

# Emotions in Advising Dialogue

## Reflections of Novice Advisors

**IAFOR 2022 - ACE - December 1st**

**Sina Takada - Emily Marzin - Christine Pemberton**  
Kanda University of International Studies

# Learning Advisors

What are their roles in (language) education?

What are their duties?

Where do they work?



# Language learning and Emotions

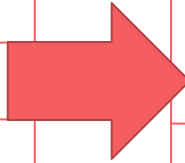
- Teachers' emotions and impact  
(Arens & Morin, 2016; Burić, Slišković, & Sorić, 2020)
- Educators' identity and advising  
(Howard et al., 2019)
- Advisors' emotions: experiences and skills  
(Arias-Sais et al., 2019; Brown, 2021; Yamamoto, 2018)
- Advisors' emotions: self- awareness and recognition  
(Karaaslan et al., 2019; Tassinari, 2017)

# Reflective and collective journey

1. Take an advising training course (RILAE, KUIS)
2. Brainstorm emotions words A to Z
3. Categorize into **5 factors**
  - Certainty ●Attention ●Understanding ●Energy ●Growth
4. Share examples and narratives of our experiences

# A to Z (example)

Attentive	Nervous
Bored	Overwhelm
Confident	Positive
Disappointed	Questioning
Engaged	Receptive
Fatigued	Sensitive
Growth	Tolerant
Hesitant	Understanding
Insecure	Vulnerable
Joyful	Worry
Kind	X-
Lonely	Y-
Manipulative	Z-



# Themes and emotions

Bigger themes/factors	Associated emotions
<b>Uncertainty</b>	Hesitant Questioning Insecure Nervous Worry
<b>Attentiveness</b>	Present Engaged Receptive
<b>Compassion</b>	Kind Tolerance Sensitive
<b>Growth</b>	Satisfy Joyful

# Certainty

- +** - Advisees' feedback
- Perceive signs of advisees' growth
- - Lack of feedback
- Fear of failing to help

- **Contentment**
- **Confidence**

- **Anxiety**
- **Insecurity**

“When having doubts about how well the session was going, we felt **anxious about failing to make appropriate decisions and providing meaningful guidance.**”



# Attention

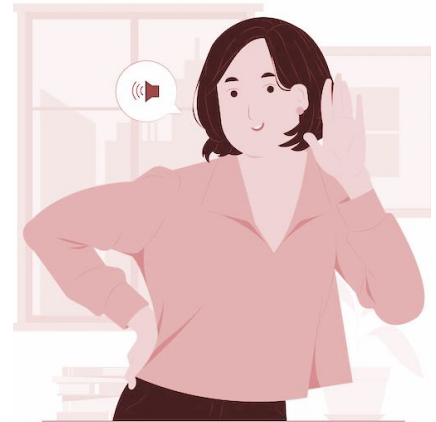
- + - Actively listen to advisees
- Use advising techniques intentionally

- Engagement
- Joy

- - Advising sessions are part of the LAs' many activities
- Require high level of awareness

- Overwhelm
- Distraction

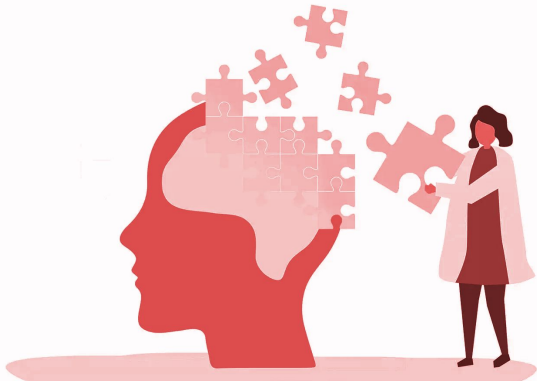
“At first, this was difficult as we **mentally referred back to our advisor training**, deciding on the best strategy or advising tool. [...] We experienced that this level of awareness **could be overwhelming**, create a **distraction** for what **needed to be prioritized**, and to a certain point **affected our workload and emotional balance.**”



# Understanding

- + - Explicitly remind the purpose of advising
- Implicitly engage in reflection
- Confidence
- Belonging

- - Colleagues/advisees misunderstand roles of LAs
- Disappointment
- Demotivation



“Advisors may often experience a situation where the advisees’ aim (e.g. coming for speaking practice) of the **session does not match with the true purpose of advising**, which indicates advisors’ roles are not very well understood.”



# Energy



- - Identify and develop (life/work) habits
  - - Raise awareness of mindfulness attitude
  - **Positivity**
  - **Optimism**
  - **Compassion**
- - Find the right balance in a new environment, roles, and skills
  - Concentrate to listen to students' stories
  - **Discouragement**
  - **Apathy**
  - **Fatigue**

“We feel a **greater capacity for compassion** towards ourselves, colleagues and advisees. [...] We found that actively listening to learners' stories and doubts **sometimes caused us emotional** (e.g. a sense of hopelessness) and even **physical** (e.g. headache) **exhaustion**.”

# Growth



- Use of advising strategies
- See learners' growth

- **Pride**
- **Joy**
- **Satisfaction**



- Lack of clear progress markers
- Unclear “ending” of advising

- **Restless**
- **Hopeless**
- **Discouraged**

“We experienced pride, joy, and satisfaction in **observing a connection between our growing aptitude to better use strategies and learners' growth** towards being more autonomous.”



# Conclusions

- Spectrum of emotions
- Sense of gratitude
- Role of colleagues
- Personal and professional growth



# Future Directions

- Share reflective process with practitioners  
*JASAL Journal*
- Raise awareness among LAs' environment in different contexts
- Develop a reflective tool on LAs' emotions
- Listen to other LAs', colleagues', and advisees' emotional experiences



# What questions do you have?



[takada-s@kanda.kuis.ac.jp](mailto:takada-s@kanda.kuis.ac.jp)  
[marzin-e@kanda.kuis.ac.jp](mailto:marzin-e@kanda.kuis.ac.jp)  
[pemberton-c@kanda.kuis.ac.jp](mailto:pemberton-c@kanda.kuis.ac.jp)