A Shift in Perspectives: The Journey from Journal Feedback to Reflective Dialogue in a University Dormitory Programme

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Abstract

Students who reside in dormitories tend to have a higher expectation of improving interpersonal relationships and enriching their university experience. However, sometimes, in reality, there exist obstacles that may impede their journey toward success. Such obstacles were made worse by the lockdown measures and social distancing during the COVID-19 pandemic, which resulted in some students dropping out of dormitory residences. Therefore, to improve student experiences and promote an organic interpersonal network during difficult times, the dormitory supervisors introduced a new reflective journal template for the mandatory elements of the dormitory programme. An ongoing reflection was required on academic goals, dormitory experience, personal relationships and other aspects of university life. Through using the new journal template, and one-to-one advising sessions with the authors, students reported an improvement in their motivation and autonomy.

寮に住む学生は、対人関係を改善し、大学での経験をより豊かにすることを期待する傾向が強い。しかし、現実には時として、成功への道のりを妨げる障害が存在する。COVID-19のパンデミックでは、ロックダウンや社会的距離の取り方によってそのような障害が悪化し、寮を退寮する学生も出た。そこで、困難な時期に学生の経験を向上させ、有機的な対人ネットワークを促進するために、寮の指導教官は、寮プログラムの必須要素に新しい反省日誌テンプレートを導入した。学業上の目標、寮での経験、個人的な人間関係、大学生活のその他の側面について、継続的に振り返ることが求められた。新しい日誌テンプレートの使用と、著者との1対1の助言セッションを通じて、学生たちは意欲と自律性の向上を報告した。

Keywords: advising in language learning, journal writing, learner autonomy, critical thinking, dormitory support

Students who reside in dormitories have a higher expectation of improving interpersonal relationships and enriching their university experience (Liang, 2023). However, sometimes, in reality, there exist obstacles that may impede their journey toward success and affect their motivation (Su, 2020). Advising is an effective way of generating motivation and fostering learner autonomy as it encourages reflection on the language learning process (Kato & Mynard, 2016).

At the height of the COVID-19 pandemic, universities turned to remote learning as a safer, more viable form of education. It was predicted that this shift might reshape the world in the longer term (World Economic Forum, 2020), and indeed, many industries have been hugely affected, none more so than international travel and aviation. This, in turn, also indirectly affected preparing students to be immersed in the English-speaking world, one of the primary goals of the dormitory at Kanda University of International Studies (KUIS), as the university's study abroad programme was suspended. According to Asada (2021), researchers who measured the impact of studying abroad have found that it has a profound positive impact on academic, educational, and professional outcomes. However, as a result of students being unable to participate in KUIS's study abroad programme, student motivation levels at the university dormitory seemed to have started to diminish as they began to skip one-to-one conversation sessions with the authors, who were dormitory supervisors (SVs), more often. These conversation sessions were essential to the dormitory programme to prepare KUIS students for studying abroad. Some students even verbally said they were not motivated enough to attend the sessions. Not only were motivation levels affected, but several additional significant challenges emerged during this critical period. Therefore, it became a primary goal for the dormitory supervisors (SVs) (the authors of this paper) to maintain a balance between following university-directed COVID-19 protocols and coordinating an engaging dormitory programme.

Student needs and expectations should always be considered to improve student experiences and promote their development as learners. These needs can be aided by perpetual student reflection. It is important to make reflection a habit rather than a singular event and for students to make smarter short-term goals to achieve their outcomes (University of Edinburgh, 2020).

The two authors worked as SVs at KUIS's female dormitory in addition to their full-time duties as KUIS lecturers. In 2020, the dormitory consisted of 15 Japanese university female students from across four years of study at the university. The SVs ran a programme

that focused on immersing students in an English-speaking environment and preparing them for studying abroad in their junior or senior year. The study abroad programme is not mandatory at KUIS. However, students who specifically want to study abroad enter the dormitory. The SVs held monthly cultural events and one-to-one SV sessions twice a week where students would bring in a journal (see Appendix A), which they had worked on throughout the week, and read them to the SV. This practice allowed students to talk with their SV about their overall week, such as what was good about the week, what they ate, how many hours they slept, among other topics, as well as their weekly motivation about life in general. Besides running the dormitory programme, the two SVs have also been involved in the Learning Advisor Education Program offered by the Research Institute for Learner Autonomy Education (RILAE). During this professional developmental course, both acquired a deep knowledge base about learner autonomy and identity, beliefs about language learning, and reflection on learning. As a result of knowledge gained through this course, the SVs were motivated to design an approach that would allow students to set more focused short-term goals in a new journal format and then use the weekly one-to-one SV sessions for students to describe and reflect on those goals.

This paper describes the research conducted at the KUIS dormitory and focuses on 15 university students enrolled in the dormitory programme. This research aimed to understand students' perceptions of the new journal format and advising sessions and the impact of these on students' achievements of their short-term goals. Additionally, the research focused on two students' progress along the 'Learning Trajectory' (Kato & Mynard, 2016) to understand their journey as advisees as they set out to achieve one of their short-term goals.

Connections Between Journals, Reflection, Autonomy, and Advising

Hahnemann (2013) asserted that learners learn best by progressing logically and orderly through "progressively more complicated levels of abstraction" (p. 213). One role of educators is to enhance this ability to engage in abstract thought, conceptualize, and solve problems by encouraging students to write. Journal writing, as a tool, involves complex cognitive processes that allow learners to define themselves and their beliefs (Hahnemann, 2013). Reflection is particularly relevant to learners as it encourages integrating theory with practice, enables them to define the world on their behalf, and turns every challenge into a new potential learning experience (Wong et al., 1995).

A reflective journal could foster student autonomy if they are allowed to choose their areas of short-term goals when reflecting through writing. Evans and Boucher (2015) stated that "choice plays a critical role in promoting students' intrinsic motivation and deep engagement in learning. Across a range of academic outcomes and student populations, positive impacts have been seen when student autonomy is promoted through meaningful and personally relevant choices" (p. 87). Once learners choose their short-term goals, advising could play an important role in helping them work towards their selected goals.

Advising in language learning is an intentional and ongoing reflective dialogue that also promotes learner autonomy. The dialogue aims to activate a learner's reflective processes, resulting in a deeper understanding and control of language learning (Mynard, Kato, & Yamamoto, 2018). Kato and Mynard (2016) designed a 'Learning Trajectory' that many language learners experience as they engage in advising with a learning advisor. Table 1 describes the four stages that learners may experience on their journey as advisees.

Table 1

The Learning Trajectory (Kato & Mynard, 2016, p. 14)

	Getting Started: Setting the scene	Going Deeper: Moving toward a turning point	Becoming Aware: The 'aha' moment in advising	Transformation: Starting to 'self-advise'
Learners characterized by	Being largely unaware of their learning processes. Not very aware of their language learning needs. Having limited knowledge of what advising is. Expect advisors to provide solutions.	Starting to become more aware of learning processes and reasons for struggles. Having a clearer vision and being able to reflect deeply with support.	Being able to reflect on their own learning processes and feeling more confident about their learning. However, support is still necessary.	Being largely aware of their learning processes. Providing alternative strategies to target focus areas by themselves. Being able to control their learning.

Methodology

Before the research was conducted, the two SVs gained the university's written consent to implement the dormitory programme changes. In addition, all students were gathered in the dormitory on the first day and informed about the changes to the new journal format (see Appendix B) and the one-to-one sessions with the SVs. They were also briefed

that their journals and responses provided during the individual sessions would be used for research purposes. Students signed a consent form agreeing to participate in this study.

The research was conducted in two phases. The first phase consisted of changing the already existing journal format (see Appendix A) to allow students to organise their thoughts. This format had free spaces where students could write anything they liked about their week. The new format, however, allowed students to think about specific areas (see next section for more details). The second phase involved adapting the one-to-one SV sessions into advising sessions in which reflective dialogue was facilitated (Kato & Mynard, 2016). These were based on the researchers' experience and knowledge acquired in the Learning Advisor Education Program offered by RILAE.

The research was conducted at the university's female dormitory across one semester (five months) and involved 15 female dormitory students. To conduct one-to-one SV sessions, students were divided into two groups of seven and eight, and each SV catered to one group. One-to-one SV sessions lasted 20 minutes and were scheduled on Mondays and Tuesdays. After a period of three to five weeks, SVs switched groups. This practice continued until the end of the semester. For this paper, among the 15 students, three to five week journeys of two first-year English majors were examined in more detail. These two students were chosen because they attended all one-to-one SV sessions throughout the study. This allowed the authors to have more continuity with them. The authors also investigated how the two students experienced some of the four stages described in the 'Learning Trajectory' (Kato & Mynard, 2016) based on their journals, field notes recorded by the SVs during reflective dialogue sessions, and their responses from an end-of-semester survey.

Phase 1: Introducing The New Journal Format

The already existing journal format used in the dormitory prior to this research required students to report on each day's activities in a conversation session with the SVs and track their daily motivation on a table but with little to no opportunity to reflect (see Appendix A). For example, they did not reflect on the reasons for high or low motivation. In addition, this format did not provide a space for students to set or work towards any goals, often leading to confusion about the journal's purpose.

The new journal format (see Appendix B) allowed students to focus on five specific areas of their lives: university experience, dormitory life, personal relationships, academics, and other areas relevant for the students outside these four categories. The first four categories were chosen based on the authors' prior experiences working with the students

while learning about their lives. In addition, advising tools such as 'The Wheel of Language Learning' and 'The Motivation Graph' (Kato & Mynard, 2016) were adapted to create a new motivation tracking table in the new journal (see Appendix B)

Students were encouraged to choose from the five areas (categories), set a short-term goal connected to that area, and achieve it within three to five weeks. It was hoped that this timeframe would provide ample time for students to work on a specific short-term goal for the chosen area. Therefore, instead of writing a little every day about daily events, they were advised to reflect on their efforts to achieve their chosen goal at the end of each week so that they could reflect on the entire week. However, some students preferred writing on a daily basis as they could make incremental progress, which was not discouraged. This flexibility allowed students to reflect in action or reflect on action (Schön, 1987).

Phase 2: Conducting Advising Sessions

Students enrolled in the dormitory programme were expected to discuss their progress with the SVs after completing their weekly journal. As part of the university's COVID-19 protocol, these journal sessions were held at the dormitory and online alternatively each week. This discussion changed from a one-to-one SV session, which involved students talking about various events of that week in a more free-talk format, to a more focused advising session. The SVs met with each student once a week for 20 minutes. The length of these sessions was university policy, and the SVs were required to adhere to it and meet with all students for an equal amount of time. During these advising sessions, the SVs engaged students in intentional reflective dialogue (Kato & Mynard, 2016), an intentionally structured dialogue designed to promote learner autonomy. An intentional reflective dialogue differs from ordinary dialogue in a way that allows for discovering diverse perspectives, unlike an ordinary dialogue that occurs naturally between people (Brockbank, McGill, & Beech, 2002). The one-to-one SV sessions before this study did not allow reflection, as students mostly described the week's events. However, interesting student perspectives could emerge using advising tools and strategies.

In the first advising session at the start of the study, students were briefed on the purpose of the new journal template and how they could use it to track their progress. In addition, they were informed of the change in style of SV sessions. Expectations were also set about holding goal-oriented advising sessions rather than merely free talk or conversation sessions.

Students began each SV advising session by discussing their chosen goals, whether

they progressed in subsequent sessions, and if so, how. These advising sessions also allowed students to share new perspectives on their weekly goals. The SVs used advising strategies learnt in the RILAE Learning Advisor Programme to engage students in advising and facilitate intentional reflective dialogue.

Data Collection

In each session, SVs observed students while engaging with them in intentional reflective dialogue. Comments from students and their body language were noted. The notes from these sessions served as data for the advisors and were analysed based on the 'Learning Trajectory' (see Table 1). The notes were written in real-time as they happened. Additional notes were written after the session to record students' experiences of the session based on SVs' perspectives. These notes involved comments like "She seemed happy today" or "She was smiling while talking about her goals today."

A survey consisting of Likert-scale and open-ended subjective questions was administered at the end of the semester to gather students' thoughts about the new journal template and the 20-minute advising sessions (Appendix C).

Results

The results firstly focus on the data from the notes SVs took and comments made by students A and B during advising in the first five weeks, and then the data collected from the end-of-semester survey form.

Advising with Students A and B

This section describes two students' backgrounds and initial short-term goals. It then analyses comments made during their advising sessions, which were written as SV notes, and how these notes could be indicative of the stages of the 'Learning Trajectory' the students experienced.

Student A

Student A was a first-year English major and had recently started the dormitory programme. She seemed energetic and motivated in the advising sessions but, at times, lacked confidence in her English speaking ability. She decided to improve her English speaking skills for her first short-term goal in her journal. Table 2 illustrates her journey through five weeks in which she used the new journal format and took part in regular advising sessions. It also includes SV notes.

Table 2

Notes on the Learning Trajectory for Student A

Stages of the Learning Trajectory model	SV notes	Student comments during advising sessions	Week number
Getting Started	This was the first time filling out the new journal Wasn't sure what she wanted to focus on and why	"I am not sure which aspect to focus on." "I am worried about my presentation on Wednesday."	1
Getting Started/ Going Deeper	Identified the gap, yet unsure about what to do Willing to make some effort	"I don't know how I can know about my future goals." "I could think about them, but at this point, I am so busy that I don't have time to talk to a learning advisor." "Maybe I'd like to talk to them in a few weeks."	2 and 3
Going Deeper/Becoming Aware	Took a step in the right direction and experienced the result	"I spoke to 2 teachers this week, and I could feel more confident."	4 and 5
	Reported this in the 5th week and then decided to focus on another goal	"I like to spend time at SALC with friends. I'd soon want to talk to a learning advisor too."	4 and 5
Transformation	NA	NA	NA

Student A's comments indicate three stages of the 'Learning Trajectory' she seemed to have experienced within five weeks. In the first week, the student appeared to be in the 'Getting Started' stage by listing her needs but with no clarity about what she wanted to achieve. In the second and third weeks, her comments implied that she decided to dig deeper

into her situation, echoing the second stage of the model. She could think about her future goals yet remained unsure how to achieve them. In addition, she was unsure how she could accomplish her goal of becoming a more confident speaker of English.

In the fourth and fifth weeks, she appeared to have taken action and started to understand the positive outcomes of doing so. This may be partially indicative of the 'Going Deeper' stage on the trajectory. Although the student claimed to have taken some actions, such as talking to a learning advisor, the comments do not necessarily represent that she understood her learning process deeply. Before SVs could further investigate whether the learner clarified her goals, she decided to move to another short-term goal. This will be highlighted as a limitation of the methodology as three to five weeks may not be enough for learners to move along the four stages of the 'Learning Trajectory'.

Thus, Student A may or may not have experienced the 'Going Deeper' stage. Her comments and the SV notes suggested she made progress toward her goals, but it is difficult to claim what specific stages of the 'Learning Trajectory' she experienced within those five weeks. She subsequently decided on other short-term goals, which she claimed she achieved fully or partly within five to six weeks each.

Student B

Student B was a first-year English major. Although introverted, she was quite passionate about achieving her learning goals. She chose to improve her time management skills for her first short-term goal. Table 3 illustrates her journey through each week in which she used the new format of the reflective journal and took part in regular advising sessions. The table also includes the SV notes.

Table 3

Notes on the Learning Trajectory for Student B

Stages of the Learning Trajectory model	SV notes	Student comments during advising sessions	Week number
Getting Started	This was the first time using the new journal Wasn't sure what she wanted to focus on and why	"I am nervous about a presentation on Friday. Maybe I will focus on academics."	1

Getting Started/ Going Deeper	Switches goal Shows good reasoning and motivation but expects direction/input	"I want to know what an ideal balance for my time would be like. Now, I really enjoy my part-time job, but I know it is my responsibility to study hard and get good grades."	2
Going Deeper	Realizes that she is in control of her time management, not other people. Balance is essential so that she can find time to study	"I think I can find a good balance and be able to both work and study." "Maybe 60% for study, and 40% for work."	3
Going Deeper	4th week advising session findings. Then, she decided to focus on another aspect	"I realized that I also need time to relax. Last week was very busy and I feel so tired. I will include this in the future."	4
Becoming Aware	NA	NA	NA
Transformation	NA	NA	NA

In the first week, Student B was still determining which aspect of the new journal she wanted to focus on (see Appendix B). It seemed that more time was required to familiarise and reflect on which areas needed most addressing. In the second week, she decided to focus on the goal of achieving better time management skills and showed some motivation towards this goal. Her comments and SV notes in the first two weeks indicate she was experiencing the 'Getting Started' stage.

In the third week, Student B seemed to have gained some clarity about how she could achieve her goal. It appeared she had a clearer vision and could describe the ideal balance between her work and study effort in percentages. However, she seemed far from reflecting on how it could be achieved. In the fourth week, she realised how important rest was to

achieve her goal. She also acknowledged the importance of rest and planned to make time for that in the future. This could be interpreted as one step further in her learning process. However, it does not provide evidence about her confidence level or if she could reflect on her learning process more deeply. Hence, Student B most likely never reached the 'Becoming Aware' stage of the trajectory.

End-of-Semester Survey

In a nine-question survey, participants were asked about different topics related to their experience of the journal's and sessions' new format. First, Students were asked what they enjoyed about the advising sessions. All fifteen students made some positive remarks about the sessions. Some of the comments were, "I could share what I read and talk about it. It is the most interesting thing about the session", "Talking about my goals deeply", "I enjoyed talking about my questions which I wrote in the writing space in my journal", "This is because, I could talk about one topic deeply over a long time", "I really enjoyed talking with you and it was huge support for me. Thank you so much!", and "Teacher heard my worries politely, so I felt better than before.''

In addition, when asked about their perceptions of the new journal template on a 5-point Likert scale (1 *Not interesting* to 5 *Very interesting*), 11 students chose *Very interesting*, three students *Quite interesting* and one *Same as before*. The reasons shared by students in a follow-up question were, "I could focus on my goals and make it clear what I have to do by next week", "I can see the problem clearly", "I like the form so much because I can talk about my week or goals about academics and my life! Sometimes, I feel that I want to write longer and more!", "I like the new one compared with the before one. The amount of writing was good enough for me", and "It was really helpful to reflect on myself and think about what I can do to solve my problems and make my life better." Interestingly, no criticism was expressed by the students in the comments. However, one student, absent from most advising sessions partly due to job hunting reasons, indicated confusion about the direction and choice of goals. However, this student had hardly any opportunity to receive follow-ups on her journal entries and goal-setting process.

Additionally, students were asked, using a 5-point Likert scale, how much they felt they had improved their short-term goals. They could choose from *Greatly improved*, *Improved a lot*, *Somewhat improved*, *Improved a little*, and *Not improved*. Out of fifteen students, 11 reported that they had *Greatly improved* upon their short-term goals related to the five areas in the new journal (Appendix B) during the five months of the study. Three

students chose *Improved a lot*, and one student selected *Somewhat improved*. Some comments were, "Because I became good at finishing my tasks in a week thanks to the new journal session style," "I rarely used KUIS facilities such as meeting teachers and learning advisors. After focusing on *University Experience*, I got the courage to use them, and I could use five different KUIS facilities. So, I'm really satisfied with my experience", and "I felt my speaking skill got improved through advising sessions."

When asked what was the most popular area they had decided to focus on during the study, it seemed that *University experience* was a particularly popular area amongst students to reflect on and base their short-term goals. 13 students, at some point in the study, had set out to achieve a goal based on this area. Furthermore, ten students reported that the advising sessions with the SVs helped them remember the existence of the university's Self-Access Learning Centre (SALC), enabling them to use the facility better. Additionally, six indicated that they had become regular SALC advisees. The second most popular aspect evidenced in the survey was academic goals. Nine of 15 students at some point in the study chose *Academics* to base their short-term goal on. Some comments reported by these students were, "I think I could aim for improving my TOEFL score. I got a certain goal for that," and "I could grow my speaking English skills. Besides, it was very useful to clear the problems." As indicated in these excerpts, students seemed encouraged and goal-oriented by using the new journal format.

The final question on the survey allowed students to write any general comments they wanted to share with the SVs. Three students reported that they noticed a difference in their sleep cycles and less screen time, and two of them tried meditation as a result of trying to achieve their short-term goals. Six students wanted to continue using the new template to set their goals.

Students A and B also had some positive remarks to report in the end-of-semester survey. Student A reported, "I could use more SALC than before as I think it's fun," and "Thank you for talking to me each week; it gave me more confidence." Some of the comments Student B made on the survey about the advising sessions were, "It's easy to talk to the SV, and it helps me make a good schedule," and "SV sessions reminded me to do my best, and I could see new perspectives." These comments indicated that Student B had a positive outlook on the advising sessions. Both students seemed to indicate that they could make progress towards their goals. In reality, it was difficult to discern whether they achieved their goals and what achieving a goal constituted for them.

Overall, most students commented positively on the end-of-semester survey about the new approach, the new journal format, and the advising sessions.

Discussion and Implications

As stated by Mynard et al. (2018), one-to-one advising sessions can facilitate the reflective ability of advisees, which was suggested by the comments of all 15 students and the comments of Students A and B. They appeared to begin to observe some of their successes and failures and continued working on their short-term goals. It was hard to discern clearly what stages Students A and B were experiencing on the 'Learning Trajectory'. However, comments indicated they made some progress toward their short-term goals. Curry et al. (2023) concluded that learners may not always develop a linear way of reflection, which seemed evident in our study. However, an interesting observation was that the stages on the trajectory seemed to overlap. While there was some evidence of progression along the trajectory, there were instances when it was hard to distinguish the overlap between the two stages.

Overall, comments from the two students during the advising sessions and all 15 students in the end-of-semester survey indicated that the new journal template allowed them to focus on short-term goals, and the following weekly advising sessions contributed positively to the direction of achieving those goals.

Furthermore, as responses from the end-of-semester survey indicated, most students highly valued their university life, including the available facilities. In fact, the advising sessions reminded many of those students about the existence of the SALC in the university. It would be safe to say that this approach could work in other dormitory settings, helping students focus on specific areas of their lives and setting short-term goals through a reflective journal. If this is followed by weekly advising sessions, it can have a positive impact on students' goal achievement. In the current study's context, the new journal format appeared to have allowed students to think about their goals, and the advising sessions provided the scaffolding they needed to work toward their goals. Teachers, advisors, or dormitory supervisors would be recommended to use the same or a similar journal format, which can encourage students to focus on their specific short-term goals, followed by weekly advising sessions for them to reflect on their progress.

Limitations of the Study

Although the results of this study, as indicated by students in the end-of-semester survey, were mostly positive, some limitations must be addressed and could be considered as potential future research suggestions.

The SVs' advising sessions could not be videotaped or audiotaped, as it was not permitted in a female dormitory. Therefore, the authors took real-time notes during the advising sessions, as well as after the sessions, in order to analyse comments at a later stage. It is important to acknowledge that even fast note-takers in written form may miss content (Hayes & Mattimoe, 2004), so it is important to acknowledge that alternating between online and face-to-face each week may have affected the quality of student reflections or SV notes. Therefore, after each session, the authors always checked with the students to clarify any necessary points in more detail, or sometimes, by asking students to repeat something they said.

Furthermore, participants were familiar with the authors, as both had been working for over a year at the dormitory prior to commencing this research. Although not researched by the authors, a certain bias and its effects could have had either a positive or negative impact on the results. Biases introduced by a researcher can directly affect the validity and reliability of the ultimate findings of a study. Respondents may distort information in certain situations to present what they perceive as a more favourable impression. Research suggests this is particularly true if the subject being discussed is perceived as embarrassing, sensitive, or in any way threatening (Salazar, 1990). The two authors tried to create a friendly and safe environment where students could freely discuss their goals and feelings without worrying about being judged. Of course, as per the university's policy, SVs must maintain confidentiality in student matters at all times.

The advising sessions could have been more fruitful without time restraints; however, the authors had to adhere to the university's policy. The researchers each met with seven to eight students for 20 minutes each. With this in mind, the authors perhaps should have extended the selection of short-term goals beyond three to five weeks, as many students needed more time to become familiar with the new journal format.

Finally, using the 'Learning Trajectory' (see Table 1) to analyse SVs' notes and students' comments may not be sufficient and particularly indicative of their progress along the four stages. There may be a few reasons for that. First, students' reflective ability may not progress linearly. Second, recording and analysing the advising sessions later may have provided more accurate data, possibly leading to a clearer understanding of their learning

process. As mentioned in the study, the two students did move toward their chosen goal. However, it was not perfectly indicative of their internal learning processes. For future research, regular and weekly advising sessions should be recommended to continue beyond 20 minutes to allow students more time to reflect on their learning process.

Conclusion

This study was conducted at a female dormitory with 15 students. The two authors, also dormitory SVs, modified the already existing dormitory journal format into one that allowed students to create short-term goals based on five important areas of their lives. Furthermore, the online and face-to-face one-to-one SV sessions were adapted into SV advising sessions.

The two authors took notes during and after their one-to-one advising sessions, which included comments made by the students during the sessions. This data was analysed using the 'Learning Trajectory' (see Table 1) and indicated the two students seemed to potentially progress along the trajectory. However, it was difficult to discern the overlaps between stages of the trajectory, and neither student experienced all four stages on the trajectory.

Student data was also collected by administering an end-of-semester survey regarding their views on the new journal format and the advising sessions. This indicated that students could reflect on their specific goals with the SVs, as this approach may have enabled them to focus and progress toward achieving their short-term goals to a certain extent. In the case of the two students, they seemed to have made progress toward achieving their specific goals. However, it is difficult to distinguish how they define achievement. The findings suggested that the new journal template may have encouraged students to set short-term goals. This, combined with weekly and regular one-to-one advising sessions, seemed to allow students to reflect on their progress. As a result, this approach propelled students further toward their short-term goals and encouraged some to utilise the university SALC further. Teachers, advisors, and dormitory supervisors could use a similar journal that allows students to set specific short-term goals and combine that approach with regular weekly one-to-one advising sessions in order to help them reflect and identify how their learners progress in the direction of their goals.

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Appendix A

Already Existing Journal Format

NAME:

Dormitory Program Journal

DATE:

Place ★ in the cell to scale your motivation flow this week!

hyper ↑ **motivation** ↓ **low**							
	MON	TUE	WED	THU	FRI	SAT	SUN

Reflect on your daily life, feelings, and English learning!

DATE:	
DATE:	
DATE:	
DATE:	
DATE:	

DATE:	
DATE:	

This page is used to express your ideas, opinions, interests, etc., for writing exercises.
A supervisor will check your writing and comment on the topics later or in the session.

Topic(s):
The reason why you chose this topic:
Comment from supervisor:

Appendix B

New Journal Format

Weekly Reflection Journal

Name:
Date of Submission:

Place ★ in the cell to scale your motivation flow this week!

	100%					
hyper ↑ **motivation** ↓ **low**	80%					
	60%					
	40%					
	20%					
	0%					
	Percentage	**University Experience**	**Dormitory Life**	**Personal Relationships**	**Academics**	**Other Goals**

Instructions

1. Out of the following 5 aspects, __choose any 3__ each week, reflect, and answer the questions in that section.

2. **Focus on 1** of those aspects __for at least 21 days__ (3 consecutive weeks) and continue writing your thoughts in the weekly journal.

3. Please avoid writing 1-word answers. Each of your reflective answers should be __20-30 words__. **Include a question of your choice** in the area you focus on for 21 days. Also, write a reflective answer or use that question to reflect with your SV during the journal sessions.

4. You will be given feedback on the quality of your written responses.

5. You are welcome to write on additional topics of your choice (optional) in the space provided at the end of this journal.

6. Please fill out this journal over the **weekend**.

University Experience
(using university facilities and services, such as the library, SALC, etc.)

What university facilities have you used this week? How was the experience?
Which of those facilities did you use for the first time or the first time in a long time?
Reflection Question and Response:

Dormitory Life
(includes everything you do as part of the dormitory)

How do you think this week/ last week's dormitory programs have helped you?
What steps have you taken to improve time management, attend events/make deadlines?
What have you done differently this week?
Reflection Question and Response:

Personal Relationships
(includes friends, love interests, and family)

Have you connected with any new people (this could include someone you last spoke with a long time ago)?
What challenges do you face while connecting with people? How do you think you can improve?
Reflection Question and Response:

Academics
(includes all your academic and study abroad goals)

What have you achieved this week in terms of academic goals? How?

What have you achieved this week in terms of study abroad goals? How?

Reflection Question and Response:

Other Goals
(Part-time job, hobbies, fitness, etc.)

What other goals have you dedicated time to this week? (How much percentage of your time, i.e. 25%, is dedicated to a part-time job)

Have you managed to keep a good work/life balance this week? (Use percentages again to analyze, i.e. 40% Studies / 30 % Part-time job / 30% hobbies)

Reflection Question and Response:

Optional Writing Space

Topic:

Feedback from your SV:

Appendix C

End-of-Semester Survey

1. What have you enjoyed about your advising sessions?

2. What could be improved in the weekly advising sessions?

3. How would you rate the new journal template form?

Not interesting (1)	A little interesting (2)	Same as before (3)	Quite interesting (4)	Very interesting (5)

4. What are the reasons for this choice? Do you have any additional comments about the journal format?

5. Which aspects have you prioritised (focused on for 3-5 weeks) during this study? Please choose from the list below.

Percentage	University Experience	Dormitory Life	Personal Relationships	Academics	Other Goals

6. How much do you feel you have improved in the area you focused on?

Not improved (1)	Improved a little (2)	Somewhat improved (3)	Improved a lot (4)	Greatly improved (5)

7. Why did you choose the ranking above?

8. What are your thoughts about one-to-one sessions with the SVs?

9. Do you have any additional comments you would like your SVs to know?