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VUW, 12-14 November 2002
Moirira Hobbs
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Conference title: **FACE IT – The issues and initiatives
redefining our core business**

Strand: **Connections within and without the Institution**

UNITEC's Language Learning Centre meets the world!!
(45 minute presentation)
Tuesday 1.30-2.30 or 2.30-3.30

Introduction

For those of us involved in any field of education, the range of formal and informal connections and networking undertaken from within the institution and externally can all contribute to a healthy, research-based, effective and supportive environment for us and our students to work in.

At UNITEC, as with other tertiary institutions in New Zealand, our core business is to provide 'a quality education in a climate of continuous improvement...' within 'a learning environment...that enables (students) to achieve (their) potential.', and 'our desire is to see (students) learn, grow and succeed.' – my brackets (uniweb 2002).

Underpinning these noble aims is a host of implicit support necessary to nurture the student in their life on campus, and sometimes off campus too.

In this paper, I will be looking at how the Language Learning Centre, and language learner advising, can assist students of languages on campus. We can help to give them life-long skills, which will be of use, not only while enrolled as students here, but also throughout their academic and personal careers outside of, and after, life at UNITEC. Some of this is made possible by the connections the Learning Centre has at various levels both within and without the institution.

First, I will describe some of the current thinking and training which informs and supports the developing profession of the language learner adviser, much of which is generically applicable to the areas a lot of you also work in.

Then, I will look at some of the communication pathways between the LLC and other relevant parties within the framework of current organisational theory.

Finally, I will consider the emerging links and initiatives established by some New Zealand Learning Centres, the advising role they currently perform, and suggest some ideas for further development.

The profession of the language learner adviser.

Late in 2001, I was very fortunate in being able to continue an on-going collaboration with our Adjunct Professor, Dr Philip Riley. I undertook a study visit to Nancy University in France, and other universities in Europe, considered to be leading the way in autonomous learning and language learner advising. I would like to talk about three of these in particular, which are pertinent to this conference.

While I know not all of you are working in the language field, many of you are probably dealing with International students for whom English is not their first language. The following general ideas should therefore be of interest to those of you confronted with language difficulties, and should also be applicable to the other disciplines represented by you in the audience here today, and to learning in general.

Language Learner Advising

The first university I visited was the University of Nancy, in France.

In 1973, the CRAPEL (Centre de Recherches et Applications Pédagogiques en Langues), at the University of Nancy, developed the first *language counselling service* in response to adult education needs. Students were using various combinations of teaching and learning methods, such as: regular classes, self-directed study, studies without a teacher, evening classes, in-house training, workplace classes etc., and most of these students were trying to cope without any learner training or support.

In 1974, CRAPEL started the first *language learning resource centre* in France, and now every university there has one. A similar pattern is taking place in New Zealand, where I know that in Auckland at least, every public institution, and nearly every private language institution, has a learning centre.

Since building a new Centre in 1997, the role of *Language Adviser* attached to the CRAPEL Centre has been developed. This person's role involves:

- the selection of suitable materials
- helping learners to develop criteria for planning their work, choosing the right material and using it in a way to best suit them
- consulting with students
- advising teachers about incorporating autonomy into classroom practise, and
- building autonomy into the materials e.g., with backup information, transcription and support documents, and suggestions about how it can be used.

Back here in New Zealand, one of the stated aims of many of the courses I'm involved with at UNITEC, and most others on campuses around the country, is learner autonomy, 'the capacity to take control over one's own learning' (Benson 2001: 2). The interest in autonomy can be traced back to the political turmoil in the 1960's and the establishment of the CRAPEL (Holec 1981: 1), which I mentioned earlier. An important element of current day learner support is learner training, which can be applied both in class or out of class, and has the triple aim of:

- allowing the student to become aware of their own abilities, needs and goals
- helping the students to make their own decisions and actions to reach those goals, and
- giving them practice experiencing and learning the skills necessary for an autonomous approach, which can serve them for the rest of their lives.

Self-access, self-directed learning and development of autonomy can be undertaken successfully in any number of places, but I believe (and I expect you would as well) that, as with the range of subjects you all support, 'if SALL (self-access language learning) is organised and systematic, it allows maximum exposure to a wide variety of language-learning opportunities for a large number of learners in the least time-consuming and least costly way' – my brackets (Gardner & Miller 1995: 25).

It is important to note that a learning consultant or adviser is not a teacher or a librarian, but is a separate and distinct professional, and the specialist language consultant must have particular discourse and counselling skills. The nature of counselling is very different to teaching, requiring a higher interest in method and process than in content, form, correction, literature or adherence to courses. I have included a sheet outlining the corresponding but different roles of Advisers and Teachers in Appendix 1.

Advisers need to be comfortable working collaboratively in a small group or on a 1:1 basis with students, and be able to give control to the student. Adviser training is ideally autonomous and self-directed, involving self and peer observation, analysis, review and reflection along with practise and re-action, and perhaps an action research group – much the same as the expectations we have of our students.

To be effective, advisers need three types of knowledge:

- technical (e.g., linguistics)
- hands-on (resources,) and
- advising.

They also need to be able to function well in three different domains:

- *the culture of the subject* - they need to think about what the subject is and what it is to learn the subject, and have sound knowledge of the subject content
- *the culture of learning* – they need to understand how students learn – i.e., the cognitive processes of learning and acquisition, including the psycholinguistic and scientific concepts e.g., the construction of temporary and incomplete rules, not needing to know every word to understand the overall meaning etc. They also need to know about needs analyses, the varying cognitive styles of learning, levels of evaluation etc.
- *methodology* - they need to know the types of tasks the students can do and ways to suit their work objectives and learning styles, while also accepting the use of a range of methods and activities that students' decide best suits themselves.

This involves knowledge of the theories about the comprehension approach vs the discovery-experiential approach, and ways of working with resources such as authentic and didactic texts, simulations and real activities.

It could also involve a certain amount of self-awareness training and understanding by the student, so they can decide certain courses of action for themselves. Some of this can be provided within our Learning Centres, but Myers (1990: 830 in Gardner and Miller (1999: 175)) states that teachers also need to provide learners with ongoing opportunities to reflect on what to learn, why and how their learning helps them to acquire new information, strategies and skills.

Within the Centre, it may also mean that both student and counsellor need to change some shared representations of what it is to be a student e.g., the need to have all errors corrected, or to know vocabulary before being able to communicate. These representations can be substituted with compensation strategies to get around any problems, such as comparison, description, using a calculator for computations etc.

Advisers need to be able to analyse learner difficulties and make any advice accessible to the learner, taking into account that some students may have difficulty constructing a self-evaluation concept for themselves. They may also find it hard to emotionally or otherwise internalise concepts, despite being able to talk about them. They could also have differing ideas about what choice and direction mean, and may be ready to uptake information at different times.

Concrete examples from CRAPEL on the role of the adviser include:

- asking for information about how the work is going, and why a particular task was chosen
- asking for clarification of student's words or meanings, and how the student has gone about a task
- giving information about learning (in the case of languages this could include discussions about survival levels of English, fluency vs accuracy, written support for spoken language etc.)
- giving advice to help students make their own decisions, and
- reformulating, reflecting and summarising what the student is saying.

Earlier this year I organised two one-day language learner adviser training introduction days, run by Professor Philip Riley, for interested teachers, Te Tari Awhina staff and Language School counsellors. I have included the feedback in Appendix 2 if you are interested.

Learner discourse

At the moment there are researchers investigating the discourse of learner consulting and counselling and how this relates to learner progress. This involves tracking metacognitive development, discovering if (and if so, how) the acquisition of metalanguage and criteria for talking *about* studying and learning affects the learner and their learning. Other researchers are looking at how this discourse compares to the way teachers teach and the discourse *they* use, the characteristics of a good adviser/consultant, and the best ways to recruit advisers.

Cultural differences

As learner counselling discourse will change with different cultures, we need to find out about counselling methods and discourse in students' own countries and see if it is beneficial to incorporate some of this into consultants' discourse (e.g., in Hong Kong, speaking too much can be seen as a bad thing, while in America therapy IS talking; French language teaching values form and elegance more than the context and transfer of knowledge and language, which English teaching favours.)

Similarly, in New Zealand, we could find that our culture and the (largely South East Asian) foreign student body have different ways of socialising, different contexts for conversation, and different social procedures for entering into conversations.

We also need to consider:

- the use of bilingual advisers for low level language users and cultural sensitivity – I have found this very useful for Farsi and Mandarin students
- the use of non-teaching advisers (some Chinese students may see a teacher-adviser's suggestion as a directive)
- the mode of advising e.g., on-line, by phone, by fax, face to face or a combination of these
- the frequency and length of advising sessions that can be offered - some courses may be completely autonomous while some may have a balance of class work for information, coupled with private counselling sessions, and
- the desirability of consultants to be learning a language.

Another university I visited was the University of Helsinki, in Finland, where learning advisers also offer a drop-in service in the self-access centre for those students not on the ALMS (Autonomous Language Learning Modules) Project.

Autonomous Language Learning Modules Project

For the last five years, three advisers (who are also researchers and teachers) have been implementing these completely autonomous learning modules as an optional part of a normal degree programme for mainstreamed non-language students who need to improve their level of English. These students would equate to your students enrolled in, say, a business, computing or medical degree, but who still require extra language study and qualifications.

The modules have about 20 students in each group and include:

- a) two obligatory initial group sessions (the first is 6 hours of autonomous learning theory and practical self-awareness, while the second is 2 hours of setting-up their own contract)
- b) three 1:1 counselling sessions
- c) a final 2-hour group session, and
- d) a requirement for 30 hours self-directed study by the student, for one university credit, i.e., 40 hours total per credit.

There are other optional support groups, which run for about 20 hours each (e.g., writing, speaking, reading, drama, song etc., depending on student demand). Students keep a formal log and negotiate the support meeting times amongst themselves. An adviser may be present for initial meetings if the students want this.

The ALMS project works with about 180 students per term, and the Centre caters for a potential of about 20,000 students in total.

Another interesting language institute at the forefront of advising is at the University of Hull in Britain.

Learner Consulting

Hull University has developed a 'Postgraduate Certificate in Advising for Language Learning' course and want to extend this further into a Diploma and MA course – see Appendix 3 or <http://www.hull.ac.uk.langinst/ma>.

They realise the importance for advisers to form a group to formulate their own code of practice and to be a distinct professional body with the ability to develop its own discourse for practitioners and to set the boundaries of this emerging new profession. A lot of the impetus has come from the three-year 'Strategies for Managing an Independent Learning Environment' (SMILE) - see <http://www.hull.ac.uk.langinst/smile>. After initial research and practise, Hull University, the relatively poor University of Ulster, and the new University of Nottingham-Trent (an ex-polytechnic) have worked together to set up advisory services. Hull also co-ordinates the Professional Language Advisers' Network (PLAN) – see <http://www.hull.ac.uk.langinst/plan/>.

They have introduced a foundation course for first year students called 'Managing Your Language Learning' which is all portfolio based.

Learner Advising Training for Classroom Teachers

The Hull University Advisers run a three-day staff induction programme where teachers:

- (i) are given ideas for teaching linked to learning via a Centre 'treasure hunt' e.g., for speaking, writing, listening, use of audio-visual materials
- (ii) prepare some lesson plans, so that teachers use the resources and can tell the students what they can do in the Centre
- (iii) use the new technology and laboratories interactively
- (iv) experience being a learner of a new language for an hour, and
- (v) come to understand the professional role and expertise of learning consultants, which has quite a different focus to teaching.

There are four senior advisers working at the same time as two full time staff members and they cater for 6-700 students per year, mainly via self-made appointments, but there is also some time for drop-in. Some other ways of advising are e-mail, group work, and class orientations.

Current thinking is that providing clear pathways and scaffolding is very important to help students acquire autonomy, and that 'authentic communication is extremely important and opportunities for learners to engage in small group work within the centre would go some way to providing opportunities for the cooperative decision-making that some researchers see as vital to the development of autonomy.' (Jones-Parry & Vinkenvleugel 2002:3). These writers contend that collaboration and links to and from the classroom and the Learning Centre are essential to enhance the Centre's effectiveness and learner opportunities. This will be a challenge for all of us, particularly those of us with a broader range of disciplines and students' educational backgrounds to support within our Centres.

Communication Pathways involving the LLC

The Language Learning Centre, like most, if not all, of the variety of Learning Centres you represent, is essentially a team effort – and I really do mean 'essentially'. It simply couldn't function without the members involved working together and developing a new synergy - in our case 3-4 main permanent anchor-people and 30 other part-time employees.

The key factor to making a successful enterprise is 'in determining individual work-style preferences. Managers and leaders of teams can only be successful if they fully understand differences among their team members', so they can 'work through their conflicts and link themselves together in coherent wholes.' (McCann & Margerison 1989: 54).

Conflict styles are often shown as a balance between satisfying personal or 'other' needs and goals, and fall into five main orientations – avoidance, competition, compromise, accommodation and collaboration (Shockley-Zalabak 1999: 236) – see Appendix 4. Because the LLC currently has mature and self-aware personnel, it can largely function in the ideal realm – that of collaboration. We strive to work for goals, look at issues thoughtfully, be task-oriented, and support others to do the same. Occasionally we have to settle for compromise (e.g., having to re-organise our purchasing arrangements to suit internal financing and external processes, thereby relinquishing full control). In this way, we can gain maximum benefit for the Centre from the decision while still minimising what is 'lost', but it has to be 'bought into' by all concerned to make it effective. The mature team also allows for a leadership style which tends to encourage high relationship-low task behaviour i.e., a lot of staff participation - and some delegating by me! (Shockley-Zalabak 199: 278) – see Appendix 5.

It is also, of course, modelling some of the autonomous behaviour we expect of the students in their own work in the Centre. In this vein also, management tends to allow as much freedom for 'subordinates' as is

practicable, often beginning with the medium stance on the Tannenbaum and Schmidt Leadership Continuum (Shockley-Zalabak 1999: 274), of often 'presenting a tentative decision subject to change', and moving on from there – see Appendix 6. I find this is very useful in two main ways – it gives ownership of the evolution of the solution to those who have to live with it (even if it finally is not exactly what they would have preferred), and it opens up the possibility of picking a range of focused brains to come up with the best solution. Of course we all know, that when the crunch comes, the buck stops with the manager, but I find this a very supportive and successful way to manage.

As we would expect, leaders who are willing to take on extra responsibilities often have different management and work styles within their overall approach to life, than do others in the team. Interestingly, however, this is not necessarily reflected in the same behaviour in their 'non-work' lives (McCann *ibid* : 55).

The main work functions necessary for an effective team can be shown by a '*Types of Work*' model – see Appendix 7. Briefly going around the cycle, we can pinpoint main aspects, which I expect apply to your own Centre functions:

- *Advising* – some of you will be involved in gathering, collating and passing on information from personal feedback, reading or finding out what the 'competition' are up to etc. In this way, you can make research-informed decisions about the services you offer
- *Innovation* – the process of initiating or improving the new ideas, asking for feedback, brainstorming etc
- *Promoting* – the selling of your great ideas to both upper management and your students !
- *Developing* – putting into effect and trialing the new idea e.g., a new workshop, system for advising etc., perhaps tweaking it as you go, a little like an action research project
- *Organising* – you need to meet timetable, staffing and budgetary restraints etc.
- *Producing* – now you can regularly offer the new service effectively and efficiently
- *Inspecting* – this is where your quality control comes in e.g., student satisfaction surveys, staff performance reviews etc., and

- *Maintenance* – someone has to keep the wheels oiled and a solid infrastructure for the ‘contact’ work to continue smoothly. Your administration staff are particularly important here.

You will probably recognise your staff in various elements of these group task roles and group maintenance roles, and they will all need to have a range of skills for effective group participation (Shockley-Zalabak 1999: 196-212), many of which you have no doubt encountered and practised in team building sessions etc.

As you can see, all these aspects naturally flow in a cycle, with *linking* being the key function coordinating and integrating the other work functions. We can liken a Learning Centre to a busy hive where linking is Queen Bee’s major responsibility, with a little help from the other worker bees.

As with the learner advising we all undertake, it is necessary to understand our own psychological types to be effective managers, able to connect within and without the institution. McCann et al (1989: 55) developed the *Team Management Index* or TMI, which considers four main issues concerning how people prefer to:

- relate with others
- gather and use information
- make decisions, and
- organise themselves and others.

Now, McCann et al have co-related the *Types of Work* model and the *Team Management Index* to form the teamwork tool, *The Team Management Wheel* – see Appendix 8.

Most of you will have one sector as a major preference, plus two others as related or back-up roles.

Two major pre-requisites for successful teams are:

- good balance with respect to the team roles of various members, and
- excellent linking skills.

While this describes a micro-study, I would like to extend the concept to exterior links, out to our own institutions and other external bodies.

As we can see once again, the linker (read manager) is at the hub, as well as having their own sector preferences. Fortunately for our Centres, these are usually management-skills -based rather than preference -based (McCann ibid: 55), which means every manager should be able to learn them.

This linking has three major aspects: *external*, *internal* and *informal* (McCann ibid: 59).

Briefly, *external linkers* are people like yourselves here at the conference – networking, communicating and strengthening links with other groups working at the same level. You also represent your Centres at a high level within your institution to try to ensure that you have the resources necessary to do a good job.

Internal linkers allocate the work, integrate and link the people who work together, keep everyone informed, co-operative and cohesive - but are also still on hand to resolve problems effectively.

Successful teams need at least one *informal linker* to facilitate interactions across departments. This does not also have to be the manager – often secretaries are very good in this role. In fact, it has been found that 'highest performance usually results when every team member contributes something to the central linking role.' (McCann ibid: 59). Remember – you are not alone - and neither should you be!!

Comparing the wheel with our own situations allows us to analyse the management and potential problems of the team we work in and provide insight into long-term solutions – even simple but very important problems like ensuring the 30-odd tutors actually do all read the information placed in their folders! I have implemented a process of rewarding the desired routine behaviour (Kaplan & Carter 1995: 133, Eggen & Kauchak 2001: 414) by inviting tutors to complete small questionnaires at the end of each newsletter and entering these into a surprise draw for correct answers. Everyone should be able to earn the prize (Good & Brophy 1995: 403), but everyone gets a 'mini'-prize anyway (as little as a small kitkat!) and I've found that, not only has this had the desired response, it has engendered much positive enjoyment and team spirit.

Here at the LLC, and hopefully in your Learning Centres, we can identify the 11 skills of linking which are common traits in all organisations - see Appendix 9. It is important to develop these skills both within our advisory service, within our institution and with external parties.

I see our Centres as sub-cultures within the core culture of our institutional organizational culture – 'the underlying belief and value structure ... collectively shared by the employees that is symbolically expressed in a variety of overt and subtle ways' (Schmidt & Gardner 1995: 3-17), an organisation which also has its own 'rules of behaviour, rituals... and values' (DeVito 2000: 423).

Recent research shows that to match organisational goals and outcomes with suitable strategies and implementation, cultural aspects should be included (Schein), as these can have a controlling influence on our behaviour (Kantrow).

I like the analogy of institutional organisational culture to a 'peeled onion' concept (Hunt), and would like to extend this in our case, from the Centre at the hub, outwards to the institutional and educational and then further out to the general community level.

I have listed the various links the LLC has within and without the institution in Appendix 10, and placed these into the ring structure - see Appendix 11.

Note that the links generally become more visible as we move to the outer rings. However, direct communication with students in the Centre has to be very visual when you are dealing with International students. It is imperative that verbal and written information and instructions are kept to a minimum. It is best to focus on visual communication, as this 'is universal and international... (and) can convey facts and ideas in a wider and deeper range than almost any other means of communication (and) can reinforce the static verbal concept' – my brackets (Kepes 1959: 13). Therefore, we have visually attractive but uncluttered signs and are developing a Learning Centre orientation video to communicate our services and routines to the students. Of course, as you will probably have experienced as well, visual information is usually remembered better than verbal information (Ware 2000: 320).

It is also important to recognise that while this analogy is useful to show the multiple layers of communication that emanate from the Centre, it does not have to be linear, moving only from one ring to the next.

While different levels of the 'onion rings' can use a range of communication pathways, the common denominator is always the Learning Centre. This helps communicate the culture of our respective organisations and is, in turn, fed back into the Centre's internal culture. In this way the staff actually 'walk the talk' i.e., they are personally committed to and act spontaneously in accord with the core cultural assumptions.

However, for us to have the flexibility to be able to respond to our students needs in a timely and effective fashion as and when they arise, we must be careful not to be so culture-bound that we can't act (Bates and Peters & Waterman), even though it is extremely important. In fact, according to Redding (Schmidt *ibid*: 4-11), in all our connections within and without the institution, 'the climate of the organisation is more crucial than are communication skills or techniques (taken by themselves) in creating an effective organisation'. In our case this is a climate where supportive

relationships with students and the myriad of others that impinge in our work, can thrive.

Advising now and for the future

Advising initiatives established by some NZ Learning Centres

Other Language Learning Centres throughout the country are starting to introduce and research learner advising as part of their service e.g., Manukau Polytechnic and Victoria University.

As a result of a workshop held at the CLESOL conference earlier this year focusing on Learning Centres and classrooms, Jones-Parry and Vinkenvleugel put together a summary of the main issues raised. These included 'the necessity for:

- good teacher training
- regular opportunities for teachers to become familiar with resources
- high quality staff in the Centre, able to facilitate student access
- scaffolding procedures
- learner training including learning to learn techniques, and
- self-assessment procedures'

Merely setting up a great resource centre is not enough – providing support for students is essential for the development of learner independence.

In the LLC at UNITEC, tutors give half-hour or one-hour sessions to students, depending on whether they are alone or in a group, and they can offer learning assistance as part of their brief. I have developed a series of 'Support Documents' for the students, Centre tutors and teachers, covering such areas as learning styles, needs analysis, goal setting, suggestions for using various resources etc.

One of the Schools is also in the second term of developing and evaluating a new 'Learning Curve' course for two levels of students. This is a 2-hour optional block for students. It consists of a one-hour 'workshop' of learning skills covering such topics as: Helpful hints for language learning, Studying in New Zealand, Improving ...()...skill, IELTS and further study, Preparing for the final tests and so on. This is followed by 15-minute individual counselling sessions with the teacher, which students book on the day.

Attendance fluctuates from 2 to 25, so it's hard to plan for numbers in advance and have enough copies of handouts etc, so we're still refining the organisation and advertising for this.

I also lecture for both Language Schools, on the BA and teacher training courses called 'Approaches to Language Learning' and 'Approaches to Language Teaching'.

Suggestions for further improvement

To provide a more effective and efficient service for our students, we can strive to improve in several ways, and extend some of our colleagues' ideas to suit our own circumstances.

It will always be beneficial for learner advisers to know, not only about their subject area in depth, but also about learner advising or counselling, so any self-awareness, general counselling and specific learner advising courses would be useful. There are some excellent specific books about advising, learning and autonomy in general, and as I mentioned earlier, specific material and courses for language learning.

While I think we all do important and essential work, if at all possible, it is great if we can also enlist the teachers to some learner training, so they can incorporate this into their classroom programme. From my experience, even a minimum of one day as an introduction, is enough to whet the appetite and encourage them to help their students in this way. However, it would be preferable to have training over several days, using videos of advising sessions to analyse, and focusing on counselling skills, learning styles, classroom implementation, useful discourse, self-evaluation and a detailed orientation to the Centre and the resources it provides.

As we deal with a wide range of ethnic groups in our work, it is important to know about the learning, social and counselling cultures of our students, so seminars and reading about cross-cultural communication would be worthwhile.

It is also useful for workers in the Centres, especially the Managers, to attend management courses, to be aware of the range and possibilities of communication styles and techniques, and so be able to analyse and improve what they already do.

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Appendix 2 - Comments from attendees of two Language Learner Adviser Workshops with Dr Phil Riley, 8/9 May 2002

- Very interesting, useful and enjoyable – frustrating to realise more training is required and this should be made available if teachers are expected to take the advising aspect of their role seriously, but they do not know where it could be provided – dislike word ‘counsellor’
- Great – found out how much there is to learn – request for checklist to use with students in weekly mini-conference
- Really enjoyable, with opportunity to reflect on own practices - needed more time, and now thinking about aspects of workshop e.g., learner styles with students – hope for more similar workshops
- Really useful and good opportunity to reflect – would like to watch a video of advising next time and expand training over 2 days
- Interesting and beneficial – got lots of interesting ideas and ways of interacting while providing foundations and guidance – make it more relaxed next time (more time) with group choice about topics to be discussed according to need and preference
- Couldn’t be better, enriching
- Very valuable as an introduction, and am thinking now about implementation – strongly feel there is a need for learner advising – further training needed re. discourse, identifying learner needs and available resources for students to access etc.
- Very interesting, directly relevant and enjoyable – very useful to hear about other ‘student side’ of counselling and classes
- Thoroughly enjoyable and valuable – wanted more direct input and pearls of wisdom i.e., lecture, rather than group work and simulations
- Enjoyed thoroughly because practical – require more training on academic counselling activities - helped increase our awareness
- Didn’t learn any new skills (have done basic counselling before) but pre-session reading very informative – need to brainstorm practical applications to implement in classroom.

I got responses from about half the attendees.

Generally, they seemed to find the day very enjoyable and worthwhile.

Further suggestions – more training over several days, especially with video, and focusing on counselling skills, discourse, learner styles, classroom implementation, and resources available to students.

Appendix 3 – Advising courses at Hull University

POSTGRADUATE CERTIFICATE IN ADVISING FOR LANGUAGE LEARNING

Who would benefit from taking this Certificate?

The *Postgraduate Certificate in Advising for Language Learning* is aimed at graduates or professionals with an interest in language learning. They may be, or hope to be, employed as a language tutor, language adviser, material designer or manager of a language centre. They will have an active interest in promoting autonomous learning/ self-directed learning in their present or future capacity.

This Certificate is a unique programme which has been designed to answer the training needs resulting from the new demands put on language staff in Higher Education. It aims to:

- Provide a useful foundation of teaching and learning theories
- Prepare staff in the utilisation of new learning environments
- Prepare staff in evaluating and designing open and distance learning materials
- Develop new professional skills to perform an effective role regarding language learning support and the promotion of learner autonomy
- Develop the competencies of emerging roles such as e-tutors or developers
- Provide a recognised qualification for the new profession of Language Adviser following the success of the project SMILE.

On completion of the Certificate, there is an opportunity for transfer to the MA/Diploma in Language Learning and Technology, with which it shares modules.

What does it consist of?

Three 20-credits modules which are delivered entirely online using Merlin, the University of Hull's own electronic learning environment. To check you have access to the necessary equipment, look at the equipment page on the Merlin public website: www.hull.ac.uk/merlin.

The three modules are taught over two semesters. It is possible to enrol as a part-time student thereby allowing full-time professionals to follow the course without any undue impact on their other personal commitments.

Each section includes:

- A theoretical overview of the key issues to be covered in the section in the form of a visual (slides) and audio presentation.

- A series of tasks which establishes a link between theory and practice and promotes reflection, interaction and collaboration.
- A list of references for further reading
- Extra materials such as on-line resources and video and audio clips
- Language Learning provides an introduction to recent research on second language learning
- Management of Open Learning for Language explores issues of open and distance language learning (ODL) in a range of environments
- Advising for Language Learning examines the roles of the language learning adviser as a new professional

How much work does it involved? How is it assessed?

Each module carries 20 credits so approximately 200 hours of work will be required per module. This includes time for reading and listening to presentations, carrying out tasks, exploring resources and submitting assessed essays and projects.

Participation in on-line discussions and portfolio activities will represent 20 % of the final mark. For each module, two 3,000-words essays are also required (40% each). For *Language Learning*, both essays will be of a theoretical nature. For *MOLL* and *Advising for Language Learning*, one assignment should focus on theoretical issues whereas the second should discuss a project of a more practical nature. The essays and projects should draw on the information presented on-line, on related reading and the on-line interaction throughout the modules

Who is eligible to apply?

The programme is open to graduates in languages and in (applied) linguistics, or graduates in other disciplines with suitable experience (e.g. EFL teachers, managers or administrators of language centres).

Overseas applicants will need to have proof of appropriate level of proficiency in English (average IELTS score of 7.5-8). On completion, the programme offers an opportunity to transfer to the MA/Diploma in Language Learning and Technology.

How to register?

Application is through the University's usual postgraduate application procedures. Selection will be based on qualification, evidence of relevant experience and references.

Fee: £935.00 for EU citizens

£2,160.00 for overseas students

"Very interesting, well organised, good link between theory and practice, stimulating, good example of how an online course can be run... I think it's a very good starting point for people who are interested in shifting from a teacher's role to an adviser's role."

Former student 2001-2

MA/Diploma in Language Learning and Technology

From September 2002 the MA in Applied Language and New Technologies, which has been offered by Hull over the past years, was renamed 'MA in Language Learning and Technology'. The programme has been designed for graduates with a language specialism and offers a unique opportunity to study the application of computer technology to language learning, teaching and research. Applicants with a good honours degree may find that the programme provides new directions in which candidates can build on their language-based skills and interests.

The full-time programme is taught through the two semesters of the academic year. The MA dissertation is completed during the summer vacation and submitted prior to the start of the next academic year. Students can also take this programme on a part-time basis over a minimum of two years.

In the full-time programme you follow three modules in the first semester:

- Introduction to Technologies focuses on a range of issues and topics of particular relevance to the use of computers for language learning, including networks, email, and the design and development of web-based material.
- Language Learning provides an introduction to recent research on second-language learning and considers both naturalistic and classroom acquisition.
- Language: Structure and Process provides a range of topics from introductory linguistics to aspects of language processing and the effects of computers on language production.

In the second semester you choose three options:

- Approaches to Language Teaching and to TEFL examines theory, research and practical aspects of language teaching and the teaching of English as a foreign language (TEFL).
- Management of Open Learning for Languages explores issues of open and distance learning in relation to language learning. It examines implications for learning environments and materials development, and considers strategies for supporting language learners in open learning centres and other language learning environments.
- Advising for Language Learning examines the emergence of the language learning adviser as a new professional, his/her new professional skills and the consequent changes in the roles of other language teaching professionals.
- E-Learning and Languages aims to provide the opportunity for exploring the attractions and problems presented by the field of e-learning for languages with the practical objective of becoming familiar with at least two Virtual Learning Environments.

- Computer-Assisted Assessment and Language aims to enable the student to explore the field of Computer-Assisted Assessment with reference to language learning. There would be an initial familiarisation with good general principles and practices of assessment followed by a specific topic and the elaboration of a practical application.

The availability of options may vary from year to year.

There may also be an opportunity to take one semester-2 module from another MA programme in the Faculty, for instance the MA in Translation Studies.

During the summer following semester 2 students write a dissertation of approximately 15,000 words or carry out an independent practical project (such as the development of language learning software). Students who choose not to submit a dissertation but who successfully complete the taught modules will be awarded the Diploma. It is also possible to take this Diploma option on a part-time basis over a minimum of two years.

Course website.

If you would like further information on the MA/Diploma in Applied Language and New Technologies, please contact:

The Director

Language Institute

University of Hull

Hull HU6 7RX, UK

Tel. + 44 1482 465900

Fax + 44 1482 466190

Email langc@hull.ac.uk

ATLAANZ Conference,
VUW,
12-14 November, 2002

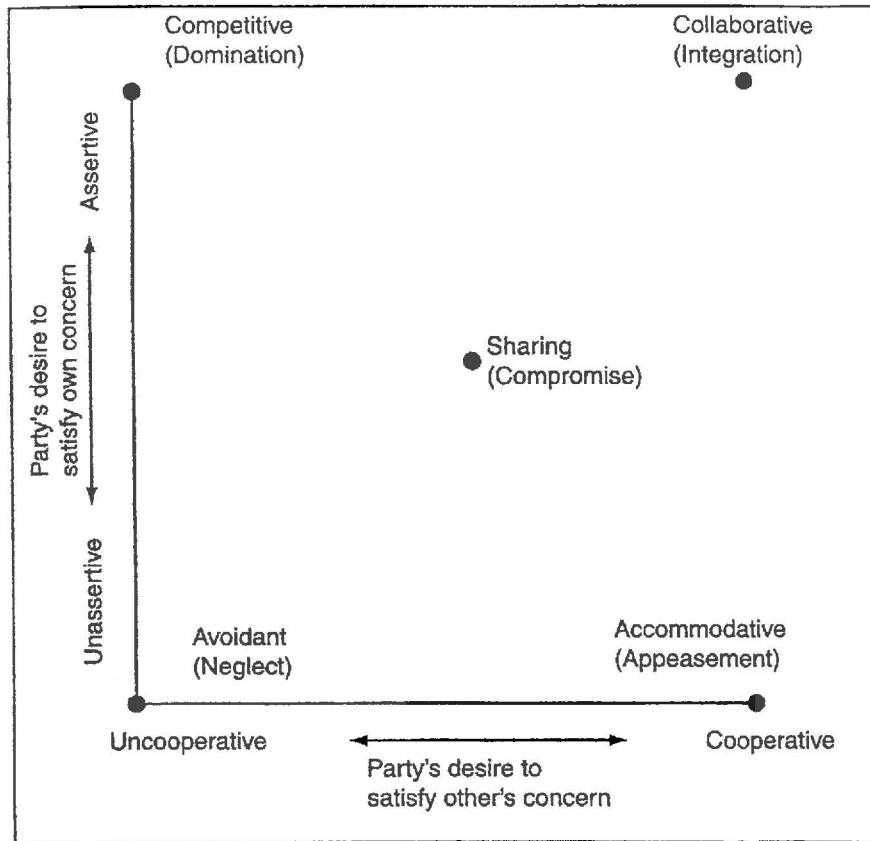
Conference Title: **FACE IT – the issues and initiatives redefining our
core business**

Strand: **Connections within and without the Institution**

“UNITEC’S Language Learning Centre meets the world!!”
by Moira Hobbs

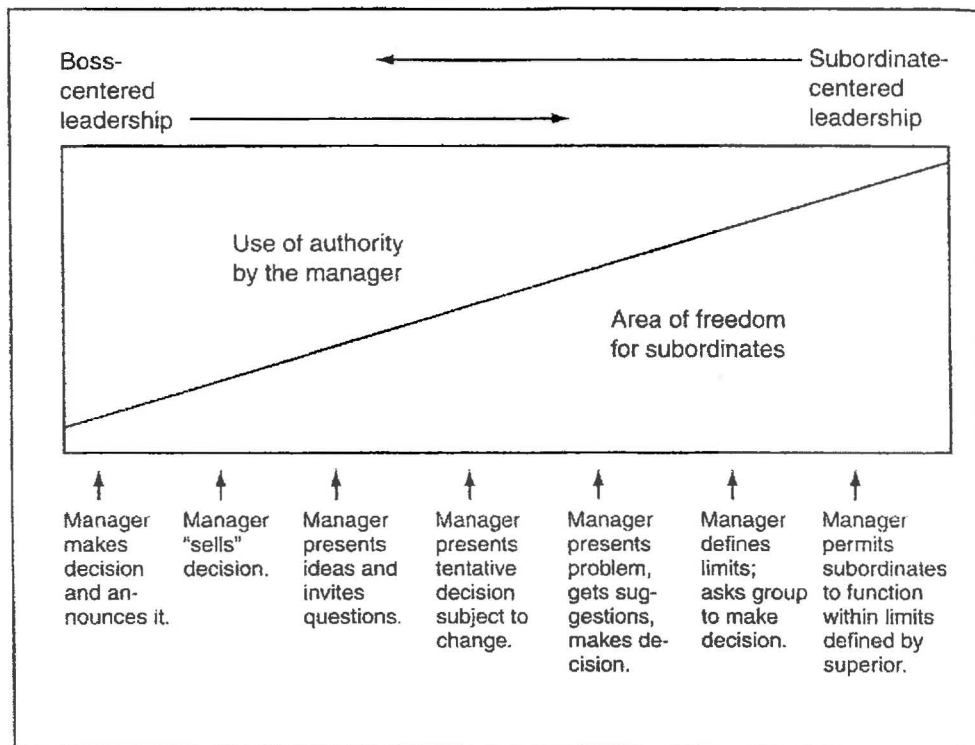
Handouts

Appendix 4 – Conflict grid



Thomas, "Conflict and Conflict Management," in *The Handbook of Industrial and Organizational Psychology*, ed. M. Dunnette, 1976, p. 900. Reproduced by permission of John Wiley & Sons, Inc.

Appendix 6 – Leadership continuum



The Tannenbaum and Schmidt Leadership Continuum

Reprinted by permission of the *Harvard Business Review*. An exhibit from "How to Choose a Leadership Pattern" by Robert Tannenbaum and Warren H. Schmidt (May/June 1973). Copyright 1973 by the President and Fellows of Harvard College; all rights reserved.

Appendix 9 - Linking skills (based on McCann & Margerison 1989)

The linking skills are:

- 1 *Listen before deciding* – as a linker you liaise between action and information. I have been told that at the best of times, 75% of oral communication is ignored, misunderstood or quickly forgotten!
- 2 *Keep team members up-to-date on a regular basis* – everyone needs to understand the importance of their contributions, know what's going on and how they are doing. Therefore, have regular, small-group, face-to-face meetings led by the Team Leader, discussing relevant issues.
- 3 *Be available and responsive to people's problems* – we all know that an understanding and caring (i.e., empathetic) boss is great!
- 4 *Develop a balanced team* of Advisers, Organisers, Controllers and Explorers.
- 5 *Allocate work to people based on their capabilities.*
- 6 *Encourage respect and understanding amongst team members* – we all need to appreciate each other's differences and the different strengths (and weaknesses) we bring. Have social events within the Centre e.g., timetable a 'bonding' lunch once a week for admin staff. Other Centre/School /Faculty functions can be very beneficial in this regard as well.
- 7 *Delegate work* which is not essential for you to do.
- 8 *Set an example and agree high quality standards* with the team – the old 'do as I do' homily.
- 9 *Set achievable targets for the team but always press them for improved performance* – the 'nothing succeeds like success' saying that I'm sure you tell your students! I find it's very easy to reward good behaviour – just with a little chocolate bar or free lunch, if the budget won't run to mystery weekends.
- 10 *Co-ordinate and represent team members* – you are often the link to other teams within and without your own Centre.
- 11 *Involve team members in the problem-solving of key issues* – I think we all resent having decisions imposed on us, without even having the chance to air our opinions, and in fact, it's often those at the 'chalk-face' who may have the best idea towards a solution.

- To the library – monthly liaison meetings for operational and management issues
 - yearly wider meetings with Heads for overall policy
- To the whole UNITEC student body
 - open Adjunct Prof lecture, business SS
 - offer tutoring work to suitable students
 - LLC open every day, until 9.00 (M-Th)
 - business and communication students' research projects in LLC
- To directorate – helping set up Centre at new campus
 - copyright issues
 - organising Adjunct professor (+ Graduate school)

Outside of UNITEC:

- To other Language learning centres (private providers & universities)
- To bookshops/ suppliers
- To special interest groups in NZ and abroad – SACSIG here (& Australia soon)
- Conferences and networking etc.
 - present at ATLAANZ Conference, CLESOL
 - organise UNITEC Autonomous Learning Symposium
- To e-mail listservs – auto-L, AILA, ilearn, tutoring & mentoring
- To other universities –visit to RMIT
 - ongoing collaboration, study visit and lecture to Nancy
 - visit and lecture to Helsinki University
 - visit to Dublin, Hull, Cambridge, Florence Universities re learner advising
 - contact via SACSIG, autonomous learning symposium attendees and contributors, and publication of proceedings
 - attend open lectures and training days
- To the Home Tutor Association – students use of LLC
 - Centre tutor training

Of course the informal links and networking - the morning lattes and 'working' lunches, faculty and school Xmas parties etc. are just as important to our well-being !, which we pass on to some extent to our students.