

# Exploring the Dual Role of Advisors in English Learning Advisory Sessions

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Although advising in language learning (ALL) is an effective way to promote autonomy among learners of foreign languages, most studies of ALL have been conducted in the students' L1 (first language) to ensure constructive dialogue between the advisor and advisee. The research reported in this article, however, featured a longitudinal focus on the L2 (second language: here, English) in the ALL sessions conducted for this study. Two Japanese secondary school students participated in these sessions, and the social interactions between the advisor and advisee that were co-constructed in English during the sessions were investigated. In the analysis of around 21 hours of audio recording from 19 advisory sessions, three types of teaching were identified. These differed markedly from the general practices that advisors follow. Further, using Activity Theory analysis, it became clear that the teaching types identified resulted from the multiple roles played by the advisor. The transcriptions showed that the L2 advisory sessions enabled certain types of teaching opportunities in addition to the advising that took place. The study sheds light on L2 advisory sessions and points the way for future studies on this subject. In the final section of this paper, I discuss the possibilities for such interactive sessions in English and existing practices of advising for secondary school students who may be struggling to keep up with their English classes.

言語学習アドバイジング(以下アドバイジング)は外国語学習者の自律を促す有効な試みではあるが、多くの研究はアドバイザー・アドバイジー間での建設的な対話を保つために第一言語で行われていた。しかし、本研究ではアドバイジングセッションを第二言語(英語)で縦断的に行い、そこでの特徴に焦点を当てて報告した。日本人高校生2名がセッションに参加し、セッション中に英語で共構成されたアドバイザー・アドバイジー間での社会的相互作用を調査した。全19回約21時間におよぶ録音データからセッションを分析したところ、アドバイジング本来の趣旨とは異なる3種類の教授活動が確認された。加えてそれらの教授活動はアドバイザー自身が持つ複数の役割から生じるものであるということが活動理論により明らかになった。本研究に於ける、第二言語によるセッションではアドバイジングと共にある種の教授機会が生じるという結果は、第二言語でのアドバイジングに光を当て、今後の研究への道筋を示している。また、英語の授業についていくのに困難を感じ得る中高生へインタラクティブな英語でのセッションや実際のアドバイジング実践といった可能性についても最終的には論じている。

## Keywords

advising in language learning, L2 advising, longitudinal study, advisor—advisee interactions, case study

## キーワード

言語学習アドバイジング、第二言語でのアドバイジング、縦断的研究、アドバイザー・アドバイジー間の相互作用、事例研究

For many second language (L2) learners who encounter difficulties, it is particularly important to gain autonomy, which is defined as the capacity of a learner to take responsibility for their learning and manage it themselves (e.g., Benson, 2007, 2011; Dörnyei & Ryan, 2015; Oxford, 2017). Advising in language learning (ALL) is a dialogic, dialectic process that encourages L2 learners to resolve language-related challenges (Mynard & Carson, 2012; Yamashita, 2015). Learners naturally tend to have particular preferences and styles for studying English; however, Japanese secondary schools' English classes have as many as 40 students, exacerbating English teachers' difficulty in following each student's learning. Therefore, methods of supporting language learning among secondary school students tend to be ignored even as student-centered teaching and active learning are attracting greater attention in many educational settings in Japan. These new approaches to learning implicitly require a certain degree of autonomy for students.

Student-centered activities and active learning have their roots in Sociocultural Theory (SCT), which built on the theoretical underpinnings of social constructivism (Jonassen & Rohrer-Murphy, 1999). SCT comprises two types of interactions: social interaction, or

interactions with interlocutors, and cultural interaction, or interactions with cultural artifacts. From an SCT perspective L2 learners co-construct knowledge through both types of interactions because social constructivism itself does not subscribe to an objective external world, claiming that everything that is known emerges from interactions (Given, 2008). SCT, therefore, is in harmony with student-centered teaching and active learning because social and cultural interactions are encouraged among students. Further, SCT and ALL also exhibit harmony because in one-to-one advisory sessions, both the advisor and advisee spend time attempting to impart information and then gradually come to understand each other. Therefore, in this article, SCT, as a theoretical epistemology, with ALL as its practical instantiation, will be examined through an exploration of advisor-advisee interaction in advisory sessions.

L2 advising would appear to be a reasonable approach to teaching and advising because, according to SCT, social interactions in L2 facilitate L2 learning (Lantolf, Poehner, & Swain, 2018). However, even though Kato and Mynard (2015) exemplified ALL in L2, using hypothetical examples as imaginable sessions, there are few empirical studies. L2 advising might be criticized for overburdening learners although, theoretically, they could make use of copious contextual cues and nonverbal information. For instance, even if an advisee is not accustomed to speaking English, they may try to convey a message through nonverbal communication or incorrect English. Here, the advisor can encourage the student to speak correct English through modeling or supplying missing language or forms. That is, the advisor can be the facilitator of a social interaction that provides mediation and works within the advisee's zone of proximal development (ZPD) (Lapkin, Swain, & Psyllakis, 2010). Language learning, however, was not the primary focus of this study. Rather, L2 advising was investigated as a means of fostering participant autonomy.

Furthermore, although there have been some objections that advising should not be another role played by the teacher (Kato & Mynard, 2015; Mynard & Carson, 2012), the lines between the advisor and the teacher in L2 advising are blurred. The goals of advising and teaching differ in one important respect: the central goal of English teaching is the development of mastery of English by the student, while the goal of advising is to develop the student's autonomy (Mynard & Carson, 2012). Social interactions can take place in L2 advising in second language acquisition (SLA), including clarification, questioning, and negotiation for meaning (Gass & Mackey, 2006; Long, 1996), while cultural interactions can provide affordances for learning (van Lier, 2004). In negotiation for meaning, an advisee receives input and performs pushed output in response (Swain, 2005). By analyzing advisory sessions, it is possible to ascertain whether they include advising aspects alone or also incorporate teaching aspects. Whether advisors restrict themselves to their particular role when coping with the unpredictable occurrences of an advising situation remains to be determined.

This examination has taken a cue from Derrida's (1976) philosophy, a poststructuralist approach, similar to social constructivism in which our knowledge and meaning-making processes are generated within human relationships (Given, 2008). This research approach, guided by theory, is expected to produce results that are applicable to qualitative data analysis. That is, if advisors to some extent take on a dual role in L2 advising, L2 advisory sessions can, in addition to their advisory role, perform the role of regular class teaching (e.g., providing knowledge to advisees and/or developing students' English mastery) if it is shown that they contribute to L2 learning as well as learner autonomy. It is hoped that this implication will take root among secondary school English teachers because they are being encouraged to increase the student centeredness of their classes and to conduct their lessons in English to improve communication skills. Although a student-centered class requires greater student autonomy, advisory sessions could fill the need to help classes to be more active. Therefore, ALL could be brought to more contexts in secondary schools to enrich student autonomy.

## Advising in Language Learning

Advising in Language Learning is a generic term (Mozzon-McPherson, 2001) that is divided into two types: one non-transformational (ALL) (Mynard & Carson, 2012) and the other transformational (TALL) (Kato & Mynard, 2015). Transformation here draws on Mezirow's (1991) Transformation Theory and is defined as changes of actions and feelings. As for the relevance of his theory to TALL, it "goes beyond simply providing learning tips to learners but also supports a learner's transformation into a highly aware learner . . . through discourse" (Kato & Mynard, 2015, p. 9). A major difference between ALL and TALL is whether the advisory sessions are structured. To avoid any confusion, hereafter, I will use the term language advising as a generic term and differentiate ALL and TALL as specific types. Moreover, as noted, one of the most important differences between advising and teaching lies in the purposes and the skills required (Mynard & Carson, 2012). That is, the central purpose of teaching is to help develop students' mastery of English by providing knowledge and, accordingly, teachers would acquire skills to manage their classes, for example. On the other hand, the central purpose of advising is to develop students' autonomy and, to achieve this, advisors would need such skills as being silent, giving positive feedback, and empathizing with their advisees (for further details, see Kato & Mynard, 2015). The purposes and skills required for teaching and advising thus imply different roles for students.

In this study, TALL was examined, for two reasons. First, TALL assumes that the role of the advisor is transformational and that both advisors and advisees gradually co-construct their knowledge in advisory sessions. Second, in ALL, advisors are necessarily qualified experts, in practicing psychology, specializing in a specific area of psychology, or working in a profession using knowledge of psychology. Regardless of whether the discussion concerns ALL or TALL, the common purpose of an advisory session is to develop the advisee's autonomy through discussion of their study of English, but the author takes the perspective of social constructivism and then follows TALL.

The prevalence of language advising is growing in higher education in Japan. In addition to the 45 schools listed on the Japan Language Learning Spaces Registry (n.d.), which have provided language advising for students, Waseda University also offers advisory support for learners of Japanese as their L2 (Waseda Nihongo Support, n.d.). Partly because of the different purposes and skills required between teachers and advisors (Kato & Mynard, 2015; Mynard & Carson, 2012), secondary school teachers may have not yet recognized its significance. Many universities with advisory support have advising centers, but secondary schools usually do not. The difficulty in establishing support for language advising in secondary school contexts is perhaps due to the language issue. Kato and Mynard (2015) included many examples of advising sessions, using both imaginary and actual dialogues. They noted that the sessions were conducted in L2 and acknowledged some benefits. The drawbacks included the slow pace of conversation, with the advisees requiring more time than they did in the L1 advisory sessions; however, this did not prevent L2 advising. Instead, the following was found:

Advising sessions in the target language can be very effective, but an advisor needs to adjust the pace and language to suit the learner. It can mean that everything takes much longer, but that can often be very satisfying for the learners. (Kato & Mynard, 2015, p. 78)

Of course, what is effective in such a context can be interpreted in several ways, including effective practice of English (c.f., languaging; Swain, 2006); more negotiation of meaning (Long, 1996); and increased time spent considering English study, which is cognitively demanding but rewarding (e.g., Lantolf, 2000). Furthermore, Kato and Mynard also refer to increased opportunities for advisees to experience 'aha' moments as an advantage. The mer-

its of L2 advising are entirely understandable, and they may also be conducive to L2 learning. This theoretical perspective on L2 advising will be further explored after reviewing SCT.

## **Sociocultural Theory**

In SCT, the development of human consciousness (from lower to higher forms) cannot occur without mediation, explained as “the lower forms of consciousness . . . are transformed as we engage in activities with others and come to appropriate the meanings available to us in our social and cultural environment” (Lantolf et al., 2018, p. 1). It regards interaction not as a facilitative force of learning but a crucial one, whether the interaction is social or cultural (e.g., Lantolf, 2000; Lantolf, Thorne, & Poehner, 2015; Swain, Kinnear, & Steinman, 2015). That is, both types of interaction contribute to L2 learning, leading many researchers to recognize or reconsider the influence of sociocultural contexts (Sugita McEown, Sawaki, & Harada, 2017; Miyahara, 2015). To understand SCT, social constructivism must also be taken into account (Creswell & Poth, 2017; Jonassen & Rohrer-Murphy, 1999). Social constructivism is among the poststructuralist approaches used in this article, in contrast to post-positivist approaches (Given, 2008; Kramsch, 2012; McNamara, 2012, 2015; Pavlenko, 2002). Post-positivism is congenial to quantitative studies, but social constructivism is generally used in qualitative studies (Ortega, 2012). Although variations of qualitative studies exist and not all necessarily adhere to one epistemological paradigm or another, qualitative studies as a whole broadly assume that learning is complex and dynamic, in a way that aligns with SCT’s epistemology. This epistemological stand is similar to Derrida’s (1976) view of language, which presupposes that meaning is created or constituted through social discourses and practices. Although Derrida’s discussion is quite complex, this study restricts his concept to being one of the perspectives employed to interpret the data. If poststructuralist approaches including Derrida’s philosophy and the dual role of advisors in L2 advisory sessions are kept in mind, the interpretive and social constructivist perspectives make the teacher–advisor relationship ambiguous. Following this train of thought, the following research questions have emerged:

1. How does teaching occur in the context of L2 advising?
2. What kind of teaching occurs in that context?
3. In advising, is the boundary between advising and teaching blurred? If so, how? And what might such blurring entail?

Is the expectation that social interaction in L2 will facilitate L2 learning applicable to advisory sessions? If so, could one anticipate teaching to occur in advising settings? If the answer is yes, the distinction between advising (what an advisor does to enrich an advisee’s autonomy, encouraging him or her to think for him- or herself) and teaching (the provision of knowledge to develop mastery) would become quite complex. This dual role of advisors has promising implications for language advising in the secondary school context. The procedure outlined below is used to investigate when and how teaching happens and its characteristics. Also given below is the research design and a description of the advisory sessions.

## **Methodology**

This section introduces the overall design of the study, which shares some similarities with a previous study I conducted in which the focus was on advisees’ emotions through one year of advisory sessions (see Moriya, 2018). By contrast, this study takes advisory sessions as its main focus.

## Researcher's Background and Participants

Whilst undertaking a two-year master's degree in 2016–2018, I worked as a part-time teacher at a cram school in Tokyo. Generally, cram schools specifically train students to achieve good marks on tests while regular schools are not limited to this one aim. Expected to work to satisfy the students' needs, in this cram school the tutors had to adjust their teaching to match their students' levels and weak points, but were otherwise left to manage their classes as they wished. I arranged my classes to suit my students, using my experience of teaching of over ten years. Due to my experience and background in English education, I was trusted to completely manage my classes, and was thus able to conduct TALL sessions in L2.

During the study period, I taught Ai and Yu (pseudonyms; both 16-year-old female Japanese learners of English and voluntary participants in the study) for a 1-year period in one-on-one 1-hour English instruction weekly sessions and conducted around 1-hour TALL sessions monthly. Before beginning the TALL sessions, I informed the subjects of the nature of TALL, the difference between general classes and TALL sessions, and the nature of voluntary participation as required by ethical standards, after which Ai and Yu agreed to participate. Secondary school students were chosen because in previous studies on advising, the participants were mostly college students (e.g., Mynard & Carson, 2012; Tassinari, 2016; Thornton, 2016; Yamashita, 2015).

Superficially, Ai and Yu shared many commonalities: being in the same grade, interested in English, and influenced by a sibling into pursuing English. Having known her for some time, I noticed Ai beginning to concentrate more on English after entering high school because of her bad experience in the entrance examinations. She struggled with English and other subjects as reflected in her advisory sessions (see Appendix A). Yu, whom I had known for a shorter period of time, was more into art as a hobby but enjoyed English, seeing it as a key to traveling abroad, something she loved doing (see Appendix B).

## Type of Study

This is a longitudinal study with multiple case studies (Creswell & Poth, 2017), and the data collection lasted from August 2016 to August 2017. In a systematic review, Tojo and Takagi (2017) reported that only 31% (69) of the 226 qualitative studies on applied linguistics that were sampled lasted as much as a year or more. This year-long qualitative study may have produced results that will be of value and significance to the field as well as to the further development of ALL and SCT and their relationship to learners' longitudinal progress.

## Data Sources

The study incorporated multiple sources of data (including short questionnaires, wheel of language learning forms, and student-constructed vision boards, to list a few; see Kato & Mynard, 2015) as ALL requires various tools to support advisees in different ways. However, one essential tool for use in advisory sessions is the learning log (e.g., Kato & Mynard, 2015; Yamashita, 2015; see Figures 1 and 2) in which an advisee keeps records of their English study. Every TALL session was audio recorded, and some of Ai's sessions were also video recorded with her prior consent. The audio data amounted to about 21 hours (1,263 minutes over 19 sessions) while the total amount of video data was about 9 hours (568 minutes over eight sessions). Additionally, I took field notes during the TALL sessions and memos during the analyses.

Figures 1 and 2 show Ai's and Yu's learning logs, respectively (for other logs, see Appendix A). These exhibited many contrasts, reflecting their characters.

Date	Time spent	Content of learning (action I have taken)	Self-reflection (how I feel about the action)	Today's feeling
6/19 Mon.	1hour	English lesson at school 英コエ	I passed 英検準2級 and オークス Writingが思ってたより高かった。(コエ)	Delightful
6/20 Tue.	X			ok
6/21 Wed.	X	英コエ鑑賞	I listened Jazz. 途中から Singer の musicはあんなに洋楽の歌。I was impressed	Happy
6/22 Tur.	2hours	English lesson at school		ok
6/23 Fri.	2hours	"	キタ> is difficult.	Sad
6/24 Sat.	1hour	English lesson at school. 英コエ	敬愛先生のteacherの最後の日でした。	Happy
6/25 Sun.	X		I studied history all day.	Joy

Figure 1. Sample of Ai’s learning logs

Although Ai mixed Japanese and English in her entries, she wrote relatively much more and tried to use English as much as she could. Further, to express what she did or thought in her daily life (most of which was about her school life), sometimes she used words that were difficult or previously unknown to her, such as “I learned auxiliary verbs,” “I couldn’t answer teacher’s question asking the meaning of ‘particularly’ so I ashamed,” and “I want to know how to study pronunciation and accent efficiently” (underlining by the author, indicating unfamiliar words found in the dictionary). For Ai, this learning log seemed to operate as a mediational tool (Douglas Fir Group, 2016).

Date	Time spent	Content of learning (action I have taken)	Self-reflection (how I feel about the action)	Today's feeling
9/19 Mon.	0	—	宇田家2日目 高1村までい。	Tired Sad
9/20 Tue.	0	—	静電で行き 大雨の中行き-	Get irritated & Satisfied
9/21 Wed.	1h	I watched the movie	このビデオを2回観た。 おもしろかった。	Normal
9/22 Tur.	2h	Homework	例題の勉強	Hungry
9/23 Fri.	2h 30 min	Home work Today's class	全曜白話字学校	Tired
9/24 Sat.	1h (40min)	Home work listening music	おもしろかった。	Tired
9/25 Sun.	0	—	静電までい。	Happy

Figure 2. Sample of Yu’s learning logs

Yu's learning logs may seem simple but she exhibited many types of emotions experienced in different contexts. Her mixed feelings of "irritated and satisfied" on September 20<sup>th</sup>, which were about her friends outside school, being a typical example. These emotions may be related to experiences of musical and artistic activity both inside and outside school using her talent in these areas (see Appendix B). For Yu, therefore, her learning logs were used as memos or prompts to prepare to speak in the advisory sessions, allowing her to give the advisor detailed information about different topics as needed. The use of learning logs differed between the two, but in both cases, it was found that the logs provided an affordance for learning (van Lier, 2004).

## Study Procedure and TALL Session Procedure

First, the participants were asked to discuss their study of English on school days (see Appendix C) one week before the advisory sessions began. The prompt was given in advance, and the student told when to begin speaking. Then, they were asked questions in English about what they had described. This task was chosen for two main reasons. First, as an advisor, I wished to gain an overview of their English study, and second, as a researcher, I wished to gain a baseline picture of English study procedures and habits before the beginning of the TALL sessions. This task was not used for assessing the advisees' linguistic skills but for eliciting their English learning experiences. For this reason, the prompt was given a week in advance, and the participants were told that there was no time limitation. The week following the completion of this task, the TALL sessions began. The two participants had different numbers of TALL sessions (Ai had 12 sessions, while Yu had 7 sessions), because TALL sessions were not obligatory, and both the students and I could only allot around 60 minutes each week. This availability was altered ad hoc: when the students needed to prepare for a forthcoming exam or ask some questions about English, or when they were not able to come to cram school because of illness or other reasons, advisory sessions could not be held. The frequency of the TALL sessions, however, was not a primary factor. Rather, the goal was to determine whether the participants would become more autonomous in their English study. Finally, a second interview was conducted in Japanese after the study period to ascertain the participants' reaction to the sessions. The procedure of this study and the TALL sessions is summarized simply in the upper part of Figure 3.

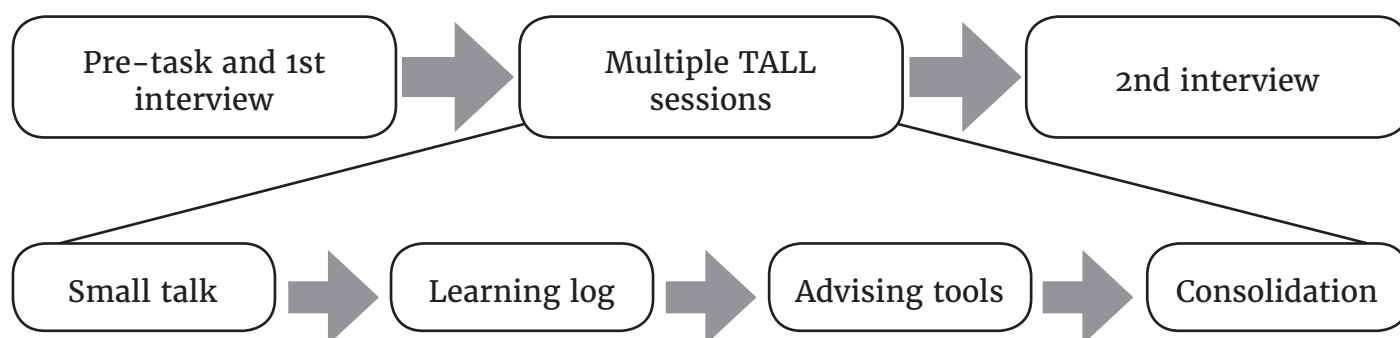


Figure 3. The overall procedure for the whole study (above) and for each TALL session (below)

The lower part of Figure 3 shows how the advising sessions were broken down: within a period of 60 minutes or so, I began the session with small talk in English to break the ice and change the atmosphere into one where speaking English was facilitated. The learning logs were checked at the beginning of every TALL session, and copies were made. After 5 to

10 minutes of talking, I always checked the learning logs first, to understand how each advisee had spent her time since the previous session. As this structure was maintained, the participants were able to prepare what they would say in each session, as was also noted in the pilot study, where one participant used the learning logs as a memo to prepare for L2 TALL sessions, as Yu did (see Figure 2). I attempted to retain the flow of the sessions as much as possible. After the learning logs were checked, if time permitted, an advising tool, from among many created after Kato and Mynard (2015), was used, but if not, the tool was given to the advisee as a task to complete before the following session. These tools included a short questionnaire investigating the advisee's confidence (see Kato & Mynard, 2015, pp. 36–37), the wheel of language learning (e.g., Mynard & Carson, 2012), and vision board (see the actual examples in Appendix B) to list a few (see Appendix D for a summary of these tools).

## Data Analysis

To address the three research questions, multiple analytical methods were used. For the first research question, Activity Theory analysis (e.g., Engeström, 2001) was conducted. Activity Theory allows researchers to (a) capture dynamic interactions between participants and the artifacts they use (Battista, 2015), (b) identify and explore gaps or contradictions emerging from the activity (Gibbes & Carson, 2014), (c) understand the context (Battista, 2015), and (d) re-examine interactions in those contexts (Swain et al., 2015). Activity Theory is especially effective for examination of interaction complexity. For investigation of the second research question, thematic analyses were performed, with no predetermined framework, in an exploratory way, to determine patterns. The final research question was addressed with micro-genetic analyses (e.g., Gutiérrez, 2008), employing a social constructivist perspective. Micro-genetic analyses were used to identify, from a SCT perspective, where learning occurs.

## Findings and Discussion

This section has three parts that correspond to the research questions that were previously provided. First of all, to examine L2 advising overall (RQ1), two figures that were created from the data are shown that visually summarize the overall context of the TALL sessions. Further, to provide a more detailed picture of each session (RQ2), excerpts of actual dialogues are provided. Finally, the L2 TALL sessions and the role of the advisor there are discussed, with a combination of findings (RQ3).

### ***RQ1: How does teaching occur in the context of L2 advising?***

Activity Theory analyses divide complex contexts into six sub-components: subject, mediating artifacts, objects, rules, community, and division of labor. In this study, the subjects were the participants (i.e., Ai and Yu) and I. Mediating artifacts, defined as the tools used to achieve a goal (Battista, 2015), included learning logs, advising tools, English and Japanese (the L1 and L2), and the gestures used in the TALL sessions. Objects were elicited from tasks (Appendix C), as were other advising tools and dialogue (some objects can be examined in Appendix B). Ai mentioned her objectives for English learning as attaining high scores in English tests, including university entrance exams. Yu was less forthright although she did speak of her expectations of university life. Before the beginning of the study, in the L2 TALL sessions, I explained that I would speak only in English but the advisees were permitted to use Japanese if they encountered difficulty. However, there is a gap between the rule and mediating artifacts because the rule led to Japanese being used in the L2 TALL sessions. Of course, the rule was not strict, with its intention simply being not to force the advisees to be silent. Howev-



er, interestingly, this loose rule had the effect of providing interesting insights. A sense of community was achieved from the dialogue, as Ai and Yu both mentioned their siblings many times, thus adding the family to the community. Finally, a division of labor emerged by examining the two activity systems (Figures 4 and 5).

In this context, the concept of a high school student takes on two roles: first, the participants were students learning something from a teacher, responding to one of my roles as a teacher; second, the participants were young and had not yet graduated from high school (*kouhai*), responding to another role of mine as a graduate student (*senpai*), despite the differences in where they studied. This dual role must be considered in any discussion. Another interesting result that is closely relevant to the study is the multiplicity of roles for both the participants and I in the TALL sessions. Although I was working as an advisor, I was at the same time playing four roles simultaneously at one workplace (i.e., a graduate student, a teacher, a researcher, and an advisor). The participants, for their part, had three roles (i.e., high school students, participants, and advisees). However, neither the advisor nor the students were forced to maintain one specific role, so dynamic changes of roles occurred even within one context, leading unconsciously to the adjustment of the advisor's role. This point is more fully discussed in relation to the excerpt that follows below.

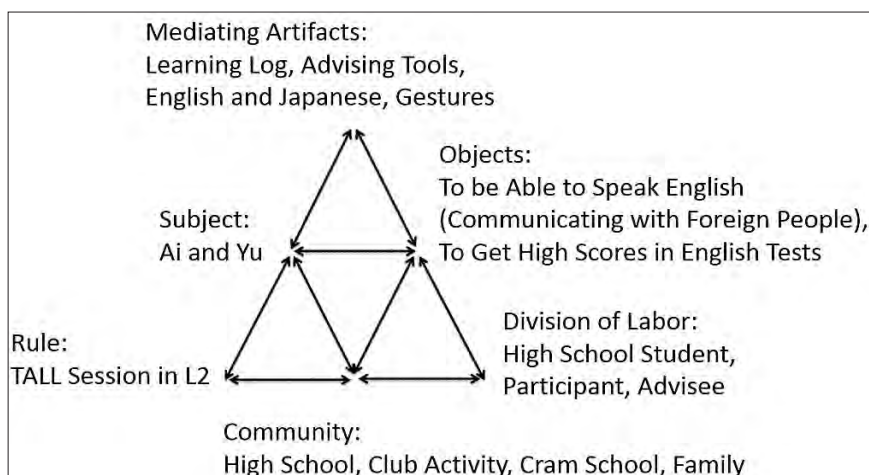


Figure 4. The activity system of Ai and Yu, as determined by Activity Theory analyses, obtained from multiple data sources, including L2 TALL sessions

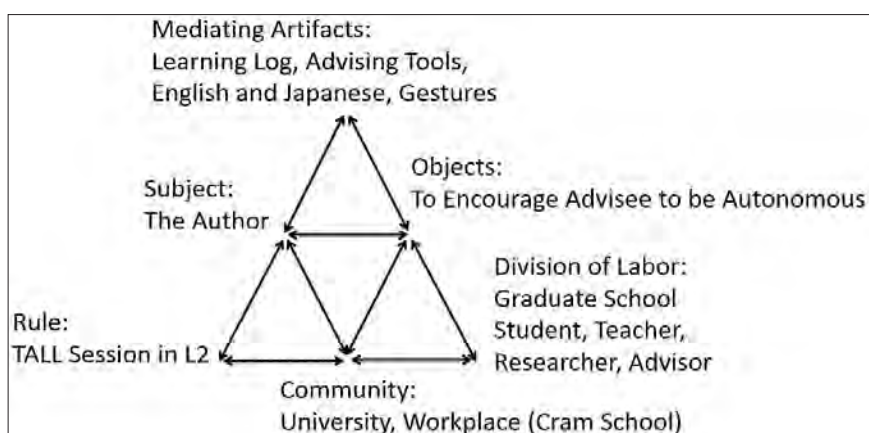


Figure 5. Author's activity system, obtained from data from L2 TALL sessions

## **RQ2: What kind of teaching occurs in that context?**

Inductive coding brought out three types of teaching: feedback, sudden realization, and mini-lectures. Each of these is explained using typical, empirical examples.

### **Feedback—Translation**

Such feedback frequently occurred, especially where the advisee used a Japanese word. Excerpt 1 below, for instance, includes dialogue between Yu and I regarding her English study (following the task in Appendix C). The authentic interactions below occurred in August 2016.

*Excerpt 1 (R = Researcher/Advisor, Y = Yu/Advisee)*

1. R: *Second point, how have you been studying English since you entered the high*
2. *school. So you started to learn Genius\*.*
3. Y: *Yes.*
4. R: *Yeah and then, how to study English using Genius or other textbooks?*
5. Y: *I would I do preparation and hukusyu (“review”)*
6. R: *Ah, how to prepare the every English classes?*
7. Y: *Work and textbook’s skit and dialogue and sentence, long sentence.*
8. R: *Yes.*
9. Y: *Ah I write this in my note or all sentence.*
10. R: *All sentence.*
11. Y: *In my note I write and yakusu (“translate”).*
12. R: *Translate.*
13. Y: *Translate. I translate I translates this sentence.*
14. R: *Into Japanese.*
15. Y: *Like this. (gestures)*
16. R: *Yes.*
17. Y: *Left page, like this. (showing a rough sketch of the notebook’s organization)*

\*: *Genius* is a textbook published by Taishukan and used in Yu’s high school. In her junior high school days, another textbook was used, so I confirmed whether her attitude toward English study had changed.

While there were some clear grammatical mistakes, I did not intervene in all of Yu’s utterances because the primary purpose was advising, not teaching. However, the advisor interrupted Yu’s one-word utterance *yakusu* (line 11), immediately supplying the English word *translate*. This kind of feedback frequently occurred for Yu because Yu spoke English without hesitation, even though she did not know certain words. Yu used Japanese words as seen in Excerpt 1. However, the advisor did not (more accurately, could not) respond to each one-word utterance in Japanese, leading to a lack of feedback for the use of the word *hukusyu*, *review*, in line 5. I found it almost impossible to note and correct all mistakes made by the advisees because he did not have much experience as an advisor in L2 TALL sessions. The advisor did not intentionally teach vocabulary but rather unconsciously provided it as language support. Nevertheless, thanks to his feedback and some repetition by Yu, Yu used the word *translate* in a later session (in the fifth session, she said “I translated into Japanese”). This process from feedback to actual use shows the advisee learning in a way that harmonizes with

the perspective of SCT because this is precisely the pathway from externalization to internalization (Swain et al., 2015). Other examples of words that I translated into English for the students are given in Table 1, and the examples below were confirmed by memos taken during the analysis as well as by audio recordings.

**Table 1. Examples of Feedback—Translation**

Session	Japanese word (English word)
First session	<i>gakki</i> (instrument)
Second session	<i>kuuki</i> (atmosphere)
Fifth session	<i>kageki</i> (extreme)
Seventh session	<i>tokuni</i> (particularly), <i>enshutu</i> (performance), <i>kojiin</i> (orphanage), <i>ka</i> (mosquito)

Note: These are the Japanese words used by my advisees, and I responded to them in English. In a later session, my advisees used the English words instead.

### ***Sudden Realization***

In both Ai's and Yu's sessions, there were instances of sudden realization. Similar to the understanding of negotiation for meaning (e.g., Gass & Mackey, 2006; Long, 1996), social interactions in L2 result in many opportunities where sudden realization comes into play (Gutiérrez, 2008). For instance, Excerpt 2, given below, is a transcription of a dialogue between Yu and I during the first TALL session. Yu's birthday had preceded the session by a few days, so they spoke about it during the small talk part of the session (see the lower part of Figure 3). This interaction occurred in September 2016.

*Excerpt 2* (R = Researcher/Advisor, Y = Yu/Advisee)

1. R: You became 16. Do you have some feeling when you became 16?
2. Y: I don't feel something.
3. R: Usual.
4. Y: I became I became I became that can...
5. R: That can?
6. Y: *Nani-nani dekiru-youni-natta* (having become able to do something).
7. R: Ah, what can you do?
8. Y: I can get married.
9. R: Yeah, of course, because you are 16.

In line 4, I was not able to understand what Yu wanted to express because of the phrase "I became that can." In response to his question "That can?" in line 5, she used Japanese to express her intention: "*Naninani dekiru-youni-natta*" (having become able to do something) in line 6. I immediately asked Yu to paraphrase her intended message in an easier way: "Ah, what can you do?" in line 7. She faced a difficulty in that she tended to formulate complex thoughts in Japanese that were beyond her English proficiency. Thanks to the advisor's response, she found a suitable word to express herself and simply said, "I can get married" in line 8. This sudden realization appears similar to the feedback expressed in the previous

section, but the most important differences were between teaching occurring as a one-sided or two-sided phenomenon and whether the teaching was in response to a Japanese utterance. That is, feedback occurs only on the part of the advisor toward the advisee, but sudden realization can occur on both sides. This means that by sudden realization, an advisor can also learn to activate their knowledge to provide language-focused feedback for their advisees in an L2 advisory session. In Excerpt 2, the advisor expressed his observation with the interjection “Ah” in line 7, which was a result of a negotiation for meaning (Long, 1996). Increased opportunities to learn occur in determining what advisees want to express or finding words that the advisor was unaware of (which was especially relevant to the advisees’ interests) (as a similar case, see Lapkin et al., 2010). Furthermore, feedback occurs as a result of responding to Japanese one-word utterances and noting that the usage of the word is not limited to this particular situation.

Another example of sudden realization as a result of social interaction can be found in Ai’s eighth session, in January 2017. In that session, there was a conversation about what good language learners Ai knew (see Appendix D). The purpose of this advising tool is to see how other learners learn their L2. Ai asked her English teacher for examples of language-learning tools and received the response “by seeing foreign movies.” Ai informed me of other responses by her teacher and then told me that sitting at a desk is not the only way to study English, and studying English by watching foreign movies also may be effective. Her gradual, co-constructed dialogue was an important way for her to reflect on her English study (Kato & Mynard, 2015). Following this, she reported that she began to watch foreign movies as much as possible. This type of dialogue can therefore result in reflection on or internalization of knowledge as well as smoothing social interactions.

### **Mini-lectures.**

Unlike feedback, the explicit instruction of mini-lectures occurred in Ai’s sessions, in particular. This may have been because the advisor responded to her questions as he checked her learning logs, as in Excerpt 3. Ai asked how to efficiently memorize words which have similar spellings and, immediately following the question, I answered with an extended turn which I have called a “mini lecture”. The dialogue below occurred in the eleventh session, in July 2017.

#### *Excerpt 3*

1. *Researcher/Advisor: This one is “principle” while this word can be pronounced as “principal” (writing down the two words on a whiteboard and pointing at each of them). So principal is kocho (principal), but principle is genri (principle). . . . So you have to make use of...and you have to look at different angles from for example spelling, pronunciation and meaning because this vocabulary includes many information. It’s very important. It’s one of the way, and my example when I was a high school student was goro (a play on words). I used goro.*
2. *Ai/Advusee: Goro desu-ka? (asking for advisor’s elicitation)*
3. *Researcher/Advisor: Yeah, if two words are similar, I used goro.*

This extract illustrates the advisor taking the role of teacher, but this type of mini-lecture often lasted around five minutes and usually occurred only once in one TALL session. Ai’s logs in particular included one or two requests or questions per session. These included such topics as “how to learn pronunciation and accent,” “how to read English passages faster,” and “how to change short-term memory into long-term one.” She had had bad study experiences

when she was a junior high school student and so worked hard on her studies and paid close attention to test-taking strategies in anticipation of the university entrance examination. These topics in her learning log reflect her frustration (for further details, see Moriya, 2018).

**RQ3: In advising, is the boundary between advising and teaching blurred? If so, how? And what might such blurring entail?**

All the data in this study was integrated to respond to the third research question. It should be noted that the advisor dynamically changed his role during the L2 advisory sessions and even within one TALL session. Examination of the excerpts above reveals an iterative shift between advisor-oriented and teacher-oriented roles. In Excerpt 1, I adopt the role of an advisor, and in Excerpt 3 I adopt the role of a teacher. Excerpt 2 is the middle point between the two, where my role resembles the role of *senpai*, or graduate student. A detailed microgenetic analysis of the data sources shows a clear shift from implicit to explicit teaching along the axis of time, but my role changes dynamically in response to interaction with the participants, whose roles vary in complicated ways even within one TALL session. Viewing this from the social constructivism perspective leads to the conclusion that advisors experience difficulty in maintaining their original role in L2 advisory sessions. This may be because, to ensure smooth communication, advisors need to adjust to a changing, complex situation, which requires diverse roles. This adjustment includes shifts into the role of teacher, regardless of whether this is a conscious phenomenon or an unconscious one.

The opportunities presented in social interaction can be sources of learning (Lantolf et al., 2018). For example, feedback, as shown in Excerpt 1, provides the advisee with input; after this, she repeats what she had learned and internalizes the feedback she receives (Swain, 2006). It is difficult to identify sudden realization as it occurs, but many sources of data using microgenetic analysis can triangulate the points where it occurs (Gutiérrez, 2008). This sudden realization bears on what SCT researchers call expanding ZPD (Lapkin et al., 2010), as, for example, in Excerpt 2, with the help of the advisor, Yu develops a simpler way to express herself.

The mini-lecture is the most explicit type of teaching in this context, but advisors do not have to take all such opportunities, allowing the student to develop autonomy. Advisors are expected to gain familiarity with individual differences in motivation, learning strategies, and learning style; however, advisees do not develop this knowledge, because they are not experts in language learning. Sometimes there is a call for an advisor to explicitly show advisees methods of studying English. Ai and Yu both expressed the need for this. Yu observed, “*Zettai-ni yaranai*” (“English classes don’t teach how to study English”) at the second interview. Ai also noted the following about her English classes: “*Minna chigau-noni, onaji benkyo-wo shite-iru*” (“We students are different, but we all have to study in the same way”). Ai clearly doubted the one-size-fits-all approach, but she had no sense of how to study by herself. Advisors cannot ignore their advisees’ expectations: they are eager to learn how to study English, which is not usually dealt with in secondary schools.

A difficulty remains in balancing the roles of advisor and teacher in an L2 advisory session. To avoid communication breakdowns, the advisors’ specific role may be blurred. The roles are even partly inseparable: advisors are simultaneously also teachers. In other words, although these roles are apparently contradictory (i.e., teaching emphasizes learners’ dependence on teachers as a source of language knowledge, while advising encourages learners to be independent of advisors), there is perhaps a third position of teacher/advisor that recognizes that these two roles are both important and that negotiates the middle way, allowing advisors to perform both indispensable roles.

## Conclusion

This study explored the dual role (i.e., teaching and advising) of advisors in L2 advisory sessions. After analyses of qualitative data from multiple sources, it was shown that L2 advisory sessions provide various opportunities for learning and that advisors and advisees change their roles dynamically as a result of encountering complex situations (RQ1). Further, advisors themselves often play a dual role, even within one session, responding to their advisees' needs, because the roles of teacher and advisor are intricately entangled (RQ2). As can be seen from an analysis of the data in this study, it could be impossible to state that "advisors should be different from teachers" (c.f., Kato & Mynard, 2015; Mynard & Carson, 2012) because of the difficulty in providing a clear, dichotomous definition (RQ3).

The significance of this study can be summarized in the following ways: (a) it was a longitudinal study with multiple data sources, (b) involving theoretical and empirical analyses of actual L2 advisory sessions, and (c) within a unique context, different from school and including a significant contribution from high school students. However, there were certain limitations as well. It was expected that a dual role would be found in the advisor's role, but it remains unclear whether there is a similar elasticity among other teachers whether within or outside the unique context of a cram school. Besides, this exploratory study focused on only two female participants, who had the opportunity to attend cram schools, so different findings would possibly emerge from other L2 advisory sessions where advisees are male students with little pre-established rapport, where advisors implement their sessions inside school, and where most of the advisees have a limited L2 proficiency level. The findings in this study may give us valuable insights, but other issues (e.g., gender, age, context, and proficiency) of L2 advisory sessions could also be investigated in future studies. Further, I did not assess the participants' proficiency level or statistically check the teaching received because these factors were beyond the scope of this study. Further research may indicate the emergence of teacher-advisor collaboration within the classroom and its potential advantage, and this exploration may include close investigation of teachers' and students' attitudes toward advisory sessions, examination of the development of autonomy among students, and observation of their utterances.

Finally, since poststructuralism acknowledges the emergence of diversified patterns in our interactions, its epistemological, ontological, and axiological stances shed different light on the value of what was ignored in the past. Hence, poststructuralist approaches allow us to encompass complex discussion of variable targets, simultaneously facilitating a deeper understanding of the given field: learner autonomy to support students both within and beyond classrooms.

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## Review Process

This paper was peer-reviewed by the following contributor to Issue 2, Christine O'Leary. It was also blind peer-reviewed by members of the Learner Development Journal Review Network.

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## Appendix A

### Additional Learning Logs

Learning Log

Date	Time spent	Content of learning (action I have taken)	Self-reflection (how I feel about the action)	Today's feeling
8/1 Mon.	×		Training camp of brass band club. I was practicing "Disney Celebration" So, ディズニーの曲をききたくなった	happy
8/2 Tue.	×		I was practicing "Try Everything" <sup>(Zion I)</sup> 英語版をきいてみたいと思った。	Sad but wonderful
8/3 Wed.	×		"	exciting
8/4 Tur.	3hours	I wrote English words to finish English homework.	To write many English words is very hard. but, ために頑張ったのでよかった	tired but satisfied
8/5 Fri.	2hours	I took an English lesson at Ux<v>	Risa (text) is difficult. 一回読んで いるけれど。but, Thinking about the contents of story is exciting	fun
8/6 Sat.	3hours	I wrote a long passage about Bean-Throwing Ceremony.	I didn't wrote a long passage 最近 So, It's difficult. but, Fortune sushi Roll などの特別な言葉覚えられたのでよかった。	happy
8/7 Sun.	1hour	宿題の英語のプリント1枚	I went to the waseda university (大学のオータムフェスティバル) I was very tired. so, I 宿題の英語の プリントを1枚だけした。	Very tired but exciting

Question for advisor / Comment

Total: 11h / a week

Learning Log 2017

Date	Time spent	Content of learning (action I have taken)	Self-reflection (how I feel about the action)	Today's feeling
5/29 Mon.	1hour	キクマ test at school.	I can't get points. キクマ is difficult.	OK
5/30 Tue.	2hour and 30minutes	English lesson at Juku. Study 英検準2級 at Mac.	English communication test review 実力を磨くのも very important but. とれるはずの点を取らないのは...	Happy and Sad
5/31 Wed.	1hour	English lesson at school 英コミュ		
6/1 Tur.	2hour	英検準2級 at Juku.	筆記がけっこうできました!	Happy
6/2 Fri.	X			
6/3 Sat.	1hour	English lesson at school 英コミュ 英検準2級	筆記は、わりと easy. リスニングが...	OK
6/4 Sun.	X			a little happy

Question for advisor / Comment

効率的に発音・アクセントを覚えるには? それともひたすらつめこむ方がいいのか

Total: / a week

I want to know how to study pronunciation and accent efficiency.

Learning Log

Date	Time spent	Content of learning (action I have taken)	Self-reflection (how I feel about the action)	Today's feeling
11/7 Mon.	2h	today's class H.W. music	・ I want to return to yesterday.	Sad
11/8 Tue.	1h30	today's class H.W	・ つかた。 ・ いつと変わらない	Ordinary
11/9 Wed.	2h	class music & H.W	・ 好きな歌を探して聴いた。	Happy swag
11/10 Tur.	2h	class music, H.W	・ 英語の授業の 教習やリスニング	blue
11/11 Fri.	3h	class H.W target	・ 11/11-11日!	Good
11/12 Sat.	0h	—	・ 部活と習い事の後。 友達と飲み会に誘われた。8時か...	I'm stuffed
11/13 Sun.	1h 30min	H.W Target	・ 午前中にやった。 ・ 習い事	sleepy

Question for advisor / Comment

Total: / a week

Learning Log 2017

Date	Time spent	Content of learning (action I have taken)	Self-reflection (how I feel about the action)	Today's feeling
1 / 23 Mon.	2 h	Today's class prepared next class	I have a target test !!	regrettable
1 / 24 Tue.	1h30	Today's class preparation.	普通の日はいい。	Normal
1 / 25 Wed.	1 h	Today's class native	I had a speech in native class It is about " Hanetsuki "	tired !!
1 / 26 Tur.	2 h	class preparation - HW		happy
1 / 27 Fri.	1 h	class	集中できなかった。	Sad
1 / 28 Sat.	3 h	I formed text " chart "	チャートのリストが直前のところまでできた。結構楽しかった。	
1 / 29 Sun.	30 h		I listened to " Don't know why " Norah Jones	Exciting

Question for advisor / Comment

Total: / a week

Note: The first two logs are Ai's and the remaining two logs are Yu's. It was inevitable that the logs examined in this paper are the same ones used in Moriya (2018), as most logs included private information.

Appendix B  
Vision Board





Note: The first board was made by Ai and the second was made by Yu. After their second TALL sessions, the advisor gave them each a blank sheet of paper with instructions and described the function of a vision board, showing samples on a website (Kanda Gaigo Group, 2015). They were asked to make an original vision board before the next session. During the third session, after the learning logs were checked, they showed me their vision boards and explained their visions.

## Appendix C

### Prompt Given to the Participants

Describe your English learning experiences so far, and future prospects.

<Discussion points>

- What was the most impressive lesson you took in junior high school?
- How have you been studying English since you entered the high school?
- How will you study English after graduation from the high school?

## Appendix D

### Summary of Advising Tools

Advising tools (Number of sessions)	Purpose
A: Things I want to achieve in my life (Ai's second session; Yu's second session)	To address many areas (e.g., health, career, and language learning) in the near future
B: Vision board (Ai's third session; Yu's third session)	To visualize their dreams and what they wanted to achieve in the future
C: Wheel of language learning (Ai's fourth and fifth sessions; Yu's fourth session)	To self-rate for the factors (e.g., goal-setting, learning materials, and time management) necessary for language learning

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Advising tools (Number of sessions)	Purpose
D: Good language learners I know (Ai's seventh and eighth sessions; Yu's fifth session)	To find out how their friends and teachers learn languages
E: My 2016 & 2017 (Ai's ninth session; Yu's seventh session)	To reflect on the previous year and to imagine the near future

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Note: For details on such tools as A, B, and D, see Kato and Mynard (2015). For C, see Mynard and Carson (2012). The author originally created tool E himself. Details can be found in Moriya (2018).