

**How to advise (for false beginners)**  
**Jak vést poradenský rozhovor (pro falešné začátečníky)**  
**Martina Šindelářová Skupeňová**

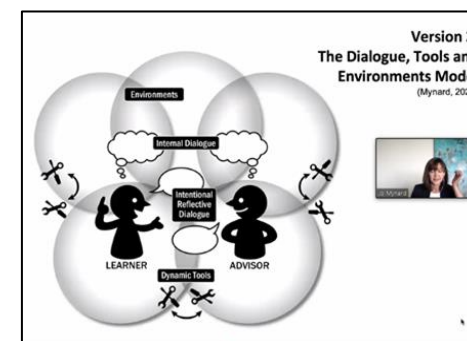
**Language Centre - Centrum jazykového vzdělávání**  
Masaryk University - Masarykova univerzita  
24.11.2022

# Language advising - context

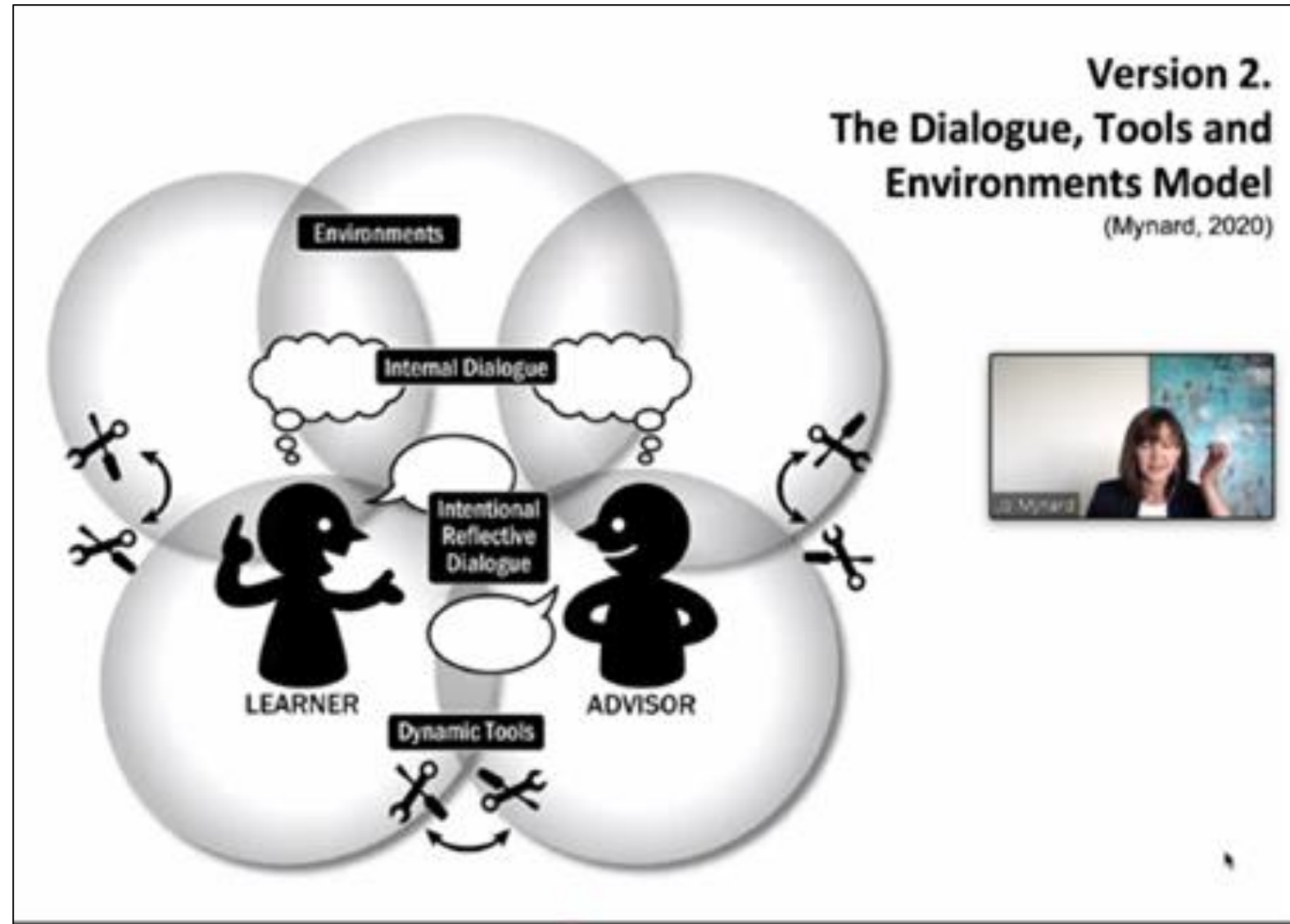
- increase in **autonomous learning** environments since 1990's (self-access centres, online learning, distance education)
  - **possibility** to manage their own learning
- **support needed** (Holec, 1990; Little, 1995)
  - **students' capacity / skills** to control and manage their learning
- redefining **teachers' roles and skills**
  - language advisor – new kind of control, new kind of distance

# Language advising - definition

- a **resource** that aims at helping learners to self-regulate their learning (Mozzon-McPherson, 2007; Mynard & Carson, 2012; Kato & Mynard, 2016)
- a **form of language support** which consists of one or more meetings (online or face-to-face) between an advisor and a student, usually one-to-one (Reinders, 2008)
- a **collaborative process** focusing on and providing support for learning, enabling learners to become more aware, reflective, and effective regarding their language learning (Ciekanski, 2007; Mynard, 2020)



# LA model



# Language advising - scenarios

Task 1:

WHO FOR? WHAT FOR? WHERE? WHEN? (HOW? )



# Language advising - scenarios

WHO FOR? (our) students / not students  
WHAT FOR? support, tips, guidance  
WHERE? classroom / office / online  
WHEN? before / during / after a course / anytime  
HOW? individual / group / writing / L1 / L2

- students choosing language courses
- students planning Erasmus, etc.
- students preparing for an exam / certificate
- students studying in an autonomous way (tandem learning participants)
- ...
- staff choosing language courses
- staff preparing for a conference
  
- low / high level students in courses
- students looking for specific / additional materials
- students asking for help - e.g. choosing presentation topics
- .....





# Language advising - trends

**SALC**

HOME  
ABOUT THE SALC  
Mission  
Vision  
Philosophy  
History  
People  
Language Policy  
SUPPORT FOR STUDENTS  
INSIDE THE SALC  
RESEARCH  
ACCESS  
LINKS


**KUIS 8 Online for KUIS Students**

Class Periods  
Mon-Fri 8:45-19:00  
Sat 9:00-17:00

Test Periods  
Mon-Sat 10:00-17:00

University Holiday Periods  
Mon-Fri 10:00-17:00

\*Subject to change. Please check [the calendar](#) for the latest schedule information.



**People**

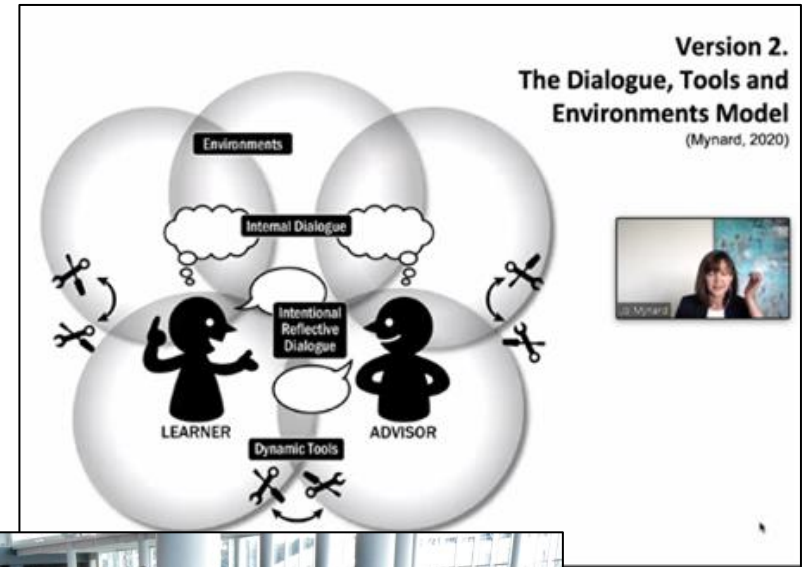
**SALC Director**  
Jo Mynard

**Principal Learning Advisors**  
Neil Curry / Satoko Watkins

**Learning Advisors**  
Christine Pemberton / Emily Marzin / Eduardo Castro / Haruka Ubukata / Isra Wongsarnpigoon / Phillip Bennett / Robert Stevenson / Scott Shelton-Strong / Sina Takada / Vola Ambinintsoa

**Administrative Staff**  
Chihiro Hayashi / Kayo Hirono / Kayo Namaizawa / Mayuko Hall / Miru Oki / Noriko Takasago / Rumi Suzuki / Rumi Terao / Yuko Momata

**Student Staff**



# Language advising - approach

- learner-centred, learning-centred approach
- repositioning of the teacher – „*facilitator*“, „*mentor*“, „*counsellor*“, „*adviser*“, „*learner support officer*“, „*scaffolder*“
- specific pedagogical tool
  - providing learners with points of reference / support / help
  - attributing more expertise to learners, enabling them to develop (new) attitudes to learning (Gremmo, 1995)



# Language advising - roles

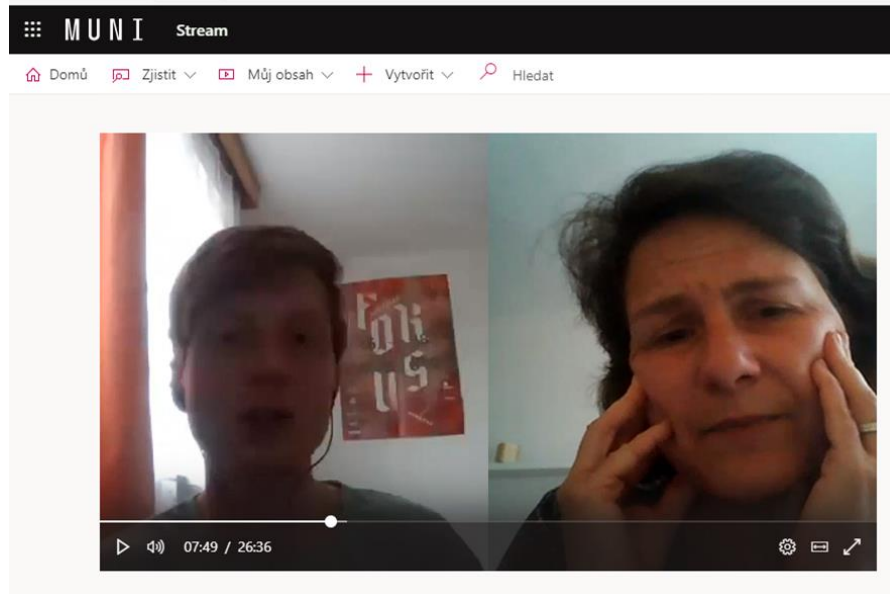
Task 2:

Advisor's role:

- to give advice?
- to ...

Advisee's role:

- to accept advice?
- to ...



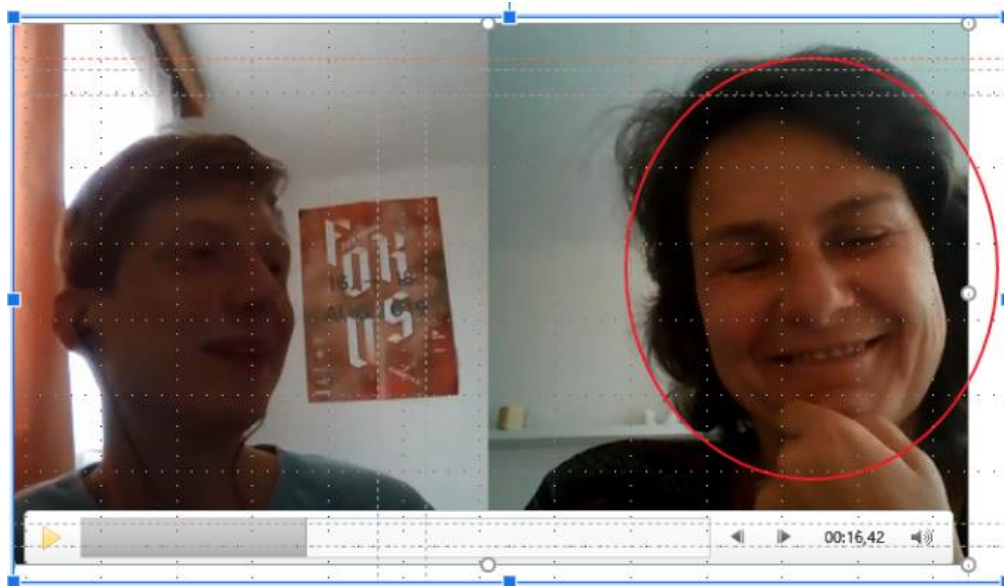
# Language advising - roles

Advisee's role:

- to take charge of their learning
- to provide answers
- .....

Advisor's role:

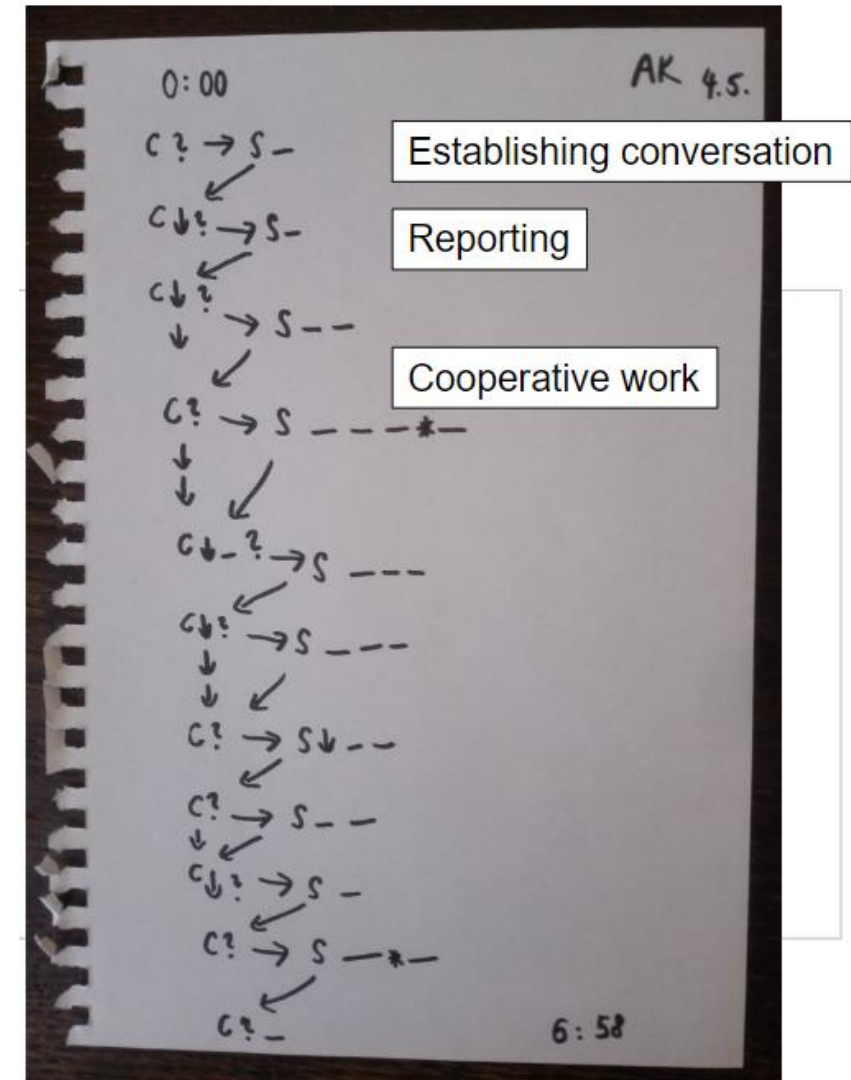
- to provide support
- to say "I don't know"
- to ask
- to listen (actively)
- to paraphrase / summarise
- to acknowledge
- to offer advice / tips (from other students) ...



# LA - interaction

Advising session discourse analysis (Ciekanski, 2005 and 2007)

- conversational sequences - (personal, less formal, anecdotes)
- organisational sequences - (negotiations, making appointments, defining modalities, borrowing resources)
- **pedagogical sequences** - (needs analysis, analysis of learning and progress, feedback, final evaluation, collaborative work of L and A)



# Language advising - research

- set of macro- and micro-skills used by advisors (Regent, 1993; Mozzon-McPherson, 2001)
  - counselling skills, positioning, discursive practices – less directive (than classroom interaction)
- typical communicative strategies (Gremmo, 1995; Carette, Castillo, 2004)
  - negotiation, collaboration, learners's participation
- pedagogical interaction – (Gremmo, 1995)
  - speech acts, face-work, turn-taking
- appropriateness of speech act forms (Clemente, 2003)
  - position of expert – not directive, a/symmetric relations, politeness, face-threatening acts

# Language advising / counselling - practice

Freie Universität Berlin

Startseite Mitarbeiter/innen Kontakt

DE

Zentraleinrichtung Sprachenzentrum / SELBSTLERNZENTRUM

ÜBER UNS WEGA LERNEN ZU LERNEN SPRACHLERNBERATUNG SPRACHEN-LINKS TANDEM

Zur Übersichtsseite Sprachlernberatung

Termine und Anmeldung

Dialang

Niveaustufen

Sprachenportfolio

Dynamisches Autonomiemode

## ALMS

Autonomous Language Learning Modules at the University of Helsinki

Home What is ALMS? Information Learner Support Material English Online Kaleidoscope

### LEARNER DUTIES

#### Learner Duties in ALMS

- First group session (2 full hrs) – consisting of reflecting about language learning, discussing personal learning styles and recalling histories, analyzing strategies, needs and objectives, and making preliminary plans.
- Second group session (2 full hrs) – Reflection on learning and record keeping, discussing Support Groups and/or do-it-yourself (DIY) groups, and completing learning plans.
- There are three individual counselling meetings with an ALMS counsellor: one at the beginning, one in middle and one at the end of the term. These counselling meetings are 15-20-minute, face-to-face meetings which provide students with support and opportunities to discuss and reflect on their choices, plans, concerns, self-evaluation and progress with their counsellor.
- Participation in at least one Support Group or DIY Group.

UNIVERSITÄT PADERBORN

ZENTRUM FÜR SPRACHLEHRE (ZFS)

ZFS SPRACHENLERNEN ZERTIFIKATE & SPRACHZEUGNISSE KONTAKT



Universität Paderborn → Zentrum für Sprachlehre (ZFS) → Sprachenlernen → Weitere Angebote → Sprachlernberatung

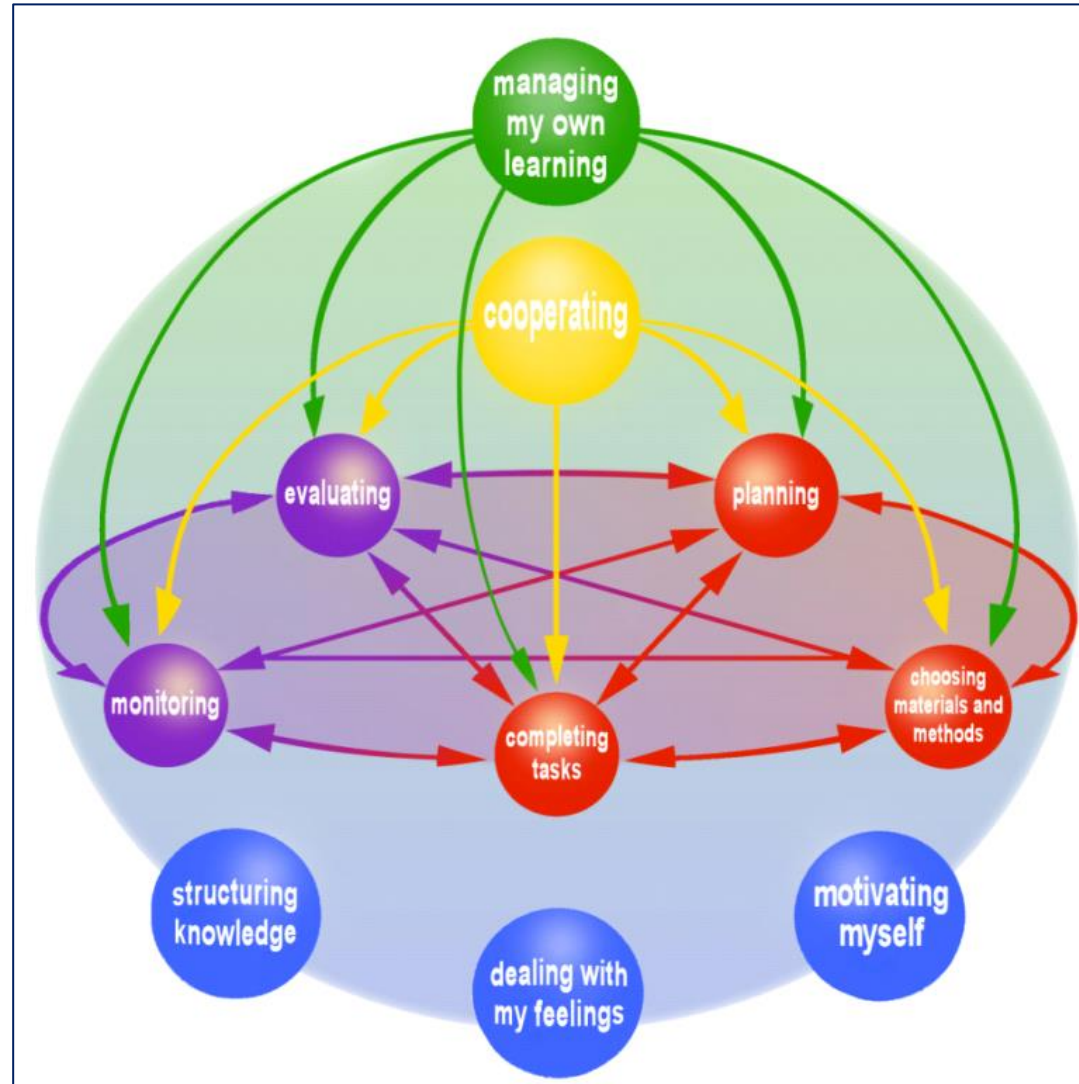
WAS IST SLB?	FÜR WEN?	DOWNLOADS
ALLGEMEINE INFOS ZUR SPRACHLERNBERATUNG	FÜR WEN IST EINE SLB GEDACHT?	DOWNLOADS ZUR SLB



# LA aim - learner autonomy

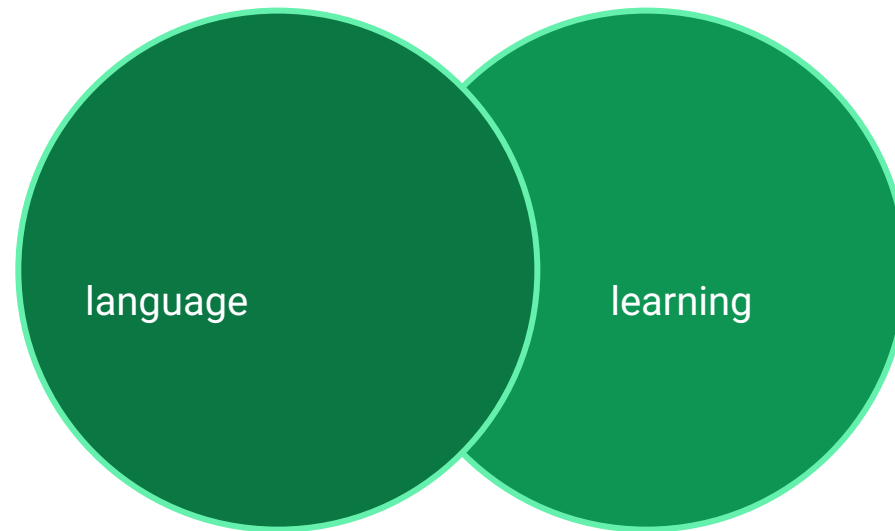
- a meta-competence, a set of competences, skills and attitudes that learners need to be able to self-regulate their learning process
  - evolves in time, depends on learning environment as well as on learner's agency
  - also considered to be a **dynamic complex system**
- (Larsen Freeman, 2009; Tassinari, 2010; Murray, 2021)

# Tassinari's dynamic model of learner autonomy



# Language advising sessions - (not) topics

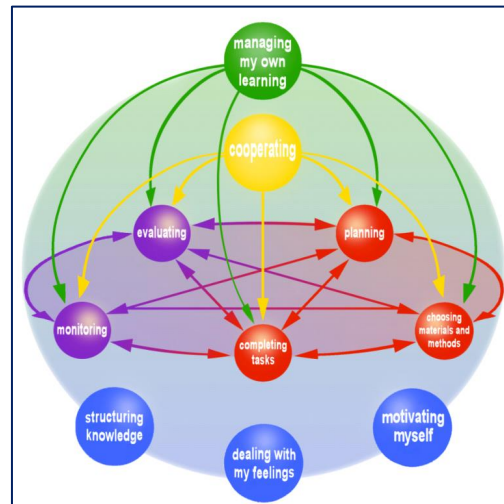
## Task 3



# Language advising sessions - (not) topics

language

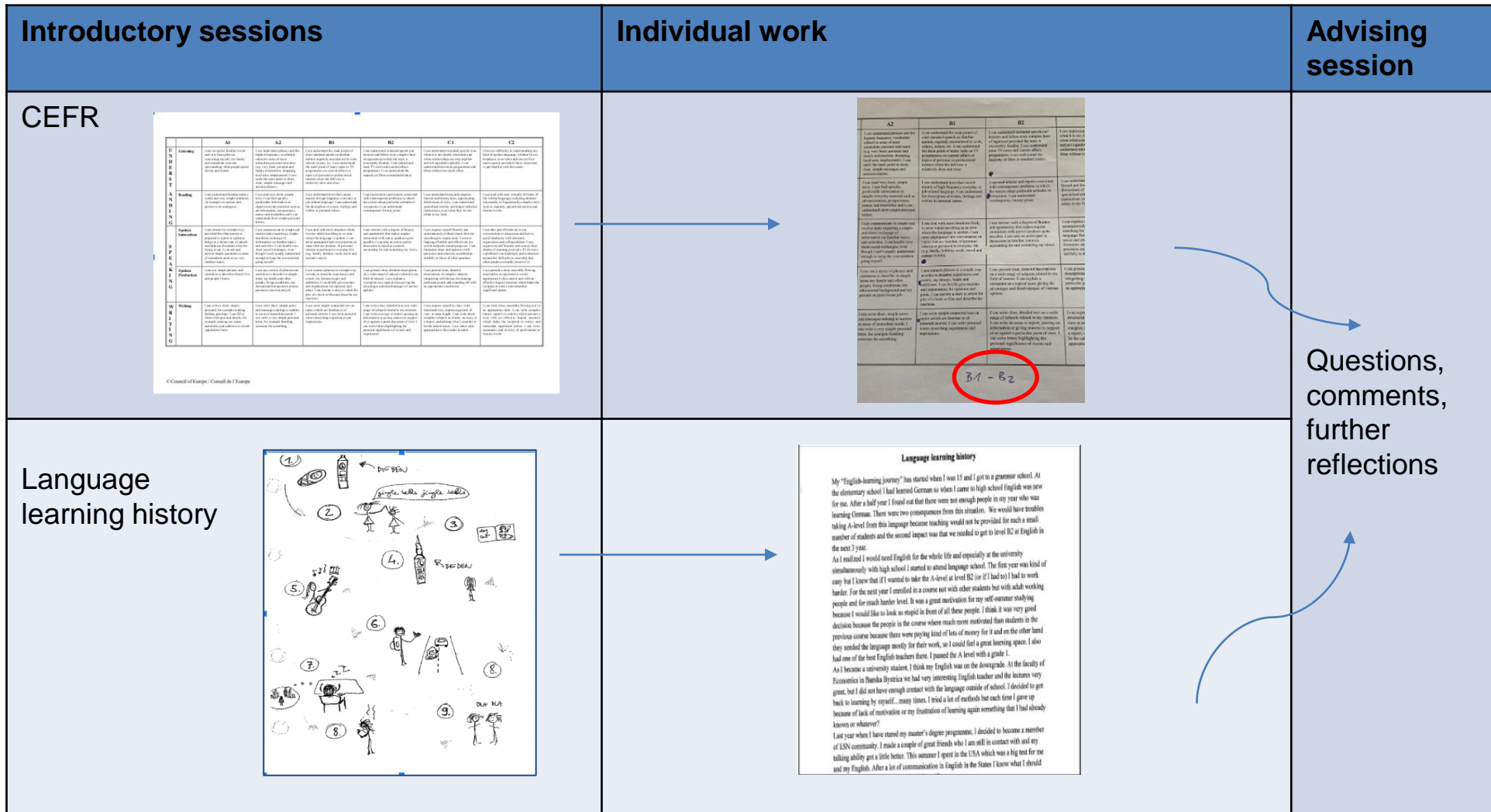
- ....
- ....
- ...



learning

- needs analysis
- self-assessment
- goal setting
- planning
- choosing materials
- choosing methods
- monitoring
- evaluating materials
- evaluating methods
- evaluating progress
- ....

# Language advising in English autonomously





# EA invitation

## observations

- advising sessions (with students' approval)
- intro sessions (week 2 and 3, Wednesday 18:00)
- learning log writing shower (week 4, Wednesday 18:00)
- modules and shower (various times, see Google calendar below)

<https://calendar.google.com/calendar/u/1?cid=azVmbjMwbjJzMzdyOTJ0Y3Vtb2Qwa2QybmdAZ3JvdXAuY2FsZW5kYXluZ29vZ2xILmNvbQ>

## teaching / moderating - laboratory

- a shower (90 minutes) or
- a module (3x 90 minutes)
  
- the topic / area of your choice
- the content to be co-created with the students e.g. Vocabulary builder
- various times, places and forms

# Tools - self-assessment



ENGLISH AUTONOMOUSLY

UNI  
JV

SWOT ANALYSIS

<b>strengths</b>	<b>weaknesses</b>
<b>opportunities</b>	<b>threats</b>

	A1	A2	B1	B2	C1	C2
<b>Listening</b>	I can recognise familiar words and very basic phrases.	I can understand simple words and phrases in slow speech.	I can understand the main points of clear standard speech on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand extended speech even when it is not clearly articulated.	I can understand and interact with a native speaker on a wide range of topics.
<b>Reading</b>	I can understand simple texts, such as short stories, news reports, and notices.	I can understand simple texts, such as short stories, news reports, and notices.	I can understand the main points of clear standard speech on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand extended speech even when it is not clearly articulated.	I can understand and interact with a native speaker on a wide range of topics.
<b>Speaking</b>	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.
<b>Writing</b>	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.	I can understand and interact with a native speaker on familiar topics.

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What do you find boring?

What personal weakness could stop you from speaking better English? Can you turn it into a strength?

What is your inspiration/ motivation for learning English?

Are there any people you can "use"?

Where can you plunge more into English?

What are your passions that you could follow in English?

How can you increase the percentage of speaking English in your life?

What are the biggest obstacles on your way to better English?

Are you sure you cannot do anything about them?

When you were learning a language last time, what was most difficult?

Do you lack anything in order to be successful in learning English?

Look deep – who says you are not good at learning languages, speaking etc.? How do they know? Can you find one example when this was not true?

MUNI

# Tools - reflection

Metacognitive Awareness Inventory (Schraw, G. & Dennison, R.S. (1994).

**Metacognitive Awareness Inventory (MAI) Scoring Guide**  
 Directions: For each *True* and *rather true* give yourself 1 point in the score column. For each *false* and *rather false* give yourself 0 points in the score column. Total the score of each category and place in box.

**KNOWLEDGE ABOUT COGNITION**

**I. (8 points max)**

I understand my intellectual strengths and weaknesses.		
I know what kind of information is most important to learn.		
I am good at organizing information.		
I know what the teacher expects me to learn.		
I am good at remembering information.		
I have control over how well I learn.		
I am a good judge of how well I understand something.		
I learn more when I am interested in the topic.		
TOTAL		

**II. (4 points max)**

I try to use strategies that have worked in the past.		
I have a specific purpose for each strategy I use.		
I am aware of what strategies I use when I study.		
I find myself using helpful learning strategies automatically.		
TOTAL		

**III. (5 points max)**

I learn best when I know something about the topic.		
I use different learning strategies depending on the situation.		
I can motivate myself to learn when I need to.		
I use my intellectual strengths to compensate for my weaknesses.		
I know when each strategy I use will be most effective.		
TOTAL		

**REGULATION OF COGNITION**

**I. (7 points max)**

I pace myself while learning in order to have enough time.		
I think about what I really need to learn before I begin a task.		
I set specific goals before I begin a task.		
I ask myself questions about the material before I begin.		
I think of several ways to solve a problem and choose the best one.		
I read instructions carefully before I begin a task.		
I organize my time to best accomplish my goals.		
TOTAL		

**II. (10 points max)**

I slow down when I encounter important information.		
I consciously focus my attention on important information.		
I focus on the meaning and significance of new information.		
I create my own examples to make information more meaningful.		
I draw pictures or diagrams to help me understand while learning.		
I try to translate new information into my own words.		
I use the organizational structure of the text to help me learn.		
I ask myself if what I'm reading is related to what I already know.		
I try to break studying down into smaller steps.		
I focus on overall meaning rather than specifics.		
TOTAL		

**III. (7 points max)**

I ask myself periodically if I am meeting my goals.		
I consider several alternatives to a problem before I answer.		
I ask myself if I have considered all options when solving a problem.		
I periodically review to help me understand important relationships.		
I find myself analysing the usefulness of strategies while I study.		
I find myself pausing regularly to check my comprehension.		
I ask myself questions about how well I am doing while learning something new.		
TOTAL		

**IV. (5 points max)**

I ask others for help when I don't understand something.		
I change strategies when I fail to understand.		
I re-evaluate my assumptions when I get confused.		
I stop and go back over new information that is not clear.		
I stop and reread when I get confused.		
TOTAL		

**V. (6 points max)**

I know how well I did once I finish a test.		
I ask myself if there was an easier way to do things after I finish a task.		
I summarize what I've learned after I finish.		
I ask myself how well I accomplish my goals once I'm finished.		
I ask myself if I have considered all options after I solve a problem.		
I ask myself if I learned as much as I could have once I finish a task.		
TOTAL		

Adapted from Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, 19, 460-475.

Dynamic autonomy model with descriptors • Language Centre Freie Universität Berlin (fu-berlin.de)

Freie Universität Berlin

Language Centre / Centre for Independent Language Learning /

**DYNAMIC AUTONOMY MODEL WITH DESCRIPTORS**

CHOOSING MATERIALS AND METHODS    COMPLETING TASKS    MONITORING    EVALUATING    COOPERATING    MANAGING MY OWN LE < >


Homepage > Centre for Independent Language Learning > Language Learning Advising / Language Learning Coaching > Dynamic autonomy model with descriptors > Evaluating

### Evaluating

**Evaluating** is at the core of the autonomous learning process. This term includes the evaluation of learning progress (i.e. what have I learnt?) and of the learning process itself (i.e. how have I learnt?). Evaluating one's own progress and one's own language competencies is the hardest part of autonomous language learning. It requires practice and normally exchange with other learners, native speakers, learning advisors and teachers.

Expand all

- I can evaluate my own language competencies.
- I can evaluate materials and resources for language learning.
- I can evaluate language learning methods and strategies.
- I can evaluate my learning.
- If you want to add further descriptors yourself, you can do so here.



**NEWS**

Schließung des Selbstlernzentrums vom 08. bis 10. Juni 2022  
08.06.2022

Koreanisch Workshops im Sommersemester 2022  
25.05.2022

Online-Sprachcafés/Kaffeerunden Englisch, Schwedisch, Arabisch

# SWOT analysis

## Task 4

- L2/3
- teaching
- opportunities

ENGLISH AUTONOMOUSLY LANGUAGE CENTRE ENGLISH AUTONOMOUSLY

**SWOT ANALYSIS**

<b>strengths</b>	<b>weaknesses</b>
writing (understanding) listening focusing on long term goals	speaking speaking <del>speaking</del> bad self esteem
<b>opportunities</b>	<b>threats</b>
traveling job study skills more sources	failure laziness stupidity low level of vocabulary

# First advising session

		A1	A2	B1	B2	C1
UN DER ST AN D ING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech when it is not clearly structured or when relationships are only implied and not signalled explicitly. I can understand television programme films without too much effort.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concern with contemporary problems in which the writers adopt particular attitudes viewpoints. I can understand contemporary literary prose.	
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of spe and help me formulate what I'm trying to say. I can ask and answer simple questions in a of immediate need or on very familiar topics.				
	Spoken Production	I can use simple phrases and sentences to describe where and people I know.				
WRITING	Writing	I can write a short, simple postcard, for example send holiday greetings. I can fill forms with personal details, example entering my name, nationality and address on a registration form.				

**Short language learning history**  
**English language** – since 2008  
 I have been studying English since first year at primary school, at second grade first year (my group (group C, the second weakest) had new teachers every school year, so we had to learn new systems of teaching and tests for four times, it was motivating for all students of Poznań – “first contact” with English language, basic skills from language (grammar, basic vocabulary)  
**Negative** – unstable system of teaching at second grade  
 I continued with English language at secondary school of course, there was the same problem as at second grade of my primary school unfortunately – new teacher every year. Last teacher in was without personal approach and we spent lot of lessons watching tv series FRIENDS or read English texts together, top of this were long and useless grammar during distance-learning.  
 At least I wrote maturity exam writing-test of English language with score 72.64/100.  
**Pozitive** – minor expansion of knowledge  
**Negative** – unstable system of teaching, unprofessional approach to learning  
**German language** – from 2013 to 2017  
 I was studying German language at primary school as second foreign language during 3rd grade. One teacher had old and chaotic methods and she couldn't get excited in for this language know about the use of this language today. But I will come back to German language in future maybe. Liked the  
**Pozitive** – new language  
**Negative** – big group (20 people), complicated grammar  
**Spanish language** – from 2017 to 2021  
 I was studying Spanish language at secondary school as second foreign language. Teach this subject was perfect, friendly and with interest teaching methods, but we had few lessons (one hour per week) and we lost personal connection in class because of covid, therefore we were on distance-learning last year.  
**Pozitive** – new language; relatively simple grammar  
**Negative** – lot of difficult words, idioms etc.; lack of lessons; distance-learning last year of course  
**My experiences with active using of English in foreign countries**  
 November 2015 – school trip for week to Great Britain (Torquay, Plymouth, Stonehenge, Dartmoor National Park, London)  
 October 2016 – school trip for week to Belgium (Bruxelles, Gent, Brussel, European Parliament)  
 December 2019 – weekend-trip to Vienna

MUNI CJV ENGLISH AUTONOMOUSLY SWOT ANALYSIS

<b>strengths</b> ambitious character need of the english language (an motivation)	<b>weaknesses</b> vocabulary speaking with somebody about "basic topics"
<b>opportunities</b> watching tv series reading english books or newspapers speaking with my friends in english language	<b>threats</b> bad time manage lack of time also further study



MUNI CJV ENGLISH AUTONOMOUSLY ALMS ENGLISH NEEDS ANALYSIS

**PRIORITISING YOUR NEEDS**  
 In the table below you have the language skills related to particular types of tasks. Tick (☑) the skills you see yourself needing most at present or in the future.

LANGUAGE FOCUS	NOW	FUTURE
READING		
reading academic articles or texts	☑	
reading literature	☑	
reading text on the Internet		☑
reading newspapers or magazines		☑
reading advertisements and public information	☑	
WRITING		
writing essays, reports	☑	
writing academic articles/papers	☑	
creative writing	☑	
writing curriculum vitae		☑
writing a diary		☑
writing formal letters		☑
filling in forms		☑
writing informal letters		☑
writing texts on the Internet		☑
writing memos and messages		☑
writing newspaper articles		☑
writing scholarship, grant proposals		☑
writing for talks and presentations	☑	
LISTENING		
listening to lectures, talks, presentations	☑	
listening to conversation, discussions	☑	
listening to entertainment (e.g. TV, films, drama)	☑	
listening to interviews	☑	
listening to news on TV, radio	☑	
listening to songs, music	☑	
listening on the Internet	☑	
listening on the telephone	☑	

• „acute need“

MUNI CJV ENGLISH AUTONOMOUSLY AGREEMENT / STUDY PLAN

all the EA activities you intend to carry out (include details (instructions) for future projects)

- the language skill you hope to develop / your goal (What?)
- any partners or groups you plan to work with (How?)
- specific materials and/or methods you want to use (How?)
- what time you intend to spend on it and when (Time? e.g. 1 hour every Monday morning; 13 hours)

What?	How (partners, materials, methods)?	Time? (when, how often, total hours)
vocabulary	watching tv series reading books speaking with friends	every weekend or free time 1 or 1 1/2 hours
speaking skills	conversation with my friends (Kisha, Biliou and others)	every Wednesday at 17:11:00
reading english literature	reading "mirror books"	every Friday evening 1/2 hour



# First advising session - sample

**A: What .....**

S: „My biggest problem is vocabulary I think I must, I don't know maybe reading some books and watching TV series or news in English and hear the English, hear the accent.

....

**A: What is .....**

S: Be better in conversation.

**A: Could you .....**

S: Now, I cannot make basic conversations so this could be first goal.

....

**A: Any other .....**

S: I have some mirror books, one page in English, one page in Czech, so I will read this book and I think it is good for vocabulary. Also, watching TV series and films with English subtitles. Classic method, I think, but it could work.

**A: OK, What .....? You are going to read or watch some materials and there will be new words for you and ....**

S: And I will have a special book for it, I will write it down and I don't know, maybe read it like a book and trying to memory it.

**A: I think .....**

# First advising session - sample

**A: *What do you want to focus on?***

S: „My biggest problem is vocabulary I think I must, I don´t know maybe reading some books and watching TV series or news in English and hear the English, hear the accent.

....

**A: *What is your goal?***

S: Be better in conversation.

**A: *Could you specify that?***

S: Now, I cannot make basic conversations so this could be first goal.

....

**A: *Any other ideas on how you might work with vocabulary?***

S: I have some mirror books, one page in English, one page in Czech, so I will read this book and I think it is good for vocabulary. Also, watching TV series and films with English subtitles. Classic method, I think, but it could work.

**A: *OK, What exactly do you plan to do? You are going to read or watch some materials and there will be new words for you and ....***

S: And I will have a special book for it, I will write it down and I don´t know, maybe read it like a book and trying to memory it.

**A: *I think I think that is the next step, you need to clarify how you are going to do this.***

# First advising session - practice

*A: What do you want to focus on?*

S:

A:

S:

A:

S:

A:

# Advising practice - discussion

- advising support highly negotiated and individualized (Ciekanski, 2007)
- different educational postures depending on learner's degree of autonomy, participant's attitude, goal (enhancing learning / language production)
  - advising posture – enhance L's capacity to control learning
  - tutoring posture – enhance L's capacity to manage their learning
  - teaching posture – enhance L's capacity to solve language problems
  - companion posture – enhance L's capacity to engage themselves in learning
  - accompanying posture – enhance L's capacity to develop their learning approach
- language coaching

# Second advising session - sample

*S: I changed time for some activities. ....  
I spend shorter time with log writing, but I keep the same  
schedule – Tuesday and Thursday or Friday.*

...  
*S: I realized that the exercises are too advanced.*

...  
*S: I got a little bit used to it - I could move on to Irish  
accents.*

# Second advising sessions - topics

S: I do have some *problems*- I planned on meeting with my colleagues quite often and it was *not possible*.

...  
S: I can do on my own, but it does affect *motivation*.

S: It is *more difficult* with no immediate response, I have to imagine more.

S: I am *afraid* that I *might catch* some phrases that are used in a different way.



# Final advising sessions - roles

S: I think this is what I need, but I am not an expert in English learning.

A: *But you are expert on yourself.*

S: Yes, that's true.

# Evaluating

A: What is your personal explanation this semester? What do you think you deserve the credits for?

S: *It's the fact that I was able to keep working, I kept it **regular**, I didn't really want to, but I was sticking to my **schedule**, I also **wasn't sure** how to **adjust**. **I am glad** that I was **able to change** the activities.*

# LA Analysis

Ciekanski identified 5 educational postures:

- different postures represent – in a continuum - various power and reciprocity relations
- **learners are conceived as recipients, leaders or companions**
- advisers assume multiple roles and they switch between them
- both adviser and learner participate actively in the advising dynamics

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