

Record details

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Title

A protocol for a scoping review of advising in language education

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Review Question

The present review attempts to describe the current state of literature and practices of language advising, and the following research questions are developed to guide this systematic review.

- (1) How is language advising defined?
- (2) What are the different types and features of language advising?
- (3) How is language advising examined in research?

Rationale

Language advising is a form of one-on-one language support between an advisor and advisee. The purpose of advising is 'to provide guidance to students about their language learning and to encourage the development of learner autonomy' (Reinders, 2008, p.1). Later, Mynard and Carson (2012) defined the term as a process of assisting students in directing their own paths to become more autonomous language learners. Taking a distinctive role from language teachers, employing overlapping areas from coaching, counselling, consulting, psychology and sociology (Mynard, 2011), advising in language learning focuses on individual language learning trajectory through the process of helping individuals to become an effectively aware and reflective language learner (Kato & Mynard, 2016). Language advising has drawn on special techniques to foster satisfaction of the learner's psychological need for this kind of personalised session, consisting of skills of using dialogues, tools, and context (Kato & Mynard, 2016). There is an extensive amount of publications that are relevant to the study of language advising; however, to the best knowledge of the authors, there is not a systematic attempt to synthesise the relevant literature base. To understand the role of advising in language learning, it is fundamental to systematically and comprehensively investigate its definition, implementation, and examination. Drawing from previous studies that investigate language advising practices, the authors will conduct a scoping review, aiming to establish a more detailed understanding of the state-of-the-art of this topic.

Kato, S., & Mynard, J. (2016). *Reflective dialogue: Advising in language learning*. Routledge.

Mynard, J., & Carson, L. (2012). *Advising in language learning: Dialogue, tools and context*. Routledge.

Mynard, J. (2011). The role of the learning advisor in promoting autonomy. *Learner Autonomy in Language Learning*. Retrieved from http://ailarenla.org/lall/january2011/mynard_b_2011/

Reinders, H. (2008). The what, why, and how of language advising. Retrieved from <https://innovationinteaching.org/docs/article-2008-Mextesol-the-what-why-and-how-of-language-advicing.pdf>.

Inclusion Criteria

Conceptual framework

Include: There is a clear definition or conceptualisation of language advising.

Exclude: The term "language advising" is used and discussed without a clear definition or conceptualisation.

Rationale: In order to address RQ 1 of this scoping review about how language advising is defined, selected studies need to give clear definition of how "language advising" is used in the publication.

Language

Include: Studies that are published in the English language.

Exclude: Studies that are not published in the English language.

Rationale: Considering the fact that major academic publications are available in English, and the authors' language competence in reading and analysing studies, only studies written in English will be selected to be included in this review. This decision does not neglect and underestimate the value of publications in other languages; they can be included in future research reviews.

Type of publication

Include: Journal articles including primary studies, research syntheses, conceptual pieces and empirical studies; editorials; doctoral theses; books; book chapters.

Exclude: Internet sources including blogs, newspapers.

Rationale: Although internet sources, for example blogs and newspapers, can be informative sources, they are neither peer reviewed nor validated publications to provide perspectives to research questions of this review, and therefore, will be excluded.

Context

Include: The context of the study is in language learning and teaching.

Exclude: The context of the study is in learning and teaching of other disciplines.

Rationale: The focus of this review is on the use of advising to support students to become better language learners.

Information Sources

Sources of this scoping review will be searched using exploratory and focused methods (Chong & Reinders, 2022). An exploratory selection of the sources will be performed using prominent online databases, including Social Sciences Citation Index, Directory of Open Access Journals (DOAJ) and Scopus. A focused selection of sources will be performed on specialist journals including SiSAL Journal and Relay. These two journals focus exclusively on language advising and learner autonomy.

Chong, S.W., & Reinders, H. (2022). Autonomy of English language learners: A scoping review of research and practice. *Language Teaching Research*. <https://doi.org/10.1177/13621688221075812>

Search Strategy

The following search string will be used to conduct the review:

"language" AND ("advis*" OR "coach*" OR "counsel*" OR "consult*" OR "mentor*") AND ("autonomy")

Data Management

The full-text of the selected publications from the first screening process will be downloaded as PDF files, which will be stored in a secured Microsoft OneDrive folder. The data from the initial title and abstract screening will be managed in an Excel spreadsheet. After the second screening process and a review of methodological rigour (if applicable), the finalised data extraction forms will be imported to Nvivo 12 for data synthesis.

Selection Process

Following the 2020 version of PRISMA diagram (Moher et al., 2009), the selection process will be conducted comprising three components: identification, screening and inclusion of extracted publications.

After deduplication, abstracts and titles of the studies will be screened using inclusion/exclusion criteria set by the authors. Following this, authors will perform second-level screening on eligible papers. Eligible papers will be assessed through full text appraisal, against the inclusion/exclusion criteria, and a methodological rigour checklist (TESOL Quarterly, 2023). Only studies that meet the criteria will be included in the data extraction process.

Moher, D., Liberati, A., Tetzlaff, J., Altman, D.G. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *Journal of Clinical Epidemiology*, 62(10), pp. 1006-1012.

TESOL Quarterly. (2023). TESOL Quarterly submission guidelines. Retrieved from <https://onlinelibrary.wiley.com/page/journal/15457249/homepage/forauthors.html>

Data Collection Process

This research synthesis is conducted through a scoping review approach. Scoping reviews aim to provide a panoramic view of a particular research topic (Pham et al., 2014), usually a field of interest that has not yet been extensively reviewed (Tricco et al., 2016, p.2). In comparison with other types of research syntheses, scoping reviews have more comprehensive coverage of the topic being reviewed, adopt a more inclusive approach to the study selection, and they are more exploratory in nature (Chong et al., 2023; Chong & Reinders, 2022). Information in the included studies of this scoping review will be charted using an extraction form (see "data items" below). To ensure that the data extraction form is validated, this study will adapt an existing and recent data extraction form which was used for conducting a scoping review on a similar topic, learner autonomy (Chong & Reinders, 2022). The first author, who will pilot the adapted data extraction form on 10% of the included studies, will meet with the second author regularly to discuss the extract form items and the information extracted while keeping a researcher logbook to ensure reflexivity in the review process.

Chong, S. W., Bond, M., & Chalmers, H. (2023). Opening the methodological black box of research synthesis in language education: where are we now and where are we heading?. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2022-0193>

Chong, S.W., & Reinders, H. (2022). Autonomy of English language learners: A scoping review of research and practice. *Language Teaching Research*. <https://doi.org/10.1177/13621688221075812>

Pham, M. T., Rajić, A., Greig, J. D., Sargeant, J. M., Papadopoulos, A., & McEwen, S. A. (2014). 'A scoping review of scoping reviews: Advancing the approach and enhancing consistency,' *Research Synthesis Methods*, 5(4), 371-385.

Tricco, A.C., Lillie, E., Zarin, W., et al. (2016). A scoping review on the conduct and reporting of scoping reviews. *BMC Medical Research Methodology*, 16, 15.

Data Items

Characteristics of included studies:

Type of publication

Year of publication

Language in focus

Location of studies

Research questions

Research design (qualitative, quantitative, mixed)

Research question 1: How do studies define language advising?

Conceptual framework

Theoretical underpinnings

Research question 2: What are the different types and features of language advising?

Context of the intervention

Description of the intervention

Information about advisors

Information about learners

Research question 3: How is language advising examined?

Evaluation tool

Nature of evaluation

Advisors' perception and experience

Learners' perception and experience

Effectiveness

Risk of bias/trustworthiness of individual studies

This review will focus on conceptual pieces and empirical studies, primary studies and research syntheses publication types based on their methodological rigour, which will be acknowledged using the critical appraisal checklist Mixed Method Appraisal Tool (MMAT) and Spencer et al.'s (2003) framework of Quality in Qualitative Evaluation. They are widely used in educational research to assess the trustworthiness of all available research designs and examine the risk of bias of individual studies.

Hong QN, Pluye P, Fàbregues S, Bartlett G, Boardman F, Cargo M, Dagenais P, Gagnon M-P, Griffiths F, Nicolau B, O'Cathain A, Rousseau M-C, Vedel I. Mixed Methods Appraisal Tool (MMAT), version 2018. Canadian Intellectual Property Office, Industry Canada.

Spencer, L., Ritchie, J., Lewis, J., Dillon, L. (2003). *Quality in Qualitative Evaluation: A framework for assessing research evidence*. Government Chief Social Researcher's Office.

Data Synthesis

To incorporate the extracted information from included publications, data extraction forms will be

imported into NVivo to undergo thematic analysis (Nowell et al., 2017). Such analysis is guided by an inductive coding approach informed by grounded theory which is achieved through constant comparison (Charmaz, 2006). This open coding strategy is deemed appropriate to the more exploratory nature of a scoping review.

Charmaz, K. (2006). Constructing grounded theory. Sage.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1-13.
<https://doi.org/10.1177/1609406917733847>

Meta-biases

Confidence in cumulative evidence

The confidence in cumulative evidence will be assessed by applying the Grading of Recommendations Assessment, Development and Evaluation (GRADE). The rationale of using GRADE approach is in consideration with its transparent framework to evaluate the credibility and strength of the body of evidence in systematic reviews (<https://www.gradeworkinggroup.org/>).

Sources of Funding

This work does not receive any funding support.

Role of Funders

N/A

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2023-03-01

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2023-12-31

Other language resources

Current Status

Ongoing

Details of Published Review

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