



Contribution ID: 68

Type: **Research-oriented Oral Face-to-face presentation**

Experiencing Advising in Language Learning as an Autonomy-Supportive Practice

Saturday 17 May 2025 15:45 (25 minutes)

TITLE

Experiencing Advising in Language Learning as an Autonomy-Supportive Practi

RELEVANT SIG

Learner Development

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

Autonomy-Support; Advising in Language Learning, Basic Psychological Needs, Flourishing

First-time presenter?

ABSTRACT

The underlying aim of Advising in Language Learning is to support the learners' autonomy and facilitate an experience of control and ownership of the learning process through an intentional reflective dialogue, promoting learner flourishing and acting as a catalyst for personal growth (Kato & Mynard, 2016). This presentation reports on a study grounded in Self-Determination Theory (SDT; Ryan & Deci, 2017) which explores the premise that learner engagement within advising sessions, and the quality of the learner-advisor relationship serve as key sources of support for basic psychological need satisfaction —experiencing autonomy, competence, and relatedness —facilitating the conditions enabling learners to flourish and thrive. SDT posits that social learning contexts supportive of these needs facilitate learner flourishing, autonomous motivation, and enhanced well-being. The study employed a mixed methods approach including surveys, self-reports, and interviews to examine students' perceptions of advising as autonomy-supportive and its contribution to basic

psychological need satisfaction. Qualitative evidence from self-reports and interviews supports the quantitative survey findings, providing examples of ways participants experienced need satisfaction within the advising relationship. The findings offer insights into enhancing advising practices to better support learners' basic psychological needs and autonomous language learning.

Author: SHELTON-STRONG, Scott (Kanda University of International Studies, Japan AND The University of Alicante, Spain)

Presenter: SHELTON-STRONG, Scott (Kanda University of International Studies, Japan AND The University of Alicante, Spain)

Session Classification: B8-110 Learner Development

Track Classification: Learner Development