linguistic competence and degree of metacognitive awareness, or how much or what kind of additional support should be given to lower proficiency level learners to assist in understanding higher level concepts. This is possibly an area for further research.

Andy's student had the lowest proficiency level of all students participating in this research. Throughout the session, Andy consistently referred to her low proficiency and her inability to participate effectively in the dialogic exchange. This affected the dialogue in several areas such as goal-setting (Extract 25), selecting resources (Extract 26), learning strategies (Extract 27), study methods (Extract 28), and learning styles (Extract 29).

Extract 25: Goal-setting

Outer dialogue	Inner dialogue
A: …What, what are you thinking about when you say grammar? /4/ L: [long silence] I don't have idea. A: Okay.	4:37 /4/ And here, I realized the question was quite difficult, perhaps I shouldn't have asked it because her linguistic ability is very low.

Note: A: Advisor L: Learner

Extract 26: Selecting resources

Outer dialogue	Inner dialogue
A: Okay. On the website, are you still interested in culture and sports? Or something different? L: What? [Laughs] A: On the website, do you still want to read about culture and sports? L: Do you read…? [Laughs] /8/	8:45 /8/ I was just thinking, "She's so low. How can I keep going?" I was thinking this is a perfect candidate for Japanese advising, but although I say that she actually does go all the way through the interview and I think she gets it. It appears that she gets it. So she motors on regardless of or in spite of her low level, but I was thinking at this point, she can't even understand something spoken that's very basic.

Note: A: Advisor L: Learner

Extract 27: Learning strategies

Outer dialogue	Inner dialogue
A: And some words are high frequency. L: High frequency… A: So there are words that are very useful because /22/ they come again and again and again. And some words are low frequency. So they are not very common words. L: Uhm yes.	23:38 /22/ So I was thinking, right, it's possible that students just write down *all* the new words, and many of them are irrelevant and they're not going to see them again. So, I was thinking how to get her to think about the words she was choosing, but I was, uhm, also thinking, will I be able to get this past this student because of her language, and I was hoping frequency might be similar in Japanese. I have no idea,

Note: A: Advisor L: Learner

Extract 28: Study methods

Outer dialogue	Inner dialogue
A: Yeah? How will you know if you're using the new words?	
L: Please, one more	
A: How will you know that you're using the new words when you speak to your friends?	
L: How, how will you know?	33:03 /28/ I was just thinking "How can't she understand this? It's so simple." I'm saying it slowly and clearly. I felt sorry for her, to be honest, but look how brave she is at just continuing.
A: mm-hmm	
L: How will you know?	
A: If you use	
L: If you use	
A: The new words	
L: You use the new words	
A: mm-hmm	
L: mmm… [long silence] /28/ I don't have idea.	

Note: A: Advisor   L: Learner

Extract 29: Learning styles

Outer dialogue	Inner dialogue
A: Okay. If you use new words, does it help you remember? /32/ Some students, if they use new words, it's the best way to help them remember the new words, so I wondered why you wanted to speak about the article. Does using new words help you to remember?	37:27 /32/ And here I'm thinking about, if she's using the idea of different skills and as a kinesthetic learner, uhm, different styles rather than, as a kinesthetic learner, the idea of using the language might be more memorable. Uhm, so I was trying to get that out of her but I didn't want to get too deep into it and it didn't work very well so I moved on, and I thought again, she is not the right level to start explaining anything, uhm, got to just try and ask her questions and see what she comes up with. Too much explanation I think is just gonna go straight over her head.
L: Does you help… does you help remember	
A: Does it help you remember	
L: It help…	
A: Yeah, okay. /33/	
	38:51 /33/ I'm just thinking, "Just say yes so I can move on". It's got too confusing. I just wanted her to say yes, even if she didn't mean it so I could move on and forget that I got into that. I might've… it was too much knowledge for her, too much to try and get past her. Uhm, at her level I think. If it were being done in Japanese, I'm sure she would have understood.

Note: A: Advisor   L: Learner

Extract 29 in particular, shows the level of frustration that the advisor is facing as the learner's low proficiency continues to interrupt his flow of thought and decision making –

> *I'm just thinking, "Just say yes so I can move on." It's got too confusing. I just wanted her to say yes, even if she didn't mean it so I could move on and forget that I got into that.*

In comparison, Anya's student had one of the higher levels of proficiency and a deeper metacognitive awareness of learners participating in this research, having already completed a self-study module with her in the previous semester. There are notable differences in Andy's and Anya's thoughts about their learners' language proficiency and ability to comprehend metacognitive concepts. In particular, there was a stark contrast in Andy's (Extracts 25 and 26) and Anya's (Extracts 30 and 31) considerations of their learners' goal-setting skills and ability to select appropriate resources.

Extract 30: Goal-setting

Outer dialogue	Inner dialogue
A: For here and now. So you decided to take the Sophomore Module again.	
L: Yes! I'd like to improve my English skills, especially the…reading newspapers or to understand the TV news and I thought I should, it would be better to choose the TV or newspaper than focus on the one media and I think the newspaper… I read the newspaper in class, so I think uhm, and my teacher said uhm, we will use the TV news next semester, so I would like to prepare for the next semester **/10/**	4:15 **/10/** I'm thinking again, this student is so mature, you know. She's thinking ahead, she doesn't wanna do something she's already done in class. She's picking the other media and it's more difficult as it transpires. Just because she won't get to do it this semester, uhm, it's the most mature decision.

Note: A: Advisor   L: Learner

Extract 31: Selecting resources

Outer dialogue	Inner dialogue
A: And then you mentioned earlier that the challenges – you only get to listen once. But, is there a way that you can listen more than once? **/48/**	21:50 **/48/** I mean I'm sure she knows the answer to this but I better check, you know. She hasn't actually said that you can record or anything.
L: I don't know so uhm, the news stream, news stream on the internet	
A: Yeah, try to find some good sites where you can listen again to the same story **/49/**	22:11 **/49/** I'm not sure she… I think she was thinking about this for the first time so I'm glad I brought it up. 'Cause otherwise she would be there at the yellow sofas listening once then you know, that's it.
L: I'm sorry…	
A: Oh, that's okay.	
L: Or record it	
A: Yes! There you go. You can borrow one of these from the SALC or your phone I think will probably be able to	22:31 **/50/** So it was good. It was worth mentioning that even though it seems obvious.
L: I'd like to have this **/50/**	
A: You can borrow it from the SALC. Good idea! So finding the articles, uhm, so finding the articles on an online news report that's the same and topic is the first step I guess for resources, and then… alright, what else? **/51/**	22:54 **/51/** I stopped myself before I tell her everything that she needs to do you know, she is quite capable of working this out

Note: A: Advisor   L: Learner

Although Anya at times faced difficulties with the learner at different points in the advising session, there was more negotiation between her and the learner and little frustration as the learner seemed to have the linguistic competency to enter into deeper discussion. Extract 31 shows advisor and learner engaging in the negotiation on more equal terms. In comparison, Andy's style of advising (see Extract 28) devolved into a kind of one-way dialogue in which the learner provided mainly short or repetitive responses.

Toward the end of the session, Anya's learner is able to summarize what has been discussed by connecting the different components of her learning by herself (Extract 32). This kind of thinking indicates "a capacity for detachment, critical reflection, decision making, and independent action" (Little, 1991, p.4), a popular definition of learner autonomy in advising literature.

Extract 32: Anya

Outer dialogue	Inner dialogue
L: So last, big goals and small goals decided… learning styles and interests decided. **/72/** Newspapers decided so SURE+E. Yes, I think I can do it and the evaluation. **/73/**	30:30 **/72/** So she's going through her plan making sure she knows what's right in each of the boxes. 30:46 **/73/** So I can see she's confident as she's going through – yep, I know what to do here, here, here and I'm happy that you know, I'm kind of satisfied that I think she knows how to do it too and that the meeting has helped.

Note: A: Advisor   L: Learner

Anya's later remarks sum up her thoughts about the learner's competency –

> 35:22 **/87/** *She doesn't need me. No, I'm hoping she does, but uhm, she's saying all the things that you would kinda would suggest if somebody asked you.*

Andy's remarks on the other hand, show the difficulty of advising learner's with lower proficiency levels in their second language (L2) –

> 33:03 **/28/** *I was just thinking "How can't she understand this? It's so simple." I'm saying it slowly and clearly. I felt sorry for her, to be honest.*

Looking at these two situations, it seems that understanding the learner's language proficiency, linguistic ability, and metacognitive knowledge base might be useful before effective intervention can occur. This brings into question the use of the learner's mother tongue (L1) in the EFL advising setting. Neither Andy nor Anya was fluent in the learner's L1, so in order to enhance communication with the learner they had to be largely knowledgeable of various types of interventions. In Anya's case, there were few problems as the learner had a higher proficiency level; however, Andy, in several instances, remarked that L1 assistance in the session could have been useful for the learner to participate more actively and effectively in the dialogue. According to Dickinson, in Miller (2000), one of the qualities of the ideal helper in self-access language learning is knowledge and skills in "the learners' mother tongues in order to

communicate with the learners without difficulty and with minimum risk of misunderstanding" (p. 177).

Sugawara (2009), a colleague who previously worked at this institution, conducted a study in which she introduced independent learning concepts to a group of lower proficiency learners as part of the 8-week self-study module. She ran face-to-face learner-training workshops alongside the self-study modules as a means of supporting lower-proficiency learners who were finding the module difficult. In her findings, she fully supported the use of the learners' L1 as she felt it "helped students begin to make the transition into the world of autonomous learning" (p.7). As evidenced by the problems Andy had with his learner, and the interference this caused in his processing of the dialogue and selection of interventions, this is an area that warrants further consideration within language advising in an EFL context.

Non-verbal cues

As advising sessions are only 30 minutes in duration, advisors need to gain maximum value in the time spent with the learner and collecting visual information is a valuable tool in this process. Paying attention to the details of non-verbal behavior helped advisors to quickly create a non-threatening environment that led to the learner opening up more freely about their learning. This meant observing and responding to non-verbal messages such as the learner's body language, eye movements, posture, facial expression and silences. Accurately responding to the learner required staying close to these non-verbal messages. In the current study, there were two areas of advisor thinking in which advisors observed changes in learner behavior: Facial expression and silences.

Facial expression

Facial expressions conveyed a large portion of nonverbal communication during advising sessions. Theorists of cognitive-behavioral science have suggested that facial

expressions of emotions serve the functions of enabling an individual to predict another's behavior and conveying the other's internal state (Knutson, 1996). Transcript data showed Geoff and Rina responding to changes in the learner's facial expressions when they reacted negatively to advisor comments. Geoff observes a strong reaction from the learner when he talks about selecting resources –

> 18:48 /19/ *…and what you don't see here is her face when I brought up choosing good resources. She felt, it looked like she thought "That's a tough area.' And just from her body language I felt like okay, she may have trouble choosing.*

Rina also observes a strong reaction from the learner when she mentions evaluation to the learner –

> A: /35/ [25:04 *So he, so his face when I said 'evaluation' was kind of like *yeeeeaahhh* He didn't look so happy about it...*

From observing and responding to these nonverbal behaviors, the advisors were able to gain a better understanding of the internal state of the learner and, taking this into account, consider more effective interventions.

Silences

Although advising has been presented as a talking profession, using silence at appropriate times was helpful for the advisor to better understand and/or support the learner. The advisor was able to understand different meanings in the learner's message by being aware of the tone, speed and volume of the learner's voice, but silence during the exchange was also an important consideration in the learners' nonverbal communication. That is, advisors were able to ascertain a lack of understanding or discomfort during silences. Kyra (Extract 33) for example, shows that she is aware of and attuned to long silences in the learner's dialogue. For Kyra, this was an indication of the learner misunderstanding the dialogue. She remarks –

11:36 /12/ *And there was a long silence and I felt that she got lost, she wasn't sure what I was asking.*

Extract 33: Kyra

Outer dialogue	Inner dialogue
A: So you said it's difficult for you sometimes to use present perfect L: yeah. A: So "have you ever been to ~" something like that, the present perfect tense? L: No, just, I don't so…… /12/	11:36 /12/ And there was a long silence and I felt that she got lost, she wasn't sure what I was asking and I kind of felt that there was no point in trying to find out the specific tense form that she used to focus on, and I thought it was better to move on so I just left it.

Note: A: Advisor   L: Learner

In Andy's advising session (Extract 34), there were several moments in which he experienced extended silences from the learner. For Andy, as he realized that the learner's proficiency level was low, he utilized the silences to give her time to respond –

Uhm, so when I pitched the question I thought "Right, she didn't understand the question, but I need to give her time" because I didn't want to butt out, in case she was actually processing it and going to come out with something eventually.

Extract 34: Andy

Outer dialogue	Inner dialogue
A: Or you're thinking about grammar, like the way that tenses are used, like past tense or present tense. What, what are you thinking about when you say grammar? /4/ L: [long silence] I don't have idea.	4:37 /4/ And here, I realized the question was quite difficult, perhaps I shouldn't have asked it because her linguistic ability is very low, her listening is very low as well. Although she is a very good writer, she scored very highly, uhm, in the First Steps Module, uhm, because her reading and writing appears to be pretty high compared with the oral skills. Uhm, so when I pitched the question I thought "Right, she didn't understand the question, but I need to give her time" because I didn't want to butt out, in, case she was actually processing it and going to come out with something eventually.

Note: A: Advisor   L: Learner

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Coupled with changes in facial expressions and other subtle forms of body language, silences in language advising situations helped the advisor to identify crucial moments in the dialogue.

It has been suggested in counseling literature that channels of communication (*how* something is said) is sometimes more important than the actual words (*what* is said). In the same way, the skilled advisor should be especially attuned to the learner's nonverbal communication to see if there are discrepancies with what is being said and what is being observed. These nonverbal observations were thus instrumental in helping the advisor to consider the most suitable intervention strategies for the particular advising situation.

4.7.2 Summary

Understanding the learner as a whole and fully-functioning, complex person involved an awareness of both verbal and non-verbal behaviors, and being sensitive to the learner's beliefs and feelings while remaining non-judgmental. Appropriately responding to learner feelings seemed to depend on not only these observations, but also the learning advisor's personal advising style, his or her understanding of the dynamics of particular moments in the advising situation and the level of trust and rapport established in the learner-advisor relationship. A symmetry in the movement of the dialogue and awareness of the learner as a person showed the learning advisor as being 'in tune' with the learner.

4.8 A summary of the explicit features of the inner dialogue

Part 1 of Chapter 4 has reported on key components of advisor thinking and the common factors which influenced decision making. The two research questions examined in this part were:

- What is the content of learning advisors' inner dialogue during the advising session?

- What factors inform the selection of specific intervention strategies during the decision making process?

Below is a summary of findings of Research Questions 1 and 2.

4.8.1 Research Question 1: What is the content of learning advisors' inner dialogue during the advising session?

Five main and sixteen sub-categories emerged from transcript data as the key influences of advisor thinking. The five main categories learning advisors' thoughts centered around were seen to be closely connected to each other and moving in a rapid back and forth movement between the learner, the learner's narrative, the advisor, the advising process and the advising context, each working as a support to the other in a non-sequential manner. These five factors essentially drove the dialogue and captured the essence of the phenomena under investigation. As part of managing their thinking process, learning advisors seemed to observe their inner dialogue while at the same time accessing and processing knowledge, making decisions with intentionality, and being aware of how their personal views and values affected their advising behavior and relationship with the learner.

The four most frequently occurring sub-categories among all eight advisors accounted for just over 60% of advisor thinking which illustrated key commonalities in language advising practices: describing and considering the use of advising actions; processing the learner's story; managing own thinking process; and attending to the learner. A detailed analysis of the data uncovered the explicit features characterizing each sub-category. The underlying dimensions representing advisor thinking focused mainly on closely attending to the learner's verbal and non-verbal behaviors and the learner's narrative, as well as the intentional selection of specific micro-skills and strategies and awareness of self-attending behaviors. Articulating from Research

Question 1, Research Question 2 details the underlying factors which informed advisors' decision making.

4.8.2 Research Question 2: What are the underlying factors which inform advisors' decision making?

Advisor verbalizations of their inner dialogic processes during the stimulated recall interview enabled the researcher to gain deeper insight into how and why advisors made the decisions they did. The following were found to be the seven underlying factors which were at the forefront of advisor thoughts and which guided advisor decision making in each of the aforementioned four sub-categories:

Category 4.2: Describing and considering the use of advising actions

Factor 1: Intentionality in decision making

The advisor's ability to make intentional decisions illustrated that he or she had more than one action, thought or behavior which assisted in decision making. Possessing a variety of skills and knowing the expected outcome of performing these actions was an important factor in encouraging the learner to respond in specific ways, and in helping the advisor to guide the dialogue. The sign of an effective advisor was his or her ability to make judgments and quickly change direction according to the learner's linguistic proficiency and metacognitive level, as well as the advising situation. Thus, the intentional advisor was seen to be one who was flexible and aware that interventions used with one learner may not have necessarily worked with another in a similar situation. In addition, the skilled advisor accumulated and internalized a vast knowledge of macro- and micro-skills language and learning strategies, showed an understanding of the development of the learner and theories underlying the process of language advising, and then utilized this knowledge effectively in a variety of situations in order to help 'unique' learners explore, examine and evaluate their

learning. This provided the structure necessary to guide interventions and make effective decisions.

Factor 2: The contradiction of employing developmental or prescriptive advising behaviors

Advising literature endorses that learning advisors should employ a more developmental approach to advising in order to effectively support learner development. Developmental advising proposes that the learning advisor and learner are equally involved in the advising relationship and encourages the learner, through self-exploration, to set realistic goals and develop self-management skills in order to make better, informed decisions. Prescriptive advising was presented as a more authority-oriented approach focusing largely on the dispensing of information, while the learner sat passively receiving the advice. Advisors made decisions on these two approaches to a greater or lesser degree based on their judgment of the learner's proficiency and metacognitive awareness, and their beliefs about the profession of advising and the role of the learning advisor. It was suggested that effective advisors were those who considered the advising process as points on a prescriptive-developmental continuum, with decisions based on any number of factors at that particular point in the advising process.

Category 2.1: Processing the learner's story

Factor 3: Actively listening to the learner's narrative

Actively listening to the learner's narrative involved carefully listening to and tracking information being conveyed while at the same time attending closely to the learner's feelings and non-verbal behaviors, and letting him or her know that the message had been heard and understood. The sign of a good advisor was his or her ability to consciously hold, organize and reshape vast amounts of information through note-taking (mainly mental note taking) and then generate a new understanding of the

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phenomenon without disrupting the flow of enquiry. The skilled advisor could further internally question, reflect on, interpret and quickly evaluate this information in order to make *purposeful* connections that would best help the learner and guide decisions.

Factor 4: Co-constructing, de-constructing and re-constructing the narrative

The inner dialogic processing of the learner's narrative was described as a 3-tiered approach which saw the learner and advisor co-constructing, de-constructing and re-constructing the learner's story. Fourteen key points of consideration which advisors identified as central to the processing of the learner's narrative helped to create structure and direction to the narrative. Making interconnections between these key points of information and utilizing the knowledge to make sound decisions was the sign of an effective advisor. The ability to offer new perspectives and generate alternatives to help the learner to be more responsible for final decisions were other factors which influenced choice of interventions and informed the decision-making process.

Category 3.3: Managing own thinking process

Factor 5: Attending to the self and establishing a "learning advisor' identity

Self-attending was presented as a natural part of the advising phenomenon as advisors considered their underlying beliefs and philosophy of advising while also being influenced at times by doubts, uncertainties and feelings of success in their decision making. The effective advisor was seen to be one who had a strong advising philosophy and belief about learner development; had established his or her own personal advising identity; was aware of his or her strengths and weaknesses and could generate new ideas even in challenging situations. He or she was also able to critically reflect on advising performance while remaining attuned to the learner and his or her story. These qualities were crucial throughout the advising process. One of the main factors influencing advisor decision making was the consideration of the

balance of output (speaking) and input (listening) between advisor and learner which again underscored advisors' personal beliefs about advising approach. That is, whether the advisor took a more person-centered approach which emphasized strong listening skills or the cognitive-behavioral approach to advising in which the advisor intervened intermittently to actively influence learner development.

Factor 6: Critically reflecting on advising practice and interventions utilized

A driving factor influencing decision making was the learning advisor's own critical reflection of advising performance which was a central part of the advisor's ongoing professional development. The effective advisor was seen to be one who could quickly evaluate successful or unsuccessful interventions and when faced with uncertainty or self-doubt, could utilize specific recovery skills which would provide the learner with the direction needed to transform into a self-directed learner. The positive advisor was able to facilitate the dialogue while the negative advisor was seen to interfere with the session objectives; therefore, experiencing and symmetrically balancing both dimensions of thought were necessary in helping the advisor to effectively self-manage and react to his or her advising situation. Thus the positive and negative dimensions of advisor behavior had an immediate effect on the outcome of the session. The heuristic value of reflecting on positive and negative inner dialogue was evidenced by the learning advisors ability to narrowly define their immediate situation and react appropriately according to the situation.

Category 1.1: Attending to the learner

Factor 7: Attending to the learner's verbal and non-verbal communications

The ability to accurately observe learners' verbal and non-verbal behaviors and be 'in tune' with their feelings and emotions while at the same time identifying with their experiences, was a key factor in advisors' decision making. An intense focusing on the learner was seen as an effective way of hearing what was being said and being

aware of what was not said. Observations provided specific data validating or invalidating what was happening in the session and provided guidance for use of specific intervention strategies. The skilled advisor was able to see important indicators of a learner's physical, emotional and developmental well-being and make use of their observations to ensure that the most effective decisions were made to help guide each unique learner. A symmetry in the movement of the dialogue and awareness of the learner as a whole and fully functioning person within the advising process showed the learning advisor as being 'in tune' with the learner.

4.9 The remaining sub-categories

The remaining 38% of advisor thoughts consisted of the other twelve sub-categories. Of notable consideration within these sub-categories was category 3.2 (considering personal experience and existing knowledge) which accounted for a significant 7.9% of advisor thinking (and almost a fifth of the remaining 38%). Accessing personal experiences and existing knowledge was an essential component and one of the driving factors in the learning advisor's decision-making process. As advisors tried to generate various alternatives to provide learners with options, they were seen to draw on a number of influences from past professional experiences as well as current knowledge of advising. This raised an interesting question of the types of knowledge advisors required to effectively conduct their jobs. The third question this research addressed was thus the knowledge most frequently accessed by the learning advisor in order to assist in the advising process followed by an exploration of similarities and differences between learning advisors. These questions will be considered in Part 2 of Chapter 4 below.

4.10 PART 2: The nature of advisor knowledge

This second part of Chapter 4 now addresses research questions 3 and 4: What kind of knowledge do learning advisors most frequently draw upon during advising sessions? In what aspects (if any) do novice advisors differ from more experienced advisors in their inner dialogic processes and knowledge drawn upon during advising? Eight knowledge domains will be presented and discussed followed by a summary which interprets the meaning of the data.

Gremmo (2009) refers to language advising as "the interaction that learners have with a supporting "expert" (p. 2). Similarly, Serra (2000) refers to the term 'counsellor' as "an expert in language learning whose job it is to help students working in a self-access mode" (p. 98). Pemberton et al. (2001) wrote that "the adviser is seen as an 'expert' whose expertise is to be tapped in a way which relates to the learner's needs" (p. 23). Having an extensive knowledge base would seem to be a requirement for transforming an advisor into an "expert", and thus seems to be essential for practicing advisors.

Transcripts of advising sessions showed learning advisors as holders of a wealth of knowledge in various areas such as TOEIC, Media English, extensive and intensive reading, academic writing, and especially in language learning strategies and self-directed learning skills. Advisors also had a strong theoretical background in areas such as second language learning and teaching. Accessing this knowledge was a major part of advisor thinking as their advising competence was reflected in their ability to access this knowledge and respond quickly to a variety of problems. Although there have been several research papers that have discussed the types of knowledge that advisors should hold as a kind of pre-requisite to advising (for example Mozzon-McPherson, 2001; Riley, 1997), there has been little research which empirically identifies the sources from which advisors draw their knowledge.

4.11 Epistemological foundations: 'Where does my knowledge come from?'

The idea that once knowledge has been internalized it can lead to a higher level of reasoning and thus, more effective advising practices is a premise under which this research developed. Part of developing the inner dialogue involved becoming aware of the various domains of knowledge which may have previously gone unnoticed. Kimi's earlier query (in Chapter 4, Part 1), "*Where does my knowledge come from?*" was her first step in questioning and identifying prevailing epistemological practices. This initial step opened the door to developing a deeper understanding of advising practices and establishing a more concrete foundation for further professional development. Through stimulated recall, Kimi (as well as the other advisors) was able to gain a better understanding of her knowledge repertoire.

There are wide-ranging views on what constitutes the necessary background knowledge of a learning advisor. Advising literature frequently highlights teaching experience (especially student-centered teaching approaches), as a good basis for developing the skills necessary for language advising. Other types of knowledge presented in the literature as being important to language advising are an understanding of language learning strategies; personal experience with self-directed learning and foreign language learning processes and its implications for learners ; a theoretical background in second language acquisition; knowledge of advising gained from discussions with more senior advisors and conferences attended; familiarity with a self-access environment (including detailed knowledge of available resources); and an awareness of therapeutic skills to intentionally and effectively help learners to attain agreed-upon language learning objectives (see for example Riley, 1997; Mozzon-McPherson, 2001; Gremmo, 2009; Thornton, 2011).

Gremmo (2009) in particular, draws attention to the multidisciplinary expertise needed for the role of the learning advisor as she considers it to be comprised of theoretical and methodological aspects of various fields of linguistics, psychology and language didactics. She concludes that this expertise is a "fundamental factor for the success of SDLLS [self-directed language learning schemes]" (p. 16), and that by exposing himself or herself to this wealth of knowledge, the learning advisor can present himself or herself as a knowledgeable and competent

advisor. As these external factors influence the role of the learning advisor, and help shape advising practices, it was anticipated that identifying the key knowledge underlying advising behavior would be essential for the development of novice advisors and for the ongoing professional development of more experienced advisors.

4.11.1 Knowledge-in-action

The research literature presents many different types of knowledge, which typically fall into two main categories: tacit and explicit knowledge. Where tacit knowledge is premised to exist within personal experiences and remains in the minds of individuals in the organization (Sanchez, 2003), explicit knowledge usually refers to various forms of printed or electronic documentation or knowledge that can be easily disseminated throughout an organization. Using Bou and Sauquet's (2005, p. 168) classification system of knowledge bundles in which they distinguished four types of knowledge:

1. individual-tacit
2. collective-tacit
3. individual-explicit
4. collective-explicit

advisors' knowledge-in-action (see Schön, 1983, 1987) in this study was organized and placed into a new classification system comprised of Bou and Sauquet's classification, but also extended by the researcher to include two other types of knowledge:

5. individual-deliberate
6. collective-deliberate

This six-category classification system was referred to in this study as the tacit-explicit-deliberate (TED) classification system of learning advisors' knowledge-in-action (see Figure 19). An analysis of transcript data later identified the specific

domains that constituted the knowledge learning advisors drew upon while advising which informed and guided their practice.
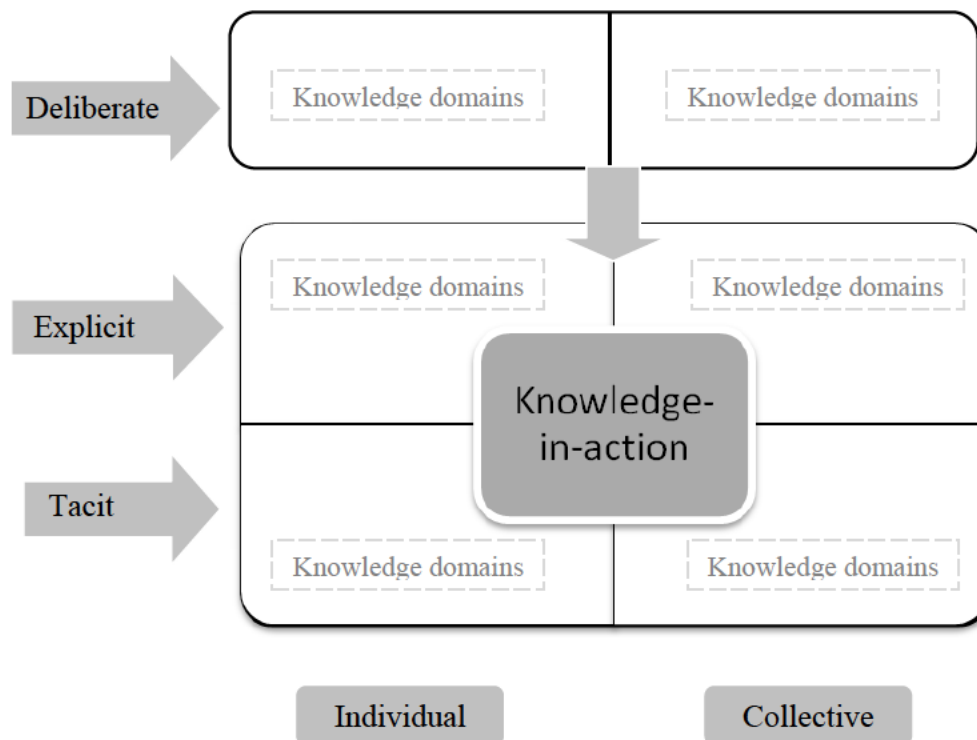
Figure 19 TED classification system of learning advisors' knowledge-in-action

Tacit knowledge

The nature of *individual-tacit* knowledge lay in the personal on-the-job and subjective experiences of the learning advisor, his or her beliefs, professional intuition, interpretations, mental models, technical skills, and general know-how. It was relatively context-specific to the individual's situation and was made accessible to others through dialogue.

Collective-tacit knowledge on the other hand lay in socialization, involving shared experiences with peers for example through training exercises, and informal

discussions in the CoP. The 'expert' advisor was more easily able to articulate or externalize his or her own tacit knowledge – ideas, analogies, experiences, beliefs, or interpret the tacit knowledge of others through presentations or dialogue, transcripts, lectures, workshops or training. Collective-tacit knowledge helped novice advisors to understand subjective aspects of the job that were not formally written in manuals.

Explicit knowledge

Individual-explicit knowledge was largely objective and rational and generally considered to be the knowledge of more experienced practitioners within organizations, as this type of knowledge assumed more familiarity with organizational systems and procedures. It also included the individual's understanding of theoretical underpinnings of advising, second language learning and self-directed learning.. Individual-explicit knowledge was best documented and disseminated through technological means such as PowerPoint, wikis, blogs or email. This knowledge was considered to be particularly useful for novice advisors.

Collective-explicit knowledge was acquired through face-to-face interaction in which advisors exchanged knowledge through dialogue and made specific knowledge explicit through some form of documentation (eg, meeting minutes, reports, documents, databases, email, conference workshop reports, etc.). These documents allowed knowledge transfer to occur throughout the institution and facilitated better practice by enabling less experienced advisors to understand the hows and whys of specific advising behaviors of more experienced advisors.

Deliberate knowledge

Individual-deliberate knowledge referred to the process of becoming aware of and internalizing knowledge through conscious or deliberate self-reflexive practices.

Collective-deliberate knowledge involved constructive feedback from others on advising performance. Deliberate knowledge was acquired through professional development programs or observations. Unlike tacit and explicit knowledge, this reflexive knowledge was free from prior or current experiences. Rather, knowledge acquired on the job was self-evaluated with the intention of changing, refining or confirming future advising practices.

4.11.2 Knowledge domains

In order to identify learning advisors' tacit and explicit knowledge, semi-structured interviews (Appendices 6-13) were conducted to help advisors verbalize what they believed to be the specific types of knowledge they drew upon while advising. Seven domains of knowledge were inductively discovered by the researcher from the discourse of the eight advisors' reflections in these interviews, which they felt influenced their advising practices and helped them to guide learners through self-exploration of their learning goals: Knowledge of learners; Practical knowledge; Theoretical knowledge; Knowledge from personal experiences; Knowledge from peers; Knowledge of self; and Pedagogical knowledge.

Transcripts of stimulated recall interviews (Appendices 22-29) were also examined and subjected to constant-comparison analysis in order to derive further possible examples of advisors' knowledge-in-action empirically from the data. To start the process, advisor turns were again analyzed, turn by turn. In advisor turns which seemed to overlap in two or more categories, the turn was divided into smaller segments relevant to the category that it more closely represented. This was based on the pre-determined definitions assigned for the seven categories (see Appendix 34). This meant that some longer turns were separated and coded into one or more categories. Table 11 below is an illustration of coded data. Excerpts of advisors' words are further provided in this section as examples in support of key themes and types of knowledge domains that emerged during the analysis.

Table 11 Example of coded knowledge domains for the advisor Anya.

Outer dialogue	Inner dialogue	Coding example
A: …big change L: I didn't know because I was in America at that time A: Yeah, that's right. I remember you telling me, /1/ and I was in New Zealand at the time. L: And I talked with XXX (another advisor's name) and she said she was in Dubai A: Ok, yeah, she was, that's right. It's /2/ still stressful because you have to check the news when you're overseas L: I read the newspaper almost every day and today's paper and the…yeah, for the past two months, how things are going and how many people are /3/ in the unusual situation and radiation A: Yes, it's terribly sad, isn't it? …… /4/ OK, so here we are again, module time [laughs] /5/ L: [laughs] That's more important…possible /6/	1:21 /1/ She started talking about the earthquake and I'm thinking, "Uh!" I've already had this conversation with her and I kind of, didn't want to seem insensitive, but I sort of wanted to talk about the module this time 'cus we only had ½ an hour. 1:48 /2/ So I tried to, I'm trying to think of an appropriate place to pause and move to the module without being insensitive. I don't know if I managed that. 2:11 /3/ We're moving into very depressing topics about how many people are dead and I didn't want to talk about that really, important thought they are. 2:28 /4/ Okay, that's an appropriate pause, I think and then I… let's get to the module. 2:36 /5/ So I'm trying to lighten the atmosphere here without being insensitive 2:45 /6/ I know XXX (student's name) quite well, so we always have a bit of a laugh, so we always start with a bit of a laugh, like humor or something	Knowledge of learner: past discussions Practical knowledge: Establishing a non-threatening environment Contextual knowledge: Bounded 30-minute session Practical knowledge: Transitioning from initiating sequence to opening the session / establishing a comfortable environment Self-knowledge: Quick evaluation of advising action Practical knowledge: (as above) Knowledge of learner: person

Note: A: Advisor   L: Learner

Coded transcripts were then uploaded using NVivo software in order to sort relevant segments of text into the assigned knowledge domains. The software then organized the segmented data into coded categories and a comprehensive report generated for each participant and assigned knowledge domain, showing the coded segments from each advisor under four headings: the specified knowledge domains; the number and percentage of text references per advisor; the number of coding

references per advisor; and finally the coded percentage coverage across transcripts for all advisors. The total percentage spread of data represented areas of transcripts that were coded. Figures totaling less than 100% indicated areas in transcripts that were not coded (such as conversations or question/answer exchanges with the interviewer that were unrelated to the advising session). Inter-rating coding checks were not conducted for this analysis; however, multiple intra-rating repetitions were performed by the researcher as the single rater using the framework of knowledge domains which had emerged from semi-structured and stimulated-recall interviews.

After the analysis was completed, along with the previous seven domains that had been uncovered from semi-structured interviews, an additional knowledge domain: 8) Contextual or situational knowledge, was generated from the data bringing the total to eight knowledge domains found to be accessed by learning advisors during their advising. The eight knowledge domains were then placed within the TED classification system of knowledge domains (see Figure 20).
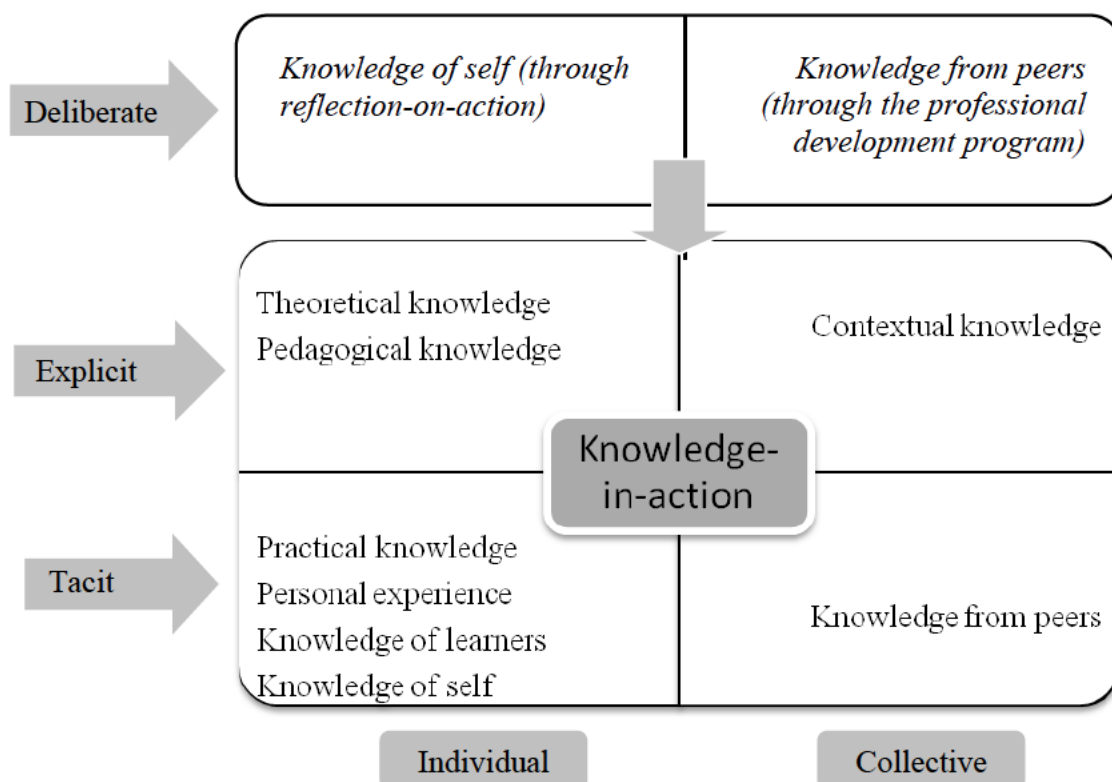
Figure 20 TED classification system of learning advisors' knowledge-in-action including knowledge domains

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4.12 Research Question 3: Knowledge domains and competencies

The eight domains, as representative of the learning advisors' knowledge-in-action described advising practices at KUIS as largely embedded within theory and practical experiences, connected to external institutional and societal factors, and encompassing self-reflexive practices. Within these eight domains encompassed several competencies which underscored advisor practices (see Appendix 34). These appeared to be the explicitly identified set of knowledge skills, and attitudes that learning advisors needed in order to be effective.

4.12.1 Domain 1: Knowledge of the learner

Competencies: Domain 1 included learning advisors' prior and current knowledge of the current learner and/or other learners' background, abilities, characteristics, and learning history; knowledge gained from prior sessions with learners; and awareness of learners' ongoing experiences and overall development.

With the goal of language advising being to successfully transform learners into more reflective, self-directed learners, advisors' knowledge of learners played an important part in their advising. During advising sessions, advisors were found to closely attend to specific characteristics, abilities and skills of the learner. Advisor's knowledge of and familiarity with the learner's characteristics, motivation, proficiency level and other factors were considered and modified to guide the learner toward specified goals:

> *Andy: her linguistic ability is very low, her listening is very low as well. Although she is a very good writer…uhm, because her reading and writing appears to be pretty high compared with the oral skills.*

> *Anya: I'm waiting to see uhm, whether she agrees or if…. She'll tell me if I'm wrong, I know… She's quite strong.*

Advisors also referred at times to prior knowledge of learners which became the basis for constructing and interpreting events, and in turn influenced the kind of advice given. Mia, in the extract below, uses information from an earlier conversation to question the learner's intentions:

> *Mia: At the time, I was wondering why she is trying to focus on increasing her TOEIC score because she is, she told me before that she wants to go abroad, so maybe TOEFL might be a better choice, so I wanna figure out why she wants to get, focus on TOEIC.*

Anya also recalls a previous conversation which she remembers was upsetting to the learner, and uses this knowledge to select a neutral topic which allowed her to maintain the positive environment:

> *Anya: when I chatted to her last week, just casually, or a couple of weeks ago, she said she was in the States during the earthquake and that she was scared to death by the news and she couldn't understand it and it was totally over the top and that's why I mentioned it was neutral 'cause I knew that it sort of bothered her.*

Koko uses prior knowledge of the learner to help stimulate further discussion of a study style that she felt may have best matched the learner's needs and time available for independent learning:.

> *Koko: because in the First Steps Module in the Unit 2: Time management, she, she uhm, I remember she had lots of time for part-time job, so I wanted her, uhm, I wanted, I wanted her to remember the time she can use to study.*

For these advisors, accessing prior knowledge of the learner was an essential component in helping to guide the learner more effectively. Becoming a proficient advisor thus seemed to require the ability to recall relevant prior knowledge from one situation and consciously reapply it to another in a meaningful way. In this way, the advisor was able to employ the most appropriate advising skills and strategies during the decision-making process.

Awareness of and monitoring learner development required advisors to be cognizant of current and past discussions with the learner over a period of time in order to highlight specific areas of progress. Much of this knowledge derived from interactions during prior advising sessions and through observation. However, the main source of advisor knowledge tended to be the learner's own learning history from the self-study modules:

> **Anya:** *Ok. So I know she likes writing and in her last module she focused on writing. So it's what she does best I guess.*

> **Rina:** *he did make some bad decisions and he seems to be making some better decisions now.*

Monitoring learner progress alerted advisors to changes in the learners' behavioral patterns and learning goals, as well as enabling them to identify any improvements in learners' linguistic and self-monitoring abilities. This accumulation of learner knowledge over time informed advisors' decision making by helping advisors to guide learners toward more specific and achievable outcomes.

In keeping with the developmental style of advising, advisors' considerations of learners' needs, interests, learning styles, and linguistic abilities played an important role in the advising process and in encouraging learners' self-reflection and goal-setting. This type of individual-tacit knowledge was gained through personal experience and interaction with the learner. That is, learning advisors built on or increased their knowledge of learners through a collaborative process grounded in frequent dialogic exchanges related to learners' personal learning goals, self-exploration, appropriateness of choices and overall development. In order to support and encourage learners to make choices in line with their interests and guide them through changing goals or new discoveries or insights, background knowledge of the learner's characteristics, beliefs and his or her learning history became essential to the advising process. Using the information gathered about the learner prior to and during the advising process, the advisor was able to adjust decisions, reformulate and expand his or her knowledge base, thus facilitating both advisor and learner development.

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4.12.2 Domain 2: Practical knowledge

Competencies: Domain 2 includes knowledge gained directly through first-hand, on-the-job advising experiences such as application of advising skills and intervention strategies, techniques and tools to facilitate the advising process including references to instructional materials and resources.

The knowledge area which seemed to inform advisor practice the most was learning advisors' knowledge gained through acquisition of skills through on-the-job experience. Existing literature in the fields of counseling and nursing typically refers to this knowledge as 'procedural knowledge' or "knowledge that manifests itself in the doing of something" (Nickols, 2010, p. 4) or more simply, the knowledge about how to do something. In this paper, this type of advising knowledge is referred to as "practical knowledge" and is described as knowledge encoded in the functions and procedures of advising.

Practical knowledge is seen as encompassing knowledge gained directly from first-hand advising experiences of successful and unsuccessful advising skills employed and intentional application of these skills from one situation to another. It also featured knowledge of appropriate resources relevant to learners' immediate needs in different language skill areas as well as specific areas such as TOEIC, language learning strategies, and knowledge of the instructional materials and services offered by the advisory team (see Figure 21). Given the nature of language advising as a profession based in and informed by practice, advisors tended to focus on learned techniques and skills that reflected their personal style of advising, and which helped to facilitate the advising process and foster learner development. As the participating advisors in this research were advising learners taking the self-study modules, there were a considerable number of references made to improving learning plans and the selection of appropriate learning resources. This was the core of the learning advisors' job experience and advisors, across all eight transcripts, showed their extensive knowledge in applying advising skills to match the specific needs of the learners.
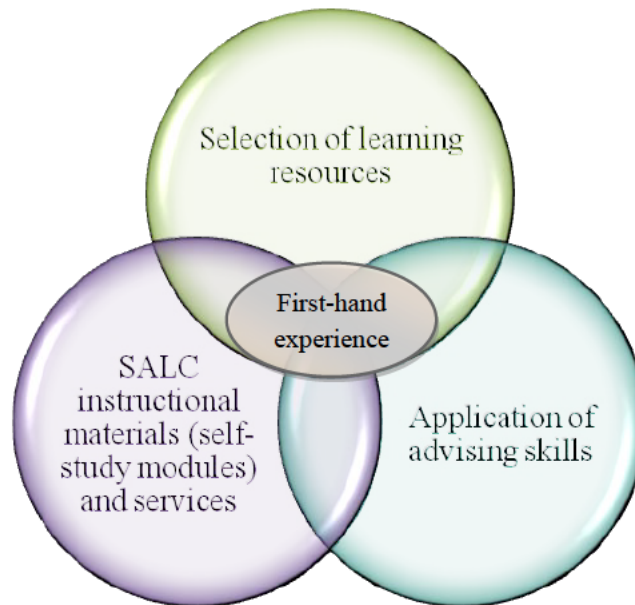
Figure 21 Learning advisors' practical knowledge-in-action

Knowledge and application of advising skills and strategies interconnected with each of the other domains of knowledge, as advisors negotiated with learners about their learning and development. This kind of practical knowledge demonstrated advisors' intentional application of advising interventions:

Koko: *I always try to make a comfortable environment for the student. So, I will spend about 5 minutes to talk about uhm, their daily life.*

Mia: *I was thinking that this kind of conversation could be uhm, good, uhm, good for her to relax.*

Geoff: *I think listening and questioning are important and rapport, extremely important.*

Kimi: *At this point I just wanted her to feel comfortable with having 2 recorders right in front of us. She, she looked a little bit nervous about me recording this conversation.*

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Rina: ...really wanted to give him the chance to talk about things more, so I wanted to ask the kind of questions that would get him talking.

Kyra: Casual chat because I just, I didn't wanna have a, I didn't want to talk about only her study and uhm, and not care about her background or life or so to be able to build some rapport, I asked her some questions about her background and what kind of language she's learning to make more connection.

Anya: She hasn't put that together yet, so I was planning to explore to get her more concretely to see what skills she's looking at.

Andy: I just wanted to summarize at this point and kind of put in the bag what had been said and what we were happy with before moving on to the next section.

Practical knowledge here is synonymous with Schön's (1983, 1987) concept of "knowing-in-action" (deriving from Polanyi's (1967) idea of tacit knowledge) in which he described this kind of knowledge as revealed through execution of a performance. It was clear from the data that advising skills formed an integral part of advising sessions and that advisors had considerable knowledge of how to apply them in various situations. According to Schön, this kind of tacit knowledge is characteristically difficult to verbalize as it usually emerges out of direct experience with the person or situation. As such, during the semi-structured interviews, most learning advisors struggled to identify and verbalize their knowledge of the range of advising skills they held and applied during their advising practice. This ingrained knowledge however, was more easily made explicit during the stimulated recall interviews as advisors, with the aid of a recording of their session as stimuli, were able to recall their thoughts of the advising session.

One particular area which most learning advisors highlighted as instrumental in the development of their knowledge base was the practical knowledge gained directly from successful and/or unsuccessful experiences with learners. In the semi-structured interviews, some advisors commented that one of the areas they drew knowledge from was their negotiations with other learners:

Andy: There are certain skills that you pick up...I'll get half of my ideas from students.

Mini: I think a lot [of my knowledge] comes from experience...interaction with other students.

Rina: ...experience with previous learners is really important as well, so what seems to have worked with some students, if that's come up a lot, then that will be something that's worth trying with others. So, it will be something I would be more likely to suggest. If not, just I read about in a journal, but if I knew that the students were doing... that would come from learners...

This type of experiential knowledge helped advisors in their immediate advising situation to provide learners with alternatives from more informed sources as the knowledge had been previously tested. Tacit knowledge gained from prior experiences with other learners through the process of advising and transferred to a comparable situation was found to be an important component in shaping the direction of the dialogue as the advisor attempted to repeat positive experiences and avoid less successful ones.

In a field which recognizes constructivism as a central underpinning theory, there was substantial focus on advisors' co-construction of knowledge with learners. Andy's comment that "I'll get half of my ideas from students" demonstrates the dynamics of the co-constructivist advising relationship. This again brings to attention the importance of the learner within the advising relationship as more than just a body in the room, but rather an active participant providing the advisor with his or her own valuable bundles of knowledge which the advisor can then reapply to similar situations with other learners. This was a point raised by several advisors during the stimulated recall interviews as advisors consistently recalled previous conversations and experiences with other learners which helped them to provide learners in the current advising situation with different options:

Mia: Uhm, I'm thinking, uhm, of my experiences talking with uhm, Kanda students who want to take TOEIC, and she had a similar problem with her, so I

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thought uhm, XXX (student's name) might have the same uhm, one idea, one
suggestion that I could make, uhm, work for XXX (student's name) as well.

Andy: *This is just based on previous experience of student plans is that they say*
they are going to talk about something but you get no idea of how they're going to
check if they're using the vocabulary that they say they are going to use.

Geoff: *So the other thing I picked up on was, with a lot of students I have been*
interviewing, they're having a big problem making the transition from first year to
second year, so I wanted to know if that was also common with her, 'cus then I
could probably approach, I was thinking I could approach this session in other
ways that I have before, and try to see if I could help her.

Both advisors and learners in this constructivist environment emerged as active
providers and disseminators of information and knowledge.

Instructional materials, in the shape of the self-study modules, focused on
specific areas of the learner's plan which was used as a means of assessing learner
development. Thus, advisors' attention to these specific areas comprised a large part
of the knowledge base and experience of advisors. Goal-setting in particular was a
main focus area of advisors across all transcripts as it encompassed about a third of
the advising session. The other part of instructional materials that advisors spent a
significant amount of time providing advice on was the learners' 8-week study plan
(SURE), including self-evaluation methods and selection of resources. In general,
advising skills employed by advisors centered on helping learners to make better
choices and giving them space to learn from their own mistakes. The extracts below
are illustrative of advisors' extensive knowledge of and familiarity with instructional
materials which was the core part of advising sessions:

Knowledge of goal-setting process

Andy: *So I'm thinking I want to really try to get her to choose one [goal], but I'm*
not going to tell her she can only choose one. So I want to see if she can decide to

choose one, but if she decides not to I was thinking, well I'll just let it go. She can go with it and see how she gets on. She can always change things, change her plan later rather than me telling her she can only choose one.

Anya: *I'm thinking "Oh! She wants to do everything. She wants to understand TV and newspapers. I hope she's not going to have this you know, ambitious plan I'm thinking to myself. I'm really happy she's picked one [goal] or the other.*

Kyra: *So for her small goal, she said she wants to improve both vocabulary and grammar and I wanted her to choose either one to focus on for this module. So I asked this question because it's her... In my opinion, throughout this module, I want to train the students to be able to choose one, hopefully one specific area that they can focus on.*

Knowledge of the SURE method of study

Rina: *So, when, in asking this question, I wanted to take it back to big picture evaluation, just check that he knew what evaluation was because then I want to go on and talk about if the, his, whatever study he's doing should be helping him improve, so if his evaluation is an academic evaluation, then his study should be an academic, an academic kind of study.*

Mia: *I was thinking how her description of how to use textbook fit in with SURE model...what is 'S' and what is 'U' and what is 'R' kind of thing.*

Koko: *So here, uhm, I didn't wanna say, "oh this is not the right way to evaluate," but try to give some example.*

Kimi: *So that's why I jumped to the Review section instead of going on to the Use section in the SURE model.*

Language advisors at KUIS must be familiar with all aspects of the curriculum, resources and services provided by the SALC to give appropriate advice therefore there is typically a heavy focus on the informational components of advising during initial advisor training. The similarity in advisor comments is an indication of advisors' collective knowledge of SALC procedures when advising with the instructional materials.

Advisors' wide-ranging and detailed knowledge of SALC resources and learning materials also played an integral part in helping advisors to provide information and customized advice capable of matching learners of different proficiency levels, interests and characteristics in the different language skills. Knowledge of resources found in the data were in areas such as TOEIC study strategies and tips, self-evaluation for various skills, Media English, general language learning strategies, and different methods of vocabulary acquisition:

Knowledge of resources

Koko: So here, uhm, I was going to uhm, give the students vocabubbles, the worksheet, vocab sheet? Because I thought it would be uhm, nice to try out many various kinds of uhm, materials.

Geoff: I thought the yellow sofa was also much more disorganized and looser, so I have to get her into the Practice Center. That's what I was thinking.

Geoff: I wanted to give her the choices, like you could do one with a lot of pre-activities and activities and one stuff with like basic listening and reading, like a transcript of the news article or just the news article. And I gave her three what I thought were pretty good choices: CNN, BCC and Breaking News.

Anya: I'm mentioning that because she said she's interested in Japanese news and I've, I've watched NHK uhm, the English stream and it's actually, it's pretty good and pretty neutral, but then as it was out of my mouth I was thinking, well maybe she doesn't want that you know. She's been in America. Maybe she wants to understand uhm, CNN because she wants to understand the sensationalist approach.

*Mia: uhm, I was wondering if the text book that she was going to use is not uhm...
in the text book, the words are not listed and on which topic, so how she can use
the wide variety of vocabulary in speaking center or yellow sofa?*

The above extracts highlighted advisors' knowledge and application of advising skills combined with their knowledge and experience of instructional materials and resources, which they used to help direct the learner toward designing a more solid learning plan.

In sum, advisors' on-the-job experience was the main contributor to their knowledge base. During interviews, advisors remarked that initial training tended to focus heavily on the informational components of advising (such as developing a strong theoretical foundation and acquiring knowledge of specific procedures) at the expense of providing them with a more practical view of their helping role. Andy, Mia and Kyra in particular were less satisfied with the training received, which they considered to consist of an excessive focus on advising theory and learning about the institutional materials. They suggested instead that it was important to learn practical advising knowledge immediately upon entering the profession as their background knowledge of teaching was generally ineffectual when advising learners. What became important for these advisors was expanding their knowledge of advising through practical experience. This research then shows that along with establishing a strong theoretical base and advising philosophy, competent advisors need to have substantial practical knowledge gained through first-hand experience of advising of applying specific advising skills to specific situations.

4.12.3 Domain 3: Theoretical knowledge

Competencies: Domain 3 includes academic knowledge gained mostly through higher education such as knowledge of different counseling approaches and advising theories; and/or knowledge of theories and concepts related to second language learning, second language acquisition and self-directed learning; and/or up-to-date knowledge of current language advising practices within the field.

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Theoretical knowledge refers to knowledge (usually textbook knowledge) contained in theories or models within specific fields or knowledge usually developed in an educational context. Although research literature typically points to practical knowledge as the source of knowledge which often guides advisor decision making, theoretical knowledge related to the advising profession was found to be useful in helping practitioners to understand the dynamics of human behavior as well as deeper philosophical concepts. This enabled them to choose advising approaches appropriate to specific learners and situations.

All eight advisors in this study entered the advising profession having their own personal knowledge structures built up of a knowledge base of facts, theories, ideas, or underlying beliefs without having had the practical expertise to go along with that knowledge. Further, there was no single model to which advisors referred when speaking about their advising philosophy. Each advisor brought his or her own individual theories to their advising such as an understanding of the core tenets of learner autonomy (Anya) or theories underlying the benefits of employing specific language learning strategies (Geoff, Rina); knowledge gained from Neuro-linguistic programming (Koko); knowledge of second language acquisition theories learned through Masters programs (Kimi, Mia); or simply theoretical knowledge of different teaching approaches gained from personal experience (all advisors). Theoretical studies during advisor training at KUIS covered in particular, the philosophy and history of advising, intervention strategies and general language learning strategies.

What was a common underlying belief held by all advisors though was the importance of having an understanding or personal philosophy of second language and self-directed language learning processes. Although all eight advisors were given documentation about current advising theories and practices prior to and during initial training, and considered advising literature to be instrumental in establishing an underlying advising philosophy in addition to informing their advising practice, during the semi-structured interviews, only four advisors referred specifically to advising theory as important to their practice. Other advisors cited influences such as knowledge of second language learning learned through Masters courses, prior

teaching experience and professional development courses related to the field of counseling.

Anya for example, drew heavily on her knowledge of learner autonomy which she gained from both her Masters and Doctorate studies. She admits that she had little knowledge of advising before she entered the field; however her deep knowledge of autonomy gave her a solid foundation on which she was able to build a new knowledge base of advising:

> *Anya: I suppose because both my Masters and my Doctorate were heavily guided by sort of learner autonomy, so because of that I had a level of learner autonomy and self-awareness of…I don't need to necessarily revisit it; I'm building on it. So, that's helped me. Definitely. And you know, I'm still convinced that it's really powerful…*

Kimi was less sure about the influence of knowledge gained from her Masters on her advising but considered that it might be part of her tacit knowledge which underscored her advising practice.

> *Kimi: I might be using it but I am not really conscious, like "I can use this theory" or…I don't think I'm that conscious about it but I'm sure I'm drawing some kind of knowledge from what I gained from my Masters.*

Kyra and Rina on the other hand pinpointed specific knowledge areas from their Masters program that helped them in their advising sessions. For Kyra, her linguistic background in phonetics was instrumental in helping her to break down difficult concepts for the learners:

> *Kyra: …When I give advice, the actual or specific advice, I think it's helpful because I have this metacognitive concept that I learned from the Masters degree so if I talk about pronunciation, I know what intonation is, I know what the rhythm is. My linguistic background knowledge is really helping me to figure out how I can explain things to students in a more understandable way.*

Rina commented that her knowledge of vocabulary (developed out of one of the skills components in her Masters program), was useful in advising learners:

> *Rina: ...A lot of the vocabulary stuff I did would have come from the masters, like I did a lot of work in the Masters on that. One of our modules was split into reading, writing, listening, speaking, so those kinds of things. So the big skill areas more than the small skill areas.*

With regard to advising literature, both Anya and Rina considered the readings in their areas of interest to be a key component in their practice. For Anya, this was especially important as research papers related directly to advising she noted were not as common or widespread as papers in other fields:

> *Anya: ... and, uhm, articles, I suppose the stuff I am reading (the literature) in order to help students. I guess there's not much about advising, as you know...*

Rina found strategy-training research helpful in advising about language learning strategies:

> *Rina: So I suppose a lot of the readings I've done in specific strategy areas...*

It is clear from advisor comments made during the semi-structured interviews that having a theoretical foundation in language learning and advising was deemed to be an essential part of advising practice. However, during the stimulated recall interview of advising sessions, there were few verbalizations related directly to advisors' application of their theoretical knowledge base. This suggested that advisors' theoretical or book knowledge largely informed advisors' actions rather than being applied directly to sessions. There was only one instance across all eight transcripts which saw an advisor's explicit application of theoretical knowledge. At the time of this research, Geoff was in the process of conducting research on self-directed learning and learner beliefs (his research specialty), and considered it important to apply this explicit knowledge to his advising session. In the extract below, Geoff tried to develop the learner's problem-solving skills by helping the learner to understand the difference between the planning, implementing, monitoring and evaluating elements of self-directed learning:

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Geoff: So right now I am preparing and I was kind of deciding whether I should introduce it cuz I've done it in the past and it's a lot of talking on my part, but it is…I wanted her to know that the module that working on the module or working through the module was going to help her with her planning and her implementing, monitoring and evaluating hopefully, and that could help her to become a more independent learner. So I wanted to promote that aspect of the module, but I had to do it explicitly so I had to go through and explain it.

Here, Geoff is conscious that providing this kind of information may result in an increase in his talk time, but he justifies it as giving the learner a firm grounding in the skills needed to write and implement an effective learning plan. This case was however the exception among all advisors as this knowledge was drawn directly from his personal research and veered away from the typical advising procedures for the self-study modules.

The tension between balancing theoretical and practical knowledge continues to be debated within many helping fields; however, this study showed that a solid theoretical foundation was an essential prerequisite for effective advising practice. This research thus indicates that advising knowledge grounded in theory would enable advisors to be intentional in their decision making and more fully understand how specific skills and strategies impacted the inner world of their learners. Further, it would help advisors to formulate their own advising framework to match their personality, values, personal style of advising and life experiences.

4.12.4 Domain 4: Knowledge from personal experiences

Domain 4 refers particularly to existing or prior knowledge and experience acquired through one's own language learning process as a second/foreign language learner.

Personal experience as a source of advisors' tacit knowledge referred to present or prior experience gained from first-hand observation of an event that was similar to the learners' learning experience. For advisors, the source of this similar knowledge was their own second language learning efforts. Knowledge of the language learning

process through personal experience has been frequently mentioned in advising literature almost as a pre-requisite to becoming an advisor, as it was expected that this knowledge would lead to a more accurate understanding of the learner's cognitive processing of language, in addition to helping advisors to identify more readily with the learner's motivation and other affective issues. In particular, the advisor that drew upon personal knowledge was able to understand, through reflection, if and/or how his or her personal experience was used in a constructive way in the dialogue. In addition, armed with his or her own experiential knowledge of language learning, the advisor was able to shape intervention strategies that could enable him or her to attend to the specific needs of individual learners and further help learners to increase their own level of self-disclosure. In the semi-structured interviews, five advisors (four Japanese and one non-Japanese) spoke about the importance of relaying their personal knowledge of language learning during sessions:

Mia: A lot [of my knowledge] comes from my own individual learning experiences, so if a student asks me about TOEIC, I can give them a lot of advice because I have experienced the same. Yeah, listening or speaking or anything as a second language learner, I can see their problem from the same perspective. Yeah, I draw on a lot from my own language learning experiences.

Kyra: I think the most helpful part for me is because I'm the same as them. I'm still learning English and I'm a learner. I've done many things, I've tried many things to improve my English and still I'm trying to discover what I should do so I can understand how…what kinds of things can help them (my personal experience as a language learner)…and also I can empathize with them, I can totally understand how they feel. So I will always like tell them, I know what you are going through so the students can, you know, open up their mind and tell me all their feelings about their, you know, how they are feeling.

Kimi: I feel like I can associate with students' feelings when they say it's so hard learning English. It's hard to get points…I can relate to them. I can help them to choose materials or something. This is especially with the testing materials, TOEIC or TOEFL. I would ask them, "Do you want Japanese support textbook?" I can help them a lot with that to choose the material that they really need.

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> *Koko: I always try to come up with my own learning experience and share that with my students... because advising is very personal thing so I think if the students hear what a learning advisor do or did in their daily life or their learning process, I think that's really helpful.*

The fifth advisor, Rina, who was fluent in four languages, also commented that she drew on her personal language learning experiences in order to connect more deeply with the learner. However, she was aware of and quick to point out the differences between her own personal experiences in learning Japanese and that of the Japanese learners studying English, in that language acquisition occurred in different contextual settings:

> *Rina: …and sometimes my own experiences of learning Japanese, but I've got to be careful about that because I learned Japanese in a very different environment because I was in Japan when I did it, so I am quite critical of myself and in introducing what aspects of that study I introduce to the learner because a lot of it was fairly effortless for me and half of that's because of the exposure and the environment of being in Japan.*

Self-disclosure in counseling literature has been used as a means of generating a more open, facilitative, empathetic counseling atmosphere, encouraging client talk and additional trust and creating a more equal relationship (see Watkins, 1990; Egan, 2007; Glosoff, 2009). Similar to counseling research, the key points which emerged from the Japanese advisors Mia, Kyra, Kimi and Koko, were their ability to identify and empathize with the learner through the sharing of personal knowledge and secondly, helping the learner to open up and speak more freely about his or her own language learning problems. For Rina, the only non-Japanese advisor completely fluent in the learners' L1, her approach was a bit more cautious as having learned Japanese while living in Japan, she was aware that her language learning experiences were different from the learners. She was therefore careful about which aspects of her second-language study she decided to share with the learner as she felt that she did not accurately represent a successful language learner from the viewpoint of the learner.

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During the advising sessions as well, accessing personal knowledge was seen to be an effective tool in helping the learners to reflect and decide on their own learning strategies. Once again, it was the Japanese advisors who seemed to find sharing their personal knowledge with the learner to be an effective tool. For Mia, she commented that she was able to offer a different choice to the learner:

> **Mia:** *Just trying to share some of the [TOEIC] strategies that I use for myself because... because I wanted to give her choice, rather than just pushing her to use the strategy so if she liked it, maybe she could try that.*

Koko remarked that she could identify with the learner's situation and thus decided to share her personal knowledge:

> **Koko:** *So here, because I have, I have some identification with her, so I was kind of, try to remember the same experience in my head, and then I asked her what she can do because I have some strategies that I can use... so I was going to share with her after I heard from her.*

Kimi realized that the learner in her session was struggling to think of a learning strategy she could use for her self-study thus, like Koko, she decided to share her knowledge hoping that this would prompt the learner into finding her own strategy:

> **Kimi:** *Uhm, I, I was pretty sure that she has her own strategy of memorizing words since she's been through the uhm, entrance exams so, but from what she told me, up to here, I don't really think I heard her strategy so I just wanted to give my example and see if she has any of her example... I thought maybe if I tell my example, she might remember something that she used, so...*

Andy was the only non-Japanese advisor who mentioned his personal language learning strategy during the stimulated recall interview of his advising session. Unlike the Japanese advisors, before sharing his personal language learning strategies, he internally questioned whether this action would help or hinder the situation. His ultimate decision to share his personal knowledge with the learner stemmed from his wanting to highlight how language learning strategies are similar across different languages:

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Andy: I, I thought, oh this is the sort of thing I do in Japanese. Shall I mention it? Is that going to influence her? But actually she said what she's going to do, so I thought it was a good chance to emphasize, uhm, and show some common ground with learning languages.

Personal language learning histories, utilized correctly, provided learning advisors with an effective advising tool for establishing greater rapport, influencing change by focusing the dialogue on a specific point, and increasing learner's self-awareness thereby facilitating greater learner development. Especially for the Japanese advisors, sharing personal language learning stories seemed to have the intentional effect of contributing to an increase in the learner's levels of sharing and feelings of solidarity with the advisor. In a sense, sharing personal knowledge of language learning thus made the advisor a positive role model for language success.

4.12.5 Domain 5: Knowledge from peers

Domain 5 includes knowledge gained through formal or informal interaction with peers and/or more experienced advisors, including the sharing of techniques.

A major emphasis in advisor training is peer-to-peer interaction and sharing of knowledge to ensure that all advisors develop the necessary competencies to be effective in their role. Peer knowledge is defined here as collective-tacit knowledge gained from sharing knowledge with, asking questions to or receiving feedback from other advisors through formal training sessions or informal discussions. The interaction and exchange of ideas among advisors allowed individual advisors' tacit knowledge to be made explicit and integrated into the collective knowledge of the CoP. This interdependent kind of acquiring knowledge can be connected back to Vygotsky's social constructivist view of advising previously raised in Chapter 2, in which knowledge was said to be acquired through social interaction.

During the semi-structured interviews, advisors commented on the benefits of acquiring knowledge through various means of sharing. Anya for example, found that

knowledge sharing with her peers was a useful way of re-familiarizing herself with resources and strategies that were effective with learners:

> *Anya: …and yes, my colleagues, just asking for ideas… sometimes when you're stuck, you know the strategy sheets that XXX (advisor's name) and XXX (advisor's name) put together, you know when you're stuck and it's there and you say, "Oh! I forgot about that one". I mean it's not.… there's things that I knew, but you often forget, so actually, those reference tools are pretty useful… and often there are discussions, often I don't learn anything new, I knew the strategy before, but it's been a while since I came across it and I've forgotten how effective it was, so discussions with others is useful…*

Here, Anya admits that most of the knowledge shared with other advisors was not new, but rather it served as a reminder of tools she had previously found effective but forgot about. As the most experienced advisor, Anya found herself having to seek various ways of acquiring new knowledge in order to continue her professional development. For her, what provided the most benefits in helping her to acquire new knowledge from peers was attending professional conferences or meetings, or interacting with other practitioners within the self-access field, as she was able to relate this knowledge back to and critically reflect on her own advising practice:

> *Anya: …and meetings, contributions from other practitioners. It's quite useful seeing how they are doing it…reading and thinking and trying things out and conferences too, you know, and try to relate it to what I am doing.*

Whereas Anya sought knowledge from the wider CoP, the less experienced advisors spoke more about the benefits of interacting directly with members within the advisory team. Through discussion with other advisors, Rina was able to gain new knowledge about vocabulary, an area which she advised on frequently:

> *Rina: so conversations I have with people specifically about… vocabulary.*

Less experienced advisors also found it important to get first-hand accounts of advising experiences from other advisors to understand problems encountered in the past and solutions that had proved effective in those situations:

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Kimi: uhm, what I hear from other advisors... I hear other learning advisor say "Oh, I had this type of student, and he had this type of problem, and I said this to the student, and this worked." Something like that.

Rina: ...talking to other advisors about what's gone on in the past. Not theory, but student experiences or advisor experiences.

For these advisors, this type of knowledge-sharing ensured a greater understanding of advising practices and deepened self-reflective processes, which may have been difficult through simple observation of advising sessions.

During the stimulated recall interview of advising sessions, it emerged that only two of eight advisors thought about knowledge from peers. Unsurprisingly, it was the novice advisors who were advising for the first time that accessed this type of knowledge more frequently. The extracts below show Mia and Koko recalling advice from other advisors from a previous discussion during an advisor-training session:

Mia: Uhm, because XXX (learning advisor's name) suggested that we shouldn't push our opinions or advice on students, I thought it might be better to confirm whether she really wanted to do that or not.

Koko: Right, so because I talked to XXX (learning advisor's name) and XXX (learning advisor's name) about how we are going about the advising, the first meeting, yeah, the advice was similar kind of thing in that they both let her, let the students try what they have done and in the next, in the second meeting will be more important than the first one because we can reflect on the weakness, yeah and maybe then, point out, what went well and what went wrong.

Koko: Here I gave her a sheet of paper in which she can write down the date and the study focus and the time allocation for SURE model. Actually I got this from XXX (learning advisor's name). XXX (learning advisor's name) just accidentally found it on the folder or she just had it from former years or something. I thought it a good way to keep record of what they do.

Knowledge transfer to less experienced advisors was seen as integral to supporting professional development and sustaining the CoP. Because advisors' contracts lasted a maximum of four years at KUIS, there was a constant turnover of learning advisors. This meant that regular peer-to-peer interaction was necessary to sustain the collective knowledge.

For advisors, social interaction with peers usually led to the creation of new knowledge, which then contributed to the collective practices of the community. Agencies of change identified by advisors were advisors' sharing of their own first-hand knowledge from experiences, informal discussions, formal training sessions, advising tips during sessions and knowledge from outside sources such as professional conferences. Although all advisors found knowledge sharing and transfer essential to their practice, it was only the novice advisors who drew on this knowledge during their advising sessions in order to help optimize their decision-making process.

4.12.6 Domain 6: Knowledge of self

Domain 6 referred to knowledge acquired through reflecting-in-action on advising performance, as well as awareness of advising beliefs or underlying philosophy and the advisor's role in learner development.

Although a great deal of emphasis has been placed on learning advisors having a sound theoretical background and practical knowledge of advising, advisors also noted an ongoing need for understanding the self in order to feel more competent in their role of advisor. Data revealed advisors' self-awareness underlying almost every aspect of the advisor/learner relationship during the dialogic exchange.

There is a general consensus in advising literature that reflective practices lead to professional development. That is, advisors' self-awareness of advising practices help them to develop an understanding of the basic principles of advising, which in turn further informs advising practices. According to Mozzon-McPherson (2002), transformation of self is usually required as advisors generally enter the profession

from different backgrounds with their own unique knowledge base. Part of this transformation depends on the advisors' ability to reflect deeply on advising performances. Reflection-in-action has been linked to the ability of being aware of the current aspects of a specific situation and finding the best solution to achieve specific aims (Schön, 1983). In the semi-structured interviews, only one advisor referred to self-knowledge as a source of knowledge drawn upon to inform advising. The most senior advisor, Anya, viewed herself as an active thinker engaged in analyzing and improving practice, constantly constructing/reconstructing knowledge from experience. Central to her understanding was recognizing that particular knowledge was embedded within her advising behavior that influenced her actions:

> *Anya: You can't help it you know, you listen to things and it strikes a chord and you know, take it on board I suppose…it's constant things, a constant renegotiation with yourself. You have this kind of understanding and then you read something and then you think "How does that fit in"…so I think if you think about constructivist learning, that's exactly what's happening. You know I'm taking something on board, I'm reconstructing it, I'm coming out with a kind of like, new version of what I believe, I suppose, and that is just constantly shifting, whether I talk about it or not, it's going on, but probably, when I talk about it, it helps to move on.*

During advising sessions, all eight advisors' self-knowledge was evident in their self-awareness of their advising beliefs, recognition of specific areas of their self-development as an advisor, and self-evaluation of advising performance based on their knowledge of previous advising experiences.

How learning advisor beliefs impact their advising is a research area that has not been fully investigated (Ishikawa, 2012), but it is generally recognized in the field of learner and teacher beliefs that beliefs are usually at the core of actions and influence practice (see for example Calderhead, 1996; Borg, 2003). Part of the role of advisors was having the belief that through dialogue, learners could be made more responsible for their learning. For Kyra and Geoff, this belief was reflected in their advising:

Geoff: ...when this problem comes up it's an excellent transition into the module because students can then develop...or through the module hopefully we can help them develop their, the skills they'll need to study by themselves without the teachers.

Kyra: I didn't want to give all the information. Uhm, because I, we're trying to foster autonomy and if I say everything, I'm not giving her opportunity to think about herself and to improve her critical thinking, so I try to improve, try to help her improve her critical thinking.

Here, Geoff's decisions are based on the belief that he should try to help learners develop independent learning skills. Kyra's belief that the learner should be given opportunities to improve critical thinking influences her decision to hold back information and encourage the learner to solve the problem on her own.

In Andy's case, he acknowledges that it is not possible to explore all avenues with learners in one session and thus he decides to offer a few options instead, in order to give the learner choices for her learning.

Andy: I made the decision as I was thinking to give her these options because it was quite, I thought it was quite clear that she didn't have any idea and that just trying to push her to think of something isn't particularly fair. We're there to give some guidance as well and I think if the guidance is in terms of options, uhm, it, it fits in with advising. It's not telling them what to do.

He justifies this decision as it fits in with his advising beliefs that "it's not telling them what to do." This belief that advisors should not give learners too much information was a common theme among advisors throughout transcripts (see Sections 4.4.3 and 4.6):

Geoff: This whole session, I was thinking about, every time I'm giving these examples and writing them out I'm thinking you, you're giving them way too much information...I keep thinking how that if I, the way I justify it in my head is, okay, if they get a good idea in the beginning and they have this recording, then each

week's work will subsequently be better and they'll need less and less of me …I just kept thinking, we were talking so much, but we'll see if it works.

Koko: So throughout the conversation I tried not to speak a lot, tried to listen to her, yeah, even though I wanted to say something.

Koko: uhmmm, so before XXX (student's name) I had one more student in the morning, right before, right before XXX (student's name) and I was trying to have less conversation with her, trying to let student speak more, yeah, and comparing to the one with the former student, this time I spoke a lot.

Kimi: Again here, I'm trying to hold myself and listen to what she wants to say.

It is clear from these extracts that advisor beliefs shaped and informed their practice. Thus, if advisors' experience and knowledge was representative of these beliefs, explicitly identifying and verbalizing these implicit beliefs they held and applied seemed to be an important component to build into advisors' repertoire of knowledge.

Advisors' recognition of their own self-development as they transformed from novice advisor to more experienced was also a large part of the self-knowledge they carried into the advising session. Some advisors exhibited more reflective characteristics than others throughout their advising session, considering not only how to improve advising performance based on past experiences, but also making a mental note of what changes to make in a future similar situation, thus expanding their knowledge base even further. In the extract below, Andy recognizes over time the value of hearing what the learner is saying:

Andy: Ah, this is something I'm learning to do, is to take students' "No" is "No" 'cause in first sessions I remember students saying I'm not really interested and I would tell them the benefits of it, but that's not really the point of advising as I've realized, so I take students' "Yes's" and "No's" at face value and don't push them to do things that they say they're not interested in.

This shows his self-awareness of one of his weaknesses which he consciously tried to minimize during sessions. Rina and Kimi are also aware of a similar weakness in their advising and intentionally tried to change their behavior to be more effective:

> *Rina: So, what I'm thinking when I did this was, "I cannot dominate this session" I've listened to sessions recently that I've spent too much time dominating them... so I was hoping that I would be able to sit back and listen and not interrupt at this point.*

> *Kimi: I tend to speak a lot in advising sessions, so I wanted the student to speak more than I do.*

Geoff also talks about "catching himself" during his session so he could be more efficient in his advising:

> *Geoff: That part there, and this is something I've been catching myself in the module. When I talk to the students in the past I always put the onus on them, like you have to do this, you should do this. But I really try to make an effort and could catch myself there saying 'we' so that they know that I will be there to support them and that they can bounce ideas off me, and they can actually come to me for advice and get advice rather than me just bouncing questions back to them.*

Part of advisors' self-development was seen in their ability to quickly self-evaluate errors in performance and make a mental note of how they could have done better or changes they could make in future situations. Here, Anya and Rina recognized that their advising interventions did not have the intended outcome and tried develop a strategy to improve their performance. This new strategy was then added to their existing bank of knowledge.

> *Anya: I think it was a bit premature coming in here. As I started saying "chart," I thought "Ah! I could have let this go a bit more at first."*

> *Rina: So I'm thinking I feel I've been a bit unfair, I've asked a question I'm not sure I can answer, so it's not really fair to ask him to answer it straight away, so*

I'm almost wishing I hadn't gone down this path at this point... So yeah, I'm like "Oh, this didn't work at all. I'm not gonna try this again."

Metacognitive self-knowledge has been identified as essential to effective advising as it entailed reflecting on and recognizing strengths and weaknesses as well as beliefs. As demonstrated by the extracts, self-reflection sometimes occurred within advising sessions as individual-tacit knowledge, but higher metacognitive awareness was typically achieved deliberately or consciously through later reflection-in-action in order to understand challenges and successes. It is from this knowledge that advisors were able to continue the iterative process of reflecting-in-action and then reflecting-on-action (see Schön, 1987) in order to facilitate their own professional development.

A key to advisor development then, was advisors' capacity to engage in systematic formal guided or informal reflection of their knowledge-in-action. Advisors who engaged in reflection-in-action were able to revise their personal constructs during practice, while reflecting-on-action provided them with the opportunity of learning from their experience (either independently or with the help of peers). In this sense, the process of developing the self was a continuous process as advisors gained and reflected on new knowledge. In essence, as advisors become more reflective about decisions, their self-knowledge grows. As this knowledge grows, they are able to manage a diversity of learner needs and advising situations and in turn develop and further refine their practice

4.12.7 Domain 7: Pedagogical knowledge

Domain 7 includes knowledge acquired through classroom teaching experiences and/or workshops given to students; knowledge of subject-specific areas; knowledge of learning and how it occurs; and knowledge of language learning strategies and methods.

Teaching literature maintains that good teaching is dependent upon the capacity of teachers to have a deep and flexible understanding of what they are teaching and this is what distinguishes good teachers from other teachers (see Feiman-Nemser and

Remillard, 1996; Shulman, in Tell, 2001). Although there are many similarities between teaching and advising, learning advisors' competencies are not so much steeped in their knowledge of content-based or subject-specific areas. Rather, the advisor is more experienced in the process of engaging in the dialogue and taking a reactive approach to questions related to learners' diverse interests and abilities. As mentioned earlier in the introduction to Part 2 of this chapter (Section 4.10), learning advisors have been considered to be problem-solving 'experts' whose expertise is to be tapped in a way which relates to the learner's needs (Pemberton et al., 2001; Gremmo, 2009; Serra, 2000). The following extracts give an insight into areas of expertise learners expected advisors to be knowledgeable about:

Media English

> *Geoff: …As soon as she mentioned that, because all of my Media English students are doing the same thing: reading and vocab. I was thinking about preparing the kind of advice I would offer, so, uhm, reading a newspaper I would, I would introduce that it is a different genre, there's a different kind of vocabulary involved, there's a different grammar to it and there's…and then you know, what she can do to, uhm, kind of tackle those challenges.*

Extensive listening through podcasts

> *Rina: Ok, so I think I was also thinking "Ah! Podcasts" I can tell him about podcasts cus it's one of my things and I think he could probably benefit from it.*

Intensive listening through news

> *Anya: …she's a smart girl, she knows there are ways you can listen to it more than once. She could record it, it's online, whatever. So is that her goal, like she wants to be able to listen to it once? I'm thinking that's a great way to approach it so you can get the main ideas: when, what, who, where and so on.*

Strategies for TOEIC listening section

Mia: Uhm, not only uhm, suggesting her uhm, getting comments on her learning plan, I wanted to give some tips uhm, on listening parts of TOEIC, uhm, just for, to try out. I don't know whether it works for her or not, but it might be a good idea, good for her.

Self-evaluation for speaking

Kyra: So, the next section I wanted to talk about her evaluation, and I wanted her to realize one of the best ways to evaluate her performance in speaking it's, uhm, is recording... I wanted to emphasize that the important thing in the evaluation process is to compare the, to record in a different time. So that's why I was describing how she can do, how she can evaluate herself in terms of her speaking and grammar.

Vocabulary building (Input)

Andy: ... I was thinking, I want her to choose the ten words that seem the most useful or a set number of words that seem the most useful so she makes a deliberate choice from the new words. She has to analyze the new words rather than just automatically writing them in and writing, uhm, meanings for them. Uhm, that was my idea here. And because I had done it when I've been teaching.

Vocabulary use (Output)

Andy: Uhm, and in a minute I asked her, uhm, how she can do it. She's not very sure so instead of trying to get her to guess what's in my mind I gave her three options and said there could be other options as well, but I wanted her, maybe you could do this, this or this...

Vocabulary review

Kimi: Yah, uhm, while she was telling me how she was studying the new words I was thinking, "How is she going to review if she is only writing the word on a piece of paper?"

As the role of the learning advisor is generally reactive to learner needs, he or she needs to have an expansive bank of knowledge in order to effectively respond to those needs. With each learner approaching the advisor with unique goals and interests, the learning advisor has to be prepared to give an immediate response on any number of topics. This directly relates back to Gremmo's (2009) point that having this high level of expertise is a "fundamental factor for the success of self-directed language learning schemes" (p. 16) as the wide range of knowledge demonstrates the learning advisor to be competent. One of the advantages to having a wide-ranging knowledge base is the ability to offer choices. By providing the learner with several choices, the advisor is able to downplay his or her authoritativeness and minimize the imposition of a one-way suggestion. In this way, the advisor/learner power relationship can remain balanced as the learner is made to reflect on the choices and make the best decisions about his or her learning.

The data also revealed that knowledge of language learning strategies was consistently drawn upon by all eight advisors to help learners consider different options for their learning. This was a critical aspect of their pedagogical knowledge base. Geoff, in particular, cited this as most important in his advising:

> **Geoff:** *…skills-specific strategies, there's two kinds, right? Skills-specific strategies, I think you need an awareness of them. I think you need an awareness of good materials that relate to students goals. I think you also need learning-specific strategies which is more about metacognition. So, how we can get students to develop their metacognition as well as their cognition?*

There were however mixed responses concerning how important a background in teaching was as a prerequisite to effective advising. In the stimulated recall interview for example, Geoff frequently referred to his teaching experiences and workshops offered to learners as one of the main sources of his advising knowledge:

> **Geoff:** *… this is probably from my own teaching experience and my own experience as an advisor, I just prefer to have students work on their vocabulary rather than grammar because I don't think they have specific enough idea of what their grammar problems are... and I find also from the workshops that I did*

with XXX (advisor's name), the collocations and stuff, if you can get them to write down chunks and sentences instead of grammar, I think, but newspaper grammar is quite unique so again I was thinking about that the grammar in newspapers is quite different and she could pick that up. Yeah that was it.

In two other instances he talks about his team-teaching experience with another advisor which contributed to his advising style as he was able to transfer this knowledge to a new and different situation:

Geoff: I've been doing that before and after, we've been doing it, and we've been really stressing it with our classroom, to get students before they have their session with us, we wanted all of them to come to us with a specific level, a starting level so that we could, we could help them see whether, if they have, uh, progressed or not.

Geoff: The problem with the weekly, and I've looked at this, and I was thinking about how XXX (advisor's name) and I have for our class developed a similar weekly plan for the students based on Learning How to Learn and the sophomore, but instead of having them "What did you do?" "What was your study goal in the past tense?" we have set it up in the beginning, "What are you going to do this week?" and have the students prepare for the week of study and then list the activities they plan to do and the estimated time they think it will take.

For Rina and Koko, they commented that their teaching background skills helped them to establish better rapport with the learner:

Rina: Background teaching helps me in rapport building, so I often share with students that I know what it's like to come through a Japanese school system because I worked in them so I often drop that into the conversation, I guess to help it set me up as someone who… to give myself some face validity, to show I'm familiar with their experiences.

Koko: …A skill to encourage people? Because foreigners learning Japanese. Even Chinese students have difficult time understanding Japanese grammar and

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stuff, so when I was teaching Japanese in class or one-by-one basis, I hear lots of questions and lots of uhm, disappointments so I always cheer them up.

On the other hand, during the semi-structured interviews, two advisors cited their teaching background as not being particularly influential in their advising:

Mia: *mm, I don't think I draw much on my teaching experiences because it's [advising] very much different from my teaching, but I more draw on my research experiences.*

Andy: *I think I had to turn everything on its head. I think building from my prior knowledge was not the way to go, I think. I think it's a different discipline from teaching, as teaching was taught to me on my certificate and my diploma and Masters. So, I think you almost have to throw it out the window and start again… I think you need to clear the table and decide how to go about it rather than relying on… so, knowledge of general beliefs. So students you are talking to, it's important, the way that they will speak, in other words, the pauses and the maybes which indicates they're not interested rather than they really mean. So there are things which you can take [from teaching]...that's more about intercultural communication.*

For some advisors in this study, advising and pedagogical knowledge were thus seen as interrelated, as effective advising seemed to include an explicit knowledge of teaching practices as well as appropriate and relevant strategies for self-directed learning. Knowledge gained through prior and current classroom teaching experiences and workshops were also found to be essential components in the advising process for these advisors. The value of pedagogical knowledge was most clearly seen in the learning advisor's ability to effectively advise on a variety of topics and give options to learners in order to facilitate their autonomous development.

4.12.8 Domain 8: Contextual knowledge

Domain 8 refers to knowledge of the educational and institutional contexts such as organizational procedures, policies and processes; knowledge of and requirements for the different self-study module program; policies regarding research practices with students; as well as the general characteristics of Japanese students.

Crucial to advising is the understanding of the background or contextual factors surrounding advisors' decision making. Contextual knowledge in this research refers to the collective-explicit shared, real-world phenomena, settings or situation in which advisors operated. Although knowledge of context as a domain was not specifically mentioned during semi-structured interviews, the impact of the institutional program and policies in supporting learning advisor behavior was evident in the data. Transcripts of the stimulated recall sessions showed advisors adhering to institutional and curriculum guidelines in many instances while advising learners. This included knowledge of language policies, module-enrolment procedures and knowledge of wider institutional policies, practices and services. In particular, advisors were mindful of general procedures connected to advising sessions, such as the time constraints of the 30-minute bounded session.

For three advisors, awareness of the 30-minute time limit was apparent in the data as it was seen to especially have a direct impact on advisor practices. Andy, Anya and Koko showed caution in not exceeding the allotted time as they tried to guide the dialogue in the direction they felt would be of most benefit to the learner:

Andy: I was very aware of the time and finishing off the session in the time we had.

Anya: I sort of wanted to talk about the module this time 'cus we only had half an hour.

Anya: It's coming towards the end. I'm sort of wanting to wrap up and make sure she has had time to talk about uhm, other things. I'm just conscious of the time so I didn't go into the details.

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Koko: Maybe, because of the time pressure, I kept her 40 minutes? About 40 minutes, so I was trying to rush, and then that's why I kept talking. If I had more time, I would have let her speak about how she, she would use the form.

Koko: Here, in my mind, I wanted to say something about uhm, the other topic business, but I didn't because of the time pressure.

Due to time constraints, advisors were at times unable to address specific learning issues and were forced to make quick decisions regarding which direction to take.

This external influence on advising was also seen in advisors' knowledge of documentation required for conducting research on students. In the extract below, Geoff comments on his feelings of discomfort in having to ask the learner to sign the consent form:

Geoff: So right now, I'm just getting the student's permission and I remember feeling a bit uncomfortable about asking for the permission for the consent form, uh, at the beginning of the session, kinda just springing it on her.

This was one of the required procedures for the Macquarie Ethics Committee and the institution when conducting research with students.

Advisors' sound understanding and knowledge base of the policies and procedures involving SALC services was also a factor which informed their advising. Kyra for example, was able to redirect the learner to signing up for another slot in the Practice Center when she realizes that the learner has decided on a plan of action that was not possible:

Kyra: And I asked her when she goes to the Practice Center and she said she goes to uhm, the Practice Center after school, and I thought. [laughs] oh, after school there is no Practice Center duty.

Koko's awareness of the appointment system was also evident as she tried to encourage the learner to book a follow-up session as she was exceeding the allotted time:

> *Koko:* Yeah... I didn't force them... force her to book me, but I hopefully thought she would... talk to her about the changes. And if not, maybe I can talk about her learning in the next advising session.

As the appointment system is a voluntary system, Koko's comment "I didn't force them…force her to book me," is an indication of her awareness of the specific procedures involved with using the SALC services.

Advisors constantly build and develop their knowledge base as they continue to engage learners in planning their learning. Understanding and effectively communicating the curriculum was a major part of the eight advisors' knowledge base as this was the core of advisor work. Specific practices related to advising on the curriculum were common among advisors especially with scheduling, which was important for learners to meet deadlines:

> *Anya:* And then we look at the schedule and it doesn't, she doesn't have to hand anything in for another two weeks.

> *Geoff:* I've been showing the students the calendar at the end of June and it comes, again I had the same idea in my head here... So many of my Learning How to Learn students didn't evaluate, and then by the time it was week 7 or week 8 and I was checking, asking them to do their evaluation, they had no idea what to do...

There were also numerous references to improving the curriculum during advising sessions. Curriculum development involved a constant process of reviewing and revisions to the self-study materials thus, advisors were required to have a sound knowledge of all the components making up the curriculum. During their advising sessions, Andy, Geoff and Anya considered changes they could possibly make to the current curriculum in order to make it more relevant to learner needs:

> *Andy:* ...we got the word "goal" there too many times with different meanings to it and it's never explained.

Geoff: So I was thinking it's hard to get them...I wish it wasn't like this, I was thinking in this module, I wish it wasn't past and more future.

Anya: I'm actually thinking about the design of the plan at this stage. I'm thinking oh, you know, "Why do we make them do a SURE plan at the beginning when it probably will change?"

Although this kind of knowledge was not directly related to the current learner's plan of action, its importance was seen in the benefits learners would receive in future sessions if changes were implemented.

Meeting learner needs has been presented throughout this research as one of the driving forces behind advisors' decision making. In order to meet these needs, an important component in advisors' knowledge base was the process of socialization into the institutional culture. This included being knowledgeable about the types of students enrolled in the university, their educational background, general characteristics and motivation for language and/or self-directed learning, class sizes, institutional policies and mission statement, and other SALC or institutional services available to the students. Geoff's knowledge of students stemmed from the length of time he had been working in Japan and he comments that this knowledge was helpful in understanding how to communicate with Japanese learners:

Geoff: I think it's people knowledge, the idea that in Japan, people need the space and quiet, I think. I think some people need time regardless of culture, to formulate thoughts, especially deeper thoughts and you know the thing in Japan is that it's being done in their L2...definitely my experiences in Japan I'd say.

Geoff: ...definitely the amount of space I'm comfortable giving students, like I don't mind if they're quiet. I don't mind if they're thinking. I don't really feel like I have to guess their answers and get them to speak. If they're struggling, sometimes I don't mind them struggling... that's just from working with Japanese learners for so long.

It is worth noting that the Japanese advisors had the advantage of being closely connected to the general characteristics of Japanese learners. Kyra in particular,

seemed to rely on her perception of Japanese learners' characteristics and abilities to help her in her decision-making process:

Kyra: ... In my opinion, throughout this module, I want to train the students to be able to choose one, hopefully one specific area that they can focus on because there is not usually a lot of Japanese students are not good at deciding one focused area.

Kyra: I explained uhm, the meaning of the term 'tense' because usually grammar terms, technical terms, students don't know these terms and they have difficulty.

Kyra: So those students who tend to be idealistic have two general ideas. They don't have any specific plan.

Kimi also took into consideration specific learner behaviorisms with which she was familiar in order to help lower anxiety and establish a more relaxed environment:

Kimi: She had a Winnie the Pooh pen. I thought it was very cute. Uhm, I sometimes compliment some of the things that students have uhm, it seems to lower their anxiety about the advising session. They talk to me a lot about the things that I have.

Having a general understanding of the student population influenced the effectiveness of advisors as advisors were better able to make more appropriate decisions based not only on institutional practices, but also on cultural awareness of general characteristics and behaviors of Japanese learners.

Advising has been described in terms of a cognitive and metacognitive process, but it should also be viewed as a phenomenon that is influenced by its social context. That is, advising as being 'situated' in context (see especially Lave and Wenger, 1991) and practitioners being aware of the particular organizational culture. Knowledge of the context was therefore another critical aspect of preparing advisors to negotiate learning within set boundaries of the advising session and to maintain a level of consistency among advisors. Especially for new advisors, contextual

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knowledge was important in order to fit in as smoothly as possible with current institutional practices and workplace realities.

4.13 Distribution of knowledge statements

This research was able to establish a clear and elaborate schema of knowledge that informed learning advisors' decision making. Table 12 shows the distribution of knowledge statements across eight transcripts as analyzed by the NVivo software.

Table 12 Distribution of knowledge statements across eight transcripts represented by sources and number of references.

NVivo Nodes			
Knowledge domains	Sources	Number of references across eight transcripts	Percentage spread based on number of references
○ Practical knowledge	8	147	41.1
○ Knowledge of the learner	8	82	22.9
○ Self-knowledge	7	52	14.5
○ Pedagogical knowledge	7	36	10.0
○ Contextual knowledge	7	30	8.4
○ Personal knowledge	4	6	1.7
○ Knowledge from peers	3	4	1.1
○ Theoretical knowledge	1	1	0.3
	n = 8 advisors	*n* = 358 references	*Total* = 100%

The table indicates knowledge domains by source (the learning advisors) and references (the number of times each knowledge domain was coded). It also shows the percentage spread of knowledge domains across the eight transcripts based on the

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number of references. There were a total of 358 coded references of knowledge domains across all eight transcripts.

Figure 22 below is a visual representation of the distribution of the eight knowledge domains learning advisors hold and apply while advising-in-action based on the percentage spread of coded knowledge domains. The distribution of knowledge statements varied substantially across interviews with knowledge domains drawn upon ranging from less than 1% up to the largest domain at just above 41%. The extent to which various domains of knowledge were drawn upon was inconsistent among advisors, with only four of eight categories reaching double digits among advisors: practical knowledge (41.1%), knowledge of learners (22.9%), knowledge of self (14.5%) and pedagogical knowledge (10.0%).
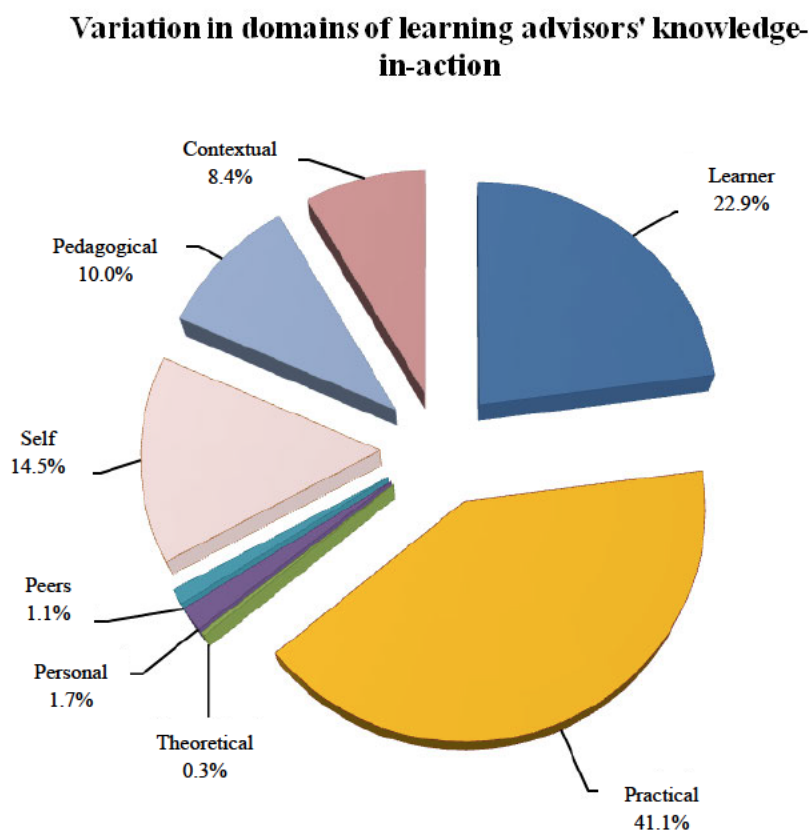
Figure 22 Variation in domains of learning advisors' knowledge in-action across eight interviews

Practical knowledge consistently dominated the other knowledge domains while less than 1% of theoretical knowledge was seen in the transcript data. This reinforces the notion raised in Chapter 2 of language advising as a profession based in theory and situated in practice. Having a good knowledge of learners (22.9%) was also found to be an essential tool in advisors' repertoire of knowledge as they tried to make decisions which matched the needs of each unique individual. Interestingly, the importance of advisors' self-knowledge (14.5%) came across strongly in the data as an important part of advisor development. Reflecting-on-action has been a large part of advisors' professional growth, but having an acute awareness of advising actions while in-action was seen in the transcripts of seven of eight advisors.

The knowledge domains which were accessed less frequently were contextual knowledge (8.4%), personal knowledge (1.7%), knowledge from peers (1.1%), and theoretical knowledge (at 0.3%). Knowledge from peers and personal knowledge (regarded as being tacit knowledge), were theorized to be embedded in advisors' cognitive structures and to have shaped advisors' style of advising and thus were not frequently drawn upon. Likewise, the data shows that theoretical knowledge was also infrequently accessed. On the other hand, the consistency through which contextual knowledge was drawn upon represented the more structured type of advising advisors faced through the self-study modules. It would be interesting to see in a future study if contextual knowledge in advising sessions played a lesser or greater role in sessions unrelated to the self-study program.

What was clear from the data was that learning advisors have a complex repertoire of knowledge that they draw upon while advising. The distribution of knowledge domains across interviews showed agreement with theories espoused in literature that advising is a profession that is largely based on practical experiences and establishing a close relationship with learners is central to the advising process. In order to facilitate learners' autonomous development, all eight advisors frequently drew on first-hand practical experiences from previous advising sessions and recollections of prior discussions with learners. Indeed these were the two domains of knowledge which advisors drew upon the most.

Accessing personal knowledge of language learning strategies and using knowledge of past teaching experiences was seen as important to some advisors while others preferred to elicit this knowledge from the learner through a process of intentional application of specific advising skills. This, however, seemed to be more of an indication of advisors' own style of advising rather than evidence of personal knowledge of language learning strategies as being an essential component in advisors' knowledge base. Regarding advisors' knowledge of self, advisors *reflection-in-action* was found to be consistent among advisors suggesting that this was a natural phenomenon in advising. Advising literature espouses *reflection-on-action* as the main tool through which advisors can develop professionally. However, a heightened and proactive awareness of advising behaviors during advising sessions seemed to be an effective way for both novice and more experienced advisors to self-monitor growth which later became an additional source of knowledge in their knowledge bank to be accessed in later advising sessions.

4.14 A summary of the nature of advisor knowledge

Chapter 4, Part 2 has presented eight empirically grounded knowledge structures which were considered to be representative of the knowledge domains employed by learning advisors to effectively meet the cognitive and metacognitive needs of learners in terms of their various interests and abilities. It directly linked advisor actions to various knowledge domains and identified which domains were accessed most frequently by less and more experienced advisors during advising sessions. It was found that the effective advisor had a significant cognitive knowledge base and this expertise determined the quality of the dialogic exchange and contributions the learning advisor could offer the learner in order to facilitate the building of relational skills with the learner. In addition to having a significant knowledge of advising skills and the resources and systems in the SALC, as well as being competent in describing specific learning procedures, learning advisors further showed a heightened awareness of the learner and the reflexive self while advising-in-action. Learning advisors' explicit knowledge of theories and background in pedagogy also helped to provide a solid foundation from which advising actions could be decided with confidence.

Section 2.11 introduced five areas of expertise seen collectively as a pre-requisite for advising: experience in teaching and learning a language; an understanding of language learning strategies; and self-study; an understanding of the second language acquisition process; familiarity with the working environment; and an awareness of counseling skills. Gremmo (2009, pp. 15-16) considered the learning advisors knowledge base to consist of three components:

- detailed science-based knowledge about the nature of language, about the concepts which organize this field of reference and their evolution, as well as the methodological know-how referring to the didactic methodologies which constitute common knowledge;
- detailed science-based knowledge of the nature of the language learning process, and especially the nature of self-directed learning and its implications for the learner;
- detailed knowledge of the specific Self-Directed Language Learning Schemes in which the adviser is working, including detailed knowledge of the resources available

The current research has however shown advisors having a deeper and more complex and dynamic knowledge base, continually constructed, co-constructed and re-constructed, especially in their capacity to reflect upon their existing knowledge-in-action, which could enable them to move beyond the novice stage of advising to presenting themselves as more experienced, knowledgeable and competent professionals. It was clear from the data that advisors did not enter advising sessions completely void of ideas or experiences, but rather possessed pre-learned knowledge which they accessed and interpreted to implement effective advising actions. Advisors' repertoire of knowledge in a sense developed through trial and error learning. Through verbalizations and analysis of advising actions, advisors were able to deepen their knowledge base and later convert this tacit knowledge to explicit knowledge which they could then make available to other advisors.

To conclude then, uncovering advisors' knowledge base helped to identify the shared knowledge of the CoP, a knowledge seen as dynamic and developing rather than static, and this study has empirically identified eight knowledge domains that

could serve as a foundation from which advising practices and training programs could be informed.

4.15 Research Question 4: How are novice and more experienced advisors different?

To answer the fourth and final question of this research, data were analyzed in further detail to identify the differences (if any) between the least and more experienced learning advisors. An examination of data transcripts in fact showed few variations between less and more experienced advisors in variations of knowledge domains accessed. Table 13 shows the breakdown of knowledge domains in percentages among all eight advisors.

Table 13 Breakdown of knowledge domains by advisor in percentages

Knowledge domains	Less experienced			More experienced				Most experienced
	Mia (J)	Koko (J)	Andy (NJ)	Geoff (NJ)	Kyra (J)	Kimi (J)	Rina (NJ)	Anya (NJ)
Learners	8.5	4.7	14.3	19.3	8.1	3.4	11.8	23.7
Practical	55.2	57.4	52.0	39.3	74.4	65.5	57.5	65.6
Theoretical	---	---	---	0.9	---	---	---	---
Personal	4.8	4.6	1.7	---	---	5.3	---	---
Peers	2.4	8.7	---	1.0	---	---	---	---
Self	---	13.3	9.6	16.3	4.2	7.9	27.3	2.9
Pedagogical	23.0	---	10.0	10.8	6.4	10.1	2.5	3.1
Contextual	---	7.9	11.0	9.9	4.1	5.5	0.3	3.8
Total% *	93.9	96.6	98.6	97.5	97.2	97.7	99.4	99.1

Note *The total percentage represents areas of transcripts that were coded. Figures totaling less than 100% indicate areas in transcripts that were not coded (such as conversation with the interviewer unrelated to the session).

Note: (J) = Japanese advisor; (NJ) = Non-Japanese advisor

The least experienced advisors' (Mia's and Koko's) data were placed in the first two columns on the left and the most experienced advisor's (Anya's) data was placed in the last column on the right. The more experienced advisors were sorted according to their level of experience with Rina's data appearing just to the left of Anya's as she had six months more experience than Andy, Geoff, Kyra and Kimi, but one year less experience than the most experienced advisor, Anya. The ensuing discussion in this section is centered on the salient points which emerged from comparing less and more experienced advisors.

4.15.1 Salient points

Mia and Koko, at the time of this research, had six months advising experience each and their data was collected on one of their first sessions of spoken advising. Andy, Geoff, Kyra and Kimi were in their second year of advising; Rina was just completing her second year of advising; and Anya, the most senior learning advisor, was mid-way into her fourth year as a learning advisor.

For all advisors, including Mia and Koko, there was a high percentage of practical knowledge shown mainly through use of advising skills, knowledge of resources, and a close connection to the self-study module. However, unlike the more experienced advisors, Mia and Koko had gained less knowledge from first-hand experience as their advising up to this point of the study had consisted mainly of written advising for the self-study modules with a few casual spoken advising sessions at the Learning Help Desk. Anya, who had the most experience at 3.5 years, also showed a significant focus on practical knowledge, but what was more noticeable in her transcript data compared to the less experienced advisors' was her effective use of advising skills in her ability to select the most appropriate skill in specific situations to achieve intentional outcomes. This knowledge came from first-hand experience. Anya's confidence or surety in her selection of advising skills is seen further in the fact that her reflecting-in-action (or knowledge of self) was less than the majority of advisors at only 2.9%, the exception being Mia, whose transcript data showed no examples of self knowledge in her advising. This can be explained by

noting that Mia took a more clinical approach to advising. She admitted in the semi-structured interview that her advising approach was to listen to other advisors, reflect on the new knowledge before entering her advising session and then apply the skills she learned to her sessions. Mia remarked in her interview that she saw advising at KUIS as largely "based on a theoretical program," and thus this is how she approached her advising. Koko on the other hand, considered advising to be a "very personal thing" and tried to maintain a general curiosity which helped her to be more reflective throughout sessions. This resulted in a self-knowledge frequency of 13.3% for Koko as opposed to 0% for Mia.

For half the advisors in this study, the second knowledge domain most frequently accessed was knowledge of the learner. This seemed to reflect advising literature again which presents the learner as an equal partner in the dialogic exchange. For Anya this knowledge domain was drawn upon more frequently than other advisors as again she showed the highest percentage in the domain knowledge of the learner (at 23.7%). The three other non-native Japanese advisors were also in double-digit range but to a lesser extent (at 19.3%, 14.3% and 11.8%). Although the four Japanese advisors had a lower percentage of knowledge of learner, three of the four employed the strategy of sharing personal knowledge of language learning experiences with the learner in order to identify more closely with him or her and hopefully get the learner to open up more about himself or herself. Combined with their knowledge of the learner, this percentage is similar to the non-Japanese advisors. As non-native Japanese speakers identified less with learners from a personal language learning level, this could account for the differences in focus on personal language learning strategies among the native and non-native Japanese advisors.

What was surprising though in the knowledge domain of the learner was that Koko had one of the lowest percentages related to her connection with the learner. In her interviews she considered this to be fundamental to her role as an advisor, but the data showed her focusing more on her advising performance than on the learner. A possible cause for this may have been her intense focus on becoming what she considered to be the 'ideal advisor' instead of focusing on becoming part of the inner world of the learner. This intense focus on the self was also true for most of the other advisors with the exception of Kyra and Anya who drew upon this domain of

knowledge at 4.2% and 2.9% respectively (and as previously mentioned, Mia, who was less reflective than the others). For three advisors (Koko, Geoff and Rina), knowledge of the self played a significant role in their advising, which seemed to indicate that accessing this knowledge may have detracted from their effectiveness during their sessions. Although self knowledge appears to be a natural phenomenon in advising, an excessive focus on the self (especially the negative inner dialogue) seemed to be a sign of the inexperience of the advisor. That is, where Anya quickly acknowledged that she could have handled the situation in a different way, the less experienced advisors tended to hold on to feelings of self-doubt for a longer time.

With the exception of Geoff who made a passing comment about advice he got from another advisor earlier in his profession, only Mia and Koko referred to knowledge from peers during their advising sessions (at 2.4% and 8.7% respectively). This suggests that until novice advisors gain first-hand experience of advising, knowledge from peers should be an essential part of training in order to provide a knowledge base from which novice advisors can draw upon the knowledge necessary to be effective in sessions. After building their own practical knowledge from first-hand experience, knowledge gained from peers could then be ignored, refined or adapted after reflecting-on-action or as the novice advisors began to establish their own unique style of advising.

Another knowledge domain that advisors accessed frequently was their knowledge of pedagogy, or more specifically language learning strategies which they used to provide choices of strategies to learners. For advisors, holding knowledge of various learning strategies was generally seen as a requirement of the job. Therefore, these results were unsurprising. With the exception of Koko, all other advisors drew upon their knowledge of learning strategies or classroom experiences during their advising to varying degrees. In the semi-structured interview, Koko remarked that the knowledge she accessed from her teaching experience was most useful in helping her to build more rapport with learners, as she could understand how to support and encourage them. She found it less helpful in assisting her to give learners options. The two most senior advisors, Anya and Rina, showed the lowest percentage of knowledge of language learning strategies. In particular, Anya (at 3.1%) used advising skills rather effectively to draw the specific knowledge she wanted from the

learner rather than to constantly provide suggestions. Her decisions to offer different learning strategies came only after she was certain that the learner did not know how to proceed with her learning. Although Rina (at 2.5%) also seemed to prefer employing advising skills to elicit learning strategies from the learner, her inexperience was seen in the time she spent reflecting on her decisions (27.3%).

Mia, unlike Anya and Rina, drew upon her pedagogical knowledge of language learning (or more specifically her knowledge of TOEIC) quite frequently. This can be attributed to her holding on closely to and utilizing knowledge that was most familiar to her as she gave advice. Whereas Anya used advising skills to encourage self-exploration by helping to elicit from the learner specific learning strategies she had found useful, Mia preferred to spend more time suggesting different TOEIC strategies and sharing her own experiences. Although Koko had the same amount of advising experience as Mia, the style of advising she adopted was more similar to Anya's developmental approach. During the stimulated-recall interview, Koko commented several times that she tried to only listen to the learner rather than provide suggestions. Her advising philosophy, which she stated in the semi-structured interview, was to:

> …listen to students talk about themselves…and then most of the time ask good questions so the student can know something new about themselves.

This advising philosophy resulted in a higher percentage of self-knowledge as she constantly reflected on her advising style and worked hard at holding back suggestions in order to help the learner explore his or her own learning and discover by himself or herself new ways of learning. Mia's and Geoff's styles of advising were quite comparable, as Geoff who had 1.5 years of experience, was also comfortable providing the learner with options. Geoff stated during the stimulated-recall interview that,

> I was thinking, in the past, and I think initially I would have tried to elicit so many ideas from students but I was already conscious of how long it was taking… so instead of saying, instead of trying to get these ideas from her, just give her a couple of choices that I think are going to be good for her, to try and use, and then see how they work out for her.

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This reflected his perceived development from novice to more experienced advisor.

Concerning theoretical knowledge, only one advisor, Geoff, made reference to knowledge gained from theories (at 0.3%). He was also the only advisor who admitted during the semi-structured interviews that the training that helped him most to prepare for advising was a combination of research and advising theory. Once again, this may possibly point toward a personal choice of advising style rather than indicating the type of knowledge that a more experienced advisor holds.

4.15.2 The characteristics of an experienced advisor

Chapter 2 introduced literature identifying differences in how novice and expert professionals across different disciplines organize and process complex bodies of information. It was found that the main characteristic of expert teachers was experts' knowledge schemata in which it was suggested that as experts have more relevant experiences and knowledge to draw upon, they were better able to interpret, organize and disseminate appropriate information (Borko and Livingston, 1989). Another characteristic of the expert teacher was his or her prior knowledge of learners and familiarity with specific strategies (Westerman, 1989). Finally, Forgaty et al. (1983) noticed the tendency of novice teachers to be repetitive in actions whereas experienced teachers were considered to be more flexible in their approach. In counseling literature it was noted that experts have a larger and more developed knowledge base to draw from which results in more accurate hypotheses and appropriate responses to the client (Chi et al., 1988). Ericsson and Smith (1991) found that experts sort through large 'chunks' of information at a rapid pace as a result of their vast experience and Chi et al. (1981, 1987) found that experts had the ability to develop strong self-monitoring activities that helped to regulate their cognitive activities.

Advising research literature, nevertheless does not specify exactly what constitutes "novice," "experienced" or "expert" advisors; therefore, if we are to use Anya as the benchmark against which to evaluate other advisors, we could conclude that more experienced advisors draw mainly upon their first-hand, practical

knowledge of advising and have a vast knowledge of advising skills and strategies, in addition to understanding how to use them in specific situations to achieve specific outcomes. For the experienced advisor, the ability to work collaboratively with the learner and elicit from the learner ideas about appropriate resources and specific learning strategies that would facilitate the learner's self-development seemed to take precedence over providing the learner with an overabundance of suggestions or alternatives based on the advisor's knowledge of learning strategies. The experienced advisor would also be cognizant of the learner with regard to his or her linguistic abilities, non-verbal behaviors, prior experiences, motivation, affective filters and any peculiarities or characteristics that would assist the advisor's decision making.

We could further intimate from the analyzed data that the most experienced advisor had strong self-monitoring activities and was aware of positive as well as negative aspects of her advising, but did not dwell on reflexive practice during sessions, which may have negatively impacted the relationship with the learner, the advising environment and the outer verbal exchange. Finally, the experienced advisor would be aware of the contextual factors surrounding the session and be able to conduct the session at an appropriate pace and with relevant content, in order for the learner to leave the session feeling empowered with new knowledge of himself or herself, and of his or her learning, in addition to understanding the next step in the learning process. In effect, an advisor with a strong knowledge base would appear to be able to more effectively facilitate the learner's autonomous development. These findings seem to be in agreement with teaching and counseling research literature.

Appendix 35 shows a comprehensive list of differences between less and more experienced advisors based on the data analysis of all eight advisors. The table is representative of advisors within the transformative process from novice to expert. An illustration of this process was presented in Chapter 2, Figure 7. It was suggested in this figure that novice advisors on the one end of the cline were largely unaware of professional knowledge and unable to operate effectively; however, the advisors with the least amount of experience in this study showed that they were at a point along the cline where they were able to practice somewhat effectively but with deliberate or conscious effort (aware/unable). According to this criterion, Mia and Koko can thus be classified as less experienced advisors. Anya showed that she was further along on

the other end of the cline as she could apply specific schemata to particular situations in a somewhat automated manner, but also with deliberate reflection-in-action (aware/able). According to this criterion, Anya would be considered to be a more experienced advisor. Figure 23 below visually captures the transformational process as understood by research findings of advisors' transformational development at KUIS.
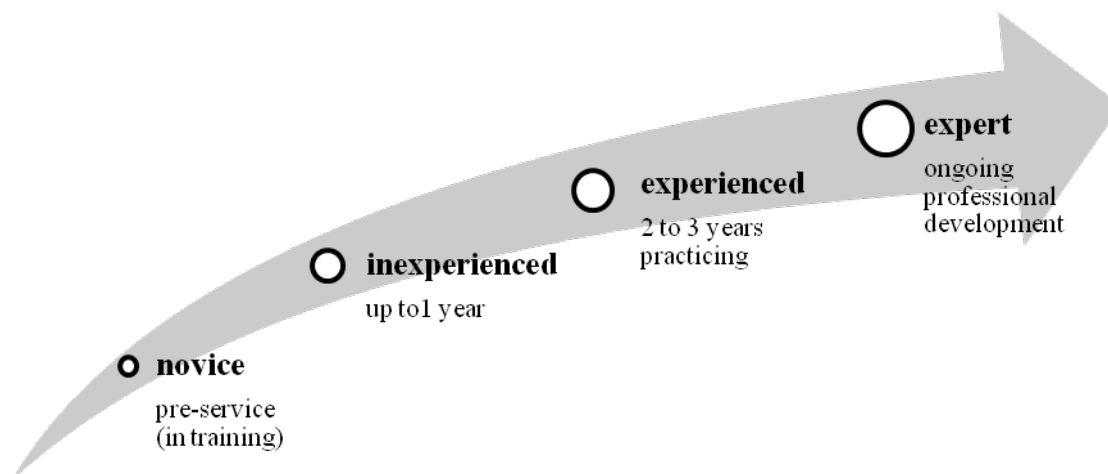
Figure 23 Continuum from novice to expert language advisor (at KUIS)

The expert advisor was assumed to be able to perform effectively with automated behaviors and without conscious or deliberate reflection. Further research in this area would be able to uncover the specific characteristics of the expert learning advisor and identify if behavior becomes 'automated' without reflection or if reflection remains an essential component in his or her continued transformation.

In summing up the comparison of advisors in this research according to the extent of their advising experience, the data was representative of the degree to which learning advisors were cognizant of and able to draw on a wealth of knowledge that influenced their advising actions. Results seemed however less clear cut possibly due to the relatively small three year gap in advising between the least and most

experienced advisors. However, it was felt that findings could be used as a platform from which a framework for training programs could be built. Limitations of this relatively small-scale research in having only eight advisors of which two advisors had advising experience of six months, and the most experienced advisor had only 3.5 years advising experience provides enough evidence for an exploratory study into this unique population, but is not a large enough population to be able to make wider claims or assertions. Thus, conclusions derived from this study need to be interpreted carefully, especially with respect to assumptions and inferences, given the small number of participants and the limited data analyzed. Based on the researcher's familiarity of the environment however (after working in the KUIS context for four years), the assumptions and inferences made seemed to be 'typical' representations of advisors-in-practice. Further studies in this area conducted with a larger sample size would allow more meaningful interpretations of results. For example, in a larger study with a wider cross-section of learning advisors (novice to expert), it would be interesting to note which domains of knowledge are most frequently accessed by novice advisors and how this initial setting changes as they gain more first-hand experience. This issue of limitations and ideas for further research in this area will be dealt with in greater detail in the concluding Chapter 6.

CHAPTER 5   INTERPRETATION AND CONTRIBUTIONS TO THE LITERATURE

5.0 Introduction

The key conceptual purpose of this research was to explore learning advisors' inner dialogue-in-action and determine the underlying factors and knowledge which underpinned decision making. The preceding chapter illustrated the complexities of advisor thoughts and presented a descriptive framework of this process. Chapter 5 attempts to tie together the ideas raised in Chapter 4, Parts 1 and 2. The research questions which were presented in the introductory chapter guided this study; however, it was the journey to answer the questions which enabled the assertions, through grounded theory, to arise. Eight assertions are set out, based on this study's findings that capture the essence of the learning advisor's inner dialogue. Their contribution to the current research literature on language advising, especially with regard to advisor-training programs is also provided while connecting them back to the research questions and relevant sections of the thesis as an indication of how the points were developed.

5.1 Assertion 1: Language advising assumes three concurrent dialogues

The focus of advising literature usually lies with the explicit, overt aspects of dialogue, especially in the spoken exchange between learner and advisor (see Section 2.1.1). However, in addition to this shared outer dialogue, the advisor/learner dialogue consists of two other concurrent dimensions – the advisor's inner dialogue and the learner's inner dialogue (see Section 2.7.1, Figure 5). The richness of the advisor dialogue becomes evident when the three voices are focused on as part of the advising process. As the outer dialogue unfolds, the inner voice of the advisor unfolds as does the learner's inner voice as they converse. Although the advisor does not have access to the learner's inner voice, the advisor is able to identify and reflect on his or her own inner dialogue within the conversation. The advisor's inner dialogue has been presented in this research as a phenomenon that is not fixed, but rather 'looks on'

from several vantage points, moving in a continuous back and forth motion, between the different dialogic arenas and thought sequences (see Section 2.13, Figure 9).

The inner dialogue was seen to be sometimes harsh and self-critical, but also encouraging, showing agreement and disagreement as well as internally questioning and responding to various aspects of the learner's story. Learning advisors responded in different ways to both the inner and outer dialogues as they maneuvered the exchange forward. Language advising is thus presented as a complex process in which the advisor switched back and forth between two dialogues in order to facilitate the learning process. It may have seemed fragmented as advisors made adjustments between processing information and deciding on an appropriate intervention, but there was coherence and cohesion to the thought processes which fit within the context.

Contribution:

Within this study, the inner dialogue was seen to be an ongoing process found in all advisors' thinking which showed that the inner dialogue is indeed central to the advising process and equally important to the more explicit, outer dialogue which has been analyzed quite comprehensively in many of its aspects in advising literature. The idea of attending to and being mindful of both inner and outer dialogic processes is an important contribution to the current research literature, as it can lead learning advisors to a higher level of metacognitive awareness and making more informed choices of interventions. Recognizing the inner dialogue allows the advisor to stay close to the lived experience while at the same time being able to reflect on advising skills and performance.

Being aware of both forms of dialogue also has the potential to enhance advising practices as it can help advisors to identify and act in accordance with their underlying theory of advising and become more critically reflective. This research has already established that the development of a theoretical underpinning to inform advising practice is essential to both novice and more experienced advisors as they transition from less experienced to more experienced/expert practitioners (see Section

4.12.3). In order to develop this theoretical base, learning advisors need to first have insight into their actions and recognize if there is consistency between theories and action. The learning advisor can thus learn to be attuned to his or her thoughts in order to develop his or her advising skills at a more metacognitive level. Not only is this beneficial to the advisors' practice, but it can also be an effective means of helping advisors to uncover the underlying reasons for decisions. That is, rather than simply reflecting-on-action by analyzing transcripts in order to identify specific advising skills utilized (a professional development technique which is part of the advisor-training program at KUIS), advisors can be encouraged to become aware of the presence of their inner dialogic voice, so that they can be even more critically reflective of their advising performance.

5.2 Assertion 2: There is a wide diversity of advisor thoughts

The data in this study uncovered a wide array of inner dialogic thoughts ranging from thoughts about the learner to thoughts about the advisor and the advising context. These findings addressed Research Question 1 – *What is the content of learning advisors' inner dialogue during advising sessions?* A total of five main and sixteen sub-categories was found in the transcripts of eight advisors which illustrated the wide diversity of advisor thoughts across sessions. These thoughts offered a micro-level view of advisor experiences, feelings, thoughts, hypotheses, techniques and tools. Further, excerpts of advisors' inner dialogue presented in Chapter 4 provided a representation of the various possibilities of thought patterns and sequences of advisors-in-action. Interventions described were observed to be at a deeper metacognitive level in which advisors intentionally selected specific skills and strategies in order to create a situation to facilitate autonomous learning. In these transcripts, there was a wide diversity of thoughts related to how and why advisors made the decisions they did. These findings addressed Research Question 2 – *What are the underlying factors which inform advisors' decision making?* Advisor thoughts typically represented choices between unpacking and interpreting the learners' story to establishing a harmonious advisor/learner relationship and guiding learners through self-exploration toward a sense of empowerment. Advisors also considered whether to

use a prescriptive approach by providing learners with information about learning strategies or resources, or a more developmental approach in which they constructed a hypothesis and tried to formulate goals with the learner.

In some cases, advisors' interventions did not achieve the intended outcome which resulted in a movement away from a productive dialogue to negative thoughts about advising performance. Thus, advisors' doubts, anxieties, feelings, and hesitations were also a representative part of their cognitions. This negativity was balanced by feelings of satisfaction at their own successes and for learner achievements. There were also moments when advisors faced decisions in which they had to choose between two options. In these instances, they considered the outcome of each action before arriving at the decision they felt would best maximize the dialogue. Data revealed that typically no single factor caused a decision to be made. Rather, different factors operated like weights applied in favor of or against various possibilities. Once again, this was an indication of the complexity of the inner dialogic processes as advisors moved back and forth at a rapid pace between thoughts within themselves and then back again to the unfolding story in the outer dialogue. This research thus uncovered a broad range of advisor thoughts which painted a clearer picture of the advising phenomenon as seen through the eyes of the learning advisor.

Contribution:

The benefit of being aware of this wide diversity of advisor cognitions is that advisors can be provided with a view of the various possibilities connected to inner dialogic processes and decision making as seen directly through the eyes of an advisor. Both novice and more experienced advisors can find this helpful in order to gain deeper insight into an otherwise unnoticed (and under researched) area of advising practices. In addition to uncovering their own thoughts, feelings, beliefs and values that informed their advising, more importantly, advisors are able to recognize how and why they made decisions, utterance by utterance, as they engage in the dialogic exchange.

Having this awareness of the complexities of the advisor/learner dialogue and the kinds of thought processes involved in deciding on specific interventions can be a useful tool especially for novice advisors to explore the advising phenomenon from a different perspective. It can also be helpful for more experienced advisors engaged in professional development as a way of reflecting on own practices by comparing it with that of another advisor. Inner dialogic thoughts made explicit provided numerous examples of how and why advisors make decisions. In a sense, this can provoke useful discussion in the CoP about intentional choice-making based on an underlying theory versus intuitive choices based on feeling.

An immense benefit to the professional development of all advisors would be to continue mapping the diverse thought processes of more experienced or expert advisors-in-action which could become a key component in the training of new advisors. This kind of explicit data could contribute greatly to our understanding of the field of language advising and the complexities involved in the advisor/learner dialogic exchange.

5.3 Assertion 3: Having a vast knowledge of advising skills and strategies is an effective advising tool for learning advisors

It has been established that advisors have a wide diversity of thoughts while advising, and this study's findings showed that within these cognitive processes, the main area focused on was the effective and intentional use of advising skills and strategies (see Section 4.4.1). The aspect which seemed to most differentiate advisors was the thought processes behind their selection of these specific tools to achieve intended outcomes. In order to provide learners with appropriate levels of cognitive and metacognitive challenge and supportive practice, it was necessary for advisors to be able to understand how the various tools worked in various situations. According to Mozzon-McPherson (2002), this constitutes skilled work on the part of the advisor as it requires the ability to be effectively non-directive in advising approach while at the same time selecting appropriate skills to enable students to revisit their statements

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about learning, strategies and needs. This made having a vast knowledge of advising skills and strategies beneficial with respect to the advisors' degree of effectiveness.

A common technique used in many advisor-development programs to train novice and more experienced learning advisors is to closely examine transcripts of advising sessions by identifying and analyzing the types of skills used by the advisor in his or her advising session. This 'toolbox' approach as referred to by Egan (2007) is an effective way of raising awareness of the various advising skills and strategies that occur in a given situation. Although this study's findings indicated that focusing on the learner and his or her inner world was central to the dialogic exchange, without a comprehensive knowledge of advising skills and strategies, it would be difficult for advisors to react quickly and effectively to learner needs (see also Section 4.12.2). To this end, it is suggested that a program of professional development is necessary for advisors to understand how to intentionally maneuver the dialogue in specific directions in order to stay in step with the learner's story while remaining in control of the dialogue.

Contribution:

Since the focus of advising is to engage the learner in good self-directed learning practices, learning advisors should continue to be encouraged to analyze their usage of advising skills and strategies to see their effectiveness. The benefit of increasing knowledge of advising skills and strategies for novice advisors is that they can quickly improve practices by developing an awareness of the importance of employing advising practices to achieve specific outcomes, which would reflect a more developmental approach to advising. In order to further develop their advising practice, more experienced advisors can engage in self-directed professional development by trying to identify scenarios (rather than individual skills) in which they use particular advising interventions and then critically reflecting on whether or not it was the appropriate strategy to use at the time. As an alternative training procedure, advisors can propose another possible action and expected outcome based on their more expansive knowledge of advising skills.

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Professional development is one way to boost advisors' knowledge of advising skills thus it is suggested based on the findings of this study that increasing knowledge of advising skills and strategies should be a significant aspect of advisor-training programs. This can be done with stimulated recall interviews (as was done in this study) or in a larger network with other advisors through advisor development or mentoring. To this end, advisor-training programs that focus on methods of training which encourage advisors to become familiar with and internalize many different advising skills and strategies, as well as scenarios in which they would be most appropriate, would not only be contributing to improving advisors' overall level of effectiveness, but also to the effectiveness of the advisory service as a whole.

5.4 Assertion 4: Intervention strategies are selected with intentionality

Studies on counselor cognitive processes have found that there is a strong connection between counselor intervention and client response (Elliot, 1986; Hill & O'Grady, 1985; Ivey & Ivey, 1999). This was one of the key findings which emerged from this research. That is, learning advisors in this study showed that in most cases they consciously decided on which interventions to use, and intentionally applied these interventions to specific situations with the purpose of achieving a specific outcome. Evidence from the data indicated that advisors largely made decisions with intentionality, reflexiveness and deliberation rather than by intuition or gut feeling (see Section 4.4.1). The degree of effectiveness was to some extent affected by the experience of the advisor, with less experienced advisors employing similar skills repeatedly or having feelings of self-doubt in selected interventions. Less experienced advisors also seemed to employ a smaller number of interventions, observe if learner response matched the expected outcome and then select another intervention skill based on the outcome of the previous intervention. The most experienced advisor however showed an ability to skillfully combine various interventions in a sequence of patterns, seemingly staying a few steps ahead of the learner while making adjustments accordingly in order to maneuver the dialogue to a particular end (see Appendix 35 for a list of differences and commonalities which arose from the data between less and more experienced advisors). Advisors' decision making thus clearly

illustrates intentionality in practice, as well as once again highlighting the reflexive nature of the inner dialogue.

It should be noted here that, whereas advisors acknowledged the presence of the inner dialogue in their careful selection of appropriate intervention strategies, they also remarked that not all decisions were made with a series of carefully considered thoughts of intervention usage. Anya for example, commented that her embedded knowledge and solid beliefs of self-directed learning and the role of the advisor in advising allowed her to pay close attention and react in a more natural style to the learner and his or her story. This embedded knowledge helped to drive her decisions but was not explicitly considered within her inner dialogic processes. Thus, intentionality played an important part in the decision-making process, but there were other factors that drove the dialogue as well. This suggests then that when advisors have a clear understanding of themselves in their role as an advisor along with a vast knowledge of advising skills and the ability to predict the outcome of interventions employed, they would have the ability to effectively maneuver the various layers of the advisor/learner dialogue through both automated and reflexive processes.

Contribution:

Intentionality is presented in this research as a key feature of competence in the advisor/learner dialogue. In the advising context, advisors can be supported by learning to be aware of the inner dialogue while at the same time developing the ability to de-center themselves from it in order to develop their own unique advisor voice. Knowledge of advising skills and strategies and intended outcomes along with an awareness of the inner dialogic process can enable the advisor to focus more intently on the learner as behavior becomes both automated and reflexive. This idea of intentionality can thus be raised during advisor training with more experienced advisors in a kind of reflexive discussion geared toward uncovering reasons for the advisor's selection of interventions and expected outcomes. Although advisor-training programs typically include advisors' self-reflections and/or reflexive discussions on advising performance in which they analyze the effectiveness of specific advising

skills employed during sessions, it is suggested that further considering the notion of intentionality in decision making as a contributing component to effective advising can enhance advisor-training programs by adding a new and deeper dimension to reflexive discussions.

5.5 Assertion 5: Reflecting-in and on-action is a continuous process within the advising process and is essential for professional growth

Finding a way to empirically study advisors' inner dialogue was a challenging task made possible through a grounded theory analysis of a tape-assisted recall procedure which aimed to capture moment-to-moment experiences of advisors-in-action. One of the core categories uncovered during this process was learning advisors' reflexivity (see Section 4.6.3). The stimulated recall interview showed advisors constantly referring to their inner dialogue and frequently reflecting on their decision making. Further, all advisors were seen to consider the types of knowledge they held and applied while advising. Reflecting on this type of tacit knowledge was especially important to advisors in the early stages of their developing practice, but it was also found useful for more experienced advisors in uncovering some of the thoughts, feelings, images, ideas, and underlying values that informed their practice.

Reflection in- and on-action (Schön, 1983, 1987) enabled advisors to see how their actions played out, step by step and utterance by utterance as they engaged with the learner and his or her unique story. Reflecting on decisions made during the dialogic exchange helped to increase options available to the advisor, which in turn helped to maximize his or her repertoire of effective responses. This made reflexivity an essential component of advisor practice. Advising is thus presented in this research as more than a simple dialogue between learner and advisor in which the advisor reacts solely through instinct, but rather as an intentional, reflexive dialogue with the aim of achieving specific outcomes to influence the direction of the dialogue. That is, to respond mindfully to a learner is to be reflexive and to deliberately choose a course of action. To do this requires development of one's practice.

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Advisors' growth in knowledge after each session continued to help build on prior ideas and beliefs as they became aware of their advising style and employed actions that helped learners to design a plan of action that matched their needs. Deliberate reflection-on-action enabled advisors to reflect on advising performance and consider changing their style of advising for future sessions, if necessary, to accommodate various learners' needs. Following the stimulated recall interview, advisors were asked to comment on its effectiveness as a reflexive tool (Appendices 14-21). Whereas all advisors could see the immediate benefit of using the recording of their session as a stimulus to quickly and deeply recall the session as the events were 'fresh' in their minds, they also remarked in some cases that they would have liked to have had a deeper more reflexive and meaningful discussion with a more experienced advisor to receive feedback on their performance. Thus, reflection-in and on-action seemed to work congruently to facilitate professional growth.

What has been established in this study then is that all advisors, through the stimulated recall procedure, showed an ongoing awareness of the inner voice while advising-in-action. Advisors also acknowledged the value of deliberate reflection-on-action after sessions especially with a more experienced peer to facilitate professional development. The role of reflection was thus seen to be central through the developmental stages from less experienced to more experienced advisors with reflection in- and on-action being the medium through which advisors could attain greater professional growth.

Contribution

The fact that the most experienced advisor had the ability to reframe practices at key points during the dialogue depending on the type of learner implies that doing reflexive practices is a key aspect of advisor development. An increased awareness of the inner dialogue and the dialogic process through deliberate reflection in- and on-action was seen to increase the effectiveness of the advisor as he or she was able to expand possibilities during the session. Chapter 4, Part 2 provided evidence that advisor beliefs shaped and informed their practice and pointed out that if advisors'

experience and knowledge was representative of these beliefs, explicitly reflecting on and verbalizing these implicit beliefs would be an important component in further building advisors' repertoire of knowledge. Armed with new knowledge gained through reflection in- and on-action, advisors can further enhance their advising performance.

Although the stimulated recall process itself did not generate large amounts of deep reflexivity, all advisors noted the benefit of being able to recall immediately their thoughts about the event which helped them to retain a clearer and more vivid recollection of the phenomenon. For Rina, in particular, this was a problem she had consistently faced in the past as she had never had the time to immediately follow up on her sessions and enter into a reflexive discussion with another advisor. The stimulated recall procedure however helped her to deeply recall and reflect on aspects of her performance that she felt she would not have been able to do using standard reflexive practices:

> **Rina:** *I do enjoy this process because it makes me do it…The thing is, I don't spend a lot of attention looking at Kelly's skills. I didn't do it in my Professional Development and I've never really done it. I look more generically at the session and maybe skills is something I could probably look more at, but this is what I'm more comfortable doing… this big picture stuff…I thought I would anyway. I feel this is reasonably big picture. It's about objectives and am I achieving them, not which skills am I using.*

Kyra and Geoff also spoke of the benefits from this introspective tool:

> **Kyra:** *We had just one role play at the beginning of this semester. Yeah it should be part of the professional development program for advisors…Because I was, I'm thinking about like, reflecting with recording and without recording, having someone with me while I'm reflecting helps me… usually when I reflect I don't speak out and I'm just thinking in my head, but because I was talking aloud, it helped me to think deeply and made me realize more different things, make it clearer, make it really clear what I was thinking.*

Geoff: *Yes, definitely. It's very different tool…and I like that it's right after so it's kind of refreshing. And I always think it's one of the best advisor-training tools is listening to yourself. I think there's nothing better than that, really.*

Anya and Kimi considered the stimulated recall process as a useful means of reliving the moment:

Anya: *Maybe because I've done loads of these, maybe it's more useful for less experienced advisors, but I always really find it useful reliving it because you do… I do this anyway after each session. Even if you hadn't have come and I hadn't recorded it, I would be reflecting on what I had done and hadn't done…*

Kimi: *It's very useful, yeah. By listening to it very closely I can review what I've said, I can review what I was thinking. Yeah, because sometimes I record the sessions but I never listen to it so [laughs] 'cause I hate listening to myself, so I'm forced to listen to what I really think about the session from the beginning to the end, so yeah, it's very helpful.*

Mia felt that after digesting the vast amounts of data that she verbalized during the stimulated recall interview, she would need to reflect with a more experienced advisor in order to be able to better reflect on her performance:

Mia: *If XXX (Advisor's name) is in the position that you could give me advice to my recordings, then maybe it would be useful…*

Koko and Andy although seeing some benefits to reflecting using a stimulated recall procedure, were more uncertain in their remarks:

Koko: *I think it's useful. I haven't done, uhm, some observation yet, but I think, yes, it could be part of it. It takes time because everybody is busy, right? So we need to have uhm, time schedule, but yeah I think it's useful.*

Andy: *I wanted to add a few things about what I would do differently but that's not what this is about. Every time I started to talk about how to make it better, I*

held back because the purpose isn't to do that....but it has that extra element
about what were you thinking at the time, so I have to think about it...

The importance of being a reflective practitioner thus connects with both reflection-in and on-action. This contributed to advisors being more intentional in their decision making as well as enabling them to identify if there were any gaps between underlying theories/beliefs and actual advising practice. It was pointed out in Section 4.12.6 that advisors who engaged in reflection-in-action were able to revise their personal constructs during practice, while reflecting-on-action provided them with the opportunity of learning from their experience (either independently or with the help of peers). In this sense, advisor-training programs can be examined to see if there is an appropriate level of reflexivity built into the training activities, and policies can be adjusted to improve the level of reflection if necessary.

5.6 Assertion 6: Advisors' implicit theories and knowledge of advising and learner development guide their practice

5.6.1 Implicit theories

Implicit theories by definition are organized accumulations of knowledge and ideas drawn from various sources such as personal and professional experience, beliefs, opinions and values. These implicit theories inform the way advisors approach advising (see Section 4.6.1). Advisors enter the advising profession with their own implicit beliefs of learner development and advising, and as they gain more first-hand experience, beliefs and actions become more congruent as their core belief is defined/re-defined to match their new experiences. During advising sessions, novice advisors in this study seemed to act in accordance with theories learned mainly from advising literature, but they also adopted theories learned from colleagues through peer-discussion and incorporated them into their practices. Advisors who had had a year or two more experience were seen to experiment at times during sessions, shifting between developmental and prescriptive approaches as they tried to come to terms with their underlying advising belief. The most experienced advisor, Anya, was

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confident in her advising philosophy drawn from her years of higher education and longer years of advising practice.

To demonstrate how advisors' implicit theories of advising and learner development guide their practice, it is useful to return to this study's data. Whereas Anya considered her advising-in-action to be as a result of her strong underlying beliefs, Kyra, after two years, was still uncertain about her philosophy and had little foundation on which to stand when advising. In Kyra's case, she was seen to consistently rely on espoused theories from the literature to guide her practices. After two years, she still found it difficult to verbalize her own unique advising style based on her personal and professional experiences. This meant that she tended to repeat specific techniques in her advising sessions regardless of the learner, the learner's story or the unfolding situation. Koko on the other hand, as one of the advisors having had only six months experience revealed a strong belief in learner-centeredness based on her Neuro-Linguistic Program training. This led her to hold back information from the learner in the hope that through self-discovery, the learner would be able to make breakthroughs with her learning. Her inexperience however was shown in that she spent considerable time worrying if she was being learner-centered enough rather than actually focusing on the learner and her story. This shows that there is a direct link between advisors' implicit theories and actual practice. As advisors gained experience, there was a gradual shift in practices as they become more guided by their own implicit theories instead of learned theories.

5.6.2 Implicit knowledge

Section 4.11.1 identified a complex combination of knowledge linked to advising practice classified into six groups: individual-explicit; collective-explicit; individual-tacit; collective-tacit; individual-deliberate; and collective-deliberate. The data analysis showed that the sources of knowledge that mostly guided advisors' decisions were drawn from on-the-job experience, followed by teaching background, personal language learning experiences, discussion with peers (all mostly tacit in nature) and to a lesser extent, theories learned from advising literature.

From participating in the advising relationship, learning advisors were able to develop a more refined knowledge of learners, themselves and the advising context. As stated previously, advisors generally expanded their repertoire of knowledge through first-hand experience of the advising phenomena. That is, with each advising action, learning advisors deepened their knowledge of intentional sequences and strengthened existing beliefs. This was especially true for Mia and Koko who had the least amount of experience among advisors in this study. However, more experienced advisors also developed in a similar manner to different degrees. All eight advisors drew heavily on their prior personal and professional experiences when talking about their advising. Over time, this knowledge became embedded within advising actions and informed later actions. Most advisors seemed to be influenced by certain specific factors more than others, such as Anya whose focus on the learner and effective use of specific interventions was at the center of her advising. Kyra was more influenced by how to apply questioning strategies to achieve the results she wanted from the learner, and Geoff focused on transmitting knowledge through information-giving techniques in order to give the learner more support. Thus each advisor reacted to the learner as a direct result of both implicit theoretical underpinnings and implicit knowledge which they gained from previous advising experiences. We see here again a direct link between implicit knowledge and advising practice.

It remains a challenging process for advisor practices to be made explicit because they are comprised of different bundles of ideas, beliefs, values, theories and knowledge which are difficult to verbalize. As advisors seem to respond to learners based on embedded theories and knowledge rather than directly consulting explicit knowledge and theories during sessions, it thus seems worthwhile to explore the underlying sources of advisors' implicit knowledge and theories of advising as part of wider advisor-training programs.

Contribution:

How well advisors are prepared when entering the profession has been shown to impact their effectiveness in their role as advisor. Learning advisors' implicit theories structure their practice as they consider the importance of the role of the advisor and

student in the dialogic exchange. Thus, by exploring advisors' implicit theories (for example through stimulated recall or reflection-on-action), and comparing the rationale for decisions with explicit theories in advising literature on learner and advisor development, advisors are able to explain more explicitly what drives their advising practice. It is suggested then that advisor training should try to balance two main focus areas:

1) *implicit:* the exploration of advisors' underlying beliefs of advising and the sources of advisors' knowledge; and

2) *explicit:* the provision of information about advising processes and theories in order for novice advisors to have a basic grounding in advising theories, the institutional program and their role within the institution.

Comments from learning advisors in this study revealed that knowledge of both implicit, practical theories of advising and explicit, supporting theories found in the advising literature are necessary to link advising practices to theoretical models. This would help to determine more effective practices and to provide an image of what constitutes language advising from an empirical standpoint. It is further suggested that advising approaches that rely mostly on either theoretical knowledge or only practical knowledge would benefit from this research, as was indicated in Chapter 4, Part 2 that building an advising practice that focuses on both theoretical knowledge and practice would lead to more effective practices.

It is thus clear from the research that advisor actions are the product of both implicit and explicit knowledge, but that implicit theories and knowledge were the sources which became embedded within practice over time and guided advisors' actions and decisions. Becoming aware of the existence of these phenomena can contribute greatly to advisors' overall practices. By further exploring certain issues such as "What are the sources of advisors' knowledge?" "How do advisors acquire knowledge?" or "How and why do advisors do what they do?" advisors can uncover the implicit theories involved in their advising practice and develop a knowledge-base worthy of designating language advising as a discipline in its own right.

5.7 Assertion 7: A safe and non-threatening advising space is associated with a respectful advisor/learner alliance

Context, in this study, indicated an active and dynamic advising space which was influenced by advisor knowledge and inner dialogue. Throughout the sessions, advisors worked hard at earning trust and establishing a good relationship with the learner built on three basic skills: (1) being supportive by offering encouragement; (2) being observant of learner feelings and genuine in reactions and (3) maintaining a basic curiosity about the learner and his or her story. Being non-judgmental and showing respect for the learner is part of the humanistic school of counseling and was seen in this study as an effective advising practice (see Section 4.7.1).

Key to all advisor/learner relationships is communication, therefore tuning in to the learner's goals, preferences, expectations, abilities, characteristics, vulnerabilities, and non-verbal behaviors during the ongoing dialogue enabled advisors to monitor learner reactions and maintain a safe, non-threatening and respectful advisor/learner alliance. In practice, all eight advisors were accommodating to learners by attending to the learner closely, deliberately sitting with silences in order to give learners room to talk, and being carefully observant of changes in body language or feelings of anxiety. Anya was seen to be the most attentive, however all advisors strived to maintain a collaborative relationship and evaluate the quality of the relationship throughout the session. For advisors, having a good relationship with the learner was illustrative of a successful session; therefore, closely attending to the quality of the relationship was seen as essential as the session progressed.

Contribution:

The collaborative nature of the advisor/learner relationship has been presented in advising literature as a sharing of responsibilities with the goal of the relationship being to guide learners toward accepting responsibility for their learning and decision making. Similar to the existing research literature, this study has established that the advisor/learner alliance is at the core of language advising practices. Therefore, maintaining a non-threatening and safe environment was instrumental in creating and

strengthening this bond. It was found that the main benefit of sustaining a relationship based on mutual trust, encouragement and genuineness was the ability of advisors to become more purposeful and mindful in their interventions.

Another benefit to advisors attending closely to the learner as a unique individual within the advising process was the lowering of the learner's affective filter and a greater willingness of the learner to share his or her story with the advisor. Recognizing the value of the learner in the dialogic relationship therefore strengthens advisor practice as it paints the picture of advisor, not as 'expert' in the advisor/learner alliance, but as an accessible and equal partner. Although this finding is not considered to be a new addition to the existing research literature, it serves as further evidence that the advisor/learner alliance is indeed central to the dialogic process.

5.8 Assertion 8: The learning advisor's Community of Practice is essential for professional growth

This study's data analysis found that although advisors had their own personal underlying theories of advising and unique advising approaches, there were commonalities which reflected typical examples of the dialogical nature of advisors-in-action. Learning advisors' shared repertoire included similarities in advising actions, philosophies, shared knowledge, reflexive practices and style of discourse. Such commonalities between advisors are illustrative of a strong CoP, which contributed to the development of knowledge among participants (see Section 4.12.5).

Advisor actions

Although each advisor had a different approach to advising, all eight advisors utilized their practical knowledge to a great extent as they provided guidance and advice. This was manifest in advisors' intentional use of advising skills, strategies and tools based on knowledge gained from experience. Commonalities in advisor actions were seen

mainly in efforts to establish a comfortable environment for the learner, in advisors' use of questioning skills during the inquiry process to help in the unfolding of the learner's story, and in their considerations of the most appropriate materials to match the needs of the learner. For all eight advisors, sharing their first-hand knowledge and experiences of advising within the community was considered to be most influential in their development as an advisor.

Philosophy

Advisors' professional identity was directly connected to their understanding of their self and their role within the advising field. In order to merge their personal and professional selves, advisors were encouraged to reflect on and articulate their thoughts about what they considered to be the underlying philosophy that informed practice. Even though each advisor differed in approach, moving along the continuum at varying degrees between developmental and prescriptive approaches, central to the CoP was a shared philosophy among advisors in their commitment to the development of the learner. This gave advisors a heightened sense of purpose and a collective identity in having a shared goal. In essence, advisors' goal was to produce a self-directed, self-motivated learner who could work independently and with others, and who could self-evaluate his or her learning process. With regard to findings in this study, six of eight advisors had a strong advising philosophy which clearly influenced their practices. Two advisors, Geoff and Kyra, wavered between approaches and styles of advising as they attempted to come to terms with their role as an advisor. This has several implications for advising as a profession in that if articulating one's philosophy contributes to the professional growth of the individual advisor as well as the wider CoP, then advisor-training programs should re-examine their current framework and structure it in a way that assists in the recognition of advising philosophy before further training ensues.

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Shared knowledge

Through the process of sharing knowledge of common interests and working together to solve problems that required a joint effort, advisors developed a deeper bond with each other. Shared knowledge, especially in the form of tacit knowledge was useful in helping the advisor to understand how specific skills and strategies were used effectively in various situations and the underlying reason for employing these strategies. This was particularly noticeable in the relationship between the lesser and more experienced advisors. The study's data analysis showed less experienced advisors referring to knowledge gained from peers when considering specific intervention strategies. Even Anya, as the most experienced advisor, remarked that sharing knowledge helped her to recall various ways of learning that she may have forgotten as she gained more experience. In this way, shared knowledge was beneficial to all advisors.

Reflection

At the heart of learning advisors' advising was their engagement with reflection-in and on-action, which made it possible to see and understand how and why specific actions were taken. It was evident in the data that there was considerable reflection-in-action from all advisors as they reframed the learner's story and considered the value or effectiveness of various alternatives. However, the value of reflection-on-action was also mentioned by all advisors as they were able to engage in in-depth reflexive discussions with a more or equally experienced advisor within the community. (As the most experienced advisor, Anya's reflexive sessions were conducted with the external consultant for the SALC). Deliberate reflection was seen to be an easier process for advisors as it had some distance from the actual event unlike reflection-in-action, which was closely linked to the actual advising event as it was unfolding. This enabled advisors to be more critically reflective about their advising performance and to gain feedback from their peers on their performance.

<u>Discourse style</u>

Commonalities in the form of specific words, speech acts and language understood by members was another important indicator of the immediate and wider CoP. Throughout sessions, it was evident that learning advisors shared similar speech patterns or language based on common knowledge of the curriculum and familiarity with each other based on frequent discussion and/or from advising literature. This common style of discourse allowed for more consistency among advisors during the advising process as learners were able to become familiar with specific terms and advising structures.

Advising is regularly conceptualized as involving communities of practice, and this study reinforced the importance of engaging in intentional joint, collaborative processes with other members of the community in order to improve advising practices. Advisor collaboration often took the form of exchanging ideas and information with others which served as an important agent of change and professional development. One of the most revealing results was the consideration of knowledge-sharing as a tool for learning and reflection. Because less experienced advisors relied heavily on more experienced advisors' expertise and knowledge when first learning how to advise, it was seen as important to communicate with as many practitioners as possible. This study's data findings showed the two novice advisors, Mia and Koko, recalling advice from colleagues during their advising session which assisted them in their decision making. Thus, it seemed reasonable to conclude that encouraging advisors to collaborate with other members of the CoP would enhance advising practices. This type of collective-tacit knowledge had significant meaning and benefit to the CoP for which it had been designed (that is, in this study, the learning advisors at KUIS).

Contribution:

Identifying commonalities between learning advisors within the CoP creates a situation in which there can be continual interest in and interaction with tools embedded within the advising environment. If learning advisors could capitalize on

the collaborative dimensions of this shared practice by establishing structures which have common genres, symbols, tools and language, as well as a common underlying philosophy, this would create a synergistic collective identity. Not only do novice advisors benefit professionally from the vast experience of their seniors, but more experienced advisors can gain a fresh perspective on a familiar situation, thereby contributing to their own professional growth. With the support from peers in the immediate and wider CoP, advisors are able to develop a deeper understanding of their role and responsibility to the learner. Sharing of knowledge further results in less experienced advisors internally questioning their advising approach as well as increased opportunities for more experienced advisors to transfer skills and knowledge to less experienced advisors.

Clearly then, there are benefits to be derived from sharing with and learning from peers in the CoP. For all advisors in this study, there was a sense of connectedness through a shared language and shared interest, as well as a deepening of knowledge through ongoing interaction with others. It is thus suggested that advising programs consider a structure that incorporates intentional formal and informal discussion which would enable advisors to identify commonalities in practice, share and transfer knowledge, and most importantly recognize and articulate their advising philosophy. This would ultimately enhance professional practices and build a foundation which distinguished language advising as separate from other 'helping' fields. Emerging research in this area support these findings showing that shared practices and the collective identity have the potential to inform and assist in the ongoing professional development of learning advisors (see Kodate and Foale, 2012).

5.9 Chapter 5 Conclusion

Interpretations of the findings set out above offer new insights into the inner world of the advisor which have further implications in respect of how new advisors are prepared for the job, as well as the continued professional development of practicing advisors. Implications for cognitive research in language advising which have been

presented in this chapter opens doors for further research projects which could provide the necessary empirical evidence needed to change the face of advising, especially as it tries to distinguish itself as unique among other similar fields. Based on research findings, Chapter 6 considers ideas that researchers could explore to extend ideas presented thus far in this thesis.

CHAPTER 6   CONCLUSIONS

6.0 Introduction

This research began four years ago with a simple query which popped into my head during one of my first sessions as a new advisor:

- *How do learning advisors decide which intervention strategies to use while advising?*

As I became more familiar with the research literature and continued to gain first-hand experience and knowledge of advising, I became increasingly distracted with a number of other questions as I realized there was a huge gap in the research literature:

- *What is the content of the advisor's inner dialogue?*

- *What are the sources of learning advisor knowledge?*

- *How are novice and expert advisors different?*

These were the questions which have guided this thesis from beginning to end.

Chapter 1 introduced the purpose and the significance of conducting research into the cognitive processes of learning advisors. Chapter 2 explored the research literature underpinning research questions, referencing various disciplines such as language advising, language teaching, various schools of counseling, and theories underpinning inner dialogue in cognitive psychology. Chapter 3 presented the research methodology, which provided the data necessary to answer the research questions. Chapter 4 presented an analysis of the data using a grounded theory approach and the comparative-comparison method of data analysis which highlighted the content of learning advisors' inner cognitions, factors influencing decision making, advisors' sources of knowledge and commonalities among advisors, with regard to their inner dialogic processes and repertoire of knowledge. Chapter 5 discussed contributions the findings of this research make to the existing research literature. This concluding Chapter 6 consists of a summary of the research using the APD (Access knowledge-Process knowledge-Decision) model representative of advising-in-action (as presented in Chapter 2, Figure 9), limitations faced while conducting the

research, implications for learning advisors and advisor-training programs, recommendations for further research, and closing remarks from the researcher.

6.1 Summary of the research

Eight learning advisors agreed to participate in individual stimulated recall interviews (see Appendices 22- 29) in order to provide data about inner dialogic processes. A taxonomy of five main categories and sixteen sub-categories (see Appendix32) of advisor thinking were brought to light as a result of these interviews. This addressed the first research question – *What is the content of learning advisors' inner dialogue during the advising session?* Seven underlying factors which influenced decision making were identified during the analysis, thus answering the second research question – *What factors inform the selection of specific intervention strategies during the decision-making process?* (see Section 4.8.2). The third research question seeking to uncover learning advisors' sources of knowledge – *What kind of knowledge do learning advisors most frequently draw upon during advising sessions?* found eight empirically grounded knowledge structures that advisors frequently drew upon while advising-in-action (see Appendix 34). The final research question – *In what aspects (if any) do novice advisors differ from more experienced advisors in their inner dialogic processes and knowledge drawn upon during advising?* examined the inner discourse of less and more experienced advisors and found commonalities and differences in types of knowledge held and applied, style of advising, and beliefs about the role of the advisor and learner in the advising relationship (see Section 4.14 and Appendix 35).

Theories from teaching and counseling disciplines that have been used to understand other professionals' practices were introduced in order to ascertain a model that would best represent advising-in-action. The APD model of advising-in-action introduced in Chapter 2 illustrated the inner processes of learning advisors when selecting intervention strategies. In re-examining the APD model of advising-in-action, research findings have now provided the necessary information to describe in detail the different stages of advisors' thought processes, from selecting key

information to storing information for later use. The full model has been reproduced below as Figure 24 for reference.
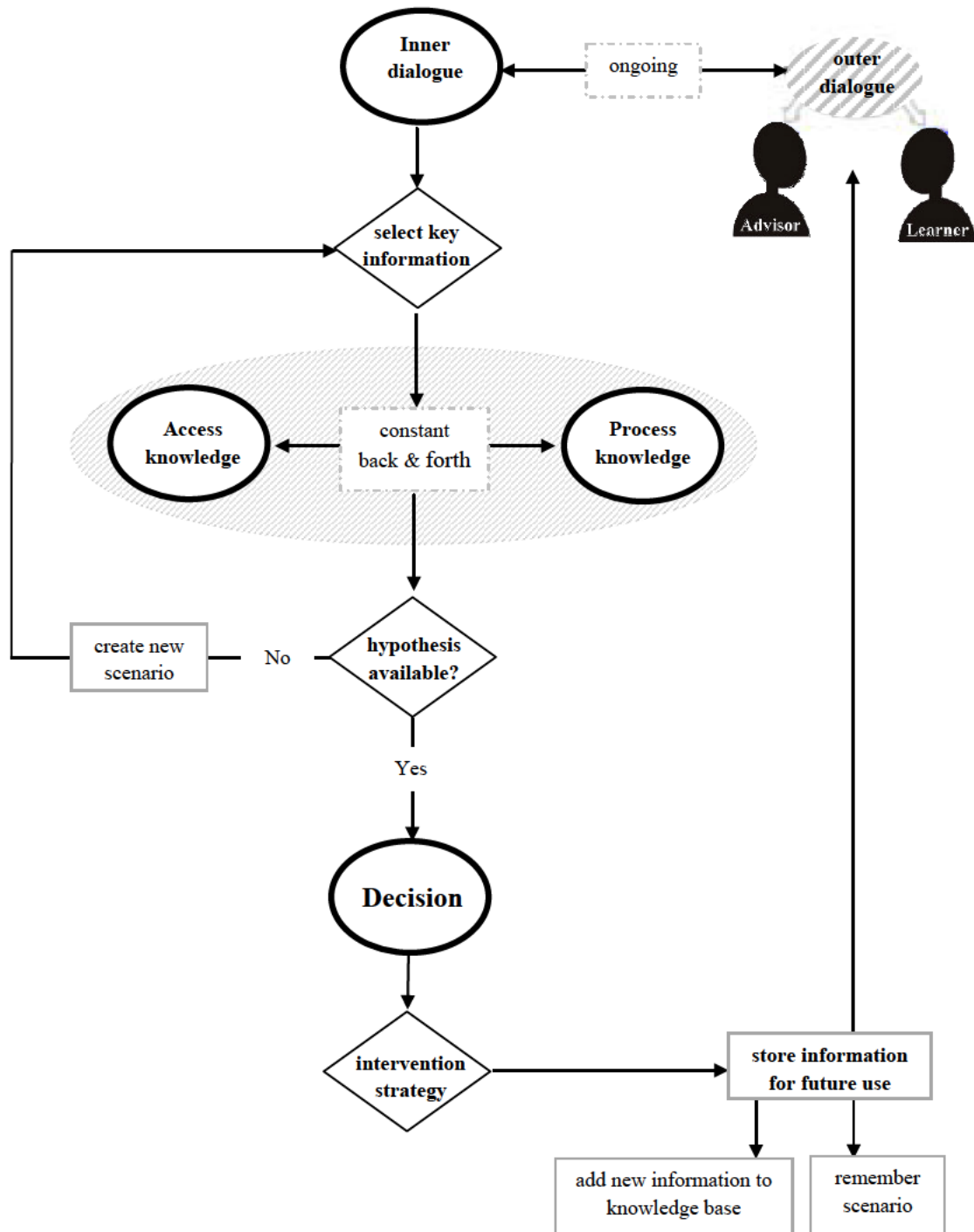
Figure 24 Reproduced APD model of advising-in-action

6.1.1 Inner/outer dialogic processes

The main feature of the learning advisor's dialogue was the ongoing back and forth
movement between the inner and outer dialogue (see Figure 25) as advisor and learner
negotiated the dialogue toward enhancing the learner's cognitive processes to self-
management of his or her learning. This process lasted the duration of the session as
the learning advisor gathered information, considered various options, reflected on
actions and made decisions based on the learner's unique learning needs. Seven
underlying factors of decision making related to thoughts about the learner, the
learner's story, the advisor and his or her actions (Section 4.8.2), were instrumental
within the inner dialogic processes in helping to guide the advisor's decision making.
In order to start this process, the learning advisor had to first select from the vast
amount of information being received, what he or she considered to be key pieces of
information from the learner's verbalizations to facilitate the advising process.
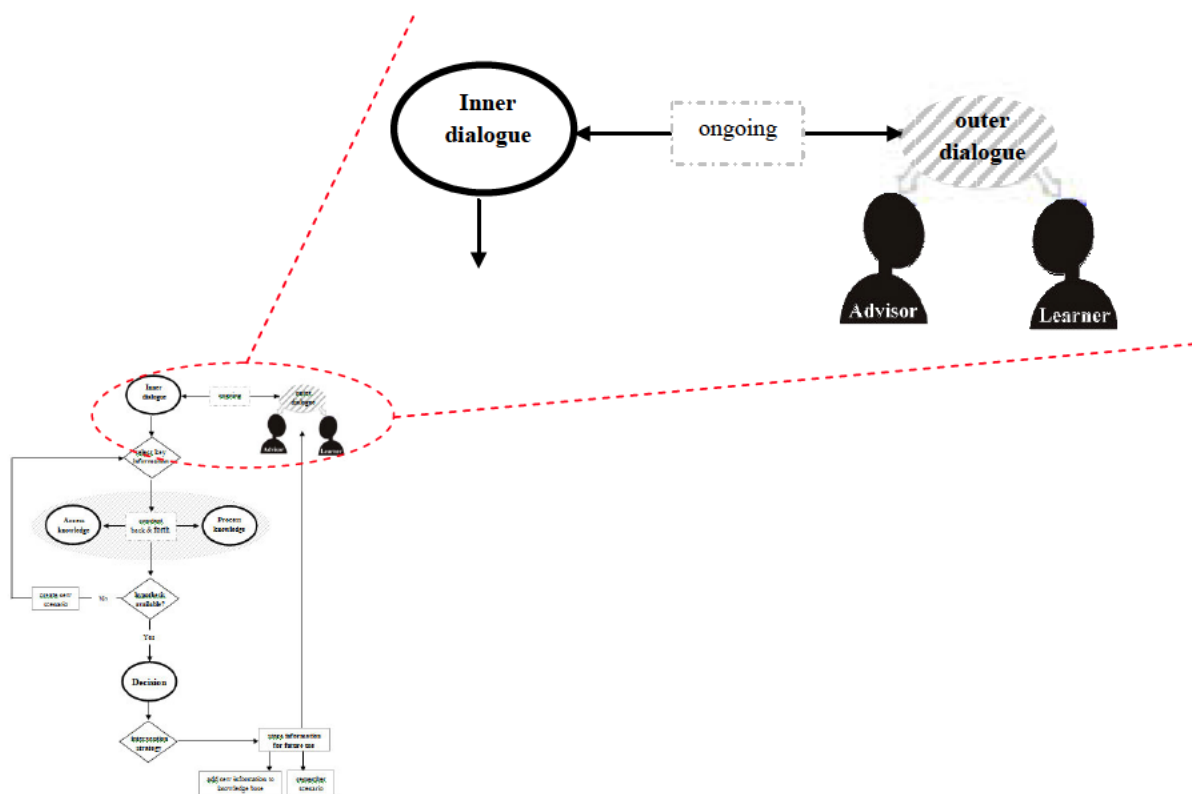
Figure 25 The APD model of advising-in-action: Ongoing relationship between the
inner and outer dialogue

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6.1.2 Selecting key information

Key information (see Figure 26) was defined in this study as the main idea selected from the learner's verbalizations which could guide the dialogue in the direction the learning advisor deemed most important or relevant to meeting learner objectives. Data analysis uncovered twelve key points from learner verbalizations that learning advisors pinpointed as important to help with the structuring of the learner's story: goal setting, issues of time-management, learning styles, resources, affective issues, learning strategies/activities, study method (SURE), the learning plan, awareness of specific learner characteristics, non-verbal cues, learner's language learning history, and other learners' language learning histories. As advisor and learner co-constructed, de-constructed and re-constructed the narrative, the advisor sorted through the vast influx of information and made purposeful connections with key points selected.
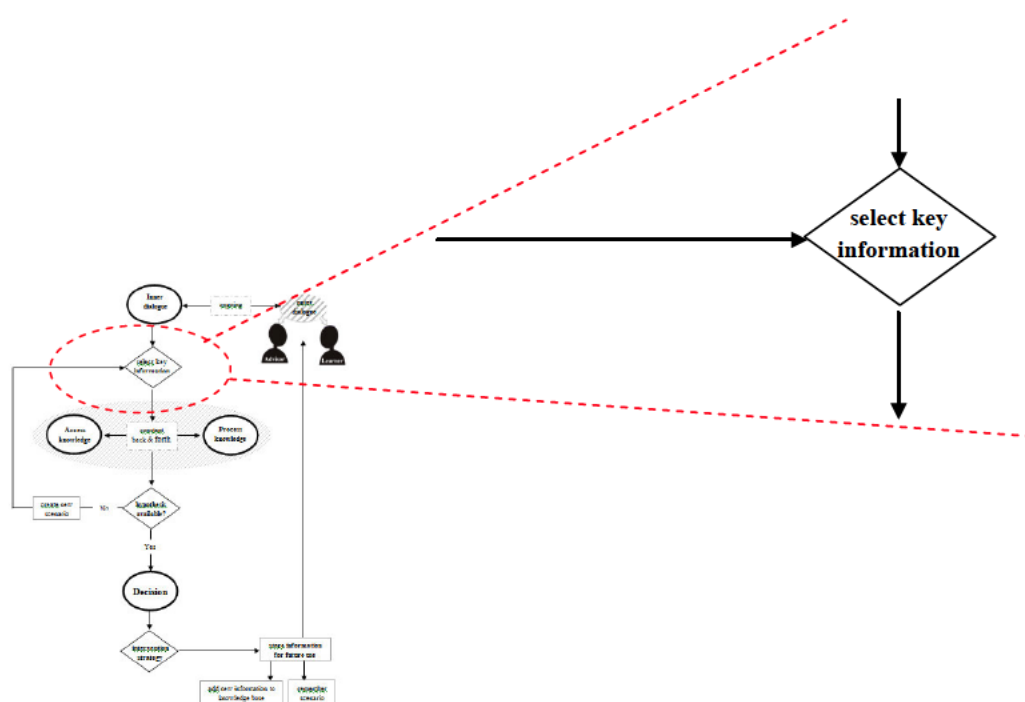
Figure 26 The APD model of advising-in-action: Selecting key information

It was suggested during the analysis that responding to every issue raised by the learner during the advising session would have resulted in confusion for both advisor and learner, thus identifying the main idea was essential to directing attention to specific parts of the learner's narrative. Basically, the interconnecting pieces helped to unfold a newly constructed scenario which enhanced the learner's metacognitive awareness of learning and increased his or her chance of creating and implementing a suitable and well-organized action plan.

6.1.3 Accessing and Processing knowledge

The accessing/processing components of the model (see Figure 27) worked in conjunction with each other in a continuous iterative movement throughout the entire advising process as the advisor and learner co-constructed the new scenario. Knowledge sources accessed varied between all eight advisors' personal and professional experiences, but there were commonalities found in the data findings resulting in the presentation of eight knowledge domains.
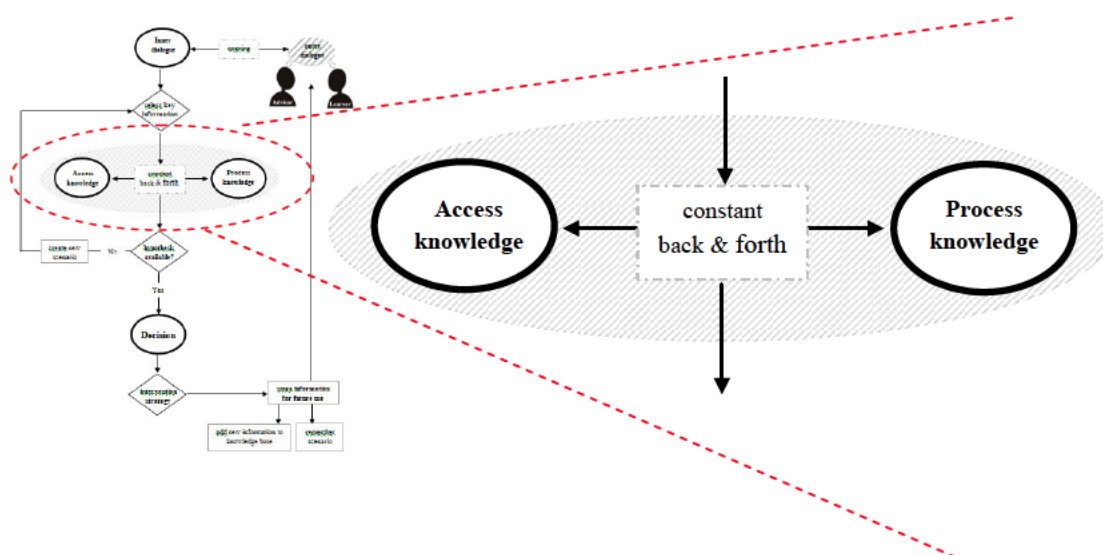
Figure 27 The APD model of advising-in-action: Accessing and processing knowledge

In the *accessing* component, the learning advisor's aim was to find the most relevant knowledge within his or her knowledge base to help unpack the learner's story. Knowledge was accessed to varying degrees by learning advisors, but practical knowledge based on learning advisors' own experiences was found to be the most frequently drawn upon by all advisors at 41.1%. Knowledge related to the learner (in particular, prior language learning history) followed at 22.9%. It was further found that the effective advisor had a significant cognitive knowledge base and that this expertise usually determined the quality of the dialogic exchange. Thus, the larger the knowledge bank of the advisor, the better the advisor could contribute to the development of the learner. Figure 27(a) below illustrates the breakdown of knowledge domains in more detail. These eight categories were found to be representative of advisors' knowing-in-action. Knowledge domains are presented here by rank in order of most frequently to least frequently accessed knowledge domains by advisors during advising sessions.

1. Practical knowledge
2. Knowledge of the learner
3. Knowledge of self
4. Pedagogical knowledge
5. Contextual knowledge
6. Knowledge from personal experiences
7. Knowledge from peers
8. Theoretical knowledge

Access knowledge

constant back & forth

Process knowledge
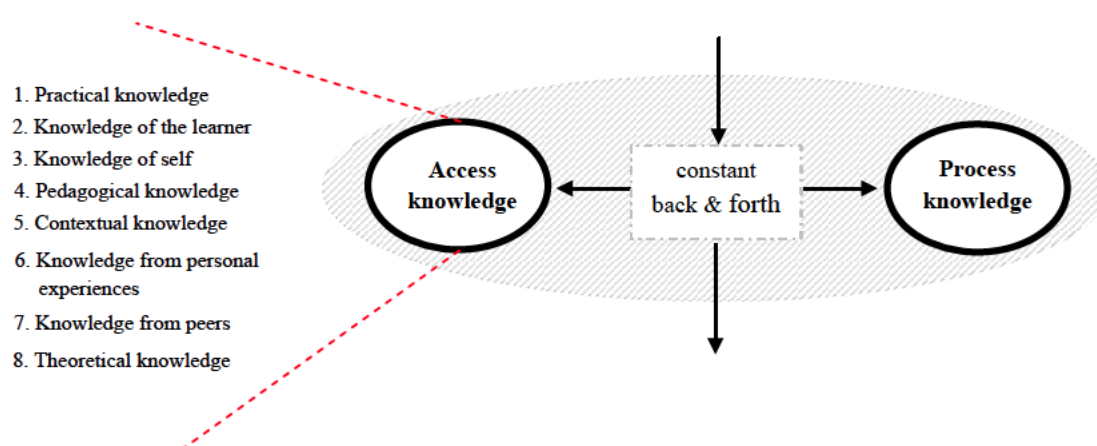
Figure 27(a) Detailed components of accessing knowledge

It was clear from data findings that learning advisors' individual-tacit knowledge (such as practical on-the-job experience, knowledge of the learner and knowledge of the self) was most instrumental in their advising actions, and to a lesser extent

individual-explicit pedagogical knowledge and collective-explicit contextual knowledge. Although learning advisors did not explicitly rely on theoretical knowledge within the advising session, it was found that this type of knowledge was helpful in providing a solid foundation from which appropriate and effective actions could be decided with confidence. These results thus presented language advising as a discipline steeped in practical experience and underpinned by theory.

The *processing* knowledge component was seen to function as a means through which learning advisors could generate as many relevant responses as possible in reaction to the learner's verbalizations. The number of options available to the advisor was found to be directly related to the amount and types of knowledge advisors held. The primary aim of processing knowledge was in producing several alternatives rather than one possible solution as the advisor encouraged the learner to critically think about his or her learning and decide on the best options to achieve his or her own learning objectives. For the learning advisor, the learner's narrative was a constantly shifting dynamic with the advisor being the controlling element responsible for maintaining the direction of the flow. This required an increased attentiveness to detail and the ability to mentally retain, interpret, organize, analyze and evaluate what was being said at every moment of the exchange. It was further found that advising skills such as restating, paraphrasing and summarizing were most effective in keeping the advisor alert while processing vast amounts of information. Figure 27(b) below illustrates the eight elements employed by advisors to assist in the processing of the learner's narrative.

Active listening played an integral role in the processing of knowledge-in-action as the advisor attempted to first select key information from the learner's verbalizations, access relevant knowledge to help generate options, make key connections between the seemingly fragmented bits and pieces of information and then finally make a quick assessment in order to move the dialogue on to the next stage. In this way, *accessing* knowledge and *processing* knowledge were seen to be working hand in hand in an iterative process as the advisor attempted to construct new meaning and build a potential hypothesis.

1: Reflecting on particular aspects of the learner's plan, actions or verbalizations

2: Monitoring and internally questioning conflicting information

3: Trying to understand the learner's real intentions for his or her learning

4: Considering the learner's feelings and emotions and being responsive to any changes in behavior

5: Tracking the dialogue and making purposeful connections

6: Considering useful resources that would enhance the learner's plan

7: Considering activities or strategies that would enhance the learner's plan

8: Considering the use of specific advising tools to guide the dialogue

Figure 27(b) Detailed components of processing knowledge

6.1.4 Hypothesizing

As the advisor and learner co-constructed, de-constructed and re-constructed the dialogue, new scenarios were created. As each considered scenario yielded various consequences, the advisor was required to make a hypothesis before deciding in which direction to maneuver the dialogue. Figure 28 below illustrates how the advisor faced two choices as he or she prepared to make a decision. That is, if a hypothesis was unavailable, the learning advisor was unable to move the dialogue forward. In these situations, a new scenario was created by returning to the learner's unfolding story, and once again selecting key information and consulting the knowledge base in search of an alternative hypothesis.
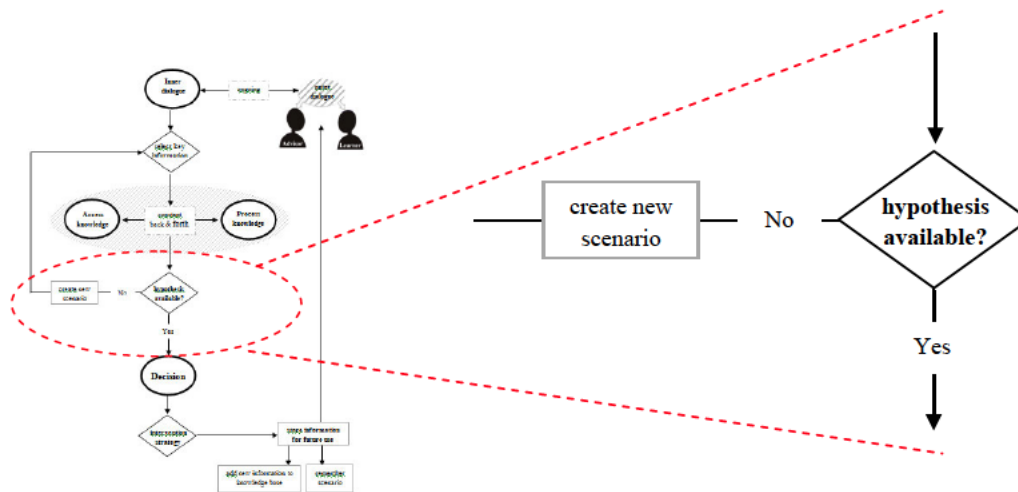
Figure 28 The APD model of advising-in-action: Hypothesizing

This cyclical process continued until the advisor was confident in making a decision (whether effective or not). Data findings showed that ineffective decisions tended to result later in advisors' negative reflections on their performance. The danger of advisor's thoughts turning in toward himself or herself was that he or she was then unable to select key information from the learner's dialogue as the focus moved away from the narrative. On the other hand, decisions made with a greater degree of effectiveness helped to sustain a respectful advisor/learner relationship and encourage the learner to open up further about his or her learning. This made it possible for the advisor to create a number of new scenarios, form hypotheses and select intervention strategies more quickly. It was noted earlier in this study that time constraints of the 30-minute bounded advising session required advisors to be quick and effective in decision making.

6.1.5 Decision making

The decision making component of the APD model (see Figure 29) saw the learning advisor ranking the possible scenarios in order of relevance to the learner's objectives and then implementing decisions in the form of intervention strategies.

Figure 29 The APD model of advising-in-action: Decision making

Interventions were considered with intentionality and were selected either with the intention of a single outcome, or at times (in particular, from the most experienced advisor) a combination or sequence of interventions with the intention of guiding the learner to a particular end. Having committed to a decision, the learning advisor was able to evaluate its effectiveness. If the advisor felt that the decision was accurate and defensible in that it helped to unpack the learning narrative further, he or she then continued the process once again, from selecting key information to building a hypothesis. If the advisor considered the decision to be ineffective, he or she had the choice of selecting from one of the other possible scenarios or recreating a new scenario.

6.1.6 Building new knowledge structures

The final component in the APD model was the storing of information (see Figure 30) to be utilized in future advising sessions or to be made explicit through sharing with

other advisors. For learning advisors, this involved making a mental note of scenarios created and adding this new knowledge to the existing knowledge base.
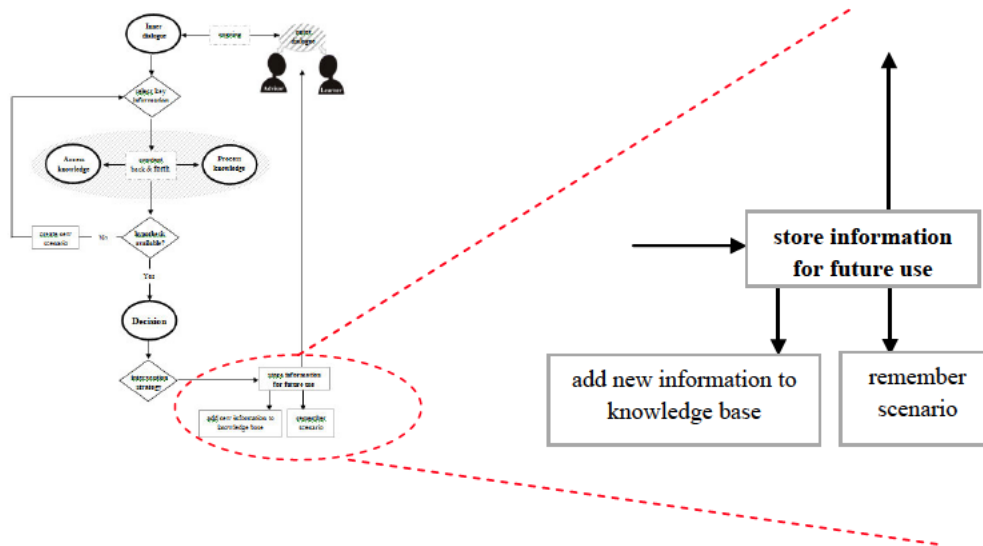
Figure 30 The APD model of advising-in-action: Building new knowledge structures

Advisors in this study remarked that prior exchanges with other learners were instrumental in the decision-making process in current sessions. Thus, storing knowledge of successful intervention strategies was found to be important for the learning advisor to be able to transfer knowledge from one context to another similar situation. Unsuccessful interventions were also stored in the advisor's knowledge bank as an option that was rejected. Learning advisors further spoke of the benefits of sharing tacit knowledge within the CoP to facilitate advisor development. One of the findings of this research was the consideration of knowledge-sharing as an important tool to enhance or build new knowledge structures. Within the APD model, this took the form of storing knowledge of advising scenarios and decisions made which achieved specific outcomes.

In many respects, the proposed APD model offers a new perspective of learning advisors-in-action. This has implications in terms of how future training

sessions can be conducted and also for future research related to advisor and/or learner cognitive and metacognitive processes. Recommendations that can build on research findings are discussed below after a discussion of limitations faced while conducting the research.

6.2 Limitations of this research

As with any research, there were inherent limitations within this study. Although the research achieved its aims in providing answers to specific research questions, there were two major limitations which surfaced along the way – limited data from having only one advising session with each advisor and the accuracy and reliability of participants in recalling thoughts during their session. Gass and Mackey (2000, p. 80) ask two important questions regarding this issue:

- Do the reports actually reflect the thought processes of participants?

- Are the sequences of states of…thoughts ….truly comparable?

This section of Chapter 6 will discuss these limitations.

Limited data

It could be argued that a central methodological limitation is the small number of participants in this research which allowed for only an exploratory study of the phenomena in question. However, for this study the main limitation was not so much the sample size, as data from the team of eight advisors was sufficient to gain access to first-hand knowledge of advising-in-action. Rather it was the amount of data collected from each participant which somewhat limited the inferences which could be drawn from the study. Transcripts of eight individual advisors' audio-assisted recall of advising session used as the main source of analysis could be considered insufficient to provide a complete view of the inner world of the learning advisor-in-action, or an accurate representation of how learning advisors typically go about advising. It was also understood that as the data came from single sessions from eight

advisors at the same institution, broad generalizations representative of the wider CoP could not have been made based on data findings. However, based on the researcher's own knowledge as a practicing advisor within the same system as the participants, research findings were found to be an accurate representation of the typical practices of advisors within the KUIS context.

Although gathering data from one main source was a major concern at the beginning of the research, there were several practical reasons for limiting the interview to one single advising session. First, the team of advisors at KUIS consists of only eight members for whom conducting an individual research project as well as collective group research and materials development were a large part of job duties apart from regular advising duties. Thus, a considerable amount of time was not available for additional research involvement. This constraint on advisors' time was a problem that was anticipated from the beginning of the study. That is, based on the pilot study of this research, the time set aside for the advising session and stimulated recall interview for each participant was two hours. In addition to the two-hour stimulated recall interview session, the research also required pre- and post-interviews as well as follow-up interviews to clarify issues in the transcripts that may have been unclear. The researcher also had to transcribe all interviews and ask participants to check them for accuracy. This lengthened the process somewhat. Further, because the interviews could only be conducted during the busiest time for advisors when they were meeting learners for the self-study modules (in the third and seventh week of the 15-week semester), the window of opportunity for collecting data had to be well-organized. Part of organizing data collection was also considering time available to complete the thesis as it was possible that participants might not have been available for the entirety of the study. Advisors also had to find students who would consent to being recorded which became an additional challenge in the collection of data. In a sense then, for this phenomenological study, it was decided that *quality* of data was more important than quantity. That is, data which was relevant to the research, fit within research dimensions, satisfied research requirements, could be collected within a given time frame, was cost-effective, was flexible enough to be examined in a number of different ways, and most importantly, represented the real-world construct of the phenomenon under investigation.

Another important limiting factor was the motivation of advisors to participate in the research. With time constraints facing both participants and researcher (see Section 1.2), there was a possibility that participants would agree to the study solely for the sake of helping a colleague complete a thesis. There was a danger therefore of this resulting in a lower quality of data being collected. In order to ensure that participants would see value in the research and become more invested, the researcher tried to incorporate the study into one of three reflexive reports advisors were required to write for their Professional Development portfolio. That is, as advisors had to record, transcribe and analyze an advising session as part of their Professional Development portfolio, they were able to use this research as an opportunity to complete one of their reflections. For two advisors, this would be the first report and for four advisors this would be their third report. For the two most experienced advisors, the interview was considered to be an opportunity to further professional development as a system was not currently in place for senior advisors to continue their development. The main benefit of this negotiation for participants was that the researcher would transcribe all sessions and give digital and paper copies to each participant after the interview for analysis or to use for future research purposes. Thus, the research was able to obtain a clear recording and representation of the advisor-in-action as it was connected to the advisor's reflexive portfolio. These were some of the main challenges as the study progressed.

In future research projects of this kind, it is recommended that the study be carried out as a collaborative project with all stakeholders directly involved in all aspects of the design from concept to completion. However, for the purposes of this study in which the researcher conducted exploratory research into the under researched area of learning advisors' inner thinking processes, the number of participants and sessions analyzed was deemed to be appropriate as the data was able to provide sufficient information to unpack the complexities of the phenomenon of the advisor-in-action and give a clear picture of what was happening in the mind of the advisor. Further studies in this area conducted with a larger data set however could possibly allow for a more broadly meaningful interpretation of results. That is, a larger study with advisors in more diverse advising situations or contexts (such as EFL contexts in non-Asian countries or ESL contexts) would enable the researcher to

explore advisor thought processes and decision making across learning cultures and advising practices as well as make statistically significant correlations between advisors and contexts thereby drawing stronger conclusions based on more conclusive evidence.

Reliability of recall

This research was conducted as a naturalistic inquiry using a phenomenological approach which aimed at uncovering complex inner dialogic processes and knowledge systems of learning advisors-in-action. Using an audio-recording of an advising session proved effective as a stimulus in helping the advisors to recall and verbalize thoughts about their sessions; however, it was not possible to guarantee the accuracy and/or reliability of advisor verbalizations due to factors such as being selective in relating personal experiences or lapses in memory. It was also a possibility that participants may have (knowingly or unknowingly) altered their perception of their advising session for purposes such as self-aggrandizement. Essentially, the stimulated recall procedure was only able to capture learning advisors' thinking as *they* recalled it and were able to verbalize it. Stimulated recall however, adhering to strict methodological practices, has been validated in the research literature as a reliable introspection tool, which allows for claims to be made about participants in real-life settings.

In order to address the problem of reliability, following best practice (e.g. Gass and Mackey, 2000), the recall procedure occurred immediately following the advising session in order for the memory to be fresh rather than a reflection based in long-term memory. To limit the problem of participants self-selecting events they may have considered important or unimportant to the research, they were given detailed instructions verbally and in written mode at the beginning of the recall procedure to verbalize every thought that they could remember, even if they felt that it was irrelevant. It was explained first, that they should visualize the session and immerse themselves back into the recently completed session in order to access any deeper thoughts that were occurring at the time. It was further explained that the interview was seeking only to understand inner dialogic processes of advisors-in-

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action and at no time would the researcher be critical of their performance. Although there may have been some limitations with the reliability of recall, inherent in the method itself, the procedure was successful in drawing from all eight advisors a diversity of thoughts immediately relevant to the session as well as thoughts unrelated to the actual event. The degree of consistency seen across advisors in terms of how they processed information was further support for the effectiveness of the recall procedure. Therefore, for the purposes of exploring the inner thoughts of advisors, the stimulated recall approach was deemed to be an effective tool.

Another limitation which may have contributed to less accurate or reliable recall was the use of an audio-only recording of the session rather than an audio/video recording in order to triangulate the collected data. Although the value of using a video-recording as a stimulus was recognized, the phenomenological nature of the study required that data be gathered by gaining access to the "lived experience" of the advisor-in-action. This meant being as non-directive and non-obtrusive as possible and encouraging the advisor to maintain a natural, non-threatening advising environment. Due to the small size of the advising space (see Chapter 3, Figure 11), the researcher felt that the presence of an observer or video-recording equipment was likely to distort the natural setting. The advising session was therefore conducted with only the learning advisor and learner, and the audio-recorder present in the advising room. As the learners involved in this study were already accustomed to recording sessions with the advisor, the context of the study was organized as closely as possible to the actual setting of learning advisors actively involved in authentic practice.

In order to fit within the parameters of this research, having only an audio-recording of the session was satisfactory. It is suggested however that any future studies in this area should try to include video observation along with audio recording to strengthen participants' ability to recall events. The audio-recording, although effective in helping the advisor to recall the advising session lacked details of the contextual surroundings, non-verbal gestures, and facial expressions which could have provided further evidence to aid advisor recollections. A video-recording would have also minimized superficial self-presentations (for example advisors attempting to appear more attractive in their performance in order to influence the researcher's

perception or impression of events) as actions could have been observed first-hand by both interviewer and advisor.

Although there were limitations to the research, the data required to properly address the research questions were obtained and considered to be a good representation of advising in the KUIS context. This research acknowledges that as the data in this study are specific to the KUIS context, any interpretations should be considered only in this context. While conclusions may be considered significant for learning advisors and language advising, it is recommended that other researchers and institutions perform their own analyses in order to understand how specific findings relate to their context. It is also suggested that in further studies, the researcher should take measures to avoid limitations mentioned in this section to ensure that conclusions could provide more support for advising practices across the wider CoP. Recommendations for possible research projects to extend this research are presented in the next section.

6.3 Implications and recommendations for further research

A data set from eight learning advisors was intensely examined in this exploratory study from which many important insights emerged that could have been investigated further. In most cases, data findings highlighted aspects of advisor thinking that could be pivotal in the revisiting or restructuring of advisor-training programs to facilitate advisor development. In the discussion that follows, closing remarks in participants' own words are used to further discuss implications of this study from their view points in two particular areas: learning advisors and advisor-training programs.

6.3.1 Implications for learning advisors

One year following the stimulated recall interviews, participants were asked to reflect once again on their inner dialogic processes by considering the effect of their increased awareness of the inner dialogue (if any) on their advising practice. This final interview in which participants responded to two further questions sought

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specifically to discover (1) if advisors were more aware of and better at reflecting on and/or discussing their inner dialogue after having participated in the research; and (2) if this experience was of benefit to their advising. As a follow-up, learning advisors were asked to consider if this awareness of the inner dialogue should be included as part of advisor-training programs. As one advisor was away on maternity leave for a year at the time of this interview session, only seven of eight advisors responded to the questions. The responses below provide evidence of the perceived benefits of advisors' increasing awareness of their inner dialogic processes as well as their opinion on whether or not this awareness should be made part of standard training procedures. Learning advisors' responses to both questions are presented verbatim below, followed by a brief discussion.

Question 1: How aware are you of your inner thoughts when you are advising?

Mia

I think I am always having my inner thoughts when I ask questions. I think that's the way it should be in advising. We don't just throw away like uhm, random questions, but we have uhm, like intention kinds of things you want to elicit from the questions so while I listen to the students, I think I am concerned with thinking, what kind of questions or what kind of response I should make, after my advisee's response.

Koko

I think, how can I explain this? Even though I'm facing my students, and I talk in front of my students, I try to have objectivity as if I am watching, uhm, kind of out of body. So, at the same time, thinking about what to say. I try to think about how we interact…So, I talk at the same time as think, but it's more like…this is what I learned from NLP again, to have third person to watch us talking. Yeah, so kind of a different self, so that I can notice student's facial expression or maybe including myself in the conversation, like how am I doing?

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Anya

Everything I say is carefully planned…I don't think it was always the way. When I first started advising, I think I would just say whatever came into my head without thinking about it. I think that still happens sometimes, but I'm much more aware, like, I try not to, I don't say anything until I know uhm, that it's gonna be useful for the student. I hope it will…I don't know, if it's a question or uhm, something where I wish them to say more…like it's all intentional this time. I, I think a lot of things to myself like "I wonder why she's doing this?" or I think, "Maybe the student's thinking of this and that." "How can I get them to explore that deeply?" I'm thinking that to myself all the time. My mind is really busy, but what I actually say is carefully planned. Yes, so I guess based on, making sense of all these thoughts.

Geoff

Very aware. It's just, uhm, it's not easy to describe because I think it's just something that I do, and do even in my day to day relations with people. Always thinking about something, how I'm saying it, how they're interpreting it, what they're interpreting, what they're saying. It just happens all the time. So, it's not just in advising….I'm quite reflective naturally, I think….Basically [I think about] the learner and what their aims are and then I try to consider that as well as where they are proficiently and in their awareness of whatever self-directed learning examples they understand and the concepts that we have talked about, or that we are talking about… A lot of the meetings were on diagnostics so a lot of my thoughts went to that. So yeah, it's a lot of stuff going on at once.

Kimi

Yes, I think about my inner thoughts. So, if I am saying something to the students, actually I'm thinking something else in my head, right? For example, for a student who comes up with an idea or comes to me with a textbook that's not really good

for her goal, I might, I don't think I would say "No," from the beginning. I might say, "Yeah, that might work. You can try it" or something like that, but in my mind I'm saying, "I, I don't think that would really work well for your goal."

Andy

Very aware. It's difficult to give details without listening to one [an advising session] at the same time or just listening to it again and tell you what I was thinking, but I'm always very aware of listening to the learner, listening to their ideas and thinking about whether the ideas are effective or not and how I can get some more information from them to clarify their ideas, uhm, or also to, if I have to, if I feel it's appropriate to challenge them, I have to think about how to challenge them in a way which won't be too, uhm, too much as if they are being told off...I'm listening to the learner and I also have a narrative going that's going along beside their idea. Trying to work out, also trying to predict where they're going with it, so that if they go in a different way I might ask more about it, or if they're going in the way I predict then I may have some automatic fallback... there're certain experiences that you've had with learners or Japanese learners, the way they might approach things which you might then automatically fall into...less decision making, but decision making is more when things are new or going different ways...

Rina

I think it depends on the student and the difficulty of the session...if it's a way of advising that I have done many times before like uhm, I'm gonna ask this question and they've answered as I've predicted so therefore the next one's this one and probably not so much...In general, I am more now probably than I would have been before doing stuff like the research with you...I couldn't put it down to just what you have been doing, because of the overall professional development kind of the way that we, and the things that we talk about, I would say yes, probably.

From advisor responses, it was clear that participation in the stimulated recall interview resulted in a heightened awareness of the concurrent outer and inner dialogue and that this increased awareness of the inner dialogue made their advising more effective. Mia, Anya and Andy for example recognized more intentionality in their decision making through the use of specific intervention strategies. For Anya, this was a change she found that she had been noticing as she gained more experience. She comments that although her mind is really busy, her words are always *carefully planned.* Andy also shows a strong awareness of his actions when listening to the learner's ideas and reflecting on whether the learner's ideas were effective or not. This awareness enabled him to elicit further information. Koko's awareness of her inner dialogue manifested itself in a third person representation of herself, an idea similar to Watkins's (1986) and Bakhtin's (1990) distinct "other" (see Section 2.5) which remained outside the self, looking on and observing from afar in order to enrich the unfolding events. This helped her to be more observant of changes in the learner's behavior such as facial expression as well as reflect more closely on her advising performance.

Geoff again found it difficult to verbalize his thoughts about his inner dialogic processes as he considered his inner dialogue to be a central part of his identity and difficult to distinguish as being separate from his advising. He acknowledges that as *a naturally reflective person*, this meant that at all times he was aware of his choice of words and how they were being perceived by his conversation partner. Andy and Rina raised an interesting point related to predicting what the learner was trying to say in order for them to access specific scenarios encountered in previous sessions. Andy referred to this as his "automatic fallback" in which he felt that there was less decision making when a familiar situation was being transferred to the new situation. This was an indication of the more experienced advisor who could recall first-hand situations from past advising sessions and transfer the knowledge to current sessions.

Rina and Anya, the two most experienced advisors on the team, recognized their growth as an advisor over time as they became more aware of their inner dialogue. For Rina, she acknowledged that her awareness increased substantially since participating in the stimulated-recall research, but she also commented that other factors such as ongoing reflection done during the two years of the professional

development program were instrumental in helping her to identify and reflect further on her inner dialogic processes. Anya's awareness of her transformational development was more evident in her remarks:

> *When I first started advising, I think I would just say whatever came into my head without thinking about it…but I'm much more aware…I don't say anything until I know uhm, that it's gonna be useful for the student.*

This comment sums up one of the main benefits of being introduced to inner dialogic processes which is to become a more intentional and mindful practitioner.

For all advisors, it was clearly evident that the inner dialogue was a large part of their practice. Based on the voices of the participating advisors, the implications of this research for advisor development are quite significant. In essence, due to the increase in awareness of the inner dialogue, advisors became more deliberate and intentional in their decision making, especially in their reference to having automated responses to fall back on to when advising in a familiar situation. In new situations, advisors were also aware of having to build new scenarios and consider the various alternatives that were available to them. This was considered to be the sign of a competent advisor who could receive, organize, analyze and interpret information quickly, before giving a response. One advisor was able to build a stronger alliance with the learner as her awareness of her 'other' became more accessible which enabled her to see the larger picture of the advisor/learner relationship from another viewpoint. The more senior advisors were able to recognize different stages of their transformational development from their earlier years to their current level. This kind of reflexive behavior allowed all advisors to attain a greater level of professional growth.

Although advisors' deeper insight into their inner dialogue cannot be attributed solely to this research, their participation in this introspective research certainly heightened awareness of or brought into more focus specific advising actions, types of knowledge held and underlying beliefs of advising and the role of the advisor, and the effect these actions, knowledge and beliefs had on the quality of the advisor/learner dialogic exchange. For the researcher, this was considered to be strong

evidence from which to encourage discussions about possible changes that could be made to advisor-training programs to encourage advisors to engage in more introspective activities.

6.3.2 Implications for advisor-training programs

A need for revisiting or restructuring of advisor-training programs to accommodate more cognitive and metacognitive practices seemed to be the second main theme that continuously emerged from this research. Based on this study's findings, it is thus suggested that institutions examine current methods of advisor-training and consider possible changes that could be made to reflect findings of this or other relevant up-to-date research. This could only serve to expand knowledge of the field and create a training system that would produce more knowledgeable and competent learning advisors.

In examining the training program at KUIS, several observations were made by participants with regard to training received when they first started and suggestions for how it could be improved based on their increased knowledge of advising. Current training practices at KUIS involve advisors gaining a theoretical understanding of advising literature, in particular concepts of learner autonomy and an introduction to basic advising skills. New advisors are also introduced to the history of the self-access center and encouraged to become familiar with the curriculum in order to experience the learning process from the learner's point of view. This is then followed by discussions and role-plays of mock-advising sessions with senior advisors to understand what will be expected when advising begins. Analysis of advising skills for professional development through reflection-on-action with an experienced advisor occurs after one year after the advisor has gained experience in all aspects of the job.

Based on comments made by advisors in this study during pre- and post-stimulated recall interviews it was evident that upon starting as a new advisor at KUIS, most were unsure of their role as an advisor, uncertain of what to do and more importantly how to do it. Advisors commented that with hindsight, they realized that

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they required training which focused less on theory and more on the practical aspects of advising. Advisor responses to interview Question 2 (see below) provide insight into advisors' thoughts about the effectiveness of becoming aware of the inner dialogue. In particular, the question sought to discover if learning advisors considered awareness of the inner dialogue to be a benefit or a distraction to their advising practices and if they would consider it useful to be introduced as part of future advisor-training sessions as a more practical means of gaining deeper insight into the role of the advisor and the world of advising.

Question 2: Do you feel that an awareness of the inner dialogue is beneficial to your advising or do you consider it distracting?

Mia

> *Uhm, I think it's a benefit, cus, uhm, as I said before, we ask questions having some reasons, right? So, without doing it, how could it be advising? ....I think I had that kind of experiences before I came to KUIS because I worked as a career counselor, so when I interviewed my students as a practice before they go into actual official interview, I have to act as an interviewer, so at the time I kept thinking what kind of questions I should ask to students so that they could practice better, so... maybe I wasn't aware at that point...*

Koko

> *I think it's beneficial uhm, when I'm focusing on the content of the conversation, I always focus on that, but if I have some kind of conscious mind outside myself, kind of...it's kind of strange to say that, and I can see whole picture of what's going on and also I can analyze myself as a learning advisor. How am I doing? What should I say next? Yeah. So try to, so I'm doing many things at the same time, right? Yeah. So hearing and reflective listening, and at the same time, have to think about what to say, right, to respond to student. But if being aware of what is going on as a dialogue, I think I should have kind of a bird view about what's going on. So, I think I consciously try to have different self during the*

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conversation...For training, a person like me is okay to do that because I'm open to any new ideas and I really enjoyed NLP as a person, not only for the career, but I can utilize this skill for my personal development...It depends on their [advisors'] philosophy of teaching and advising. I think my philosophy is all about my development as well through this learning about advising and talking to students. But some teachers or advisors are very, very focused on theories only for the career identity, but in my case I'm also thinking about my own identity...even outside educational field. So, I think for me, it's natural...'Cause I read that everybody have a different style and everybody should establish certain advising habit or theory for themselves. Yeah.

Anya

It's good. It makes the process really engaging I think, uhm, because the students are very, they are usually slow because they're doing it in a second language so I, my mind can handle the two flows of conversation at the same time – inner and outer spoken dialogue, definitely! Cause as I'm listening to the learner, usually pretty slowly, going through their thought processes and everything, uhm, I find it really engaging for me to kind of guess what is going on and get their minds a little bit...I think at the beginning I'm always thinking uhm, "What am I going to say now?" uhm, "What do I say?" I think the more experience you get, and uhm, you've heard uhm, maybe similar students talking about similar things, so you have perhaps a better idea of what students' needs might be. You know you don't tell them until you hear it of course, but perhaps you're more in tune with the learners because you've had more experience of doing it.

Geoff

I think it's important. I think, and I think the more you are aware of it, and then like if we can come up with somehow we're trying to gather for example a toolbox or certain, for certain situations, like I talked to XXX (another advisor) about her ideal for training and it would be based on particular situations or a particular

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learner and you get these kinds of scenarios and you can kind of deal with the situations much more effectively and practically than…cause sometimes we, yeah I think it is important to go off and reflect on what we are thinking, but we can, at times, like there's a lot of thoughts coming into our head and it's difficult to organize and if they come out too quickly, maybe for the learner and we can train ourselves to like hold back on stuff, or when to say things, and actually try to listen to what they're saying, maybe get more information. I don't know, there's different techniques. It's definitely useful in training to think about what we are doing and <u>*we should be taught to think better*</u> *[stress his]. The thing is we develop it and we expect our students to develop it. We ask them to write down reflections in order for them, for this process to somehow, someday be automatic. Reflection should be automatic someday – Is this a useful activity? Is this helping me? Where is this…so why isn't the same expectation given to us?*

Kimi

I don't think it's distracting. It's useful, right? You do need to think before you say something…but I don't know how to teach it to other advisors…I don't really pay close attention to it [the inner voice]. I think it's just happening at the same time. Sometimes I'm having conversations (laughs). Another me is saying "How about this one?" I might be debating on something inside of me (laughs).

Andy

I don't know, but I don't know how I could do it [advising] without having the inner dialogue, cause as I say, sometimes my, I'm telling myself "Hold back" when my automatic way of interacting would be to interrupt or to add or to be a teacher. So I have to hold back and it's a conscious decision and it affects…in a way controlling, in a way sometimes it is telling myself to hold back and I also have to consider when it's something else…I do have to think very carefully how much the information I give and how much, how much is information and how much is guidance and how much is teaching …I am thinking how I would

prioritize them as well as listening to them so, as I say, sometimes we're going along in parallel and if the student goes off, I need to kind of pull back. Sometimes in case it's the right thing for them... Part of predicting what I would do and they would do is similar so I'm predicting the way they're going and the activities they're doing, and that they make sense. I'm trying to process what they're saying and also predicting what they're gonna say. The difficulty is when you diverge, I think teachers would normally step in and then correct the behavior or you should do this instead whereas advisors I think, sometimes if you wait, they can come back or sometimes if you wait you can realize actually their idea is as valid as your idea. And it's not like they can't be challenged or ask for more detail.

Rina

When I have those thoughts? I'm having them for a reason. I'm aware of them for a reason 'cause I'm struggling with something, so I don't think they're distracting... Maybe it's not beneficial to new advisors as they have enough to be dealing with. It's something that I think should be introduced further on in the professional development process rather than at the beginning, maybe as "You will be having all these thoughts and don't worry about them all advisors have them." If it was introduced in that kind of way, then maybe it would be useful, but if it was kind of "Pay attention to your inner thoughts" or this kind of thing, I think it would be distracting...kind of cognitive overload for new advisors... We haven't formalized a process to think about it.

Similar to responses for Question 1, all learning advisors commented on the value of the inner dialogue on their professional development to a greater or lesser degree. Mia, Andy and Kimi acknowledged that an awareness of the inner dialogue was beneficial to their advising, although they did not have immediate suggestions for how it could be taught in advisor training. Mia questions, "*Without it, how could it be advising?*" Andy poses the same question when he says, "*I don't know how I could do it [advising] without having my inner dialogue.*" Kimi admits, "*...but I don't know how*

to teach it to other advisors." Koko was also somewhat cautious in her comments. She viewed her inner dialogue as the basis of her advisor identity as it helped her to see the larger event as it was unfolding around her. Although she commented on the value of having this awareness of inner dialogic processes, for training purposes, she queried whether all advisors would benefit from this awareness as she felt that each advisor had to first come to an understanding of and act in a manner according to his or her own advising philosophy. These comments from the advisors' point of view illustrate the importance of increasing advisors' awareness of their inner dialogue as part of professional development procedures, as all advisors considered it a core part of their advisor identity. How and when to introduce this concept however, was less clear among advisors.

In contrast to Koko, Geoff had strong convictions about the use of introspective techniques for training arguing that all advisors *should be taught to think better*. In discussions with another advisor, he suggested that a useful training option would be the creation of a toolbox based on advising *scenarios* rather than only becoming familiar with the various advising skills. This was again, an indication of the need for more practical training during advisors' first weeks on the job. He makes an important point raised earlier in Chapter 4, Part 2, that the reflexive component in advisor training needs to be further developed if advisors are to first, see professional growth and second, understand how to facilitate (through first-hand experience) learner development through similar reflexive activities. He argues strongly that,

> *…we should be taught to think better [stress his]. The thing is we develop it and we expect our students to develop it. We ask them to write down reflections in order for them, for this process to somehow, someday be automatic. Reflection should be automatic someday – Is this a useful activity? Is this helping me? Where is this…so why isn't the same expectation given to us?*

Here, Geoff's view once again reflects findings of this study that ongoing reflecting-in and on-action is essential to the advising process as it encourages both learner and advisor development (see Section 4.12.6) .

Anya and Rina as the two most experienced advisors considered advisor experience to be an important factor when introducing awareness of the inner

dialogue to advisors. Anya acknowledged that as the advisor increased awareness of the inner dialogue, the more she felt the advisor would be in tune with the learner and the more he or she would be engaged with the advising process. Rina saw the experienced advisor as being more capable of dealing with the vast amount of thoughts that advisors face during sessions. She further remarked that awareness of inner dialogic processes should be introduced later on in the advisor's professional development as it would be distracting or a *cognitive overload* for new advisors. Her suggestion for training was to tell new advisors that,

> *You will be having these thoughts and don't worry about them all advisors have them.*

Rina then introduces the problem already raised in this research that there is no formalized process for this kind of training.

Recommendations for further research are thus focused on more specialized training activities which can assist both less and more experienced advisors to understand the thought processes which underlie decision making and the knowledge required to become more effective practitioners. To that end, two introspective activities are worth considering as a possible solution to how both less and more experienced advisors could attend to the inner dialogue.

Training exercise 1: The stimulated-recall interview

An example of how the APD model of advising-in-action (Chapter 2, Figure 9) can lend itself as a training exercise is in conducting the stimulated-recall process with an equally or more experienced advisor in order to identify key pieces of information selected from learner verbalizations, as well as different knowledge structures and reasons underlying decisions at different points of the advising session. Other aspects of advising practices that the advisor could monitor are the presence of positive or negative inner dialogue and whether his or her advising style was more prescriptive or developmental. Although the stimulated-recall interview can be done as a self-directed reflexive exercise with the advisor generating his or her own inner dialogue, advisors in this study recommended conducting interviews with a partner including a

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follow-up reflexive discussion with an experienced advisor to discuss findings and receive feedback.

Training exercise 2: The advising triad-training model

The triad-training model used in counselor training (Pederson, 2000) simulates cross-cultural interviews between a counselor, and two people representing the client's inner voices – the anti-counselor and the pro-counselor. The point of this exercise is to help counselors to rehearse specific skills and to develop reflexes to quickly recover from mistakes. With regard to advisor training, an adaptation of this model could provide another possibility of an introspective technique used to encourage deeper reflection. That is, by changing the roles of the counseling triad model to advisor, interviewer and observer(s), with the purpose of the exercise being to raise awareness of the features of the inner dialogue, this could provide new advisors with inside knowledge of advising from a first-hand point of view without the stress of having to perform immediately in front of peers. This advising triad-training model caters for larger groups as well since there can be more than one observer. Observers initially would be the new or less experienced advisors in order for more experienced advisors to demonstrate the advising phenomenon in real time.

The procedure can be described as follows. First, the advisor brings along an audio-recording of a recently concluded advising session. This is preferably done with a video-recording so the observer can get a complete view of the event as it was unfolding. The interviewer then prompts the advisor to recall events being especially careful to verbalize all inner thoughts as best as he or she remembered them. All members (advisor, interviewer and observers) are encouraged to pause the recorded conversation at any time in order to explore in more detail or clarify what was being said. The purpose of this exercise is not to identify problems nor provide solutions or critically examine advising skills or behaviors. Rather it is an exercise specifically geared toward introducing new advisors to the multiplicity of inner voices and the various alternatives, scenarios or possibilities that are considered during advising-in-action. Detailed discussions should focus on understanding the underlying reasons for decisions from which the advisor's philosophy of advising should emerge. In the next

session, advisors can choose to move to another group or change roles and repeat the process. For more experienced advisors, this exercise can be altered for advisors to engage in more critical reflection of advising performance.

Kodate and Foale (2012) suggest that shared practices have the potential to inform and assist in the ongoing development of professional development programs. These two training exercises offer a controlled setting which could increase awareness of advising knowledge, skills and philosophies. Further, both less and more experienced advisors are able to share understandings of advising practices conducted within the CoP.

Given the complexities of advisors' inner thought processes as presented by this research, it is thus recommended that training of advisors should include more introspective methods of reflection in order for them to learn how to be more mindful and purposeful in actions. Introspective research methods on advising as a real-life phenomenon is recommended over role-plays (which is the norm in many current advisor-training programs) because unless the role-play situation is recreated to accurately reflect the phenomenon, it usually is not able to give a complete picture of the complexities involved in making quick and intentional decisions during a real advising session . The main benefit of these kinds of introspective techniques for new advisors is to help them to understand the different layers of the advisor's inner dialogue and identify their own underlying beliefs of advising so that they can begin to develop a style reflective of this belief from an early stage in their career. As experience is gained, the new advisor would be able to monitor how beliefs changed over time. Making explicit this wealth of knowledge in the form of research papers in journals or book chapters is further seen as a means of ensuring accessibility to other advisors in order to help to build on the increasing body of literature on language advising.

Based on advisors' support of this research, establishing formal training procedures would seem to be of great benefit to the advisors, learners and the institution. What is currently understood based on advisor comments and research findings in this study with regard to rethinking or enhancing training programs are as follows:

Training programs should

— raise awareness of the presence of the inner dialogue as an ongoing process throughout the advising session (Note: Advisor-trainers should highlight that although there is an ongoing inner dialogue, advisors should not focus explicitly on the inner dialogue during advising-in-action, but instead try to connect insights gained (through reflection-on or in-action) to underlying advising philosophy.)

— emphasize the connection between underlying philosophy and practice

— be ongoing, regular informal and formal experiences for both less and more experienced advisors

— help advisors to immerse themselves in the real-life event as it is unfolding

— focus equally on theoretical and practical advising not only on the level of being aware of advising skills but more importantly in the understanding of how to intentionally respond to various scenarios

— encourage participation by all stakeholders to ensure that goals and objectives are being met

— be a strategic combination of activities to help both novice and more experienced advisors to identify, build, challenge, review and/or defend personal and professional beliefs

— consist of activities which become more challenging and critically reflexive as the advisor gains experience

— support reform-based research activities that can lead to improved services for learners (such as identifying advisor and learner beliefs and expectations in order to meet specific needs)

— encourage knowledge sharing and discussion to strengthen the CoP

A specific recommendation for a research project in this area of advisor training and development would be to subdivide the above suggestions for advisor training into

definite, clear cut stages to match the readiness of the advisor in his or her developmental process. This process of integrating theoretical knowledge and practical knowledge combined with the personal and professional self and the specific ways in which advisors can be prepared to master a more developmental approach are areas that can promote further discussion and research. Further recommendations are discussed below.

6.3.3 Recommendations

Cognition is currently an area which researchers are beginning to explore as a new approach to current advisor-training methods (Mozzon-McPherson, 2012; McCarthy, 2012) and for understanding how learners process information (Carson, 2012). Clemente's (2003) research paper in which she analyzed participants' retrospective verbal reports on their advising sessions was previously one of the few research papers which attempted to go beyond the surface of advising to explore a deeper dimension of the learning advisor. This wide gap in the research literature, if filled, could contribute greatly to our current understanding of advising. Six promising possibilities for further research in cognitive studies are set out below.

1. Increasing learning advisors' reflexive practices

As the central goal of learning advisors is to empower learners to be more self-aware and critical of their own learning, it is important that advisors themselves understand the reflexive process through personal experience. This was found to be one of the core categories of advisor thinking. Increased opportunities for reflexive practices on advising practices would help advisors to recognize their underlying beliefs of advising and connect them with theoretical foundations of advising related to learner development and advisors' professional development. More importantly, it would enable the advisor (in particular novice advisors) to stay close to the advisor's lived experience. This could be done through stimulated-recall procedures or other introspective methods of research, individual or collective reflection-on-action,

analyzing video-recordings, observations, formal and informal reflexive discussions and/or reflexive interviews.

The idea of intentional reflection as essential to an advisor's transformative development is a concept more recently presented in advising literature (see for example, Kato and Sugawara, 2009; McCarthy, 2012; Kodate & Foale, 2012; Kato, 2012) and is thus recommended as becoming an important part of less and more experienced advisors' professional development training programs in order to further advising practice. Because cultivating a capacity for reflexivity can be challenging for some less experienced advisors (for example, Mia in this study), it is suggested that an introspective exercise be conducted at intervals as advisors develop their practice in order to help raise awareness of specific behaviors, to explore gaps (if any) between advisor beliefs and motivations and what is actually done during sessions, and to identify degree of development over time.

2. Development of learning advisors' knowledge structures

With regard to knowledge development, little research has been conducted on learning advisors' sources of knowledge, how advisors structure this knowledge, or how novice advisors develop their knowledge structures in order to advise effectively. Previous research papers in this area have provided us with a basic description of advisor knowledge (see Riley, 1997; Mozzon-McPherson, 2001; Gremmo, 2009), however, as language advising continues to reshape itself based on new emerging theories, continued research on the development of advisors' knowledge structures seems to be a natural next step in the process.

This research uncovered eight knowledge domains which advisors frequently accessed while advising-in-action. The main benefit seen in identifying these knowledge structures was in enabling learning advisors to identify the specific knowledge sources which helped them to advise effectively. This research also found that a wider knowledge base allowed the advisor to create more scenarios as he or she built a hypothesis around the learner's narrative. Recommendations for further research thus would be (1) to revisit and/or refine advisor-training programs in order

to ensure that training procedures facilitated the development of knowledge schemata; and (2) to track the development of knowledge schemata as novice advisors gained more experience. This would involve firstly identifying current knowledge structures through introspective research techniques followed by knowledge-sharing or other explicit methods to build on these structures.

3. What distinguishes novice learning advisors from experts?

Another question which surfaced in the course of writing up the findings was "What distinguishes the novice advisor from the expert?" Due to the lack of any significant gap in advising experience between advisors in this study, data findings in this research could only describe in broad terms commonalities and differences between the least and most experienced advisors as reflected by the data (Appendix 35). Counseling literature for example, suggests that the expert practitioner performs effectively with automated behaviors and without conscious or deliberate reflection. Further research in this area would be able to uncover the specific characteristics of the expert learning advisor and identify if results are similar to counseling research or if reflection-in-action remains an essential component in the advisor's continued transformation. This is another possibility which could help to enhance advisor development.

A comparative study of factors which constitute novice and experienced advisors would also be a worthwhile area of consideration in order to provide greater insight into the developmental process of advisors as they gain first-hand experience. This kind of research would be able to provide a model of advising that comprehensively and accurately describes what constitutes a novice and experienced advisor from an empirical standpoint. Further, a longitudinal study following the development of a learning advisor from novice to expert showing how challenges or limitations were overcome as he or she progressed would also help to document changes which occur through the developmental process and help to build a theoretical framework of advisor development from which other advisors could be trained. Mozzon-McPherson (2012, p.60) asserts that "systematic gathering and examination of learning conversations can contribute to understanding better what

makes a good learning conversation and what distinguishes a competent advisor from a novice." In the long run, this could be beneficial for advisor-training programs as it would lead in particular, to a greater understanding of how best to organize training procedures (for example whether novice advisor training should begin from a more practical or theoretical point of view) and how to encourage ongoing professional development of the advisor as he or she gains more expertise.

4. Learners' cognitive/metacognitive processes

With the growing number of self-access centers in Japan, more attention is being given to research which explicitly describes cognitive and metacognitive processes of advisors and how they influence advisor/learner negotiations (see for example, Clemente, 2003; McCarthy, 2012). There is however very little research which explores learner development from the voice or viewpoint of the learner within the advising context. A recent paper which explored learner metacognitive processes as they completed an unguided, complex learning task (Carson, 2012) is one such example of the type of further research that is needed to help advisors improve the quality of advising. As learners are the major stakeholders in their own learning, it is recommended that more research be conducted which places more focus on the learners' own cognitive and metacognitive processes.

5. Learning advisor cognitive/metacognitive processes

Although this research has examined in detail inner thought processes of advisors-in-action, the data were analyzed to answer specific research questions. However there were other questions which surfaced during the analysis which were not examined in great detail such as:

- What kinds of linguistic choices are intentionally employed by advisors to achieve specific degrees of non-directiveness?

- What are advisors' personal beliefs about advising and the role of the advisor and how does this 'advisor identity' influence or affect decision making?

As a further recommendation to this current research, it is suggested that studies related to advisors' inner dialogic processes focus not only on uncovering any possible additional categories of advisor self-talk, but also on the dialogic sequences, patterns and timing of advisors at different levels of experience. It would also be interesting to examine how various thought processes relate to specific stages of the advising relationship.

6. Comparative study of advisor and learner inner dialogue

A further area of interest would be to view the results of a comparative study of learner/learning advisor inner dialogic processes through stimulated recall of the same session. A comparative study such as this would shed light on an area that has seen little research. That is, the learner's thought processes during the advising process. One action that is recommended is an interview by a third-party in the learners' L1 immediately after the advising session. This could highlight gaps and similarities in learner and advisor expectations and interpretation of events. It would also inform whether advisors understood or were meeting the needs and objectives of the learner or if they read the learner's verbal/non-verbal signals correctly.

The major benefit of conducting research which focused on learner voices would be in accessing the inner world of the learner and understanding more clearly the personal meaning they get from advising sessions. Low (2000, p.33) concludes in his research that successful institutions shared three basic attributes: they focus on the needs of their students; they continually improve the quality of the educational experience; and they use student satisfaction data to shape their future directions. Findings of this research suggested that in order for advisors to be described as truly developmental, they need to be in tune with the learners' interests and goals. Gaining a deeper level of insight into the learner's inner world could promote changes in the way advisors practice as advising became shaped around the needs of the learner.

6.4 Concluding remarks

If the field of language advising is to move forward, more diverse research projects will need to be conducted to add to our understanding of the role of the advisor and what constitutes advising. New information is considered to be a key part of working toward achieving change and transformation within the field. Studies in advisor cognition seem to be particularly relevant at this point as the advising field tries to distinguish itself as a discipline in its own right, separate from other similar 'helping' fields. Based on research findings, we now have a better understanding of the learning advisor, the learning advisors' inner dialogue and the role of the learning advisor in the dialogic exchange.

To sum up the research briefly, the descriptive framework of learning advisor's thinking presented in this study recognized the dialogue (both outer and inner) as being at the center of the advising process. Based on the categories which emerged from the dialogue, we saw the learning advisor as an individual tuned into both the learner's and his or her own feelings. We also saw an advisor who closely monitored and evaluated the story that the learner was telling. In many cases the learning advisor showed doubt and uncertainty which was balanced out by feelings of accomplishment at successes. This study, in effect, recognized the learning advisor as a complex being functioning within a complex process.

The two main benefits emerging from gaining an understanding into advisors' inner dialogic processes were firstly, the ability for practitioners to increase their cognitive awareness thereby improving their advising practice and secondly, the possibility for institutions to re-examine advisor-training programs in order to structure a system that best prepared advisors for their role in learner development upon entering the profession. That is, by encouraging advisors to look more deeply into cognitive and metacognitive processes, reflect on different aspects of their advising performance as well as identify and articulate their own beliefs, this resulted in an unprecedented opportunity for advisors to further define or re-define their own identity as an advisor and expand their expertise. It is suggested that this degree of professional development could contribute to a more organized and systematic training program.

With regard to the institutional training program, one of the issues considered was how to ensure that novice advisors entered the profession feeling prepared for their new role as advisor. The data findings seemed to indicate that training should not be focused so much on having a theoretical (individual-explicit) underpinning of advising and knowledge of the curriculum with the aim of the advisor being to apply this knowledge to practice, but rather should be balanced with other types of knowledge, especially experiential-type training procedures. That is, by increasing the practical component in advisor training (for example through simulation methods combined with listening to recordings, indirect observation and/or discussion of first-hand experiences) followed by a reflexive dialogue on underlying beliefs of advising, self-directed learning and the role of the advisor in the advising process, training programs can be designed to better serve the needs of advisors, learners and institutional policies. As advisors in this study gained knowledge and experience, they came to the realization that theoretical knowledge and personal advising beliefs were not enough to help facilitate the autonomous learning process. Rather, intentional decision making driven by a strong advising philosophy were found to be central to the advising process. Broadly speaking, this research could inform a re-examination of which tools and approaches best foster the learning of actual and effective advising practices. The integration of theory and practice is thus seen to be critical to the development of advisors and thus central to training programs.

For research purposes, exploring the inner dialogue of learning advisors-in-action helped to throw a new light on learning advisors and the advising processes. Data analysis showed that as advisors gained more experience, their knowledge of the learner, the learner's inner world, the advising self, the advising context and intervention sequences becomes more integrated, flexible and fluid. This was interpreted to mean that over time, as the advisor became more reflective on the different components of advising, he or she could become more effective at integrating fragmented bits of knowledge into his or her own unique style of advising. It was suggested that this study could thus be used as a launch pad for further studies in the area of advisor (and learner) cognitive and metacognitive behaviors.

Finally, concerning the learning advisors in this study themselves and the benefits gained from participating in this research, all eight advisors in this research commented that they had developed a more refined understanding of their beliefs and a deeper awareness of how and why they made decisions. All eight advisors were also able to reflect more deeply on and more importantly verbalize their thoughts about their role as an advisor, and the knowledge required to be effective during advising sessions. Further, all eight advisors were able to identify underlying beliefs which enabled them to reflect on whether or not there was a gap between their beliefs and their practices.

6.5 Closing remarks from the researcher

When this research started, it aimed to explore how advisors made decisions and to gain a clearer picture of advisor behavior. This was mainly to satisfy my curiosity on a personal level and secondly for my own self-directed professional development. As a senior advisor at KUIS, there were few systems in place for ongoing training, thus this research satisfied both my personal and professional needs. As the research progressed however, the implications for the wider CoP became more evident.

The importance of the learning advisor in bringing about change and transformation in learners has been seen as an essential step in many second and foreign language learning institutions. In the past decade, there has been a significant increase in Japanese tertiary institutions promoting learner development so that learners can operate more effectively and independently when they face the working world. For these institutions, it is important that advising programs are designed in a way that outcomes are successful in terms of the development of the learner. This, in effect, has far-reaching implications for the success of advising programs in which the improvement of advisors' practices is a central consideration. It is hoped that the information learned in this research can be used to contribute to wider goals at the institutional level as well as in the wider CoP, both here in Japan and abroad.

Given this importance of language advising and the learning advisor in foreign language education, it seems necessary to partake in research which would help to

give practicing advisors more information and knowledge into what constitutes advising and how advisors think. Having a better understanding of the crucial role of the learning advisor in the development of the learner is key to bringing about change and transformation in learning advisor practices and in helping in the restructuring and centralizing of advisor-training programs. I believe this study has contributed to understanding the complexities involved in language advising-in-action and the knowledge that is required to operate as a competent and well-versed advisor in diverse situations. Further, the development of the APD model of advisor thinking helped to distinguish language advising as different from other helping fields in the types of knowledge held and accessed by advisors as well as the factors which helped the advisor to process large bits of information. Contrasts between novice and more experienced advisors although not significant, showed the beginnings of a framework which could provide useful information for training programs when helping to develop new advisors and for the ongoing training of more experienced advisors. The advisors in this study learned more about themselves as a result of taking part in the research and as a result, learned how to be more reflexive practitioners. Based on support from all eight advisors in this research, further studies on the cognitive aspects of both advisors and learners would surely have a deeper impact on the field of language advising as it continues to try and find its own unique identity.

The experience of meeting with and having in-depth interviews with my eight colleagues was very rewarding, not only because they were generous with their time and willing to share their knowledge and experience, but mostly because I was able to see a different and more personal side of each learning advisor which tends to stay hidden in professional settings. I was surprised at times with the depth of reflexivity shown by each participant and the passion they had for wanting to contribute in their own way to the field of language advising. Although most of the advisors seemed to be initially unaware of consciously using their inner dialogue during their advising sessions, I was encouraged when they began to describe in detail their inner world as the session unfolded around them. It was a privilege to be given permission to enter the mind of the advisor-in-action, and I can only hope that participating advisors have benefitted as much as I have from this research. As I continued to interview advisors and become a part of their inner world, I noticed that knowledge gained from these

interviews had an immediate effect on my own advising as I was challenged to question my own philosophy and advising practices. After four years of conducting this research, I find that my practice continues to be enriched from the knowledge I have learned from the eight advisors. If nothing else, my wish is that this study encourages learning advisors to understand the importance of building a stronger CoP and establishing a system of ongoing support in order for advisors to help develop themselves personally and professionally and to further help the field of language advising continue to thrive.

This phenomenological study thus concludes with the hope that the reader has gained a better understanding of the structure of advising experiences and insight into the inner world of the language advisor, and secondly that knowledge gained from this research can be integrated with other research on a more collaborative level to create a larger, more complete picture of the phenomenon that is language advising-in-action.

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VOLUME II
APPENDICES

APPENDIX 1

KELLY'S (1996) TAXONOMY OF 9 MACRO- AND 9 MICRO-COUNSELING SKILLS FOR LEARNING ADVISORS

Macro Skills	Description	Purpose
Initiating	introducing new directions and options	to promote learner focus and reduce uncertainty
Goal-setting	helping the learner to formulate specific goals and objectives	to enable the learner to focus on a manageable goal
Guiding	offering advice and information, direction and ideas, suggesting	to help the learner develop alternative strategies
Modelling	demonstrating target behaviour	to provide examples of knowledge and skills that the learner desires
Supporting	providing encouragement and reinforcement	to help the learner persist; create trust; acknowledge and encourage effort
Giving feedback	expressing a constructive reaction to the learner's efforts	to assist the learner's self-awareness and capacity for self-appraisal
Evaluating	appraising the learner's progress and achievement	to acknowledge the significance of the learner's effort and achievement
Linking	connecting the learner's goals and tasks to wider issues	to help establish the relevance and value of the learner's project
Concluding	bringing a sequence of work to a conclusion	to help the learner establish boundaries and define achievement

Micro Skills	Description	Purpose
Attending	Giving the learner your undivided attention	to show respect and interest; to focus on the person
Restating	Repeating in your own words what the learner says	to check your understanding and to confirm the learner's meaning
Paraphrasing	Simplifying the learner's statements by focusing on the essence of the message	to clarify the message and to sort our conflicting or confused meanings
Summarizing	bringing together the main elements of a message	to create focus and direction
Questioning	using open questions to encourage self-exploration	to elicit and to stimulate learner disclosure and self-definition
Interpreting	offering explanations for learner experiences	to provide new perspectives; to help self-understanding
Reflecting feelings	surfacing the emotional content of learner statements	to show that the whole person has been understood
Empathizing	identifying with the learner's experience and perception	to create a bond of shared understanding
Confronting	surfacing discrepancies and contradictions in the learner's communication	to deepen self-awareness, particularly of self-defeating behavior

APPENDIX 2

COMPARISON OF THE GLASERIAN AND STRAUSSARIAN APPROACHES TO GROUNDED THEORY, THE BOLDED TEXT REPRESENTING THE RATIONALE FOR CHOOSING TO FOLLOW MORE CLOSELY THE STRAUSSIAN APPROACH

	Glaser & Strauss (1967)	Strauss & Corbin (1990; 1998) Corbin & Strauss (2008)
Epistemology	No preconceived ideas about the area of study. No literature review is to be conducted. The researcher begins from a position of naiveté and learns from the experts (those who lived it).	**Researchers can gain insights into data through literature review.** Theories are considered a lens through which the researcher approaches the data and should be named, if used.
Research question / research problem	The researcher studies an area of interest; a specific research question is not needed. The researcher trusts that the participants will reveal their main concern.	**A research question is stated.**
Ethical considerations	Grounded theory is about concepts, not people. Transcription of interviews is not necessary, but **information about specific individuals should be confidential**	Interviews can be transcribed, and this is recommended for novices. **Data should be stored securely. Confidentiality should be ensured.**
Data gathering	No interview guide is needed because these are based on preconceptions. The participants are considered the experts and will reveal their main concern. Field notes can be used, as well as photos, news articles, historical documents, and other information that clarifies the concepts. "All is data."	**Unstructured interviews are recommended. Observations of the participants are also part of the data, but are subject to interpretation and should be clarified with the participants.**
Data analysis	**The researcher sorts and resorts memos. Then, the theoretical connections among the concepts should be stated.**	**Computer programs can be used to aid data analysis.**
Results	**The results of the study should be "written up"** from the memos. **The study will result in a substantive theory that explains what is going on in the area of interest.** Numerous theories can be discovered from one study.	**Data analysis, at a minimum, results in themes and concepts. Theories can also be developed from the data, but this is not the necessary outcome.**

Evaluation	Fit, Work, Relevance, and Modifiability.	**Fit, applicability**, concepts, contextualization of concepts, logic, depth, variation, creativity, sensitivity, and evidence of memos.
Outcome	**Emergent theory (discovery)**	**Conceptual description (verification)**

(adapted from Streubert (2011, p.127) "Comparison of Classic and Straussian Grounded Theory")

APPENDIX 3

PARTICIPANT CONSENT FORM (ENGLISH AND JAPANESE)

MACQUARIE UNIVERSITY | **FACULTY OF HUMAN SCIENCES**

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Kanda University of International Studies, ELI

1-4-1 Wakaba, Mihama, Chiba, 261-0014

Phone (043)2731412

Fax   (043)2731412

PARTICIPANT CONSENT FORM

Participant's Name: _____

Research Project Title: _____Exploring the inner dialogue of learning advisors_____

- I have read the research description and have had the opportunity to ask questions about the purposes and procedures regarding this study.

- My participation in this research is voluntary. I may refuse to participate or withdraw from participation at any time without retribution.

- The researcher may withdraw me from the research at their professional discretion.

- Any information derived from the research project that personally identifies me will not be released or disclosed without my separate consent, except as specifically required by law.

4

- If at any time I have any questions regarding the research or my participation, I can contact the researcher, who will answer my questions. The researcher's email address is: ██████████████ ; office phone number is: ██████████ ██

- If at any time I have comments or concerns regarding the conduct of the research or questions about my rights as a research subject, I should contact the Director of the English Language Institute at Kanda University of International Studies: Michael Torpey - Office 6-211; phone/fax 43-273-1412, or email: ██████████████

- I ( ) give my consent/ I ( ) do NOT give my consent to be audio recorded and/or video-recorded for research purposes [*please tick appropriate bracket*]

- I ( ) give my consent/ I ( ) do NOT give my consent for any written materials to be used for research purposes [*please tick appropriate bracket*]

- My signature means that I agree to participate in this study.

Participant's signature: _____   Date: _____

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神田外語大学

ENGLISH LANGUAGE INSTITUTE

参加者同意書

</div>

参加者名：_____

研究課題名：

_____

- 私（参加者）は、研究概要を読み、この研究の目的と方法について質問する機会がありました。
- 私（参加者）は、この研究に無償で参加します。また、いつでも処分無しに参加を拒否または取り消すことができます。
- 研究者は、独断的な裁量で私（参加者）の参加を取り消すことがあることに同意します。
- 研究課題から得たいかなる情報も、法律で義務とされない限り、私（参加者）の承諾をなしに開示または公表されることはありません。
- 研究に関する質問や関与について、いつでも研究者と連絡を取ることができます。
- 研究者のEメールアドレス：: █████████████
  研究者のオフィスの電話番号██████████
- 研究方法や、研究を行う上で私（参加者）の権利について意見や懸念があるときには下記まで。
  神田外語大学　ELIディレクター：　マイケル・トーピー

  オフィス：　６−２１１

  電話/Fax：　043-273-1412

  Eメール：　████████████

- 私（参加者）は、研究目的のための録音、録画を　（　　）承諾します。
  （　　）承諾しません。

  （どちらかにチェックして下さい。）

- 私（参加者）は、研究目的のために文書の使用を　（　　）承諾します。
  （　　）承諾しません。

  （どちらかにチェックして下さい。）

- 私（参加者）は、この研究に参加することを同意します。

署名：_____　　日付：_____

APPENDIX 4

DESCRIPTION OF RESEARCH (ENGLISH AND JAPANESE)

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DESCRIPTION OF RESEARCH FOR PARTICIPANTS

Researcher's Name: Tanya McCarthy

Research Project Title: Exploring the inner dialogue of learning advisors

Brief Description of the Research:

This research uses a stimulated recall approach to explore the inner dialogue of learning advisors in the attempt to understand the advisors' problem-solving and decision-making processes and the resulting dialogue. A qualitative approach will be taken with data being collected through audio-recordings of sessions and interviews. Transcribed data will be analysed and results used to enhance the current advisor training programme.

Brief Description of Participant's Proposed Involvement:

Learning advisors will be asked to participate in a stimulated recall interview. The procedure involves firstly the advisor audio recording a 30-minute advising session with a learner. Immediately following the advising session, the stimulated recall interview will be conducted with the learning advisor (participant) using the previously recorded advising session as a stimulus to recall events. Based on pilot studies, total time estimated for the stimulated recall interview should be approximately 75 minutes for a 30-minute advising session. However estimated time may vary depending on length of advising session and verbalizations of the learning advisor. A follow-up interview should last approximately 15 minutes resulting in a total time of 90 minutes. A second interview will be conducted to explore changes in advisor performance. The learners' direct involvement in the research will end after the advising session and the advisors after the interview however, in the event that results of the research are published and extracts from the advising session used, consent will be obtained from the learner and learning advisor in advance for the recordings to be used for research purposes.

Participants' confidentiality and anonymity will be ensured through the use of pseudonyms and digital and hard copies of all information will be securely stored in a private location off campus. If any participant is interested in obtaining the results of the research, s/he can do so by e-mailing the researcher at ███████████████ . Further, participants will receive no remuneration for their participation in this research and will be allowed to withdraw from the research should they choose to do so without retribution.

This research is being conducted to meet the requirements for the degree of PhD under the supervision of Dr. Stephen Halliday Moore in the department of Linguistics at Macquarie University, who can be contacted by phone: +612-9850-8742) or e-mail:(Stephen.Moore@mq.edu.au). The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If participants have any complaints or reservations about any ethical aspect of their participation in this research, they may contact the Committee through the Director, Research Ethics (telephone +612 9850 7854, fax +612 9850 8799, email: ethics@mq.edu.au). Any complaint made will be treated in confidence and investigated, and participants will be informed of the outcome.

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神田外語大学

ENGLISH LANGUAGE INSTITUTE

<u>参加者向け研究概要</u>

</div>

研究者名：ターニャ・マッカーシー

研究課題名：ラーニングアドバイザーの「内的対話」に関する分析

研究概要：本研究では、ラーニングアドバイザーが問題解決や意思決定をする過程とその結果として生じた対話の理解を目的として、ラーニングアドバーザーの「内的対話」を再生刺激法を用いて分析する。インタビューやアドバイジングセッションの録音によるデータ収集には、質的研究法を用いる。書き起こされた録音データは分析され、結果は既存のラーニングアドバーザー訓練プログラムの向上に活用される。

参加内容：ラーニングアドバイザーは、専門職能力開発ポートフォリオに関する三度目の考察を行うため、再生刺激法(セッションを録音したものを後で視聴し、改善に役立てる)に基づくインタビューに参加することが求められる。手順としては、はじめにラーニングアドバイザーの学習者との３０分間のアドバイジングセッションを録音する。引き続き、再生刺激法を用いたインタビューを研究の対象者であるラーニングアドバイザーに行う。この際、はじめに行ったアドバイジングセッションを録音したものを、記憶を呼び起こす目的で使用する。予備研究により、再生刺激法に基づくインタビューに必要とされる時間は、３０分間のアドバイジングセッションにつき約７５分間と推定される。しかしながら、推定時間はアドバイジングセッションとアドバイザーの発話の長さによって異なる。後日改めて行うインタビューには約１５分間を要し、合計で９０分間となった。学習者の研究への直接的な関与は、アドバイジングセッション及びアドバイザーへのセッション直後に行われるインタビューにとどまる。

参加者の機密性及び匿名性は、書面データにおいて仮名を使用することで保障される。また、全での情報のデジタル及びハードコピーは、キャンパス外で個人によって安全に保管される。本研究に関心のある参加者は、研究者とメールにて連絡を取ることが可能である。**Tanya McCarthy**■■■■■■■■■■■■■）なお、本研究への関与に対する参加者への報酬はなく、研究への関与をやめることは自由である。

本研究は、研究者がマッコーリー大学言語学部スティーブン・ハリディ・ムーア博士の指導のもとで行っている博士課程での研究に使用される。ムーア博士には、Ｅメールまたは電話による連絡が可能である。**Dr. Stephen Halliday Moore**（電話 02-9850-8742　Ｅメール Stephen.Moore@ling.mq.edu.au）本研究の倫理的側面については、マッコーリー大学倫理審査委員会 の承認を得ている。本研究の倫理的側面に関しての意見や不明な点のある参加者には、倫理審査委員会の研究倫理ディレクターを通じて対応する。**Research Ethics**（電話 [02] 9850 7854　ＦＡＸ [02] 9850 8799　Ｅメール ethics@mq.edu.au）寄せられた意見については守秘義務のもとで調査を行い、結果は参加者に通知される。

APPENDIX 5

INSTRUCTIONS FOR STIMULATED RECALL PROCEDURE

Participant's name: _____   **Date:** _____

Instructions for research participants

What we are going to do now is listen to the audio recording of the advising session. I am interested in what you were thinking **at the time** you were advising the learner. I can hear what you are saying by listening to the audio recording, but I do not know what you are **thinking**. So, what I would like you to do is tell me what you were thinking while you were advising the learner. What was on your mind **at that time** while you were speaking with the learner.

I am going to put the digital recorders close to the computer's speakers, so it can pick up the recorded advising session more clearly. You will be in control of pausing the digital recorder any time you want. When you want to talk about what you were thinking, please push the pause button. Do NOT speak over the recording. Whenever you have something to say, please push the pause button. If I have any questions about what you were thinking, I will pause the recording to ask you about that part of the session. If you do not pause the recording for 2-3 minutes, I may pause the recording and ask you a question.

Please try to **keep speaking** as much as possible and stay **in the moment**. I am not a conversation partner. Please think of me as just a body in the room with you.

Questions to consider:

- What were you thinking at that moment?

- Can you tell me what you were thinking at that point?

APPENDIX 6

MIA PRE-STIMULATED RECALL INTERVIEW: PROFESSIONAL BACKGROUND

(15:39)

What is your professional background? What did you do before becoming an advisor?

- Worked as a senior high school English teacher for 8 years immediately after graduating from university.
- Worked at 3 different schools: (1) Academic high school with highly motivated students both Japanese and international; (2) Middle level SHS; (3) Low level SHS in which students had no reason to learn English.
- Only taught SHS but has worked with students of all proficiency levels and motivations.
- After 6 years, went to Hawaii to get MA in Second Language Studies and took 2 years absence from work.
- Obtained theoretical background of Second Language Acquisition theories during MA
- Came back to Japan, worked for 6 months at the same school with high school students but was unable to use the knowledge learned in practice; found it difficult to apply SLA knowledge in the context of a SHS classroom. An example is that the MA included areas such as extensive (and rapid) reading and the high school students' proficiency and motivational levels were too low for them to do it.

Why did you decide to become a Learning Advisor?
- Saw limitations of what could be accomplished as a teacher such as being unable to apply knowledge from MA to practical teaching. Maybe the LA position would enable her to learn new things and apply MA knowledge.
- LA position enabled her to move to another occupation and apply knowledge from teaching background in a new way.
- Background knowledge in teaching and consulting with students as a homeroom teacher and career advisor

When you took this job, what was your image of a learning advisor?
- There was a kind of learning advisor at the university in Hawaii. She asked questions on TOEFL and the advisor gave advice on that. However, the learning advisor job at KUIS is different as it is based on a theoretical program.

How has your perception of advising changed?
- First impression of advising has changed a little, but basically the same. One area of difference is in how to deliver a conversation for example, a sales person knows strategies of how to sell something. She had never thought about strategies she used before such as she used when she was a homeroom teacher. Now, she is aware of how certain conversational strategies are used to make the advising session more productive. She is more aware of the importance of how to deliver dialogue in an advising session.

How would you describe what you do as a learning advisor?
- We listen, identify their weaknesses, then we guide in giving advice on what they want; identifying students' needs.

What has helped you (in your professional background) in your advising experience?
- Mm, I don't think I draw much on my teaching experiences because it's [advising] very much different from my teaching, but I more draw on my research experiences. I, uhm, interviewed people for my research and in that case I had to listen, uhm, try not to speak much but let them talk, so that experience helped me to give advice.

What kind of knowledge do you draw on when you give advice?
- A lot comes from my own individual learning experiences, so if a student asks me about TOEIC, I can give them a lot of advice because I have experienced the same. Yeah, listening or speaking or anything as a second language learner, I can see their problem from the same perspective. Yeah, I draw on a lot from my own language learning experiences.

What do you think makes a good advisor?
- The advisor's attitude should be receptive. Advisors shouldn't push thoughts and ideas unto students. They should accept what students think.
- Ability to see farther in the future than the learner. Advisors should focus further than what is in front of them to see the bigger picture

Of all the training you received, what prepared you the most for language advising?
- In my experience, advice I got from other advisors…yeah, then I can reflect on the kinds of things advisors said to me in the case with my advisees, yeah I can think from my memory and I can apply the strategies.

APPENDIX 7

ANDY PRE-STIMULATED RECALL INTERVIEW: PROFESSIONAL
BACKGROUND

(38:47)

What is your professional background? What did you do before becoming an advisor?

- Started EFL teaching in 1994 in Hungary at a private language school
- Worked at private language school in 1995 in Portugal – 1/3 primary kids but mostly teenagers and adults
- 3 years in Macedonia with International House – all adults and more academic style teaching
- 1 year with The British Council in Equatorial Guinea teaching ESP to people in the oil industry.
- 2 years working in education but not teaching – materials development (CD-Rom and website) for kids not EFL but 'A' level; commissioning work to be done and editing; got a day off each week to conduct research on EFL materials so got back into teaching at a college.
- Taught 2002-2007 at the college as curriculum manager in charge of the international center, but teaching up to 16 hours a week (gave language support for 'A' levels and HND and designed courses for EAP)
- Most comfortable not teaching kids or business English; More comfortable teaching adult EFL and academic English.
- Taught Japanese kids in the UK, but worked with adults since coming to Japan.
- Did a 2 week summer course in Japan in 2004 in Ritsumeikan high school and then a Christmas course at the same school and 1 week at a school nearby.
- 2007-2009 in Tokyo in an independent institution that prepares students in Japan to do study abroad in the UK – Post graduate students preparing for doing Master's; taught a specific curriculum of independent writing class / note taking / presentation skills / listening skills / mixed skills. Students came part-time for a year or full-time for 5 months and did a 5000 word dissertation research project at the end which was externally verified by a university in the UK.
- Part of the curriculum required students to write learning logs
- Tokyo job taught EAP and Research Methods
- Completed Master's in ELT in 2004-2005
- Has TEFL diploma and is a qualified teacher to work in the UK

Why did you decide to become a Learning Advisor?

- By accident. Didn't read the job title. Thought it was a tutor position. Applied because he thought he could learn a lot more.

When you took this job, what was your image of a learning advisor?

- His impression was that it was similar to the EAP position in a full-time capacity.

How has your perception of advising changed?

- The job has a steep learning curve. In the first year, he learned about the job and in the second year he was able to apply his knowledge. Now he realizes that advising is not about tutoring and has since changed approach.
- The balance of what is done is different. Impression from job description is that there were more advising sessions.

How would you describe what you do as a learning advisor?

- Finding out from students what they want or what their perceptions of their problems are and then trying to find out from students how to solve those problems so they have ownership of the solutions. Advisors need to listen to the students' perceptions and beliefs and we have to value them rather than tell them "no, that's not the way you do it," which he thinks is a common teacher belief. So the students' values are important and the job is more about questioning.

What has helped you (in your professional background) in your advising experience? What kind of knowledge do you draw on when you give advice?

- No, I think I had to turn everything on its head. I think building from my prior knowledge was not the way to go, I think. I think it's a different discipline from teaching, as teaching was taught to me on my certificate and my diploma and Master's. So, I think you almost have to throw it out the window and start again. I think it will make me a better teacher, because I think I will bring in advising… I think you need to clear the table and decide how to go about it rather than relying on… so, knowledge of general beliefs. So students you are talking to, it's important, the way that they will speak, in other words, the pauses and the maybes which indicates they're not interested rather than they really mean. So there are things which you can take [from teaching]...that's more about intercultural communication. There are certain skills that you pick up…I'll get half of my ideas from students. Some things come from the classroom, but I don't know what the students did outside the classroom. I don't think you can talk about skimming and scanning with students unless you demonstrate it. We can't do that. That's a lesson.

What do you think makes a good advisor?

- Someone who understands advising

- Need a good understanding of teaching, so that you can tell if they could develop a good understanding of learning
- Need to have a background in language education
- They don't have to have a good understanding of language such as grammar or vocabulary. Working with students and talking about learning another language that I don't know, the advising and ideas students come up with are fantastic and the others are not doing anything new. So I can look at how to advise students who are going out and being very active about finding activities which really fit well with their wants and needs and then you have the students who are just using their course book and talking to their teacher in the class. So, you don't need a good understanding of the language…if you have a good understanding of teaching it shows you can understand; you can build on that. I'm not saying they are necessarily connected, but I'm saying you can build…you know when people come up with questions you should know that as a teacher. If you don't know that as a teacher, you have no foundation. So if you don't know that as a teacher, how can you start building? I think the teaching thing allows you to build a foundation into the learning aspect. Even if everything is new, you still have a deeper understanding…
- …and of second language acquisition. It doesn't have to be massive in SLA but a good teacher knows why they're doing something in a class. The outcome of this class is for this, this and this. A bad teacher goes in and just does a reading. The book has a reading; they don't know what the underlying outcomes are. It's not just to get through the reading and the answers. They have to develop something. What is it? And new teachers and poor teachers don't know what it is that's underlying; and you need to have that awareness as a learning advisor.
- So when you go into an advising session you have expected outcomes?
- No, but I have an awareness of if what the student is saying they're doing, what the outcome will be of that. If they say this is their goal, I know that has the possibility of having that outcome, whereas if they try that, it doesn't have the possibility of having that outcome. So, if they want to build their reading skills using a reading text, depending on the skills they want, I can say to them, "Are you sure that's the right kind of text you're using?" Or "Is that the right kind of activity?" So, I know the outcome. So there's an answer to an earlier question that I hadn't thought of: A good teacher knows the outcome of the activities they are employing and so they can predict the outcome of the activities students will employ. They can predict it, but they're not always right. So, sometimes students will say things and think, "I'm not sure if that will work, but I'm going to go ahead with it." Well, I can see things that won't work. So if a student who wants to improve his speaking keeps doing activities that there are no speaking activities with, it won't work. But I've seen people think, both in teaching and advising, saying "that's a good idea," but was it? It's vaguely in that area you're thinking of. It's not a good idea. It won't fulfill the learners' WIN (wants, interests needs).

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- So you're looking at the learner's goal for both teaching and advising?
- Well, there's a classroom goal, I think, but it's a group goal, the goal of the class, the lesson. We have lesson aims rather than learner aims. But I think the same principles apply. This material and activities should give you this outcome in a lesson. These materials and these activities, will they give you the outcome a student has. You can say "Yes," "No" or "Maybe." And with "Yes" or "Maybe," let the student try it. If it's "No," then you have to ask them more questions to get the students to…for the student to develop an understanding that these materials and these activities might not be an effective and efficient use of their time to reach.

Of all the training you received, what prepared you the most for language advising?
- Informal training of talking to people as we were doing the modules. The training that involved looking at the modules before we did them, to me was useless. Still is. I don't get anything from it, and I never did, but maybe other people did get something from it.
- Reflections on advising sessions is a little effective that I've tried so far…the official PD. I did it with my first one [advising session] and I think everyone should do it with their first one. I was advised to leave it till later, once you were more up-to-date with what it is. You make your biggest mistakes with your first one so why not, why repeat them for the second or third one. As you realize it, why not address them? It takes time to get better.
- Formal talk for written, but also for ideas. This student said they want to do this and this… How can you improve your vocabulary for, no, how can you improve your pronunciation for listening?
- So, do you separate the written and the speaking advising?
- I think they're completely different. Written advising gives the student more time and deeper thinking. Spoken advising, you get around issues and obstacles faster.
- But when you're asking questions, taking it from your side, the types of questions you're asking, the type of advisor you are… do you change your advising style when you're writing and you're speaking? Would you ask the same questions if it were spoken?
- You can ask the same questions different ways to get through quicker. The written advice is useful, but sometimes you have to step in because it's 3 weeks of the student not getting it because you can only ask one question, and once they reply you can ask the next question. So, students who don't get it, might answer the question, you know, what topic conversation English…"No" but in a spoken session advising, you can get around that very, very quickly. You can give an example. In writing, why give an example when it isn't needed? 'Cause you guide, you may put things in students' heads in the spoken, so I think the principles are the same but at times it would be more useful to step in. The principles are the

same, but the speed and the thought processes, you have a lot more time to think in the writing….

APPENDIX 8

GEOFF PRE-STIMULATED RECALL INTERVIEW: PROFESSIONAL BACKGROUND

(13:57)

What is your professional background? What did you do before becoming an advisor?
- I've been an advisor for 2 years, so before that, 1999 I started teaching English in Japan. So, from 1999 – 2008. I started off at a conversation school in Kyuushuu and then after the conversation school. That must have been 5…4 years conversation school, then 5 years at Waseda University teaching at the university level.
- What kind of courses did you teach? At conversation school. Regular oral communication classes
- Yep.More independent learning and just learner-centered classes…basic conversation though and writing.
- Is this the only country you've done teaching?
- Yes, only Japan
- So you know about Japanese students. What age group did you teach?
- Youngest from Junior High School to retired seniors

Why did you decide to become a Learning Advisor?
- I was working at Waseda. I was looking to expand my repertoire as a professional. I wanted to try something different but related to education and stay in the university working with Japanese students but I didn't necessarily want to be in a classroom. I thought the idea of taking what I was doing at Waseda a little further, and also the idea of researching and developing materials interesting…and advising sounded like an interesting field that I didn't really know about.

When you took this job, what was your image of a learning advisor?
- What did you know about advising before you came here?
- Not too much. Nothing really, just the fact that uhm, it was up to the students to meet with us, we would help them kind of foster something which I didn't really know at the time, but it was called autonomy. I knew conceptually, but I didn't really study it.
- So you were more attracted to the research aspect and materials development aspect of this job?
- No, I was also interested in the one-on-one with the students. More of that. Being out of the classroom, but still working in education
- …still not too sure what advising was.

How has your perception of advising changed?

- I'm at the end of my second year. It's just constantly changing. I don't really know what I think about it yet.
- Are you more into the research or the advising aspect?
- I think I have a good balance. I like both of them. I like practicing it, I like the written advising as well. I'm enjoying the spoken and the written. They're both quite different. I like the research too. I like the field of individualized learning, and autonomy, and self-directed learning. And I like the stuff that we do as a team, the discussions we have. I find it so much more difficult than I imagined though. Much, much more difficult than conventional, traditional teaching.

How would you describe what you do as a learning advisor?

- We have a lot of different kinds of advising. It's not just one thing. We have the written advising, and we have that at three different levels: The First Steps Module, Learning How to Learn and Sophomore Module. It's all quite different. And the face-to-face advising…so there's help desk, drop-in casual advising and then there's formal booked advising with students we don't really know. There's advising for tests which I find completely different from advising for learning development.
- Isn't it just the content that's different when you're advising or do you find your advising style that changes?
- It's not just the content. I think to be a good advisor one of the things you do is consider the person you are talking to in advising, so if I'm looking at a freshman and I'm looking at a third year, they're already different kinds of relationships, different kinds of advising, different kinds of approaches. Freshman students, just out of high school doesn't have the same kind of exposure to the things we try to instill in our students at this institution for three years…the third year student will be able to understand a lot of things easier than the freshman. It's not the content, it depends on the student. Being able to gauge the maturity level of the student and that doesn't mean maturity in the traditional sense but the educational maturity level, being able to gauge a variety of things: What they're looking for, what they want. So, advising is completely case by case…
- I am trying to help students develop skills that will help them become more proficient as self-regulated or individualized learners.
- Do you think that the same across the different types of advising?
- Yes…same definition. I think it's easier to have a combination of them. I think you can do it through writing but it takes a lot longer…it depends on the relationship you have in the written dialogue. It's just, students are going back and forth with you answering your questions, you can do it. If not, it's less likely. You often need the interaction to continue with the motivation….to clarify things and to negotiate some problems.

What do you think makes a good advisor?

- Advisor needs to be extremely flexible
- Needs to look at each learner as an individual
- Extremely patient.
- You have to be a really good listener and not worry about your agenda so kind of check your ego at the door. The advisor should try to really listen to what the students are saying. The more skilled you are in your profession in things like strategies that you can offer to students, the more like, practical knowledge that you have, I think the stronger advisor you will be. The danger is not pushing that knowledge into students by offering it to them when they're ready.
- Also, trusting the students. You have to know when to trust them and know when not to trust them. I think that's equally important. Sometimes they'll be saying stuff just to get a grade or get stuff done just to answer your question but we need to challenge them a liitle.

What has helped you (in your professional background) in your advising experience?

- The amount of space I'm comfortable giving students, like I don't mind if they're quiet. I don't mind if they're thinking. I don't really feel like I have to guess their answer for them or try to get them to speak. If they're struggling with something I don't mind them struggling.
- Where does that come from?
- That's just being around learners for so long. I come from a culture that fills in the silences and that's not coming closer to what students are trying to tell you. It often times causes more frustration.
- So cultural knowledge?
- Yeah, maybe… I think it's people knowledge… The idea that it's just in Japan, that people need this space and quiet. I don't think it is. I think people need time, regardless of their culture to formulate thoughts, especially deep thoughts.
- So maybe it was your being in Japan that made you more aware of this?
- Possibly yes, because I never taught before. Definitely experiences in Japan, I'd say.

What kind of knowledge do you draw on when you give advice?

- …skills-specific strategies, there's two kinds, right? Skills-specific strategies, I think you need an awareness of them. I think you need an awareness of good materials that relate to students goals. I think you also need learning-specific strategies which is more about metacognition. So, how we can get students to develop their metacognition as well as their cognition, Those are different things, but their knowledge {so knowledge and behavior} yeah, that's it, and how to

transfer that to students, and then I think listening and questioning are important and rapport, extremely important

- …definitely the amount of space I'm comfortable giving students, like I don't mind if they're quiet. I don't mind if they're thinking. I don't really feel like I have to guess their answers and get them to speak. If they're struggling, sometimes I don't mind them struggling… that's just from working with Japanese learners for so long. I guess we come from a culture that ou're always trying to compensate for that silence and try to fill it in with "Do you men this? Do you mean this?" and that's not getting you any closer to what the student is trying to tell you. It's actually. It just causes more frustration oftentimes. Uhm, I often find that if you give the students time they will be able to produce what they want to say and you can put it together afterwards. But you need time for them to get something out. I think it's people knowledge, the idea that in Japan, people need the space and quiet, I think. I think some people need time regardless of culture, to formulate thoughts, especially deeper thoughts and you know the thing in Japan is that it's being done in their L2…definitely my experiences in Japan I'd say.
- You need awareness of good materials that will relate to students goals. I think you also need learning specific strategies which is more about metacognition. So how we can get students to develop their metacognition, as well as their cognition
- Kind of knowledge and behavior
- Yeah, and how to transfer that to students.
- Then I think listening and questioning are quite important and rapport is extremely important.

Of all the training you received, what prepared you the most for language advising?
- Combination of research and theory with doing advising.
- Work for your PD when you listen to yourself and self-reflecting and self-analysis of your advising sessions plus listening to other advising sessions. That was really, really useful
- …and then all the informal discussions that I've had, more than anything else
- Getting the FSM pack before coming did not help. It's theory taken out of context. I don't know anything about the students, classes…all these things plus the technical stuff

APPENDIX 9

ANYA PRE-STIMULATED RECALL INTERVIEW: PROFESSIONAL
BACKGROUND

(22:12)

What is your professional background? What did you do before becoming an advisor?

- Teaching certificate 1993
- Taught EFL in Spain language school for 3 years: Taught proficiency, preparation for tests (IELTS, 1st certificate), speaking skills, academic English
- MA in 1996 in Dublin. Worked in a self-access center as a "salcer"
- MPhil in applied Linguistics 1996-1997
- UAE taught English in high school and university: Taught writing courses, academic reading.
- Started doctorate in education in TEFL in 1998 at University of Exeter, while working full-time
- SALC opened in 2000 in UAE and got job as SALC coordinator for 3 years: set up programs and curriculum.
- Finished doctorate in 2003
- Japan 2004 taught at university teaching EFL for 3 years: Taught four skills separately, TOEIC preparation courses; writing courses + oral communication. After UAE, I was keen to go back to teaching because I like that role as well, but I find it hard to do both. So, I was happy to apply for a teaching position. But thinking about the type of teaching I did, two of my classes were "Language Lab" with no guidelines. I designed a course that helped learners to be self-directed. So I think whatever course I teach, I would get that element in there somehow.
- 2008 SALC director
- Taught every age group and proficiency level

Why did you decide to become a Learning Advisor?
- Looking back now in Dublin, some of the things I did there were related to advising. I didn't think of it at the time. I was a Master's student and I was taking courses on learner autonomy. Other students in other departments would often ask me about good ways to learn a second language and how to motivate themselves and what types of material to use. Looking back, there wasn't a lot of dialogue, I just said you can use this or that, nothing like I do now.
- In Dublin, doing the MA, David Little was head of the dept and Jennifer Ridley and David Singleton were my supervisors, so it was very strong on learner autonomy. In UAE, as a teacher, when there was a chance to support students in their out-of-class learning, it was natural and I helped to prepare materials even

before we had the Learning Enhancement Center (LEC). I volunteered to help set up a classroom

- I applied for the coordinator of the LEC as it fit in with my teaching philosophy and it was something I wanted to do. I had worked with students in class and I could see how they would benefit from being able to choose something that matched their interests and weaknesses and needs and so I wanted to be able to be part of something that would help them find that. It wasn't so much choosing, but I took opportunities as they came up which were in the general path that I was headed in.

When you took this job, what was your image of a learning advisor?

- Before I came here I never really looked at advising that closely. I had met Marina Mozzon-McPherson and had heard her talk, so I was sort of aware of the field but because I hadn't worked as an advisor, I don't know how much went in.

How has your perception of advising changed?

- What I learned from this job is the importance of dialogue and the process. I think I've always, in my way, actively tried to help students become more autonomous and find their own way. What I learned here is how dialogue and the way we approach it is powerful, so that's something I've developed here that I hadn't thought about before. For example, the first training session when we looked at Kelly's skills. I was possibly doing that anyway naturally. Then I went through a stage where I was overthinking everything (hyperawareness stage) and then I came back out the other side. So maybe my perception hasn't changed but I have more tools. Maybe before I was over-reliant on getting materials students that students can use, whether they found it themselves or whether I suggest something. My focus was on what activity are they going to do or what material are they going to use. Now I am in the process of discussing it and awareness-raising. So, dialogue has become a more powerful tool, I mean materials are still important, but dialogue and process and the reflection element has increased since I've been here.

How would you describe what you do as a learning advisor?

- The definition I have used in the book is "the process of helping the learners become more autonomous language learners" so I really believe that's what we're still doing. So, it's becoming a more autonomous language learner and then what is it I do to help that. So it depends on the learner and what stage they're at in their process. So if somebody has never done any self-directed learning before then it's taking it really slow and basic, making simple choices for themselves and helping them to do that. So, a lot of it is listening to the learner and trying to work out where they are at in their thinking-whether they've done it before, whether they've been successful, building on that or not…it's really case by case.

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What do you think makes a good advisor?

- Active listening rather than jumping in and telling them to get on with it…really listening and establishing what it is that they want to do, not what they feel or what they have been told, but really getting to the bottom of what it is they need or what it is they want to do and going from there.
- Having the patience to stick with it because sometimes it takes a while to get there
- Being open and non-judgmental. If they choose to learn with Disney, who am I to tell them… if that's what they want to do then… so not judge really, just help them to be comfortable with what they've chosen
- You're not going to have the answer to everything. All advisors lack awareness of different strategies, approaches and materials, so it's co-constructing meaning with the learner. The learner often has ideas. So having some background, ideas from teaching or being in the field, seeing what other people have used, but not necessarily sticking to them… being more open.
- So, the learner's history and my own – things that have worked for me or for the student… being open to different possibilities

What kind of knowledge do you draw on when you give advice?

- I suppose because both my Master's and my Doctorate were heavily guided by sort of learner autonomy, so because of that I had a level of learner autonomy and self-awareness of…I don't need to necessarily revisit it; I'm building on it. So, that's helped me. Definitely. And you know, I'm still convinced that it's really powerful… and yes, my colleagues, just asking for ideas… sometimes when you're stuck, you know the strategy sheets that Diego and Katherine put together, you know when you're stuck and it's there and you say, "Oh! I forgot about that one". I mean it's not…. There's things that I knew, but you often forget, so actually, those reference tools are pretty useful… and often there are discussions, often I don't learn anything new, I knew the strategy before, but it's been awhile since I came across it and I've forgotten how effective it was, so discussions with others is useful… and, uhm, articles, I suppose the stuff I am reading (the literature) in order to help students. I guess there's not much about advising, as you know, but during the process of the book {the advising book currently being written} and meetings, contributions from other practitioners. It's quite useful seeing how they are doing it…reading and thinking and trying things out and conferences too, you know, and try to relate it to what I am doing. You can't help it you know, you listen to things and it strikes a chord and you know, take it on board I suppose…it's constant things, a constant renegotiation with yourself. You have this kind of understanding and then you read something and then you think "How does that fit in"…so I think if you think about constructivist learning, that's exactly what's happening. You know I'm taking something on board, I'm reconstructing it, I'm coming out with a kind of like, new version of what I

believe, I suppose, and that is just constantly shifting, whether I talk about it or not, it's going on, but probably, when I talk about it, it helps to move on.

Of all the training you received, what prepared you the most for language advising?
- Listening and identifying certain skills from a recording: your own PD or listening to someone else's recording. In the initial training we listened to a recording… the initial awareness-raising of the skills used. Thinking, those kinds of questions may be more useful. I hadn't really thought about it before and understanding a new approach that could be more effective. When you do the PD, it kind of takes it one step further.
- Also when we did the stimulated recall retrospective analysis
- With the written advising, having a chance to talk about a case of one student's learning with others, and get feedback from other advisors then think about how you can do better next time.

APPENDIX 10

KYRA PRE-STIMULATED RECALL INTERVIEW: PROFESSIONAL
BACKGROUND

(24:07)

What is your professional background? What did you do before becoming an advisor?

- After graduating from university I began to work at a public high school in Chiba as a part-time teacher, 5 days a week about 2 koma per day. These were first year students. I was teaching reading. But it's not like real reading. You know in Japanese high schools they use the textbook it's not divided by skills or anything.
- Then I worked at BMW in the HR department as a temporary worker for 3 months
- Then I became a coordinator for a company which dispatched teachers to companies or schools to teach English. That was about 3 months.
- Then I became a coordinator for a translation agency so my job was to get job from customer and then ask the translator to translate, and after that was done I sent it back to the customer. That was my job and I did that for about 3 years.
- I did my Masters in TESOL in the USA. I realized the English in the classroom was different from spoken and I really wanted to learn communicative English for tests and exams. I did a bit of practicum on my TESOL and also learned theory. The professor showed how certain materials could be used to teach English in a more communicative and innovative way.
- Skills and knowledge acquired on the Master's program was not useful in the high school classroom but I was only a part-time teacher and I could do only what my supervisor told me and everything was for the exam so that's why I discontinued teaching at the public high school.

Why did you decide to become a Learning Advisor?
- When I heard about what a learning advisor does, I was very interested. I thought I could use what I learned from the Masters program and all the experience that I had when I was learning English. I thought I could help students at KUIS to improve their English by sharing what I'd done and give them advice on how they could improve their English.
- One of the teachers at my university was actually a friend of the SALC director and she sent me an email about this job. She was asking if there was someone who had a similar background that was required for the job and that person introduced me to her.
- First, I was very excited about using English, but more importantly using what I studied for my Master's degree. I have been speaking English for most of my life so I wanted to use it and the deciding part was making it useful for other people.

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When you took this job, what was your image of a learning advisor?

- As a graduate student I was working at the dormitory and there were students who had come for a short time to study English. We had a small self-access center where students could come and speak only in English. We played games together, we talked and so I assumed this was going to be a similar job.

How has your perception of advising changed?

- To be honest, I don't feel like I have been advising much, so I don't quite understand what advising is. To me, what we do here is more like structured advising. Most of the advising I do is for the modules, so I explain what we need to do in the module and the concepts that we use in the module to be autonomous learners. But, I don't get many random students who come to ask about how they can improve their English… So, I don't have a clear idea of what advising is. But before I came here, I thought advising is giving advice, like a tutor. I still believe it's like a tutor because the first thing I heard here about advising is not to give advice. Not just to give them the materials they can use and tell them what to do, but instead let the students think about what they can do, ask them a lot of questions about how they can improve their English by themselves, so… So now, after 2 years, I feel advising is more like counseling or listening. I prefer to do it more like learner training, like tutoring. I can see the good point of asking a lot of questions so that they can figure it out and having them think more autonomously so I try to use that technique as well.

How would you describe what you do as a learning advisor?

- Advising is more like let the students discover themselves by asking a lot of questions, and of course we need to give some advice to them too. But sometimes the students themselves don't know what the problem is, they feel like they have to something but they don't know what to do. Through the dialog, I let the students discover problems and also I try to find out the actual problem that the student has, the student can't figure out him/herself I will try to lead the student to, and suggest something. By actually listening, I also try to figure out students' problems, and if I can't I will give some useful advice.
- Re: advising as counseling and advising as tutoring… I use both, but depending on the situation of the students' level of autonomy I will change, either give more advice or let the student go.

What has helped you (in your professional background) in your advising experience? What kind of knowledge do you draw on when you give advice?

- I think the most helpful part for me is because I'm the same as them. I'm still learning English and I'm a learner. I've done many things, I've tried many things to improve my English and still I'm trying to discover what I should do so I can

understand how…what kinds of things can help them (my personal experience as a language learner)…and also I can empathize with them, I can totally understand how they feel. So I will always like tell them, I know what you are going through so the students can, you know, open up their mind and tell me all their feelings about their, you know, how they are feeling.

…In my Master's I was really focusing on teaching which is totally different from advising

…When I give advice, the actual or specific advice, I think it's helpful because I have this metacognitive concept that I learned from the Master's degree so if I talk about pronunciation, I know what intonation is, I know what the rhythm is. My linguistic background knowledge is really helping me to figure out how I can explain things to students in a more understandable way.

…I didn't actually translate anything. I was a coordinator which means I passed along what the translator translated. Of course I checked. It was more like proofreading and editing. That's helpful for making materials but not for advising per say.

…What I've seen when I was working was helpful because I know how things work and that working environment in Japan, so the students don't have any clue what the business world is, and what kinds of things they have to do, uhm, I know, especially a lot of students want to be a translator, an interpretor and you know, I, it's personal experience.

What kind of knowledge do you draw on when you give advice?
- So your personal experience again: language learning and work experience? (see above)
- Yes.

What do you think makes a good advisor?
- So there are two types of advising: giving advice and letting students discover themselves.
- For letting students discover themselves, the skill to actively listen to the student and let them talk about themselves openly and honestly. At the same time, letting them discover what they can't figure out by themselves. Asking good questions so students can think deeply about themselves is very important.
- For giving advice, the good learning advisor will figure out what the actual problem is and what the best solution is for that problem.
- So, advisors should be flexible enough to know the different types of student, be able to ask good questions and be able to dig for better answers.
- Yes

Of all the training you received, what prepared you the most for language advising?
- The recording of advising sessions and analyzing advising skills

- Talk about my advising sessions with my coworkers and get feedback is most useful. That's the only training that I got
- Getting the FSM at the beginning b4 the job, I think it was useful. But actual reading it and giving advice is two different things. So what I thought before and then after starting the job are two different things
- Communicating with other advisors: PD, formal and informal advising
- Advising readings: Kind of useful but not really. To get a general idea of advising, the self-access center and what we talk about, it was useful but for practical, actual doing advising is the way to do. There is no literature on actual advising.

APPENDIX 11

RINA PRE-STIMULATED RECALL INTERVIEW: PROFESSIONAL BACKGROUND

(17:25)

What is your professional background? What did you do before becoming an advisor?

- A lot of ALT work in junior high school and primary. Almost all my teaching experience has been in Japan. Just a tiny bit in Vietnam and some in England but teaching Japanese students. I taught mostly in public schools and this is my first university position. Most of my teaching skills were about communication. For primary, it was reading and phonics. I introduced a phonics program into the schools I was working in. I didn't teach at university but I taught university students in eikaiwa situations in small groups, so I had done some IELTS preparation, a bit of TOEFL and some kind of test, writing type things in a private language school environment. And I'm doing a year-long teacher-training course now.

Why did you decide to become a Learning Advisor?

- I didn't. It was the only job that came up and I applied for it and got it. It was the only position that didn't require previous university experience in a job. In my Masters there wasn't anything on learner autonomy. A friend encouraged me to apply for the job. From what I knew about learner autonomy, I could talk about some things. Also, coming back to Japan in a university position…I was interested in self-access and autonomy, but I wouldn't say it was the most appealing aspect of the job necessarily. I was worried about being outside the classroom. I wasn't sure if it would suit me. I was looking for a teacher position.
- I was thinking that I might switch to becoming a teacher. After the first semester, I got more into the advising as it started, so honestly, it as a field I fell into rather than went into.

When you took this job, what was your image of a learning advisor?

- I had no perceptions

How has your perception of advising changed?

- It has changed completely. I came and read a lot of the literature and it was very non-prescriptive, very turning it all on the learner and I tried to do that and it didn't work very well for me and I wasn't very comfortable doing it. I'm a lot more prescriptive in my advising I think, in many cases. And that's kind of a result of not having much success at doing it the other way. It was just a lot more

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prescriptive in that students look to us for advice and rather than say, "Well, what do you think you can do about it?" I want to actually share some of the knowledge that I have gained. So as I gain more knowledge, I have more to share with them, therefore I tend to share it. So, at first, I felt I didn't know much more than the students did, at times, in certain areas. Whereas now I do, there's a wider gap in our knowledge base, so I want to share more of it.

How would you describe what you do as a learning advisor?

- Most of the advising is listening. So I would say I listen
- I ask questions to get the learner to tell me, but also be aware for themselves about what exactly they want to work on and why they want to work on it, and whether it's going in a sensible direction for them. And from there, I'd first of all try to find out what kind of ideas they have for doing it. If they've already being doing things, what have they been doing and how it's been going. If they've never done it before, then what kind of ideas do they have. If they don't have any ideas, then I would bring some in. If they have some ideas, but they haven't touched on anything that has been really useful for other students then I introduce that. Then usually I set up a chance for them to experiment, like these are some ideas, go away, try it, make some notes, come back and tell me what you thought about the things that you did. So yeah, setting it up as a chance for them to experiment. Try to make it as free as possible.
- Focusing on the learner's needs. Helping them to find materials or giving them choices, and letting them go.
- Yes, with the idea of come back and talk to me about it.

What kind of knowledge do you draw on when you give advice?

- So I suppose a lot of the readings I've done in specific strategy areas, so conversations I have with people specifically about… vocabulary, experience with previous learners is really important as well, so what seems to have worked with some students, if that's come up a lot, then that will be something that's worth trying with others. So, it will be something I would be more likely to suggest. If not, just I read about in a journal, but if I knew that the students were doing… that would come from learners… that would also come from talking to other advisors about what's gone on in the past. Not theory, but student experiences or advisor experiences. And sometimes my own experiences of learning Japanese, but I've got to be careful about that because I learned Japanese in a very different environment because I was in Japan when I did it, so I am quite critical of myself and in introducing what aspects of that study I introduce to the learner because a lot of it was fairly effortless for me and half of that's because of the exposure and the environment of being in Japan.
- …A lot of the vocabulary stuff I did would have come from the Masters, like I did a lot of work in the Master's on that. One of our modules was split into reading,

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writing, listening, speaking, so those kinds of things. So the big skill areas more than the small skill areas.

- …Background teaching helps me in rapport building, so I often share with students that I know what it's like to come through a Japanese school system because I worked in them so I often drop that into the conversation, I guess to help it set me up as someone who… to give myself some face validity, to show I'm familiar with their experiences. It's important as non-Japanese advisors, to say that we have experience of language learning, successful and/or unsuccessful experiences, and we know where you come from or we have an idea of where you come from.

What has helped you (in your professional background) in your advising experience?

- A lot of the vocabulary stuff I did would have come from the Masters, like I did a lot of work in the Master's on that. One of our modules was split into reading, writing, listening, speaking, so those kinds of things
- Strategies?
- Certainly. So the big skill areas more than the small skill areas.
- Background teaching helps me in rapport building, so I often share with students that I know what it's like to come through a Japanese school system because I worked in them so I often drop that into the conversation, I guess to help it set me up as someone who… to give myself some face validity, to show I'm familiar with their experiences. It's important as non-Japanese advisors, to say that we have experience of language learning, successful and/or unsuccessful experiences, and we know where you come from or we have an idea of where you come from.

What do you think makes a good advisor?

- **Skills:** Listening is key
- Ability to break down concepts into manageable chunks is huge
- Really good questioning. Questioning which isn't invasive or judgmental and that's aimed at broadening rather than narrowing the conversation. I mean both of them are useful sometimes, but there are closed ended questions that could end up in a dead-end and you could have gone in another direction.
- Curiosity about the field. We learn so much from our colleagues unlike an advisor who shuts themselves in an office and never talks to anyone, I think wouldn't get on very well, probably, because you only ever have the experiences you've had with other learners so that would be limiting.
- In terms of **characteristics**, someone who is genuinely interested in students is really important. So, a kind of humanistic approach of seeing the whole person. To be a good advisor I think you need to care about…for rapport building, but I also think to advise a student well, you need to care about more than just their reading class or whatever.
- Easy to talk to and approachable, and it's easier said than done.

-
- To a certain extent, but I don't treat university students like elementary students. So, in a way, yeah. I don't feel myself, I don't think I am as approachable as I could be. I'm quite shut down…that I have a business-like attitude to advising, which sometimes doesn't work to the students' advantage.
- I think specific strategy stuff is huge as well. Students look up to us as experts even if we don't feel comfortable as that so you need to be able to actually come to them with something, like we need to earn their respect, we don't get it automatically and it comes through knowing what you're talking about, so showing that you care

Of all the training you received, what prepared you the most for language advising?
- After 2/12 years.
- Nothing much of the original stuff. It's pretty much on the job
- I don't remember. I did role-play with advisors. Not very useful.
- FSM: Talking with advisors, going through weekly stuff for written advising. All I'm talking about here is written advising. For written advising there was quite a lot of support.
- In my 1st semester I had 2 advising sessions, no 3 or 4 different students and it was listening to myself a bit that was really useful. I did that on my own. That wasn't training.
- For me I would like specific skill group training. Someone who knows about listening… Have a lunch time training, let's talk about different skills, even if it's just sharing what other students are doing, I was saying. Now I have that because I have so many students who are doing different things, but I didn't have that so I would often go to S or H about my LHL students. The 1st semester I didn't really need it because it was FSM, there wasn't much advising. Exams? I was doing IELTS advising which I felt a bit more comfortable with because I knew the tests a bit. So, only coming into LHL was when I would really appreciate it. So earlier in the semester I would have really like training in strategies and skills.
- So sharing knowledge between advisors about students, whether it's about materials or skills. But with a skill base it would be really useful.
- In terms of being a better advisor, I think anything which is requiring me or encouraging me to listen to myself or to other people, to reflect personally or on a discussion form with other people is the best I can think of at the moment.

APPENDIX 12

KOKO PRE-STIMULATED RECALL INTERVIEW: PROFESSIONAL BACKGROUND

(36:39)

What is your professional background? What did you do before becoming an advisor?

- After graduation in 2003, I went to California to study and in 2005 I started to work as a language instructor in Taiwan teaching Japanese for a year. And then came back to Japan and tried to find a language teaching job but I couldn't so
- I became a sales person at an interior shop in Tokyo so that was the beginning of my real work I think because as a teacher I had just graduated from university so teaching was very close to me back then. I didn't feel like I was working because teaching isn't really working for me back then. I really enjoyed it because it was a new environment in a foreign country and then of course I worked Monday through Saturday from morning till night.
- In Taiwan, for the first week I was in training and because the way the teachers there are taught Japanese is not the direct methods, they have to use Chinese and Japanese. I didn't know that so actually I was in training for a week and then after a week or two I started to have my own classes and then taught classes for 0 level students – very true beginners. I also had one-to-one types of classes. I also visited Japanese companies located in Taiwan and there were a bunch of Taiwanese students who were interested in Japanese. So I taught at 3 or 4 different classes of 60. Huge classes. I went there for 3 months. At the same time I had regular classrooms.
- The teacher training continued until my trainers left the school. About 3 months. In the morning I had training and then one-by-one and then night classes.
- Master's majored in TESOL and certificate in TFL (Teaching Foreign Language). I was planning to become a teacher after finishing the program but I didn't want to come back to Japan, so I was trying to find a job that allowed me to stay in a foreign country so I chose Taiwan.

Did your Master's prepare you for teaching Japanese classes?

- Teaching methods itself really helped for example I had lots of different kinds of theories and practices in the MA and then I had 2 weeks of practicum. The balance of theory and practice was well-balanced.

Were you able to apply the theory?

- Not the content because I taught in Japanese. Even though I did independent studies for my TFL, it wasn't enough. So the teaching methods at the Taiwanese school was not the direct method so I had to learn Chinese for the classroom language and stuff. When I taught grammar I needed to use Chinese all the time. I

spoke Chinese a little bit before I went there but after that I learned a lot from the training sessions.

- Then I became a sales person for 1 year and 2 or 3 months because I wanted to try other jobs. And at that time, I could take anything. I wanted to go to Tokyo area for any type of job in which I could use English. So I decided to work for the company because sales is pretty new for me and I was interested in furniture. But always I was thinking I could get opportunity for teaching languages if I were in Tokyo. Even though I work for the company I was ready to quit.

- When I started the job I realized that the sales job is quite challenging because I need to have a goal every month and I need to reach the goal every month. And if I reach the goal, the next month it's higher. We negotiate our goals with the manager, the goals were actually set by the budget of the branch shop. So it was pretty high, but then I really enjoyed talking to customers and if the customers buy something from me it really motivated me and I think from that experience I could learn how to build up people skills very much. I really enjoyed it

- One day, when I was working at the shop (there's a lot of foreigners there), I talked to a female customer for 30 minutes. She said she is taking classes at Temple for TESOL. I told her I took TESOL in the US. She asked me about my background and asked me why I don't try some job offer over there and I thought 1 year would be enough. I looked for the information and found that Temple was looking for a student recruiter. It wasn't a language instructor but I thought it would be nice if I work at that university so I took the job.

- I worked as a recruiter at Temple and my job was to visit high schools and promote Temple Uni in Tokyo and talk to high school teachers who are not interested in sending students to American universities. So when I visit the school, I almost always have sad experiences. I enjoyed meeting new people who were interested in coming to Temple Uni. Most of them are Japanese. Some are foreigners. Every time I meet walk-in students I got excited. They are not like the high school teachers I have to meet. They are interested in Temple. I sometimes spend 15 minutes because they have no time or they decided not to apply, but usually I spend more than 1 hour. So after a chat and a short Q&A I take them to a campus tour so that takes about 1 ½ hours.

- After Temple I came to KUIS

Why did you decide to become a Learning Advisor?

- I was in touch with one of the learning advisors who worked here. She told me she had a tough time when she had started, so I was always wondering what kinds of things learning advisors do here.

- At Temple, I had the chance to take a free workshop which the SALC director was attending. The course was about coaching skills. We had lunch and she introduced a job opportunity. I wanted to stay at Temple for 3 yrs but this opportunity came

up and I thought it would be interesting. It's not teaching, but it's lots of opportunities to meet students who were like me.

When you took this job, what was your image/perception of a learning advisor?

- I think I had more information as the other advisor who started at the same time as me because the learning advisor I knew explained about her job to me. So, I knew what it was about.

How has your perception of advising changed?

- After one semester: Before coming here I knew learning advisors had different jobs than teachers for example, modules. I knew what I would be doing and I didn't really have disappointment. I have the same image of the job as before I came.

How would you describe what you do as a learning advisor?

- It's very hard to explain what advising is to those who are not in the educational field. If I were trying to explain to my friends I would say I am not teaching language but I am teaching something else like study skills… students talk about themselves and I listen to it and then most of the time my job as a counselor in an advising session is to ask good questions so the student can know something new about themselves.
- To professionals, I think I would say the same thing. Our job as a learning advisor is to guide students to become better learners. First we have to help students recognize the gap between where they are and where they are going to. We guide them to find their own pathways to learning by asking questions.

What has helped you (in your professional background) in your advising experience?

- Especially for the walk-in students like at the LHD, uhm, I try to spend a bit more time to know who they are and then at the same time, I want them to know who I am. This kind of comes from my customer relations job. To build the rapport is the best thing for me to start off, but LHD because they already have something to ask, the students try to... directly into the question so I always failed. So I always try not to stop their conversation so I always answer the question directly, not asking my own questions.
- …Especially for this semester I've started LHL Module and then I had already more than 10 learning advising sessions, and I always keep, uhm, I always try to make a comfortable environment for the student. So, I will spend about 5 minutes to talk about uhm, their daily life. So last week, the advising week was right before and after the *hamakaze* [school festival] so I always talked about the hamakaze stuff before starting to talk about LHL Module.

Sometimes I do lots of modeling and guiding in the conversation. At that time I always try to come up with my own learning experience and share that with my students... because advising is very personal thing so I think if the students hear what a learning advisor do or did in their daily life or their learning process, I think that's really helpful.

[From teaching]

A skill to encourage people? Because foreigners learning Japanese. Even Chinese students have difficult time understanding Japanese grammar and stuff, so when I was teaching Japanese in class or one-by-one basis, I hear lots of questions and lots of uhm, disappointments so I always cheer them up. A lot of my advice is based on personal experience – language learning and communication skills.

[From Masters]

I remember that I wrote about autonomy just a little bit, but I didn't go that far, so all the big names like Mozzy and Phil Benson and others… The only thing I remember is the Holec book, article that I read. I understood the concept itself. Being an autonomous learner is a better step for becoming a successful language learner but back then I didn't really think about it.

Maybe not so much theory but more personal experience. And in the stimulated recall I said I try to be curious about the student who is in front of me. So that really motivates me to think about the good questions and stuff. This comes from the NLP course I did. The teacher saying "Be curious" when you are in counseling. Yeah, that really stays in my mind. All the basic… I can't remember the English word. There were eight or nine basic beliefs about counseling and in the first lesson of NLP started with seven beliefs, and then it says, so everybody should have a different kind of map of the world. In that course, my perceptions of people has been changed really, the way how I should look at people, what people's minds and opinions... It has really changed me. It influences how I give advice.

What do you think makes a good advisor?

- From the students' point of view, they have different demands and needs for a learning advisor. I read somewhere in "orange book" that learning advisors can be anything: entertainers; information-givers; cheer-leaders; teachers, so we should transform type depending on students' needs. So if I think a student needs answers directly, then I feel I should be a teacher then. If the student is satisfied from the counseling then that's a good advisor.
- So the ability to change, be flexible and give something that the students are looking for.
- If a person is interested in individual students' improvement, that's a must. For modules, the resources for learning advisors is students themselves, their history of learning. If a person cannot be interested in one person then it's hard.

- For me Neuro-linguistic programming (NLP) changed my way of thinking drastically. It's developed by a psycho-linguist.
- So this was your training then
- I read what the director sent me and I'm reading literature (Benson book and the orange book) but it would have been better if I had been given the books way before I came here so I could research what is happening in the advising field. 'Cause the things that the director gave me was about the SALC history. It was a good base to know but it wasn't enough to prepare me for the advising session.
- The NLP was best for preparing me and it might have been better if I could have listened to the actual advising or case studies about actual advising. Or modules. I think modules that KUIS and Hong Kong Uni do…maybe it would have been better if I had that before. I got the module before but I didn't get a chance to get feedback on it. Because I had 3 or 4 months before I started to work here, so I could have done more.
- So you needed the practical: NLP; recordings of real situations and feedback. So actually doing the job
- Right. Talking to many advisors, they gave me suggestions and advice and that helped.

APPENDIX 13

KIMI PRE-STIMULATED RECALL INTERVIEW: PROFESSIONAL BACKGROUND

(18:05)

What is your professional background? What did you do before becoming an advisor?
- At first, I was hired by the Sano gakuen for the Kanda Gaigo career college. They closed that school. They built a SALC and were looking for assistant managers. They needed someone who could speak Japanese and English. They got me here and I started working here as an assistant manager. And then the SALC director decided to send me off to do the CELTA course in England. That was the beginning of my teaching training. After I came back, I was helping with the Sophomore Module students. And after awhile she sent me off to graduate school. And I came back and now I'm a learning advisor.
- Experience in career counseling and managing the SALC. At career college, I would try to sell courses.
- I had to do some teaching when I did the graduate school. The practicum was over the summer so about 2 or 3 months. I was teaching an ESL course in the graduate school, students aged around 18yrs old (from Italy) a 20yr old Japanese girl…adults.

Why did you decide to become a Learning Advisor?
- This was something the SALC director suggested. At first, I didn't like the idea of leaving and going abroad to graduate school but then I thought about it and then thought I had some interest in becoming a learning advisor. So, I finally agreed.

When you took this job, what was your image of a learning advisor?
- I thought it was about recommending good materials to students. Helping students find good materials for his/her learning
- Didn't know how to grade/mark the Sophomore Module. At that time the SALC director was living in England. She couldn't answer her students, so I would write comments on the diary then fax it to her. She would look at my comments, make some suggestions and fax it back to me. I would rewrite my comments and give it back to the students. I was the one doing the interviews. I would record it and send it to her.
- I didn't know what I was basing my comments on. She showed me a lot of examples before I started giving advice and writing comments. That gave me some sort of direction but I still didn't know what I was doing.

How has your perception of advising changed?

- Looking back I was a learning advisor on training wheels or a crutch with the SALC director helping me learn how to walk or pushing me along. Now I feel like I am waking on my own…slowly.
- So your knowledge has increased as an advisor
- Yeah.

How would you describe what you do as a learning advisor?

- To me it's more about listening to what students have to say more than me giving advice. The most important thing is for me to listen to what they say.
- Trying to narrow down the problem the student is having by listening to what their problem is. For example they might say "I have a problem with English. I don't understand anything!" When I try to talk them through it, they might say "I don't understand the teacher in my classroom" and then I can give advice. I think for advising skills it's important to question students.

What has helped you (in your professional background) in your advising experience? What kind of knowledge do you draw on when you give advice?

- I think a lot comes from experience and uhm, what I hear from other advisors…interaction with other students. I hear other learning advisor say "Oh, I had this type of student, and he had this type of problem, and I said this to the student, and this worked" …something like that.

[Professional background]

- Because I worked as assistant manager, I think I know a lot about the materials in the SALC. I can point out the little things about the materials to the students like this location number means this… and look at this little sticker here. I'm surprised that students don't notice those little things

[Teaching or Masters]

- I might be using it but I am not really conscious, like "I can use this theory" or…I don't think I'm that conscious about it but I'm sure I'm drawing some kind of knowledge from what I gained from my Master's but I've never really thought about it. Maybe I should think about it more. Where is my knowledge coming from?

[Language learning]

- uhm…I think so. Yeah. I feel like I can associate with students' feelings when they say it's so hard learning English. It's hard to get points…I can relate to them. I can help them to choose materials or something. This is especially with the testing materials, TOEIC or TOEFL. I would ask them, "Do you want Japanese support textbook?" I can help them a lot with that to choose the material that they really need.

What do you think makes a good advisor?

- To me a good advisor is again really good at listening and finding out what's the real problem. What's really troubling the student.
- …and doesn't bombard the student with all the different advice and materials.

Of all the training you received, what prepared you the most for language advising?

- In two years, I feel like the best training I received was when I was on the training wheel with the SALC director when she was checking my comments and giving me feedback on my comments. When we started as learning advisors, we were just given the diaries and expected to start marking. Other advisors told us to look at their comments and learn, but no-one looked at our diaries and gave us feedback.
- I think all advisors share an office, so there's a lot of informal exchange going on, but it would be nice if we could all get together and share our experience.

MIA POST-STIMULATED RECALL INTERVIEW

How do you feel about the advising session? How do you think it went?

I felt like I did nothing. She did all the work [laughs]. I don't know. I try not to think about Kelly's skills too much, because when I was trying to use those skills, I was not able, I wasn't able to attend, like I couldn't attend to listening, so this time I tried to be just curious about her and have fun. And I don't know how well it went. I have no idea. It's weird.

Well, before you went into the session, uhm, did you have like, an agenda, or like before you went in, like a plan, "I want to talk about A, B and C" ….or did you achieve your goal? Did you have a goal before going in or was it just, "I'll see what the learner says today"

Uhm, I think I didn't have any things that I wanted to talk about, but I had things that I wanted to ask her. So, looking at her learning plan, I wrote some questions that I wanted to ask her. But actually, during the session I didn't look at these questions. I tried to listen to her and uhm, whenever I felt I need to ask her questions…

Uhm and this is your first year as an advisor, uhm, can you tell me what kind of training you received, and what worked best for you in training for your advising session, leading up to today, I guess.

Uhm, I think the word XXX (Advisor's name) said: Just be curious. Uhm, that was the most powerful word that I learned, and also in training sessions I learned that I shouldn't be pushy, but I should respect the learner's plan then let them do it, and if they, uhm, fail the plan, that's okay, as long as they modify the plan, because that's the learning process that they should learn through this module. So I just wanted… they have to do the plan first. I try not to push anything on them.

So you learned a lot from XXX (Advisor's name) training session

I think so… XXX (Advisor's name) , me and XXX (Advisor's name) , the three of us.

Okay, and you talked about Kelly's skills when you were training and that didn't work so well. Is there anything else that you have done?

Uhm, Kelly's skill. Yes, at the very beginning we learned Kelly's skills, but uhm, it didn't really work to me…and I'm not sure whether I used Kelly's skills in the session. Maybe, I'm hoping unconsciously I did, but maybe not.

…Uhm, I don't know. It might be better to analyze, better I use Kelly's skills. But, even though I listen to recording, I don't, I haven't still seen whether it went well or not, so… I don't know.

What's your feeling, you know, uhm, do you feel you learned anything about yourself today, after listening to that?

Myself?

As an advisor, did anything come out that…so you're more aware of something about yourself

I thought I should speak clearer [laughs]

[laughs] okay that's one.

Uhm, as an advisor…uhm, I want to listen to other advisors' recordings and I would see something more than maybe a little better than listen to just my recording.

Okay, alright. Uhm, do you feel it's easier to, or is it better to just listen immediately?

Probably immediately is better than forget after a while, I can't recall later

Okay, so do you think this would be useful for advisors if it was part of the training program?

If XXX (Advisor's name) is in the position that you could give me advice to my recordings, then maybe it would be useful

Okay. So you would like more feedback. Okay. That's it.

APPENDIX 15

ANDY POST-STIMULATED RECALL INTERVIEW

What are your thoughts about the advising session? How do you feel it went?

There are one or two things I would change, but at this moment I'm quite happy with the outcome, uhm, bearing in mind her level

What did you hope to achieve from the advising session?

Uh, just from the bullet points from my last PD which is to keep giving students enough time to answer and accept their answers. Uhm, there's something about questioning but I think it was difficult with her because it was open questions, were difficult for her to understand and answer, so there were more either/or questions and multiple choice going on deliberately to allow the session to proceed so we could get through everything.

Do you feel you accomplished your goal?

Yeah, I think she left knowing what she had to do. I think she had a good plan already in place and she left knowing she had to add some detail to it, and I think she left with some ideas she needs to integrate to what she has to, not just specifics, but how she's going to measure these things.

What methods have you used in the past to reflect on your advising performance?

Just the two official listen and write up, listen, transcribe and write up

Using Kelly's skills? Or…

Yeah, I was using Kelly's skills. Uhm, and I've done 2 PD workshops with two teachers in a three-way formation.

What was your role in that one?

I was the observed; I was the observer; and I was the third party.

On the advising session?

On the advising session, I was the observed.

Okay, so you spoke about your advising session and they gave you feedback?

They asked questions about it rather than give feedback

Compared to previous methods of reflection, how did you feel about this approach?

I wanted to add a few things about what I would do differently but that's not what this is about. Every time I started to talk about how to make it better, I held back because

the purpose isn't to do that….but it has that extra element about what were you thinking at the time, so I have to think about it…

APPENDIX 16

GEOFF POST-STIMULATED RECALL INTERVIEW

What are your thoughts about the advising session? How do you feel it went?

Ah well, basically it was extreme…It was an experiment to see how it's gonna go like, I've been trying, because we had the orientation with them so we had this first meeting going over their plan, and I thought it was like a concerted effort to be a little prescriptive and to give them concrete advice, and I then I wanna see how that works out as an experiment… 'Cause I am planning to, and I used to just make them redo their plan and redo stuff, so I haven't done any of, anyone do any of that ,I just said "Okay. This is what you have, this is fine, let's see, here's some ideas that you may want to consider, so… It wasn't really an advising in the way we are supposed to do it, which is supposed to be centered from uhm, learner-centered? But I think it was advising in a way that it's offering advice to the learner, hopefully they apply some of what you mention, I talked to them about their learning. I haven't seen the results yet so I have to wait for a few weeks.

So you're happy with the session…as is?

I'm not sure yet, to be honest. I'm not that happy with it if it doesn't work. If it works later on, if it makes my job easier, I'll be quite happy. Uhm… No, I liked all of her, I liked her SURE plan, I liked her, so I thought she had good goals, I thought everything was okay; she needed specific resources, but I gave her some options so I just wanted her to make sure that those were three/four options for her resources.

What did you hope to achieve from the advising session?

I wanted her to get a better idea of the weekly work that she was required to do in the module, and I wanted…yeah, basically to give her advice on how to plan and evaluate her learning.

Do you feel you accomplished your goal?

It's hard to say. I think…we'll have to wait and see

What methods have you used in the past to reflect on your advising performance?

As a second year advisor, a lot of informal discussion, particularly with my office, with XXX (Advisor's name) or with other colleagues, but just lots of discussion about the nature of advising or hoping to do different kinds of students, different kinds of problems; and then obviously the PD work, the reflection, listening to my sessions

and then recording and transcribing and commenting, filtering them through Kelly's skills, using Kelly's skills.

I don't know what I will get out of it because I knew what I was thinking a lot of the times. I think it would have been better maybe the second meeting or third with the student… A meeting where the learner is talking more instead of just me talking 'cause I knew what I was saying and I knew why. If it was maybe a session with a student more in control, like for example the second session where I come back and I'm gonna ask the student, "What do you think" "How has it been going?" "What have you been looking at?" Then, my thoughts might be more relevant, cause then it would be how I am listening and attending and then the kind of questioning and there'd be more advising.

What new information have you learned about yourself today?

How do you feel about stimulated recall as a tool for professional development?

It's interesting…

Would you recommend this approach to be included in the professional development process? Please explain why? Why not?

Yes, definitely. It's very different tool…and I like that it's right after so it's kind of refreshing. And I always think it's one of the best advisor-training tools is listening to yourself. I think there's nothing better than that, really.

Thank you very much!

APPENDIX 17

ANYA POST-STIMULATED RECALL INTERVIEW

What are your thoughts about the advising session? How do you feel it went?

I'm quite happy with it. There were a few times when perhaps I gave more, but not overly so, you know. I think it was a really great chance for her to talk about what she was gonna do and for me to help her do it really, and not tell her what to do. I'm really glad most of it came from her. When she didn't have a clue, it came out in the evaluation and I'm hoping that I gave just enough so that she can make up her own mind about how she's going to evaluate. But, we'll see.

What did you hope to achieve from the advising session? Do you feel you accomplished your goal?

I knew she was coming before, like I knew she would have done all of week one activities and I don't know whether she would have written her learning plan or not. I don't know, so my plan was… no, not really… I knew she was doing the Media English Module, uhm, I didn'tknow where her focus would be uhm, so I guess I wanted to make sure that… I was confident that her plan would be quite strong after she left this meeting and I was satisfied with that.

What new information have you learned about yourself today?

About myself? Through doing this exercise? You know, it's always, when you listen to these things, uh… I didn't have to give her the website and all those stuff… you can't help yourself sometimes. Maybe there's still a bit of "teacher" in me occasionally… you know when I gave her the website, as soon as I opened my mouth that was one, and the evaluation, did I have to give her so much? But, there's no right answer, but what did I learn about myself? That I can't resist giving too much sometimes. So that's something that's good. That's something I can take on board for the next session.

How do you feel about stimulated recall as a tool for professional development?

Maybe because I've done loads of these, maybe it's more useful for less experienced advisors, but I always really find it useful reliving it because you do… I do this anyway after each session. Even if you hadn't have come and I hadn't recorded it, I would be reflecting on what I had done and hadn't done, but there are certain things that I wouldn't have remembered or I wouldn't have noticed unless I recorded and had this chance to talk out loud about them. I think I would have just ignored them actually. So would I have known certain things? Like maybe there were a few times I made a joke, then I'm thinking ah, I hope she understood, but I hope she knows me pretty well, so she would know I didn't really mean go off and do that for homework or you know… but still I had to watch myself with other students because some you know, would perhaps not read you so well and would think it was serious.

…I remember the last session well because the learner made some real connections and there were some real successes and that felt really good.

…perhaps articulating it and talking it through helps you to remember.

APPENDIX 18

KYRA POST-STIMULATED RECALL INTERVIEW

What are your thoughts about the advising session? How do you feel it went?

Uhm, right after the session I kinda thought, because I tend to, my sessions tend to be really long, like one hour, I didn't want to, I didn't want that to happen again, so I tend to describe and explain and give a lot of information instead of asking her and trying to elicit the answers from her. But, I try to ask as many questions as possible. Uhm. So what I felt was that I try to uhm, lead those students to my plan which I think is useful, which works. So, I don't know if it's good thing or not.

What do you mean by "your plan"? Before you go in?

My uhm, learning plan which I think will work, at least for me. So, I feel like, I believe my plan works, my SURE plan, which is like recording and preparing before the, during the… as I said, while you're Using, you take notes. When you're practicing, you take notes to prepare for the next step which is review. So that kind of little things…

So your interpretation of what's a good plan?

Yes!

…I had the student's, I made a comment, and I made sure what kind of I will ask before the session and in my mind I had this, I kind of modified her plan already in my mind and I just try to make her to… to use my plan….Go in that direction. Or do whatever I think is good.

Do you feel you accomplished your goal?

Uhm, I think so in terms of leading the students to the direction I think would help students, I think I achieved my goal.

What methods have you used in the past to reflect on your advising performance?

I think recording my session every time. Every time I have a session with students, I always record myself in the session and I sometimes listen to uhm, the session and think about what I could have done better. And I realize I tend to talk too much which I haven't changed much, but at least I'm trying to ask more questions.

Compared to previous methods of reflection, how did you feel about this approach?

It was amazing that when I was listening to the recording, before I listened to the rest, I already know like what I was thinking before…like I was even talking about

something that will happen later on but I was talking about uhm, what will happen and how I was feeling at the time. So, I didn't think that I can remember so clearly about what I was thinking at the time, so I really felt like I was going through everything that I went through again… Do you know what I mean?

What new information have you learned about yourself today?

Uhm, something about myself? … I think when I was talking I feel like I wasn't showing any (??) and really try to be professional, but by listening to the recording, I didn't sound too business-like, so that's one thing I realize, I think.

How do you feel about stimulated recall as a tool for professional development? Would you recommend this approach to be included in the professional development process? Please explain why? Why not?

We had just one role play at the beginning of this semester. Yeah it should be part of the professional development program for advisors…Because I was, I'm thinking about like, reflecting *with* recording and without recording, having someone with me while I'm reflecting helps me… usually when I reflect I don't speak out and I'm just thinking in my head, but because I was talking aloud, it helped me to think deeply and made me realize more different things, make it clearer, make it really clear what I was thinking.

Was it easier to verbalize your thoughts by speaking rather than writing?

It was easier but, uhm, because it was… simultaneous?

Yes. Okay, that's it. Thank you very much!

RINA POST-STIMULATED RECALL INTERVIEW

How do you feel the session went overall?

I'm reasonably pleased like he didn't have any big, big problems in the first place so, I'm glad we talked about evaluation, cause it's one thing that a lot of students haven't done very much at the beginning. And I…we talked at the original meeting about what we would be doing and he said he was going to do the Eiken again so it was good to hear that he had actually done the Eiken. So he does have a before evaluation if that's what he decides to use in the end. Uhm, so I guess I'm pleased about that. In terms of the goal stuff, I still feel that wasn't necessarily resolved particularly well and I wonder whether it's something that I should thrash out with him and make him make a decision there and then. Maybe I'm doing too much of "please think about it and let me know" with the danger of never finding anything else out about it unless I ask specific questions. So, I've not made a note of this session, about what we want to talk about and what I want to try and remember to bring it up if he doesn't bring it up himself in the next diaries. So this is something that I want to do to make sure that things that we do talk about don't go away too quickly. But as far as the advising was going, I would say that I really have not been pleased with my first meetings, cause I feel like I talked all over my students and so far this week I'm quite pleased with how I felt I've held back a bit and he got, he probably spoke as much as I did today and I'm quite pleased about that.

What did you hope to achieve from the advising session?

So, me and XXX (Advisor's name) talked about this recently and he was saying that he's going to stop thinking of objectives because he finds when he has an objective going into the meeting he stops listening to the student and he sticks to his own agenda a bit much, and I was thinking, I need to be better prepared for a session, so you *do* need some kind of agenda, then as soon as he said that, it made me think well actually that's not always a good thing. Uhm so, for this one I was trying to be reasonably open to see what comes up, but I did want to talk about evaluation, I *did*

talk about evaluation with pretty much everybody in their sessions and I did want to hear more about his focus on pronunciation, but that didn't really come out in the interview, it just kind of changed like that…and it got lost. We moved in different directions, I suppose…overall, I was reasonably pleased. I don't know, Ididn't have any *huge* objectives, only because I didn't think he had any big problems.

How did you feel about this stimulated recall approach?

I do enjoy this process because it makes me do it…The thing is, I don't spend a lot of attention looking at Kelly's skills. I didn't do it in my Professional Development and I've never really done it. I look more generically at the session and maybe skills is something I could probably look more at, but this is what I'm more comfortable doing… this big picture stuff…I thought I would anyway. I feel this is reasonably big picture. It's about objectives and am I achieving them, not which skills am I using. Because for me, the skills are a tool to get to those objectives, but as long as I'm focused on the objectives and focused on how I am doing it…so the skill might come in to support, but it's not focused on it. So that could be, using the skill could be a good suggestion that somebody else gives me, "Have you tried guiding more?" "Have you tried paraphrasing more?" That would make me think about it, but it's not a focus that I have strongly enough.

Would you recommend this approach to be included in the professional development process?

Oh, if I can, I'd love to! [laughs]

APPENDIX 20

KOKO POST-STIMULATED RECALL INTERVIEW

What are your thoughts about the advising session? How do you feel it went?

Wow, it was a long session. So this was my second individual advising for *Learning How to Learn*, and I tried to prepare for this by writing up some cheat sheet [laughs] but as I was talking to her, I realized that the topics of the conversation changed a lot as the conversation went by, so at the end I didn't really look at the cheat sheet. Just trying to, uhm, let the student speak and then I'll try to respond to what she said. Yah, and then, I think 30 minutes is not enough. Uhm, maybe because of my advising skill, but no, don't know how I can be better next time [laughs]…So, I think time-management of the advising, what to talk or how I can elicit students' ideas, uhm, yeah, 'cause I wasn't consciously thinking of Kelly's skills or something. I just try to be natural, just be curious about her plan, study plan and study habits? That's the only thing that was in my mind. Yeah, it was the only thing in my mind.

…Kelly's skills is something that we can consciously learn as a skill, but when, this is my, I don't know, personal experience? But, but, I join in a NLP course, and in that course, the first thing that hit me in that neuro-linguistic programming, in that class, the first thing that hit me, it hit me was the teacher uhm, saying "Be curious of the client." Uhm, yeah, and even though we learned the counseling skills a little bit, the things that you have to follow is your curiosity. So, yeah, that really stays in my mind…I try to apply what I have learned, of course from other learning advisors' advice and these are very effective input. But, still, I'm not really confident, so I'm just trying things out.

What did you hope to achieve from the advising session?

My original plan was to point out the weakness and the good point about learning plan, and, yeah, but later on the student talking is something that I cannot really expect so, yeah. I didn't panic but, uhm, I was trying to follow, I was trying not to create, uhm, a way for conversation for herself, the student, but trying to follow what she's leading me, but I'm not sure if I could do that [laughs]. At some point I was trying to uhm, see where I was by looking at this sheet, because the order I put was about the learning plan so I think I was, uhm, able to use this as a kind of timeline.

Yeah, but not really looking at every moment. I needed to concentrate on the student's facial expressions and words.

Uhm, yeah, maybe 90%. Uhm, things I could have done better were time-management, yeah, the session was over 40 minutes. At the end of the session I asked student to jot down, so I think that was one of my goals. So after the session, 'cause I heard from some learning advisors saying that the student need to bring something back home, yeah so I wanted to do that and then I gave some worksheet that she can use.

What methods have you used in the past to reflect on your advising performance?

- NLP
- Input from advisors
- Kelly's skills

My former job was a teaching job as a sales person at the university. I have to meet prospective students and sell the university as a product, selling education as a product, and yeah, my colleague was, uhm, one of my ex-colleagues majored in psychology, and when I worked for the university, he, he had just one hour session with me, yeah in order to uhm, give a good impression in front of people who I meet for the first time, so, like that, so, and then I took NLP, uhm, so that really helped

Compared to previous methods of reflection, how did you feel about this approach?

Ahhh…it's interesting. I think what, uhm, as I listen to my uhm, advising I felt I should have spoken a little bit slower, so it's, yeah, so it's for me to find out my improvement of the advising skill

What new information have you learned about yourself today?

- Time-management
- Speak more slowly

I didn't really offer that to students, maybe 2 or 3 times, yeah and then, of course I couldn't feel what students felt, uhm, I was rushing her to speak by kind of overlapping

How do you feel about stimulated recall as a tool for professional development?

Would you recommend this approach to be included in the professional development process? Please explain why? Why not?

I think it's useful. I haven't done, uhm, some observation yet, but I think, yes, it could be part of it. It takes time because everybody is busy, right? So we need to have uhm, time schedule, but yeah I think it's useful.

APPENDIX 21

KIMI POST-STIMULATED RECALL INTERVIEW

What are your thoughts about the advising session? How do you feel it went?

I thought that at that point when I finished my advising session, I thought it was great that she came up with her own learning ideas and strategies, but later when I came into this room, I only realized that she had another small goal [laughs] it was to speed up her reading. I completely forgot about it! I think I remembered it up till the point when she showed me her vocabulary book and then it just went out of my head…I even wrote it down so I don't know how I forgot. I think when she gives me her week 2 work I'll have to mention that. "So how are you going to speed up your reading?" [laughs]

What did you hope to achieve from the advising session?

Ahhh, the skill that I wanted to practice, I think I said it earlier but uhm, I really wanted to practice my listening skill. I wanted to, I really wanted to get what she wanted to tell me 'cause I really try to hold myself from speaking. It sounds like I'm speaking a lot…

Do you feel you accomplished your goal?

…Well, listening to it, uhm, I think in some points I'm succeeding but I'm looking at the clock as well and thinking…uhm, did I have an agenda? Uhm, the draft plan, her plan was really good as I said, but in some points I wanted to clarify, ask some questions, like she wrote, "I will study 20 words a day" but she didn't really write *how* she is going to study, so those kinds of things I might ask her so I wrote comments that I was ready to ask her as well.

What methods have you used in the past to reflect on your advising performance?

We had an orientation in the very beginning. We did role plays with student…or learning advisor. We switched roles and we practiced that way….uhm, I asked some of the senior learning advisors for advice and that helped me a lot as well

Compared to previous methods of reflection, how did you feel about this approach?

It's very useful, yeah. By listening to it very closely I can review what I've said, I can review what I was thinking. Yeah, because sometimes I record the sessions but I never listen to it so [laughs] 'cause I hate listening to myself, so I'm forced to listen to

what I really think about the session from the beginning to the end, so yeah, it's very helpful.

What new information have you learned about yourself today?

[laughs] because I forgot to mention one of her small goals, I thought maybe I should write a post-it note or something, just to remind myself that I covered everything so yeah, that's something that I should do.

How do you feel about stimulated recall as a tool for professional development? Would you recommend this approach to be included in the professional development process? Please explain why? Why not?

Uhm, yeah, it's very good, uhm, it will be time-consuming for the person to listen to what he's thinking about the session, but I still think it's worth it

APPENDIX 22

MIA STIMULATED RECALL INTERVIEW

A: Advisor

L: Learner

R: Researcher

Advising session	**Stimulated recall interview Learning Advisor thought units**
L: …at the hotel, surveying the people A: Wow! L: there is the first time so nervous A: uh-huh L: and I have no idea what to, what I have to do A: uh-huh L: so I just looking for the other people, how they working at the hotel A: yeah, right L: Then I learn, then sometimes I have that but I'm not, I'm not used to work A: mm-hmm /1/ L: so I feel uncomfortable A: yah, for sure L: everything so… new, I so tired at the home. Then also the Monday, yesterday I went to the hanabashi to get the costume for the Halloween. A: Ah, I see L: And also today with my friends, uhm so we hang out, then at the, after 6:00pm /2/ A: mm-hmm L: I have to go to the (??) computer so then I finished it, I finished it at 9:00pm then go home, went to home A: I see L: Then do the homework [laughs] A: [laughs] L: I set, set my alarm, but I hear the, I hear something, some strange sound at the 4:00am A: oh no L: like somebody, I don't know, somebody call me A: really? L: it's kind of	**1)** 4:13 /1/ I don't think I was thinking anything…I'm just…attending. **2)** 4:53 /2/ Maybe I was thinking that this kind of conversation could be uhm, good, uhm, good for her to relax.

60

A: it's kind of scary though

L: it's scary! So I get up. I hear something, I was so scared, I just convered my, uhm, how do you say in English futon?

A: blanket?

L: blanket. I covered with blanket with my head there. I was just, then also I turn off my alarm, then I couldn't get up so I /3/

A: Ah, I see. Fair enough. You were so busy last weekend. I see. Okay. So, today we are going to talk about your learning plan

L: yeah

A: and I think you did a pretty good job but uhm, just to refresh your mind and for me to understand better

L: ah, okay

A: your learning plan, /4/ would you explain a little bit what your plan is?

L: What part do I have to explain?

A: So, like why, uhm, what's your needs? So, what you want to do? What kinds of materials you're going to use…

L: Uh, okay

A: And how you gonna use it

L: How I… First, my big goal is get 510 score on TOEIC, then the material

A: mm-hmm

L: I use this material

A: Oh, can I see it? Okay.

L: Also, I have one more book for the phrases for TOEIC

A: Oh, I see. /5/

L: I am using this book

A: Why is that? Why did you choose this book?

L: Uhm, because this book, just like, I can learn more about the uh, similar words and different meaning words. Also, they had an example sentence

A: mm-hmm

L: Also, this have a CD too

A: mm-hmm

L: So easy to learn

A: right

L: Also, if, if I use this, ah, if I remember all the word 100, it means I just learn one unit

A: mm-hmm

L: because they have some same meaning too, so I can learn more one, more than two word

A: mm-hmm. I see

L: So, I choose this book

A: mm. I see. So, your big goal is to get 510 score in TOEIC

L: mm

3) 6:07 /3/ At the time I was thinking how I am going to move on to the main topic of learning plan.

4) 6:43 /4/ Because she didn't pick up her learning plan last week, and she picked up this morning, so I thought it would be better for her to remember, her memory…

5) 7:59 /5/ Uhm, I wanted to, uhm, I wanted her to explain from big goal to small goal in that direction,

6) but uhm, she uhm, jumped to resource, so I was thinking how I can bring her back to big goal and small goal.

A: And why do you need that score for?	
L: Why do I need that score for? Uhm, to get my confidence [laughs]	
A: [laughs] Confidence-building	
L: Yes. Confidence-building	
A: Ahh, I see.	
L: It was, I don't have any confidence then in the classroom or other… I feel like, uh, if I get a confidence, it's more interested in the English.	
A: mm. I see. Confidence.	
L: Confidence	
A: So you just want to have the score? /6/ Have you ever taken TOEIC before?	**7)** 10:13 /6/ At the time, I was wondering why she is trying to focus on increasing her TOEIC score because she is, she told me before that she wants to go abroad,
L: Uhm, before I took a test in here.	
A: mm-hmm	
L: the before the entrance ceremony.	
A: oh really! Ohh, and at the time, how much score did you get?	**8)** so maybe TOEFL might be a better choice,
L: 410 score	
A: Ah, alright! So you want to increase by ten hundred score	**9)** so I wanna figure out why she wants to get, focus on TOEIC.
L: yes.	
A: oh, alright	
L: Then it, like 410 it's kind of, I, I lack all the vocabulary and phrases	
A: mm-hmm	
L: So to make a foundation, it means to, it's more understand the listening and grammar section /7/	**10)** 11:20 /7/ Uhm, 'cause she said her problem is vocabulary and phrases, uhm, I wonder how she got to know that so I thought maybe I should ask questions
A: mm-hmm	
L: I just concentrate on vocabulary, phrases and some listening skill because this listening is easy to get the score	
A: mm	
L: Also I think I had better, I prefer to listen than writing test	
A: mm-hmm	
L: So…	
A: mm, there is no writing test in TOEIC actually	**11)** 12:17 /8/ In her learning plan, she said, uhm, she wants to improve score of TOEIC. That's it.
L: yes	
A: but you want to study listening section the most	**12)** So, I wanted to know which section to focus on: listening or reading.
L: yes	R: …How much knowledge do you have of TOEFL and TOEIC?
A: Okay. I see. What, how did you know vocabulary and phrases are your weakness? /8/	12:44 Uhm, I've just taken TOEIC in September, early September, and uhm, told, I did some TOEIC workshops, so I know a little bit about…
L: Ah, because sometimes I don't understand the, like grade readers and my reading textbook something	
A: mm-hmm	
L: so, I thought oh, I have, I don't have any	

vocabulary so I have to increase more than, and for the writing, uhm, I don't have many variety to explain the same sentence

A: mm-hmm

L: like, so, it's for, to get the more vocabulary and graders good for everything so I choose the… /9/

A: mm. I see. Well, I think the vocabularies that appears in TOEIC and the vocabularies that appears in graded readers and reading text might be different

L: Yes, it's different, but it means the most highest score is different but the low score is same

A: Ah, I see.

L: Before the 600, it's all the, all the basic information and foundation, so it's not, it's not complain, it's…

A: So it means you have many vocabularies that you don't understand when you read graded readers or reading textbook

L: yes.

A: okay. Not only just one or two words

L: yes

A: okay. I see. Then it's gonna be your good target for you /10/ to learn vocabulary and phrases. So your small goal is , uhm, I think you explained it

L: yes.

A: So you said you're gonna use this book and phrase book

L: phrase book

A: okay. And you said your learning style is…

L: uhm, audience and

A: auditory

L: auditory and visual style

A: mm. So it means it might be good to have CD. Good. Alright. Okay, so are you going to use only 2 textbooks?

L: Uhm, I wanna use a little bit two books and listening textbooks

A: mm-hmm

L: That, because I don't wanna touch any books that, I want to concentrate three books then do them perfectly, it might be good than (???) the Internet.

A: [laughs] okay. What is this listening textbook? Is it practice test for TOEIC?

L: Ah, TOEIC test

A: What, what is listening textbook?

L: Name?

A: What kind of textbook is it?

L: What kind of? I had one, it's, it's the first

13) 13:55 /9/ Uhm, I question whether the vocabulary in TOEIC and the vocabularies in graded readers that she has found are really connected or different

14) so I wanted to ask her questions about that.

15) 15:15 /10/ Uhm, she tried to rationale the way she identified her problem is vocabulary and phrases. Uhm, I thought it was okay as long as she can justify it [laughs]

16) But, uhm, yeah, I was a little confused at the time.
R: What were you confused about?

17) 15:41 Like, whether I should recommend or whether I should point out the vocabulary, the vocabulary in TOEIC is business vocabulary.

18) But what she said is true as well. So maybe I thought I let her try her plan first then,

19) if it's not going to work, then she can, uhm, change…revise…

time for TOEIC test

A: mm

L: Then I can how to, how to take the listening test

A: okay

L: So, I, before I have never take the TOEIC test, I was confusing because it was first time, so I do know how to get the, get the listening… so, first I do, first I have to learn how to take the TOEIC test, then getting used, get used to, then after that I'm going to use the, the, for the, just listening test for TOEIC from the SALC

A: mm-hmm

L: So…

A: I see. So your big goal is to get higher score in listening section, not in reading section /11/

L: Not reading

A: right? Okay, so your big goal should be a little bit changed to listening section

L: Listening section

A: It's more focused. I like that better. Okay? And could you tell me how to use, how, how to study

L: How to study?

A: mm-hmm. Can you explain your SURE plan?

L: How should go, how to study

A: mm-hmm

L: uhm, first, uhm, I use these two books. I use at the, at the morning and at night

A: mm-hmm

L: Then, I, I wanna remember ten words each book /12/, then I remember them perfectly at night, then after that the morning, I get up soon. After get up soon, I open the books and remember the, how much I remember

A: mm-hmm

L: Then also, when, while listening, then I could hear. I want to get used to how much faster the TOEIC speaker and native speaker hearing, then bring at school. Also, I use this book, bring this book, and if I have a time, uhm, I will use the listening textbooks

A: mm-hmm

L: At SALC or somewhere has a computer. Then doing the work, and sometimes reading a book. /13/

A: Okay. So, it's your study

L: It's my study, yes.

A: And you explained a little bit about reviewing

20) 18:49 /11/ 'Cause her big goal was a little vague,

21) I wanted to specify for her, which is listening or reading for her focus.

22) 19:57 /12/ I was thinking how her description of how to use textbook fit in with SURE model…what is 'S' and what is 'U' and what is 'R' kind of thing.

23) 21:26 /13/ I was constantly thinking, what is 'S' what is 'U' uhm, I wanted her to say like, this is Study, this is Use, but she mixed everything.

24) I was trying to understand what she is saying.

L: Ah yes	
A: You said you gonna review the vocabulary, uhm, the night before	
L: yes	
A: Okay. So how are you going to use them?	
L: Use them? Uhm, I wanna use the, for speaking	
A: mm-hmm	
L: for speaking journal or go to the yellow sofa for speak the teacher	
A: mm-hmm	
L: speak the teacher, and vocabulary or phrase that I learn, it's used on the writing essay or writing diary	
A: Okay. So, right. So you try to consciously use the vocabulary you've learned	
L: yes	
A: I see. Mm, I think it's good. But, mm, okay. /14/ Did you think the TOEIC vocabulary is on a variety of topics? I think it might be a little difficult to focus on just topic, decide one topic and bring it to the yellow sofa or Practice Center and talk about it. But, if you try to use the vocabulary consciously, you really try, maybe it will work, I think. Alright, then, lastly, how are you gonna evaluate your learning?	**25)** 22:56 /14/ uhm, I was wondering if the text book that she was going to use is not uhm… in the text book, the words are not listed and on which topic, so how she can use the wide variety of vocabulary in speaking center or yellow sofa?
L: Evaluate. Uhm, this one…	**26)** uhm, but at the same time I was thinking, little bit possible to choose a topic, maybe it's not because it's the way TOEIC is, so uhm, thinking, thinking…
A: How can you see your progress?	
L: Just take a test	
A: Take a test?	
L: mm… yes, and this one I already have, I see my goal after three months	
A: After two months	
L: After two months	
A: So, how about taking uhm, /15/ long practice test and record the score of the listening section now.	**27)** 24:46 /15/ Uhm, I was wanting her to find out how she can evaluate her work, but uhm,
L: Now?	
A: I mean, yes. Before you start your plan. You can know your score, maybe, I can be… what's the perfect score for listening section? I forgot. How, how many questions are there? 100?	**28)** because she seemed uhm, puzzled,
L: 100. Yeah. About 100.	**29)** I thought it might be the point I should uhm, give some advice.
A: Then if you get 50, maybe you can try the same practice test	
L: yes	
A: in three weeks. Then you can see how much score you can get here, and then you can see the progress.	
L: Oh… Each week, each week, what I, take a, or after two months doing what times?	

A: Maybe you can try practice test many times, but don't solve the same questions, because you remember it.

L: yeah.

A: the other questions, so maybe, just one time, try this one and leave it for awhile

L: mm-hmm

A: and in 7 weeks, you can try the same test again to see the score. And also for TOEIC, I think it's very, very important that you keep /16/ uhm, working on questions, uhm, TOEIC questions. So you have to solve the questions over and over again. So, in that way you can get used to the format of TOEIC. So you said you are going to use the TOEIC practice test. Right?

L: Yes

A: For listening section. So I think it's very important.

L: Oh, okay.

A: Yes, so maybe for evaluation you could do that. What do you think? Is it a good idea?

L: Yes. It's very good idea /17/

A: uhm, uhm, uhm, so at the end of this module you have to hand in all the materials that you have learned, so maybe you can keep, you can photocopy the page and show me that?

L: yes

A: yes. Okay, then, I think it's pretty good. Do you want to try that?

L: yes

A: okay. Great! Yes, TOEIC. You need speed, huh?

L: Speed? Yes.

A: speed. Yes. For me as well, it's really difficult to keep up with the speed

L: yes

A: Because if I think too much, then they start again /18/

L: again

A: yeah. They start the next question

L: Yes, so hard. Like first, the picture and just conversation section was kind of easy, but after that long conversation, then some 3 questions on the one question. It's so hard because, before start listening we have to just have 10 seconds

A: mm, right.

L: then just scanning the three questions quickly. When I practiced the test

A: mm-hmm

L: the section was so hard because the word doesn't, the word so difficult.

30) 26:24 /16/ Uhm, for SURE model she explained how she would use the 2 text books she brought but I have kind of forgot that she mentioned about uhm, doing practice tests, so I wanted to bring up that topic again.

31) 27:16 /17/ Uhm, because XXX (other learning advisor's name) suggested that we shouldn't push our opinions or advice on students.

32) I thought it might be better to confirm whether she really wanted to do that or not.

33) 28:16 /18/ Uhm, I'm sharing my uhm, past experience of taking TOEFL, I mean TOEIC. I was expecting that I could uhm, advise on something else for her uhm, by sharing my experience.

A: mm-hmm

L: uhm, you know, the reading question was so hard to concentrate, what's the meaning

A: uhm, uhm, uhm

L: then I hear the same word, ah! I got this one but, I just concentrate the word so I couldn't hear the whole sentence, I couldn't remember everything

A: right, right

L: I skipped the words but, skip, skip, skip, then I raise the point, it's uhm, my bad point, and it's my, loo, loo.. loser? Bad point

A: mm

L: so if I got the one, I got the vocabulary, it's easy to understand because I know the word, so I just concentrate on hearing, so I need to make a basic

A: mm-hmm. Okay /19/ that sounds good. So your weak point is parts three and parts four

L: Yes.

A: So maybe you can concentrate on these parts, part three and part four. And usually, for one passage, you have uhm, three questions and four options.

L: yes

A: right. So what I do is try to read only three options because I don't have much time

L: oh

A: I can't read four

L: Oh you can't read four

A: I can't read four. It's too much. I mean, time is not enough, so I read three and three. And even though I don't read the fourth option, it doesn't really uhm, prevent me from getting the uhm, correct answer. So maybe you could try that.

L: okay

A: Yeah. /20/ Maybe, you try to read four, right?

L: yes

A: then you might not have enough time

L: yes.

A: so only three will be fine

L: oh

A: yeah. What would you do when you're reading the options? What are you thinking at that time?

L: Uhm, I'm thinking about the, what the, what the question ask me /21/

A: mm-hmm? Good.

L: So, translating the, no Japanese like, just translate in English, easy, then I hearing go to…

34) 30:11 /19/ Because she was keep saying 'vocabulary,' 'vocabulary' over and over again, I thought uhm, the way she tried to uhm, listen to the passages might be too slightly focused on vocabulary,

35) in truth, there are many distracters in TOEIC, and if they just focus on listening vocabulary, uhm, there could be a lot of misunderstandings.

36) So, uhm, I will introduce that point

37) 31:45 /20/ Uhm, not only uhm, suggesting her uhm, getting comments on her learning plan, I wanted to give some tips uhm, on listening parts of TOEIC, uhm, just for, to try out

38) I don't know whether it works for her or not, but it might be a good idea, good for her.

39) 32:32 /21/ Uhm, I'm thinking, uhm, of my experiences talking with uhm, Kanda students who want to take TOEIC,

40) and she had a similar problem with her, so I thought uhm, XXX (student's name) might have the same uhm, one idea, one suggestion that I could make, uhm, work for XXX (student's name) as well.

A: Are you trying to focus on words?

L: Uhm, yes. I'm concentrate words then because the hearing must be the use the question, part of the question word

A: mm-hmm

L: So, the just concentrate words. I hear the words, just concentrate the question. Okay? It's talking about this one, this one, this one. I choose.

A: mm, mm, mm. Okay, uhm, particularly in TOEIC, there are lots of distracters. Distracter means an option which prevents, I mean it's *hikake*

L: Yes.

A: So if you just try to focus on one word, they try to put the same word, like a similar word, but actually this is wrong answer

L: ah, okay

A: so what you should do is rather than focusing on just one word, you try to understand the entire text, then you make a picture or image

L: oh

A: This is the way I remember the content of the passage. In that way I don't forget how much information I get

L: Oh! Make a picture in your head

A: in my head

L: oh

A: Then I remember better. Yes, because I'm kinda visual learner /22/

L: Oh, okay.

A: So I cannot remember words, but I can remember picture. Maybe it's because of my learning style.

L: Oh.

A: I don't know your learning style, but, yeah, for many people, this works.

L: Oh! I see

A: Yes, you could try that

L: Yes. I will try that.

A: mm. Okay, so when you start your plan and uhm, write reflections

L: This one?

A: Uhm, not this one. From here. Week 2.

L: Oh, okay.

A: Maybe you can expand what you're gonna do for this week, next week /23/

L: oh, okay

A: this week. Alright, this week

L: this week

A: yes. Then, you write your reflection, how you did.

L: mm

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41)　34:48 /22/ Just trying to share some of the strategies that I use for myself because…

42)　because I wanted to give her choice,

43)　rather than just pushing her to use the strategy

so if she liked it, maybe she could try that…was the reason why I was trying to explain what I do.
R: Where did you get all this knowledge of strategies from?
35:17 Experience? My taking TOEIC tests [laughs]
R: [laughs] okay, personal experience
35:23 Yes laughs]

44)　36:05 /23/ Uhm, I'm thinking how to end the session,

45)　what's the effective approach to her to start,

46)　and how I can encourage her

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A: in the plan and what do you think of it L: okay A: Okay. Thank you very much XXX (student's name). L: Thank you for help me. A: You are so motivated L: I guess I will have to work, I will concentrate on English very hard because the first semester was just getting used to a school A: Ah, right. L: It's not my best thing to get a good score. Now, I, now , now I feel like I offer to do something more A: right L: So I will do TOEIC, concentrate on TOEIC and some my particular situation. Ah, how do you say in English? *Chikaku*? A: Ah, certificate? L: Certificate in a part-time job A: Nice! Wow, you've set your goals then L: Yes. Just try to have too much A: Yes your SURE plan goals L: SURE plan goals, I can do it A: Thank you very much. Okay.	

APPENDIX 23

ANDY STIMULATED RECALL INTERVIEW

A: Advisor

L: Learner

R: Researcher

Advising session	Stimulated recall interview Learning advisor thought units
A: Is it okay to record you XXX? L: Yes. A: Yes? You sure? L: Yes. A: Okay, so I can give you a copy of this after L: Okay A: And so you can just go away and check what we talked about. Okay? So, yesterday when we were talking about your goals and your learning plan, you decided to change it from TOEIC, TOEIC? L: TOEIC A: Why did you decide to change it? L: [laughs] Because TOEIC study is a little boring A: Okay. So you're choosing something that you think would be more interesting. So, tell me about your learning plan. /1/ L: In the plan, on newspaper more quickly A: Ah, okay. And what's your, so your big goal is to read more quickly, and what's your small goal? L: Small goal is vocabulary, improve… A: mm-hmm L: Vocabulary and grammar skill A: Okay. /2/ Now, when you say vocabulary and grammar, are you thinking about the grammar of vocabulary? L: Uh, yes. A: So the way words change, like free – freedom – freely – L: Ah A: and freed – The sort of thing you need for TOEIC L: Yes A: Or you're thinking about grammar, like the way that tenses are used, like past tense or	**1)** 1:33 /1/ So, in that bit I was thinking, I had just better double check that she changed it because she wanted to change it and not because of anything I was saying, uhm, **2)** because the previous day I had, uhm, gone through her learning plan and for about almost half an hour **3)** and then she just decided to change her goals at the end, **4)** which I was quite happy about, but I didn't want her to change them just because I had said. I hadn't said. Just because it was in my mind that it was better for her to do it. **5)** 2:48 /2/ So, I could see what she had written and this was similar to the day before, **6)** but I wanted her to say it rather than me to say it (which would have made it faster), but I still wanted her to be the one that says what she wants to do. All the way through I could see what she had written, but I wanted her to read it out rather than I did.

present tense. /3/ What, what are you thinking about when you say grammar? /4/ L: [long silence] I don't have idea. A: Okay. /5/ So vocabulary and grammar – Which do you think is the more important to help your reading speed? /6/	**7)** 3:38 /3/ So, here I saw she had written grammar and vocabulary, ah, for her small goals, which we try to get away from, **8)** so I was trying to, without getting her too confused to see if it was the grammar of vocabulary she was interested in, or grammar that is something distinct from vocabulary, uhm, **9)** because looking at the TOEIC reading she was interested in, there's gap fills that require students to choose correct forms of particular words and that one example was one that I had seen the day before with "free," "freely" and "freed." Uhm, as you'll hear it didn't quite work out that way. **10)** 4:37 /4/ And here, I realized the question was quite difficult, perhaps I shouldn't have asked it **11)** because her linguistic ability is very low, her listening is very low as well. Although she is a very good writer, she scored very highly, uhm, in the First Steps Module, uhm, because her reading and writing appears to be pretty high compared with the oral skills. **12)** Uhm, so when I pitched the question I thought "Right, she didn't understand the question, **13)** but I need to give her time" because I didn't want to butt out, in, case she was actually processing it and going to come out with something eventually. **14)** 5:25 /5/ That was quite nice to hear because that allowed me to move on rather than interrupt her. **15)** 5:41 /6/ So I'm thinking I want to really try to get her to choose one, but I'm not going to tell her she can only choose one. So I want to see if she can decide to choose one, but if she decides

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L: Maybe vocabulary.
A: Okay. Why do you say that?
L: Because, if I… I don't know how to read
A: mm-hmm
L: I don't know grammar, I don't know grammar…But, if I don't know how to read the sentence
A: umm
L: I, I know, I know vocabulary
A: mm-hmm
L: I can understand the story
A: I see. Okay. And you said you want to use newspapers and websites.
L: Yes.
A: Okay. What kind of stories and newspapers are you interested in reading?
L: Culture and sports.
A: And on the website? /7/
L: CNN
A: Okay. On the website, are you still interested in culture and sports? Or something different?
L: What? [Laughs]
A: On the website, do you still want to read about culture and sports?
L: Do you read…? [Laughs] /8/
A: Yeah? Okay, so in the newspaper and the website, it's the same kind of story you're interested in. Is that right?
L: Yes
A: Okay. Which newspapers will you read?
L: [Laughs] I don't know. I have never, uh? I have never
A: mm-hmm
L: Read newspaper in English.
A: Okay. Where can you get them?
L: SALC or library
A: Yeah, there's newspapers there. So that's where you're going to get them from?
L: Yes
A: Okay. So let's have a little look at your plan with newspapers. So, tell me about what you are going to do for study.
L: I will read one article related culture and sports on newspaper every week.
A: mm-hmm
L: Also, check the words and grammar that I can't understand. When I read articles, sometimes I measure the time, how long I read it.

not to I was thinking, well I'll just let it go.

16) She can go with it and see how she gets on. She can always change things, change her plan later rather than me telling her she can only choose one.

17) 7:25 /7/ I was just thinking excellent, she's got some real focus with her, uhm, the type of reading she wants to do, slightly previous to that with the grammar and vocabulary.

18) I wasn't quite sure what she was saying as she was going along, uhm, but what popped out at the end of it was that it seems that she understood the vocabulary and that she was aware that vocab, that she knew the vocabulary kind of followed the story. If she doesn't know the grammar, the vocabulary is more important is what I got out of it.

19) But I was a little bit confused as to what she was saying.

20) I decided to move on rather than get caught up in a conversation that might not be a good use of time, and just might confuse matters.

21) I think sometimes it's best not to explore all avenues that are possible.

22) 8:45 /8/ I was just thinking, "She's so low. How can I keep going?"

23) I was thinking this is a perfect candidate for Japanese advising,

24) but although I say that she actually does go all the way through the interview and I think she gets it. It appears that she gets it. So she motors on regardless of or in spite of her low level, but I was thinking at this point, she can't even understand something spoken that's very basic.

A: Okay. /9/ That sounds very interesting
L: [Laughs]
A: Uhm, and if you choose articles you are interested in, it might make it more motivating as well. What do you think? Yeah?
L: Yes.
A: Okay. Now, you said you're going to check the words and grammar. Let's just start with the words. /10/ How will you check the words?
L: I read the article
A: mm-hmm 11/

25)   10:42 /9/ So I was thinking this is a good start

26)   and I was also thinking okay, maybe I can get her to think about reading again a second time,

27)   but then I thought no, I'll let her guide it a bit more because I saw that she had written other things which I couldn't see, they were under her arm, but rather than interject and jump ahead to what really is evaluation or review, I'll see if she's come up with it and let her come out with it as she goes along.

She was reading from the page. This is why she sounds a bit more fluent now.

28)   11:38 /10/ I thought as soon as I said "more motivating" I thought, uhm, I'm just putting words in her mouth.

29)   I should have asked if she thought it, this kind of thing was motivating,

30)   but the presumption that I had was that it's sports and culture, I think she's choosing these for a reason rather than current affairs. She's thought about the kind of articles that she's interested in rather than just picking up a newspaper and choosing a random article.

31)   So, I thought it was a good move

and perhaps I could have asked her if this would be more motivating.

Uhm, I was aware of putting words in her mouth

32)   but I was also aware of her finding difficulty in recalling words to express herself.

33)   12:38 /11/ Here I wanted to see that she wasn't just going to check her dictionary and close it.

34)   I was really thinking, right, I want

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L: And maybe I stopped if I, if there are words I don't know, so I m..m.. /12/
A: Make a note
L: Make a note
A: Where will you make a note?
L: Where? [Laughs] Where?
A: Yes, will it be on the newspaper or will it be in a notebook?
L: I, I prepare notebook
A: A notebook. Okay, and when you write the words in the notebook, will you just write one word and the Japanese translation, or will you write something else?
L: Word, word, I write word and meaning
A: mm-hmm
L: And I write, also I write sentence
A: Okay. Will you use the sentence from the newspaper, or…
L: Yes
A: Okay. And what about grammar?
L: Grammar [Laughs] grammar, ah… grammar. I don't have idea. I, I want to tea…I want you to teach [Laughs] how to check the grammar
A: How to check the grammar? What do you think is your problem with grammar?
L: Can I use this? [Checks dictionary]
A: Yeah sure. /13/
L: Pr…pronouns. Pronouns? /14/
A: Pronoun
L: Pronoun.
A: Oh. Okay
L: is difficult, {*Japanese word*} No, no {*Japanese word*} Relation pronoun, relation
A: Oh, things like "it" and "they"
L: And "that" word
A: Ah, relative pronouns /15/
L: Relative pronouns /16/
A: Ah, okay
L: I'm not good at that. Trouble. [Laughs]
A: You're not good at understanding the meaning. So, when you read a newspaper article, and you see relative pronouns being used, what will you do?
L: I guess [Laughs] guess the meaning,

her to think about how to record the words in some way or other and, so that she can have a record to check,

35)   because I think some students just open their electronic dictionaries, check something, close it and move on, and I think that's not a good use of their time when their small goal is to improve their vocabulary. So that was in my mind here.

36)   13:24 /12/ So I was trying not to give her the sentences for her to agree with because of her slow speech.

37)   I was thinking "right, just say 'So you're going to use your dictionary then?'"

38)   I thought, no, no let her come out with it.

39)   15:27 /13/ I wasn't sure what to say. She was asking advice for logging grammar and I couldn't think of what she could do other than if she comes across new grammar then she could take a note of it and then take it to the practice center or something like that. I couldn't think of too many ideas, but I didn't want to…

40)   although she's asking for advice I wanted to find out a little bit more about what it was that was the grammatical problem she perceives with reading.

    16:31 /14/ She's using her dictionary now to check what it was about the grammar she wasn't sure about.

41)   17:04 /15/ I thought she was talking about referencing using pronouns,

42)   'cause I know that can be problematic.

43)   17:10 /16/ But it was actually relative pronouns.

meaning…
A: mm-hmm
L: But almost I misunderstand
A: Okay
L: I misunderstand
A: So, are you interested in doing some relative pronoun work from grammar books or grammar sheets? Have you done anything from the grammar section with relative pronouns?
L: Please, one more
A: Have you done anything from the grammar section with relative pronouns? Is that something that you're interested in doing?
L: No.
A: No? Okay, that's fine. Uhm, /17/ so, I'd like you to think in a little bit more detail. /18/ I know what you're going to do with the new words, to write the word and the meaning and you're going to write an example sentence from the newspaper. So I understand what you'll do to help with your vocabulary. I want you to think about what you're going to do /19/ with, when you come across grammar that you're not sure about
L: Ah, yes
A: You don't need to tell me now, but I'd like when you write in your learning plan, what you will do with new or confusing grammar. And remember, you can use the teachers on the yellow sofas, and you can use the teachers in the writing center and the practice center if you have questions about these. You can also use learning advisors, and there's some grammar sheets in the grammar section. There's the Internet. There's lots of things you can use.
L: Oh
A: Think about what suits you. What suits your style. Okay? /20/
L: Okay
A: Okay? You said you're going to read the article and measure how long it takes to read it.
L: Yes.
A: Will you write down how long it takes to read? {silence} You said you're going to time yourself, so maybe it takes you 5 minutes to read…
L: So, I
A: Are you going to take a note?
L: Yes!

44) 18:28 /17/ Ah, this is something I'm learning to do, is to take students' "No" is "No" 'cause in first sessions I remember students saying I'm not really interested and I would tell them the benefits of it, but that's not really the point of advising as I've realized, so I take students' "Yes's" and "No's" at face value and don't push them to do things that they say they're not interested in.

45) 19:00 /18/ And I did want to say "Well, you should try it." That's what I was thinking. "You should try it. It will be good for you." But, no, I made a deliberate effort to not say anything.

46) 19:32 /19/ I just wanted to summarize at this point and kind of put in the bag what had been said and what we were happy with before moving on to the next section.

47) 20:30 /20/ So I was thinking, right, I don't want to tell her one way of doing it, and I could only think of one way of doing it.

48) Uhm, but I wanted to give her the options of the resources that were in the SALC so that she could go away and consider what to do because she hadn't really considered it,

49) but then she said that she didn't know how to deal with it, so I was kind of pointing her in the direction of looking at the resources, possibly of talking to the different people, uhm, that are available to help such as teachers and learning advisors, to maybe get some ideas before she chooses something.

50) But I wanted to give her time rather than to try and do it there and then.

A: Okay, where will you write? Where will you take a note?
L: Same note…ah, I make, I make words. I make notebook for words
A: Okay
L: So I also use same [laughs] same note
A: Okay. /21/ Now, sometimes, an article might have lots of new words
L: Yes
A: And some words are high frequency.
L: High frequency…
A: So there are words that are very useful because /22/ they come again and again and again. And some words are low frequency. So they are not very common words.
L: Uhm yes.

51) Again, I don't think it would have been a good use of the advising session,

52) because she had quite a lot of other things on there, which I thought fitted in quite nicely, and fitted in very well with the vocabulary aspect of it and I,

53) you know we are quite keen to try and get one specific goal

54) so, if grammar falls off the page in the future, I won't sweat about it because she'll still have the vocabulary which is enough to be going on with, and she knows quite clearly what kind of articles she's aiming for.

55) 22:46 /21/ So as I was saying here, I thought it was quite a good plan

56) but I wanted her to be quite specific,

57) because I was thinking, okay she can measure it and I might never see. We can have a look at it or she might say she's going to measure it, but we'll never see. She used to document it for this module and she may just, I don't, I don't, we need to see that it's done.

So I wanted her to be quite specific because her, as I said her plan seemed quite good on paper. She just needed to get something in there that was more, uhm, specific in certain areas.

58) 23:38 /22/ So I was thinking, right, it's possible that students just write down *all* the new words, and many of them are irrelevant and they're not going to see them again.

59) So, I was thinking how to get her to think about the words she was choosing,

60) but I was, uhm, also thinking, will I be able to get this past this student because of her language,

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A: And perhaps if you learn this word you might never see it again. So how are you going to decide? Are you going to write down all the words, all the new words? Or will you choose, will you choose for example from one article? Will you choose 10 words rather than all the words? Or will you choose all the words? /23/

L: [Laughs] I think I have to write all the words

A: Okay /24/

L: But, yes, yes, all the word… all the word [Laughs]

A: And ah, will you study the words?

L: Will you study the words…Ah, train and at home

A: Oh, you will. Okay. How will you study?

L: How, how are you, do, ah, how are you study?

A: So are you just going to look at the page, or

L: Yes

A: You're just going to open and close your eyes?

L: [Laughs] Open the book

A: mm-hmm

L: And I, when I write the word

A: mm-hmm

L: Maybe half, half? separate

A: Okay

L: And words. I write the words, uh, left

A: In English, mm-hmm. And on the right…

L: The meaning and sentence

A: Okay. That's what I do in Japanese when I am studying vocabulary in Japanese, /25/ [both laugh] I do that as well.

61) and I was hoping frequency might be similar in Japanese. I have no idea,

62) so I tried to, I might have been over explaining it as I went along, but my aim here was to get her to think about how to choose vocabulary rather than just choosing every new word that comes along.

63) 25:04 /23/ I was thinking, I want her to choose the 10 words that seem the most useful or a set number of words that seem the most useful so she makes a deliberate choice from the new words. She has to analyze the new words rather than just automatically writing them in and writing, uhm, meanings for them. Uhm, that was my idea here.

64) And because I had done it when I've been teaching.

65) 25:43 /24/ So, she said all of them. I just accepted it even though it's not likely to be the best way.

66) But I was also thinking, okay well, she's going to do that, let's see which word she chooses and we can, I can either bring it up in the comments box or I can deal with it later on.

67) Sometimes students have to push to see where the boundaries are and then make decisions after they have tried something rather than being told, no that's not a good way. They have to make their own mistakes, or see, sometimes the mistake might be mine. Perhaps the student does make better decisions.

68) 27:54 /25/ So I just wanted to make sure that she was going to include some time to try and remember the words rather than just make lists and never look at it properly, uhm, and then when she said what she did,

69) I, I thought, oh this is the sort of

L: I hide, I hide the right side

A: mm-hmm

L: I look only words and I guess the meaning. First I guess the meaning

A: Ahhh, okay

L: And I check test on the plane [laughs] on the train

A: Do you find that useful? Does that work well for you?

L: [agrees]

A: Okay. Now tell me about *using*.

L: Using. I will talk about the article that I read, that I read with my friends

A: mm-hmm

L: Also check the meaning of words that we can't understand /26/

A: Okay, are you going to talk with your friends in Japanese or in English?

L: Yeah, in ah, I hope I learn, I want to talk in English.

A: Okay, and are…And when you talk, will you try to use the words from the article? The words, the new words.

L: Yes.

A: Yeah? How will you know if you're using the new words? /27/

thing I do in Japanese. Shall I mention it? Is that going to influence her? But actually she said what she's going to do, so I thought it was a good chance to emphasize, uhm, and show some common ground with learning languages.

70) 29:15 /26/ So I was thinking, okay she's gonna go to the yellow sofa or wherever to talk about the article.

71) Initially, the first thing that flashed into my head was, umm, what's this got to do with reading? With reading she should be *using*, in the printed page.

72) But then I thought, well, different learners learn in different ways

73) and maybe if she's trying to use it, uhm, it will help her memory,

74) uhm, and it could feed in, you know, why limit her to reading if that's her goal, if her plan works for reading and she can bring in different skills although she is focusing particularly on reading and vocabulary building. I don't see what's wrong with it as long as it's not just speaking about the article. It has to incorporate the new vocabulary otherwise it doesn't seem relevant to this learning plan and the goals.

75) Uhm, that might go in with "enjoy" rather than "use" is what I was thinking.

76) 30:53 /27/ This is just based on previous experience of student plans is that they say they are going to talk about something but you get no idea of how they're going to check if they're using the vocabulary that they say they are going to use.

77) So, it fits in with evaluation as well, I guess,

78) but I wanted her to think about it

L: Please, one more
A: How will you know that you're using the new words when you speak to your friends?
L: How, how will you know?
A: mm-hmm
L: How will you know?
A: If you use
L: If you use
A: The new words
L: You use the new words
A: mm-hmm
L: mmm… [long silence] /28/ I don't have idea. /29/
A: Okay, let's think of an example. Let's think that you have an article with 10 new words in the article and you have written down the new words and example sentences in your notebook, then you close it and you go to talk to your friends and you talk about the article /30/ very successfully, but you didn't use the new words. How do you know if you used them or you didn't use them?

rather than just go and do the activity, and the activity doesn't fulfill the aims of the activity but she thinks it is because she's doing it to the extent the activity might be the task is the be all and end all rather than if she's using the new vocabulary.

79) Uhm, and in a minute I asked her, uhm, how she can do it. She's not very sure so instead of trying to get her to guess what's in my mind I gave her 3 options and said there could be other options as well, but I wanted her, maybe you could do this, this or this, uhm, and as you'll hear in a second, I made the decision as I was thinking to give her these options because it was quite, I thought it was quite clear that she didn't have any idea

80) and that just trying to push her to think of something isn't particularly fair. We're there to give some guidance as well and I think if the guidance is in terms of options, uhm, it, it fits in with advising. It's not telling them what to do.

81) 33:03 /28/ I was just thinking "How can't she understand this? It's so simple." I'm saying it slowly and clearly.

82) I felt sorry for her, to be honest,

83) but look how brave she is at just continuing.

84) 33:35 /29/ So after that pause and the struggle to understand how will I know I thought, alright, okay, I'll just give her three different ways.

34:01 /30/ This sounds fast, but I'm using the notebook in front of me to show her what to do as I am speaking. That's why I'm speeding up now.

L: [Long silence] I ask [Laughs]
A: Okay [Laughs] You ask your friends.
L: Yes
A: How do your friends know what are the new words?
L: [Laughs] eh? When I talk
A: mm-hmm
L: about the article with my friend
A: mm-hmm
L: maybe we, we want, we will not use
A: mm-hmm
L: the word in conversation, but I talk about only words
A: mm-hmm
L: Only words. I talk about only… what, only what … We will talk about only the word, words? Word
A: Okay. If you use new words /31/, does it help you remember? /32/ Some students, if they use new words, it's the best way to help them remember the new words, so I wondered why you wanted to speak about the article. Does using new words help you to remember?

85)   36:21 /31/ So it sounded like she was either going to talk about the article, and it didn't matter if she was using new words, or she was gonna talk about… just take the new words to the yellow sofa and talk about the new words.

86)   So that seems to be veering away from what her original plan was, which was to talk about the article, which I thought was a nice idea,

87)   but I wanted to bring in ways of doing that rather than just.... I think she got the idea from my example that I was saying what she was saying wasn't good enough.

88)   It wasn't that it wasn't good enough. She just needed to add some detail to it,

89)   so I wanted to keep her idea, but offer her the choices of how to check that she's using the vocabulary.

90)   Uhm, I just got the idea that she thought I was moving her away from, from her *use* part of the SURE plan.

91)   37:27 /32/ And here I'm thinking about, if she's using the idea of different skills and as a kinesthetic learner, uhm, different styles rather than, as a kinesthetic learner, the idea of using the language might be more memorable.

92)   Uhm, so I was trying to get that out of her but I didn't want to get too deep into it

93)   and it didn't work very well

94)   so I moved on,

95)   and I thought again, she is not the right level to start explaining anything,

96)   uhm, got to just try and ask her questions and see what she comes up with. Too much explanation I think is

L: Does you help… does you help remember
A: Does it help you remember
L: It help…
A: Yeah, okay. /33/ So, I've got some suggestions to check if you're using the words. Maybe these suggestions you might find useful or interesting. One thing you could do is when you're speaking, if you keep your notebook open, and if you use the words you just tick when you use the words.
L: Okay
A: If you use it more than once, you can check it more than once. That's one idea.
L: Ah, yes
A: Another idea might be to give the notebook to a friend and say, "If I use any of these words, please check them"
L: Ahhhh yes.
A: So your friend could do it… or do you know you can borrow these recorders at the SALC desk?
L: Ahh
A: The SALC counter has 10 recorders, so if you speak in the SALC about an article, you could take the recorder and record how you speak with your friend, and then later you could listen.
L: Okay
A: To see if you used the words
L: And then check
A: Yeah, and then you can check them. /34/
L: Yes, yes.
A: Because then you know which words you used. So that [notebook] tells you which words you remember but it tells you which words were useful for you as well. So there's 3 different ways…
L: Yes.
A: I can think of. Maybe you can think of more, another way. Maybe you want to choose one of these ways or think of another way and put it in your learning plan. If you are going to speak about the article and try to use new words, how can you, how can you know which new words you used, and which words you didn't use? Cause that helps you see which things you can remember. Okay, so let's see, the review…
L: Review. I will review the new words and read the article again.
A: Ah, okay. So how will you review the new

just gonna go straight over her head.

97) 38:51 /33/ I'm just thinking, "Just say yes so I can move on". It's got too confusing. I just wanted her to say yes, even if she didn't mean it so I could move on and forget that I got into that.

98) I might've… it was too much knowledge for her, too much to try and get past her. Uhm, at her level I think.

99) If it were being done in Japanese, I'm sure she would have understood.

100) She really, First Steps and Learning How to Learn, she really nailed it. She knew what she was writing about and she was able to meet her written and spoken, her written and her reading. Her First Steps was very impressive, but that didn't help this session.

101) 40:49 /34/ So I was really happy she finished off my sentence 'cuz it sounded like she knew what the idea was. She said "and check" and I was like "Yes! Good!"

words again?

L: Check, check the notebook

A: Where?

L: Where? I make, ah,ah train

A: Okay. How often will you review new words?

L: I want to check every day but I can't maybe /35/, so three times [Laughs]

A: Is that review though? Cause review is check that you remember, cause three times, maybe that's study if that's three times a week. But review is really review so in week 1 you're gonna study some new words, and then have a maybe have a review. In week 2, you study some new words from a new article and review the words from week 1 and the words from week 2. In week 3, you study some new words from the new article, new words from week 1, week 2 and week 3, so review brings everything together, so you don't forget the first week, because you're trying to build your vocabulary to make it bigger and bigger and bigger, not just remember 10 new words and forget 10 new words….remember 10 new words, forget 10 new words, so review is about bring them together. So how often will you review? /36/

L: I study the new words

A: mm-hmm

L: Every week. And week, weekend I review. /37/

A: Okay. So every weekend you are going to review

L: Yes.

A: So I know you're going to do one article every week and check words. How many words are you aiming for? What, what's your target /38/ of new words? Are you trying to get 10 new words a week? Or 20 new words a week? Or 30 new words a week? What, what's your plan?

L: Maybe 10 or 20 words

A: Okay, so you're aiming for minimum of 10 up to 20 okay. And you're gonna talk about the article with your friends. How often will you do that?

L: I, I, in, at lunchtime

A: mm-hmm

L: I almost, almost, almost

A: almost always

L: almost always, I come to SALC

102) 42:44 /35/ I thought, "Oh no! She doesn't really understand what review means." She's thinking like how often she will study the new words.

103) So I thought, right, okay, stop. Put on the brakes. I need to explain review to her.

104) 44:28 /36/ I was thinking, with that explanation I've kinda given her the answer.

105) Uhm, so when she actually says something quite specific in a second I thought, oh good she's gone further than I said, and I asked her for.

45:05 /37/ So she's actually specified the weekend. So I thought, okay, she's actually thought a little but more rather than regurgitating my example, and telling me what I had kinda said.

I don't know how I can get round that because the explanation was the clue to the answer.

Uhm, I suppose I could have said weekly or monthly but that's not this, this is what was in my head as, as I was going through.

106) 45:48 /38/ I was thinking, okay, she is being quite specific. Her, her goals are, uhm, her plan is pretty good. What she needs to add is some, some details because it's so good at the moment. Making details would just add to it.

A: Ahhh

L: And went with my friends so that time, that time…

A: Will you you talk about the article every day?

L: [Laughs] No every day.

A: Once a week?

L: Once a week

A: Okay, uhm, and then you review again and read the article again. When you read the article again, will you measure the time it takes to read? Does…I see in "study" you said you measure the time: "How long I read it". When you review, will you also measure the time to see if it's faster?

L: Yes, yes.

A: Then you can see if your time is improving. Then maybe it's working. Maybe your study is working if your time gets faster 39/ for the same article.

L: Yes.

A: Are you sure?

L: Yes.

A: And enjoy. That's interesting. Tell me about enjoy.

L: I will watch the news related culture and sports on TV. I think it is more interesting than reading.

A: Okay. Do you think this vocabulary might come in the news on TV?

L: No.

A: You might get some of the same words. This could help everything. How often will you watch the culture and sports news?

L: Once a week. So, when, when I talk about article with my friend, and I also watch, same time. I also watch the TV

A: At the yellow sofas?

L: Yes.

A: Okay. Okay. Can you hear the TV at the yellow sofa?

L: [Laughs] Maybe

A: I find it very difficult at lunchtime to hear the television.

L: [Laughs] Yes. So…

A: Where else could you watch it?

L: I often, I sometimes, I watch the news, news in English at home

A: Ah, okay

L: So, that time

A: On the Internet or on the television?

L: Television, NHK

A: Ah, okay. Okay. I see…and let's move on

107) 48:16 /39/ I felt I was leading a bit here because I should have, if she had said yes, I should have asked her, "Why?"

108) but I was very aware of the time and finishing off the session in the time we had,

109) uhm, and it's not like I was introducing a new idea. I was just bringing one of her ideas into another section, uhm, just to try and make the learning plan a little bit more, uhm, complete.

to evaluation, the last thing.

L: I will take

A: mm-hmm

L: I can, ah, if I can read articles smoothly

A: mm-hmm

L: I think, I will measure the time – How long I take, I read article. I check it.

A: Okay. That sounds sensible. And you check it when you're studying and when you review? Good. And if you check to see if you can read it smoothly. That sounds like a very nice plan. Let's try and see if it works.

L: Yes.

A: So, I like your plan here. We've talked a little bit about things you might add but you have this recording to take away with you so you can listen again to check that you add things. So, remember to think about how you check. Remember to add "How often?" At the beginning you said "Every week", but say how often you'll talk about it, how often you'll review it, how often you'll watch the news and remember to say what you're going to do to check that you're using. Which vocabulary are you using and which vocabulary you are not using. And how to check the vocabulary you are using for *Use*. /40/

L: How to, how to check

A: How to check that you're using the vocabulary or *don't* use the vocabulary…when you, when you speak with your friends. Is that okay?

L: Yes.

A: But you've got this recording to listen to. Okay? And then, what I'd like to do now is to move this information into here. Okay? You've done a good job. You don't have to change much. Last time you had to change a lot. Now, I don't think you have to change anything, just add a little bit more detail and transfer it to here.

L: Yes.

A: And I'm happy with what, I'm happy with your ideas, and so if you do that and then start doing this /41/, so this week you need to choose an article, get some vocabulary from it, and do everything before next Tuesday. Do you have [flips through module pack] Here's the schedule. /42/

L: Yes.

110) 52:31 /40/ I didn't mention the grammar here, but I had forgotten about it, uhm,

111) but she does have a recording so she can listen and decide what she wants to include in her lesson plan.

112) 53:47 /41/ So I just, in my head I am just thinking, okay we've finished this session and I just need to go through parts of… Now it's me telling her what to do, to do the module properly, tell her about the dates, make sure she hands in everything and make sure she's going to document everything properly – Just tell her about the report and then go through the calendar. So that's all that's in my head. Now I am now out of advising mode and into just uhm, do this do that mode.

113) 54:43 /42/ Then I realized it wasn't before next Tuesday, it was the Tuesday after. So I quickly ignored my mistake.

A: And we're having a meeting now.

L: Yes.

A: You have to hand in the final part of the plan and start work. So if you fill in the plan and you have all until the 25th. So you have to fill in the learning plan and I'm happy with your learning plan, so you don't need to give it to me again. So fill in the learning plan this week. Then next week, next week try the learning plan and then fill in this.

L: Okay.

A: So what was your study goal for this week. Read an article and say how many words you want to do – between 10 and 20 words, give some detail here. Say what materials you used. Don't just write newspaper. Say which article or of it's from a web page, which web page. Say how you /43/ studied it and why. Then say whether you think the study was useful. So this is what you did or what you do, and this is what you think about what you do. Okay?

L: Yes.

A: And then you think about your next goal.

L: Next goal?

A: Your next *weekly* goal.

L: Ah.

A: So to probably read an article and learn 10-20 words. Your goal might change a little bit. If it's too easy, you might try to do 2 articles, or if you've got lots of new words you might choose to only take 10 words or you might increase it to 30 words. Your goals might change week by week as you try, and as you try different ideas. Is that okay?

L: Okay

A: Now, XXX, these are the grading bands. You can have this and remember you can get up to 10 points for your Sophomore reading class. With the grading bands you get points for the diary, this is the diary okay? You get points for the documentation, so you need to keep a record. I need to see your vocabulary book, your vocabulary notebook.

L: Okay

A: So if you can show me that when you hand this in, if you leave your vocabulary notebook just for me to look at, when I pick this up I'll look at it very quickly and leave it so you can take it back quickly

114) 55:53 /43/ I was thinking, it says "What's your goal?" and I was thinking, ah! This is where they always say their big goal and small goal again and it should be their weekly goal, so that's why I gave a little example, so that it doesn't confuse it with, we got the word "goal" there too many times with different meanings to it and it's never explained

115) so I tried to give her the, rather I, basically did it for her. I told her what to put in there - Read one article and learn however many words that she's aiming to do, and I did that for the next week as well. I wanted to make it clear that it's not just rewrite your big and small goal.

cause you need your vocabulary notebook to study

L: Yes, yes.

A: But keep the vocabulary notebook and if you have the article and you keep the newspaper article you can keep a copy for me. That will be useful as well. Okay? So keep a copy of the article and your vocabulary notebook. When you speak to your friends, just write somewhere that you spoke to your friends and how long.

L: Ahh.

A: Okay? So write, keep, you need to keep the documents so I can give you a grade for the documents.

L: Okay. /44/

A: Okay? So you need to fill in the diary. That gives you some grade. Keep the documents, that gives you some grade. And then finally, at the end you have an interview at the end and you need to write a report.

L: Oh, ah…

A: It's like we're doing now

L: Yes

A: And the report is about 500 words

L: Yes, yes.

A: But from the interview, I'll record the interview and everything we say in the interview you can use in the report, so the interview really helps the report. You can listen again and use that to help you write the report.

L: Okay.

A: Okay and that makes up another part. And the report is due…let's look at the schedule. The report is due on the 13th of July.

L: Oh, okay.

A: So you have the final interview this week and then hand in the report with your portfolio, with your documentation on the 13th of March and if you see the deadline is every Tuesday. It's not Monday, it's Tuesday. You can give it on Monday if you want but you have until Tuesday to do it. Is that okay?

L: Okay.

A: Any questions?

L: This week

A: mm-hmm

L: I have to week 1? Week 1 is …

A: You need to, you have done the draft

58:58 /44/ Do you want to keep going? There's no more advising. It's just me going through and telling her what she has to do….

116) …There was one point when I said "Do you have any questions?" and she asked me again about week 1, because what she has to do – whether she has to give me the pack before, again in two weeks time. She just wanted that clarified and I just told her. I didn't think….this, I wasn't there as an advisor…the only thing I did was "Do you have any questions?" I just wanted to double check that she was clear

learning plan. Now you need to write the learning plan and start work

L: start work… So I don't have to hand in?

A: No, this is, this is the draft. I'm happy with your learning plan so you don't need to hand it in. This is the draft here and here. This is the draft. I'm happy with this. You need to add "How often" and "How to check your vocabulary". Move this information into the real learning plan

L: You're okay with it

A: I'm happy that you've done a good job. So write this here and a little bit more information and then do it.

L: Yes, yes.

A: Do it one time and fill in this after you've done it and give this to me, not next week, but the week after. The week after next, the 25th of May.

L: Ah, okay.

A: Okay?

L: Okay, I see.

A: And after that, just every week you do it and you make an appointment to see me in the middle of June just to check everything's okay.

L: Okay

A: And you make another appointment at the beginning of July to see me this week for the interview. Okay?

L: Okay, I see.

A: Now I'm going to give you a copy [of the recording]

L: Yes.

A: Do you have a USB?

APPENDIX 24

GEOFF STIMULATED RECALL INTERVIEW

A: Advisor

L: Learner

R: Researcher

Advising session	**Stimulated recall interview** **Learning advisor thought units**
A: Any questions? L: No A: You okay? L: um A: You don't mind? L: I will sign this A: Okay. It's up to you. Sure. Whatever you'd like. L: eh? /1/ /2/ A: Great. Ah, that's okay. Thank you. So, XXX (student's name) L: Yes A: You did the First Steps Module with me and so this is your second module. Okay. Why did you decide to do another module? L: Uhm, in my class, uhm, actually, many people are good at English and they study hard, so /3/ I think my English level is low, so I have to study, and now, how to learn English more.	**1)** 0:43 /1/ So right now, I'm just getting the student's permission and I remember feeling a bit uncomfortable about asking for the permission for the consent form, uh, at the beginning of the session, kinda just springing it on her. There's no way she's not going to sign it. **2)** 1:18 /2/ She's reading the form now and she's about to sign it, and I thought she'll sign it. She feels pressure to sign it maybe. There's no way she's not going to sign it. **3)** 2:13 /3/ I already know right now that she's going to talk about how in her new class in sophomore she feels her classmates are a much higher level than her, **4)** so I'm preparing to approach that problem that she is going to introduce. **5)** I also, I haven't met her since first semester, first year. I don't really remember her **6)** so I was wondering why she was interested in taking the sophomore module. R: How do you know she was going to bring up those points?

A: Okay. What makes you feel like your English level is low? /4/ Why do you think that?

L: They have a lot of vocabulary [Laughs]

A: [Laughs] Really?

L: Yeah

A: Okay. But, you know I just wanna, every student I talk to, all the time, same thing they tell me, and my classmates speak so well XXX (participating advisor's name) and "my level is not good" so /5/, it's a natural feeling

L: Yeah?

A: I don't think you should worry so much, I think you're probably okay.

L: No

A: No?

L: I always ask questions, what they are talking about

A: Right, right

L: So, but nobody ask so [Laughs]

A: [Laughs]

L: So I thought I not good at English

A: So you think /6/ because no-one asks, they understand?

L: No, no, no. Yeah, like they ask something but my question is like, they think, uhm, they don't, I don't have enough skill

A: Okay. I, I'm sure it's okay, but if you feel bad, that's understandable, plus this is your second year. You feel any difference between your first and second year?

7) 2:47 I've had three other sessions with sophomore students and they're all from Media English modules, and they all say that in their class they're having a lot of trouble keeping up with the content and that their classmates are much, they have either much bigger vocabulary or much more confidence in speaking.

So, and yeah, I knew, from I guess from the words she was gonna say, by the words she was saying.

8) 3:29 /4/ So here I'm obviously trying to find out why she perceives this difficulty in her class. Why she thinks that she can't participate with her classmates,

9) which is what I get most of my students to do once they say that they can't, that they're not as good as other classmates.

10) 4:15 /5/ I think here I'm definitely just trying to comfort her and let her know that most of the students that I have talked to who are taking the module are saying the same thing and identifying the same problems so she doesn't feel that it's only her… just to make her feel a little… encourage her a little bit.

11) 4:58 /6/ I remember thinking immediately just because her classmates are not asking questions, doesn't mean they don't have any questions.

12) So I wanted her to kind of, pick up on that,

13) and maybe you know because, she, she is probably aware of the idea that Japanese learners are a little shy and reticent and afraid to speak up, and she seems like she's not. She's asking questions.

So, I wanted her to kind of, just

L: Yes. /7/ But, because, uhm, when I was a freshman, teachers help me how to learn English, but second year I have to do myself.
A: I see . Yeah.
L: And, there is a lot of homework.
A: Yeah, yeah, yeah, yeah. /8/ That's true, eh? The content becomes more difficult.
L: Yes.
A: And the amount becomes more, like you have more homework now.
L: Yes.
A: Plus, teachers expect you to be much more independent maybe?
L: Yes.
A: So it's a little shocking at first, maybe
L: Yes.
A: But you'll be okay, I think. When I speak with you, you speak very well
L: No
A: Yes.
L: No way! /9/
A: [Laughs] You chose a Media English class. Who's the teacher in your class?
L: XXX (teacher's name)
A: XXX? (teacher's name) Okay. Uhm, and why did you choose Media English?
L: Uhm, in the class we have to read a, not read, but we will read article? news article?
A: mm-hmm

appreciate that fact.

14) 6:04 /7/ So the other thing I picked up on was, with a lot of students I have been interviewing, they're having a big problem making the transition from first year to second year,

15) so I wanted to know if that was also common with her,

16) 'cus then I could probably approach, I was thinking I could approach this session in other ways that I have before, and try to see if I could help her.

17) 7:04 /8/ I was thinking a student I had, either earlier today or last week, but very recently said the same thing: Second year the teachers are kind of letting them off on their own to run around and do stuff by themselves and they're not, they're not, they don't feel confident in doing that, whereas the teachers in their first year I guess, were a little more, uhm, just holding their hands a lot more. And now they're kind of letting them go and expecting a lot more from them in their second year, plus the content of the classes are obviously getting harder and they're doing more reading and writing.

18) So I wanted to see if, and I also was thinking, these, when this problem comes up it's an excellent transition into the module

19) because students can then develop…or through the module hopefully we can help them develop their, the skills they'll need to study by themselves without the teachers.

20) 8:27 /9/ I was thinking when I was talking to her and I confirmed this after the meeting actually, but I thought she had spent at least a year abroad. She must have lived abroad. She's got really good pronunciation,

L: And I never read newspaper in English, so I have to learn how to learn English /10/
A: Okay. Yes, I think reading a newspaper is quite different from reading a novel or a textbook
L: Yes.
A: So, it does take some practice
L: Yes
A: And hopefully if you can do some independent study or some study by yourself outside of the class, you can gain some confidence
L: Yes
A: And in the class, you can talk about these deeper or more difficult topics
L: Yes
A: Okay. Uhm, is there anything else that you hope the Sophomore Module can help you with? /11/ {silence} No? Well, I hope, one of the things I hope students can learn from this is how to become better, more successful independent language learners and uhm, in a classroom, uhm, for example a teacher will give you grades /12/
L: Um

and she's got these little uhm, expressions. She'll use "like" and…

21) but she's very, she seems very insecure in her speaking.

22) But I wanted her to feel that, yeah, also this whole session and doing these sessions when I've been approaching them at the beginning, I'm trying my best to encourage, to offer encouragement.

23) I find that, uhm, when we are advising our students we are not encouraging them enough in the actual talking that we're having with them.

24) So I want her to feel relaxed and know that she's doing fine and that I could understand everything that she's saying. So I think that's what I was doing here.

25) 10:01 /10/ As soon as she mentioned that, because all of my Media English students are doing the same thing: reading and vocab. I was thinking about preparing the kind of advice I would offer, so, uhm, reading a newspaper I would, I would introduce that it is a different genre, there's a different kind of vocabulary involved, there's a different grammar to it and there's…and then you know, what she can do to, uhm, kind of tackle those challenges.

26) So I have these three or four other students with the same kind of problem and choosing the same big goal and small goal, so I've been kind of working on how to get them to prepare for the newspapers and discussing and stuff like that.

27) 11:17 /11/ So she identified, I remember this part clearly, she identified that she wants to be able to basically participate in class more actively in discussions and she mentioned the fact that the teachers are

having them, you know, or expecting a lot more of them, to be independent.

28) So right now I am preparing and I was kind of deciding whether I should introduce it cuz I've done it in the past and it's a lot of talking on my part, but it is…

29) I wanted her to know that the module that working on the module or working through the module was going to help her with her planning and her implementing, monitoring and evaluating hopefully, and that could help her to become a more independent learner.

30) So I wanted to promote that aspect of the module, but I had to do it explicitly so I had to go through and explain it.

31) So I was thinking, this is going to take a while and I was wondering if it was worth it or if it's not worth it to make it explicit to the student. At the end I decided to do it.

32) 12:44 /12/ I was thinking here that I'd screwed up already the intro to it here 'cos I started off I'm gonna talk about basically the evaluation

33) which I'll have to come back to at the same time,

so I thought, oh but I just kinda went with it anyway,

34) and I was thinking I should have started with the planning or organizing and stuff but I went straight into evaluation, I thought I'd play it by ear.

35) 13:32 /13/ That part there, and this is something I've been catching myself in the module. When I talk to the students in the past I always put the onus on them, like you have to do this, you should do this.

A: And the teacher will tell you and give you feedback about how you are doing well or not well. But when you do independent study, it's quite difficult to know yourself how I'm doing, and students don't have a lot of confidence to feedback on, to give feedback on themselves. So, I can, hopefully this module, and together we can work, it can help you to become more confident and successful 13/ outside the classroom

L: Okay

92

A: Okay? So, there's a few things that might work. There's the planning

L: mm-hmm

A: uhm, implementing, monitoring and evaluating. So, to be a successful independent learner, students usually have these four skills pretty, pretty well under control. So, good planning is like a goal-setting, and a needs-analysis. Do you understand goal-setting?

L: Yes

A: And do you understand needs analysis?

L: Ah, yes.

A: Can you explain needs analysis to me? /14/

L: hmm, learn how to, uhm, success.

A: Yeah. A little, kind of. Uhm, needs analysis is learning /15/ about yourself, checking your strong points and your weak points. So if, for example, in this module, you chose /16/ as your main goal, reading newspaper article, and you chose vocabulary. So, why did you choose these goals?

L: Because, uhm, I never read ah, newspaper in English and I think /17/ there is difference between novel and newspaper, and I want to, uhm, read newspaper, uhm, not only for classes, uhm, I don't know [laughs]

A: No, I think that's perfect. I just think, basically, you looked at yourself and you looked at what you need for this class

L: Yes

A: And you know that you need to read newspapers

L: Yes

A: And you think that that's going to be very difficult

L: Yes

A: And the vocabulary is difficult and new. So based on what you think, that's a needs analysis, then you set your goals 18/. So you, so you did a very good job of this I think. You have a good specific small area to work on, and a good big area, and you used, you thought about yourself and you chose these and you made goals. So, that's a good start.

L: Yes.

36)   But I really try to make an effort and could catch myself there saying 'we' so that they know that I will be there to support them and that they can bounce ideas off me, and they can actually come to me for advice and get advice rather than me just bouncing questions back to them.

37)   I wanna actually, in the first session anyway, give them concrete things they can do.

38)   14:56 /14/ I didn't believe that she understood 'needs analysis'

39)   so I wanted her to make it clear, hopefully I thought maybe she does.

40)   15:31 /15/ I remember thinking I don't know what to say in this situation because I was like, oh! that's not what I wanted to hear or that's not what I thought she was gonna say but I wasn't prepared for that.

41)   I was trying to look for something that might have resembled needs analysis and I didn't really find it so I kind of let that go.

42)   16:03 /16/ That point was interesting. I was thinking of this conversation I always have about using strong points and weak points versus strengths and weaknesses and I've noticed that I started using strong points and weak points for students do understand it much easier. That's all I was thinking.

43)   16:38 /17/ By asking her why she chose those goals I wanted her to see that she had actually done a good needs analysis, and she had broken it down on her own.

44)   So, I wanted her to be able to… By telling me how she set the goals I can go back and say well you did do a needs analysis to set those goals which are good goals for you, so…

93

A: So implementing is something that follows goal-setting for example, choosing materials, choosing a good website or a good book, or a good newspaper /19/. Implementing basically means doing, doing your plan. Okay? So you choose materials and then you figure out how you're going to study, how you're going to use the new information, and how you can review. But making a plan /20/, and doing your plan. That's that. Okay? Monitoring is being able to stop and think. When you're reading a book about TOEIC for example, and you think, "Oh! TOEIC, this is good." But then you think "Oh! My goal is newspaper reading. Maybe this TOEIC book and this newspaper doesn't match so well." /21/ So then you stop and you think and you stop this TOEIC book

L: Yes

45)   17:54 /18/ When I asked a little bit earlier," you looked at yourself," I remember thinking I wonder if she understands what I mean,

46)   cause often times I wonder, I think students do take what you say quite literally,

so I was wondering if she thought…or if she didn't understand the expression at all or maybe she did

47)   so I felt like I needed to elaborate, but it seems as if she understood it

48)   18:48 /19/ She, I remember in her plan, hadn't been able to…she just said newspapers' and so I wanted to… that's why I brought up materials right away. For implementing it, it doesn't require you to be able to choose good materials for your plan and she just said newspapers and Internet…which is fine, but it wasn't specific enough, I didn't really…

49)   and, and what you don't see here is her face when I brought up choosing good resources. She felt, it looked like she thought "That's a tough area.' And just from her body language I felt like okay, she may have trouble choosing,

50)   uhm, in her module I wrote down three websites and newspapers and I gave her examples that she could go check,

51)   and so I wanted to link what we are talking about now to later on.

52)   19:58 /20/ And I was battling here with the idea of introducing the SURE plan, so like, should I introduce the idea of study, use and review like explicitly or should I just say implementing means having a good plan? As it turns out later, I actually do bring up the SURE plan, not here.

A: And you get, get a newspaper, for example. So you have to, when you look at your material, how you study, how often you study, what you study, ask yourself, is this useful?

L: Okay.

A: Every time, like 10 minutes, stop and…

L: 10 minutes?

A: No, no, no. I mean, when you begin an activity /22/, after 10 minutes, take a break and say, "Was that good?" "Am I doing good?" "Should I continue?" "Should I change my activity, change my textbook?" Okay?

L: Okay

A: Very important. This is when you can get to know yourself.

L: Okay.

A: Finally, a really tough one is evaluate. This is how you level check yourself.

L: Yes.

A: Okay? Cause this is where you have a good plan and you should improve a lot.

L: Yes.

A: If your plan has problems, we need to fix the problems, and that's from evaluating. To evaluate, you need a before level check, and an after level check. So, before you begin uhm, your week work, I want you to check what's your reading level /23/ for newspaper articles, and what's your vocabulary for newspaper articles before you start.

L: Okay

53) 20:43 /21/ I was, I was just thinking that it would not have been that bad of a resource, TOEIC and the newspaper and obviously,

54) and then I thought it would have been much better if she used authentic, uhm text, like a real newspaper.

55) But I thought, if she did have a TOEIC book for vocab it might help her

56) so I didn't choose an extremely bad example, which I was kind of, what I should have said is like a comic or something. I was thinking I should have just… something less similar to a newspaper than…

57) but still, I think she got the point.

58) 21:47 /22/ So when I said "ten minutes" here I think she meant, she thought I meant, monitoring should take her ten minutes or,

59) and I wasn't very specific and I thought that too. I was like, "Oh, this was a bad example of monitoring,"

60) but I wanted her… so I had to prepare what I was trying to talk to her about.

61) 23:00 /23/ I was thinking, when I met my students last week this wasn't such a big deal 'cus they had two weeks, so they could have done a level check, assessment, seen where they were, and started this week's work.

62) And I was thinking, she's gotta hand this in next Tuesday

63) and I'm asking her, I'm gonna ask her to check her level before she starts doing it and then she's gonna do three hours work on top of that,

64) so I was debating whether that

A: Then when we're finished your seven weeks, maybe, at the end of June, around here, you can check again, what's your reading level now? What's your vocabulary now? /24/

L: Okay.

A: If you find a big difference? good plan, if there's not much difference, what was the problem? We can find it together, okay?

L: Okay

A: Cool. So I want you to kind of, maybe go over your plan for me. /25/ Can you talk about your goals and your resources, and try to explain them to me please?

should be included in her week two work or is that gonna be something that she's gonna do before she starts doing her week two and I don't know if she has enough time

65) so I was worried about that at this point.

66) 23:55 /24/ I've been showing the students the calendar at the end of June and it comes, again I had the same idea in my head here…So many of my Learning How to Learn students didn't evaluate, and then by the time it was week 7 or week 8 and I was checking, asking them to do their evaluation, they had no idea what to do and they were…

67) so I really wanted to make sure that in the initial meeting with all my sophomore students, they, I gave them a specific time around here you should start your, that's a week even before their final interview or anything, that's week 7 they should start their evaluation,

so I think they, most of them highlighted it for example.

68) 24:53 /25/ I remember this part and I was just thinking how I can phrase the question, like I want them basically to go over their big goals and more than that, explain why they chose them, as well as their resources and the SURE… and I'm having a tough time wording "please explain your plan to me"

69) cus they're looking at me like "I have written it down so why would I need to explain it", so I should say something.

70) And I was thinking, I should have used "use your own words" or something, which is what I'll probably try later.

L: My goal, big goal is reading newspaper correctly

A: Okay. Can you explain "correctly"?

L: "Correctly?"

A: Yeah, I just don't know… What do you mean "correctly." /26/

L: Like uhm, understanding this article. Uhm, because… Actually, I want to like, share the opinon

A: Okay

13:39 Especially in class

A: mm-hmm

L: So if I made mistake about news topics, I can't share with other people, so I want to understand exactly…/27/

A: Okay, I understand. In class when you go and discuss some news topics, you want to have confidence about what you talk about and make sure you know what you're talking about

L: Yes

A: Okay. Got it. Good. /28/ And what skills do you need? What skills did you choose to help you read a newspaper better? /29/

L: I think newspaper, but not big article

A: Oh, okay

L: The first I want to read a small one

A: mm-hmm

L: Because it is different grammar and vocabulary, so, and interesting one

A: Yeah, that's important /30/. I think finding, kind of topics that you're interested in in the news, should help you, keeps your motivation at a good level when you're studying something as difficult as newspapers

71) 25:50 /26/ I didn't really understand 'correctly', but later on when she explains it, I get that she wants to understand things fully and clearly.

72) 26:56 /27/ That's what she meant…I got her. She says exactly, I understand her exactly…so she wants to be able to… she, I got the idea that she wanted to be able to understand the articles almost perfectly so that she could discuss them easily. So she…

73) and then I started thinking she probably feels like she's not understanding enough of the paper article and so that she is not confident in her discussion in the class because she doesn't feel like she's getting enough of it.

74) 27:41 /28/ Yeah, and that was just I think, a summary of what she was saying just to make sure I understood and to let her know that I understood what she meant so that was good for her

75) 27:57 /29/ I asked this question before cus reading is her big goal and I'm asking, I'm trying to figure out… I'm trying to get them to tell me about why they chose, for example, vocab as a skill

76) and I knew that she didn't, and they didn't understand that either and they answered something different from saying vocabulary or…

77) so I was worried about that.

78) 28:45 /30/ She mentioned grammar and I was about to pull her up but I

just, I have been letting them go a lot more and I think it doesn't really matter here.

79) But I was thinking, oh grammar and vocabulary, I hope this doesn't become a problem later, and I don't think it will,

80) but it just kind of puts me off when I hear a different combination of things being introduced suddenly.

-----post-interview comments start-----

1:06:22 R: …and when you talked about the student doing vocabulary and grammar and you 'letting her go' …you didn't pick her up on the vocabulary and grammar together, was that because of two small goals?

81) I just thought, and this is probably from my own teaching experience and my own experience as an advisor,

82) I just prefer to have students work on their vocabulary rather than grammar because I don't think they have specific enough idea of what their grammar problems are. They often say grammar but when it comes down to it, is when I get them to explain what they mean, it turns out to be vocab, so…and it is a lot of work trying to get them to say I'm and they end up using the past present or the past perfect or present progressive or..

83) and I find also from the workshops that I did with XXX (another advisor's name), the collocations and stuff, if you can get them to write down chunks and sentences instead of grammar, I think,

84) but newspaper grammar is quite unique so again I was thinking about that the grammar in newspapers is quite different and she could pick that up. Yeah that was it.

-----post-interview comments end-----

L: Yes /31/

A: Okay. So to become a good reader, to understand, uhm, how, exactly what happens in a newspaper article, what do you want to work on?

L: Uhm, vocabulary

A: Yeah? You want to build your vocabulary to help you read clearly

L: Yes

A: And also, when you're discussing, you want to use these words

L: Yes

A: Okay. I got it. That's a good idea. Okay. Resources. What materials are you going to use? /32/

L: SALC?

A: Uhm, what's SALC?

L: Uhm, reading section

A: Okay

L: Especially, uhm, /33/ I want to use Internet.

A: Oh! I think the Internet is a great resource

L: Because I can work on at home also

A: mm-hmm. Yeah.

L: Cause I have a lot, I don't have a lot of free time at school so, and yellow sofa? /34/

A: Okay

85) 29:20 /31/ That was, I thought that was really good for me as well, she helped me out there. She introduced the idea not only newspaper articles that are challenging but finding articles that they are interested in to help them talk about because I never considered that because I thought most students weren't interested in the news.

86) That was good.

87) 30:26 /32/ I was thinking I need to get um, maybe a little better at transitioning, but I think… yeah, just because I moved from goals to resources with almost nothing, just going 'okay next, resources' and there, like if I could say,

88) I was thinking, no I should have got her to see, or to show me the connection between her goals and her resources, but I mean it's still pretty obvious because she heard resources or newspapers and the internet, so it's kind of redundant but it would have been good for her just to be able to speak more, I think.

89) 31:12 /33/ When she said "reading section," I was thinking "We don't have newspapers in the reading sections" and we don't have what she needs there

90) but I didn't pull her up on it because I'm sure she'll find that out

91) 31:56 /34/ I remember when she said she doesn't have a lot of free time at school

92) and later on I was, I'm going to talk to her, I knew what I was going to talk to her about how to use the vocab and the readings in, in for example, for the Practice Center and also now you're going to talk about that

93) and I remember the students saying to me, it's much easier just to study

L: I want to share with my friend about news article

A: Okay

L: But I almost, most of time I want to use Internet or newspaper

A: Yeah, well, I think, yeah. I think making a , or having a combination…Cause your big goal is reading

L: Yes

A: So mostly you'll be reading. That's how you input and that's how you use.

L: Yes

A: But it's also useful, uhml you said you want to be able to talk about topics. I think that's really important too, and use the vocabulary to help you so you can do that with your friends on the yellow sofa, you can do that at the practice center, uhm, that is a good way to help you become more confident. When you go to class,

L: Yes

A: right, cause you're ready to talk about that kind of stuff /35/

L: Yes

A: Plus, when you learn new vocab, just studying and being able to read, you know a pretty good level, but if you can use it, you really know that word or that expression

L: Yes

A: Okay?

L: yes

A: For your resources, I made some notes, and just, I would like you to be more, or when at least you do your weekly study, not in your plan, don't worry. In your weekly study, please be specific about which site, which Internet site /36/ did you use, and tell me which newspaper you used.

L: Oh, okay

A: So I would recommend for example, Japan Times. Lots of students find it quite easy, and the articles are a good size. So that's one. There's also Asahi Shinbun. It's a little more difficult, and there's the Yomiuri. So can, you know, from here…Of course there's also New York Times, lots of, Washington, but if it's little too

L: difficult

A: Right. So these are some things. I also recommended some websites. This is a student news website. It's got like a warm-up activity, a pre-activity, a news article, vocabulary check. Lots of things to help you

than… cus you know that I always pulled them up on not balancing their Use and Review with their studying.

94)   He made it clear to me that I prefer studying because I can do it by myself, doing it alone I don't have to make an effort,

95)   and I thought that… that might be also what she was thinking because she was saying she wants to do the internet because she can study at home alone and simple, so I thought about that.

96)   33:42 /35/ This session I was thinking what I could do to help her build her confidence,

97)   like what things I could introduce because it seemed like she's got the skills and she's smart enough to get the content

but she doesn't seem confident in herself. So I just wanted to keep, maybe either recycle that word, or, yeah, I don't know why but her confidence just kept coming back into it.

98)   34:39 /36/ I flipped through the pages because I know that she has never done Learning How to Learn. She went straight from sophomore first semester into now to this, so she, I don't think she really has an idea of what is going to happen each week,

99)   so I thought okay, each week you're going to have to you know, set a goal and be more specific about their resources, so that was a way to show her it's going to be kind of expected, um, weekly work program.

understand the activity, and there's a BBC, uhm, learn English site, but it's all news, and sometimes there's a listening and reading /37/ at the same time with some activities, and finally there's a CNN.com. So these are for students learning English, but it's heavy news as well. So, uhm, when you have some time, find, find the one you enjoy.

L: Oh, okay

A: You don't have to do them all and you don't have to do them at all, but they're good, it's good for you to have a choice

L: Okay.

A: Okay?

L: Yes.

A: Now let's look at your plan, your study plan. I think it's a pretty good plan. I mean you have a, you have your newspaper goal, newspaper vocabulary /38/. Sorry, your reading goal for newspapers.

L: Yes

A: Vocabulary for newspaper and the Internet. Okay.

L: Yes

A: How are you going to study? What kind of study activities will you do?

L: Uhm, input the meaning of vocabulary, and understand it, and I was, uhm, write about article and use vocabulary.

A: Okay. So this is a key point. I think this is a great idea – Writing a summary, and use the vocabulary. So, maybe this is actually in this area. It's not so much the *study* area /39/

100) 36:00 /37/ Before meeting her I'd gone through her resources and tried to find student sites with media and I just…

101) so I was thinking some of them were too much, like the Breaking News had all these activities

102) and I thought, I wonder, I wanted to give her the choices, like you could do one with a lot of pre-activities and activities and one stuff with like basic listening and reading, like a transcript of the news article or just the news article. And I gave her three what I thought were pretty good choices: CNN, BCC and Breaking News.

103) 37:16 /38/ I thought I've been having the same trouble every time I'm hitting this section, whenever I get to their plan, um their SURE model anyway, I'm having a really hard time fitting it into the weekly work that we do with the sophomore because I find that it is quite incongruous with… what they're going to be doing each week doesn't necessarily reflect it in the plan

104) so I'm trying to really find out how they can, and I think it's just step by step and I break it down into like a week, and like week one they can use or they can study and I can show them some activities from the *Study* or the *Use*

but the whole plan, yeah I'm finding it really difficult fitting it into the weekly work.

105) 38:54 /39/ She introduced writing a summary and I thought it's a good idea to use the vocab that she's working with because writing will be formal,

106) but I also worried that when it comes to their review and their

L: Okay

A: But, it is a great *use* activity. So, just in the wrong position, that's all.

L: Okay

A: So, what you said, one thing you want to do for study is write down the vocabulary.

L: Yes

A: Uhm, so can you explain how you are going to do that?

L: How? How?

A: So this is a newspaper and you're reading it

L: Yes

A: What do you do when you find a word that you don't know?

L: Line

A: Okay

L: Write line and check, check out the, by dictionary or Internet

A: mm-hmm

L: uhm, /40/ understanding meaning

A: Okay

L: And then, write somebody

A: Ok, so do you, you don't have a notebook?

L: I have, I will have notebook

A: You're going to make a book? What information will you put in your notebook? So you'll have the English, the English word

L: Yes

A: And? /41/ Do you have the Japanese word?

L: Yes, but actually I don't want to put in Japanese word /42/. I will, and these and I will write meaning in English

A: Okay

L: Both

A: Yeah I think both is the best way, in the beginning especially, cause these words I have a feeling they'll be quite technical, so you might need this support.

L: Yes

A: In thebeginning. You can always stop in the future. But maybe both. And what else? Any other information?

L: Uhm, verb or noun

A: Yeah. It's called the part of speech, the verb or noun. What else do you put in?

L: Example sentence

A: Yeah. And the example sentence, where will you get the example sentence? Will you

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evaluation, they will, students will end up assessing themselves and their writing of a summary.

107) So I was preparing for that to come up. I was thinking, "Okay, what am I going to do when she says she is going to write to evaluate?" and it's still not a bad idea for vocab, it's still okay, but…so I was thinking about that.

108) 40:07 /40/ I was worried that she wasn't recording any of the words that she was learning

109) and I was like "How am I gonna get her to do that?"

110) I guess just introduce the journal would have been the best idea.

111) 40:47 /41/ I remember thinking I'm gonna tell her to be as specific as she can regarding her stuff, like what parts of the, what words she will put in and what she'll record about that word, to see what kind of journal she can end up creating.

112) 41:14 /42/ I was worried because I thought having the Japanese word is a good thing,

113) but I don't want to make her *do* that if she doesn't want to,

114) but she's saying that she doesn't want to include the Japanese meaning so I was trying to think, while she's talking, what am I gonna do to get her to try to include at least some Japanese, just the meaning maybe initially,

115) cause it's a little tough, you know newspaper words are a little more difficult

use the sentence from the newspaper? /43/
L: Or dictionary
A: Okay. Yeah, so as long as you have an example sentence I think it's good. Anything else?
L: That's all.
A: Okay. One, there's two things I would recommend in addition: One is the word family
L: Ahhh!
A: So if the word is for example, do you know this word "cooperation?" Cooperation is a noun. It means "work together," so the verb, "cooperate," the adjective, "cooperative."
L: Ahhh
A: So, if you can put down the words connected, you're actually learning a lot from one word.
L: Yes.
A: It's very useful. And the other one, the final one is the "collocation."
L: Collo…
A: Yeah, so usually words frequently have the similar words around it, so "He likes to cooperate with something." So, you know "to" and "cooperate with". This is collocation
L: Ah, ah.
A: Cooperate with. Someone cooperates with someone.
L: Ahhh
A: That kind of thing helps /44/ you when you write or read to recognize quicker
L: Okay

116) 42:36 /43/ I tried to make my suggestion sound positive to her

117) cause I do, I would like her to record the information from the actual example sentence, from the actual source instead of them making their own.

So I tried to make it sound positive. That's what I was trying to do.

118) 44:23 /44/ I was thinking maybe I'd given her, like she had, there's enough information that we had already about a word that she could have included, but for some reason I just, should have given her as many things to put in,

119) and I was worried like "Is she gonna try and put all these in for every word that she learns?"

120) And I was wondering how she was going to go about it,

121) then I thought I should just let her go and see what she decides to put in and show me.

R: Is there any reason why you went so far into your vocabulary, like collocations and the verb, noun, adjective, and splitting the words into different schools…?

122) Yah I just thought if she's gonna learn vocab, the more information she has about a word, the better it's gonna be for her to be able to, to reproduce it instead of, and it's also going to cut down on… especially the word family one, I think if she can learn four or five words, connected to one word, it really, it'll come back in the reading that she's gonna do. I was thinking this'll be recyclable. She might not see 'cooperation' again, but she will see 'cooperative' she'll be able to make those associations in the reading.

R: I was wondering if this came from

A: So think about those things when you're doing your studying. Also I made a point /45/, how often are you going to read? How long is the article? How many articles a week? How many words are you going to study? That kind of information is clear. Like you don't have to write it here, but when you do your weekly study, please include, uhm, "I will read two newspaper articles /46/. They will be ½ a page long, about 200 words. I will study 10 new vocabulary words every day, for example.

L: Every day?

A: For example. Be very specific.

L: Okay

A: How often, how much, how long…

L: Okay

A: If you're not, I will ask you, so please keep that in mind.

L: Okay

A: *Using*. Let's talk about *Using*. How are you going to *use*?

L: Write summary

A: Yes.

L: And

A: So write summaries is useful for using vocabulary

L: Yes

A: So how about *using* reading?

L: I don't know. I have no idea. /47/

your workshop. I was wondering if that was what the influence was…

123) Yah, it does. It's definitely from that.

124) And I was actually even thinking of taking her over to the section, the vocabulary section where we made materials. Yeah, definitely.

125) 46:05 /45/ Um, as soon as I say that sentence, 'think about blah blah blah', I just can't stand when I say it, because I don't know what it means to a student and I don't know how they translate 'think about da da da.' It's just not specific, it doesn't mean anything, and you know that they're just, like the way I've glossed over it, she's glossed over it herself in her head. That was what I was thinking. It's kind of a waste of talk.

126) 46:54 /46/ The problem with the weekly, and I've looked at this, and I was thinking about how XXX (another advisor's name) and I have for our class developed a similar weekly plan for the students based on Learning How to Learn and the sophomore, but instead of having them "What did you do?" What was your study goal in the past tense, we have set it up in the beginning, "What are you going to do this week?" and have the students prepare for the week of study and then list the activities they plan to do and the estimated time they think it will take.

127) So I was thinking it's hard to get them…I wish it wasn't like this, I was thinking in this module, I wish it wasn't past and more future.

128) 48:19 /47/ I was thinking, in the past, and I think initially I would have tried to elicit so many ideas from students

129) but I was already conscious of how

A: Okay. So, that's why, today's meeting, I wanna just give you as many ideas as you can , and you can choose. So one idea I recommend is…because reading is kind of a passive activity, you can *study* by reading, and you can also *use* by reading. So, one thing it could be is you read an article in Japan Times about, uhm, China and Japan relationship. And then same topic, China and Japan relationship in another, in a website or in another newspaper, read again, similar topic, and that's a good way to use what you studied.

L: Okay

A: Another…Do you have any other ideas? You, you told me you want to be able to discuss

L: Yes

A: So how can you use and discuss?

L: Yellow sofa

A: mm-hmm

L: And talk with my friend about some /48/ news article

A: Okay. Any other ideas?

L: Uhm, practice center?

A: Uhm. I really like the idea of the practice center because you really, you can control that topic and that conversation and the time and the teacher is all your choice.

L: Ah, okay.

A: So if you went and you say, "Okay, look, ah, XXX teacher's name)-sensei, XXX teacher's name)-teacher, I read an article about China-Japan politics and I didn't understand 20 words. Here is a list of the words and here is the article. Now I wanna talk to you and I want you to check if I can talk about this topic and if I can use these words."

L: Ohh

A: And XXX (teacher's name) will now, when he talks to you, focus. And at the end, he'll say "Okay XXX (student's name) you did good, you used 15 words and you /49/ understand the topic well." That's a good way to *use* what you study.

L: Okay

A: Okay? Again, when you use the practice center, make sure you put in your weekly goal activity, I will go to the Practice

long it was taking

130) and I was also thinking in the initial meeting, even before I went in there, uh, okay I'm going to give her specific advice to help her like, to get her to feel like I've actually helped her,

131) so instead of saying, instead of trying to get these ideas from her, just give her a couple of choices that I think are going to be good for her, to try and use, and then see how they work out for her. That's why I think…

132) she said "I have no idea" and I just, instead of following up with some questions, I might have gotten her to develop some ideas.

I think I said I'm gonna, I thought to myself, I'm gonna just give her some.

133) 50:19 /48/ I was thinking that no matter, I mean she's got a good idea, but at the yellow sofa talking to her friend is not going to be a realistic option for, especially for newspaper articles, unless they sit down and say, okay I need to work on this, you need to work on this.

134) I thought the yellow sofa was also much more disorganized and looser, so I have to get her into the Practice Center. That's what I was thinking.

135) 51:34 /49/ I think around here I was thinking, I was happy that I was recording and I was going to give her the USB.

136) She took it after because um, there's so much advice being thrown out to the students that there's no way they're going to catch it all, and they might get a sliver of an idea of what to do after, but if they don't have this to listen to, it's going to be really hard to remember what to do, how to go about using something that she's learned or whatever.

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Center. I will discuss one article. I will try to use ten different words and that's your weekly goal and how did it go. Okay? Reviewing. How will you review?

L: Review. Uhm, testing vocabulary.

A: Okay. Yeah. Which vocabulary?

L: Eh?

A: Which vocabulary are you going to test?

L: News article, like one, which article, but not all the article.

A: Yes. So testing is good to check just the words.

L: Yes.

A: So this is the article, and I don't know /50/ this word, I don't know this word, so you make a note, and you have maybe thirty words from one article and you can test yourself.

L: Yes.

A: Same words

L: Yes. Or make sentences.

A: Great. Good. As long as you use the same words you study in your review

L: Yes

A: And you use, then it's okay

L: Okay

A: How can you review reading?

L: (Do you say what??) [laughs]

A: Yeah. It sounds funny, but students don't do it. So what you can do, this is an example, okay? On Monday, you study, right? So you read two short articles and you write down /51/ unknown words on Monday.

L: Yes.

A: Then on Tuesday you go to the Practice Center, and you use, you talk about these short articles with these words. So, you're using. And then Wednesday, you read the article again and you check how many words you can remember. That's a good review. Or, you can do Monday, Monday study two articles, write down words. Tuesday, review. Now you're more confident. Wednesday, Practice Center. So you choose the order.

L: Okay

A: Good. Final one, evaluate. How are you going to evaluate? We talked a little bit about evaluate earlier. Checking your level before, and after. So how are you going to check your reading level before you start? What's a good activity you can do to check your understanding /52/ of a newspaper

137) 53:10 /50/ I wanted her to, I was thinking because she's… like all students now they're reviewing their specific skill area and they tend to not review their general skill area.

138) So I wanted her to, I was trying to stress – the words you were getting, in case you're reviewing these words, you're going to review these words – to get her to think "Oh , I'm not reviewing my reading"

139) 54:27 /51/ I'm thinking, I've done this before now, trying to break it down like in the days of the week for the sophomores, like activities they could do, and, and giving them a piece of paper that showed an example of a SURE plan being put in like this. I found that way too many of my students try to do SURE in a day, in each day

140) so I was like, okay, to try to get her to break down SURE by the week if it's possible.

141) 56:12 /52/ Here I was thinking, I'm going to introduce an activity that gets her to time her reading and I was debating whether that's going to actually help her with what she needs, like is it going to be…she doesn't mention the timing at all, but I do remember, so I was debating whether should I introduce it, and then I thought, some of the stuff I read recently says that if the faster you can read anyway, the more you actually understand of it, so that's why I decided to go ahead.

article?

L: I think, uhm, read newspaper and write down summaries, and show some teacher and ask about article. /53/

A: Okay. It's almost good, almost perfect I mean. It sounds like the teacher is checking your writing, but your writing is not your goal

L: Yes. Uhm,

A: So you could use the summary for your vocab maybe or main idea. I mean it could work. A summary is a good idea. You could read one article, challenging article and write a summary, take it to the writing center and ask the teacher. Say, "This is the article. This is my summary. How, how was it? But again, maybe you'll get feedback on summary writing. Not on your reading level or your vocabulary level.

L: Okay

A: So I'll give you, uhm, one possible option, cause you want to check your reading and your vocab level. So, I would recommend get one long article, really hard one /54/, like 400 words. That's just an example. Okay? But a challenging article above your level. Okay? How long does it take you to read this article? How many words did you not understand? So maybe a big article is a lot of words. Ninety words. Okay?

L: Okay

142) 57:06 /53/ She was gonna get her writing evaluated

143) 58:30 /54/ This whole session, I was thinking about, every time I'm giving these examples and writing them out I'm thinking you, you're giving them way too much information and you're giving her way too much, um, detail, to what, to do with her plan,

144) but I was also, I keep thinking how that if I, the way I justify it in my head is, okay, if they get a good idea in the beginning and they have this recording, then each week's work will subsequently be better and they'll need less and less of me and they can try out these ideas that I have given them, and if they work, just like, so the first lesson, or the first session, it's quite advisor-talk heavy and then after subsequently hopefully they'll also, they'll also

145) I was thinking, they'll appreciate it,

146) because a lot of time when learners come to us for advice, which is like, you know, based on what we, our title, and we don't give them any advice, instead we just give them, we deflect questions unto them

147) and I don't think, cause she's just a First Steps student moving into Sophomore, I don't think she's ready, she hasn't done the Learning How to Learn

148) so I was hoping, I'll give her as much as I can,

149) and I know it's too much, but,

150) and so I haven't seen the results of this kind of technique yet, so I'll see what it's like, obviously I was thinking

A: And then you can also ask yourself, what percentage do you think you understood? Like, uhm, maybe that's thirty percent. So now you have these three numbers. Then each week you're gonna study and I'm gonna help you, give some advice when you study, that's after, same article, one from the beginning, keep it. Time yourself again. Check your words again. Check the percentage again.

L: Same article?

A: Same article /55/

L: Is this similar to review?

A: Review is a little different because it's weekly review of this. But evaluate is to check how much you're improving.

L: Ah.

A: And not only your vocab, but your reading. How much is this getting better?

L: Okay

A: Are you reading faster? Do you know more words? Do you understand more?

L: Ah, okay.

A: Because if you find that, "Oh! Wow! First time it took me 60 minutes. Now it took me 20 minutes, and first time 90 words, now only 30 words, and I understand 60 or 70%. Maybe you feel good. Your plan is good.

L: Okay

A: It's to help you check your level and uhm, your progress

L: Okay

A: Okay? So these are just some options and I want you to think about /56/, and you'll have a recording of what we talked about. Try some things because every learner is different, and how we learn is different. Find a study style /57/ for you. And if you have trouble, come and ask me.

L: Okay.

well we'll see in week 2 or week 3 or week 4. I just kept thinking, we were talking so much, but we'll see if it works.

151) 1:01:05 /55/ Right there when she said, "same article," and I said it was very important, I was thinking she could probably use a similar article, but I said yeah, same article, it's very important,

152) but I, I haven't worked out if it's a good thing or not yet, but I did say same article.

153) 1:02:13 /56/ I've been doing that before and after, we've been doing it, and we've been really stressing it with our classroom, to get students before they have their session with us, we wanted all of them to come to us with a specific level, a starting level so that we could, we could help them see whether, if they have, uh, progressed or not,

154) and I found, I was thinking, it's easy for XXX (student's name) because she got one small goal in vocab for newspapers

155) but I had a student in the morning who was thinking, who had like academic vocabulary and everyday vocabulary and I thought okay I'll let that go. She wants to be able to explain her opinions more clearly and these are two different areas, but then I thought then she's going to have to do a level check on these three things, and that's when it becomes more challenging,

156) so I was grateful that XXX (student's name) only had one area.

157) 1:03:20 /57/ I was conscious of the fact that I had talked so much and I had given her all this stuff to do,

158) so I really was thinking, okay so

A: Anytime. I'll try to give you some advice. But I think you have good goals. You did a good needs analysis. Be clear about the resources you use. Don't forget to find a good balance between your *Study, Use* and *Review*

L: Okay

A: Each week. One week could be study week. One week could be review. One week could be use. Or, Monday, Tuesday, Wednesday, for example, there are different ways to do it

L: Okay

A: Yeah? I think you'll be okay XXX (student's name)

L: Thank you

A: Yeah. Good luck! And if you have any questions, come and ask me. So the first thing you should do before you start, you know unit, week 2, Tuesday the 25th you're handing in. Before you do this /58/ and your weekly study, you should check your level.

L: Ah, okay

A: And know where you are and then you can start moving. So next Monday you're going to hand in, next Tuesday you're going to hand in unit 2 and you should have a week of study done.

L: Okay.

A: Alright. Thank you very much XXX (student's name)

L: Okay

A: Are you, do you have any questions?

L: No

A: You okay?

L: Yes

A: Alright. Good luck and I'm always in my office if you need me, and if you want send me an email

L: Okay

A: Good luck. You're going to be fine in class. You'll be good, I think.

now you gotta make sure that she just chooses a few and tries to put them together for herself and make sure that she understands. She doesn't have to do everything you say,

159) but I thought maybe it's pretty late.

160) 1:04:38 /58/ I think I was a little surprised that it was next week

161) and I was going to ask her make sure she understands she's gotta do a level check and I was trying to see how I could fit it in.

APPENDIX 25

ANYA STIMULATED RECALL INTERVIEW

A: Advisor

L: Learner

R: Researcher

Advising session	Stimulated recall interview thought units
A: …big change L: I didn't know because I was in America at that time A: Yeah, that's right. I remember you telling me, /1/ and I was in New Zealand at the time. L: And I talked with XXX (another advisor's name) and she said she was in Dubai A: Ok, yeah, she was, that's right. It's /2/ still stressful because you have to check the news when you're overseas L: I read the newspaper almost every day and today's paper and the…yeah, for the past two months, how things are going and how many people are /3/ in the unusual situation and radiation A: Yes, it's terribly sad, isn't it? …… /4/ OK, so here we are again, module time [laughs] /5/ L: [laughs] That's more important…possible /6/	**1)** 1:21 /1/ She started talking about the earthquake and I'm thinking, "Uh!" I've already had this conversation with her **2)** and I kind of, didn't want to seem insensitive, **3)** but I sort of wanted to talk about the module this time **4)** 'cus we only had ½ an hour. **5)** 1:48 /2/ So I tried to, I'm trying to think of an appropriate place to pause and move to the module without being insensitive. **6)** I don't know if I managed that. **7)** 2:11 /3/ We're moving into very depressing topics about how many people are dead and I didn't want to talk about that really, important thought they are. **8)** 2:28 /4/ Okay, that's an appropriate pause, I think and then I… let's get to the module. **9)** 2:36 /5/ So I'm trying to lighten the atmosphere here without being insensitive **10)** 2:45 /6/ I know XXX (student's

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A: For here and now. So you decided to take the Sophomore Module again. **/7/**

L: Yes! I'd like to improve my English skills, especially the…reading newspapers or to understand the TV news and I **/8/** thought I should, it would be better to choose the TV or newspaper than focus on **/9/** the one media and I think the newspaper… I read the newspaper in class, so I think uhm, and my teacher said uhm, we will use the TV news next semester, so I would like to prepare for the next semester **/10/**

A: Ah, so you're interested in both types of media but you're gonna choose one

L: Yeah, I'd like to focus on just the TV

A: Because you won't be doing that in class till next semester, so this is a way to have that as well.

L: mm

A: oh, **/11/** good idea!

L: I'm not sure how can I, how can I improve my skill and understand the TV news. What should I do? **/12/**

A: You mentioned you watch the news in English sometimes already, yeah. So, when you're watching it, what do you think the problem is? How…why is it difficult? **/13/**

name) quite well,

11) so we always have a bit of a laugh, so we always start with a bit of a laugh, like humor or something.

I can't remember what we were saying.

12) 3:02 **/7/** I wasn't going to ask her "Why did you decide to take the Sophomore module?"

13) because she's such a motivated learner.

14) I already know the answer to that one.

15) I thought if I just use it as a statement and let her interpret it how she wanted.

16) 3:29 **/8/** I'm thinking "Oh! She wants to do everything. She wants to understand TV *and* newspapers. I hope she's not going to have this you know, ambitious plan I'm thinking to myself.

17) 3:49 **/9/** I'm really happy she's picked one or the other.

18) 4:15 **/10/** I'm thinking again, this student is so mature, you know. She's thinking ahead, she doesn't wanna do something she's already done in class. She's picking the other media and it's more difficult as it transpires. Just because she won't get to do it this semester, uhm, it's the most mature decision.

19) 4:48 **/11/** So I'm just summarizing to check that I understood okay

20) 5:07 **/12/** Okay, I'm thinking through my mind, okay, what could she do? What would I do?

21) I'm holding back 'cus I'm hoping that will come out later in the interview

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L: Uhm, trouble is I cannot understand some special words, like the country names or some governor's name **/14/** the names, and also the words used in special news. Such as politics or economy or some special news it's very hard, difficult to understand.

A: So when you watch specialist subjects such as politics or uhm, economics, economy that's more difficult than general news, is it?

L: mm, very difficult **/15/**

A: Ok. What kind of news would you like to be able to understand?

L: Ahh, what kind of news? **/16/** The first is addressing everything bad experience, and so I'd like to focus on… which one? Which one? mm, politics because I think it's connected to my life and mydreams so…

A: You're interested in politics generally?

L: Yeah **/17/**

22) 5:31 **/13/** 'Cus I can of course say, "Oh, it's difficult because of this, this, and this," but I don't know what XXX's (students' name) experience is like, so I just wanted to see what her reactions are.

23) 5:54 **/14/** So I'm thinking, oh she's realized that it's a vocabulary thing, and then she mentions names, and that will be quite an easy thing to work on but I've got…

24) of course I don't say anything at this point hoping that she will come to that conclusion later

25) 6:37 **/15/** I was just checking that, is it all news or is it just the specialist news.

26) Uhm, and it seems to be the specialist news that she has the most difficulty with.

27) 6:51 **/16/** I'm wondering if she's saying uhm, ah, you know, politics and economics because she wants to, you know… I don't know, for some reason has chosen these because she thinks she should know about them or is this something she really wants to know about?

28) So I, I'm thinking I should probably probe that a little bit before she gets carried away with her plan.

29) 7:36 **/17/** Well I know XXX (student's name), she's quite political and she's always talking about you know, environmental issues and you know, kind of high brow issues really and so... she's a really cool student.

30) But I was just checking that she, she wants to listen to politics for the right reasons and it seems to be that she is.

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A: Are you interested in uhm, Japanese politics or International Politics?

L: Both, because it's connected

A: And do you watch the news in Japanese about politics?

L: Yeah, sometimes I do. Uhm, I, **/18/** I like reading newspapers not so much TV news so… I think it's easier **/19/** for me to understand the news by reading the paper because I can read it again and again, and yeah, I can deepen my understanding so… it is a little easier for me, but the TV news, I can hear, I can listen to it only once, and since they speak very fast… the teachers speak very slowly for students so you know, it is a little harder for me.

A: So you would like to be able to watch the news program once and then understand most of the content?

L: I can't.

A: Is that your goal? **/20/**

L: So uhm, I set my goals uhm, my small goal is to understand 5 W's and 1 H, like where and who did what. **/21/** So the highlights of the news.

A: That's a good idea. So, the key points of the news

L: Yes, the details

A: who, what, where, when…

L: So yeah… **/22/** highlights, so…

A: That's a great idea

8:11 **/18/** I can't remember what I'm thinking

31)   but I just, you know, just getting as much background as I can as she....

32)   Is it something that she only wanted to do in English for instance? She might… no, I'm not…

33)   8:30 **/19/** I'm thinking that doesn't surprise me because she's kinda studious. I can imagine her reading newspapers a lot.

34)   9:16 **/20/** I wanted to clarify, you know cus' obviously she knows,

35)   she's a smart girl, she knows there are ways you can listen to it more than once.

36)   She could record it, it's online, whatever. So is that her goal, like she wants to be able to listen to it once?

37)   9:47 **/21/** I'm thinking that's a great way to approach it so you can get the main ideas: when, what, who, where and so on,

38)   but I'm also thinking it's not really a small goal, but it's connected with the listening goal.

39)   She hasn't put that together yet, so I was planning to explore to get her more concretely to see what skills she's looking at.

40)   'Cause she hasn't actually mentioned listening. She's mentioned sort of understanding the news, but I don't think she's pinpointed the skill yet. She hadn't written listening anywhere yet.

41)   10:25 **/22/** I think it's a great idea

42)   and I'm reinforcing it and uhm,

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L: That's my goal but I haven't **/23/** you know, finished this, uhm, I'd like to know what is the good way to… and how can I achieve my goal? **/24/**

A: So you think… so your big goal is uhm, to be able to understand news when you hear it on television quite quickly, and particularly politics **/25/** and difficult topics, I guess. So that's your big goal and it's listening skills I guess, isn't it, I guess, yeah. **/26/** and then breaking it down you think if you could get the main points – who, where, what, how – That would really help, yeah. That might be the big goal together actually.

L: So… the skill I need is listening mainly. **/27/**

A: Yeah, yeah.

L: And also vocabulary, **/28/** yeah, 'cus I think I have to study some politic, what words first and… without knowing that I cannot understand what they say.

A: Absolutely

L: And uhm, vocabulary first and listening skill **/29/**

A: And so listening for the particular genre, for the news politics, international news or Japanese politics as well, reported on international news I guess, in English

L: English uhm, yeah. **/30/**

43)   I haven't mentioned big goal, small goal yet. I didn't wanna…yeah, I just take it one step at a time.

44)   10:46 **/23/** So she's written this on her uhm, practice plan, like summary, but she hasn't written anything on her learning plan yet. So this is where we're on to the learning plan and she wants to get kind of more details down, so…

45)   11:13 **/24/** I'm thinking she hasn't concretely decided what her goal is yet, but, [laughs] …but you know, they're good questions.

46)   11:28 **/25/** She hasn't articulated it in uhm, 6 minutes so that's my interpretation of what her goal is

47)   and I'm waiting to see uhm, whether she agrees or if…. She'll tell me if I'm wrong, I know… She's quite strong.

48)   11:48 **/26/** Uhm, so I'm *telling* her "listening" [laughs]

49)   12:14 **/27/** Well, at least she agrees with me. Alright, so she's decided she needs listening

50)   12:22 **/28/** Ah good! At least I didn't give her that one [laughs].

51)   So she's realized that it's vocabulary she probably needs. So she sort of thought about that in the beginning, but she hadn't articulated it kinda concretely.

52)   So I'm kinda pleased that she had made that connection.

53)   12:50 **/29/** Ah, great! So this wasn't on her paper anywhere and I am really pleased that this sort of, she had the chance to uhm, come up with this

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A: And then the main ideas and then the vocabulary you need in order to be able to do that. They're really good goals!

L: And I wonder which, which, uhm, how to say, the BBC or… **/31/** which one is good for…

A: Of course I'm gonna say BBC 'cus I'm British [laughs] **/32/** but you know, it depends on what you want really

L: Well, my teacher is from Canada **/33/** so Canadian English… uhm, last year I studied British English and, but after that I went to America for a month so I think my English is half British and sometimes my writing is sometimes British spelling and my pronunciation is American so…

A: Maybe you're more Canadian. 'Cause they have British spelling but they sound American, to me anyway.

L: American,so… American English, which is easier?

A: Oh, I don't know **/34/**

L: For listening?

A: Uhm, I think everybody would have their own opinions so uhm, so just personal preference. What have you found is the easiest? And do you want the easiest? Or do you want to challenge yourself? **/35/**

L: Easiest first then step up. **/36/**

herself through the dialog,

54) so I'm feeling kinda pleased about that.

55) 13:16 **/30/** So I am just summarizing just to make sure I'm really clear on what she wants and she's hearing it back and she's sure that this is what she wants to do.

56) 13:38 **/31/** I'm thinking, I'm saying those are really good goals. I mean, you know, I, I think they are, like as a teacher but I haven't really asked *her* if she thinks they are good goals.

57) As I'm saying it, I'm being really positive but uhm, I'm aware that perhaps I, you know, I should have asked her rather than just saying it…

58) I can't help making judgments sometimes or statements.

59) 14:05 **/32/** [laughs] I can't resist it really. Just get in a bit of a… just have a bit of a laugh.

60) she has to decide, well she says she wants to decide which news to focus on

61) 14:23 **/33/** I wanted her to know there is no one right answer. I am joking about BBC and you know, there's no right answer

62) 15:07 **/34/** I haven't got a clue. When students ask me which one is easier, I haven't got a clue. So, I'm just going to be honest about that.

63) 15:29 **/35/** Knowing XXX (student's name) she probably does want to challenge herself

64) so I'm sort of throwing it out there as an option, thinking, you know, you don't always have to choose the easiest

65) 'cause she's a hard worker and so

A: [laughs] Ok yeah. Which is the slowest?

L: [laughs] because I didn't sort of… I didn't think uhm, yeah, I just watched and uhm, everything is difficult uhm, so…

A: So have you listened to the BBC, CNN and ABC Australia? you haven't mentioned it.

L: And also the Korean…

A: The Korean…the English language one, and the Japanese one as well? NHK in English? /37/ That's another one. Maybe you should listen to a couple of, you know, listen to some, which one you think you'd like to focus on, yeah, there's your homework! [laughs] no… you can decide, try and listen to /38/ a few different ones. Do you know how to get NHK in English? /39/

L: mm, I don't know

A: There's a website, they translate it actually for foreigners. Uhm, I don't have it off the top of my head, but I'll email it to you and you can get it online and then they just transl…. /40/ yeah, it was very useful for me after the uhm, earthquake 'cus I could make sure I got the news about Fukushima and everything in English from Japan. So it was very neutral news, not sensationalist like in America… /41/ Ok, well I'll send it to you and you can decide which news you prefer. /42/ Ok, so you sorted out your big goal and small goal then really, more or less

66) 15:45 /36/ See! She's strong. She'll tell me if she doesn't like my ideas.

67) 16:24 /37/ I'm mentioning that because she said she's interested in Japanese news

68) and I've, I've watched NHK uhm, the English stream and it's actually, it's pretty good and pretty neutral,

69) but then as it was out of my mouth I was thinking, well maybe she doesn't want that you know. She's been in America. Maybe she wants to understand uhm, CNN because she wants to understand the sensationalist approach.

70) I haven't asked her that one. I am just sort of assuming that she might be interested in NHK… but it's too late, it's out of my mouth.

71) 17:09 /38/ I hope she knows I'm joking there 'cause I didn't mean to give her… I don't, I didn't really mean it as homework. It's a joke. I think she understands.

72) 17:20 /39/ Oh I can't resist again. I have to give her a resource even though she probably doesn't need it [laughs].

Hang on that's probably a reflection.

73) 17:44 /40/ Yeah, now I'm thinking I don't want her to use it just because I've emailed it and said it's a good one. I wanna make sure that she chooses one that's best for her.

74) 18:09 /41/ I say this because when, when I chatted to her last week, just casually, or a couple of weeks ago, she said she was in the States during the earthquake and that she was scared to death by the news and she couldn't understand it and it was totally over the

on…

L: The next step is… uhm, I don't know the words used in, on the paper and the TV news are the same or different?

A: Uhm, I don't know. I guess uhm, there'll be a lot of words that'll be the same **/43/** like the technical terms definitely. The way of saying them might vary

L: I think if I first read on the paper, I think I can know some vocabulary used to report the news, so the first I use the papers, the newspapers.

A: Great idea

L: And watch the news on TV. That's not enough, I think.

A: Yeah, that's a great idea, **/44/** I think. So you read a newspaper of a political article perhaps and then listen to the same story if you can, or a related article, **/45/** related story on the news

L: Uhm, so I focus on the news, one topic. And I read the newspaper and I'd like to check the website, the internet. Then after that, watch the TV about the same topic and what I can do. And I think I can do the same thing for some topics because I have… how many? [flips through pack] **/46/**

A: Seven weeks? Yeah. So you might choose a different topic every week do you think?

L: Every week?

A: [laughs] **/47/**

L: Every week? Two, two weeks for each topic. Two, two weeks… a little long. So, uhm, one, one topic a week

A: And then you mentioned earlier that the challenges – you only get to listen once. But, is there a way that you can listen more than once? **/48/**

L: I don't know so uhm, the news stream, news stream on the internet

A: Yeah, try to find some good sites where you can listen again to the same story **/49/**

L: I'm sorry…

A: Oh, that's okay.

top

75) and that's why I mentioned it was neutral 'cause I knew that it sort of bothered her

76) 18:31 **/42/** So that's how I got out of it. "You can decide." I'm hoping she will as well.

77) 19:19 **/43/** She's asking me a question and I think she's asking me as sort of a teacher and a native speaker as a resource, and, so I sense that she wants me to sort of give her some input on that.

78) 20:03 **/44/** And it is a good idea! I was thinking "It's great!"

79) I wouldn't have, I couldn't think of anything better.

80) 20:21 **/45/** I'm thinking it might not always be easy to get exactly the same story, so maybe it's just as good to have a related article

81) 21:10 **/46/** I'm thinking I don't have anything to add.

82) It sounds like a good plan and I'll just let her talk it through.

83) 21:22 **/47/** I'm challenging her, you know. It does seem a lot of work

84) but I wanted to see her reaction.

85) 21:50 **/48/** I mean I'm sure she knows the answer to this but I better check, you know. She hasn't actually said that you can record or anything.

86) 22:11 **/49/** I'm not sure she… I think she was thinking about this for the first time

87) so I'm glad I brought it up.

L: Or record it A: Yes! There you go. You can borrow one of these from the SALC or your phone I think will probably be able to L: I'd like to have this **/50/** A: You can borrow it from the SALC. Good idea! So finding the articles, uhm, so finding the articles on an online news report that's the same and topic is the first step I guess for resources, and then… alright, what else? **/51/** L: What else… [laughs] A: [laughs] L: And how to evaluate, how to review… **/52/** how can I do? How can I do? A: How can you do review? L: So, uhm, vocabulary…. vocabulary… uhm, ah! If I rarely could understand the topic, I think I can summarize the news. So, yeah, **/53/** so it's also good for my writing skill up **/54/** so uhm, yeah. Read the newspaper first, and then check the internet, and watch the TV several times, and **/55/** uhm, to review it, I'll write the summary, summarize the topic. And to evaluate, yeah, my understanding, uhm, **/56/** can I ask you to check my summary? **/57/**	**88)** 'Cause otherwise she would be there at the yellow sofas listening once then you know, that's it. **89)** 22:31 **/50/** So it was good. It was worth mentioning that even though it seems obvious. **90)** 22:54 **/51/** I stopped myself before I tell her everything that she needs to do you know, she is quite capable of working this out 23:11 **/52/** *[phone interruption]* **91)** 23:53 **/53/** Ok. So I know she likes writing and in her last module she focused on writing. **92)** So it's what she does best I guess. **93)** So when she said, "Oh, I'm gonna summarize the topic by writing," I started to get a bit concerned that this would turn into a writing exercise instead of a listening. **94)** 24:17 **/54/** Yeah, she's mentioning writing and I'm thinking, "Nooo… this isn't about writing, you were talking about listening a minute ago." **95)** 24:37 **/55/** Ok I'm thinking some of this sounds quite good, you know, there's a flow. **96)** But I'm hoping if we go through it a few more times that she'll realize for herself there are perhaps other ways of doing it… and we do get there but at the time I'm just hoping it will come out. **97)** 25:08 **/56/** I'm not so sure about the review but I don't interrupt her **98)** 25:16 **/57/** I'm thinking 'Oh no! Not another dependent student coming back and asking me to check something. **99)** But, I wanna be encouraging

A: Sure, but there's the Practice Center or the Writing Center, if I'm not free.

L: So…

A: Does that evaluate your listening abilities /58/ though?

100) and I want to see where this goes before I, you know, maybe say no, or whatever.

101) 25:38 /58/ I couldn't resist it. I had to ask [laughs] She's talking about writing and uhm, and also I'm thinking she's, she could write a summary based on what she understood from reading an article and I wanted her to make the connection that that's not really evaluating her listening. So I just asked the question to see if she could get there herself.

102) 26:03 /59/ Ah! She gets it. I'm happy!

26:21 /60/ She's asking herself. She's not really asking me.

L: Ah, /59/ listening skill!

A: [laughs]

L: [laughs] listening skills, uhm…. Are there any good ways to evaluate my listening skills? /60/

A: Because your written summary might be about your, about what you've read as well.

L: Listening.

A: So how do you know?

L: How do I know?

A: Have you ever kept a chart?

L: hmm?

A: Have you ever kept a chart? /61/ You know, like uhm [models it], you know you might have uhm, week one, week two, you know. Is there a way you can record it somehow to see your progress? /62/

L: How, uhm, what? What will I record on this?

A: well, some students in the past have /63/ you know …20%, 50%, and so on. How much did I understand? And then it goes up… You know, that's a good way to evaluate if you feel like you're making progress. That's one way. Uhm, what's another one? Do you always have to read /64/ the article first?

103) 26:41 /61/ I think it was a bit premature coming in here. As I started saying "chart," I thought "Ah! I could have let this go a bit more at first."

104) We haven't talked about review, but I started now and I drew that *[points to the chart she (the advisor) drew on whiteboard as a model for the learner]* or I elicited and…

105) 27:05 /62/ I mean she's never really focused on listening before, so I really get the idea she has no idea.

106) So maybe, I'm thinking maybe it wasn't bad, a bad idea to bring up a chart at this stage.

107) 27:24 /63/ I don't wanna tell her, "You have to do this."

108) I'm just sharing some, some students' experiences, and she can make up her own mind.

109) 27:57 /64/ I asked the question uhm… she didn't even know one! Why would I ask? Why would she know another one? [laughs]

119

L:, Ah! Sometimes change the order
A: Uh-huh! **/65/**

L: So, I said read the newspaper first, but sometimes I'll try the news, the TV first. Ah, that's good way.
A: Ahh, and then the newspaper, you can check your understanding. Great! How about these questions that you mentioned earlier? **/66/**
L: Ahhhh!! **/67/** So I can include these highlight in the summary.
A: Yeah! Very good! So you could listen and see, you could listen to the news article and see if you can answer these who, what, why, where **/68/** and if you can answer them, then you know, that's a good sign that you're able to understand more, **/69/** or how many times you have to listen in order to answer the question. **/70/** That's another one. Uhm, so anyway, all those are good ways. **/71/** You can just find your own.

110) So okay…moving on. Don't worry about that! Moving on.

111) 28:12 **/65/** So I kind of got there by uhm, getting her to think about the steps so first she's reading and then she's listening. You know, is there another way?

112) I just wanted to see what she'd say really. There's no right answer of course, I just wanted to sort of get her to think about what she's doing.

113) 28:47 **/66/** She hasn't brought those up… 'cause she had written them in her little draft plan you know, when, what, who, where and how.

114) It's a really good way to see if she gets the main idea, so uhm,

115) but she hadn't mentioned them at all when she's talking about what she's gonna do so…

116) and as it was written right there I thought I'd bring those in again 'cause it seems like an appropriate time.

117) 29:07 **/67/** Yes, she realizes too how useful they are.

118) 29:26 **/68/** That's not actually what she's said uhm, but that's how I'm thinking. That's probably going to be the best benefit.

119) 29:44 **/69/** See, that was when I asked her what else can you do to evaluate and she couldn't answer... That's kind of what I was helping her with at that stage.

120) I think she needs a bit of a help with making connections between what she'd written and evaluation,

121) 'cause evaluation is quite tough.

	122) She found it quite tough in the last module too.
	123) 30:06 **/70/** So I give another idea for evaluation.
	124) 30:14 **/71/** I'm trying to save her time, 'cause I know she wants to write a good plan and uhm, give her some options so that she can choose from
	125) and she's mature enough that she won't put them all down.
L: So last, big goals and small goals decided… learning styles and interests decided. **/72/** Newspapers decided so SURE+E. Yes, I think I can do it and the evaluation. **/73/**	30:30 **/72/** So she's going through her plan making sure she knows what's right in each of the boxes.
A: So the *study* stage, will that be the same every week or will it vary? What do you think?	**126)** 30:46 **/73/** So I can see she's confident as she's going through – yep, I know what to do here, here, here
L: Ahh, not the same every week	
A: no, uhm	**127)** and I'm happy that you know, I'm kind of satisfied that I think she knows how to do it too and that the meeting has helped.
L: uhm, **/74/** study…	
A: Will you study anything new before you listen?	**128)** 31:07 **/74/** I'm actually thinking about the design of the plan at this stage. I'm thinking oh, you know, "Why do we make them do a SURE plan at the beginning when it probably will change?"
L: So sometimes do and sometimes don't. So, uhm, *study* is uhm, *study*… uhm study from, study from what kind of media, **/75/** depend on the week or topic, so it changes every week.	
	129) In her case, I'm sure it will.
	130) So, I'm thinking, yeah, uhm, if I were XXX (student's name) now, I'd probably write a few, a couple of examples of things I might do, but it wouldn't be the same every week.
	131) 31:56 **/75/** I'm realizing that she says she's gonna read the news articles and then listen or vice versa, but she hasn't mentioned vocabulary yet.
	132) So I'm trying to kind of see whether she thinks this is a good time to focus on vocabulary or maybe not. Just want

A: So one week you told me you might read an article. Will you just read it or will you use it to study something specific? **/76/**

L: Ahhh… **/77/** so vocabulary sometimes
A: Okay. Can you be more specific?
L: Eh? **/78/** [laughs] specific?
A: [laughs] how will you, I mean, will you learn every word, you know, **/79/** how will you learn it and so on.
L: How can I choose the important words?
A: uhm, yes.
L: Uhm, the words that appears lots of times, **/80/** and I think the newspapers, there are the shortened words, **/81/** like, uhm, I forgot, you use it in English when…
A: "acronym" like USA and things like that. I remember you mentioned that before. **/82/**
L: So these are special from the paper. Not, not on the TV so
A: Although sometimes you hear them too. Uhm yeah. **/83/** Or maybe, you can find out through your study. **/84/** Alright, so you might find some important words. How many do you think is a good number?

to see what she thinks.

133) But, but having the "S" *study* in there, she doesn't really have a focus on "S" particularly, apart from just reading and she's not focusing on learning her new words that she had mentioned way back in the beginning.

134) 32:33 **/76/** Yeah, so I'm hoping that she'll think of other things she can do rather than just read it.

135) 32:39 **/77/** She makes that noise when the penny drops [laughs]

136) which is quite satisfying. I always know when I've got through to her.

137) 32:51 **/78/** So it's great. She's said the word vocabulary. I'm happy, but of course, we need to know more than that

138) 33:04 **/79/** I'm not serious, of course. I'm kinda joking. Every word? Of course she won't.

139) 33:26 **/80/** This is brilliant!

140) She's such a role model, isn't she?

141) I don't know, I mean, I knew I wouldn't need to tell her, but it's still satisfying to hear it.

142) 33:49 **/81/** She's mentioned this before. When she sees acronyms, you know like ABC, you know, what does it mean? She doesn't know the word for it, but I know what she means because we talked about it before.

143) 34:14 **/82/** Yeah, she remembers it now. It's a hard word to know.

144) 34:27 **/83/** I say that, but then I'm thinking, "Do you?" [laughs]

145) 34:35 **/84/** Yeah, plan B. Yeah, *you* find out [laughs]

L: Every, every week, uhm… uhm, I have to do, I have to do the class work too so, **/85/** uhm, 5 to 7. **/86/** Depends on the topic

A: Yes, good.

L: Around 5 to 7 words every week. **/87/**

A: So you should describe here how you will try to learn them and so on. Have a think about the best way… **/88/** and how to review them too.

L: How to use?

A: *Use* is through the listening, **/89/** *Use* is through your listening again.

L: Ahhh… **/90/** And then enjoy English **/91/** [laughs]

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146) 35:00 **/85/** She's very mature, like she won't take on more than she can do. She's pretty realistic about her plans.

147) 35:58 **/86/** Five to seven is like the perfect number for a session I think.

148) 35:22 **/87/** She doesn't need me. No, I'm hoping she does, but uhm, she's saying all the things that you would kinda would suggest if somebody asked you.

149) 35:38 **/88/** It's coming towards the end. I'm sort of wanting to wrap up and make sure she has had time to talk about uhm, other things.

150) I'm just conscious of the time so I didn't go into the details

151) and I think she can do that through her own reflection anyway.

152) Yeah, she's learned vocabulary before, so she, she has a few ways.

153) 36:06 **/89/** Yeah, students often ask me that, you know, "How do you *Use* when your big goal is listening, you know" You're not actually using anything.

154) So, I just… I think it was helpful to clarify it because we often think of that too. How am I using it? I'm just listening.

155) You *are* using it because you are identifying words.

156) 36:25 **/90/** She makes that noise so I know she understands.

157) 36:31 **/91/** Yeah, we haven't mentioned *Enjoy* yet

158) so I'm wondering, you know, I'm wondering how she feels about it. Like I know she's quite political, but it's still

A: Yes, will you enjoy English? **/92/**
L: through the news?
A: Yes.
L: I think I can't enjoy
A: Is there any way to make it enjoyable? **/93/**
L: Eh? So, if I could discuss about **/94/** the topic, it will be fun. I can enjoy. **/95/** I think it will be fun. I can enjoy too, because I can. I'd like to know what other people think about the topic. So, okay then use the yellow sofa or Practice Center to discuss about the topic in that week.
A: Yeah, great idea. So you can use your words, and you can get, you know, probably deepen your understanding of the topic during talking or explaining and getting other opinions. Nice! **/96/** Okay… and evaluation. So have a think.
L: evaluation… **/97/**
A: I may have something on evaluation, evaluating listening. **/98/** Actually there might be something in your pack, I think. Something about evaluation. **/99/** Yes, I thought I gave it to you. Okay, it's this page in your module pack. It gives you some tips for evaluation
L: ah!

study and uhm, is it something she's going to enjoy doing? I have no idea until now.

159) 36:44 **/92/** To be honest, I thought she'd say "Yes" because she seemed, you know, she had all that kind of… she's quite focused and she has quite good ideas about what she wanted to do,

160) so I'm kinda surprised about what comes next.

161) 37:05 **/93/** So I'm really surprised that she says she can't enjoy it! So now I'm concerned that she's got this whole plan that she's gonna hate.

162) 37:17 **/94/** Oh thank God there's something! She likes talking.

163) 37:23 **/95/** Yeah she's very social, so she likes talking to others about political issues,

164) so this is great. She's made the connection that she can discuss these topics and enjoy it.

165) Yay!

166) 38:03 **/96/** So I'm just summarizing some of the benefits from talking, so it's not just an exercise, you know. It can be quite a fulfilling thing to do.

167) 38:21 **/97/** I've already mentioned a few things about evaluation so I don't want to labor on it but I wanted her to think about different options though.

168) 38:31 **/98/** And I remember there's actually something in the pack and I couldn't remember if she had it or not so I went off to have a look for it….

169) 39:07 **/99/** Yes, so we find this page from her pack and it has different ways how to evaluate – "Tips on how to evaluate" – and I don't think she'd seen

A: Yes, so you might want to use those ideas for the plan. /100/ So this is vocabulary and this is listening. /101/
L: So "Vocabulary Quiz Builder." /102/ Sounds very fun. I like quiz.
A: okay, it sounds like you're gonna make a really good plan /103/
L: I hope. I hope so [laughs]
A: great. Are you going to study with XXX (another student's name) again this year?
L: XXX (another student's name). /104/ I'll meet him later at the club activity

it

170) so I'm glad I kinda brought that up.

171) Because actually, one or two of them are similar to the ones I had mentioned earlier so it would reinforce it.

172) 39:45 /100/ As I was glancing at them, the first one wasn't appropriate to her goal at all… and uhm, should I mention that this one's not… that, you know, I'll let her decide and I don't have to tell her everything.

173) 40:04 /101/ And she starts looking at the vocabulary ones, which is interesting because I thought she wanted the listening ones.

174) But that's fine because also she's learning vocabulary and maybe she needs a few more strategies for that or uhm, evaluation tips for that.

175) 40:21 /102/ I didn't know she'd be into that. But, there you go – Vocabulary Quiz Builder – I'm glad I know that

176) … maybe use that later.

177) 40:40 /103/ I'm quite satisfied at this stage that she will be able to put it all together and I don't want to give her any more input, and I feel like she's had lots of chance to talk it through and you know, come up with some really good ideas actually. I'm really pleased.

178) 41:00 /104/ I know they enjoyed studying together last year. Uhm, I think it's a bit of a love-hate relationship for those two. They wind each other up, but they're good study buddies, and I'm hoping that they still have that, because they spend a lot of time in the SALC being social and I know that's what they both enjoyed about the module so I'm just curious. He hasn't been to seen me yet.

125

A: Okay. You're ready!

L: ready!

A: [laughs] That's great! So uhm, you're gonna… when are you gonna start? Straight away? **/105/**

L: mm, next week?

A: Do you want to finish writing the plan and let me see it so….

L: Till Friday

A: Yes, that's it. And you can start next week, or otherwise the schedule. Yes. So we've sort of done this already, **/106/** unless there's any problems or you want to come, you don't need to do another one, unless you want to of course. You're always welcome.

L: okay. **/107/**

A: Yes, you could start any time actually. This is just sort of a guide. As long as you hand in 8 before this time. One every week's good so start any time you like.

L: Thank you

A: Okay, well thanks XXX (student's name). Always a pleasure. Thanks for letting me record you. I'll switch it off now. 24 minutes 55 seconds.

179) 41:36 **/105/** This is probably a bit of a motivational thing, you know. Let's go! Let's start now!

180) And then we look at the schedule and it doesn't, she doesn't have to hand anything in for another two weeks.

181) And I realize I don't want her to lose the momentum here so I wanted to let her know she could be flexible and you know, you could get started whenever you want.

182) Because she was waiting… she came to see me before Golden Week. She was itching to get started.

183) So I don't want her to have to wait until the day on her schedule so I wanted to make that clear now.

184) 42:15 **/106/** On the schedule it says, "make an appointment with your advisor" which is pretty much what we just did.

185) 42:28 **/107/** She might. She occasionally makes appointments just to sort of talk things through, a few things, or to discuss an article sometimes.

186) So you know, what I meant to say is she didn't have to come but she can if she likes.

KYRA STIMULATED RECALL INTERVIEW

A: Advisor

L: Learner

R: Researcher

Advising session	Stimulated recall interview Learning advisor thought units
A: let's go to your draft of your plan. OK. So, it's clear that your big goal is speaking and you want to improve your speaking skills. L: yes A: So what kind of speaking skills would you like to improve? /1/ L: uhm, speaking skill A: Uhm, yah. When you say speaking skill, there are a lot of different kinds of speaking skills like conversation skills, business skills, maybe presentation kind of speaking, discussion in class… a lot of different kinds of speaking. /2/ L: I'd like to improve conversation skills and presentation skill /3/ A: Which one do you think would be more important for you? L: mm, I think conversation is better A: Okay. When you say conversation, who are you thinking about as a partner, conversation partner? Are you talking about conversation with a teacher? Or maybe your classmates? L: Ahh, A: Because when you're talking to your teacher, it's a little different from the way you talk with your friends or someone close to you. L: I'd like to teacher /4/ A: teacher L: teacher, yes. A: good, so uhm, you're specifically talking about when you're talking with the ELI teachers? L: yes	**1)** 1:52 /1/ So I asked these questions to make it clear what kind of speaking skills she wanted to improve and because it determines the rest of her study. **2)** 2:28 /2/ Uhm, because I wasn't sure if student would understand what kind, my question which is what kind of speaking skill, uhm, do you want to improve, I'm just trying to give her example of different kinds of speaking skills. **3)** 2:57 /3/ So as a lot of students do, she picked up two different skills, **4)** and because I wanted to, wanted her to choose only one, I asked her which one is more important for her and then I wanted her to choose only one that she can focus on throughout this module. **5)** 3:52 /4/ So, I asked this question because I wanted to, I wanted her to picture the situation where she will have this conversation that she was talking about so that she will understand what kind of skill she really needs to improve that conversational skill **6)** and I gave her, uhm, some examples… **7)** because I know she is a, she's not an English major and she doesn't have much uhm, background of, or uhm, yah, I don't think she has a lot of chances

A: okay, so, and your small goal seems to be either vocabulary or grammar.

L: mm

A: Which one is more important for you? When you're speaking English, which one is more difficult for you? Or which one would you want to improve more? /5/

L: Vocabulary or grammar? uhm, I'd like to improve grammar

A: grammar?

L: yes. I don't like grammar. It's difficult for me.

A: So that's why you want to challenge yourself to improve your grammar.

L: yes

A: good!

L: thank you!

A: good student! Uhm, okay so your goal is grammar. Do you have any specific grammar points or rules that you want to learn? Like prepositions or articles? Do you have any specific grammar that you're not good at? /6/

L: let's see…uhm, I usually read the newspaper in the Media English class

A: uh-huh

L: so, I'm not good at grammar in newspaper

A: mm-hmm

L: so…

A: How about when you're talking with ELI teacher or.. /7/ what kind of grammar do you have problem with when you're talking with ELI teachers?

L: I think, uhm, I, I don't have confidence

A: mm-hmm

L: to speak with ELI

A: mm-hmm

L: in correctly grammar

A: mm-hmm

L: so, uhm…

A: Have you ever noticed any mistakes that you make grammatical mistakes when you talk?

L: Always mistake, yes!

A: What kinds of mistakes do you often make? /8/

L: uhm, mistake. So, it's like uhm… for example "Have you done~?" or "Did you~?" I am usually confused

A: right, so you are talking about tense.

L: yes

outside the SALC, outside KUIS, where she can use English,

8) which is to say most of the students' case.

So, uhm, I asked her what kind of specific situation she needs to use these conversational skills.

9) 5:15 /5/ So for her small goal, she said she wants to improve both vocabulary and grammar and I wanted her to choose either one to focus on for this module. So I asked this question because it's her… In my opinion, throughout this module, I want to train the students to be able to choose one, hopefully one specific area that they can focus on

10) because there is not usually a lot of Japanese students are not good at deciding one focused area.

11) 6:58 /6/ So I asked these questions because I wanted her to think about more specific areas in grammar that she wants to improve,

12) because when you say "grammar," it's too broad and you may not be able to decide which one to focus on when you're trying to improve your speaking skills.

13) 7:36 /7/ I asked, uhm, this question because for me it seemed like she would… when she was talking about grammar she started to think about different things which is Media English… uhm, and I wanted her to think about which, which grammar aspect is difficult when she is speaking which is her goal.

14) 8:41 /8/ I asked her this question because I wanted to see her weakness in terms of grammar and asking this… by asking this question I thought maybe she can find some weak area for, uhm, English ability.

4:25 *jisei* in Japanese, right? /9/ So is this something that you want to improve?

L: uhm

A: Okay! So, maybe uhm, you might want to improve your grammar, and more specifically, uhm, tense. Right. So past tense, or present tense, future tense and that kind of stuff. Do you have any specific tense form that you have problem with?

L: uhm… /10/

A: So you said it's difficult for you sometimes to use present perfect /11/

L: yeah.

A: So "have you ever been to ~" something like that, the present perfect tense?

L: No, just, I don't so…… /12/ haven't

A: so do you, my question was uhm, do you have any specific tense form that you have problems with?

L: Problems, yes.

A: So tense in general

L: genre, genre?

A: general

L: general, yes.

A: all of the tense are kind of confusing?

L: yes, all.

A: so tense. Okay. /13/ Good. Do you know, do you have any preferred learning style? For example, are you good at remembering things by looking at, by seeing things, or are you good at remembering by listening? Or reading?

L: uhm..

A: or maybe with communicating?

L: Now…

A: So there are three different learning styles. One is using your eyes, or another is using your ears and the other, the last one is using uhm, your body or something to communicate with people like talking. So, what kind, which learning style is, is best for you?

L: Uhm, best? Ahh, so /14/ I think, I think listening

A: Listening is the best? So you might want to use some materials that you will use ears and you chose conversational books, so for example… /15/ Do you have this (??) book with you?

15) 9:25 /9/ I explained uhm, the meaning of the term 'tense' because usually gramamar terms, technical terms, students don't know these terms and they have difficulty.

16) I don't wanna explain in English and make them more confused so I used Japanese to uhm, make her understand in a quick way.

17) 10:20 /10/ Uhm, I thought if she had a specific tense she is not good at, uhm, she can prove she can focus on a tense form and that's why I asked this question.

18) 10:53 /11/ Because earlier, she gave me the example, the example that she has difficulty to do it, and she said "Have you (something)?" is difficult for her at times, so I asked, I wondered if present perfect is something she is having difficulty with.

19) 11:36 /12/ And there was a long silence and I felt that she got lost, she wasn't sure what I was asking

20) and I kind of felt that there was no point in trying to find out the specific tense form that she used to focus on, and I thought it was better to move on so I just left it.

21) 12:28 /13/ So, I kind of made a conclusion that she needed to focus on tense in general, not on any specific tense form.

22) She looked a little confused.

23) 13:36 /14/ Uhm, because I kind of got the general idea what she wants for her big goal and small goal, I moved on to the next section which is her learning styles and interests.

24) 14:06 /15/ So, uhm, because she said she's a kind of, she likes the auditory kind of learning style, so I moved on to

L: Yes. I don't have now because I..., uhm, I bring at my home and so, I have to, I have to return to

A: the SALC?

L: yes, SALC, because deadline

A: ah! It's coming up?

L: Yes.

A: Uhm, /16/ so, you think *using* in this textbook you can learn a lot of different conversational phrases?

L: yes.

A: That you can use, maybe when you're talking with ELI teachers?

L: yes

A: so maybe you can use /17/ this book and you can also go to the Practice Center or yellow sofas to talk.

L: yes

A: and one thing that I was wondering is that, how you're gonna use speaking booth (??) with this expression here. So, your goals, your big goal and small goal is now very clear, but what kind of resources would you like to use? This textbook is fine, and you said, you talked about using speaking booth, also MD.

L: yes

A: Do you have any specific materials you like? /18/

L: uhm, no

A: or you want to choose some materials?

L: yes.

A: okay. So once you find this MD you want to use, please write the title /19/ again

L: okay

A: and listening to the stuff so you can repeat. So you will study

L: yes

A: the grammar. so uhm, especially tense

L: yes.

A: Or grammar…do you have any specific resource you can use for grammar?

L: no /20/

A: uhm, right. Probably what you can do is, is focus on grammar when you're using this textbook and when you're reading and trying to learn different conversations, you can focus on the tense, all kinds of tense, these expressions

L: okay

the resources

25) and uhm, I tried to combine her interests and resources that she can use.

26) 14:53 /16/ Uhm, because she wrote a specific title of a book that she wants to use, I asked her if, whether she had it with her now so that I can see it, but she didn't, she said she doesn't have it so, I couldn't have a look at it.

27) 15:29 /17/ I wanted to make sure this material is something that is suitable for her goals which is improving her conversational skills and conversational expressions.

28) 16:23 /18/ Uhm, in the resources section she said that she wants to use speaking booth with MD, so I was wondering like, so, if, whether she has any specific material, MDs in mind.

29) 16:55 /19/ But it seems she didn't. She hasn't decided which one she wants to use, so I asked her if she find any materials she wants to use she can show me.

30) 17:34 /20/ When I look at her SURE plan, it was more based on uhm, her, it wasn't clear about, it wasn't talking about grammar.

31) So, I thought maybe she has resources for conversational textbooks, but because her small goal became grammar, I thought she might need some grammar textbooks or something. But then I thought, maybe the conversational book that she chose could be used as a grammar book.

32) So, I, uhm, I let her use this

33) and try not to mention, try not to, like suggest grammar textbooks.

A: So uhm, yeah. I don't have any example now, but if you show me the textbook we can talk in more detail.

L: okay

A: So you will use this textbook and you can learn different grammar. So, uhm, even though this book is about phrases and vocabulary, your focus is not phrases, remembering new words. But your focus is tense.

L: okay.

A: *jisei* /21/

L: yes.

A: Right. So you study every day?

L: Every day!

A: Wow! How many minutes you gonna study for the Learning How to Learn

L: About grammar, about one hour

A: one hour?

L: yes

A: wow! That's a long…

L: because I really love English

A: That's great! That's why your speaking English is so good!

L: Thank you!

A: So probably one hour. /22/ Do you have any specific time slot in a day that you will be able to study grammar? /23/

L: Uhm, grammar, study mean?

34) 19:33 /21/ I thought, uhm, I would just, when I said this, I just wanted to make sure that she's not gonna use this conversation book as a text and material to improve her vocabulary or uhm, vocabulary skills, but I want her to use this textbook to learn grammar, especially tense, so I just kind of confirmed…

20:35 /22/ R: Can you tell me why you were so surprised? So excited? What were you thinking?

35) When I look at what she wrote here which is "I will study English every day at least," so usually I know the students tendency to write they want to do everything, they want to do every day, and then they tend to be really uhm, idealistic too much,

36) so I wanted to make sure that she can… I just wanted to know, uhm, how long she is trying to study and I wanted to make her, what she is thinking, her plan is uhm, doable… reasonable, or not.

37) And, but still, I just, I was impressed by her enthusiasm or her motivation because she wanted to study every day, and it kind of shows that she's motivated to study. So, I was kind of impressed and excited about her motivation.

38) 21:52 /23/ So those students who tend to be idealistic have two general ideas. They don't have any specific plan

39)   so I wanna ask her if, whether she has a specific time or plan for her study which shows her, she is really trying to do it…Not just trying to think about it, ideally.

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A: I mean like from what time to what time do you usually /24/ study grammar? In the morning or at night or at lunchtime…? /25/

L: Usually I like to study grammar

A: mm-hmm

L: in breaktime between class and class

A: So in total it's gonna be one hour? Okay. /26/

L: yes.

A: okay. Uhm, including lunchtime? Or just the breaks?

L: uhm, without,without.

A: So you will use free time /27/. Good. Wow! You are very motivated.

L: *[laughs]*

A: So, you will use this book and look at the phrases, and you will focus on tense. And when you find a new usage of tense, what are you gonna do? How are you gonna study it?

L: So…

A: For example? This is not uhm, this might not be kind of similar to what you use, but for example /28/, if like this, you find these phrases and maybe usages and you see the text so, you wonder, which tense is this or in what context is it used? And how do you study this?

40) 22:29 /24/ Because she said 30 minutes, I thought maybe she misunderstood my question

41) and uhm, I thought she understood that I asked her a question , asked her the same question which is "how long" so I told her again "What time" because I want to, I wanted her to tell me what day and which times she wants to study.

42) 23:00 /25/ So that's why I gave her, uhm, examples to specify the time.

43) 23:22 /26/ So, when she said she was planning to study during her break and she wasn't trying to study uhm, one hour as a, like a solid time and then just try to do it, but she was trying to do little by little bit here and there during her uhm, free time,

44) so I felt this kind of doable if she tries hard… or might be doable every day if she was motivated,

45) so I kind of thought this could work and so I just let it go.

46) 24:03 /27/ I still, one hour is kinda long so I was wondering if she is including lunch time, which is like more longer time… or something.

47) 24:47 /28/ So, I want to ask her, how exactly she will study grammar,

48) and I kind of wanted to show her some example before uhm, instead of asking her how she is gonna do it because it might be new way of studying, so I just wanted to show her an example so that she could get kind of general idea how she can do using conversation books for grammar.

49) And, so I picked up the, uhm, screen play on the shelf and showed her, showed her the, uhm, script, and I tried to explain how she can use these kind of textbooks for grammar study.

L: uhm, so, uhm, to write and practice
A: mm-hmm
L: and, and in the SALC, I'll talk with ELI to using the tense, which practiced it.
A: okay. So you like, pick up the phrases that have the different points and write down
L: yes
A: and try to use in the correct way. Okay. So you have, uhm, kind of plan, vocabulary book but grammar book which has a lot of different phrases that use different tense /29/, and you can use the same tense in the context when you are talking with teachers.
L: yes
A: So do you have any specific time when, uhm, you go to the Practice Center or yellow sofas? Do you have any, have you decided when you're going to the Practice Center?
L: Uhm, after school
A: after school
L: yes
A: after school /30/, uhm, I don't think after 5:00 there's anyone… /31/

50) 26:48 /29/ I, uhm, showed her the book, and I showed her the script and I showed her that she can learn different grammar,

51) but after that I didn't want to tell her everything,

52) so I asked her, if you, if you have this, how she can learn it, how she can get this information and try to study it, so I asked her how she's gonna do with this

53) and she said she can write down on the book and something so, uhm, I, uhm, how do you say? … So I went to give her kind of clear idea what she might have at hand, so I said, so you, she will have kind of vocabulary book, but it's about grammar… to give her clear idea about what she might get
R: You said before you didn't want to ask her everything… you said you didn't want to ask her too much? Or give her too much?
27:52 Yeah, I didn't want to give all the information.
R: Right. Why?
27:56 Uhm, because I, we're trying to foster autonomy and if I say everything, I'm not giving her opportunity to think about herself and to improve her critical thinking, so I try to improve, try to help her improve her critical thinking.

54) 28:49 /30/ Uhm, I asked her if she goes to Practice Center at a specific time, because that kind of… all the good language learners tend to have routines and they decide which specific time they will go to the Practice Center every week so they can go regularly and improve their English,

55) so I thought she has the same habit or not.

56) And also to make sure that she really goes there.

57) 29:28 /31/ And I asked her when she goes to the Practice Center and she said

L: after school…uhm, pardon me?
A: So after school, there's no teachers
L: ah!
A: no teachers
L: So…
A: Do you know how to sign up for the practice center?
L: yes. /32/
A: So you don't need to decide but you can look at your schedule first and you might be better if you decide when you're gonna go; How often you gonna go; and you can decide, okay this is the time that I can go to the Practice Center.
L: Okay, I'd like to go to the Practice Center break time
A: mm-hmm
L: or lunch time
A: So you can decide, it's a good habit if you decide, okay this is the time I can go to the Practice Center, so that you can go there often and practice more and more. So you go there and you use the grammar and tense that you learned /33/ or phrases that use tense, and for review, maybe, while you're at the Practice Center you try to use new phrases that you learned. Maybe you haven't, you couldn't use it properly or you're not so sure about something, and what're you gonna do?
L: uhm…
A: When you're talking to the teacher, you're not sure of which tense you can use, in that case, what can you do?
L: so, uhm, let's see…
A: You're talking with teacher, so…/34/
L: so please evaluation, please give me evaluation, uhm, about my, what I say, and uhm, say /35/ "that's right."

she goes to uhm, the Practice Center after school,

58)   and I thought. [laughs] oh, after school there is no Practice Center duty,

59)   so I explain her and then try to ask her she has to, I try to tell her that she has to go there at any other times.

60)   30:08 /32/ So, because she didn't know the time of the Practice Center, I wanted to make sure she knows how to use the Practice Center, and that's why I asked her if she knows how to sign up and to make sure that she knows.

61)   30:59 /33/ So, uhm, I try to encourage her to go to the Practice Center regularly and fix the time to there, go to the Practice Center…yeah, maybe…

62)   32:07 /34/ So, I always uhm, want students to have a close connection between Use and Review. I want students to uhm, prepare for Review when they are Using, so while they are Using, they can find out what to Review.

63)   So, when she is, I wanted her to realize while she is going to the Practice Center, uhm, trying to use what she learned, that time, that's the time she can prepare for the review.

64)   And specifically, I wanted her to take note and try to record and, so that she can find out what went wrong or why she could review later by recording.

65)   But I didn't want to tell her, so I tried to keep asking questions to lead her to that direction.

66)   33:21 /35/ So, uhm, I kind of asked her what she can do during the Practice session, and she said she can ask teacher to give her evaluation on her performance.

67)   So, I thought it was a good idea in, even though it wasn't quite the answer I

A: That's a really good idea actually, to ask the teacher to…

L: help…

A: evaluate your usage of tense. And also, if you do not know which tense you can use, you can ask the teacher.

L: mm, ask teacher /36/

A: Okay. Uhm, in this uhm sentence, which tense should I use and then maybe the teacher can tell you which one you can use so that you can learn the tense. So maybe you can make some notes what you learn at the Practice Center and you can review it on your own.

L: yes. Okay.

A: And… plus, because you are trying to improve your speaking skills, if you want to, uhm, listen to what you said before, what can you do? /37/

L: uhm, listen to…uhm,

A: After talking to teacher, you may forget what you said in the Practice Center

L: yeah

A: So, to remember what you said, you can maybe do something to keep a record of… something like that? /38/

L: yes. A record?

A: Yes. So, uhm, when you talk to the teacher, at the Practice Center or the yellow sofas, right? You can record yourself, record the conversation so that you can listen to it again. You can check what kinds of mistakes you made with the tense.

L: That's a nice idea.

A: And uhm, also you can use the same recording and if you compare the recording, then maybe you can do next, and also the recording that you do, maybe one month later.

L: mm-hmm

A: So that maybe if you compare it, if you see you're using the tense in a more correct way one month later /39/, that means your grammar knowledge or usage of grammar tends to improve. So you can keep a record of your skills now and then…

wanted.

68) So I think her… I said it was a good idea to encourage her to give me more answers.

69) 34:03 /36/ …but I ended up saying it on my own [laughs]

70) 34:47 /37/ So, the next section I wanted to talk about her evaluation, and I wanted her to realize one of the best ways to evaluate her performance in speaking it's, uhm, is recording, so, so to let her realize that I asked her this question.

71) 35:42 /38/ but because it seemed like she was a little bit confused, I pointed out the recorder.

72) 36:43 /39/ I was describing an evaluation process that they can do

73) because a lot of students don't know exactly how they can evaluate themselves

74) and I wanted to emphasize that the important thing in the evaluation process is to compare the, to record in a different time. So that's why I was describing how she can do, how she can evaluate herself in terms of her speaking and grammar.

L: Could I borrow this?
A: Yes. Yes. If you go to the SALC counter and show your card, SALC card, you can borrow the IC recorder.
L: Yes, I'll do that
A: Yes? That's a good idea. So, you said that /40/, right. Sorry I really think it's a great idea, but I need to make sure that you're not going to focus on the conversation /41/ when you're listening to the recording. I know when you listen to your voice you might wanna like, check your pronunciation, but because your small goal is grammar tense, so you don't need to worry about your pronunciation at all when you're trying to evaluate your work.
L: Okay
A: when you're speaking. Good! So it looks like, this draft looks very good. So now, what you can do is make a full learning plan for…so, once you complete the learning plan, if possible, I'd like you to show me the final.
L: okay
A: So, uhm, so can you make an appointment to meet with me next week once you've finished your learning plan?
L: okay
A: and then at another time, I want you to bring the materials that you are going to use
L: yes
A: And if you're not sure about grammar, how you're gonna use grammar, maybe you might want to use some of the grammar worksheets
L: Okay
A: Uhm, any questions?
L: uhm, okay
A: Okay? Good. If I talk too fast, just let me know because I tend to talk too fast.
L: Yes
A: It seems like your listening skills are really good too and then your speaking, great.
L: uhm, yes.
A: How did you learn English?
L: Uhm, from my school
A: ah-ha!
L: I usually go, I usually meet with ELI, with ALT teachers and I usually talk

75) 37:44 /40/ And then actually I realized that in the evaluation section, she already wrote she is going to record herself so there was no point in explaining everything in detail.

76) 38:03 /41/ And in her evaluation, she was talking about to check her pronunciation while evaluating herself.

77) So, I wanted to make sure that wasn't, it's not going to be her goal, uhm, point, her focus when she's evaluating because her goal is grammar so I want to make sure she's not going to evaluate her pronunciation.

with A: Ahhh, that's good! L: After school or lunch time A: wow! so you're very keen on talking to native speakers and that's why your English is so good! L: [laughs] yeah A: But you're learning Indonesian? L: Yes, Indonesian /42/ A: Wow, so you're a trilingual L: [laughs] A: Cool! Is it sometimes difficult to learn two different languages at the same time? L: Yes, confused A: Indonesian sounds so, really difficult L: yes A: But it's fun. Okay, so this is for you, and you'll complete the learning plan. Okay. alright L: Thank you A: I'm so happy that you're taking this module…	**78)** 39:34 /42/ Casual chat because I just, I didn't wanna have a, I didn't want to talk about only her study and uhm, and not care about her background or life or, **79)** so to be able to build some rapport, I asked her some questions about her background and what kind of language she's learning to make more connection. R: Is this something you try to do at the end of every session? 40:00 mm-hmm

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RINA STIMULATED RECALL INTERVIEW

A: Advisor

L: Learner

R: Researcher

Advising session	Stimulated recall interview thought units
A: Ah, so I have two today. So this one the battery is low. /1/ L: (nervous laugh) A: So just ignore them. Ok. Thank you for coming. So the, the meeting today is really just a chance for you to talk about, ah, the module and ask any questions that you might have about how /2/ things are going, uh, so just in general, how, how do you feel so far? You've done about half the module. How's it going? L: Yeah, first of all, I worked on the (catalogue?), but I think it wasn't so, so nice A: So, why was that, do you think? L: Because /3/ I, I think it didn't have am, so casual, vocabulary which is casually used, so I changed my way, way of… planned vocabulary and I pick some words I understand, I catch from DVD or… A: So when you're listening? /4/	**1)** A: /1/ I'm lying to him here just to make him feel at ease. **2)** A: /2/ So, what I'm thinking when I did this was, "I cannot dominate this session" I've listened to sessions recently that I've spent too much time dominating them. **3)** So from the very beginning, so I could have asked, "This is for me to see how you are doing, or for me to find out what's been going on, but I wanted it to be "This is for *you* to have a chance to talk about what *you* are doing and to ask me any questions that you have and this is why, **4)** and so I was hoping that I would be able to sit back and listen and not interrupt at this point. **5)** A: /3/ [3:39] So he'd already told me this kind of thing a bit in his written module about how he'd changed from using the vocabulary book and how it was useful, **6)** but I wanted to hear it from him, so I asked him these kind of questions to maybe get some more information. **7)** A: /4/ [4:25] So, at this point I remember thinking, "ah, I don't remember him talking about a DVD", in his module, so far, and I think maybe I did maybe he did, maybe, I can't

L: Yeah, so I'm do
A: Okay. Do you find that's more useful?
L: Ah yes, I think so
A: Okay good, and how about the other materials that you've been using? /5/ How've they been?
L: I can have a lot of fun
A: They're very well
L: It's really nice because it, it pick some movies, and it has many expressions image and so
A: Yes I saw you picked "Blindness"
L: Yes, yes
A: Have you seen that movie yet?
L: No I haven't but I 'm really interested /6/
A: It looks pretty interesting
L: Have you seen it?
A: No, I haven't, I heard a review, like I heard a movie review on the radio about it. So when I saw it, I was kinda like 'ah', I've heard of this movie but I haven't seen it, no. Ah, you also talked about realizing the importance of how the word sounds
L: Yeah, like pronunciation /7/
A: So what kind of studies or activities are you doing to help you with that?

remember.

8) But I can't remember him mentioning a DVD so I wanna know a bit more about this.

A: /5/ [4:52] But obviously I didn't think that because I've just gone on and moved on to something different. Um, so I guess, what was I thinking here?

9) So, I remember thinking that he seemed to be in control of things

10) and that this might be a really short session,

11) but I really wanted to give him the chance to talk about things more

12) so I wanted to ask the kind of questions that would get him talking. So, I asked him about the other materials that he's been using cus he's been using quite a few.

13) A: /6/ [5:45] So again this is kind of rapport building I suppose like, focusing, so I want, he said he'd picked the movie "Blindness" and

14) at first I was really, the vocabulary in this section had been quite strange, some of it,

15) uhm, but I suppose I was asking him more of a personal type question. So have you seen the movie? What did you think of it? And how is it useful? uhm, I'm trying to establish a bit of rapport because I don't feel I've done a lot of chit-chat necessarily with this student before.

16) A: /7/ [6:40] So again, I, this is the, something he's noticed over the past couple of weeks and I've been really pleased about him noticing.

17) And so I want to get him to expand a bit on why, but I was hoping he

L: Uh pronunciation? Yeah, I'm not doing well. Just, when (?) like this /8/, um I sometimes I focus on my pronunciation, but I don't know, I don't do anything

A: OK, well I think, in that sense you're right because your goal is listening not speaking, right? But do you think pronunciation has a role in listening?

L: Uh yes, yeah, I really feel the importance of it /9/, when I do shadowing and ah…

A: So are you doing some shadowing at the moment? /10/

L: Yes

A: And how is that going?

L: Ah, it, it depends on some materials. Some are, some are spoken very fast but some are slow the others.

A: So you said I think you used one which you said was a little too fast for you

L: Yeah, so I have /11/ to find a good one.

would talk a little bit more than he had done in his writing about the relationship between pronunciation and listening.

18) A: /8/ [7:17] Ah, so, he's talking about talking so I'm thinking, "He's misunderstood what I've said" because he's associating pronunciation with speaking

19) and I was a bit surprised,

20) because I *thought* this is what he'd been telling me in the module about how important it is that the word *sounds*

21) so I was thinking "uh, I'm going to have to clarify this"

22) and maybe the word, I shouldn't have used the word 'pronunciation' I should have talked about the sounds of words more than, more than using the word 'pronunciation' which is so closely associated with speaking in some students' minds.

So I was like 'oh, I'm going to have to clarify this in a second.

23) A: /9/ [8:15] So I'm… these are kind of fudging type of sentences, like he's telling me "ah yes, that's very important" but he's not showing me that he really understood my point

24) so I'm thinking I'm going to have to follow up on that.

A: /10/ [8:35] But as soon as he said shadowing, he seems to have knocked me off because now I'm on to shadowing

25) A: /11/ [9:08] So I remember he had talked about this in his modules so I wanted to show him that I had read his module and remembered what he had wrote about in it. Because I think sometimes when we ask questions, the

A: Okay so do you think at the moment, um do you think you have a good talent for finding a good material now compared to the beginning of the module?

L: Yes, I think so. /12/

A: So, when you're choosing, what kind of things do you look at?

L: Ah, some, uh, I can download some, uh… some uh /13/

A: You can say it in Japanese if you don't know the English.

L: The material in which someone is reading some books or, like

A: Ah, /14/ so an audio book?

L: Uh, yes, yes, yes

A: Okay so we have a few over here

L: But, but I can download them.. so, I'm, when I'm free, I (work on it?)

A: And how do you choose a good book? What kind of things do you think about?

L: Um, because I focus on listening, um I have to, take it, taking consider that, choosing so, um, I choose some, I choose them from aspect of the, /15/ uh, speed of the, yeah.

A: So can you listen to them a little bit before you download?

L: Yes.

A: That's really useful I think.

L: Yes

A: So, speed is important, mm-hmm, carry on

L: I can understand whether, whether I have to (?) around, ah, I am accustomed to hear the, just, so I can understand which one I should choose

A: Good, and how about the topics of the (?) the story /16/ of the book. Is that important?

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students might be all "I have written this down. Do you not listen, are you not reading what I'm writing?" So I wanted to point out "yes, I am reading what he's writing"

26) A: /12/ [9:45] So he's talking about choosing materials. So I wanted him to talk about how he chooses materials a little more, just to see if he, what the kinds of things he's thinking about when he chooses them,

27) because he did make some bad decisions and he seems to be making some better decisions now.

28) But in the module he hasn't really talked about *why* he's choosing stuff. So I kind of wanna find out.

29) A: /13/ [10:27] So, he's stuck for words here and I'm wondering how to help him so I told him he could say something in Japanese if he needed.

30) A: /14/ [10:51] So it was interesting that he didn't need to use Japanese at all and got through it and didn't take me up on it.

31) A: /15/ [11:49] So he's talked about speed a few times.

32) So here I was, interested to… so he, he led up quite slowly to "I choose from the aspect of…" and I really didn't know what word was going to come and whether it was gonna be 'level' or 'topic' or 'speed'

33) so I remember thinking "ah! This is, this is what his main factor at the moment," and I wanted to find out if there was anything else he looked at

34) A: /16/ [12:55] So again here is a few hints of, is he, so I want to find out (a) Is he choosing a topic or how does this affect his choice and if he isn't thinking about that, it's kind of something I want him to think about so

L: Yah, but, am, I want some academic words
A: Ah, okay
L: Like, ah some, like for example, the danger of global, global warming /17/
A: So why do you want to focus on academic
L: Ah, oh I like, I love them
A: Oh, do you find them that interesting?
L: yeah
A: Okay. And that will also be, ah useful for your classes, I think, as well. /18/
L: Yah
A: Okay, have you been able to find things like that so far?
L: Ah, yes, but ah, there are some materials which, ah, which like that, SALC so /19/, and (?)
A: Have you tried using podcasts?
L: Oh no I haven't, ah! Do you know "Voice of America"…VOA?
A: Ah yes, now I do know Voice of America
L: I, I have first work on it
A: mm-hmm, and how did you find those?
L: It's spoken a little bit slowly and, but, I like the, the contents.
A: yeah, so "Voice of America" is a really good one to use. Um, I was thinking there, um do you know CNN /20/ student news?
L: student…?
A: So it's, it's maybe slightly less academic but it's news programs so you have some vocabulary, but it's ah, students, it's CNN news, but slightly easier. So it's slightly easier than normal CNN news and there are, um so it's a video, it's video listening with uh, transcript and questions.
L: Oh like, so after I hear the news, I can answer some questions
A: mm-hmm yeah. So if you're interested in those kind of /21/ issues, then you can find things that's uhm, what was I going to say? And, because it's a podcast, you can download it and watch it anytime

I've dropped it in there.

35) A: /17/ [13:25] So I remember thinking he's a bit of a geek, how excited he is about his academic vocabulary,

36) but that's it's really cool that there are students out there that are excited by this, I kind of feel this is something we're shoving down their throats and most of them *want* to learn daily conversation, but find themselves *having* to do academic stuff so I was like,

37) it's really cool that there are people out there that get really excited about learning academic stuff, cus I do that too.

38) A: /18/ [14:05] So I'm, uhm… so he's talked both about casual and academic stuff now, and, and I think he says, I think he says it himself actually, but at the moment so I kind of *nyeah* a little bit of a warning bell about, okay he has academic but he also talked about not using the original vocabulary book that didn't have casual words in it

39) so I'm thinking maybe there's some confusion about goals here slightly.

40) A: /19/ [14:45] Ok, so I think I was also thinking "Ah! Podcasts" I can tell him about podcasts cus it's one of my things and I think he could probably benefit from.

41) A: /20/ [15:28] So I remember thinking at this point, "Am I gonna go on and plug my thing or am I gonna let it go? Oh I'm just gonna plug my thing" [laughs]

42) A: /21/ [16:11] So now I'm backtracking a bit, I think. I've told him about something but I wanna come back a bit and not feel like he feels like he has to use it

L: But I don't have am, iPod
A: Player?
L: Yeah
A: So you can still listen on the computer
L: Oh really?
A: Yes, so can download it and keep it on your desktop and things like that, so… Anyway, if you're interested in things that are slightly more academic, then that's one place that you can, you can look as well. OK so it sounds like you're quite happy with studying materials that you're doing. um, how about the balance of the SURE, do you think you have a good balance with the different kinds /22/ of activities?
L: Ahh, I don't think so. I, I tend to study academic ones, so I'm really afraid of it.
A: Ok, well what's wr… if that's your focus, what's wrong with that? /23/
L: Yeah, because I'm, um, my study goal is to learn um, casual listening skills so…
A: Ok, so maybe, and remember if you…it's always possible to change your goal as well. If you, if you prefer…if you think "ah! I thought I wanted casual listening, but actually I want this kind of listening… and remember you, you can change it at any time, if you prefer, but you're right that, to keep it going in the same direction is probably a good idea /24/, so yeah, please decide on one or the other. SO how about the SURE plan? The S-U-R-E
L: Ahhh

43) so I felt that was kind of a lukewarm response from him, ah and

so I'm like, I'm just gonna take it back a bit and let him know there's an option.

44) A: /22/ [17:08] So he seems to be doing lots of listening activities and getting the vocabulary from the listening,

45) but I was interested in how he conceptualizes the study as kind of part of the plan, so I just wanted to ask him a bit about that.

46) A: /23/ [17:35] So again he's brought up the idea that he's doing academic stuff and he's not sure that's his right focus so I've realized he's kind of not really understood the question about SURE,

47) but he's talking about something I also thought about and so let's talk about this seeing as he's talking about it.

48) A: /24/ [18:22] So here I kind of wanted to impress upon him that he had two options, so you could, so you're doing academic studies, so maybe your goal should be academics, so at least you either need to change your goal or if you are sure that you want casual listening, you need to change your study,

49) but I'm not sure he necessarily got that point.

50) But he definitely, he reac, he was react, though, really when I said he could change his goals

51) so I was quite pleased that it might be something he hadn't considered before and feeling he was not sticking to the plan but was doing something he was wanting to do and there was a bit of a conflict there,

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A: Are you doing everything in the plan?

L: No (laughs)

A: Ok, so what are you doing more often? What are you doing less of?

L: I, I'm doing, eh…. enjoy by watching some dramas and 'S' means…

A: S for 'Study'

L: ah yeah

A: 'U' for 'Use' /25/, 'R' for 'Review'

L: Ahh, I sometimes do review

A: mm-hmm? What kind of things do you review?

L: I do the same thing, like uh, for, for review /26/

A: The same listening?

L: So, am, yeah that's all

A: Ok, um, so let's talk a little bit about study and use

L: Yah

A: So, if we're talking about speaking, it's very easy to understand the difference between 'Study' and 'Use' uhm, because using is speaking. /27/ But what do you think 'Using' is for listening.

L: 'Using'… uhm /28/

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52)   so I suppose I'm thinking that he may have got that a bit but I'm not sure how much he understands and I don't want to push him to change his goal either

53)   so I was worried about that as well.

54)   I was wondering if I had phrased it in a touchy feely enough way, for him to realize it was one option not that I'm telling him to do it.

55)   A: /25/ [19:51] I'm thinking "Oh dear! He doesn't even know what 'S' means" so the SURE plan isn't a big focus…I'm realizing the SURE plan isn't a big focus for him,

56)   but I was also thinking "Yeah, that's kind of okay, because, uhm, a lot of my students move *away* from the SURE plan as soon as they start doing their learning, but I usually don't have a problem with that as long as they, I prefer that they respond to what's going on from week to week rather than stick to a plan they did a couple of weeks ago, uhm, so,

57)   but I'm still a little shocked that he can't remember what 'S' means.

58)   A: /26/ [20:43] So I'm thinking "Ah yes, I remember him talking about this in the module, that he, does the same 'Hearing Marathon' a bit later.

59)   A: /27/ [21:12] So at this point I was thinking *nyeah* maybe I'm talking about something which is just going to confuse him, so…but using for listening is really hard for students to understand.

60)   It's still hard for me to understand sometimes and advise well on it, so I guess this is, this is a new approach that I am trying to, kind of help the difference between, and comparing it to listening and seeing if that helps him to understand.

A: So do…

L: Ah, I don't kn…

A: Can you understand the concept of why it's different from study?

L: um, Using?

A: Yeah

L: uhm, using… ah… using is to use (laughs) eh?

A: So /29/ it's easy to use when we're speaking or writing. What's using for listening, do you think?

L: To, to, I think is to make efforts to understand what I am saying /30/

A: Yeah, so I think in this case, the study is often focused on your small goal, so the vocabulary in /31/, in the listening, and the use is more focused on the listening, and listening for meaning. So doing, like you said, doing the same listening again, and not focus on the vocabulary, just focus on understanding and that kind of thing /32/. So do you think you have a balance of vocabulary study activities, and listening using activities? /33/

L: Ah yes, I'm learn from. I learn vocabulary from some dramas and I'm studying from some audio books, so…

A: Ok, so you think you're doing enough listening?

L: yeah, I think so

A: Good, um the final thing that I wanted to ask you about ah just briefly was about /34/ the evaluation

L: ah evaluation

61) A: /28/ [21:41] So I'm thinking I feel I've been a bit unfair, I've asked a question I'm not sure I can answer, so it's not really fair to ask him to answer it straight away, so I'm almost wishing I hadn't gone down this path at this point.

62) A: /29/ [22:17] So I'm thinking "I'm sorry XXX (student's name)". I shouldn't have asked but now we've started I'm gonna try and finish it half decently.

63) A: /30/ [22:50] So yeah, I'm like "Oh, this didn't work at all. I'm not gonna try this again"

64) A: /31/ [23:03] OK, so I'm thinking "Right ok, let's just make it much more simple and let's go back to big goal small goal differences and looking at small goal being vocabulary things and study being vocabulary-focused, and use being listening-focused and maybe that'll help him understand,

65) but I'm not sure if I believe that either,

66) so I'm a bit confused.

67) A: /32/ [23:43] So again I'm kind of combining this with the idea of a small goal being, study being language and use being more communication and meaning-based.

68) A: /33/ [24:02] So bring it down and back to him again,

69) but hopefully I've clarified the study and use into vocabulary and listening

70) and now I wanna find out if he thinks he has a good plan.

71) A: /34/ [24:37] Yes, so I figure at this point *nyeah* okay I'll let it go,

72) he, he's not got a bad balance

A: So, we, it's the I always think it's the most difficult
L: yeah
A: part of the plan so /35/, uh, at the beginning of the module, can you remember what you talked about to do an evaluation? /36/
L: Yeah, yeah, I'm planning to do some uh, Eiken test from uh, the past, but I was said it's too academic
A: So if your goal /37/ is academic, the maybe it's okay. But at the moment your goal is casual listening
L: yeah, so ah, I'm yeah (laughs)
A: ok so, ah, so how, how could… so, what's the purpose of an evaluation? /38/
L: To see how I, I improve

necessarily and they are quite well connected,

73) uhm, so I'll move on to talk about evaluation

74) because it's one thing that we talked about in the first meeting but we haven't talked about, he hasn't mentioned in the module recently.

75) A: /35/ [25:04] So he, so his face when I said 'evaluation' was kind of like *yeeeeaahhh* He didn't look so happy about it,

76) so I was thinking "ok, I'm going to have to reassure him that this is a difficult area and he's not the only one who may be struggling with it.

77) A: /36/ [25:24] So at this point I'm thinking, "Can *I* remember what he talked about to do the evaluation?"

78) I didn't look at his, I didn't look right back at his SURE plan before we had the meeting today

so I'm thinking, can he remember and also can I remember. I think he did, Eiken stuff, I think.

79) A: /37/ [25:52] So again, this academic stuff has come up again, which makes me think maybe we didn't clarify or it really is an issue for him, that he is finding that he thought the eiken was too academic. He also said that it was said it was too academic

80) so I thought, did I say that and has that confused him in some way?

81) So I think this needs some attention.

82) A: /38/ [26:25] So, when, in asking this question, I wanted to take it back to big picture evaluation, just check that he knew what evaluation was

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A: Yeah, so how, what could you do to see if your listening is better in January than it was in October?

L: I don't know but I, I have no idea, but I can see from some tests or

A: mm-hmm, so do you thik you can find the right kind of test?

L: Yah but, ah I did um, Eiken test, I past Eiken test, yah when I begin this module

A: So do you think the studying and listening that you are doing will help you to get a higher mark next time? Or not really at the moment?

L: But, but I think I can get much better marks

A: Ok, so you think it will make a difference? /39/

L: Yah, I think so

A: Well if you think it will make a difference then I think it's okay to use that evaluation /40/. If you can see a connection with the vocabulary and the kind of listening… So if you want to stay with your original idea, um… in that case, you may want to bring your goals in line with your evaluation.

L: Yeah

A: So, if your evaluation is an academic /41/ evaluation, then your goal should probably be an academic goal. So I think you still need to think about which one you are going to focus on… /42/ because as you say the eiken is quite academic in the vocabulary and the language and some of your study activities are also quite academic. So maybe your goal for this module (?) It's up to you. If you really want to focus on casual, ah listening, then obviously that's fine, but if you do then your evaluation should also evaluate casual listening

L: Yeah

A: And you can do that using, um /43/ drama or ah, practice center conversation or things which focus on more casual listening, or if there are conversations in the hearing marathon which are more casual conversations

L: Yeah

83)   because then I want to go on and talk about if the, his, whatever study he's doing should be helping him improve, so if his evaluation is an academic evaluation, then his study should be an academic, an academic kind of study. Uhm, so this is what…

84)   A: /39/ [27:49] So he seems to think that… although he seems worried about his focus,

85)   he seems to think that the study he's doing is going to help him get a mark,

86)   so I'm a bit confused now,

87)   because I thought he was kind of saying the opposite to that, that the stuff he's been reading is more casual, but now I'm not so sure.

88)   A: /40/ [28:13] But if he thinks that then I kind of want to let him go with that.

89)   A: /41/ [28:38] So I think this is an ideal time to bring up the goals thing that we really didn't clarify well enough before.

90)   A: /42/ [28:56] So, I'm really cautious about using this expression "Please think about this"

91)   because sometimes students seem to think that they should answer straight away,

92)   uhm so I really wanted to emphasize that it's not something that I wanted him to decide on right here and there, but it was something that I did expect to see him reflecting on.

93)   A: /43/ [29:52] So here I'm about to give some examples of how he could evaluate listening and I always hum and haw about whether I should give these examples or whether he, or

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A: So these are things that you can use for an evaluation?

L: Yeah I think some, yeah

A: Ok

L: "Hearing Marathon" has some question, like it has some blanks on the script, and yeah. But, am, does it be evaluation or studying? /44/ Like…

A: Well I think it can be, so um, so you took an eiken at the beginning, is that right? So um, you can look at your "Hearing Marathon" scores over the module. Because you did it around, you did "Hearing Marathon" a few times already right?

L: Yeah

A: So you can look at your score for each week

L: ohhh

A: And see if it's getting higher /45/. And if it's getting higher, then your listening should be improving.

L: Ok

A: So that's one thing that you can do

L: It be evaluation?

A: mm-hmm, because you're, you're looking to see how many questions you get right, and if you get more questions right then it means your listening is good. So that's something you can use. Ok, so it doesn't have to be a big test. It can be quite small /46/ test. Ok, so have a think about evaluation, and please decide what kind of evaluation you would like to do. Ok?

L: Ok

A: So you don't have to do that now, but please write about it in your next diary. /47/ Ok?

L: Ok

whether it's something I should ask him to do himself,

94) but he's already said I have no idea about evaluation and he had one idea using the eiken, so he's not completely relying on me for ideas so I figure it was okay to drop some, some suggestions in here.

95) A: /44/ [31:00] So I'm getting the impression that he feels he needs a, like a big test or something that with a, with a clear grade to test himself on

96) but I want him at this point to ah, I wanted him to realize that anything where he can have a score like eight out of ten, nine out of ten, that he could keep a record of could also be doing exactly the same job as the eiken test.

97) A: /45/ [31:51] So he seems to understand this now,

98) so I'm quite pleased,

99) I'm thinking oh maybe he's understood that, and, but I, it's still up to him which one he wants to choose, so uhm…

100) maybe I need to mention that more.

101) A: /46/ [32:31] This idea of the big test vs. the small test, uhm again trying to push the point that it doesn't have to be a big test to be an evaluation.

102) A: /47/ [32:55] So I really wanted to say "Please *write* about it" rather then "Please *think* about it" to really make sure that he knows that it's something I expect to, to hear something about more in the future

103) and I realize I don't always do this with students.

104) I often say "Please think about~" and I'm thinking, "Ah, he's responded quite well to 'Please write about ~' so I

A: Ok, is there anything else that you're not sure about? /48/ Or that you would like some advice on before we finish?	think I'm gonna use this one in the future.
	105) A: /48/ [33:19] So at this point I feel really awkward for,
	106) I feel like I'm really controlling the discourse now.
	107) Like we finished evaluation now I'm gonna decide it's time to wrap up the session,
	108) but I know that's kind of inevitable, and, but it still makes me feel uncomfortable,
L: mmm, no I don't have	**109)** so at the moment, I'm like "Is there no better way to doing this?"
A: Ok, alright, ok. Well, I think we can finish there, um but if you have any questions, you can email me or come and see me anytime. /49/ Alright? And I responded to your diary for week 4, so please have a read of it	**110)** A: /49/ [33:54] So again I feel "ah, there *must* be a better way of doing this. I'm always wrapping up and "if there are any questions, please do come and see me" and it just, I mean it when I say it, but for some reason it feels kind of false, and I, and at the moment, this moment, I, I'm, I'm feeling it now, but I was feeling it right then and there. "Is there a better way of doing this?"
L: Thank you.	
A: Ok, so let's finish	
L: Yay!	

KOKO STIMULATED RECALL INTERVIEW

A: Advisor

L: Learner

R: Researcher

Advising session	Stimulated recall interview thought units
A: Okay. So how was the learning plan? L: uhm, so-so [laughs] A: [laughs] I think you did a great job and yeah, I checked several points, but you have a very clear big goal. Uhm, let's see… here. So you described why you chose listening for big goal in here and it's clear and I understood everything /1/, then about small goals…so you chose vocabulary, right? L: Yes A: And what was the topic? Have you decided what kind of vocabulary you'd like to focus on? L: One is for business and the other one is for daily conversation A: Okay, so one for business and one for daily conversation L: Yeah A: Okay. So for you, for business vocabulary, what kind of example do you have… have you looked at? L: Uhm, now I don't know which part. I just uhm, how to say. I just can say business because I didn't do it so I don't know how many parts it is A: Okay, so you haven't uhm, looked at what kind of business vocabulary you will need? L: Yes. A: Oh, okay. So how about daily conversation vocabulary? L: Daily conversation? A: mm /2/ L: Sometimes conversation between friends and family difficult.	1) 4:40 /1/ Yeah, here I wanted to uhm, because her goal, big goal and small goals are clear enough for me to understand her purposes, 2) so I wanted to uhm, tell her why is good. 3) 6:22 /2/ Ah, okay, I just wanted to hear what she, what she was going to say about both points – business vocabulary and daily conversation and I didn't want to uhm, cut in. I just wanted to keep listening to her before I say something about small goals. Yeah. And I think that I keep listening.

A: Okay. So, what kind of topics would you like to talk about with them? with your friends or family?

L: With friends, I like to talk about travel and some sports and game animation

A: okay. So you already have good ideas what kind of topics you'd like to talk about

L: yeah

A: And then how about business? You said you haven't really looked at, haven't looked at yet.

L: About business, I, maybe I don't know anything [laughs]

A: [laughs] So think about, this is 7 week plan, then you decide what to, what to study, and then uhm, you study and you use what you studied in actual settings, then you sometimes have to review and evaluate.

L: Yes

A: And then study again. So it's a cycle, right?

L: Yes.

A: Yah, and then, how many things do you think you can learn for 7 weeks? /3/

L: How many things?

A: mm…do you think you can learn?

L: 7 weeks?

A: mm and think about your time schedule. How many hours do you think you can use for this planning? For Learning How to Learn?

L: Maybe for daily conversation, I can do one topic every week, but about business, I have no idea [laughs]

A: [laughs] Okay. Would you like to do both or would you like to do one? /4/ Try two or try one?

L: Ah, I want to do the two part the same time.

A: mm, why is it?

L: uhm, just like you say, I just have seven week, and if just do one of them during that time, maybe, how to say, the knowledge is not enough for me.

A: Oh, okay

L: And I think there is also connected because if I do that two part at the same time, maybe some isn't easy

A: So let's try /5/. And then when you plan, so tell me how, how will you plan? Uhm, so learning plan, right? So I really like

4) 7:57 /3/ So here, I wanted to elicit how many things she wanted to do,

5) then later on I myself thought that would be too much

6) but I wanna challenge her by asking how many things she can learn for 7 weeks.
R: …you went on from talking about 2 different kinds of vocabularies to talking about the 7 week plan. Do you remember why you were thinking to change the focus?

7) 8:34 Okay so I wanted to first listen to, so, if, try to find out if she has a good idea of both topic

8) and then she apparently she didn't have clear image of what to study for business, but she has some clear goals, uhm, not really specific enough but she has some topic that she wants to focus on.

9) So, after hearing that I wanted to emphasize that the learning process takes only 7 weeks. Yeah.

10) 9:52 /4/ So here, uhm, so still the student thinks that she wants to do both and I'd like to, I don't wanna uhm, push herself to do both or to force her to choose one

11) but try to find out how she feels about the plan, so try to, yeah, try to… can I, can I keep listening?

12) 11:13 /5/ So here, uhm, even though in my head, I was trying to say that this will be too much, but since she is for doing both, so I just wanted to support her in that point, but not really encouraging.
R: Why did you think it was too much?

13) 11:37 Uhm, why is a good question. Uhm, maybe if she has clear goal for learning both, uhm, that'll be okay

how you uhm, decided for study part. So, you will make your own dictionary, right?

L: That's what read or written anytime by myself or record and write down it, and then I can use my electric dictionary to look phrase, and to know its meaning and how to use, and then write down all the things.

A: Okay. All the things, mm. Ok, and you said one topic for a week.

L: Yeah

A: One topic for a week. So, uhm, how, how often would you like practicing using it, using what you've studied?

L: uhm, just like I said, I will do one topic for one week so that week, firstly I want to do some worksheet to know more words about that topic. Then it may be just two days, I think is enough.

A: Okay, so two days for getting information

L: Yes and the other three days or four days I will use it to talk with others.

A: Okay, mm-hmm. And then, how about review and evaluation? /6/

L: Uhmm, yes review uhm, because I have my own dictionary, yes I can review anytime I want [laughs]

A: Okay, [laughs] so anytime you want to review

L: yes. And, such as, because, on the train, I feel boring and can read it again, and I can remember it again and again. And then I, maybe, I wrote I can do some word test to check uhm, how many words, about how many words I learned and f I can use them correctly.

A: Okay. So you talked about your test, right? So I was wondering, what kind of test is it gonna be when you make test? What, what would you like to test?

L: I remembered that I, uhm, give you a website last semester that I use

A: Ahh

L: There were some kind of word test like that kind of test, can search it and do the test and you will receive a grade. And some other mark for you.

A: Right, right. So, is it, you can find your, can you make test on your own? /7/ Or do they have their own test?

L: Oh yeah, they have their own test, but I can, I can, maybe I can choose… There are many kinds of test.

because she, in the conversation she said, uhm, studying only one thing will be boring for her, so that will be, so learning both will be motivating for her.

14) Yeah, but she actually didn't know what to study for business, so that's why I thought that would be too much for her… doing both for 7 weeks,

15) but I try not to say that, so I said let's try.

16) 14:32 /6/ Yeah, so here I think the student and I looked at the second page and talked about SURE model and, uhm, because in the First Steps Module in the unit 2: time management, she, she uhm, I remember she had lots of time for part time job,

17) so I wanted her, uhm, I wanted, I wanted her to remember the time she can use to study and uhm, just uhm, as she said one topic per week will be maybe nice for her and then, uhm, so during a week day, uhm, I asked her how many times she, how many hours she will use for study and use, so that she can actually visualize her, how she can plan her SURE model

R: So you were thinking about her time management, because in the past…Is that a weak point of hers?

18) 15:56 Ah, uh-uh, but I just remembered that she, she has lots of time, uhm, for part time job.

Yeah, so it just hit me, so I'll try to, uhm, let her, uhm, I don't know, vocalize her plan

19) 18:07 /7/ Here I, she mentioned the website, uhm that she told me in the last semester, but I couldn't really remember what it was so I tried to ask questions about that

A: mm, so when you study, and then you, you want to evaluate, you don't want to evaluate what you didn't study, right?

L: yes.

A: So, if you choose your topic, for example travel, you want to study for it and pick up new words and phrases, then you want to evaluate what you studied, right? Otherwise, what will happen?

L: yes [laughs] /8/

A: [laughs] so if you say my, my test, sounds good, sounds great. Yeah. It depends on the topic's focus of the test

L: yeah

A: mm, right. So how can you, how can you evaluate what you studied? /9/

L: mm,evaluate maybe use eiken and make such kind of conversation. That is the best way, I think.

A: Okay. You study vocab and phrases and when you use it in conversation, you said it's a part of evaluation.

L: Yes. It's also because during the conversation I can check if I can use them naturally correctly.

A: mm. So, when you have conversation with others, can you really check if you use it or not?

L: No. Not at that time. After the conversation.

A: oh! How can you do?

L: If you, uhm, just like our conversation now, and after our conversation finish, I will, how to say, remember it?

A: reflect?

L: Yes, reflect it and the, think what I did and if I did well, that kind of…

A: Um, okay so here, /10/ as you, as you said right now, uhm, I will write down a diary to record it. To reflect what you felt, or anything that you realized.

L: Some kind of other that kind of, how can I say, maybe think about them.

A: So let's try this.

L: okay

A: Yeah, and whenever you have some questions, yeah? Please come and see me.

L: okay

A: As you said, as you have written here, you have a question here about how to choose /11/ a suitable audio book

L: Yeah, just like uhm, last semester I mistake, I took, but I couldn't (??)

20) 19:09 /8/ So here, uhm, I didn't wanna say, "oh this is not the right way to evaluate," but try to give some example. Clear example what will happen for evaluating what, evaluating what she didn't say, and after that she said, "Oh," so I thought she understood what wanted to say.

R: Okay, so you're giving her options?

19:36 options, uhm, or maybe try to, uhm, let her think about other ways to evaluate.

21) 20:57 /9/ Yeah, I was, so throughout the conversation I tried not to speak a lot, tried to listen to her, yeah, even though I wanted to say something

22) 22:28 /10/ She was talking about what she wrote on the learning plan so I got a good, uhm, idea of that so I was just, kept listening, yeah.

23) 23:20 /11/ Okay, so here I'm not sure about the evaluation, her ways of evaluation is good or bad yet so I just want her to try it.

24) Then here we are discussing about the question that she wrote on the second page of the learning plan. It was about, uhm, audio book, how to find a good audio book and the second one is about, uhm, the effective way to remember words.

R: I was just thinking about the evaluation, you were uhm, you were letting her go….

24:23 Right, so because I talked to XXX (Another advisor's name) and XXX (Another advisor's name) about how we are going about the advising, the first meeting, yeah, the advice was similar kind of thing in that they both let her, let

[laughs]

A: [laughs]

L: Then I go to the corner, I see there are many, many books, and, how to say, it's not worksheet

A: right

L: it have the theme and the topic, just a book, so I don't know which book is useful for me

A: Okay so uhm, for, for your learning plan

L: yeah

A: since your topic was, maybe travel, and anything else?

L: travel? Yeah, many kinds of things: travel, foods and sports and that kind of

A: right? So do you think you can find those topics in that section that you looked at?

L: Audio book?

A: Audio book

L: Uhm, as (??) is connected with my topic, I don't know

A: mm, yeah, so, so you like reading, right?

L: yeah /12/

A: And, uhm, so in the SALC there are lots of materials

L: yes

A: And of course graded readers is one of the good, uhm, materials for the students to practice reading and maybe it's, maybe a good way for you to gain information about the topic that you will like to talk about.

L: mm

A: But have you also looked, other areas?

L: yeah

A: Have you also looked at vocabulary section or listening section or oral communication section? Yeah, so there are lots of kinds

L: okay, means I can try to find other useful materials

A: Maybe, yeah

L: I will try

A: And yeah, most of the books in oral communication and listening section come with MDs or CDs so it could be used as an audio book and also listen to it while you read or while you study.

L: okay, Thank you.

A: yeah. SO let's look that areas too. And the second one…

L: mm, to myself, I think it's very, very difficult to remember words

the students try what they have done and in the next, in the second meeting will be more important than the first one because we can reflect on the weakness, yeah and maybe then, point out, what went well and what went wrong,

uhm, so maybe learning from mistakes... I have some input and then I thought that this student would be okay for doing that.

25)   26:56 /12/ Here I couldn't really come up with good advice, so I felt like getting lost with student, yeah.

A: uhm, what do you do when you try to remember words?

L: During my middle school time, I like to /13/ read and write at the same time to remember the words

A: uh-huh.Okay, so when you try to remember words

L: yeah

A: you write down and then try to pronounce the word?

L: yes

A: Oh! And then, what kind of information would you try to remember about the word?

L: Uhm, what kind of…?

A: mm, what kind of?

L: Uhm, I don't know [laughs]

A: [laughs] So what's the purpose of remembering words?

L: Maybe, I always, if I see the word, sometimes I can uhm, understand it and know its meaning but if you asking me to write it, uhm, or sometimes I want to describe something, I want to use the word, I can't write or speak the word correctly.

A: Ah! Okay so your purpose of remembering words is uhm, to produce orally or in written form

L: yeah, just like I read them, read a book and uhm, those sort of new words are no problem to me, I can guess the meanings, put it on the whole paragraph or whole page

A: right

L: but, when I want to use it next time

A: mm

L: such as I write the paragraph and I want to use the word, I can't write it correctly

A: So okay, when you are reading some text or stories, if you see unknown word

L: yeah

A: but still you can imagine the meaning

L: yes, that's easy to me

A: right, but, when you write down from the, or when you want to use the language in conversation…

L: yes, just to remember, what is the word, but I can't write down

A: Oh! Mm, mm, so at that time, so when you have actual feeling of the difficulties during the conversation, what can you do? /14/ Oh, it's something in my head, it's

26) 28:47 /13/ Yeah, here I was interested in what she does for remembering words and so let her explain what, what she does for remembering words

27) 31:34 /14/ So here, because I have, I have some identification with her, so I was kind of, try to remember the same experience in my head, and then I asked her what she can do because I have some strategies that I can use.

R: From your own personal experience from learning?

31:54 right, right, right so I was going to share with her after I heard from her

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somewhere, but…

L: During conversation, maybe I will find other words to describe it. Maybe, uhm, the other people can understand me and tell me that's what, and if I write, so I must use my electric dictionary to find it.

A: mm, mm, so as you said, when you do that

L: yeah

A: When you speak, you can try to use different phrases or words, right? To describe what you want to say.

L: yes.

A: So it's okay [laughs]

L: [laughs]

A: Is it a problem for you?

L: Because I want to improve my vocabulary

A: right, right, right

L: That's why I think I should remember that word.

A: Okay, so after the conversation, what can you do?

L: Sometimes, uhm, I will write down it, but sometimes I, in fact, I didn't do it.

A: Yeah, uhm, I…

L: And after the conversation, maybe I forgot it [laughs]

A: [laughs] That happens to me a lot. /15/ Yeah, why don't, yeah, this is my kind of strategy that I try to use when I have language exchange with my language exchange partner: I try to take notes, what I couldn't say or during the conversation, and then just ask the person, so just for practicing purpose, I do it. So when you have conversation, and when you try, you couldn't say something

L: yeah

A: then you just write down. Then, just ask the person what do you say or something like that.

L: mmm

A: yeah, and then when you write, maybe you can write, not only words, but you can also write in longer sentences to describe the situation, because you have someone to ask questions with. Yeah, so I do that.

L: That means that, if I understand, I don't understand some words or phrase and I can write to describe the situation then I can ask a natural speaker to help me

A: right, right, right.

28)   33:21 /15/ So here I wanna share my experience with her

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L: okay, thank you.

A: And then, if you continue doing that, you can get a list of new words.

L: Yeah.

A: or new sentenced, new phrases and sentences. Yeah, I do it in my Chinese learning. [laughs]

L: [laughs]

A: It's easier way. Yeah, if you go online and then use dictionary, it's a good learning process, but if you know somebody, native speakers in front of you, sitting in front of you, just use them [laughs]

L: [laughs]

A: And, so when you remember, uhm, I have some recommendations /16/, and this is not the perfect way maybe, because everyone should have different kinds of study styles, but maybe you can try. Do you like taking notes? This is something that I found in the SALC…so vocabubbles.. mm, when you try to remember words, uhm, you like taking notes right?

L: yeah

A: Ad, uhm, sometimes it's better to remember new words in a catergory, so if you see uhm, if you say, okay, I want to learn vocabulary about travel

L: yeah

A: or about food

L: yeah

A: you can categorize

L: ahhh! So this part is about food, this part is about travel

A: Yeah, so if you categorize, if you have a big category, yeah, maybe easier to connect each other and then easier to remember the words. Let's try.

L: okay

A: And then try to find out how you feel about it

L: okay

A: This is not a perfect way for, maybe not perfect for you, but maybe good for other people

L: I can try it

A: Yes, there's lots of kinds. Then here, you can just decide

L: yeah

A: And you can write new words and phrases, and here, it's a blank, right? And you can choose why, you can choose what

29) 35:34 /16/ So here, uhm, I was going to uhm, give the students vocabubbles, the worksheet, vocab sheet? Because I thought it would be uhm, nice to try out many various kinds of uhm, materials. Yeah.

30) 37:59 /17/ So here uhm, cause I was trying to explain how she can use the sheet uhm, worksheet,

31) but at the same time I felt like I was uhm, telling her what to do,

32) but I couldn't help it cause I needed to explain how she can use it. Cause I didn't give her the sheet of instructions, I just gave her the blank vocabubbles so, yeah.

R: And you're thinking that was wrong? To tell her so much?

33) 38:36 Uhm, cause even though I thought it would not be a good idea, but…Uhm, because I, uhm, uhm, I don't know, I just felt that for keeping the floor. Even though I needed, but at the same time I felt that I talked too much, but then I needed to explain what she would be able to use, the form, the worksheet, so…

34) uhmmm, so before XXX (student's name) I had one more student in the morning, right before, right before XXX (student's name) and I was trying to have less conversation with her, trying to let student speak more, yeah, and comparing to the one with the former

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you want to remember /17/. For example, there's a lot of kinds of information in the dictionary, right? So, you can choose what you need.

L: Just a something I want to learn.

A: Yeah, yeah, yeah. And if you need example sentences, write it down /18/. If you need, uhm, some other information, just put it down. And as you said, as you write down, you can read, read aloud.

L: Yeah.

A: Yeah, and then, I think when you want to remember something

L: yeah

A: You have to do it uhm, regularly. Yeah, but doing the same thing regularly is boring for me

L: boring

A: and for you too, right? [laughs]

L: [laughs] yes

A: Can you be creative? How can you not feel bored for doing the same thing on regular basis?

L: I will try to think something

A: Yeah, so do it in different way. Try, try the same thing in different way. Yeah, so, this is, this is maybe, you can make photocopies if you want to continue using this. Okay, hmm, so next week, you will, uhm, just read my comments and then revise anything that you need to

L: Okay

A: And for me, uhm, mostly it's okay but I sometimes ask you questions, so please think carefully and then, think about this is 7 week plan and if you, at the beginning, we talked about the topics /19/, how many topics would you like to talk about and study for. So, let's start from one topic and then choose…

L: So you mean firstly, I must choose a topic then do the work about the topic?

A: Uhm, or here. Oh, we didn't discuss this. So when you wrote your SURE model /20/, you said, I watch movies or travel TV program, right?

L: yeah

student, this time I spoke a lot.

35) 40:21 /18/ Maybe, because of the time pressure, I kept her 40 minutes? About 40 minutes, so I was trying to rush, and then that's why I kept talking. If I had more time, I would have let her speak about how she, she would use the form. Yeah.

R: Cause you're thinking you're running out of time so you have to give as much information.

36) 40:48 Right, right. I thought 30 minutes is not enough

37) 42:44 /19/ Here, I was uhm, trying to wrap up,

38) so trying to summarize what we discussed.

39) 43:25 /20/ [laughs] So we spent so much on uhm, goals and uhm, test and her two questions, I didn't mention, I mean we didn't really look at the SURE model itself, so I realized that I missed out.

40) So… and then trying to let her tell me her, her plan, what to do next. Then, she asked me about what to do next.

41) Ah, well, I thought, uhm… I shouldn't have said "let's choose topic" first, but luckily she, the student started to take floor so, yeah. So, I think she is talking about what to do next.

A: And, so this is your resource, so start from wherever you are ready. If you know some good resources, you can start it, but if you haven't found a good resource, you have to find it first

L: uhm..

A: Yeah okay. And then, so week 2, this is uh, due on November 1st right? Then here, uhm, you have some time to revise the plan and then do the actual study. So for me, I think you are on the right track, and then ready to start, so think about the test part, evaluation part

L: okay

A: Yeah, and maybe might be better if we can have kind of casual chat after you decide your plan for evaluation.

L: okay

A: yeah. But other than that, looks okay /21/. Yeah, okay, that's it? Yeah, so revise a little bit for evaluation and now you didn't uhm, take notes while we discussed, but before you forget, maybe you can just write down what you have to do for next week /22/, by next week and then you're ready to go. Maybe just 3 minutes [student writes notes]… /23/ Okay ready? So, I give you this kind of, how, how do I call this? uhm, not really a time table, but maybe good for you to keep a record of what you do /24/. So, this is optional, so you don't have to use this, but maybe useful for you, because you have to keep all the things that you do for portfolio, so if you use, would like to use it, please.

L: okay

A: And date. You can write the skill you focused on for, for that day, and resource, and you can choose, uhm, if you study, for how long? If you review, for how long? You can just write down. Then notes, anything you found out. Yeah.

L: Okay, thank you

A: Alright. And whenever you have something to talk to me, just book me.

L: Okay

A: That will be easier for both of us to make time

L: Okay

A: Great! Thank you!

42) 46:46 /21/ Here, in my mind, I wanted to say something about uhm, the other topic business, but I didn't because of the time pressure

43) and of course, I wanted to see how she's going about that. So, I hoped to see her uhm, maybe next week.

44) Yeah… I didn't force them… force her to book me, but I hopefully thought she would… talk to her about the changes. And if not, maybe I can talk about her learning in the next advising session.

R: In four weeks? Or were you thinking next week, like immediately do a follow up session?

47:29 Maybe in the second advising, yeah…if she will not come to me before then, before the second advising session… I didn't force her. I just said…yeah

45) 48:14 /22/ So here, I'm, I noticed that she didn't take notes during the conversation, so I just asked her to jot down something that she needs to remember from the conversation.

48:57 /23/ So she's writing uhm….

46) 50:23 /24/ Here I gave her a sheet of paper in which she can write down the date and the study focus and the time allocation for SURE model.

47) Actually I got this from XXX (another advisor's name). XXX just accidentally found it on the folder or she just had it from former years or something.

48) I thought it a good way to keep record of what they do. Yeah.

APPENDIX 29

KIMI STIMULATED RECALL INTERVIEW

A: Advisor

L: Learner

R: Researcher

Advising session	Stimulated recall interview: Learning advisor thought units
A: Okay, I hope this is working. I hope it's working [laughs]. Because one of it has a low battery so I just want to be sure /1/. Okay, this is the Sophomore pack. I made some comments. So let's go over your draft learning plan together. L: Ah yes. Okay. A: I think your draft is very good. L: Really? A: Yeah! Very good start. I can see what you want to do. How do you feel about your learning plan? /2/ L: I, I think A: Uh-huh? L: I need vocabularies A: Right L: And I decide to remember 20 vocabularies one week A: mm-hmm L: [laughs] Do you think it's not so many? A: 20 a day, right? Actually, I think that's a lot [laughs] L: A lot? /3/ A: Yeah. Do you think it's possible? 20 a day? L: No. I'd write. A: Right L: Write already A: Oh, you tried already? L: But it's too, maybe vocabulary. A: Too much. Right. L: I want to decrease A: Right L: vocabularies. Okay? A: Yeah, sure sure! You can always change your plan, okay? So, how many do you	**1)** 2:06 /1/ At this point I just wanted her to feel comfortable with having 2 recorders right in front of us. She, she looked a little bit nervous about me recording this conversation. I just told her that one has low battery and one is there just for backup. But I don't think she minded after a while. She forgot about it. **2)** 3:12 /2/ I really thought her plan was very good. **3)** I didn't, actually, I didn't know what to say to her **4)** so I wanted to ask her comment on what she thought about her own learning plan. **5)** 4:04 /3/ I think it's a lot. She wanted to memorize 20 words per day, every day for 5 days and I thought that was a little bit too much. **6)** But in this session I wanted to practice my skill as a good listener, so I didn't say it right off the start. **7)** I was going to ask her but I thought it was good that she started to talk about memorizing 20 words per day as being too much.

think is reasonable? [laughs]
L: Ten!
A: Ten?
L: Ten
A: Sure. /4/ Well we can start with ten. Maybe, maybe one week you have lots of time and you can do…Oh no, sorry, it's one in… twenty a day. Oh, okay. Okay, so let's change it to ten. Ten is still a lot
L: Oh, really?
A: but you can try. If it's too much, you can decrease. If you think you can do more, you can increase.
L: Ah, yes
A: Alright? /5/
L: Okay
A: So, let's see from your big goal. So, can you tell me about your big goal?
L: Score? /6/
A: Right. Your TOEIC score in the reading section. Can I ask what your first score was? /7/
L: Still low score
A: Uh-huh Do you remember? [laughs]
L: [laughs] Reading. You will be surprised at my score [laughs] but I'll tell you
A: Okay
L: 150 [laughs]
A: 150. Okay! Was it your first try?
L: Yes!
A: For first try, I think it's not bad. Yeah, yeah! /8/
L: I'll try hard
A: Okay. And your goal is to get 300. Okay. Right. You sure? You can try. Okay. And your small goal is to study vocabulary for the TOEIC reading section.
L: Ah, yes.
A: Okay. And you write that you also want to speed up your reading skill.
L: Ah, before I took the TOEIC test, I didn't have enough time to read. So, I want to read more quickly.
A: Okay. Uhm, you seem to have a book, a textbook for your vocabulary
L: Ah, yes.
A: Do you have the book with you now? Can I see it? /9/ Did you buy it?
L: Yes.
A: Okay. Dialogue vocabulary. Is this for TOEIC?

8) 5:26 /4/ I still think that's a little bit too much, but if she thinks that she can do 10, I thought I should let her try and do 10.

9) 6:15 /5/ At this point I was thinking that maybe she was overloading herself a little bit,

10) so I told her that she could increase or decrease as she goes.

11) 6:44 /6/ I tend to speak a lot in advising sessions, so I wanted the student to speak more than I do.

12) Even though I have her goal in front of me, I wanted her to tell me her big goal and her small goal.

13) 7:14 /7/ In her learning plan she wrote that she was very shocked at her reading score of the TOEIC test that she took, but she didn't write what the score was so I asked her "What was your score?"

14) 8:03 /8/ She thinks 150 is very low, but it was her very first try and she's still a second year student. I told her it's not too bad for a first try….I didn't want her to feel disappointed. I didn't want her to give up on achieving her goal. Her big goal is to achieve, to get 300 points in the reading section so…she has a long way to go but, yeah.

9:57 /9/ R: Can I ask you why did you ask her about the book?

15) 10:03 Uhm, she wrote the title on the learning plan, so I wanted to take a look at the book.

16) So, uhm, at this point I still remember that she has two small goals… but towards the end, I forget about the second small goal.

L: Yes A: Ah, it's for TOEIC, okay. That's good. /10/ What do you think about this book? L: I think it's very useful because the main conversation is new vocabularies A: Right, right. Yeah, okay, I think it's easier to remember if you see the word in a sentence or in a dialog. So, how, how will you study using this book? /11/ How are you using this book? L: mm [silence] A: Okay, how, how are you using this book to study vocabulary? You read it? L: Ah, the book has three (?). So answer is here and if I can't catch the word, I check the vocabularies. A: Okay L: And if I don't know the meaning A: mm-hmm L: I don't check A: Ah, okay. Check in this page? L: [laughs] A: That's okay L: For example… /12/ A: Okay. So if you don't know the word, you check on this page? L: Ah, yes. A: Okay L: And after, I read long sentences A: Right, okay. So, first time just listening? L: Just listening, okay. Check the word again. A: That's good! /13/ So if there's a word that you don't know, do you write it down somewhere or do you just study from this book? L: I never, I must study at home A: Right L: I wrote in this but I, my, for example, when I (?) in train, I just read. A: Just read. L: Just read A: That's okay. So, in this module, at the end, you'll have to show me all the work you did, alright? So if you're writing in a notebook or something, please show it to me. L: Oh, okay. A: Don't throw them away, okay? [laughs] It's important for you to keep them. Do you have a notebook that you write in? L: Ah, no. A: Just paper?	**17)** 10:40 /10/ The title of the book was called, uhm "memorizing vocabulary through dialogs." It didn't really say TOEIC in the title, so I was wondering and I was flipping through, and it said it can also be used for TOEIC. So, that's why I was asking her, "Is this for TOEIC?" Uhm, the book was written in English and Japanese. Uhm, mostly Japanese. **18)** 11:48 /11/ Uhm, I asked her how, how she is going to study. She only wrote that she is going to use a book in studying, to study, so I wonder if she has any strategy about memorizing vocabulary using that book. **19)** 13:14 /12/ She seems to have a strategy to study using that book, **20)** so I thought that was very good **21)** 13:48 /13/ This is just clarifying what she told me.

L: Just paper
A: Alright. What do you write on the paper?
L: Huh?
A: What do you write on the paper?
L: On the paper?
A: mm-hmm /14/
L: uhm…
A: So, there's a word. You write the new word, right? Do you also write the meaning?
L: No. Just vocabulary.
A: Just vocabulary. Okay! Does it help you?
L: mm, yes.
A: Okay.
L: Is it better to read Japanese meaning?
A: Japanese meaning? Uhm, how, how do you remember the meaning? /15/
L: uhm, first I don't think Japanese meaning
A: Okay. Alright.
L: And, check
A: Check. Okay. You try to guess.
L: Ah, yes.
A: Okay. Right. Try to guess. Okay. That's a good way.
L: Thank you.
A: So I guess you read the sentence and try to guess. That's good. And if you don't know, you look at the meaning. Right. Okay. Right. And, on the paper, you don't write the Japanese meaning.
L: Ah, yes.
A: Just this. Just the new word
L: New word
A: Does that help you remember the words?
L: Ah, yes. Maybe.
A: Maybe, yeah. If it helps you with your studying vocabulary, then you can continue. But don't throw away that paper. It's very important. /16/ Yeah, so *Study* is okay. How do you review? /17/
L: I study, then review.
A: Right, right. Yeah.
L: And, weekend, the weekend, I will check
A: Right
L: For the word
A: Right
L: One week.
A: Okay. How will you do that? /18/
L: [both laugh] /19/
A: Would you look at the book again? Or…how would you review? Because reviewing is very important, right?
L: I will hide Japanese again

22)   15:05 /14/ Uhm , I'm wondering how she is memorizing the words. It seems that she is writing on a paper, but what is she writing on the paper? Is it only the new word? Is she writing something else?

23)   I want to find out.

24)   16:18 /15/ I'm still not sure how she is memorizing the words and the meaning. She seemed not to have liked the Japanese translation part, and she's only writing the new word that she learned on the paper without any meaning.

25)   17:54 /16/ I clarified what she is doing.

26)   She, she seems only to be writing the new word on the paper.

27)   I'm thinking it's better for her to be making a vocabulary notebook,

28)   but the book itself looked like a vocabulary notebook so, I'm kind of hesitating to say that.

29)   And she says she remembers well in that way so I thought maybe I should let her try for a few weeks.

30)   18:47 /17/ Yah, uhm, while she was telling me how she was studying the new words I was thinking, "How is she going to review if she is only writing the word on a piece of paper?"

31)   And until I told her to keep the paper, she was throwing them away. I was wondering how she was going to review for this module…

32)   So that's why I jumped to the *Review* section instead of going on to the *Use* section in the SURE model.

33)   20:00 /18/ If she is just writing the new word and throwing it away, how is she going to review?

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A: again? Okay.

L: And check I can remember the new word.

A: Okay

L: If I can't remember the word, I will write again.

A: Write it down again. Okay.

L: uhm…

A: Okay. Maybe when you write the word, it might help you if you also write the meaning as well.

L: Ah, better to write Japanese meaning?

A: If you don't like writing the Japanese meaning, you can check the English – English dictionary and write the English, if you think that's more useful.

L: Okay

A: Okay? Uhm, do you like making flashcards?

L: uhm, yes.

A: Yes? Do you?

L: I think it's useful

A: Right. 'Cause what happens to me if I use only the book, is I, for example, if I try to remember all the word meaning in this page /20/, what happens is I remember them in order. So, it doesn't mean that I remember the word and the meaning. But I just remember the order. So if I shuffle, maybe I don't remember. That happens to me a lot.

L: Okay

A: So maybe, so for me, making a, making those vocabulary cards is helpful. 'Cause sometimes I can change the order. If you like making vocabulary cards, maybe it will be helpful and you can use it on the train too. Yeah, it might be useful /21/. You can try.

L: Yes, I will try.

A: Okay. Great! /22/ You want to write that down? I'm sure you did that a lot when you were a high school student.

L: [laughs]

A: That's cute. Did you get it at Disney Land?

L: No, my father give me.

A: [laughs] Did he go to Disney Land? /23/

34) 20:17 /19/ I'm trying to be very patient here.

35) I'm keeping myself from wanting to speak and just trying to stay calm and let her talk.

36) 22:25 /20/ Uhm, she, she's really holding onto that book. She seems to love that book but uhm,

37) when I saw the book I kind of thought that the vocabulary chosen are kind of random. It, it has, it comes with the dialogue for each word, but the words, the first word and the second word, it's not related. It's, yah, it's just random, so, uhm, but she thinks the book is wonderful and she is holding on to it

38) and she is only studying by staring at that book. So, I wanted her to, uhm, think of other ways that she can… I wanted her to think about how she is going to review if she is only staring at the book.

R: You also talked about yourself… about your method of studying. Why did you do mention that?

39) 23:32 Uhm, I, I was pretty sure that she has her own strategy of memorizing words since she's been through the uhm, entrance exams so, but from what she told me, up to here, I don't really think I heard her strategy so I just wanted to give my example and see if she has any of her example… I thought maybe if I tell my example, she might remember something that she used, so…

40) 25:00 /21/ I mentioned train because she said she listens to the CD of that book in a train. She also looks at the book in a train, so…

41) I didn't ask her but maybe she has a long commute.

42) 25:25 /22/ She wasn't taking notes so I prompted her.

L: No, he found it on road.	**43)** 25:54 /23/ She had a Winnie the Pooh pen. I thought it was very cute. Uhm, I sometimes compliment some of the things that students have uhm, it seems to lower their anxiety about the advising session. They talk to me a lot about the things that I have.
A: On the road? Really?	
L: Someone…	
A: dropped it. Lucky him	
L: Flashcards [writes notes]	
A: Flashcards	
L: But I think it's difficult to write, make all vocabularies	
A: Right.	
L: Some I will do, choose…uhm, I said I'll check all the words weekend.	
A: Okay /24/	**44)** 27:20 /24/ Again here, I'm trying to hold myself and listen to what she wants to say.
L: And if the vocabularies I couldn't remember weekend, I will do, make flashcard, flashcards those words.	
A: That's very good, yeah! Very good! Monday to Friday you will be memorizing ten words. That's 50 words.	**45)** 28:07 /25/ Just clarifying what she had told me.
L: Yes.	
A: You don't want to make 50 flashcards every week.	
L: No.	**46)** 29:03 /26/ I'm trying to hold myself here again to see if she can come up with another idea of how to use what she learned,
A: Yeah, fair enough. So you'll just make the flashcards for the one that you didn't learn	
L: Ah, yes.	**47)** but because I thought it's kind of impossible to use all the words that she used in conversation. They're kind of random words so…
A: Okay. Good /25/. Very good. Good choice. And for *Using* you wrote that you will try to use the words in class.	
L: Ah, yes	**48)** 29:59 /27/ That's very good!
A: Okay. Yeah, I think it's a very good idea. You have so many words, right? So what happens if there are some words that you couldn't use?	
L: Couldn't use?	**49)** 30:10 /28/ I was very surprised that a student remembered that technique or strategy, uhm,
A: Yeah	
L: [laughs] It's difficult to use many words… /26/ The words that I can't use in the class, I will make example sentence	**50)** I think she got it from studying through First Steps Module or Learning How to Learn. Yeah, I thought she remembered really well from those modules.
A: That's very good! /27/ Yes. Good idea. Great idea. Okay.	
L: Write?	
A: Yes. /28/	
L: [makes notes]	

A: Very good. So that's *Study*, *Use* and *Review*. That's covered. Okay? For enjoy, you want to read stories sometimes.

L: Yes.

A: What kind of stories do you like?

L: I like mystery.

A: Mystery? Okay. We have a lot in the SALC. You can borrow one. Okay. That's a good way to enjoy. And evaluation, do you mean you want to take TOEIC again and compare the score?

L: Yes. Uhm, when the module finish?

A: You will hand in your final week's module on July 6th.

L: July 6th.

A: Yeah.

L: Maybe I will take the examination in July. I don't know when.

A: Okay. You have not decided yet. Okay, in that case, you can, you can do example test from a book, from a TOEIC book. So you can try doing the example test at the beginning and somewhere in the middle and somewhere at the end and you can compare the score.

L: Okay.

A: But because the tests are different, don't worry too much if your score goes up and down /29/. Don't worry too much.

L: Thank you.

A: Okay, do you have another TOEIC test, TOEIC textbook, some example test?

L: [Takes out books]

A: Oh! You have everything! You're so ready!

L: I bought these today. /30/

A: Oh, did you? Okay!

L: I did, I don't read

A: Okay. [Looks at books] Yes, this guy is very popular. Yes, I've seen him somewhere, too. Does it have an example test? Great! How many tests are there?

L: Maybe one test

A: Only one test?

L: Yes.

A: Only one test, okay. So maybe you can choose another book or something for more reading test. Okay, use that book, yeah. Uhm, so okay, so that's evaluation. Do you have any questions?

51)   33:11 /29/ Yeah, I told her not to worry if her score goes up and down as she takes the test, uhm, because I didn't want her to feel bad, or I didn't want her to give up with achieving her goal,

52)   because I really think that all tests, TOEIC tests differ, so….

53)   33:57 /30/ She had another book.

L: Uhm, is it better to take test, take examination, take example test each month?

A: It's up to you. If you want to, sure! Go ahead. You can, you just need to do the reading, because this is reading module. If you do the whole test, it's very long.

L: Only reading section

A: Yeah. Only reading section, because your goal is to improve reading. Okay? So you can take it as many times as you want. You can decide. Okay?

L: Okay.

A: Do you have any other questions?

L: No.

A: Okay. Do you need more books on TOEIC? Or do you think these two are enough for now?

L: At first, I'd like to use two.

A: Okay, sure. Okay. You need more, or if you want other TOEIC book, please come and see me and I'll help you find one. Okay? Okay, great. /31/ I think your plan is very good. You can go ahead. So next, you need to write the real learning plan. So in the real learning plan, please tell me a little more detail.

L: Oh, okay.

A: So, you say your big goal is to improve your TOEIC reading score. Tell me why. Tell me why you need that score.

L: Today?

A: Ah, no. It doesn't have to be today. You give me your first week, week 2 and hand it in together. So you can do it by May 25th. So, together with week 2, please give me your final plan. Okay? Alright. If you write something, keep it, okay? To show me, okay?

L: Yes. Thank you

A: You're welcome. So if you have any questions, you can come to me and find me in my office or you can reserve me or any way. Okay? Thank you!

54)   36:30 /31/ I just told her that because we have lots of TOEIC books. I didn't want her to get lost.

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SAMPLE PAGES FROM RESEARCH DIARY

* Instructions for coding / Notes

MARCH 2011

① ✗ Is it a thought unit ☐ remember to give definition before starting !!

or

Is it an explanation of events?

② Is the thought unit new or a continuation of
✗ the same Thought unit in the same turn?

'2 stages: stage ① → separate into thought units ② coding

③ ○ Read through advising session first → familiarize
(10 minutes) yourself
○ Go through thought units
↳ ○ where you see (??) I'm not sure what was said there
○ Remember ~~you~~ you read faster than speaking so it might seem choppy or you may think the LA is cutting off the learner. It's not going to affect coding but if it bothers you, you can slow down on the learner's tu _____ yes! ✓

○ Do it at a time when you can concentrate!

Major categories noted

Learner   Self

Advisor

Context   Session

○ Underline central Thought

○ Thoughts & feelings different 'I was confused / anxious...' are feelings. You don't think this, you feel it

○ VISUALIZE the situation / think like the advisor

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PROCESS	LEARNER

Thoughts about actions taken. Using skills consciously to achieve a specific purpose.

- attending closely to the learner's dialog and well-being
- learner's learning process & development

scene

using
3.2.1. Questioning learner to get a specific response to an issue.

(1.3) Recalling previous work learner has done (plan or module) or s'thing said (session)
- PRIOR knowledge of (Mang. learner): actions / verbalizations / work.

(3.3) Planning an intervention

3.3.1. deciding which path to take
deciding on
3.3.2. stepping in and giving direct advice

(1.4) Supporting Learner Choices

(1.2) helping learner to considering a different course of action

1.5.1 if plan / actions are unsuccessful monitor revisions

(3.4) Supporting learner choices (even if they seem ineffective)

3.4.1 letting student go off to try activity plan /resource even if seemingly ineffective

3.4.2. accepting the its rationale) argument decision to go in their own direction

(1.5) Stimulate learner reflection / development

1.5.1. helping learner to reflect more deeply on specific parts of plan

1.5.2. Consider diff. course of actn...

1.5.3 give choices to facilitate autonomy

Assessing learner long.
(3.4) Recognizing weaknesses in learner's plan of action, such
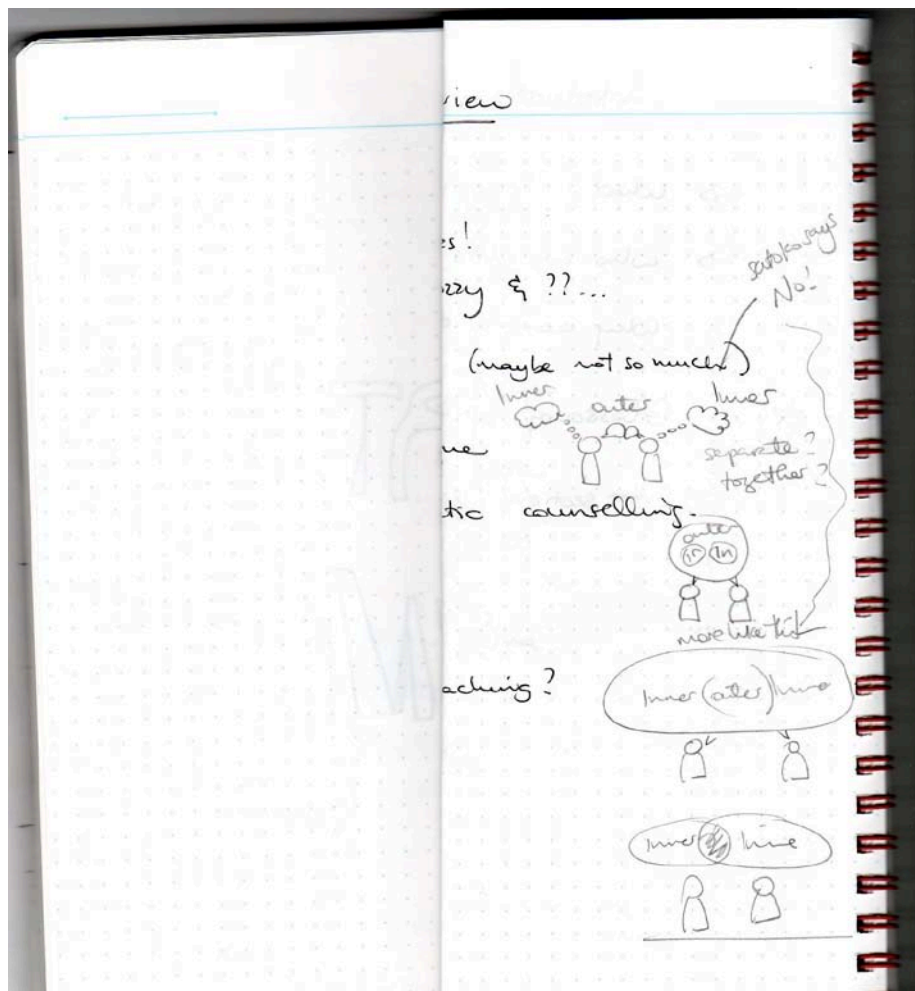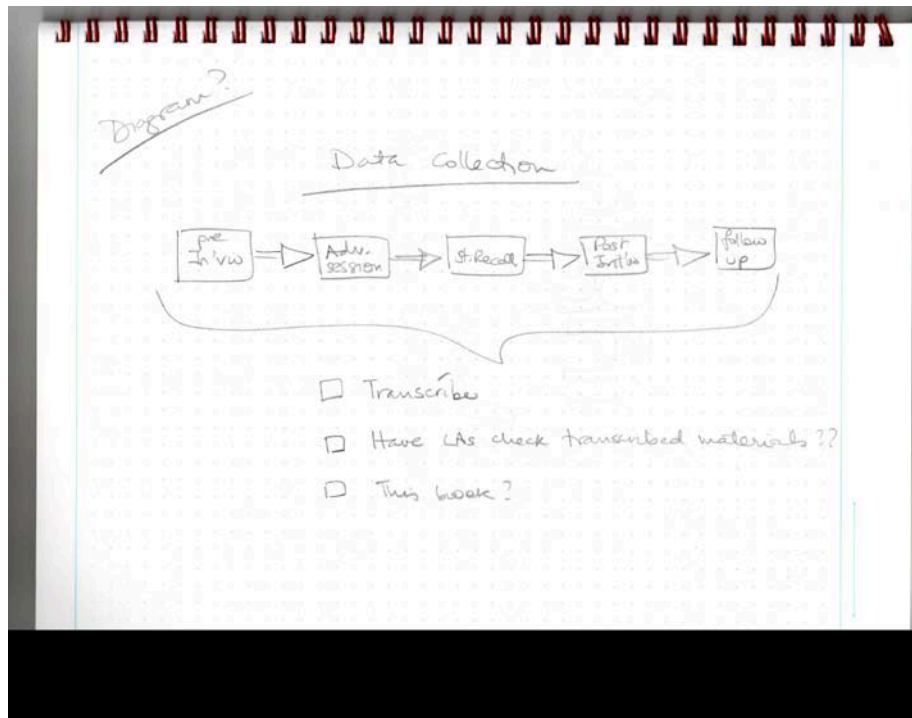3.4.1 as vague goals, poor choice of resources

→ put under (1.2)

1.1.3 encouraging the learner

Rober: what's on the therapists mind 11/11   Rober: Positioning in therapists ... 10/16

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Coding Frame Problem !!

1) 4.2 & 2-1 "I wanted to..." vs "I asked her..."
        processing   doing

2) Utterances during the session vs. explanation of events
                                        during SR intvw

3) Researcher did interview therefore is more aware
   The mark "x" shows explanation of event

4) 1·1 ⟺ 3·1 I'm happy that she ...... (which way?)

5) Video would have been useful but time consuming
   A limitation in not having coders observe. Recommended
   action in future (especially in an area of "interpretation" of events

6) 3.5 Role of autonomy ⟹ should merge with 4.2?

7) 4·4 ⟹ 4·1 merge

8) 2·3 ⟹ 2·1 merge

9) Where to put breaks within thought units

10) Whose transcript? Easier for coders to "walk in the
    shoes of the CA if they knew who it was, so I told them
    (They had guessed after a couple of pages but had to go
                                            back over the
                                            work again)

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Diagram?

Data Collection

pre In'vw → Adv. session → St. Recall → Post Int'vn → follow up

☐ Transcribe
☐ Have LAs check transcribed materials ??
☐ This week?

...view

...es!
...zzy & ??...
(maybe not so much)
Inner ... outer ... Inner
subokosays No!
separate?
together?

...ue

...tic counselling.

more like this
Inner (outer) Inner

...aching?
Inner (outer) Inner

Inner & Inner

APPENDIX 31

CODING PACKET INSTRUCTIONS

Materials included in this packet

- Transcripts x 2 or 3
- Coding procedures
- Coding categories
- Coding Sheet
- Comments and suggestions worksheet
- Magic pen x 1
- Pencils x 2
- Eraser
- Pencil sharpener

Introduction

First of all, thank you for offering to help with the coding of the transcripts. Our goal is to gain a better understanding of learning advisors' thoughts while advising and to create a system of coding that can be used as a guideline for other researchers interested in this field of study.

Transcripts have been divided into "thought units" and categories with descriptors have been provided for coding. Thought units were determined to be those which contained one complete idea, perception or thought within the learning advisor verbalizations. At each point when the advisor paused the recording to recall thoughts about the session, advisor verbalizations were separated into several thought units, and in other instances, there was only one thought unit.

Thought units have been divided into 5 main categories and 19 sub-categories (see Table 1.). Each sub-category includes a list of descriptors to help with the coding. Transcripts will be coded individually by each coder using the coding procedure discussed below. Any additional categories or suggestions or problems should be noted in the "Comments and Suggestions Worksheet" located in your packet.

Coding dimensions

The five main categories are:

1) Thoughts about the ***learner***
2) Thoughts about the ***learner's story***
3) Thoughts about the *self*
4) Thoughts about the ***advising process***
5) Thoughts about the ***advising context***

Each thought unit is first to be considered in one of the main categories. After selecting which main category the thought unit fits best into, it needs to be placed within a sub-category. Within each sub-category lies a list of descriptors. These descriptors will help you to place thought units into the most suitable categories. It should be noted that the descriptors listed within each sub-category are not exhaustive, but are intended to be illustrative of the types of activities associated with each sub-category. Coders will not be asked to code transcripts at this micro-level but rather at the broader categorical level. Each subcategory is given a designated number (1.1 – 5.3) to be used for coding purposes.

Table 1. List of main and sub-categories

Main categories	Sub-Categories
1) Learner	1.1 Attending to the learner 1.2 Recalling prior actions or verbalizations of the learner 1.3 Supporting the learner's choices
2) Learner's story	2.1 Processing the learner's story 2.2 Assessing the learner's story 2.3 Monitoring the learner's study methods within his/her story
3) Self	3.1 Experiencing emotions 3.2 Considering personal experience and existing knowledge 3.3 Managing own thinking process 3.4 Evaluating own advising actions 3.5 Considering the role of the learning advisor in facilitating autonomy
4) Advising Process	4.1 Transitioning within the advising process 4.2 Describing and considering use of advising actions 4.3 Planning an intervention 4.4 Considering the structure of the dialog 4.5 Managing the flow of the session
5) Advising Context	5.1 Managing the advising space 5.2 Considering the practicalities of the session 5.3 Reaching outside the dialog

Procedure

Pre-coding exercise
1. A sample set of assessment items will be coded by each rater using the Coding categories.
2. These sample items and resulting codes will be discussed in order to establish a common understanding between coders and to familiarize coders with coding conventions.
3. Any questions or comments about the procedure can be asked at this time. However, the researcher will also be available to coders to answer questions or to clarify items the coders are having problems with during the coding process.

Coding procedure
1. Familiarize yourself with the documents
   - Read through the advising session transcript quickly to get an overview of what the session is about
   - Look over the categories and re-familiarize yourself with the sub-categories and descriptors in the coding bands

2. Read the thought unit and identify the ***main category***.

3. Next, identify ***the sub-category*** which best fits the thought unit

4. Use the coding sheet to record codes. The correct method to record codes is shown in Table 2. Every thought unit should be given a code even if the code repeats a previous code.

   Note:
   If you are ***uncertain in which sub-category to place a thought unit***, choose the sub-category that you feel fits it best. You can make a note on the "Comments and Suggestions" worksheet for later discussion with the researcher.

   If you ***determine that a thought unit cannot be associated with any given category***, choose a sub-category that you feel fits it best. In addition, please include a suggestion of a new category or sub-category in the "Comments and Suggestions" worksheet with the descriptor that you feel would have better suited the thought unit. This will assist in future revisions to the taxonomies.

Table 2. Coding Sheet

Thought Unit	Transcript 1		Transcript 2		Transcript 3	
	Coder 1	Coder 2	Coder 1	Coder 2	Coder 1	Coder 2
1)	1.2					
2)	2.1					
3)						
4)						

Note:

*[**Coding practice sample** included in coding packet here]*

Note:

*[**Coding categories and descriptors** included in coding packet here]*

Note:

*[**Coding sheet** included in coding packet here]*

Comments and Suggestions Worksheet

Please use this sheet
- to note any new coding conventions you create
- to add any comments you may have about the coding dimensions

Note:
If you require additional space for comments, please photocopy this worksheet and staple it together with the original

Comments about coding conventions			

Comments about in which sub-category to place a thought unit			
Transcript	Choice 1	Choice 2	Comment

Additional (recommended) categories and sub-categories with descriptors		
Category	**Sub-Category**	**Descriptor**

Final things to consider

- ✓ Try to find a quiet place to code; free of distractions.

- ✓ Make sure that numbers are written clearly: **3** vs. **5**

- ✓ Try to complete each transcript within a few hours so the categories remain familiar to you. If you take a long break, you may have to re-familiarize yourself with the categories and descriptors once again.

- ✓ Try to visualize the situation: Put yourself in the shoes of the learning advisor and try to imagine that you are conducting the session. This may help you to code thought units more clearly.

- ✓ Read the session transcript at the same time as you are coding so you get a better feel of what the advisor is thinking.

✓ Go back through the transcript periodically and compare thought units coded to see if they are similar.

✓ Try not to code without taking a glance at the coding categories. This will help to avoid getting too comfortable with a category that occurs frequently.

✓ Think of this as a great opportunity to contribute to your professional development and increase your knowledge of qualitative research methods.

✓ Feel free to contact me if you have any questions at ███████████████ or call me at ██████████ .

APPENDIX 32

FINALIZED TAXONOMY OF LEARNING ADVISOR THOUGHTS

Category 1: Thoughts about the learner

Who is the learner and what is his or her role in the dialogic exchange?

Sub-category title	Description
1.1 Attending to the learner	Thoughts focused on the overt behavior of the learner such as body language, feelings and emotions. This category also deals with thoughts about the learner's personality and personal situation, motivational level, language proficiency, and readiness for autonomy. It further acknowledges the learner's efforts, accomplishments or breakthroughs as well as any misunderstandings the learner seems to be facing during the verbal exchange. Phrases associated with this category are for example, "She seemed confused/puzzled;" "I know this about her quite well;" "He seemed to be in control;" or "He's making better decisions now."
1.2 Recalling prior actions or verbalizations from the learner	Thoughts that relate to prior experience the learning advisor has had with the learner in another learning situation, such as an earlier self-study module or conversations recalled from a previous advising session. For example, "When I spoke with her before…;" or "Ah, I remember talking about this with him."
1.3 Supporting the learner's choices	Thoughts that show support of the learner's choices even if the learning advisor considers the choices to be questionable or misguided. Common phrase frequently used by the advisor in this situation are for example, "I decided to let it go…" or "I'll let her try it."

Category 2: Thoughts about the learner's story

What is the learner trying to tell me?

Sub-category title	Description
2.1 Processing the learner's story	Thoughts reflecting on specific aspects of the learner's plans, actions or verbalizations. The learning advisor internally questions (sometimes conflicting) information, forms tentative hypotheses or assumptions about the learner which typically goes beyond the learner's utterances and tries to form a conclusion based on the different bits and pieces of information extracted from the dialogue. Additionally, the learning advisor considers learning strategies and activities or a particular course of action that he/she thinks most useful to fill gaps in the learner's story. Phrases often associated with this category are for example, "I was wondering why she was focusing on…;" "She seems to be veering away from her original plan;" "I'm trying to understand what she means;" "I wanna find out more about this;" "He seems to think…;" "There seems to be some confusion here;" or "I'm thinking it's better for her to…"
2.2 Assessing the learner's story	Thoughts that consider the strengths and weaknesses of the learner's story. In particular the learning advisor assesses choice of learning strategies, relevance of the learning plan, selection of resources, appropriateness of learning goals and the balance of the KUIS learning model "SURE" (Study-Use-Review-Evaluate). Phrases connected with this category are for example, "It was a little vague;" "It fit nicely;" "She just needs to add a bit more detail;" "I thought it was a bit too much;" "Her resources are random;" or "His plan is well connected."

Category 3: Thoughts about the self

Where is the learning advisor's role in the dialogic exchange?

Sub-category title	Description
3.1 Experiencing emotions	Thoughts that express an emotional response (positive or negative) to a particular verbalization or action from the learner or in reaction to something the advisor said or did. Frequent examples found in the transcript were for example, "I felt a little confused;" "I was quite happy;" or "I was surprised/worried about…"
3.2 Considering personal experiences and existing knowledge	Thoughts referring to existing knowledge and personal experiences accessed to help facilitate the dialogue. In particular, the learning advisor may recall and reflect on advice from other advisors, prior advice given to other learners and a familiar approach taken to a similar situation as well as share existing knowledge to help form a stronger relationship with the learner. Examples of phrases in this category were such as, "I remember (other advisor's name) suggested that…;" "I'm sharing my past experiences/learning strategies…;" "I did this when I was teaching;" or "This is based on previous experience of commenting on student plans."
3.3 Managing own thinking process	Thoughts expressing positive and negative feelings about advising performance. The learning advisor may reflect on personal or professional development, and his/her advising style. He/she may also consider new possibilities or advising approaches, experience feelings of doubt, uncertainty, confusion, lack of confidence or apprehension about his/her ability to advise effectively. Conversely, he/she may identify areas of progress and provide self-reinforcement for positive aspects of advisor performance. Further thoughts may reflect on a particularly poor choice of action or verbalization and the learning advisor making a mental note of corrective action which he/she could apply to future advising sessions. Phrases in this category are for example, "I don't know if it works or not;" "I can't think of anything else;" "This wasn't a bad idea;" "This is a new approach I'm trying;" "I should(n't) have asked…;" or "He responded well so I think I'm going to use this one in the future"

3.4 Considering the role of the learning advisor in facilitating autonomy	Thoughts related to the learner's readiness for autonomous learning and reflecting on the most effective manner in which to foster a self-directed style of learning. In particular, the learning advisor remains conscious of not overwhelming the learner with too much information and tries to hold back advice in order for the learner to come to his/her own conclusions. Phrases often associated with this category are for example, "I wanted to give her time to process it;" "I want to see what she comes up with;" "I made a deliberate effort not to say anything;" or "I'm hoping she'll realize for herself…"

Category 4: Thoughts about the advising process

How can I optimize the learner's learning process and help in the telling of his or her story?

Sub-category title	Description
4.1 Transitioning within the advising process	Thoughts that are focused on the different stages within the advising process. In specific cases, learning advisors readdress a topic from an earlier stage in the session or make a mental note to revisit an area at a later point in the session. The learning advisor is also careful to keep the momentum of the session moving along smoothly. Examples found in the data are for example, "I'm thinking how to move on to…;" "I decided to move on;" or "I'm going to have to follow up on that."

4.2 Describing and considering the use of advising actions	Thoughts that direct the advisor to use a specific advising skill or strategy in order to intervene in the dialogue and initiate a particular course of action. Skills learned in advisor training sessions are evident such as attending, building rapport, summarizing, modeling, etc. The learning advisor is also conscious of deciding whether to use explicit or implicit interventions and describing specific activities or learning strategies or materials he/she wants the learner to try, especially those that introduce the learner to specific aspects of self-directed learning. For example, "I'm attending/summarizing;" "I wanted to ask questions about…;" "I gave her different options;" "I asked this question because…" or "I tried to explain how she could use this material."
4.3 Planning an intervention	Thoughts that pose a question about which path to take when there are alternatives. The learning advisor may debate with himself or herself why he/she goes in a specific direction. This category also includes planning or preparing in advance for the advising session. Common thoughts occurring were for example, "I was planning to explore…;" or "I was thinking whether I should recommend… or…;
4.4 Considering the structure of the dialogue	Thoughts related to a particular model of learning taught to learners and used in the module offered by the advisory service at KUIS. Specific patterns are seen in the dialogue as a result of using this learning model. For example, "I wanted her to explain her big and small goals;" "I was thinking how her resources fit with the SURE model;" "I was constantly thinking, what is 'S', what is 'U'…;" "We haven't mentioned *enjoy* yet;" or "We are keen to try and get one specific small goal."

Category 5: Thoughts about the advising context

What is happening around me? Which outside factors are relevant to this situation?

Sub-category title	Description
5.1 Managing the advising space	Thoughts that relate to the timing of the session, such as effective use of time and time constraints. Examples found in the data were for example, "I was very aware of the time;" or "I wanted to say something but I didn't because of time pressures."
5.2 Considering the practicalities of the session	Thoughts that focus on procedural aspects of the advising session such as scheduling follow-up appointments, pointing out important dates on the calendar, opening and closing hours of the SALC and explaining or clarifying specific sections of the self-study module. Phrases used by the learning advisor were for example, "I need to tell her about the dates to hand in everything;" "We look at the schedule;" or "I was thinking there's no duty after classes."
5.3 Reaching outside the dialogue	Thoughts that are focused on areas unconnected with the immediate dialogue, the learner, the advisor, their relationship or the advising session. In reaching outside the dialogue, the learning advisor reflects on areas such as how to improve the self-study module, considers external programs or workshops offered outside the SALC that could be helpful to the learner or even considering the effectiveness or ineffectiveness of advising as a profession. For example, "I was thinking this is a perfect candidate for Japanese advising;" "Why do we do a SURE plan?" or "There are too many words used in the module with different meanings."

APPENDIX 33

PERCENTAGE COVERAGE OF INNER DIALOGUE CATEGORIES ACROSS INTERVIEWS

Knowledge domains	Novice		More experienced					Most experienced
	Mia (J)	Koko (J)	Andy (NJ)	Geoff (NJ)	Kyra (J)	Kimi (J)	Rina (NJ)	Anya (NJ)
Learner								
1.1	1.4	0.5	10.2	8.6	7.9	15.1	10.5	16.8
1.2	1.8	3.7	2.2	0.4	1.7	3.9	5.1	6.5
1.3	5.8	4.3	---	1.0	0.8	3.3	0.6	---
Learner's story								
2.1	24.8	8.6	19.7	14.1	11.4	24.3	18.2	19.2
2.2	1.0	5.7	3.2	1.5	0.7	9.9	1.1	2.0
Advisor (self)								
3.1	1.1	---	1.6	2.5	---	2.1	6.3	5.5
3.2	11.7	8.6	5.5	19.7	9.1	5.9	3.7	3.5
3.3	1.7	8.7	9.7	18.9	1.9	5.0	21.0	15.3
3.4	2.7	6.8	11.3	1.0	1.8	4.4	2.8	5.1
Advising process								
4.1	7.5	---	2.3	0.4	1.3	---	5.1	1.5
4.2	17.1	25.2	17.6	12.7	48.0	17.5	13.8	15.1
4.3	3.6	---	---	7.2	---	---	2.4	0.6
4.4	9.0	---	1.6	2.7	9.5	3.3	4.1	1.7
Advising context								
5.1	---	4.8	0.8	0.3	---	---	0.3	1.1
5.2	---	3.3	2.8	0.6	0.6	---	---	1.1
5.3	---	---	2.1	1.1	---	---	---	0.9
Total% *	89.2	80.2	90.6	92.7	94.7	94.7	95.0	95.9

Note *The total percentage represents areas of transcripts that were coded. Figures totaling less than 100% indicate areas in transcripts that were not coded (such as conversation with the interviewer unrelated to the session, questions asked by the interviewer to prompt a longer a clearer response from the advisor, or repetition of thought units in the same turn).

Note: (J) = Japanese advisor; (NJ) = Non-Japanese advisor

APPENDIX 34

LEARNING ADVISORS' KNOWLEDGE DOMAINS AND COMPETENCIES

Knowledge domain	Competencies
1. Knowledge of the learner	Domain 1 includes learning advisors' prior and current knowledge of the current learner and/or other learners' background, abilities, characteristics, and learning history; knowledge gained from prior sessions with learners; and awareness of learners' ongoing experiences and overall development.
2. Practical knowledge	Domain 2 includes knowledge gained directly through first-hand on-the-job advising experiences such as application of advising skills and intervention strategies, techniques and tools to facilitate the advising process including references to instructional materials and resources.
3. Theoretical knowledge	Domain 3 includes academic knowledge gained mostly through higher education such as knowledge of different counseling approaches and advising theories; and/or knowledge of theories and concepts related to second language learning, second language acquisition and self-directed learning; and/or up-to-date knowledge of current language advising practices within the field.
4. Knowledge from personal experiences	Domain 4 refers particularly to existing or prior knowledge and experience acquired through one's own language learning process as a second/foreign language learner.
5. Knowledge from peers	Domain 5 includes knowledge gained through formal or informal interaction with peers and/or more experienced advisors, including the sharing of techniques
6. Knowledge of self	Domain 6 referred to knowledge acquired through reflecting-in-action on advising performance, as well as awareness of advising beliefs or underlying philosophy and the advisor's role in learner development
7. Pedagogical knowledge	Domain 7 includes knowledge acquired through classroom teaching experiences and/or workshops given to students; knowledge of subject-specific areas; knowledge of learning and how it occurs; and knowledge of language learning strategies and methods
8. Contextual knowledge	Domain 8 refers to knowledge of the educational and institutional contexts such as organizational procedures, policies and processes; knowledge of and requirements for the different self-study module program; policies regarding research practices with students; as well as the general characteristics of Japanese students

APPENDIX 35

DIFFERENCES AND COMMONALITIES BETWEEN LESS AND MORE EXPERIENCED ADVISORS

Less experienced advisors	More experienced advisors
• High use of practical knowledge utilized through knowledge based in theory or from consultation with peers	• Controlled use of advising skills to achieve a specific aim based on vast knowledge gained from first-hand experiences
• Developing advising philosophy which changes as the advisor gains more experience	• Almost fully developed advising philosophy which informed decisions
• Higher percentage of self-knowledge with lower feelings of confidence in decision-making. Reflection more on the cognitive problem-solving level	• Lower percentage of self-knowledge with higher sense of confidence in decision-making. Higher metacognitive awareness of overall advising practices
• Good knowledge of institutional practices and services. Usually capable of finding resources to match learners' needs. Sometimes over-reliant on finding resources quickly at the expense of understanding learner needs	• Solid knowledge of institutional practices and services. More familiar with and capable of finding various resources to match specific learner needs through the dialogic process
• Stronger prescriptive practices in dialogue: More willing to offer suggestions to learner rather than spend time eliciting information from learner; Steps in more often when learners make mistakes and tries to 'set them off on the right track'	• Stronger developmental practices in dialogue: Good ability to actively listen to the learner and elicit effective language learning practices based on learning history and encourage learning through self-discovery; Willingness to be patient and let the learner make mistakes on their road to self-discovery and enlightenment
• Theoretical knowledge sometimes used to cognitively inform decisions	• Theoretical knowledge embedded within practice
• Intermittent references to knowledge gained from other advisors in training or during casual encounters	• Less reference to knowledge from peers and in reference is typically seen as a review of prior knowledge
• High focus on the learner concerned at times with over sharing of personal	• High focus on various elements of the learner at the same time: background,

knowledge to identify with and build a strong relationship	prior conversation and characteristics which combined, results in a strong relationship with the learner built on genuine interest.
• Feelings of doubt or anxiety when an answer is not readily available	• More confidence in co-constructing knowledge with the learner when an answer is not readily available
• Seeks knowledge from peers	• Actively shares knowledge with peers
• Other researchers (through research literature and conferences) inform practices to a greater extent in first stages of advisor development	• Actively seeks new knowledge from various sources and is in constant renegotiation with self in order to continue professionally developing as an advisor
• More structured in approach or advising style. Usually resorts to explicit-individual or explicit-collective knowledge when interacting with learners	• More open and relaxed advising style. Usually resorts to tacit-individual or tacit-collective knowledge when interacting with the learner

Appendix 36 of this thesis has been removed as it may contain sensitive/confidential content

APPENDIX 37

CHARACTERISTICS OF THE ADVISOR PARTICIPANTS

Learning Advisor	Professional history	Perception of advisor role (before)	Perception of advisor role (now)	Knowledge influencing decision making
Mia 0.5 years	▪ Senior High School teacher in Japan ▪ MA in Second Language Studies	▪ Advisor who gives direct advice in specific problem areas	▪ Advisors listen, identify their [the learners'] weaknesses, then guide in giving advice on what learners want…identifying students' needs	▪ Research experience as an interviewer
Koko 0.5 years	▪ MA in TESOL with a certificate in TFL ▪ Language instructor in Taiwan ▪ Recruiter for Temple University Japan	▪ Learned about the role of the advisor from another advisor who had previously worked at KUIS. Her perception remained unchanged	▪ The advisor's role is to guide students to become better learners by first recognizing the gap between where they are now and where they would like to be ▪ Advisors must be interested in the learner as an individual and can transform themselves to match learner needs	▪ Personal knowledge and life experiences ▪ Neuro-Linguistic Program (NLP)
Andy 1.5 years	▪ EFL teacher for 20 years ▪ MA in ELT and diploma in TEFL ▪ Qualified teacher in the UK ▪ Experienced with materials development and EAP courses	▪ Similar to EAP position, advising students on a one-to-one basis like a tutor	▪ Eliciting from the learner their wants, perceptions of their problem and then trying to give students ownership of the solutions ▪ Advisors should listen to the learner's perceptions and beliefs even if contrary to the advisors ▪ Knowledgeable about advising and has a good understanding of teaching ▪ A good learning advisor can predict outcomes of learners' plans	▪ Prior knowledge of learners' independent study

Geoff 1.5 years	• MA in Applied Linguistics • 9 years of teaching EFL in Japan	• Knew only the concept of learner autonomy	• Role of the advisor is constantly changing as knowledge is gained • Considers language advising more difficult than teaching • Consider who the learner is and approach each learner differently • Advisors should be flexible, patient and good at listening • Advisors should not push knowledge on to learners • Trust is between learner and advisor is important	• Knowledge of people • Practical knowledge of language learning strategies and learning materials
Kyra 1.5 years	• Public high school teacher • Human resources • Translator • MA in TESOL	• Speaking English and playing games • Give advice like a tutor which was in conflict with training where she was told *not* to give advice	• Still unsure about the role of the advisor • Tries to balance level of directiveness • Helping the learner to discover themselves by listening carefully, guiding the learner and making suggestions	• Personal language learning experiences • Prior professional experience • Some linguistic knowledge
Kimi 1.5 years	• Working in different positions within the KUIS foundation • CELTA • MA in TESOL	• Familiar with the job as she had assisted advisors before starting her MA • Recommend good materials to learners	• Listening to the learner in order to narrow down his or her problems • Questioning is an important skill • A good advisor does not bombard a learner with too much advice	• Knowledge of the SALC based on professional experience • Prior experiences with learners • Knowledge gained from discussions with other advisors • Personal knowledge of second language learning

Rina 2.5 years	▪ EFL teacher in Japan ▪ Experience teaching IELTS and TOEIC ▪ MA in TESOL	▪ No perceptions as she did not know what the job was ▪ Read literature which recommended that the advisor should not be direct but this was difficult to do	▪ Advising is listening ▪ Advising pattern is to elicit from the learner language goals, reason for selecting the goal, whether it is suitable, their ideas and then suggesting materials to them. She then asks students to try it, reflect on it and then have a follow-up session ▪ Advisors should have a natural curiosity ▪ Advisors should have a holistic view of the student ▪ Advisors should be approachable ▪ Advisors should have a considerable knowledge of learning strategies	▪ Knowledge from MA ▪ Background in teaching in the Japanese educational system ▪ Personal language learning experiences
Anya 3.5 years	▪ Working in EFL field for 20 years ▪ MPhil in Applied Linguistics ▪ D.Ed in TEFL ▪ Teaching philosophy connected to learner autonomy ▪ Coordinator of SALC ▪ Director of SALC	▪ Knowledgeable about self-directed learning but less knowledgeable about advising ▪ Previous job experience focused on recommending materials and activities to learners	▪ Importance of dialogue, the process during the dialogic exchange and the reflective component in advising ▪ No change in perception but a redefining and development of skills ▪ Actions depend on learner's readiness for autonomy ▪ Advisors should listen actively in order to establish what learners want rather than making suggestions ▪ Advisors should be patient, open and non-judgmental ▪ Advisors should co-construct meaning with the learner ▪ An advisor should be open to learners' own ideas	▪ Knowledge of learner's background ▪ Prior knowledge of learners' successful learning choices ▪ Personal experience of second language learning ▪ Discussions with other advisors ▪ Knowledge from MA and D.Ed ▪ Knowledge from worksheets developed by the team ▪ Knowledge from reading articles within the field ▪ Knowledge from