

The JACET Kanto Chapter

Date: Saturday, July 8th

Abstract 1: Jo Mynard 13:00-14:00 (60 min.) Keynote

Title: Advising in language learning: How reflective dialogue supports students

This presentation will explore how advising in language learning (ALL) has a vital role to play in supporting language learners. ALL is one-to-one reflective dialogue with language learners that promotes learner autonomy (Carson & Mynard, 2012; Kato & Mynard, 2016; Mynard 2020a). ALL has its origins in Europe, has been part of language education since the 1970s, and is now considered to be a distinct field alongside language teaching. The first part of the presentation will briefly summarise the theoretical underpinnings and some practical aspects of advising. We will also examine the main differences between teaching and advising.

In the second part of the presentation, we will see illustrative excerpts from advising sessions and recent research studies to see how ALL is ideal for supporting individualised language learning. ALL takes a learner's goals, interests, context, and other individual difference factors as a starting point and through a supportive dialogue, learning advisors help learners to take charge of and sustain their learning over time.

Although advising sessions vary based on the needs of the learner, the degree of familiarity, and the style of the advisor, there are some procedures that tend to lead to a successful session. In the third part of the presentation, we will see some examples of advising sessions to show how advisors can facilitate intentional reflective dialogue in learners with different characteristics by using a range of advising strategies and tools.

We will conclude by looking at how teachers can be prepared for such a role through training, mentoring and ongoing reflective practice. We will also provide suggestions for how educators can contribute to the growing field of ALL through dissemination of research and reflections on their practice.

Abstract 2: Satoko Kato 14:10-15:40 (90 min.) workshop

Title: Practical advising approaches for facilitating reflection and promoting well-being

Advising in language learning (ALL) aims to promote learner autonomy by facilitating reflective dialogue, which helps learners to think deeply and take ownership of their learning (Kato & Mynard, 2016; Mynard & Carson, 2012). Reflection promoted in ALL is more than just helping learners to think back and describe what happened or how they felt. It is a process of supporting learners to restructure their established assumptions and beliefs, which can lead them to transformational learning (Brockbank & McGill, 2006).

In this 90-minute workshop, the presenters break down the concept of ALL and facilitate a practical session where participants can learn how to conduct reflective dialogue by using some basic strategies (repeating, summarizing, complimenting, metaphor, powerful questions, and what-if questions). They will also use some tools for helping others to engage in reflection.

Engaging in reflective dialogue can not only facilitate autonomy in learning but it can enhance participants' (learners and advisors) sense of well-being (Davies et al., 2020; Kato, 2022; Mozzon-McPherson, 2019; Oxford, 2016, Shelton-Strong, 2020; Tassinari & Ciekanski, 2013). Well-being is a multi-dimensional construct that includes self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989; Seligman, 2011). In recent years, research on teachers' well-being which has a significant relationship with teachers' motivation as well as positive effects on both themselves and on their students, has been growing (Homes, 2005; Mercer & Gregerson, 2020). However, teachers/advisors usually pay attention to developing learners' well-being and not much attention is paid to promoting teacher/advisor well-being.

This workshop will provide an opportunity to learn and try the strategies to conduct reflective dialogue and reflect on the dialogue's impact on learners' and your own professional well-being.

Bio

Jo Mynard



Jo Mynard is a Professor in the Faculty of Global Liberal Arts and Director of the Self-Access Learning Center (SALC) at Kanda University of International Studies (KUIS) in Japan where she has worked since 2008. She is also the Director of Research Institute for Learner Autonomy Education (RILAE) at KUIS. She advises language learners, and oversees day-to-day operations, research, and the general direction of the SALC. She also teaches an undergraduate course on Effective Language Learning and a graduate course on Learner Autonomy as part of the MA TESOL programme at the KUIS Graduate school. She completed her Doctorate in Education (TEFL) at the University of Exeter, UK in 2003 and her M.Phil, in Applied Linguistics at Trinity College, Dublin in 1997. She has co-edited and co-authored over 100 scholarly works, including several books on learner autonomy, advising, reflective dialogue, and social learning spaces. She has been the editor of SiSAL Journal (Studies in Self-Access Learning) since 2010.

Satoko Kato



Satoko Kato is an Associate Professor at the Research Institute for Learner Autonomy Education (RILAE), Kanda University of International Studies (KUIS) in Japan. She is also a lecturer at the Graduate School of Language Sciences, KUIS, teaching ‘learner autonomy’ and ‘teacher autonomy’ in the MA TESOL program. She is also the chair of the JALT Mentoring and Orientation Committee. She holds a Ph.D. degree in Education from Hiroshima University and a Master’s degree in TESOL from Teachers College, Columbia University. She has conducted over 4,000 sessions as a learning advisor in the past 16 years, working on promoting learner autonomy. She is also developing and implementing advisor education programs for teachers/advisors, domestically and internationally. She co-authored “Reflective Dialogue: Advising in language learning” with Jo Mynard (Routledge NY, 2016; Japanese version issued in 2022 from Osaka University Press), and 「英語教師のための 自律学習者育成ガイドブック」(KUIS Press) with Hisako Yamashita.