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# Self-development of Counselling Micro-skills of a Self-access Counsellor

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## Abstract

This paper reports on a self-access counsellor's attempt to develop the micro-skills of communication needed for self-access counselling by herself through reflection on her own experience and performance as a counsellor. She tried to find out whether it is possible to gain development in these skills by herself without formal training. The findings reveal that she could manage to develop certain skills by herself while for some other skills she needed training. This paper also discusses some crucial factors influencing teachers' self-development. These factors include the need for awareness of performance, the need for motivation to develop further, and the need for on-going training on some occasions in which self-access counsellors cannot completely manage to develop the skills by themselves.

## Introduction

In recent years, self-access has been growing in importance as a learning mode which fosters learner autonomy. As a result, more language teachers are looking for ways to help their students to become autonomous or independent in their own language learning. One important role of a teacher in doing so is a "self-access counsellor" (Gardner and Miller, 1999; Kelly, 1996; Lee, 1998; Mozzon-McPherson, forthcoming and in print). To perform this role, teachers need certain skills as they have to perform differently from a classroom teacher.

## Self-access Counsellor: Definitions and Roles

There are many terms used for "self-access counsellor" in the literature, e.g. consultant, helper, advisor and facilitator. According to Egan (1986: viii cited in Kelly,

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1996), self-access counsellors are more or less “problem solvers” who give advice and offer suggestions to learners as well as guiding them in solving their self-access learning problems. In addition, they facilitate shifts in the self-perception of learners. Little (1989) also claims that self-access counsellors are people whose main aims are to hand over to the learners the responsibility for their own learning and to help them acquire the necessary skills and knowledge so that they can effectively make decisions on their learning programmes and activities.

From the definitions above, Little (1989) and Kelly (1996) outline multiple roles of the self-access counsellors as follows:

- raising language and learning awareness
- facilitating learner self management
- providing mental support (e.g. encouragement, empathy)
- helping learners to
  - identify their needs
  - define objectives
  - select appropriate materials
  - choose appropriate learning strategies
  - organise themselves
  - evaluate and monitor their progress

## Problem

In order to perform these roles, self-access counsellors require certain knowledge, skills and personal qualifications. As Little (1989) has noted, to carry out the counselling task efficiently, the counsellors need not only the linguistic and pedagogic skills, but also patience, tolerance and empathy. Kelly (1996) also suggests macro-skills and micro-skills required for self-access counsellors. To acquire these skills and qualifications, Gardner and Miller (1999: 189) claim that teachers need training and guidance since “staff development in counselling needs to be an ongoing process”. In many situations, however, there is no training available for teachers. Does this mean teachers who do not have training will not be able to give effective counselling? I do not think so, but believe that there must be some ways to overcome this problem of lack of training. I, therefore, view self-development as another option. I believe that it is possible for teachers to be able to become effective counsellors without training, if they reflect on their own practice as self-access counsellors. In addition, I believe that teachers’ awareness and openness to change can lead them to self-development.

## Teacher's Self-development and Self-awareness

According to Freeman (1982: 22 cited in Swan, 1993: 248) development involves a "process of growth and change" and is "an expansion of skills and understanding." In the words of Underhill (1992: 79), "teacher development is no different from personal development, and as such can only be self-initiated, self-directed, and self-evaluated." As I attempt to bring about growth and change in myself and to eventually gain the competency required for a self-access counsellor, self-development seems to be my only alternative since training is not available for me.

One way to develop myself by myself is through self-reflection. To be able to reflect, and thus develop, I need to raise my awareness, as self-awareness is an essential prerequisite for self-development (Underhill, 1992; see also Edge, 1992; Swan, 1993). Given that awareness is a prerequisite for development, Underhill's (1992: 76) self-development model is most relevant to my study as it deals with awareness. His model consists of four stages and different kinds of awareness are raised during the movement between each stage. To illustrate, stage one is called unconscious incompetence, where I am unaware of my incompetence and thus do not realize the need for change. Stage two is conscious incompetence, where I become aware and thus perceive the need for change and development. To move from stage one to stage two, I require awareness of performance which concerns awareness of present performance and attitudes towards myself as a self-access counsellor. Stage three is conscious competence where I implement a plan for change while also being aware of the changes I am making. To move from stage two to stage three, I need awareness of potential which concerns how I visualize myself to be after I am aware of the need for change. During this stage, I also need awareness of development which involves plans for change in order to bring myself closer to what I have visualized. The final stage is unconscious competence, where the changes I have made become habitual. However, to change from stage three to stage four requires a long-term process to form habits and it is beyond the scope of this study. I, therefore, focused solely on the moves from stage one through stage, three where awareness, planning, and action are crucial components in the developmental process.

Given that awareness is a prerequisite for development, we need to look at ways to raise awareness. Among ways in which teachers can raise their awareness, diary writing seems to be given preference in the literature (see Bailey, 1990; Gray, 1998; Richards, 1990). By writing diaries, teachers have opportunities to observe and reflect on themselves. I believe that diary writing is an effective tool which provides an ongoing record of my counselling performance and could prove to be a valuable way to reflect on myself as a counsellor and thus to enhance my awareness.

## Micro-skills of Communication

As mentioned earlier, there is a long list of roles and characteristics required for self-access counsellors. Clearly, we can not focus on developing many things at the same time. I, therefore, decided to focus on developing micro-skills of communication because I felt unsure of my ability in these skills.

According to Kelly (1996), the micro-skills needed for self-access counsellors are attending, empathizing, restating, paraphrasing, summarizing, questioning, interpreting, reflecting feelings, and confronting. In addition to these skills, we might want to add supporting, since learners are going through a transition from being teacher dependent to being independent learners, and are also undergoing a transformation in their beliefs. They, therefore, need mental support. These micro-skills can be used at any time during the counselling since counselling involves two-way communication. Hence, it is very important for counsellors to master these skills.

## The Study

The subject of this study was myself who was also the researcher and observer. Prior to this study, I had had no experience of counselling in a self-access environment. However, I was aware of the differences in the roles of self-access counsellors and of teachers. I also believed that self-access counsellors should possess necessary communication skills and characteristics, e.g. reflective listening, being friendly, empathetic, and supportive. In spite of these awareness and beliefs, I felt that I had some theoretical knowledge of these skills, but whether or not I could effectively put them into practice was questionable to me. I, therefore, prepared to develop myself by studying the literature and identified a list of micro-skills which I believe I needed as a counsellor. Then I worked as a self-access counsellor in the Self-Access Learning Centre at King Mongkut's University of Technology Thonburi in Bangkok. At this stage, counselling was given to self-access users and recorded with the permission of learners and tapescript was made. I then studied the tapescript and used it as information to reflect on my counselling performance. A diary was written immediately after I studied the tapescript and was written in a free format. I spent approximately forty minutes on each diary. Since I aimed to investigate the process of my self-development of micro-skills, I used diaries as the tool for reflection. I believe that they serve the purpose when a study aims to investigate the researcher's inner thoughts, which are not normally accessible through outside observation or other means (Bailey, 1990).

Towards the end of a six-week period, I had collected seven diary entries. The entries were one to three pages in length, with a minimum of 219 words and a maximum of 872 words.

## Data Analysis

The data from the diary entries were analysed in terms of their saliency and frequency (Bailey, 1983). However, in this paper, I will discuss only salient entries because I will look at my self-development process appearing in the entries.

### *Saliency of Diary Entries*

From my diary entries, I found that two micro-skills, namely questioning and attending, were particularly salient. I was able to develop my questioning skills from stage one to stage three, that is, from unconscious incompetence to conscious competence. However, I was not able to develop to stage three in attending skill. We will look at how I developed these two skills respectively.

### *Questioning Skill*

In the first counselling session, I was not aware of my inappropriate performance on questioning until I made this comment in my diary.

My questioning skill was not good enough...not fluent... I spent too much time thinking about the questions. And that made the conversation not smooth...not flow???

*(Diary: Session 1).*

From the above extract, I was unaware of my weakness in questioning until I reflected on my performance through the diary. In retrospect, this example shows my movement from stage one to stage two, that is from unconscious incompetence to conscious incompetence, and also my awareness of performance.

While the comments in the diary session one do not show any aspects of my questioning, the comments in later sessions show that I became aware of many more aspects and performed better in questioning. We will look at the diary extracts of sessions two, four and six, where I became aware of the different types of questions I used, as well as the purpose of using these different types.

I asked open questions to let them tell me their purpose of coming today including their problems regarding English. Open questions give them the opportunity to reflect on their own selves.

I asked questions quicker and most of the questions were why and how. Sometimes they were not in question form but students understood that I wanted them to clarify their points

*(Diary: Session 2).*

My questioning was more direct to the point when compared with the previous consultations. Most questions encouraged him to reflect on his own learning. I tried to encourage him to talk openly about his thoughts and feelings towards his English...

*(Diary: Session 4).*

My own questions made up 80% of the entire consultation. I used a lot of questioning. Many questions were closed questions. But the answers I got back from the student were not in a short form

*(Diary: Session 6).*

From session two above, I became conscious of the use of open questions or divergent questions which served my purpose of getting the learners to express information about themselves. I also I became conscious of using reflective statements to get the learners to further clarify their points. In addition, in both sessions two and four, I was aware of the usefulness of these types of questions in promoting learner self-reflection. In session six, I then became more conscious of the use of closed or convergent questions when I said most of the questions I used were closed questions.

These examples of questioning from session two to session six show my movement from stage 2 to stage 3, that is, from conscious incompetence to conscious competence. To illustrate, after I was aware of my incompetence in questioning in session one, I later was able to overcome this incompetence in session two, three and six. We can see that I managed to use different types of questions to serve my purposes. This shows that I raised my awareness of performance and could develop myself regarding questioning.

In relation to the purposes of using questions, I viewed the types of learners as an important aspect. The following extract from session three further shows that I became aware of the purpose of using questions to get a quiet learner to talk.

But he didn't talk much. When I paused to allow him to talk, he was silent. So I asked him many questions and gave examples. ...I think, to deal with quiet learners, questioning is very important. Our questioning or how we can challenge and guide them to talk about their thoughts towards themselves and problems is very important. This is what I have to practice and pay more attention to because each individual learner is different

*(Diary: Session 3).*

This shows that while dealing with this quiet learner, I was conscious of the importance of questioning in helping me to get the learner to express himself. Moreover, I was also aware of a characteristic in this learner that indicated he would benefit more from questioning. However, I might have felt that my questioning had

not yet reached the level of competence to deal with quiet learners and, as such, I perceived the need to improve it.

Looking back at Underhill's four stages and awareness, the extract from session three above shows my attempt to move from conscious incompetence to conscious competence while my awareness of potential and awareness of development were also raised. From the extract, I showed my awareness of potential when revealing my thoughts about the importance of being able to use questions in dealing with quiet learners. This suggests that I was setting goals concerning using questioning effectively in such a situation. I, therefore, planned to practice my questioning and focus more attention on it.

While viewing questioning as very important and useful, I was sometimes aware of a danger as well. In session six, I made the following comment about a potential danger of using too many questions in counselling.

At first, I thought that asking too many questions could be a bad idea because counselling could become like an interview and this could make the student feel stressed or tense. But what if the student is a quiet person and likes to be asked? So I changed my mind. ...I think asking many questions is useful for counselling in many ways. Sometimes there is a hidden meaning in the students' answers. Sometimes it is like they don't understand themselves. In these situations, questioning can help a lot

*(Diary: Session 6).*

This reveals that, although I was conscious of the danger of overusing questions, at the same time I was also conscious of certain kinds of learners who might need questions to help them talk about their problems. This example shows my awareness of potential because I thought that in such a situation, it could be better if I used many questions to elicit this student's hidden meaning.

To conclude, I have shown how I was concerned and had developed my questioning skill. I worked on different aspects of questioning. Firstly, I was aware of the types of questions I used. Initially, I viewed questioning as a whole but later I became more concerned with different types of questions, such as convergent versus divergent questions and the surface form of the questions. Secondly, I was concerned about different purposes of using questions, such as to direct the conversation and for learners' self-reflection. Lastly, I was also aware of possible dangers of using questions. However, there are other aspects of questioning I was not yet aware of, such as classifications of questions and questioning techniques, e.g. repeating and prompting. In some situations, counsellors may need to use different types of questions depending on their purposes. Furthermore, some other questioning techniques can help the counsellors achieve their purposes. Therefore, it may be necessary for counsellors to be aware of many different aspects of questioning so

that when they give a consultation they can get what they really want to know from the learners and, likewise, the learners may know more about themselves. In addition, being aware of different aspects when counsellors reflect on their performance later, they will be able to identify what works or does not work in which situation, or what type of question or technique they should use in order to overcome their incompetent questioning. In my case, however, when I conduct more counselling sessions, I hope to become aware of my performance in these areas.

## *Attending Skill*

For attending, I will also discuss it with regard to Underhill's four developmental stages and the awareness that was raised during the process of my self-development.

The following extracts indicate my attempt to move from stage 1 to stage 2 and from stage 2 to stage 3, that is from unconscious incompetence to conscious incompetence, and then to conscious competence in attending.

But sometimes I thought about the questions I should ask while he was talking about his problem and experience. So I didn't pay enough attention to what he was saying. Consequently, I didn't really get the message. I don't know whether he could see that. I shouldn't do that anyway

*(Diary: Session 1).*

In retrospect, this extract from my diary suggests that when the learner was talking to me, I was unconscious of my inappropriate performance concerning attending. That is I did not pay enough attention to what the learner said but was worried about something else. I became conscious of my inadequate performance later when I reflected on the tapescript. This example shows the movement from unconscious incompetence to conscious incompetence, and also my awareness of performance and my awareness of potential. My awareness of potential was raised when I reminded myself that I should not let a situation like this happen again.

In counselling session two, in which I counselled two learners, I also showed my concern about my performance in attending.

While talking with one student, I have to be aware that there is another one sitting there to talk with us too. But how can I deal with group counselling smoothly? Sometimes I forgot the other student when I talked with the first one. I should have balanced my attention better so that the other student would not feel left alone or feel that she was ignored. I have to practice group counselling more, especially giving balanced attention

*(Diary: Session 2).*

The above diary extract of session two shows my movement from stage 1 to stage 2, unconscious incompetence to conscious incompetence, and my attempt to move from stage 2 to stage 3, conscious incompetence to conscious competence. To explain this in retrospect, we can see that for the movement from stage 1 to stage 2, initially I was unaware that I sometimes ignored the other learner when talking with these students. After I reflected on the tapescript and wrote my diary, I became aware of my inappropriate performance. At this point, I raised my awareness of performance. In attempting to move from stage 2 to stage 3, after I came to realize my incompetent attending, I aimed to improve it. To improve it, I then planned to practice giving balanced attention to all learners. While attempting to move from stage 2 to stage 3, I raised my awareness of potential as I aimed to improve my attending skill in my future counselling sessions. I also raised my awareness of development when I decided to practice more on attending in order to reach my aim.

A similar comment which shows my attempt to move from stage 2 to stage 3 was also made at the end of the diary entry of session two.

Did I intervene with these students too much? I should let them talk more and pause when appropriate. Don't interrupt them and let them finish what they want to say.

*(Diary: Session 2)*

When I made these comments, I might have thought that pausing and being silent sometimes showed that a counsellor is paying attention to a learner and that the learner is given importance. Therefore, I planned to talk less and to pause when appropriate. From this we can see that my awareness of development was raised at this point.

Another salient example of attending can be found in my diary of session four in which I was aware of my inadequate attending and thus perceived the need to improve it. However, I could not yet develop my attending into stage 3, conscious competence, in this session.

I think I interrupted the conversation too much. I should stand back sometimes so that a student can openly talk without feeling that he/she is interrupted. ...If someone interrupted me when I was about to say something important, I wouldn't like it, of course

*(Diary: Session 4).*

This shows my awareness of performance concerning attending. Initially, when I talked with this learner I was not aware that I interrupted him too much till I reflected in my diary and I became aware of this deficient performance. In retrospect, this suggests that I moved from unconscious incompetence stage to conscious incompetence. However, I did not show that my attending skill had improved. I only showed my attempt to further move from conscious incompetence stage to conscious

competence stage. This can be seen from the following comment I made in my diary of the same session.

Here are things I would like to improve. Firstly,... Secondly, I should say less and let students say more. Lastly, I should pause when appropriate. Do not intervene

*(Diary: Session 4).*

This extract obviously shows my attempt to improve my attending skill. It also shows my awareness of development as I was making plans to change my inadequate attending.

To conclude, we have looked at some examples of my development in questioning, and my attempt to improve the attending skill. From these examples, we can see that I was not aware of my inadequate performance during the counselling sessions but I only became aware while writing diaries. Therefore, writing the diaries is a key stage for my development in addition to the actual counselling itself. The counselling is only the input for my reflection. If I went through counselling without writing a diary, it seems unlikely that I would have raised my awareness. Therefore, writing a diary is crucial to improve my skills. Moreover, the data show that I could manage to develop myself to be consciously competent for questioning but not for attending.

## **Factors Influencing Self-development**

From the findings, I was able to improve from stage 1 through stage 3, that is from unconscious incompetence to conscious incompetence and then to conscious competence, for questioning. However, I did not show that I had reached the level of competence at stage three for attending. These findings are worthy of further discussion

I was able to move from stage 1 to stage 2 for both questioning and attending skills because I became aware of the inappropriate things I did which needed improvement. My awareness of performance was raised here when I was trying to identify my incompetent performance. As mentioned earlier, awareness of performance leads to awareness of potential and awareness of development which are necessary for self-development. It is, therefore, unlikely for the latter two kinds of awareness to exist if I were not aware of my inadequate performance. In other words, without awareness of performance, we will not see the need for improvement. Swan (1993: 243) says that to foster teacher development, teachers need to be involved in a transformation of their own perspective which is actually increasing awareness, and this awareness “must include not only awareness of the potential, but of the actual as well.” Therefore, to start developing our professional competence by ourselves, awareness of performance should be primarily and heavily focused on.

Looking at the movement I made from stage 2 to stage 3, this movement happened because, after I became aware of my inadequate performance, I had the desire to develop my incompetent areas and then implemented plans and actions to develop them. I will look at the influence of these two factors, namely, motivation and the ability to implement suitable plans and actions.

Having awareness of our performance is a good start for self-development, but we may not be able to gain development once we have awareness if we lack motivation or desire to further develop our skills. According to Malderez and Bodóczy (1999: 25), “in order to acquire a skill, there has to be an initial desire to achieve proficiency.” Underhill (1992) also argues that to develop, we need awareness together with an emerging will to change. Therefore, besides awareness, motivation and desire to improve are important factors that aid self-development. It would not be worthwhile if we just raise our awareness of performance and then ignore it. What we need is motivation or desire to develop as well as to implement actions.

Given the importance of having motivation and implementing plans and actions for the movement from stage 2 to stage 3, I managed to develop myself for questioning successfully, but I was unsuccessful with the attending skill. Since I had motivation for both micro-skills, it would suggest that I was able to implement a suitable and feasible plan for questioning but was not able to do this for attending. This indicates that sometimes I can implement suitable and feasible plans and actions and sometimes I cannot. For those occasions where I cannot do this, perhaps this is where I need training. Gardner and Miller (1999) advocate the use of training for counsellors. O’Dell (1992) also argues that some kind of ongoing training for counsellors is essential. Both of these arguments, if based on my experience of questioning, seem too strong since I was able to develop myself for questioning without training.

Based on my experience of attending, however, training seems to be appropriate. If training had been available, perhaps it would have helped me to move from stage 2 to stage 3. If this were the case, then, what kind of training would be appropriate? Gardner and Miller (*ibid.*) suggest a set of workshops specially designed for training self-access counsellors. These workshops aim to equip counsellors with the ability to deal with technical problems and questions from learners. The workshops aim to help them to develop counselling skills as well as to explore desirable characteristics of good counsellors. The workshops use group discussions and role-plays to encourage the counsellors to share ideas, try out their knowledge and skills, and help each other to reflect on their effectiveness in counselling. In short, these workshops provide opportunities for the counsellors to share problems and ideas, implement plans and actions, evaluate each other’s plans and actions, and help each other to solve problems. Although this set of workshops is not ongoing training, the idea of group discussion may encourage the counsellors to further share their problems and ideas if they have motivation and desire to develop

their counselling skills. Similarly, O'Dell (*ibid.*) suggests different kinds of seminars where counsellors can pool experiences and learn from each other in order to develop themselves. The suggested seminars involve teachers discussing the problems that they had as counsellors. Mozzon-McPherson (forthcoming) also suggests collaborative group discussions where counsellors in different places can share their professional skills and experiences via computers on-line and also in the form of face-to-face seminars and workshops. At present, it is not clear which of these would help teachers the most.

However, at least from my counselling experience, it appears likely that some training in planning and implementing plans is necessary for development of some micro-skills. Perhaps, all the forms of training mentioned above may help develop this aspect, since they all provide opportunities for counsellors to help each other. This problem of not being able to make and implement suitable and feasible plans in some skills may simply be solved by sharing ideas and experiences among the counsellors.

From the discussion above, in order to develop counselling skills, it is important for self-access counsellors to be aware of their incompetence in the skills, and to have motivation and desire to overcome their incompetence. In addition, they need to give themselves opportunities to make plans and try out their plans in order to improve their skills. Every counsellor can do this by him/herself. However, on any occasion where they cannot manage to develop the skills by themselves, I think they should collaborate with other teachers or counsellors in helping each other to solve problems and thus to develop their skills. This can be done in the form of training, seminars, workshops, or even informal discussions with colleagues.

## Importance of Diaries

From my counselling experience discussed above, we can see that I became aware of my incompetence after I reflected on my counselling performance and documented this reflection in my diaries. Writing a diary, however, does not automatically lead to reflection. A counsellor may simply use the diary as a record of events. In the situation studied here, however, the transcription provided a record of events, so the diary was used to focus on reflection. Why the diary facilitates reflection, then, needs to be examined. I will posit three reasons.

Firstly, writing a diary helps generate reflective thinking in the writer. When writing a diary, the writer is encouraged to consciously, thoughtfully, and objectively consider what happens as well as alternative means for achieving goals. The writing process itself can stimulate reflection and raise the writer's awareness (Bartlett, 1990). Adler (1993: 163) also says that the writing process provides "a vehicle for reflection which then allows us to return to practice more thoughtfully."

Secondly, writing a diary helps the writer to investigate a deeper level of cognition. Tripp (1993: 44), in discussing critical incidents, states that thinking strategies “offer a process that helps frame the kind of questions that will begin to produce a deeper reading.” Likewise, by writing a diary, the writer is trying to identify underlying causes, assumptions, and beliefs. To identify these, he/she will have to think of such questions as “what” “why” and “how”, which drive him/her to think deeply, and then to answer these questions explicitly through his/her diary. To put it another way, writing a diary offers a process of thinking that helps frame the kind of questions which the diary writer should be thinking about. Moreover, these kinds of questions will help identify underlying actions and ideas, and “how values, as one set of beliefs, influence our judgement” (Tripp, 1993: 51).

Thirdly, writing a diary can serve as a discovery process since it helps “trigger insights” (Richards and Lockhart, 1994: 7). For this purpose, if a counsellor writes a diary regularly after his/her actual practice, perhaps he/she can discover new ideas or approaches that can be used to make his/her counselling more effective.

Writing diaries, as has been claimed by many authors (e.g. Bailey, 1990; Jarvis, 1992; Adler, 1993; McDonough, 1994; Richards and Ho, 1998), can therefore promote reflective thinking and reflective inquiry.

Having seen that writing a diary is one way of facilitating reflection, we will now look at other ways which may also lead to reflection. In this study, I used diaries to aid reflection on my counselling performance. For some counsellors for whom diary writing is anathema, however, there are other alternatives available which should also lead to reflection, for example; through reading articles or books, through observation tasks (Watson Todd, 1997), through group discussions, and through oral interviews (Hatton and Smith, 1994; Wade and Yarbrough, 1996). Moreover, doing action research, ethnographic research, and case studies can also promote reflective thinking (Wade and Yarbrough, 1996; Gore and Zeichner, 1991).

To sum up, as self-reflection leads us to awareness and eventually to self-development, a tool or method that promotes reflection is a crucial component. There are many ways to facilitate reflection in ourselves, and one way that is widely used is diary writing since it encourages reflective thinking in the diary writer. It is this reflective thinking process that leads us to self-awareness which is a prerequisite for self-development.

## Conclusion

From conducting this study, I believe that I have developed myself considerably as a self-access counsellor. I believe I will be able to perform far better in counselling in the future than I did before I conducted this study. The main reason

for this development is my own reflections which include both my reflection through my diaries and my reflection through writing up this research. I have found that writing diaries is a valuable way to reflect on my counselling performance. I also believe that other teachers or counsellors may also benefit from reflecting on their performance through diaries. Furthermore, from the benefits I have gained from doing this research, I would strongly advise any teachers or counsellors who would like to develop themselves to follow similar procedures to those that I used in this study.

## The Author

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