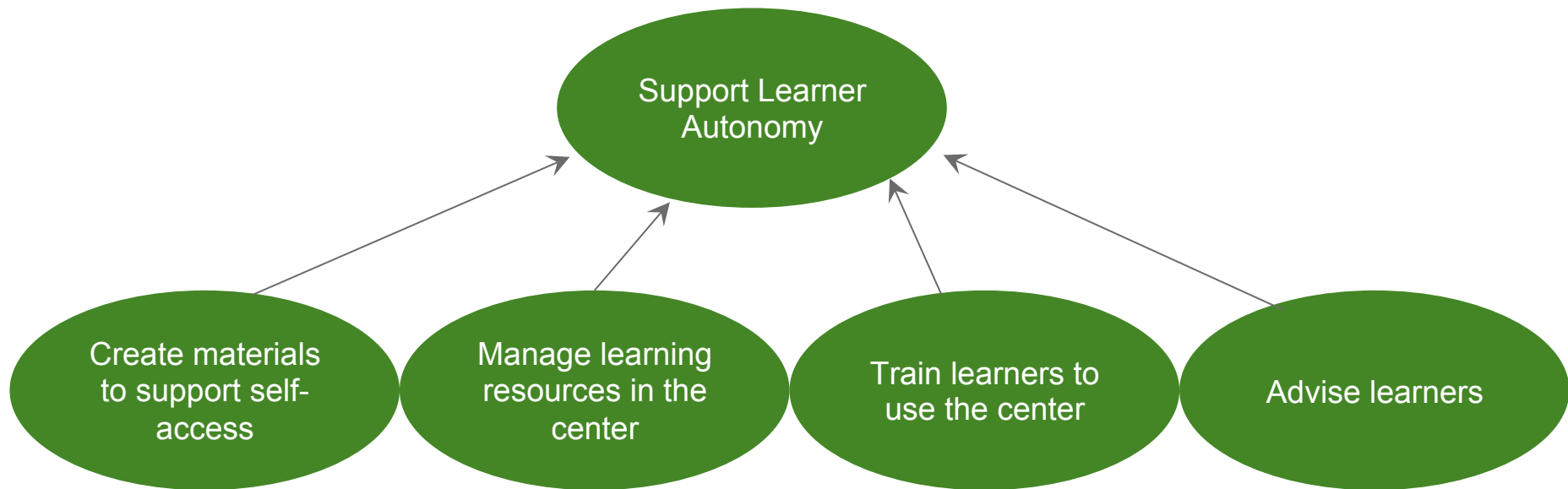# Advising in Language Learning: What can conversation analysis tell us?

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```
                    ┌──────────────────┐
                    │  Support Learner │
                    │     Autonomy     │
                    └──────────────────┘
```

Create materials to support self-access

Manage learning resources in the center

Train learners to use the center

Advise learners

Advising Skills

Macro-skills of language counselling

    Initiating
    Goal setting
    Guiding
    Modelling
    Supporting
    Giving feedback
    Evaluating
    Linking
    Concluding

Micro-skills of language counselling

Attending
Restating
Paraphrasing
Summarising
Questioning
Interpreting
Reflecting feelings
Empathising
Confronting

(Kelly, 1996, pp.95-96)

Advising Skills

Interpreting
Description: Offering explanations for learner experiences
Purpose: To provide new perspectives;
                                   to help self-understanding

Empathizing
Description: Identifying with the learner's experience and perception
Purpose: To create a bond of shared understanding

Reflecting feelings
Description: Surfacing the emotional content of learner statements
Purpose: To show that the whole person has been understood

(Kelly, 1996, p.96)

Conversation Analysis (CA)

Object: Spoken interaction

Aims: How do participants contribute to the interaction?
               How do participants interpret each other's contributions?
               How do participants develop a shared understanding of the interaction?

Process: Detailed transcription (paralinguistic features, silence, nonverbal actions)
               Exam for recurring patterns in the transcript
               Create a rule/model to explain the pattern based on examples of the
                         patterns

Conversation Analysis in Advising
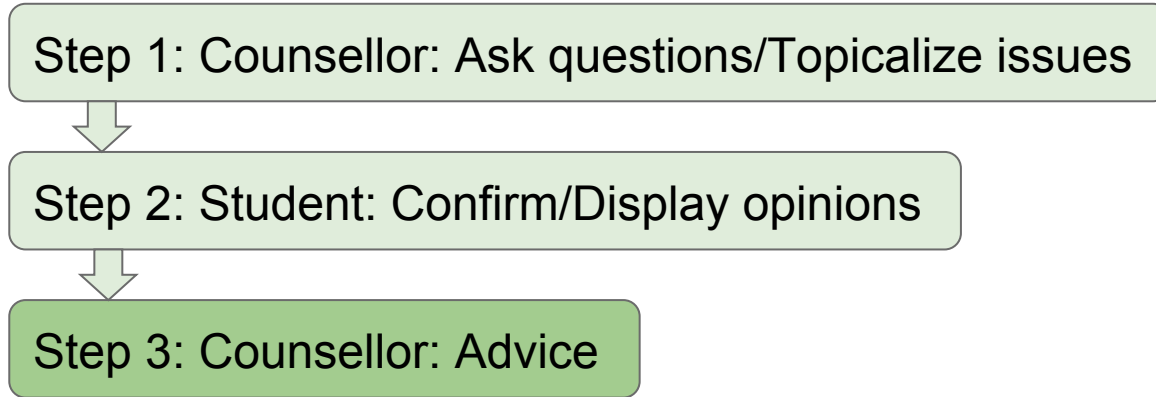
Advice giving practised in other settings

Health visitor-new mother interactions (Heritage and Sefi, 1992)

Mundane talk and institutional talk (Jefferson and Lee, 1981)

Advice-giving requires cautious preparation

→ 'Stepwise entry' (Vehviläinen, 2001)

'Stepwise entry' (Vehviläinen, 2001, p.375)

Step 1: Counsellor: Ask questions/Topicalize issues

Step 2: Student: Confirm/Display opinions

Step 3: Counsellor: Advice

Data

Experienced advisor and non-English major

70 minutes long
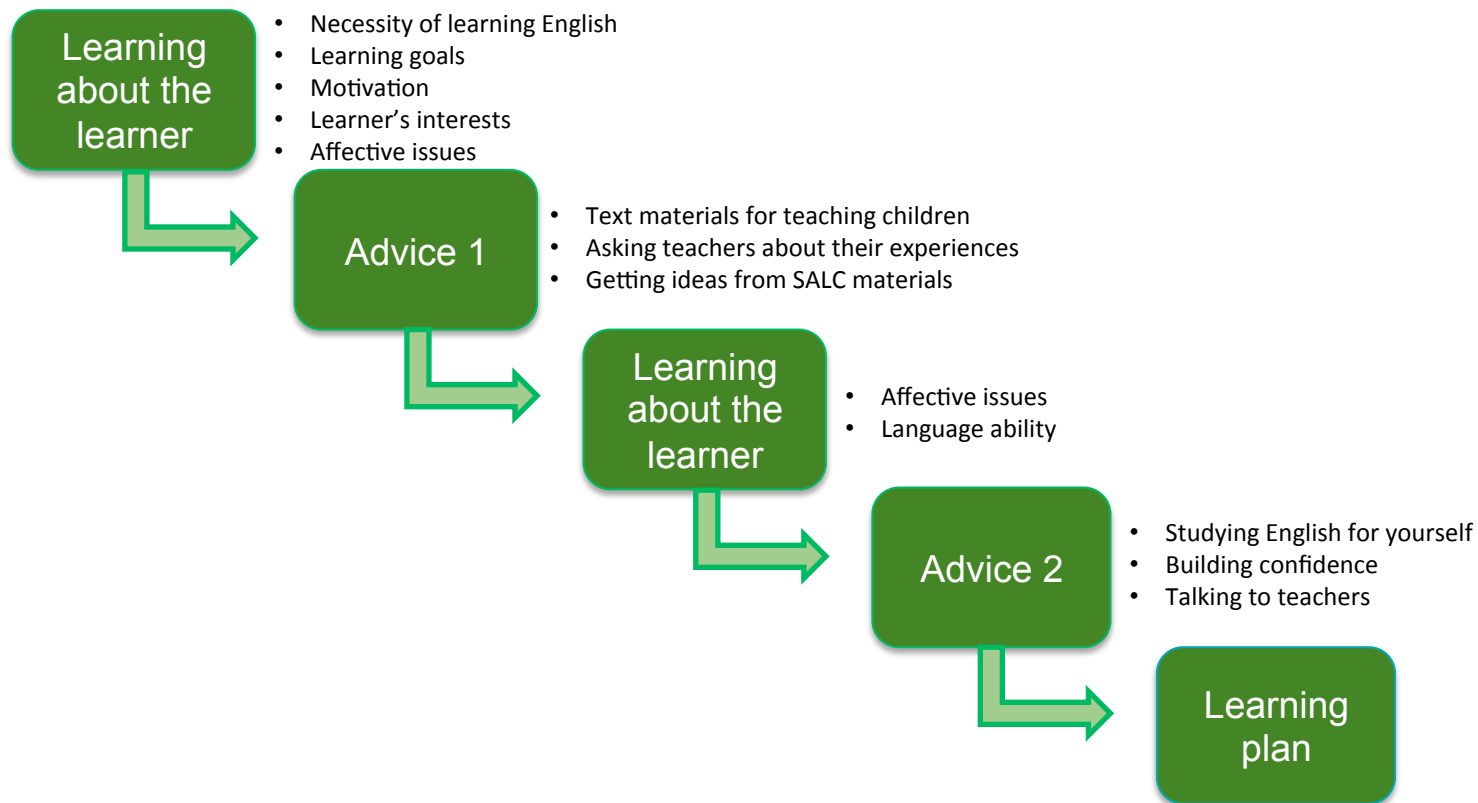
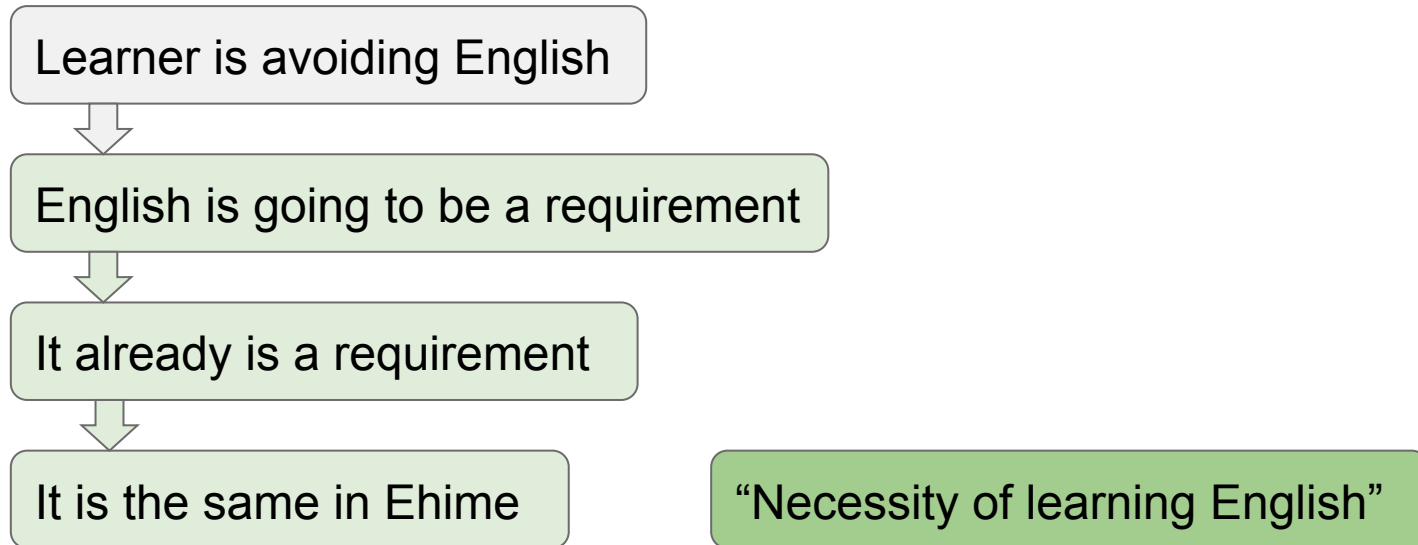Language learning center at a private university in Japan

Japanese

Video-recorded

CA transcription

Session Overview

Learning about the learner
- Necessity of learning English
- Learning goals
- Motivation
- Learner's interests
- Affective issues

Advice 1
- Text materials for teaching children
- Asking teachers about their experiences
- Getting ideas from SALC materials

Learning about the learner
- Affective issues
- Language ability

Advice 2
- Studying English for yourself
- Building confidence
- Talking to teachers

Learning plan

Excerpt 1: Context

```
1   A:  1->  demo  are  da  yone:  shougakuse-        shouga[kkou de
             but   that CP  FP      primary.school.childre- primary.school  at

2                                                         [(L starts nodding.)

3   A:  1->  oshieru  toshitara,=
             teach       if
```
"But, you know (that), if (you) are going to teach primary school childre- at a primary school,"

```
4   L:       =°u::n°
```
"Yes."

```
5   A:  1->  eigo wa (0.4)  korekara  hissu       [ni natte iku
             English TP      from.now  requirement  is.going.to.become

6   L:  2->                                       [°u::n°
```
"Yes."

```
7                                                 [(L nods deeply.)

8   A:  1->  wake da[mon ne:¿
             it.is.a.fact    FP
```
"it's a fact English is going to be a requirement in the future¿"

```
9   L:  2->          [(°sou°)
```
"Right."

```
10           (1.2)
```

Learner is avoiding English

English is going to be a requirement

It already is a requirement

It is the same in Ehime

```
11  A:  3->  to iu ka mou    hissu¿
             QT say  or  already requirement
             "Or rather, it already is a requirement¿"

12  L:        uhuh[hh

13  A:            [huh huh huhh

14            (.)

15  L:  4->  °mou° go roku nen de wa kyoukasho to iu
             already five six   year in  TP textbook     QT say

16  L:  4->  ka [atarashii
             or   new
             "There already is a textbook for fifth and sixth graders, or new"

17  A:          [U::N sou[da yone.
                 Yes  so   CP  FP
                "Yes, that's right."

18  L:  4->                 [(hon)
                            "book."

19            (1.7)

20  L:  4->  sou desu  ne [ehhh hehhhh=
             so   CP-POL FP
             "That's right."

21                          [(L nods.)
```

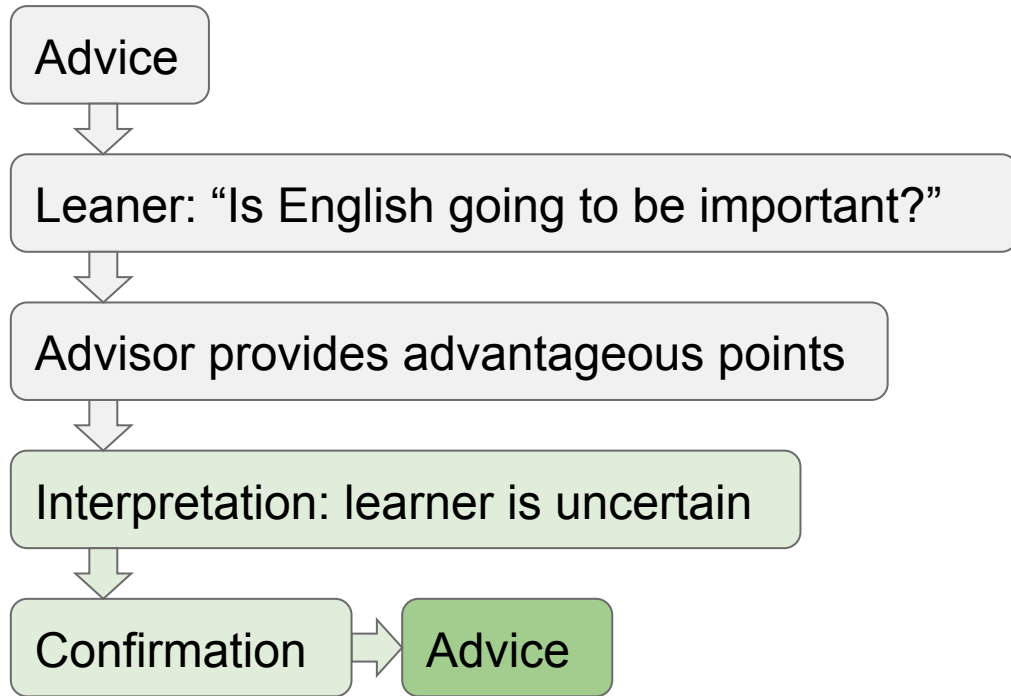Learner is avoiding English

English is going to be a requirement

It already is a requirement

It is the same in Ehime

```
17  A:           [U::N sou[da yone.
                  Yes   so  CP  FP
                  "Yes, that's right."

18  L:  4->                 [(hon)
                             "book."

19            (1.7)

20  L:  4->  sou desu  ne [ehhh hehhhh=
             so   CP-POL FP
             "That's right."

21                          [(L nods.)

22  A:                      [(sou da yo)
                             so   CP  FP
                             "That's right."

23  A:  5->  =Ehime ken    mo onaji da yone sore wa ne=
             Ehime  Prefecture also same  CP  FP   that  TP  FP
             "It's the same in Ehime prefecture, right? That (situation)."

24  L:       =sou desu  ne: [hehhh
             so    CP-POL FP
             "That's right."

25                          [(L nods.)
```

Learner is avoiding English

English is going to be a requirement

It already is a requirement

It is the same in Ehime

Interpretation

Excerpt 2: Context

```
1    A:   1->   >yappa fuanna n da yone=kitto ne¿<
                after.all  uncertain N CP FP     perhaps  FP
                "After all, you're uncertain, right? Perhaps?"

2              (0.5)

3    A:        £ehehhh [heh heh£

4    L:   2->          [sou desu  ne hh
                        so    CP-POL FP
                        "That's right."

5    A:        [£heh heh heh heh .hhhhh£ un: (0.6) sou da ne:
                                              so    CP FP
                                              "Right."

6    L:        [£heh heh heh£

7              (0.8)

8    A:        >demo yappari< sono: (0.3) fuan:    o (1.0)
                but   after.all    that        uncertainty ACC

9    A:        nuguisaru tameni wa:, (2.2) sukoshizutsu
                clear.away   for    TP          little.by.little

10   A:        yappari: (1.0) benkyou:
                after.all         study
                "But, after all, in order to clear away that uncertainty, after all, study little by little,"
```
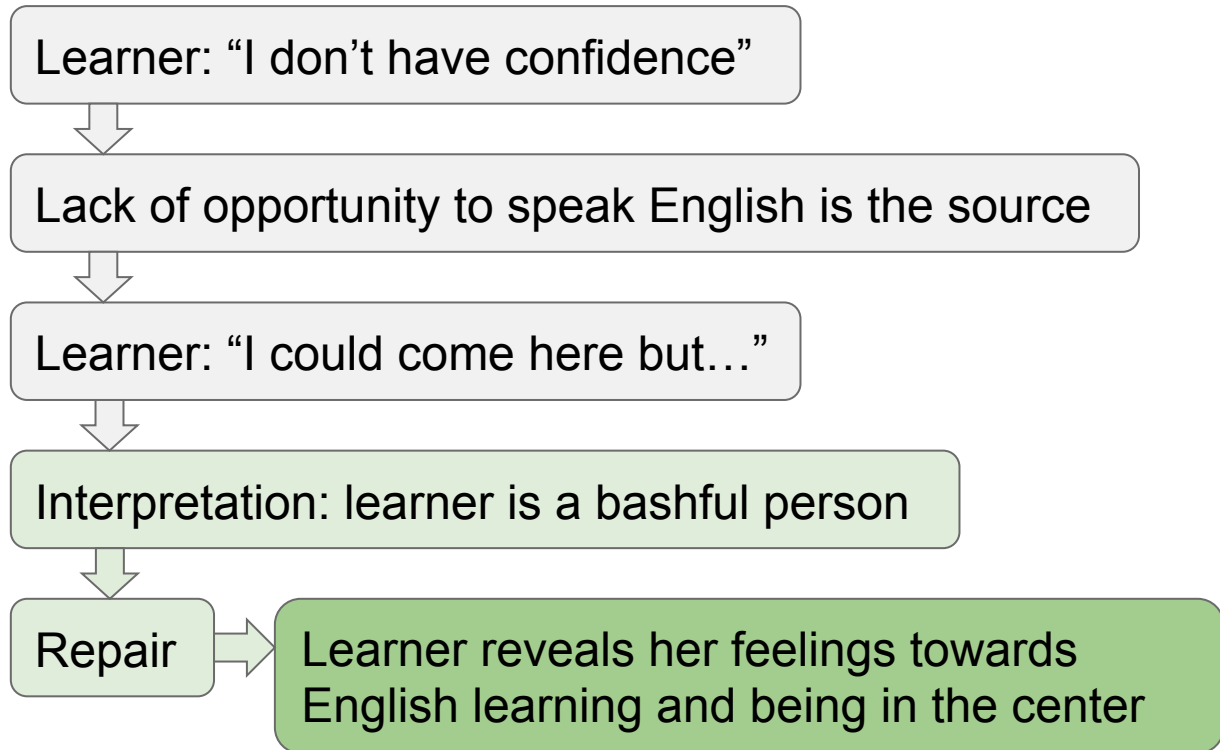
Interpretation: learner is uncertain

↓

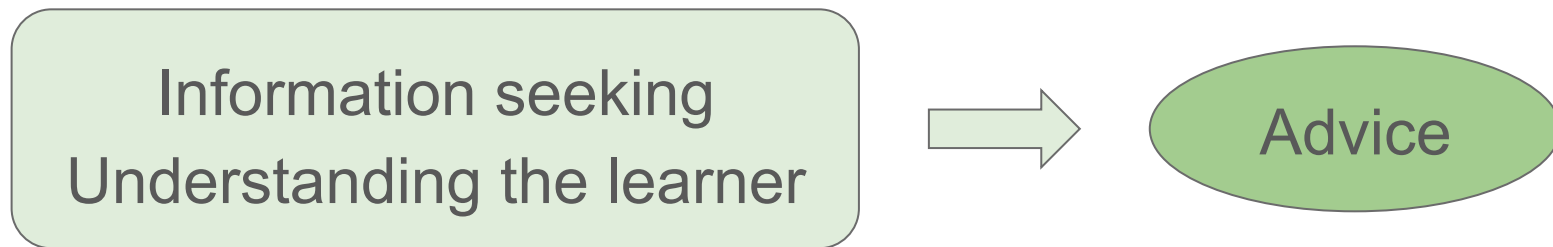Confirmation

↓

Advice

Excerpt 3: Context

Learner: "I don't have confidence"

↓

Lack of opportunity to speak English is the source

↓

Learner: "I could come here but…"

↓

Interpretation: learner is a bashful person

↓

Repair → Learner reveals her feelings towards English learning and being in the center

```
1   A:        u:::n sou ne::
                  right  FP
                  "Right."

2             (0.6)

3   A:  1->   kekkou hazukashigariyasan?
              quite       bashful.person
              "Are you quite a bashful person?"

4             (1.6)

5             (L slowly starts tilting her head.)

6   A:  R->   ↑sou demo nai¿=
              so        NEG
              "That's not the case¿"

7   L:  2->   =£s(h)ou d(h)e m(h)o n(h)ai£=
              so            NEG
              "That's not the case."

8   A:        =£uhuh huh .hhh£ tada chotto eigo ni tai suru
                              just  a.little   English in.regard.to
                              "Just a little, in regard to English"
```

Interpretation: learner is a bashful person

Repair

Learner reveals her feelings towards English learning and being in the center

Preliminary Findings

Information seeking
Understanding the learner

→ Advice

Confirmation steps

Progress the talk towards the conversational goal

Maintain shared understanding (interpretation and repair)

Conclusion

Relevance to Kelly's skills

Kelly (1996) provides descriptions of skills and
their purpose but does not account for *how*.

CA may allow us to see *how* these skills are
employed and *how* they function in the subsequent
turns.

Conclusion

Calls for CA's contribution to PD programmes in other fields

Authentic interactions used for training medical students (Maynard & Heritage, 2005)

Need for actual observations and dialogues in handbooks for child counselors (Hutchby, 2005)

(Image) http://www.pdpics.com/photo/2363-training-glass/

Limitations and need for future research

Analysis of more sessions with the same participant

More sessions with other participants or conducted by different advisors

Sessions where one participant is using their weak language

Comparison between experienced advisors and novice advisors

(Image) https://pixabay.com/en/student-biology-notes-think-study-732012/

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