



“Talk me through it” Helping learners tackle their own online learning concerns

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Foreign Language
University located in
Chiba, Japan

English; IC; IBC; ML;
CSK; Bekka departments

English classes are
compulsory for the first
two years

Online learning started
April 27th, 2020

Learning Advisors

Self-Access Learning
Centre (SALC)

12 Learning Advisors
from 6 different countries

Advising available in
English, Japanese,
Spanish, Thai & French

Support learners in
developing their
autonomy through
autonomy-supportive
dialogic practices

Autonomy-Supportive Dialogues

Informed by dialogic
practices found in
Mynard & Kato's (2016)
*Reflective Dialogue:
Advising in Language
Learning*

Sociocultural theory
(Vygotsky, 1978;
Lantof, 2000)

Self-determination theory
(Ryan & Deci, 1987)

Online Learning Difficulties

Lack of confidence

**Sense of
disconnection**

**Conversation
maintenance**

**Finding online
resources**

**Motivation
maintenance**



Conversation maintenance

Sense of disconnection

Case 1: “They were all talking to each other in Japanese. I couldn’t talk to the teacher.”

Breaking down the dialogue

1. Open-ended questions
2. Thoughts and feelings
3. Perspective switching
4. Thoughts and feelings
5. Action planning
 - a. “What could you do?”
 - b. “If it doesn’t work?”
 - c. “Which is the best plan?”
6. Summarise

Today’s words: Crude (rough or lazy speech; a little masculine); Code-switching; Punchline

Key issue: Online Yellow sofas

How can we solve the issue of people who know each other dominating the conversation?

Plan A: Leave the Online Yellow sofa

Plan B: Use the chat function to type a conversation w/ the teacher (or other students)

Plan C: ask my friends to come to the room and to interrupt

Plan D : come up with something question and ask teacher

Lack of confidence

**Motivation
maintenance**

**Finding online
resources**

Case 2: “I can’t talk in English at all. Nobody talks. Just silence.”

Breaking down the dialogue

1. Open-ended questions
2. Elaboration
3. Challenge
 - a. “Whose responsibility?”
4. Resource suggestions
5. Action planning
 - a. “What could you do?”
 - b. “If it doesn’t work?”
 - c. “Which is the best plan?”
6. Summarise

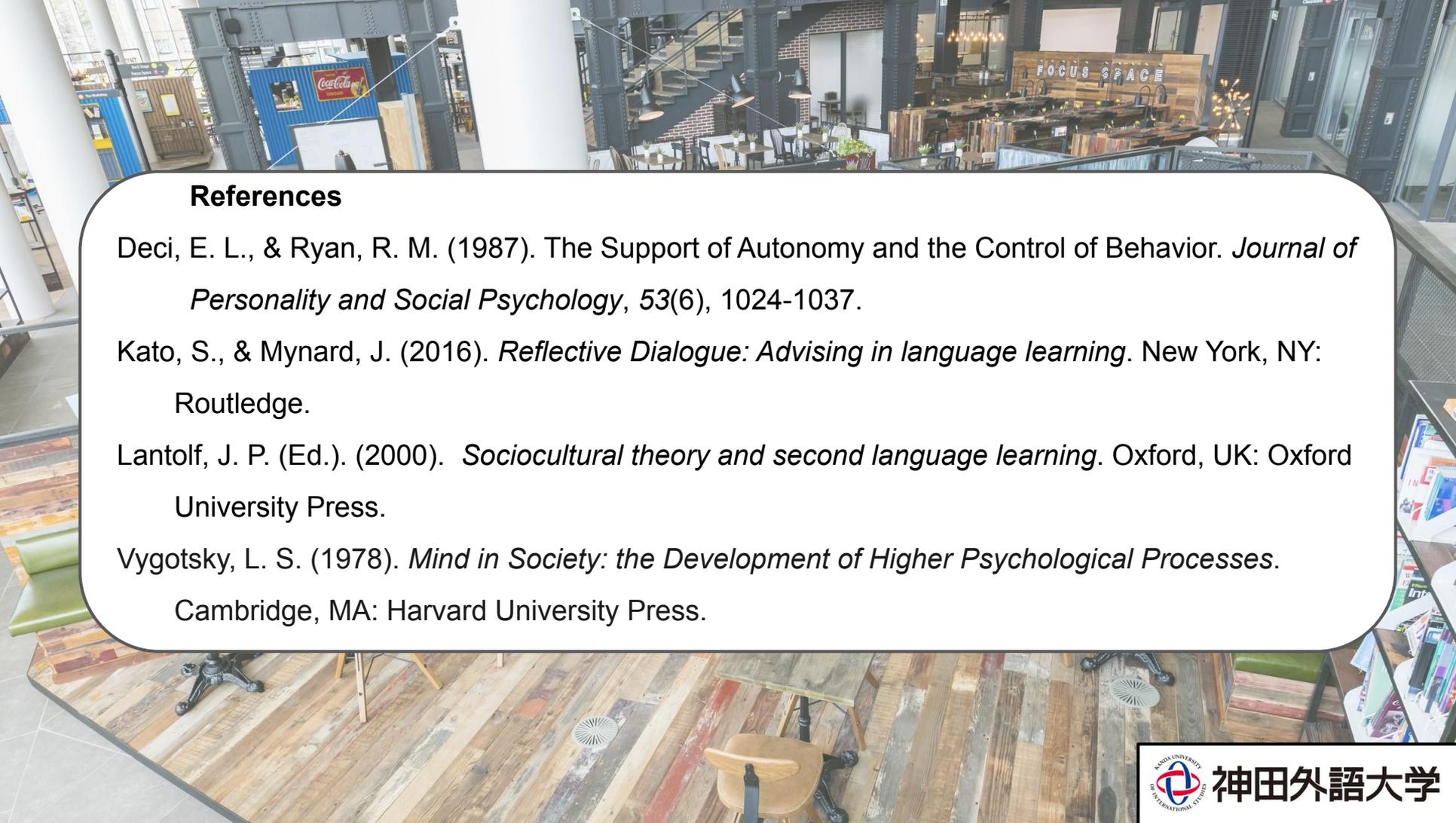
Final Comments

In times where everyday life has been disrupted, the sharing of thoughts, feelings and experiences is essential

Creating opportunities for dialogue to take place can supporting learners' self-directed learning and autonomous behaviours

Challenge learners' beliefs - some have a tendency to underestimate their ability to adapt





References

Deci, E. L., & Ryan, R. M. (1987). The Support of Autonomy and the Control of Behavior. *Journal of Personality and Social Psychology*, 53(6), 1024-1037.

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