Abstract

This paper is aimed at managers, teachers and advisors who are involved with language learner advising. It will first give a historic background to autonomy and advising (Benson & Voller, 1997; Crabbe, 1993; Holec, 1981), then discuss what advising means and what skill set is required for this. The paper will also look at how autonomy is linked to advising, strategies for effective language learning (Oxford, 1990), and self-regulation while using these strategies (Oxford, 2011; Ranalli, 2012; Rose 2012). It will then touch on more recent ideas around processes for helping students become more effective and more autonomous through advising (Mynard & Carson, 2012). Some practical approaches for advising (Kelly, 1996; Mozzon-McPherson, 2002; Riley, 1997) will be referred to, as will the all-important differences between teaching and counselling approaches. Finally, the article will briefly discuss reflection as a useful professional development tool.

Keywords: autonomy, advising, autonomous learning, self-access, language learning, self-access centres (SACs, independent learning, language students

ANZSRC Field of Research: 130207 LOTE, ESL and TESOL Curriculum and Pedagogy (excl. Māori)

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However, instructors and learners must work together to facilitate quality teaching and learning. Creative use of equipment and same-site/cross-site activities can enhance a course. Inclusion of all learners, modeling expected protocol in behaviors, effective time management, and comprehensive written materials are essential to build a climate of competency and professional growth. Although the instructional skills and teaching strategies discussed in this article represent good teaching practice in any educational environment, the authors' experiences have demonstrated the need