

Understanding Students' Psychological Needs in an English Learning Context

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Abstract

The objective of this study was to develop and test a self-report questionnaire that looked at the satisfaction and frustration of the four basic psychological needs as outlined in self-determination theory (i.e., autonomy, competence, relatedness, and novelty) within an English as a foreign language-learning context. This study then explored the relationship between these four needs and students' overall positive well-being with the language learning experience. This was measured by self-report items that inquired about one's past active engagement and satisfaction with learning the language and one's use of a self-access learning center at a university in northern Japan. University students' ($N = 271$) responses indicate that satisfaction of these basic needs has a significant and strong positive relationship to students' overall well-being with the language learning experience. The findings in this paper highlight the importance of satisfying these needs and possible ways to accomplish this within a classroom setting are also discussed.

Keywords: SDT, basic psychological needs, self-access learning, EFL

1. Introduction

Self-determination theory (SDT) proposes that humans have three basic needs that are “innate psychological nutrients” that provide opportunities for an individual to grow and are required for optimal functioning and well-being (Deci & Ryan, 2000, p. 229). These three needs are autonomy, competence, and relatedness. SDT has had enormous influence in the field of social psychology and has also had an important impact on motivational theories in the field of Second Language Acquisition (SLA; see Noels, Pelletier, Clément, & Vallerand, 2000). Previous studies have used SDT to measure students' motivational orientation towards language learning, as far as I know, no studies have used an instrument that measures the satisfaction and frustration of these basic needs as indicators of students' development of optimal functioning within a language-learning context. In the present study, I specifically assess the relationship between students' need satisfaction and frustration within an English learning context and their experiences learning English in the past, as well as their use and attitudes towards a self-access learning center (SALC) at a university in northern Japan.

2. The basic psychological needs in self-determination theory

The three basic psychological needs, as posited by SDT – the need for autonomy, competence, and relatedness – are vital for optimal functioning. In environments that support the satisfaction of them, the individual thrives. In contrast, environments that thwart them are detrimental and adverse to individual growth and development (Ryan &

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Deci, 2002). The first one, *autonomy*, is “being the perceived origin or source of one’s own behavior” (Ryan & Deci, 2002, p. 8). More specifically, this need for autonomy is the need to have an internal perceived locus of causality (deCharms, 1968), where one experiences choice and acts out of one’s own volition and willingly engages in an activity, as compared, to being coerced or controlled by some external force. It is important to note here since there has been some confusion in the past (see Markus, Kitayama, & Heiman, 1996) that autonomy is not the same as independence – independence signifies that one acts alone or separate from others. In contrast, autonomy signifies that one may act alone and independent of others or with others in relational mutuality (Deci & Ryan, 2008). The second need, *competence*, refers to the need to feel a sense of mastery and the belief that one has the capacity to perform a task within a social environment. Finally, the third need, *relatedness*, refers to the feeling of being connected to others and “to having a sense of belongingness both with other individuals and with one’s community” (Ryan & Deci, 2002, p. 7). Ryan and Deci (2008) have outlined the extensive amount of research in SDT that have focused on these three needs and how each one is uniquely distinct and has predictive strength for many different kinds of positive outcomes across many different cultures.

Beyond these three innate needs that are essential nutrients for growth and well-being (Deci & Ryan, 2000), other needs have also been considered like self-esteem (Anderson, Chen, & Carter, 2000; Sheldon, 2011), but Ryan and Brown (2003) have pointed out that self-esteem is not associated with greater growth or well-being, and in fact, may even be viewed as being corrosive and detrimental to well-being and therefore should not be included in this list (see also Crocker & Park, 2004).

Recently, another study (González-Cutre, Sicilia, Ferriz, & Hagger, 2016) has proposed a fourth need, or a need for novelty, which is “the need to experience something not previously experienced or deviates from everyday routine” (p. 159), as an additional basic need along with the before mentioned three needs based on SDT. They suggest based on the literature that novelty is an innate need since it is present across cultures, a defining component of intrinsic motivation, and related to optimal functioning (González-Cutre et al., 2016). In short, it is argued henceforth in this paper that there are four basic psychological needs that have adaptive functions for growth and well-being, namely, autonomy, competence, relatedness and novelty.

Ryan and Deci (2002) describe the framework of SDT as being both organismic and dialectical. That is to say, humans are growth-oriented organisms, who constantly seek out opportunities to enhance and actualize their potential. At the same time, humans live within a social environment and this environment has the potential to facilitate or impede such actualization, which accordingly results either in satisfaction or frustration of these basic psychological needs (Ryan & Deci, 2002). The social environment, which has the potential to satisfy or thwart the fulfillment of these needs, ranges from the very general to more domain-specific settings like a sporting or work environment, and in the case of this study, an English as a foreign language-learning environment. In the next section, I address one type of language-learning context that has spread rapidly and become widely popular in Japan, called self-access learning centers.

3. Self-access learning

Self-access learning centers (SALCs) are resource centers that provide learners opportunities to interact with the language within a situated facility, which has typically been designed into the given educational establishment for that purpose (Morrison, 2008). Self-access language learning (SALL) is often viewed as promoting learner autonomy since self-access in its very nature requires learners to take “more responsibility for their learning than in teacher-directed settings” (Gardner & Miller, 1997, xvii). Autonomy has for decades been a focal point of education research, for as Knowles (1975) stated “there is convincing evidence that people who take the initiative in learning (proactive learners) learn more things and learn better than do people who sit at the feet of teachers,

passively waiting to be taught (reactive learners)... They enter into learning more purposefully and with greater motivation" (p. 14). Whether or not SALC facilities actually develop learner autonomy is still unknown for there is a lack of convincing evidence (see Morrison, 2008), nonetheless, many of these centers were established with the goal of developing autonomous learners, or those who "take the initiative in learning" and "with greater motivation". It should be noted here that SALCs do not only aim to develop learners' autonomy, but also to build learners' competence through use of the language outside the traditional classroom and in a more natural environment. Moreover, recently researchers have also focused on the social aspects of these centers (Birdsell & Malcolm, 2017; Murray, 2014) and how learners often use these facilities to build a sense of relatedness with the language and those who speak it through interacting with others in the social learning space within the SALC. Finally these centers provide learners a space to creatively extend and play with the language in a non-threatening environment or at least in one that does not evaluate the learners' performance using the language.

One major issue facing these SALCs is attracting and retaining students to use these facilities. This obviously is important in regards to substantiating the usefulness and justifying the continuous funding of them by the stakeholders. A number of factors likely play a role in influencing whether or not a student uses the center for self-access learning. For example, Birdsell (2015) found curiosity to be a mediating factor influencing student use, but in fact, this individual difference more likely activates the likelihood of an initial visit to the center, but not to a sustained use of the space. Therefore using SDT as a framework, this study aims to expand this inquiry by shedding some light on the importance of the satisfaction and frustration of these four basic needs and the relationship they have on various indicators of past engagement and satisfaction with learning English, by which the use of the SALC is one indicator of learner engagement.

4. Present study

The purpose of this research is to conduct an initial exploratory study that uses a new instrument that aims to measure the basic needs satisfaction and frustration of students within the specific domain of English learning. Moreover this study aims to examine relationships between these needs and students' positive experiences learning English, attitudes towards self-access learning, and use of the self-access learning space at the university where this research took place. It is hypothesized that when students' needs have been satisfied, they will have greater levels of satisfaction and engagement within the English learning context; whereas when their needs have been thwarted, this will result in diminished overall well being (lower satisfaction and engagement) within that domain of experience, in this case, learning English.

5. Method

5.1. Participants and procedure

A total of 271 Japanese undergraduates (159 males, 112 females; $M_{age} = 19.15$) from a university in northern Japan participated in an online questionnaire survey. They came from a wide array of faculties (30.7% Science & Technology, 18.9% Humanities, 14.6% Agriculture & Life Sciences, 13.9% Health & Life Sciences, 12.8% Education, and 9.1% Medical). Only 4 of the participants had spent an extended amount of time (over 3 months) overseas. Self-reported English levels of the participants are the following: 5.1% High Intermediate, 32.5% Intermediate, 38% Low Intermediate, 19% Beginner, and 5.5% Basic Level. The survey was conducted online using Google Forms and took approximately 15–20 minutes to complete. All participants first read a short summary of the purpose of the study and then provided consent to participate in it.

5.2. Measures

5.2.1. BPNSFS - English Learning

The questionnaire and all instructions in this study were in Japanese, the participants' first language. The basic psychological need satisfaction and frustration scale (BPNSFS) items were adapted from previous studies that looked at these needs from a general perspective and translated, tested, and verified in Japanese (Chen et al., 2015; Nishimura & Suzuki, 2016). One item from "autonomy satisfaction" reads as follows, "I feel I have been doing what really interests me". Other researchers have attempted to specify these needs to a particular domain like sports (Ng, Lonsdale, & Hodge, 2011) or work setting (Baard, Deci, & Ryan, 2004). In this study, I adapted these needs specifically to English language learning and developed the BPNSFS – EL (English Learning) (see Appendix for the full list in Japanese with English translations). So for instance, the above item was changed to, "In English class, I feel like I have been doing what really interests me". The questionnaire contained a total of 24-items. This consisted of 12 need satisfaction and 12 need frustration items, consisting of 3 items for each of the 3 basic needs (autonomy, competence, and relatedness). In addition, 3 items for a need for novelty satisfaction and frustration (González-Cutre et al., 2016), were also included into this questionnaire, resulting in the 24-items used in this study to measure the basic needs satisfaction and frustration in an English learning context. Items were rated on a 7-point scale, ranging from 1 (*completely disagree*) to 7 (*completely agree*).

Since the number of items on a questionnaire has a major impact on alpha, or what is often referred to as internal consistency between items, especially for those with low intercorrelations (Cortina, 1993; Green et al., 1977), low alphas were found for 3 of the needs (ranging from .60 to .72). The one need, *relatedness*, had very low alphas (.46, .40; satisfaction and frustration), which indicates that these items are multidimensional and have low intercorrelations between them. Yet when the need satisfaction and frustration items were figured as two overarching groups, strong internal consistencies were found, .87 and .81 respectively. These are reasonable, but results from the relatedness factor should be taken with caution and further research needs to test these items.

5.2.2. Past experiences learning English, attitudes towards self-access learning, and SALC experience

As for the second part of this questionnaire, the participants responded to three basic items about past experiences learning English. The first item asked them to reflect on how actively engaged they have been in studying English. The second two items asked them to consider how satisfied they have been with their past experiences learning English. The third and final part of the questionnaire, first asked them if they had ever visited the SALC at the university. If they answered, "no", the questionnaire ended and they were thanked for their participation; if they answered "yes", they proceeded to the final set of items. This final set first contained 5 items that focused on their attitudes towards self-access learning using a 7-point scale, ranging from 1 (*completely disagree*) to 7 (*completely agree*). For instance, one item asked, "I think my time spent at the <SALC name> was useful". In addition, this final set also contained 4 items that focused on their experiences at the SALC using bipolar semantic differential items on a 7-point scale. That is to say, these 4 items asked them to complete the following sentence "My experience at the <SALC name> has been _____" with a bipolar semantic pair of words (e.g., "unpleasant"; "pleasant"). For instance, if one had a very "pleasant" experience at the SALC, one likely responded with a "6" or "7" score; while if one had a very "unpleasant" experience, one likely responded with a "1" or "2" score. Therefore more positive experiences at the SALC resulted in higher overall scores.

6. Results

6.1. Correlations between need satisfaction, frustration, past experiences learning English and self-access learning

The four items for each need satisfaction and frustration were averaged together and resulted in one score for each variable. Table 1 shows the means, standard deviations, and correlation coefficients between these eight sets of variables. As expected, the satisfaction variables showed strong positive correlations with each other and negative correlations with the frustration variables (see Table 1). That is to say, the greater satisfaction that the participants felt in one of the basic psychological needs (i.e., autonomy), the greater the satisfaction they also felt in the other three needs (i.e., competence, relatedness, novelty). Conversely, the greater satisfaction that the participants felt in one of the basic psychological needs (i.e., autonomy), the lower the frustration they also felt in all of the other needs (i.e., autonomy, competence, relatedness, and novelty).

Table 1 Means, standard deviations, and correlations among the variables of BPNSFS-EL

	<i>M</i>	<i>SD</i>	2	3	4	5	6	7	8
1. Autonomy satisfaction	4.41	1.00	-.49**	.68**	-.34**	.60**	-.25**	.70**	-.47**
2. Autonomy frustration	3.61	1.09		-.34**	.45**	-.27**	.55**	-.38**	.64**
3. Competence satisfaction	4.18	1.09			-.50**	.51**	-.27**	.64**	-.45**
4. Competence frustration	4.48	1.06				-.22**	.39**	-.22**	.46**
5. Relatedness satisfaction	4.21	.94					-.22**	.53**	-.31**
6. Relatedness frustration	3.31	.85						-.19**	.40**
7. Novelty satisfaction	4.70	.99							-.47**
8. Novelty frustration	3.65	.90							

$n = 271$, ** $p < .001$, * $p < .05$

The satisfaction of the basic psychological needs scored higher than the frustration counterparts, except for competence. In this case, the participants scored higher on competence frustration ($M = 4.48$) than satisfaction ($M = 4.18$), which supports what many teachers in Japan know from their experiences in the classroom, the fact that many students have a low sense of mastery and competency with using English.

Table 2 shows the means, standard deviations, and correlation coefficients among the indicators of past experiences learning English (being actively engaged and past satisfaction) and the two variable indicators for those who have attended the SALC at the university (their attitudes towards self-access learning and their experiences at the university's SALC). About half of the total participants ($n = 136$) in this study stated that they had visited the SALC. Being actively engaged with learning English and past satisfaction with learning it showed positive significant correlations, as expected. In addition, these results also point to a strong relationship between attitudes towards and experience with self-access learning and being actively engaged with learning English ($r = .34$, $r = .33$ respectively), more so than with past satisfaction learning the language ($r = .22$, $r = .17$ respectively). This points to the idea that self-access learning is more closely linked to learners' perceptions of being actively engaged with learning the language than past satisfaction learning it.

Table 2 Means, standard deviations, and correlations among the variables for past experiences learning English and self-access learning

	<i>N</i>	<i>M</i>	<i>SD</i>	2	3	4
Past experiences learning English						
1. Actively engaged	271	4.07	1.49	.27**	.34**	.33**
2. Satisfaction	271	3.82	1.25		.22*	.17
Self-access learning						
3. Attitudes towards SAL	136	4.96	.90			.61**
4. SALC experience	136	5.10	1.02			

** $p < .001$, * $p < .05$

Next, I evaluated the correlation coefficients between the four needs and the scores from the participants' past experiences learning English and their attitudes and experiences with self-access learning (see Table 3). As expected, results of the correlation analysis revealed positive relationships between the four basic needs and being actively engaged in learning English (ranging from $r = .41$ for relatedness to $.61$ for autonomy), satisfaction with past experiences learning English (ranging from $r = .12$ for novelty to $.23$ for competence), attitudes towards SAL (ranging from $r = .31$ for relatedness to $.57$ for novelty) and the SALC experience (ranging from $r = .38$ for relatedness to $.55$ for novelty and autonomy). Inversely, frustration of these needs revealed negative relationships with these variables. One prominent feature of this analysis is the strong relationship these four needs have with one's active and positive engagement with learning English. Active engagement with the specific domain is undoubtedly a distinctive characteristic of optimal functioning and vitality.

Table 3 Correlations between satisfaction and frustration in basic psychological needs with the variables for past experiences learning English and self-access learning

	Need satisfaction				Need frustration			
	Aut.	Com.	Rel.	Nov.	Aut.	Com.	Rel.	Nov.
Past experiences learning English								
Actively engaged	.61**	.56**	.41**	.50**	-.27**	-.31**	-.14*	-.31**
Satisfaction	.21**	.23**	.14*	.12*	-.29**	-.33**	-.19*	-.22**
Self-access learning								
Attitudes towards SAL	.53**	.48**	.31**	.57**	-.48**	-.27**	-.32**	-.45**
SALC experience	.55**	.51**	.38**	.55**	-.37**	-.37**	-.36**	-.28**

Note: Aut. = Autonomy; Com. = Competence; Rel. = Relatedness; Nov. = Novelty

** $p < .001$, * $p < .05$

6.2. An independent-samples t-test

An independent-samples t-test was also conducted to compare the needs satisfaction / frustration and past experiences learning English for the SALC visitor and the non-SALC visitor conditions. There was a significant difference in autonomy satisfaction scores for the SALC visitors ($M = 4.64$, $SD = 1.12$) and non-SALC visitors ($M = 4.18$, $SD = .82$) conditions; $t(269) = 3.823$, $p < .001$. Significant differences were, in fact, found for all the needs and past experiences learning English, except for competence frustration, with small to medium effect sizes (see Table 4 for the complete list). These results indicate that students who have visited the SALC perceive that their basic needs within an English learning context have been more satisfied, as compared to thwarted, than those who have never visited the SALC. In order for SALCs to survive and maintain significance within the university, it is important to consider ways to increase student satisfaction in these basic needs, which I explore in greater depth in the next section of this paper.

Table 4 Means, standard deviations, *t* values, and effect sizes for the SALC visitor and non-SALC visitor conditions

	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>r</i>	Cohen's <i>d</i>
Autonomy Satisfaction						
SALC visitor <i>n</i> = 136	4.64	1.12	269	3.823***	.23	.47
Non-SALC visitor <i>n</i> = 135	4.18	.82				
Autonomy frustration						
SALC visitor <i>n</i> = 136	3.46	1.20	269	-2.326*	.14	.28
Non-SALC visitor <i>n</i> = 135	3.77	.95				
Competence satisfaction						
SALC visitor <i>n</i> = 136	4.43	1.12	269	3.823***	.23	.47
Non-SALC visitor <i>n</i> = 135	3.93	1.00				
Competence frustration						
SALC visitor <i>n</i> = 136	4.39	1.08	269	-1.517		
Non-SALC visitor <i>n</i> = 135	4.58	1.04				
Relatedness satisfaction						
SALC visitor <i>n</i> = 136	4.37	.91	269	2.861**	.17	.35
Non-SALC visitor <i>n</i> = 135	4.05	.93				
Relatedness frustration						
SALC visitor <i>n</i> = 136	3.17	.84	269	-2.758**	.17	.34
Non-SALC visitor <i>n</i> = 135	3.45	.83				
Novelty satisfaction						
SALC visitor <i>n</i> = 136	4.85	1.07	269	2.503*	.15	.31
Non-SALC visitor <i>n</i> = 135	4.55	.89				
Novelty frustration						
SALC visitor <i>n</i> = 136	3.47	1.03	269	-3.464***	.21	.42
SALC visit No <i>n</i> = 135	3.84	.71				
Past experiences learning English- Actively engaged						
SALC visit Yes <i>n</i> = 136	4.30	1.62	269	2.650**	.16	.32
Non-SALC visitor <i>n</i> = 135	3.83	1.30				
Past experiences learning English- Satisfaction						
SALC visitor <i>n</i> = 136	4.02	1.35	269	2.645**	.16	.32
Non-SALC visitor <i>n</i> = 135	3.62	1.11				

n = 271; **p* < .05; ***p* < .01; ****p* < .001

Effect size *r* = 0.10 small; 0.30 medium; 0.50 large

Effect size *d* = 0.20 small; 0.50 medium; 0.80 large (Cohen, 1988)

7. Discussion

The present study examined the development of a basic psychological needs satisfaction and frustration scale in an English learning context (BPNSFS-EL) that adapted a fourth need, or a need for novelty, into the existing three needs paradigm as outlined in SDT. The results of the correlation analysis between the satisfaction of these four needs and indicators of positive past experiences learning English and experiences in the university's SALC, showed strong positive relationships. In contrast, the frustration of these needs showed a negative relationship with all of these indicators. Finally, an independent-samples *t*-test was also conducted in order to examine the differences in mean scores between individuals who have visited the SALC and those who have not. Visiting the SALC can be viewed as a behavioral variable that indicates one's active engagement with and connection to learning English. Results showed significant differences with small to medium effect size for all the needs, except for competence

frustration. This demonstrates that the satisfaction of these needs has a positive relationship with one's active engagement in learning the language and overall past experiences with it.

One of the contributions of this study is to demonstrate the importance of these needs for optimal functioning with learning English for when these needs are satisfied, as compared to frustrated or thwarted, they contribute to learners becoming more engaged with the learning experience and overall satisfaction with it. Therefore from a practical perspective, it is important to consider ways to create a learning environment that aims to satisfy learners' need for autonomy, competence, relatedness, and novelty. I briefly consider each of these needs and practical ways to develop the satisfaction of them in the classroom setting.

There are many types of *autonomy*-supporting teacher behavior, but two crucial ones are "fostering relevance" and "suppressing criticism" (Assor, Kaplan, & Roth, 2002). That is to say, a teacher should not simply provide students the "freedom" to make choices, but to create a learning experience where one's actions are relevant towards achieving one's goals. Autonomy-supporting teachers aim to identify and nurture "students' needs, interests, and preferences and by creating classroom opportunities for students to have these internal motives guide their learning and activity" (Reeve et al., 2004, p. 148). Another important point for autonomy-supporting behavior by the teacher is to create an environment that feels "less controlling" or "coercive". In a study by Noel and colleagues (1999), they showed that in situations where students perceived their teachers to be more controlling, the students displayed lower levels of intrinsic motivation. The importance of teacher autonomy support for high engagement and achievement, as well as, high intrinsic motivation among the students has also been substantiated in East Asian cultures (see Jang, Reeve, Ryan, & Kim, 2009).

Fostering the need for *competence* arises in environments, as in this study, a language-learning context, that provides the learners opportunities for optimal challenge. These opportunities to be optimally challenged are similar to the "flow channel", which exists when challenges and skills are balanced. That is to say, this occurs when challenges are not too high as compared to skills (resulting in anxiety) or the challenges too low as compared to the skill level of the individuals (resulting in boredom) (see Csikszentmihalyi, 1990, p. 74). This equilibrium between challenge and skill is the basis of optimal learning and results in a heightened sense of competency. In other words, as one sees one's own incremental mastery within a domain, that is to say, a greater sense of competency, one develops a heightened level of pleasure and enjoyment in performing tasks in that domain. Although in this study, competence frustration outweighed competence satisfaction, which highlights the fact that most students have not developed a sense of mastery with English and instead view it as too challenging or conversely they are not challenged enough. Another explanation could be that they are basing their competency on an idealized native speaker, which then frustrates their own sense of efficacy. In short, a competence-supporting classroom aims to develop a space that is optimally challenging to the learners' skill sets and promotes a World Englishes variety as the mastery goal.

Studies that have looked at the need for *relatedness* within the language-learning context have been under researched compared to autonomy and competence. Relatedness refers to that genuine connection to the language, the people who speak the language, and the overall learning experience. It connects the language to the learners' lives and to others who are interested in using the language. This is obviously difficult to do in a foreign language-learning context, but one way this could be promoted is through the use of social learning spaces that self-access learning centers at many universities now aim to promote, which focus both on the experiential and social side of learning (Wenger, 1998). In addition, recent research also suggests the use of computer assisted language-learning technologies could improve learners' need for relatedness (Alm, 2006).

The final need, or the need for *novelty*, is another area in SLA that is often overlooked in favor of teaching approaches that focus more heavily on "functional", "business-like" and "no-nonsense" English for either academic

purposes or to fulfill the local version of a globalizing narrative. The need for novelty is most deeply associated with play and creativity in the classroom, which only recently has been seriously analyzed (see Bell, 2005; Carter, 2004; Crystal, 1998; Lantolf, 1997; Pomerantz & Bell, 2007). Playful deviance, which is common in everyday talk, allows the learner to develop socializing skills and perhaps more importantly a sense of ownership of the language. One way of integrating play and creativity into the classroom is through the use of metaphor, humor, and multimodal activities such as drawing and using visual metaphors as a way to stimulate curiosity and satisfying the learners' need for novelty (Birdsell, 2017). In sum, these four needs provide educators a possible framework for the classroom with the goal of promoting learners' active participation in the learning experience.

8. Limitations and future research

There are a few limitations to this study. First of all, I reduced the number of items from 4 to 3 for each of these needs, in contrast to previous studies (Chen et al., 2015; Nishimura et al., 2016). This was done in order to maintain the 24-item length of the scale with the inclusion of the fourth need (i.e., novelty). In addition, I adapted these items to the specific domain of English learning. Therefore these changes likely affected the internal consistencies between items, which were low in comparison to a previous study (.71 to .78 in the Nishimura et al., 2016 study), especially in regards to the need for relatedness. Another issue for future research is to look more carefully at ways to measure one's vitality and overall well-being within the domain of language learning. Well-being is one area that needs to be further researched in language learning studies. This is closely related to positive emotional affect and the growing interest positive emotions have for they "influence the attention and effort devoted to learning" (Schumann 1998, p. 8). This is especially true in the language learning experience, as Garrett and Young (2009) have demonstrated in a case study that emotional responses to the language learning experience was one of the more prominent features of the participant's learning endeavor.

9. Conclusion

Previous studies within the SLA framework have adapted SDT in regards to motivational orientations by pointing out different regulatory styles of the students from amotivation to external regulation to integration and finally to intrinsic motivation (see Ryan & Deci, 2000). Using the BPNSFS-EL allows language researchers to explore more broadly how the satisfaction of these specific needs may lead to higher levels of overall well-being and optimal functioning within the domain of language learning. As educators become more aware of the important role of the emotional-cognitive coupling within the language learning context, finding ways to maximize learners' well-being becomes more and more prominent and one way to address this is to examine how learners' basic needs are being satisfied or thwarted. This study aimed to investigate these basic needs within an English learning context in Japan and to look at correlations they have with overall satisfaction and engagement with the learning experience.

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Appendix

The Japanese version of the Basic Psychological Need Satisfaction and Frustration Scale with Need for Novelty – English Learning (BPNSFS-EL)

(The number in parenthesis is the number it appeared in the questionnaire.)

自律性への欲求充足 (Autonomy Satisfaction)

1. 私は自分自身の意思で英語を学習しており、2 上手に話せる人になりたいと感じている。(1)
(I feel I am studying English out of my own choice and desire to become the type of person who can speak more than one language well.)

2. 私は、英語の授業で自分が本当に興味のあることを行なっていると感じている。(13)

(In English class, I feel like I have been doing what really interests me.)

3. 英語の授業で私のアイデアや意見を自由に表現できると感じている。(17)

(I feel free to express my ideas and opinions in my English class.)

自律性への欲求不足 (Autonomy Frustration)

4. 英語学習は、一連の義務のように感じる。(26)

(English learning feels like a chain of obligations.)

5. 英語の授業で私がしているほとんどのことは、強制されているものだと感じている。(8)

(In English class, most of the things I do feel like “I have to”.)

6. 私は、英語の授業で自分が望んでもいないことを、多くさせられていると感じている。(21)

(In English class, I feel forced to do many things I wouldn't desire to do.)

関係性への欲求充足 (Relatedness Satisfaction)

7. 私は、英語で話すときグローバルコミュニティと、関係していると感じている。(2)

(I feel connected with the global community when I use English.)

8. 私は、英語を話す人たちと、親密な関係を築いていると感じている。(22)

(I feel close and connected with other English speakers.)

9. 英語授業で出会った何人かの学生は、私の親しい友人になっている。(4)

(Some of the students in my English classes have become close friends of mine.)

関係性への欲求不足 (Relatedness Frustration)

10. 私は英語の授業で他の生徒と親密に関わりたくない。(7)

(I don't really mix with other students in my English class.)

11. 私は、英語のグローバルコミュニティから排除されていると感じている。(16)

(I feel excluded from the global English speaking community.)

12. 私は、英語を使うとき深い人間関係を築こうとするが、表面的な関係にしかならない。(20)

(I feel that the relationships I have with others in English are just superficial.)

有能さへの欲求充足 (Competence Satisfaction)

13. 私は、英語を学ぶことに対して、能力があると感じている。(3)

(I feel I can successfully learn English.)

14. 私は、世界の人々とのコミュニケーションをするために英語を使うことができると思っている。(24)

(I feel I can successfully use English to communicate with people.)

15. 私は英語を使って色々な活動をできると感じる。(10)

(I have the feeling that I can accomplish many tasks/activities using English.)

有能さへの欲求不足 (Competence Frustration)

16. 私は実際に英語の授業で英語を使う能力がないと感じる。(6)

(I really don't feel competent using English in English class.)

17. 私は、英語を学ぶことができるかどうかについて疑っている。(15)

(I doubt whether I will ever be able to learn English.)

18. 私は、自分の英語能力に自信がない。(19)
(I lack confidence with my ability to use English.)

新奇性追求充足 (Novelty Satisfaction)

19. 英語の授業では、創造力を発揮する機会がある。(5)
(In English class, I have the opportunity to be creative.)
20. 英語を学ぶことで、私は新しいものを発見するチャンスがあると感じる。(11)
(Learning English, I feel like I have the opportunity to discover new things.)
21. 私は英語を使うとき新しい感覚を感じる。(23)
(I feel new sensations through using English.)

新奇性追求不足 (Novelty Frustration)

22. 英語の授業のなかでは自分の独創性を発達させることはできない。(9)
(In English class, I cannot manage to develop my originality.)
23. 私の英語授業のアクティビティは同じようなことばかりだと感じる。(25)
(I feel that my English class activities are repetitive.)
24. 私は英語を使った新しい取り組みに参加することに消極的です。(12)
(I am reluctant to participate in new endeavors that require me to use English.)

3 items about past engagement and satisfaction with learning English

1. 私は以前から英語を学ぶことに積極的です。
(Up to the present, I have been actively engaged with learning English.)
2. 私は過去の英語学習経験にとっても満足しています。
(I am very satisfied with my past experiences learning English.)
3. 英語を勉強した私の過去の経験は、それほど満足できなかった。(*)
(My past experiences learning English have been rather unsatisfying. *)

5 items about attitudes towards self-access learning and the SALC

1. 自律学習教育は自分の英語能力を伸ばすために重要です。
(Self-access learning is important to developing my English ability.)
2. 私は<SALC name>で過ごす時間はとてもためになると思う。
(I think my time spent at the <SALC name> was useful.)
3. もっと自由な時間があれば、私はもっと頻繁に<SALC name>に行く。
(If I had more free time, I would go to the <SALC name> more often.)
4. 英語を学ぶ唯一の方法は、それを使うことです。
(The only way to learn English is to use it.)
5. 私は実際に<SALC name>の目的を理解していない。(*)
(I don't really get the point of the <SALC name>. *)

* Reverse items

4 items about one's experiences at the SALC using bipolar semantic differential items

- イングリッシュランジでの私の経験は_____でした。
(My experience at the English Lounge has been _____.)

(unsatisfying) 不満足な経験 1 2 3 4 5 6 7 満足な経験 (satisfying)

(unpleasant) 不快な経験 1 2 3 4 5 6 7 快適な経験 (pleasant)

(uncomfortable) 心地よくない経験 1 2 3 4 5 6 7 心地よい経験 (comfortable)

(boring) 退屈な経験 1 2 3 4 5 6 7 面白い経験 (interesting)