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Sustaining language learner well-being and flourishing: A mixed-methods study exploring advising in language learning and basic psychological need support

The present study takes a self-determination theory perspective (Ryan & Deci, 2017) to explore the connections linking advising in language learning and basic psychological need satisfaction, and ways participation in advising can enhance learner well-being and flourishing. This study addresses a gap in research into advising by focusing on its role as psychological support for the language learner. The study adopts a concurrent triangulation mixed-methods approach to explore the advising experience of 96 Japanese language learners using an adapted version of the basic psychological needs satisfaction and frustration questionnaire (BPNSF; Chen et al., 2015) alongside an interpretative analysis of learner self-reports. The quantitative results show advising perceived as need-supportive, while the qualitative analysis identified examples of autonomous functioning, personal growth, and caring relationships as antecedents of need satisfaction. Together the findings suggest advising has an important role in supporting language learners in ways that underpin flourishing and enhance learner well-being.

Key words: well-being, self-determination theory, basic psychological needs, flourishing, advising in language learning

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The present study adopted a concurrent triangulation mixed-methods approach to explore the connections linking the practice of advising in language learning (Kato & Mynard, 2016; Mozzon-McPherson & Tassinari, 2020) and the satisfaction or frustration of what have been identified as the basic psychological needs of autonomy, competence, and relatedness within self-determination theory (SDT; Ryan & Deci, 2017). In SDT, autonomy, competence, and relatedness are understood as *etic universals*, in that they can be demonstrated empirically to be relevant across cultures, age, gender, and ethnicity (Ryan & Deci 2019a, p. 22). At the heart of SDT's view on well-being and flourishing is a focus on the role the environment and its related social dynamic play in providing the conditions which either support or frustrate the satisfaction of these needs.

In the context of education, a large body of research has linked need satisfaction to high-quality learning, autonomous motivation, curiosity, interest, agentic engagement, resilience, and the development of adaptive coping strategies in response to change (Davis, 2020a; Jang et al., 2012; Reeve, 2016, 2022a; Ryan & Deci, 2020; Vansteenkiste et al., 2019). Conversely, when these needs are frustrated or thwarted, there are costs which include depleted motivation, disengagement, and ill-being, which can lead to negative outcomes in relationships and self-development (De Meyer et al., 2014; Roth et al., 2019). These are important considerations when examining the potential for need-support within the inherently intimate, interpersonal and socially engaged context of advising in language learning (advising, henceforth).

For clarity, in the context of this study, advising refers to "the process of working with individual language learners on personally meaningful aspects of their learning and, through use of dialogue, promoting deeper-level reflective thought processes in order to promote an awareness and control of learning" (Mynard, 2021, p. 46). In other words, a learning advisor (facilitating the advising sessions) engages in dialogue and collaborates with the learner to prompt reflection, self-awareness, self-understanding and insight into their personal approach to language learning, and aims to foster an experience of autonomy and ownership of the learning process both within and beyond the classroom (Shelton-Strong, 2020; Shelton-Strong & Tassinari, 2022).

A growing body of research has examined important and varied aspects of language learning from an SDT perspective (Davis, 2020a, 2020b; Dincer et al., 2019a; Noels et al., 2019a, 2019b, 2019c; Oga-Baldwin & Nakata, 2015). However, related studies which explore advising through the lens of SDT are needed (but see Beseghi, 2022; Mynard, 2021; Shelton-Strong, 2020, Shelton-Strong & Tassinari, 2022). Examining advising through the lens of SDT and basic psychological need support is important and relevant, as the underlying aim of advising is to support the learners' experience of autonomy and foster well-being. This is pursued within the wider aims of promoting effective language learning through reflection, open communication based on trust and caring support, and encouraging social agency within and beyond the classroom environment (Shelton-Strong & Tassinari, 2022,

Mynard & Shelton-Strong, 2022b; Mynard, 2021).

In using SDT as the framework to investigate advising as a need-supportive practice, this study sought a broad, but in-depth understanding of the learning advisor-language learner dynamic, and the ways this relationship can provide the social nourishments and supports needed to enhance basic psychological need satisfaction and flourishing (Ryan et al., 2021). To achieve this, the present study took a concurrent triangulation mixed-methods approach to the dual and interrelated research aims. The first of these was to determine the extent to which learner participation and engagement in advising can be supportive of basic psychological needs. The second (and related) aim was to understand and identify the antecedents within this experience that lead to need satisfaction or frustration.

Theoretical Underpinnings

Self-Determination Theory and Basic Psychological Needs

SDT is a broad, empirically-based macro theory of human motivation and personality comprised of six supporting mini-theories, which include *basic psychological needs theory, cognitive evaluation theory, causality orientations theory, organismic integration theory, goal contents theory*, and *relationship motivation theory* (Ryan & Deci, 2017). While each of these addresses a specific area of research, they share important assumptions about what lies behind human motivation and how social conditions can impact it (Reeve, 2022b; Ryan & Deci, 2019a). SDT is primarily concerned with ways people (including the self) and the environment can either support or undermine the innate propensity of human beings to be proactively engaged, and to experience healthy psychological growth and self-development (Deci & Ryan, 2016). Central to this understanding is SDT's theory of basic psychological needs (Ryan, 1995; Ryan & Deci, 2017), which is a key component of SDT and underpins the theory's perspective on well-being and flourishing (Reeve, 2022a; Vansteenkiste & Ryan, 2013). The needs of autonomy, competence and relatedness are considered in SDT to be universal as psychological needs, which, when satisfied, can be expected to lead to flourishing, sustained motivation, adaptive resilience to change, well-being, enhanced and deeper learning, and intrinsic activity (Ryan & Deci, 2000b; Vansteenkiste et al., 2019).

However, as noted earlier, in environments where these needs are frustrated or undermined, there are costs, which include diminished well-being, loss of motivation, passiveness, defiance, and maladaptive functioning (Ryan & Deci, 2020; Reeve, 2022a; Vansteenkiste et al., 2020). As SDT argues, "both the developmental process of internalization and interest development, as well as a person's situational capacity to be intrinsically motivated and to act in more integrated ways" (Ryan et al., 2021, p. 101) is determined by the extent to which the environment is supportive (or undermining), in action and behaviour, of the

need to experience autonomy, competence, and relatedness. And as Davis (2020a) emphasises, "Basic needs satisfaction is not dependent on certain activities or motives but entails how one's environment is experienced" (p. 34).

This recognition of what Ryan et al. (2021) and Davis (2020a) are referring to in terms of the importance of how one experiences environmental and social aspects as need-supportive or need-frustrating is a crucial aspect underpinning the present study. As such, SDT provides an ideal framework to examine ways that the language learner-learning advisor dialectic and collaborative engagement in advising sessions can be understood as need-supportive, foster autonomous motivation, and act as a catalyst to an experience of well-being and flourishing as a language learner in a higher education context.

Basic Psychological Needs

In SDT, the need to experience autonomy is defined as the need to feel one's behaviour as self-governed, the psychological freedom to act, to choose, and to volitionally regulate oneself in congruence with one's inner values. Experiencing a sense of autonomy is vital to both wellness and internalisation, and autonomous forms of motivation (Ryan & Deci, 2020; Ryan & Deci, 2000a). In SDT, autonomy assumes a special status, as it mediates and actualises the other psychological needs (Vansteenkiste et al., 2020). The need for competence refers to the need to experience success, mastery, and generate confidence and effectiveness while interacting with one's environment, and render it effective in meeting one's needs, goals and projects (Reeve, 2022a). This is similar to Bandura's (2006) conceptualisation of self-efficacy. Nevertheless, to be fully realised and satisfied as a psychological need, a sense of competence needs to be accompanied by a sense of ownership of one's behaviour (autonomy) when undertaking an activity and experiencing a sense of accomplishment (Ryan & Deci, 2017). Relatedness concerns the need to feel emotionally close to and cared for by others, to feel significant and accepted in one's close relationships, and to be authentic, and authentically valued by others (Reeve, 2016). Relatedness and autonomy are closely correlated and functionally intertwined (Oga-Baldwin, 2022; Ryan & Deci, 2017). Thus, when relationships are experienced and entered into volitionally, the sense of well-being derived is enhanced and multiplied with a mutuality of autonomy-support being shared in high quality adult relationships (Deci et al., 2006).

Essentially, SDT posits that all activity which is experienced as autonomous, as opposed to controlled, results in benefits to a person (Ryan & Deci, 2020; Ryan & Deci, 2000a). As Reeve (2022b) explains, satisfaction of a person's basic psychological needs generates a motivational force which drives engagement with the environment (including the social elements), leading to opportunities to render it increasingly need-supportive through the volitional and agentic action taken, and thus, further continued need satisfying experiences (also see Vansteenkiste et al., 2019). A core premise of SDT regarding education (Ryan & Deci, 2020)

is that autonomous forms of motivation, both intrinsic and internalised extrinsic motivations, foster learner engagement, deeper learning, and enhanced well-being.

As stated earlier, need satisfaction supports wellness, but it is also directional in that it "pulls people into action" (Vansteenkiste et al., 2020, p. 6). In other words, in line with the SDT view of the growth-oriented nature of human beings, people will naturally seek out need satisfaction and attempt to transform their environment to render it more need-satisfying. This core position has been supported in hundreds of studies across a range of learning settings, with learners at varying stages of development, and within diverse cultural backdrops (Ryan & Deci, 2020), with many of these focused on language education and language learning specifically (Davis, 2020a; Davis, 2020b; Davis & Bowles, 2018; Dincer & Yeşilyurt, 2017; Dincer et al., 2019a; Dincer et al., 2019b; Lou & Noels, 2020; Noels et al., 2019a; Noels et al., 2019b; Noels et al., 2019c; Oga-Baldwin et al., 2017). However, previous research has mainly focused on the classroom environment and the role of the teacher in facilitating a need-supportive environment, while a focus on out-of-classroom support, particularly within an advising or learner counselling context has been largely absent (but see Beseghi, 2022; Mynard & Shelton-Strong, 2020; Mynard & Shelton-Strong, 2022a; Mynard & Shelton-Strong, 2022b; Noels et al., 2019b; Shelton-Strong, 2020, and Shelton-Strong & Tassinari, 2022). To address this gap, the present study applied an SDT lens to the transformative role advising can play within the context of language learning. As such, this study aimed to facilitate a more compelling understanding of this role, and to delve deeper into the question of whether basic psychological needs can be satisfied within an advising context, what indicators of need satisfaction or frustration might emerge from the learners' experience and related perspective on the advising experience, and the role these play in fostering sustainable well-being and flourishing.

Literature Review

Advising in Language Learning

The underpinnings of advising in language learning are found within socio-cultural views on learning and development (Lantolf et al., 2015), whereby learning is viewed as a socially embedded process (see Kato & Mynard, 2016). Within this Vygotskian (1978) view is the position that learning is mediated via semiotics, such as language and other psychological tools, which facilitate an individual's social interaction with the world and those within it. This mediation is thought to occur when social interaction initiates a shift in thinking (and feeling), which is then internalised, fostering personal growth and development. While a relatively new form of pedagogical interaction, the practice and research into advising now spans more than three decades (Mozzon-MacPherson &

Tassinari, 2020). Throughout the ensuing years, advising practice has been the subject of continued research and has incorporated competencies and supporting theory from a variety of related fields (Mozzon-MacPherson, 2020; Mynard, 2021). For example, advising draws on humanistic approaches to counselling (Egan, 1998; Rogers, 1951), positive psychology and life coaching (Biswas-Diener, 2010; Rogers, 2012; Ryan & Deci, 2019b), and other aspects of learning psychology (Mercer & Ryan, 2016; Oxford, 2016).

While much could be said about the various aspects which advising, coaching, and learner counselling may share, this is somewhat beyond the scope of this article, as its focus is on the affordances of advising itself and whether it can be understood to be supportive of language learners' basic psychological needs. However, it is relevant to note that advising, in common with many of the other fields on which it draws, is focused on using dialogue as a tool to bring about self-awareness and aims to initiate change from within. Also in common is the use of additional related tools, some of which are informed by mainstream psychology and professional practice. For example, practical techniques have been adapted from cognitive behaviour therapy to work with learner anxiety in advising sessions (Curry, 2014; Curry et al., 2020; McLoughlin, 2012). Another example, informed by positive psychology, is the confidence building diary (Shelton-Strong & Mynard, 2021) which is used to focus language learners on their strengths and positive emotions. For a more in-depth discussion concerning the advising dialogue and related tools, and details regarding aspects of other fields such as coaching and learner counselling that advising draws on, see Kato and Mynard (2016), Mozzon-MacPherson and Tassinari (2020), Mynard (2021), and Shelton-Strong & Tassinari (2022).

Advising in practice refers to "a process of dialogical interventions" (Mozzon-McPherson, 2019, p. 96) or conversations about learning, the core of which is the intentional reflective dialogue (Kato & Mynard, 2016) co-constructed between a learning advisor and a language learner. In these conversations, the learner is drawn to reflect on personally meaningful aspects of their learning experience, goals, and self-identified needs through reflective questioning, active and mindful listening, and the skilful use of language (Mynard, 2021; Mozzon-MacPherson & Tassinari, 2020). The advisor supports the learner's capacity to make informed, self-endorsed decisions, and aims to foster a sense of ownership of the learning process. In other words, the aim of advising is to support the learner's autonomy and capacity for self-regulation through reflection based on the personal interests, goals, and needs of the learner, which may include, but are not limited to, the classes or curriculum they are involved with (Mynard & Shelton-Strong, 2022b; Shelton-Strong, 2020, Shelton-Strong & Tassinari, 2022). A key priority in advising is bringing a non-judgemental attitude to the relationship and remaining empathic to the learner's needs, motivations, and values.

The advising dialogue is intentionally structured through the use of both micro and macro advising strategies (see Kato & Mynard, 2016; Kelly, 1996; Mozzon-

MacPherson & Tassinari, 2020) to promote reflection on learning and oneself as a learner, which is a core aim of the advising experience. These strategies include repeating, summarizing, empathizing, the use of metaphors and powerful questions, sharing experiences, complementing, silence, and promoting accountability, among others. Through this reflective dialogue, the advisor and advisee together initiate an exploration of the individual's personal learning journey, working in collaboration to examine the beliefs which underlie, drive, and give form to the learning process, as well as the affective factors which often mediate these (Tassinari, 2016). From this position, learning advisors facilitate a person-centred approach to furthering sustainable learning progress and self-endorsed transformative change from within by promoting reflection, fostering self-awareness, and openly supporting the learner's need for autonomy (Mynard, 2021; Mynard & Shelton-Strong, 2022b; Shelton-Strong & Tassinari, 2022). In other words, the reflective dialogue is used to help the learner to "express their needs, define their goals, become aware and reflect on their motivation, beliefs, learning experience, and identify strategies for pursuing their language learning projects and self-identified learning pathway" (Shelton-Strong & Tassinari, 2022, p.187). There is a focus on fostering the reflective self-awareness necessary to understand and recognise the role agentic action and willingness play in successful language learning, thus enabling the autonomy dynamic to unfold as a key component of basic psychological need satisfaction (Reeve, 2022a; Ryan & Deci, 2017).

Advising as Support for Basic Psychological Needs

In SDT, autonomy support at its most elemental begins with taking the learner's perspective, or internal frame of reference (Reeve, 2016; Ryan & Deci, 2020). By engaging with the learner in ways that are non-controlling, seeking to accept rather than impose, and to intentionally foster a sense of respect and unconditional regard for the learner in their current self, learning advisors aim to validate the learner and galvanize interest and self-awareness into reasons for change, while providing and eliciting meaningful rationales (Ryan & Deci, 2019b). When engaging the learner in reflective dialogue, there is the aim of raising awareness of not only the actions, choices, and beliefs which constitute the past and current learning experience of the person (and which is in flux), but also to deepen this growing awareness of the self. This is achieved through intentionally prompting reflection into understanding, action, and transformation, which is considered one of the features of effective advising (see Kato & Mynard, 2016; Mozzon-McPherson & Tassinari, 2020; Shelton-Strong & Tassinari, 2022)

Facilitating reflection is an explicit and key aim of advising. From an SDT perspective, when reflection leads to awareness, this "promotes integration and volition, as people are better informed in the self-regulation of behavior" (Ryan & Deci, 2019a, p. 31). Through reflection, an awareness of the connectedness interlinking the learner's motives, goals, and values can be brought to the fore,

and when the learner shows a willingness to act on this discovery, then reflection supports autonomy. When self-awareness is strengthened and activated, this can act as a deterrent to the controlling factors which may raise in the learner's thoughts and routines, serving as a buffer against external and internal pressures that are the hallmarks of controlled motivation (Ryan & Deci, 2019a).

In essence, the underlying aim of advising is to support the learners' autonomy. In other words, through the intentional reflective dialogue, the advisor aims to facilitate the experience of gaining/experiencing a sense of control or ownership over the learning process, including the actions, behaviours, and decisions involved (Kato & Mynard, 2016; Mynard, 2021). Further ways advising supports basic psychological needs can be found in its role of fostering a sense of competence through effectance-relevant feedback on the actions and outcomes the learner brings to the discussions, and through reflection on successes and achievements that might remain unnoticed, unappreciated, or negated due to personality traits and/or socially embedded cultural expectations (ingrained modesty, perfectionism/denial, lack of self-awareness). Competence, when satisfied, is the sense of having experienced success through active engagement with the learning environment and through mastery via personal effort. However, only when accompanied by a sense of ownership of one's behaviour (autonomy) will this be experienced as truly need-satisfying and infuse the learner with the vitality and sense of well-being that is associated with experiencing need satisfaction (Ryan & Deci, 2020). As noted earlier, relatedness is highly interrelated to the experience and context of advising. The advising sessions and related conversations are of an intimate nature (one-to-one), and learning advisors consciously tune into the expressed needs of the learner, as well as those which may lie beneath the surface

Learning advisors are mindful to withhold judgement, and listen with full attention, empathy and interest (Mozzon-McPherson, 2019; Mozzon-McPherson & Tassinari, 2020; Shelton-Strong & Tassinari, 2022). Through regular, continued advising sessions, this sense of connection tends to be strengthened as the relationships that develop over time can bring an increase in feeling that one is in a caring relationship where significance and belonging are experienced (Shelton-Strong, 2020). In SDT, support for autonomy, competence and relatedness is highly interdependent and closely interrelated (Oga-Baldwin, 2022; Ryan & Deci, 2017).

## Well-Being, Flourishing and Thriving

The question at the centre of the present study sought to determine whether advising support is effective in satisfying learners' basic psychological needs, and if so, how this might contribute to sustained well-being and flourishing in their capacity as language learners, university students, and as human beings. While there is divergence in how the terms well-being, wellness, flourishing, and thriving are defined in other fields (Martela & Sheldon, 2019), in SDT, these

are generally used interchangeably to refer to the optimal or full-functioning of a person (Ryan et al., 2013). Ryan and Deci (2019a) define full-functioning as, "having access to and using one's full sensibilities and capabilities," and being "aware of feelings and perceptions, and able to integrate and process inputs so as to be able to deploy abilities in a self-determined way" (pp. 36-37). In other words, optimal functioning implies reflective self-awareness and the psychological freedom to act in ways that are congruent with one's own feelings and motives. This supports interaction with the environment in ways that are self-endorsed, where goals and acquired understanding are integrated, and one's abilities are enacted free from control. This full-functioning, or capacity to flourish and thrive, underpin the goals of advising as being supportive of the autonomy of the learner in their overall learning experience, both within and beyond the classroom (Kato & Mynard, 2016; Mozzon-McPherson & Tassinari, 2020; Mynard, 2021; Mynard & Shelton-Strong, 2022b; Shelton-Strong & Tassinari, 2022).

Drawing on the work of Davis (2020a) and the earlier work of Ryan et al. (2013), in the current study, well-being and flourishing were conceptualised within the eudaimonic activity model (EAM) proposed by Sheldon (2016, 2018) and further defined by Martela and Sheldon (2019; see an adapted version of this model in Figure 1). This model encompasses (and distinguishes between) aspects of feeling well, namely, basic psychological need satisfaction and subjective well-being (SWB), and doing well, as components of well-being and flourishing. Drawing on Davis (2020a, p. 23), the well-doing component can be interpreted as engaging autonomously with the learning environment, the pursuit and attainment of intrinsic goals, helping others, being mindful and reflective, growing in personal ways (e.g., learning and developing), and the intimacy involved with connecting in deep and genuine ways with oneself and others. These "activities,

Figure 1. *The Eudaimonic Activity Model*

Based on Martela & Sheldon (2019) and Davis (2020a)
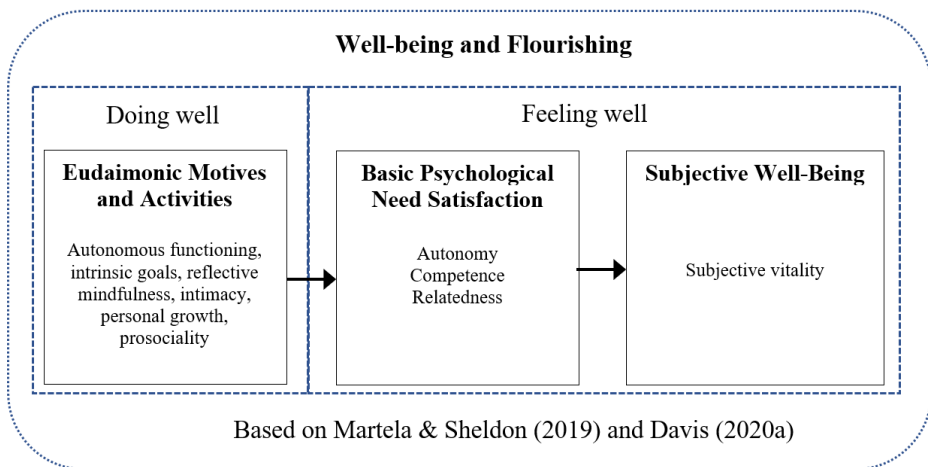
goals, practices, motivations and orientations" are understood to be "activities and motivations that tend to lead to feeling well (i.e., basic psychological need satisfaction), rather than being included as parts of experienced well-being itself" (Martela & Sheldon, 2019, pp. 463, 465).

The Present Study

Background and Context

The present study was conducted within a small university near Tokyo, Japan, which offers degree programmes in a number of languages (English, Spanish, Chinese, Portuguese, Vietnamese, Korean, Thai, and Indonesian) and is focused on international cultural studies and cooperation. Approximately 4000 undergraduate students are enrolled each year, with all students taking some classes in English, but with those whose major is in another language having fewer. Within this environment, an important support system is the university's self-access learning centre (SALC). This is a central hub in the university providing a range of resources, learning spaces (Mynard et al., 2020), and person-centred services (Mynard, 2022; Mynard & Shelton-Strong, 2020; Watkins, 2021). Among these is the advising service (Mozzon-MacPherson & Tassinari, 2020; Mynard, 2021), which is open to students from all departments.

In the context of this study, advising involves language learners who (voluntarily) make an appointment to speak to one of 13 learning advisors (including the author/researcher) for approximately 30 minutes at a time. These discussions can include any number of topics and themes related to learning and the language learner. These include aspects such as goal setting and striving, agency, time management, problem-solving and decision making; affective issues such as confidence, anxiety, motivation; as well as discussions involving resources for learning, learning strategies, test-taking, studying abroad, and possibly academic themed topics or those related to careers. Learning advisors are experienced language educators who receive special training and are involved in continuous professional (and personal) development (Kato, 2012; Kato & Mynard, 2016; Mynard, 2021; Mynard et al., 2022; Shelton-Strong, 2020; Mynard & Shelton-Strong, 2022b;). In the context of the present study, learning advisors work full-time within the university SALC and are active participants in conducting research into advising and self-access as members of the university's Research Institute for Learner Autonomy Education (RILAE, n.d.).

Advising is considered an essential and successful service at the university, being popular among students across all departments and language majors. Learning advisors work full-time, and apart from formal booked advising sessions, engage in informal advising (without an appointment) with students daily in the SALC, and facilitate self-directed learning courses which include

a substantial component of written advising (Moore et al., 2019; Mynard, 2018). These courses can include a (limited) number of scheduled advising consultations. In the context of this study, the advising which the participants refer to in the questionnaire response, and in their self-reports of the advising experience, would be in most cases the 30-minute, one-to-one advising sessions held at a student's request. However, it is possible that some of the experiences referred to by the students were linked to the aforementioned scheduled sessions of the self-directed learning course, as well as the voluntarily made reserved advising sessions described earlier.

Study Aims and Research Questions

The present study had two interrelated and concurrent objectives. The first was to determine the extent to which the experience of being involved in advising sessions was supportive of learners' basic psychological needs. The second related aim was to gain a more comprehensive understanding of the various need-supportive (or need-frustrating) experiences which result from this involvement, and which give rise to learner flourishing. Based on these aims, two research questions were formulated to underpin this study.

- RQ1: To what extent is participation in advising sessions supportive of learners' basic psychological needs, and does this support increase with repeated sessions?

- RQ2: What elements (if any) of learners' self-reported experiences in advising can be identified as leading to basic psychological need satisfaction (or frustration), and the well-being and flourishing associated with it?

Methods

Research Design

The present study applied quantitative and qualitative research methods (quan + QUAL) in the same study. According to Raizi & Candlin (2014), a mixed-methods approach is appropriate when the aim is to achieve a fuller and more detailed understanding of the phenomena under investigation than could be attained by using a single method. In this study, a concurrent triangulation approach was used to develop a more comprehensive understanding of the experiences of those involved in the study by merging larger group trends (derived from quantitative methods) with a more detailed perspective of individual experiences at the level of interpretation (derived from qualitative methods). Within such a design, the focus and importance of each method are decided by the researchers involved

(Creswell & Clark, 2007). In the present study, the two methods of data collection and analysis were used to establish the baseline of the study (RQ1), that is, basic psychological need satisfaction or frustration, while the qualitative findings underwent a more extensive and in-depth examination, grounding the findings firmly in the participants' experiences, thus placing a stronger emphasis on learner involvement and ways the advising experience can be understood as being need-supportive or need-frustrating (RQ2). In other words, the results of the qualitative analysis informed and unfolded the large-scale macro trends of the quantitative findings. This allowed for a more precise understanding of how advising supports learners' basic psychological needs and specific ways the experience can foster well-being and flourishing at the micro-level of personal experience, which is at the core of this study. The phases and design of the study are illustrated in Table 1.

Participants and Procedure

The participants in this study were undergraduate Japanese university students (n = 96). Female students made up 75% (n = 72) of this sample, and 25% (n = 24) were male, all of whom were language learners. The gender gap reported is consistent with the trend of admissions at this institution. Of the respondents, 49% (n = 47) were first-year students, 33.3% (n = 32) second-year students, 10.4% (n = 10) third-year students, and 7.3% (n = 7) fourth-year students. All participants were Japanese nationals aged between 18 and 22.

Instruments

The Quantitative Focus

To determine the baseline of the study, or the extent of basic psychological need satisfaction (or frustration), the BPNSFS-general questionnaire (Chen et al., 2015) was adapted to the advising context and translated into Japanese. The translation was carried out by a bilingual Japanese university staff translator, with

Table 1. Mixed-Methods Concurrent Triangulation Research design

Phase	Procedure	Outcome
Phase 1. Quantitative and Qualitative data collection	BPNSFS general questionnaire + open choice and write-in questions.	Quantitative and qualitative data
Phase 2. Quantitative data analysis	JASP software 0.15	Descriptive and inferential statistics
Phase 3. Qualitative data analysis I	Coding matrix development	Initial codes and themes
Phase 3.1 Qualitative data analysis II	Coding and content analysis	Content recoded based on eudaimonic activity model
Phase 4. Data emerging phase	Results interpreted	Integration of results and discussion

Note. BPNSFS = Basic Psychological Need Satisfaction and Frustration Scale (Chen et al., 2015).

the previously validated Japanese version of the BPNSFS-general questionnaire (Nishimura & Suzuki, 2016) used to support this. The questionnaire was piloted with a small number of students similar to the sample used. The final questionnaire was provided in both English and Japanese. The original instrument, a 24-item questionnaire developed and validated by Chen et al. (2015), taps into the satisfaction (4 items per need) and frustration (4 items per need) of the three basic psychological needs identified in SDT.

The questionnaire was adapted slightly to better fit the advising context, retaining the composition of the original version, but with minor changes in wording. Participants rated the items on a 5-point Likert scale from 1 (*not true at all*) to 5 (*completely true*), indicating the extent to which each statement was in sync with their personal experiences as participants in advising sessions. Examples from the adapted version are "I feel a sense of choice and freedom when I participate in advising sessions" (i.e., autonomy-satisfaction), "I feel competent to achieve my goals because of talking to a learning advisor" (i.e., competence-satisfaction), "I feel that the learning advisors I care about also care about me" (i.e., relatedness-satisfaction), "My visits to talk to a learning advisor feel like a chain of obligations" (i.e., autonomy-frustration), "Due to my advising sessions, I have serious doubts whether I can do things well" (i.e., competence-frustration), and "I feel that the learning advisors who are important to me, are cold and distant to me" (i.e., relatedness-frustration). The statistical operations (descriptive and inferential statistics) and quantitative analysis were performed using JASP (Version 0.15; JASP team, 2021) statistical software.

The Qualitative Focus

Two final questions were added following the 24-item adapted BPNSFS questionnaire, which was an adaptation to the original instrument. Similar approaches have been used in mixed-methods research (see Davis, 2020a; Dincer et al., 2019a; Zarrinabadi et al., 2021) although interviews rather than open-ended write-in questions are more frequently used for data collection. The first of these questions in the adapted questionnaire asked participants to describe the advising sessions they had experienced using a menu of 10 descriptive adjectives (e.g., supportive, stressful, fun, motivating, frustrating, confusing, deep, uncomfortable, positive, useless) by choosing one or more words, according to their experience. The second was an open-ended, write-in question to elicit personal anecdotes regarding the lived experiences of each participant concerning their involvement and time spent with learning advisors (e.g., "In your own words, please write a short comment to communicate how you feel about your involvement with learning advisors"). These questions related to RQ2 in the mixed-methods design.

Data Collection and Analysis

Data collection took place through the administration of an online questionnaire in the final month of the second semester of the academic year. Participation in the study was voluntary and confidentiality was guaranteed. The university's ethics review board granted approval for this study and written informed consent was obtained from all participants.

Both the quantitative and qualitative data of this study were collected concurrently. The questionnaire was sent to all students who had booked and attended at least one advising session during that academic year ($n = 549$). The questionnaire included questions used to gather background information on the participants, the 24-item adapted BPNSFS questionnaire, and the two additional questions included at the end to solicit the participant's views on their experiences and involvement in advising sessions, as described in the previous section. Of the 96 students who took part in the present study, nearly half ($n = 41$) reported having attended one advising session in the academic year preceding the data collection, with slightly more ($n = 49$) having attended between 2 and 5 sessions. A smaller number ($n = 6$) reported attending between 6 and 10 sessions (or more). The reasons given for arranging and attending these sessions were solicited by an open-choice type question for which more than one reason could be chosen. These break down as follows: reasons relating to language learning were given by 75% of the participants ($n = 72$), those relating to confidence or motivation 41.7% ($n = 40$), reasons relating to language use accounted for 35.4% ($n = 34$), while those related to exams came to 16.7% ($n = 16$), and 12.5% ($n = 12$) gave reasons relating to study abroad.

Quantitative Data Analysis

After the questionnaires had been completed, the data were transferred to JASP statistical software 0.15 for analysis. As suggested in the scoring procedures section of the BPNSFS manual (Van der Kaap-Deeder et al., 2020), the different subscales of the questionnaire can be used in a variety of ways dependent on varying empirical and theoretical arguments. As an example, Brenning et al. (2015); Campbell et al. (2015), and Van der Kaap-Deeder et al. (2015) used a composite score which contrasted need satisfaction and frustration in a single index. For analysis of the questionnaire data for this study, descriptive statistics were run to determine the means and standard deviations of the basic psychological need satisfaction and frustration scales for autonomy, competence, and relatedness. This was also performed for the two 12-item scales in order to contrast need satisfaction and frustration. An analysis of variance (ANOVA) was then performed on these results to determine whether the number of advising sessions attended had any bearing on the strength of need satisfaction or frustration that had been reported. It was determined that due to the nature and design of the

present study (quan + QUAL), using a composite score of the individual 4-item scales for autonomy, competence, and relatedness alongside a composite score of the two 12-item scales to contrast need satisfaction and frustration would suffice to demonstrate the extent that the advising experience could be found to be need supportive or need frustrating. These, together with the results of the ANOVA were used to answer RQ1 which aimed to determine whether and to what extent learner participation in advising sessions was perceived to be supportive of their basic psychological needs, thus providing the baseline of the research study design.

Qualitative Data Analysis

The qualitative data were analysed through a combination of deductive and inductive approaches within an interpretivist paradigm (Hatch, 2002). This analysis was carried out by first manually coding the data from the participants' responses to the multiple choice and write-in questions regarding their experiences and involvement with learning advisors in the advising sessions they had attended. The data was coded first to a coding matrix based on previous knowledge of basic psychological need satisfaction and frustration indicators from the literature (see Table 2). Subsequently, the data underwent a second coding employing the EAM in order to more thoroughly examine the data and answer RQ2. In the presentation of the findings, examples of students' responses are provided to support the quantitative results and examine what might be considered as antecedents to need satisfaction, as interpreted through the lens of the EAM (see Figure 1).

The aim of this analysis was to interpret the participants' appraisals of their involvement with learning advisors in the most rigorous way possible, with these interpretations based on extensive personal knowledge and experience within the advising context, and familiarisation with the research framework. This background enabled relevant and humanistic judgements to be made.

This approach included cross-referencing a number of indicators in the initial coding matrix (see Table 2) with a priori codes (basic psychological needs) being used initially with the learners' self-reports. These self-reports were then tagged to specific advisor behaviours from the "Classification of Advising Behaviours Supportive of Basic Psychological Needs" (Shelton-Strong & Tassinari, 2022, pp. 199-201) as an indication of what had likely taken place in the session (at least in part), and which may have helped to prompt the experiences that were recounted. This served as an additional layer of deductive analysis to identify the connection between the advising experience and how this was supportive of the learners' basic psychological needs. Overall, this analysis identified 90 need-supportive examples, with two examples suggesting need frustration, and six which lacked sufficient information.

The data subsequently underwent several additional iterations (Saldaña, 2013) with the EAM (Davis, 2020a; Martela & Sheldon, 2019) used as the principal analytic lens. At this point, a priori codes (eudaimonic activities) were again assigned, with some changes, to those emerging after further deliberation.

Table 2. Example of Initial Qualitative Coding Matrix

Learner appraisal of involvement with learning advisors	Description of advising sessions	BPN support	Initial coding	Classification fit	Classification Primary BPN
"I haven't thought about 'How I study' although I was taught 'What to study'. I found that what I learn from learning advisors are so important and good for me to keep motivation high and make my dream come true."	Supportive Deep	Autonomy Competence	Confidence building Motivating Self-validating Integration	Asking open and powerful questions to encourage reflection and prompt decision making.	Autonomy
				Affirming learner capacity for self-direction.	Competence
"The LAs answered my questions sincerely and gave me logical explanations for their recommendations and encouraged me. He gave me more choices. For that reason, I was motivated, and I was able to study from many angles by giving me many choices, which was very helpful! They widened my perspective of learning."	Supportive Motivating Fun	Autonomy Relatedness Competence	Choice Motivating Self-validating Willingness Integration	Empathetic and mindful listening; displaying patience.	Relatedness
				Taking/eliciting the learner's perspective.	Autonomy Relatedness
				Providing (meaningful) options and (effective) choices while supporting initiatives and interests.	Autonomy
				Providing a meaningful rationale.	Autonomy
"I felt it is superficial. I understand that they are at work, so maybe it can't be helped. But I guess it depends on how conscious of time they are. There was a time that we had to finish our session right in the middle of the important part of the conversation."	Stressful Frustrating Confusing Positive Uncomfortable	Relatedness	Superficial Not valued Not significant Not listened to	Empathetic and mindful listening; displaying patience. Being authentic and transparent	Relatednes-thwarting

Examining the data through the lens of the EAM helped to identify the learners' experiences as indicative of the doing well aspect of SDT's view of well-being and flourishing, thus enabling a fuller picture to emerge of how the advising experience is connected to basic psychological need satisfaction (or frustration). This process provided an effective line of reasoning to determine whether the reported experiences could be understood as supportive or not of autonomy, competence, and relatedness, and by extension, indicative of catalysing or undermining well-being and flourishing. Drawing on the SDT literature (see Reeve, 2022b; Ryan & Deci, 2017; Silva et al., 2014; Teixeira et al., 2020) and insight into the advising context, an informed understanding emerged of the experiences described as being supportive (or otherwise) of basic psychological needs.

As noted, following the initial coding matrix, the advisees' anecdotal self-reports of their involvement with learning advisors were then recoded with reference to the EAM (see Figure 1) to identify the activities, motives, goals, and practices (the doing well aspect of well-being) which relate directly to basic psychological need satisfaction, or in other words, the feeling-well aspect of well-being and flourishing (Martela & Sheldon, 2019). Based on the EAM and the work of Davis (2020a), the codes used and which emerged from this further analysis to frame the learners' experience of well-being were labelled as follows: AV = autonomous functioning combined with vitality, LI = the experience of being listened to combined with intimacy, and PG = personal growth. These are further defined in Table 3. For the purpose of the present study, these represent the active and conative aspects of eudaimonia (i.e., motivations, activities, and experiences) that lead to feeling well (Martela & Sheldon, 2019), or basic psychological need satisfaction.

In examining the qualitative data, the eudaimonic experiences, practices and motives coded to the learners' self-reports were closely linked to and "nearly indistinguishable from" basic need satisfaction (Davis, 2020a, p. 91). The learners described the support they received, its impact on their outlook and approach to learning, ways the advising experience affected them and made them feel about the learning experience, themselves, and others, and the actions these feelings inspired. These descriptions often implied examples of activities connected to language learning rather than explicitly recounting those. However, the comments and anecdotes given represent the learners' own interpretation of their involvement in advising and appear to be, as Davis (2020a) found, "necessary antecedents to the student's basic psychological needs" (p. 90). This aligns with Martela and Sheldon's (2019) view that "eudaimonic motives/ activities are best seen as activities and motivations that tend to lead to feeling well, rather than being included as parts of experienced well-being itself" (p. 465). These antecedents and the need satisfaction they lead to are interpreted to combine and ultimately contribute to subjective well-being and flourishing, or "life satisfaction" (see Figure 1).

Table 3. Codes used in Qualitative Analysis

Definitions of coding used for the EAM* activities, motives, goals and practices	
Autonomous functioning	Acting with volition, self-endorsement and willingness, representing "congruence among motives, goals, and values". (Ryan & Deci, 2019a)
Vitality	The "feeling of having energy available to the self" (Nix et al., 1999, p. 266).
The experience of being listened to	Opportunities to speak freely, experiencing responsive, non-judgmental attention, empathy, authenticity and interest, noticing and being aware of others. (personal definition).
Intimacy	Connecting deeply and meaningfully with others, feeling accepted by, significant to, and close to others. (Ryan et al., 2013).
Personal growth	Progressing in learning, experiencing and understanding new things. (Ryan et al., 2013).

Note. EAM = Eudaimonic Activity Model (see Figure 1; Martela & Sheldon, 2019).

Results and Discussion

Quantitative Focus

Although the original BPNSFS questionnaire (Chen et al., 2015) had been validated and used in previous studies, as it had undergone minor adaptation, it was considered prudent to reconfirm its reliability. In the present sample, the scales of the adapted questionnaire proved reliable for each of the 12-item composite satisfaction scores (α = .84,) and frustration scores (α = .84,), and for the combined 24-item aggregate score (α =.87), respectively. The internal reliability each of the three four-item scales within the complete 12-item need-satisfaction was within an acceptable range at between α = .67 and α =.86. All correlations were significant at p < .001.

Basic Psychological Need Satisfaction and Frustration

The means and standard deviations of the variables for the three psychological needs alongside the 12-item composite scores of the questionnaire scales for all participants in the study are shown in Table 4. These were used to determine the extent to which the learner experience within the advising context was viewed as need supportive or need frustrative.

    For each subscale, higher (or lower) mean scores indicated higher satisfaction (or lower frustration) of the psychological need. The results reflect the high need-supportive experience of the advising encounters and the low level of frustration of basic psychological needs experienced in these (RQ1). The standard deviation

Table 4. Basic Psychological Need Satisfaction and Frustration in Advising

	Basic Psychological Need Satisfaction				Basic Psychological Need Frustration			
	Autonomy	Competence	Relatedness	Composite	Autonomy	Competence	Relatedness	Composite
M	4.03	3.57	3.84	3.81	2.01	2.13	1.74	1.96
SD	.56	.71	.87	.63	.82	.77	.66	.66

Table 5. Means, SDs, and One Way Analyses of Variance for Basic Psychological Need Satisfaction and Frustration According to Number of Advising Sessions Attended

Sessions	1		2-5		6-10+		F	η²
n	41		49		6		(7,28)***	(.13)
	M	SD	M	SD	M	SD		
Basic psychological need satisfaction	3.65	.64	3.86	.59	4.62	.22		
Basic psychological need frustration	2.11	.77	1.87	.57	1.62	.29	(2,34)	(.04)

showed little variation between individuals' experiences of autonomy satisfaction, with slightly higher differentiation for competence and relatedness satisfaction. For the 12-item composite scores of the scales, there was little variation.

To probe these results further, a one-way ANOVA was run to test whether there were differences in need satisfaction and frustration in terms of the number of advising sessions attended. There were three conditions considered: (a) having been involved in one session, (b) participating in between two to five sessions, and (c) and attending six or more advising sessions over the period of one academic year. Table 5 reports the mean and standard deviation for need satisfaction, and for need frustration, for each group.

The number of sessions attended had a significant effect on need satisfaction for the three conditions, $F(2, 93) = 7.28$, $p = .001$. For need frustration, the results of the ANOVA were not statistically significant, $F(2, 93) = 2.34$, $p = .101$. The effect size was large for need satisfaction ($η² = .13$). Post hoc comparisons using the Games-Howell test for need satisfaction indicated that the mean score for the condition of being involved in more than five advising sessions ($M = 4.62$; $SD = .21$) was statistically significantly different to that of attending only one ($M = 3.65$; $SD = .63$), and also to that of attending two to five advising sessions ($M = 3.86$; $SD = .68$). However, there was no significant difference between having attended two to five sessions compared to only one. Taken together, these results suggest that the number of advising sessions a learner participates in can have an effect on basic psychological need satisfaction. Specifically, the results suggest that when learners participate in advising sessions, the needs for autonomy, competence and relatedness are highly satisfied. However, it should be noted that the number of sessions learners choose to be involved in must be high in order to see a greater effect. Low or medium levels of involvement do not appear to significantly increase need-satisfaction in comparison to higher levels of involvement.

These results respond to RQ1 and suggest that continued involvement in advising may indeed lead to greater need satisfaction. As such, the results reflect the theoretical assumptions in the literature (Mynard & Shelton-Strong, 2022b; Shelton-Strong, 2020; Shelton-Strong & Tassinari, 2022) which argue that the specific mindful strategies and behavior used by the learning advisor when interacting with an advisee can aid in facilitating the supports and psychological nourishments which foster experiences of autonomy, competence, and relatedness.

Qualitative Focus

Tables 6, 7, and 8 provide examples of the learners' self-reports and represent their key perspectives and experiences as they describe their involvement with learning advisors in advising encounters. As noted, in the analysis stage, these were coded as well-doing activities, behaviours, and experiences drawing on the EAM and the work of Davis (2020a) and interpreted as antecedents of need support as discussed earlier. In the tables, these are shown alongside what was interpreted as the principal basic psychological need support these tapped into, as per the specific comment provided, as derived from the initial coding matrix. Need frustration was rare, and as such, one example is shown instead in Table 5.

In Table 6, a representative selection of learner perspectives concerning their experience in advising is shown. These personal narratives were interpreted as being primarily supportive of autonomy and competence (when an element of structure was evident). These and other examples are discussed further in the following sections. However, it is important first to emphasise that all three basic psychological needs are intricately intertwined, and satisfaction (or frustration) of one will often arise with and affect the others (Ryan & Deci, 2017). As will be noted, some of the anecdotes are more complete and provide sufficient information to suggest this. Others are shorter, and often point to one need. Thus, without additional information, attention is given to that principal need. However, the three needs are highly correlated and tend to work together.

Advising as Autonomy-Supportive

As the self-reports in Table 6 show, there are different ways in which the advising experience can be understood as supportive of the autonomous functioning which fosters feelings of vitality, personal growth, an experience of intimacy and of being listened to. While some are single word descriptions, or quite general in description, others are quite extensive and detailed. Together, these communicate an overall sense that feelings of motivation, reflective awareness, a sense of integration, perspective changing, feeling supported, and gaining self-confidence and courage were directly linked to the advising experience and direct interaction with the learning advisors.

When support for basic psychological need satisfaction is discussed in the literature on education, the focus is often on how teachers can create the conditions whereby a class atmosphere conducive to flourishing (Ryan & Deci, 2020), need support (Reeve, 2022b) and need crafting (Vansteenkiste et al. 2019) can be fostered. Here, these examples illustrate how the support in one-to-one advising can help to create these same conditions, supporting autonomy through reflection in connection with the wider learning environment, both within and beyond the classroom (Mozzon-McPherson & Tassinari, 2020; Mynard, 2021; Mynard & Shelton-Strong, 2020; Mynard & Shelton-Strong 2022b; Shelton-Strong, 2020; Shelton-Strong & Tassinari, 2022).

There are several indications of perspective changing, learners taking volitional

action to make changes, to move things forward, develop an experience of intimacy that is supportive, and embracing and a sense of ownership of their behaviour. This suggests how the advising dialogue and the relationships nurtured between the advisor and advisee work together to foster empowerment for self-growth and change, and support the learner's needs for autonomy, competence, and relatedness.

Various comments focused on the motivation associated with participation in advising, leading to acting with volition and willingness. Learners highlighted how the experience and what was discussed in the reflective dialogue led to a sense of empowerment and energised them to feel increased confidence to act in congruence with their own values, goals, and needs. Comments also emphasised the autonomy support aimed at in advising sessions by underlining the sense of choice and awareness experienced, and the accompanying rationales offered for recommendations and suggestions.

Table 6. Basic Psychological Need Support (Autonomy): Indicators of Flourishing and Well-being

Learner comments on involvement with LAs in advising encounters	Coding	BPN support
"Motivating."	AV	Autonomy
"I am in a position to be taught by myself. They help me learn how to teach myself"	AV - PG	Autonomy Competence
"This is really changed my perspective about self-learning. Making mistake is okay."	AV - PG	Autonomy Competence
"I haven't thought about 'How I study' although I was taught 'What to study'. I found that what I learn from learning advisors are so important and good for me to keep motivation high and make my dream come true."	AV - PG	Autonomy Competence
"I've consulted with advisers four times and all of them were good, so I could understand what should do clearly."	AV - PG	Autonomy Competence
"They give me a power to do something like friends."	AV - LI	Autonomy Relatedness
"The LAs answered my questions sincerely and gave me logical explanations for their recommendations and encouraged me. He gave me more choices. For that reason, I was motivated and I was able to study from many angles by giving me many choices, which was very helpful! They widened my perspective of learning."	AV - PG - LI	Autonomy Competence Relatedness
"Talking to them gives me courage and confidence and makes me want to try my best for the next time I give them an update about myself."	AV – PG - LI	Autonomy Competence Relatedness

Note. BPB = Basic psychological need; LI = Listened to / Intimacy; AV = Autonomous functioning / Vitality; PG = Personal growth

As such, from these experiences and realisations, ways in which autonomy supportive behaviour is enacted by the advisor in these sessions (authentic communication, meaningful rationales, providing choice, taking the learner's perspective) is implied. This type of support is crucial as it can lead to a widening of perspective, as reflective awareness opens pathways to transformation and change from within (Vansteenkiste et al, 2018).

Moreover, these anecdotes demonstrate how autonomy support can promote the well-doing aspect of flourishing, leading to need satisfaction, while producing feelings of motivation and a widening of perspective of what successful language learning entails. There are examples of how satisfaction can arise simultaneously for all three needs, and how they are interrelated within the advising experiences recounted. These examples are illustrative of how autonomy supportive behaviours and the reflective dialogue at the core of advising can be empowering, initiate transformation from within, and provide support for the well-being of the learner (Kato & Mynard, 2016; Mozzon-McPherson & Tassinari, 2020; Mynard & Shelton-Strong, 2022b; Shelton-Strong & Tassinari, 2022).

Advising as Relatedness-Supportive

Table 7 includes a number of learner self-reports primarily connected to relatedness and autonomy. The majority of these were coded as being highly supportive of relatedness, and also in combination with autonomy and competence. There are clear signals that feelings of close, personal support, trust and authenticity, care, openness, reliability, intimacy, and a sense of being valued and significant to one another was experienced and developed within the advising sessions and through other likely involvement with the advisor (e.g., casual advising in the SALC, classroom visits). These affordances are an important aspect of the advisor/ advisee relationship and highly valued as part of the intimate, interpersonal side to the advising experience (Shelton-Strong, 2020), which allows for the advising experience to be naturally tailored to support relatedness and autonomy.

The impact this can have on the advisee is made clear in the comments that focus on the authentic experience of being listened to, and how this affords opportunities to foster a sense of being valued. Through expressions of authenticity, the trust and personal interest developed, which makes successful and sustainable advising possible, is recognised by the advisee, and facilitates possibilities for further dialogue and collaboration. This is fundamental to nurturing a supportive relationship in advising sessions and is supportive of the students' basic psychological needs.

These comments illustrate how being considered significant (like family or friend) and valued (they are reliable and care for me) creates a bond which can lead to a sense of connecting deeply and meaningfully with a significant other, foster feelings of acceptance and of significance in the relationship, and the experience of feeling close to others. This was experienced as motivating and "indispensable," and can also transcend the learning experience to become relevant on the personal level, as people in the world caring for one another.

Table 7. Basic Psychological Need Support (Relatedness): Indicators of Flourishing and Well-Being

Learner comments on involvement with LAs in advising encounters	Coding	BPN support
"I feel very close to them."	LI	Relatedness
"Like being family or friend."	LI	Relatedness
"They are an important presence in my life."	LI	Relatedness
"Feel like friend, I can express my feelings."	LI	Relatedness Autonomy
"They are the adults who will listen to my stories personally and with care, and someone who I can talk to like a friend. Someone who I can count on."	LI	Relatedness Autonomy
"I feel I can talk about anything with the learning advisors even if it is not related to leaning languages."	LI - AV	Relatedness Autonomy
"They are very kind and listen to me about what I want to do. We were able to overcome the difficulties I had together, and I could calm myself when I talk to them. Learning advisors are indispensable to me."	LI - PG	Autonomy Relatedness Competence
"Every time I have advising session, I feel I can achieve this goal with advises that LA gives me. When I have some difficulties in learning and negative feeling, I use advising session. Learning advisors always listen to me carefully and cheer me up. Therefore, for me, advising session is one of my elements to keep my motivation and be myself."	LI - PG - AV	Relatedness Autonomy Competence

Note. LI = Listened to / Intimacy; AV = Autonomous functioning / Vitality; PG = Personal growth

Importantly, in these examples, it is easy to appreciate the value of listening attentively and mindfully to one another, and ways this simple but effective attention and behaviour can support not only a sense of being valued and significant, but also of autonomy. By acting volitionally within the experience of openness, the advisee is drawn to craft their own need supporting experiences. This can be understood as experiencing the psychological freedom to act and engage with volition, purpose and intent within the advising dialogue, and thus achieving a sense of ownership of one's own behaviour through autonomy support. As one learner says, the advising sessions allowed her to "keep my motivation and be myself."

These experiences represent the potential of advising to foster a need-supportive learning atmosphere within which personal connections are made, and close, supportive relationships are often established. Particularly, within the cultural context of the present study, there are university students who come from different parts of the country, who can experience some sense of detachment, loneliness, of being overwhelmed by the pressures of time and expectations, and transitioning from living with family to living alone, among other difficulties of adjustment to a new and challenging environment. That there exists a need

for a fulfilment of relatedness and acceptance, significance, and encouragement, cannot be understated. In this, and other related learning environments, learning advisors are well positioned to provide meaningful support through the advising dialogue, showing authentic interest in the learners. As one student explained: "They are the adults who will listen to my stories personally and with care, and someone who I can talk to like a friend. Someone who I can count on."

Advising as Competence-Supportive

The learner reports in Table 8 were interpreted and coded to be primarily supportive of competence, and in combination with autonomy and relatedness. In these comments, there are indications of the advising experience being supportive of learners experiencing feelings of competence in gaining confidence, making progress, asking for help and advice, and challenging themselves. There is a sense of collaboration involved in many of the stories, and personal growth is evident, as can be appreciated in the example comments. These can be seen as key enactments connecting the advising experience and its impact on the doing-well experience of these learners. These connections include, experiencing a sense of making progress, feeling positive about learning, experiencing an enrichment in life, willingly asking for and receiving advice (implying taking the initiative to make an advising appointment), improving language skills and enjoying the opportunity to challenge oneself, and exercising a sense of confidence within the intimacy of the advising dialogue.

Within the advising context and the advisee-advisor relationship, there are many opportunities to support the learners' need to experience competence and self-efficacy. When personal growth is self-directed and autonomous, the satisfaction of experiencing this achievement is enhanced. Learning advisors often act as builders of bridges, providing appropriate scaffolding to help learners make sense of the pathways available to them to meet their learning targets, and the related goals which they set for themselves. As students of foreign languages in the case of the present study, the challenges are great and clear pathways for progress are not always self-evident.

As such, using the advising dialogue to facilitate reflection on these perceived limitations, successes achieved, and further opportunities can be an important part of awareness-raising to develop the metacognitive vision needed to make new (and informed) choices, and in choosing and setting goals that are congruent with the learner's values and interests. Learning advisors in the context of the present study work with the learners outside of any obligatory connection to their classroom curriculum, and instead begin with the learner where they are currently on their learning journey, and collaborate to uncover and address the aims, goals, or other issues related to their learning that they bring to the sessions. Thus, among the roles of the advisor is to provide scaffolding for self-directed language learning, not only in relation to goal setting, learning strategies, or appropriate resources, but also to guide reflection on their beliefs regarding

Table 8. Basic Psychological Need Support (Competence): Indicators of Flourishing and Well-Being

Learner comments on involvement with LAs in advising encounters	Coding	BPN support
"I think it is enriching student life."	PG	Competence
"It makes me confident."	PG	Competence
"My session with him is good. For his help, I have been getting my progress more and more."	PG	Competence
"They make me feel positive about learning English."	PG	Competence
"It's very good because it supports your study in a different way from your parents."	PG	Competence Autonomy
"When I have some worries, he always helps me and gives some good advice, I appreciate his kindness."	PG – LI	Competence Relatedness
"They give us nice advice, so they are precious teachers for us."	PG – LI	Competence Relatedness
"I feel a learning advisor I spend time with is quite supportive and their advice is always helpful to me."	PG - LI	Competence Relatedness
"You can speak with your own words using the vocabulary and the expressions I know with confidence because you speak in a limited place where there are just two of us. It's a great opportunity to challenge myself and it's fun!"	PG – LI – AV	Competence Autonomy Relatedness

Note. LI = Listened to / Intimacy; AV = Autonomous functioning / Vitality; PG = Personal growth

language learning, and on themselves as language learners. The scaffolding can also be relevant to supporting learners in finding their own voice, to engage with the learning environment and learning tasks successfully, and to clear a pathway to continuity in the learning process (Mozzon-McPherson, 2019; Mozzon-McPherson & Tassinari, 2020; Mynard, 2021; Mynard & Shelton-Strong, 2022a; Shelton-Strong & Tassinari, 2022). In other words, advising and its related scaffolding aims to support the learners' eudaimonic experiences, practices, and motives, and aid the process of experiencing and understanding new discoveries while making progress in learning.

Conclusion

In addressing RQ1 of whether learner experience in advising sessions provides evidence of basic psychological need support, the quantitative results appear to affirm that this is the case. While the analysis was limited in scope, it does suggest that relatively high satisfaction for autonomy, competence and relatedness was experienced, as the results of the questionnaire indicate. There were also

indicators that both perceived satisfaction increased, and frustration declined, in accordance to the number of advising sessions each participant had participated in. This connection may be related to learners receiving the kind of need support shown in the qualitative results, over a sustained period and at regular intervals. Being aware that one has this support available may also attribute to this, as those who regularly arrange and engage in advising sessions very often develop stronger relationships with the learning advisors they work with. Having the knowledge that they can access this support may benefit learners who have had more experience, even when they are not able to attend advising sessions, thus leading to sustained feelings of perceived support. On the whole, from the analysis of the responses of the 96 learners who participated in the study, it seems relatively clear and reasonable to infer that their experience in advising sessions had been highly supportive of autonomy, competence, and relatedness, while levels of need frustration were very low.

To answer RQ2, the qualitative evidence from the learners' self-reports concerning their perspective of how they experienced their involvement with learning advisors revealed support for all three basic psychological needs. This analysis enabled a more precise understanding of what was gained from this involvement and the experiences that were interpreted as leading to need support. The coding of the reports through the lens of the EAM allowed for antecedents of basic psychological need satisfaction to be identified within the SDT conceptualisation of flourishing and eudaimonic well-being. Within the learners' self-reports of their perspective on the advising experience and involvement with learning advisors, examples related to autonomous functioning and an experience of vitality (experiencing energy through acting with volition and in line with one's values), the experience of being listened to (feelings of significance and value), of experiencing intimacy (connecting in deep and meaningful ways with others) in the relationship, and examples of personal growth (experiencing and learning new things) were evident. This is highly relevant to RQ2, and in wider terms, situates advising as a practice supportive of basic psychological needs.

This study aimed at furthering an understanding of more specific ways in which advising in language learning can be understood to be supportive of language learners' basic psychological needs and sustained learner well-being and flourishing. This understanding was deepened through the mixed-methods approach chosen to respond to the research questions, with the adapted BPNSFS questionnaire and the EAM combining to provide vital evidence of ways this can occur. The EAM provided a useful lens of analysis when conducting the qualitative analysis of the advisee anecdotes describing ways the advising experience had made a difference, and the impact it had on them. The EAM perspective enabled these descriptions to be understood and identified as antecedents of need satisfaction, which led to a clearer understanding of how learner experience and participation in advising can support sustained well-being and flourishing for language learners.

The concurrent triangulation mixed-methods approach used in this study

allowed for the overarching trends towards basic psychological need satisfaction at the macro level of the quantitative analysis to be validated by a detailed exploration at a more granular level of ways the study participants experienced need satisfaction within the context of advising in language learning. However, there are several limitations to the study. These include the small-scale quantitative data and analysis and reliance on self-reporting in both the quantitative and qualitative data collection. While the questionnaire data and subsequent analysis achieved its purpose of establishing the baseline of the study, namely, whether basic psychological needs were supported and satisfied, a more comprehensive research design using additional instruments and quantitative modelling could have been useful in shedding even further light on the aspect of well-being and flourishing. The qualitative data underwent multiple iterations within the interpretive coding focus of the research design. This was conducted in a rigorous manner and led to insightful findings. However, there are limits inherent to the interpretations made by a single researcher, and having access to additional coders in future studies could add depth and further consistency to such an approach. Nevertheless, despite these limitations, the study was conducted with rigor and has provided some initial (and encouraging) answers to the research questions it posed, while also leaving new questions open for further investigation.

Future research might look into how learning advisors' basic psychological needs are met through the mutuality of autonomy support, which is one of the hallmarks of close, supportive, high-quality relationships between adults. Another project could be to carry out case studies of a small number of advisees and take a longitudinal approach to researching the relationship linking advising, flourishing, and basic psychological needs through diary studies, interviews and focused essay techniques. There is clearly an interest and a continued call for further research in the area of the psychology of language learning, with SDT providing a promising and relevant framework for continued research into advising for language learning.

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Conflict of Interest Disclosure

The author does not have any conflict of interest to disclose.

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Research Ethics Statement

The Research Institute for Learner Autonomy Education ethics review board for Kanda University of International Studies granted approval for this study and written informed consent was obtained from all participants.

Authorship Details

Scott Shelton-Strong: research concept and design, collection and/or assembly of data, data analysis and interpretation, writing the article, critical revision of the article, final approval of the article.

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