

Invited Speaker

Friday 5 June **11:00am – 11:40am** (Session 1) Room: Block Y, Room Y402
2:20pm – 3:00pm (Session 2) Room: Block Y, Room Y408



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Marina Mozzon-McPherson is an Associate Dean in the Faculty of Arts and Social Sciences at the University of Hull (UK). From September 1997 to September 2001 she successfully managed project SMILE (Strategies for Managing an Independent Learning Environment). This project was funded by a Higher Education Funding Scheme for the Development of Teaching and Learning and focused on the promotion and development of good practices in the implementation of independent learning environments (classroom, online and self-access). The project highlighted the need for systematic research in the area of learning communities and advising. Amongst its outcomes are:

- an online postgraduate qualification for language advisers (<http://www.hull.ac.uk/languages>)
- a book on issues of advising for language learning and the emerging role of advisers: (<http://www.cilt.org.uk/books/beyondlanguageteaching.htm>)
- and two accredited strategy-based learning modules.

She has published extensively in the field of autonomy and advising and her work has inspired and influenced the wider academic community. Amongst the benefits reported by the students taking the online postgraduate course are: 'professional enhancement', 'a good example of how an e-learning programme should be run', 'an increased use of their self-access facilities', 'personal changes in attitudes towards teaching', and 'instigation of changes in institutional policies on integration and support of independent learning'. Her current research work is on communities of practice and learning communities.

Topic: **Advising in Practice**

Abstract

Following an initial review of the skills of language advising (Kelly, 1996; Riley, 1997; Mozzon-McPherson, 2001; Rubin, 2007), this workshop will provide the opportunity for a practical exploration of such skills. In particular, it will focus on specific language learning scenarios and will enable participants to develop their skills of listening and communicating in a one-to-one advising dialogue.

One of the roles of a language learning adviser/counsellor is to build rapport, ask questions, listen and elicit the learner's language experience and self-analysis of needs, barriers, and facilitate the discovery of potential pathways to deal with identified language needs.

Advisers need to be skilled in leading a learning conversation. This conversation invites the learner to reflect on his/her own experience with a situation, issue or problem, gather information from a variety of sources, sort through options and decide on a course action,

plan and implement it. When advising is approached in this way, it is the adviser's questioning skills that extend and enhance the learner's thinking processes. The learner does not become dependent; they develop independent critical thinking and, having come up with their own answers, they are empowered and learn to take responsibility for their actions.

Formal advising has a structure. It involves an agreement between adviser and learner, a clear framework for advising and a learning programme of support. In a formal advising relationship, there is discussion of expectations, goals and the process to be used. The frequency and duration of contact is agreed and ground-rules are established.

By the end of this session participants will have:

- acquired an insight into advising skills
- explored and practised some of the skills of active listening
- become more aware of how language can act as a pedagogic tool
- develop strategies for on-going language learning support

Kelly, R., 1996. Language counselling for learner autonomy. In Pemberton, R., E.S.L. Li, W.W.F. Or and H.D. Pierson (Eds.), *Taking Control: Autonomy in Language Learning*. Hong Kong University Press, Hong Kong, pp. 93-113.

Riley, P., (1997) The guru and the conjurer: aspects of counselling for self-access. In Benson P.& P. Voller, (Eds.), *Autonomy and Independence in Language Learning*, Longman, London, pp.114-131.

Mozzon-McPherson, M., (2001) Language Advising: towards a New Discursive World? In Mozzon-McPherson, M., Vismans, R. (Eds.), *Beyond Language Teaching towards Language Advising*. CILT, London, pp.2-17.

Rubin, J (Ed.) (2007) *Language Counseling* . System, vol 35, no. 1