Journal of Modern Research in English Language Studies
Print ISSN: 2676-5357
Online ISSN: 2676-5985

Developing Techniques to Improve L2 Learning Motivation and Willingness to Communicate through Utilizing Johari Window Model in Foreign Language Contexts

Saeede Esmaeeli[1], Hooshang Yazdani[2*]

[1]Ph.D. Candidate, Arak University, Arak, Iran
s.esmaeeli222@gmail.com
[2*]Associate Professor, Dept. of English Language and Literature, Faculty of Arts and Humanities, Arak University, Arak, Iran
H-yazdani@araku.ac.ir

Article Info

Article Type:

Research Article

Received:

11/12/2021

Accepted:

20/04/2023

ABSTRACT

This study deciphered whether increasing learners' L2 self-awareness using 'Johari Window Model' (JWM) as a self-regulatory model ended in higher levels of motivation and WTC. It also argued that learners' L2 Possible Selves, through guided imagery and vision-building treatments, promote their L2 motivation and Willingness to Communicate (WTC) in the Iranian English language learning environment. Fifty-eight L2 learners, homogenized at the intermediate level, from both genders, with an average age of 22, were randomly divided into experimental, and control groups. They were Persian-speaking university students majoring in Teaching English as a Foreign Language (TEFL) and Translation Studies (TS). Researchers initially established different arenas of JWM for each L2 learner based on their answers to the pretest, L2 Possible selves, and WTC questionnaires and using their narrative writings on pre-planned scenarios. In 12 weeks-intervention and via semi-scripted interviews, researchers utilized guided visualization to train learners to use their L2 self-awareness via JWM protocols to increase their L2MSS and WTC. Two questionnaires were re-administered after the intervention as a post-test to see the significant effects of treatment. Findings of descriptive statistics revealed that the treatment had significant positive impacts on L2 learners' ideal self, learning experience, self-awareness, and WTC, but not on ought-to self. The implications show avenues for studies on L2 learners' self-awareness and motivation and suggest the uses of JWM as a guideline in teacher training courses.

Keywords: Johari Window Model, L2 motivational Self-system, L2 self-awareness, vision, Willingness to Communicate

Cite this article: Esmaeeli, S., & Yazdani, H. (2024). Developing Techniques to Improve L2 Learning Motivation and Willingness to Communicate through Utilizing Johari Window Model in Foreign Language Contexts. *Journal of Modern Research in English Language Studies, 11*(1), 29-52.

DOI: 10.30479/jmrels.2023.18145.2153
©2024 by the authors. Published by Imam Khomeini International University. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY 4.0)
https://creativecommons.org/licenses/by/4.0

1. Introduction

Developing techniques for improving motivation in the L2 learning environment always lags behind proposing theories about motivation and its nature (Cheng & Dörnyei, 2007). Despite its inevitable role in L2 learners' success, motivational strategies or frameworks are described in limited scopes of practicability. Similarly, Guilloteaux and Dörnyei (2008) grouped motivational strategies as teachers' 'instructional interventions' to trigger motivation for L2 learners and as learners' responsibility to have purposes for learning and regulate their motivation based on their needs. Although the division is systematic, generating purpose for L2 learning means presuming loads on learners' shoulders. What if they do not know how to stay motivated and more willing to reach the goal of L2 learning and communication? Teachers can play more serious roles than instructors can; they could act as supporters in the L2 class social environment (Sardabi et al., 2022), not only as the source of knowledge about the subject matter but also about the learners' L2 selves.

The origin of L2 selves in L2 learning motivational studies traces back to when the underlying principles of integrative motivation (Gardner & Lambert, 1959) have not been justified in a foreign language-learning context where the L2 learners need to be identified with native speakers' community would not be met. Dörnyei (2005) embarked on L2 Motivational Self-system (L2MSS) for L2 motivation in the EFL environment by visiting theory of possible selves in the psychology (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987) for a solution. Thus, L2MSS intends to explain L2 learning motivation based on psychological sources, and it is about descriptions of the properties of self-concept that drive L2 learners' learning behaviors, hopes, wishes, musts, and fantasies.

The substantial levels are *L2 ideal self, ought-to self,* and *learning experience*. *The L2 Ideal self* is the desire to be being the best possible self in L2 learning, and the *ought-to L2 self* is an external force for learning L2 and not disappointing others. *The learning experience* is a situation-specific motive and concerns about the immediate L2 learning environment and experience. L2MSS, since its growth in 2005 and 2009 by Dörnyei, has been validated through several pieces of research (see Dörnyei & Ryan, 2015).

In L2MSS, generating L2 visions for the future is initiated by L2 learners' self-concept and then enticing their self-guides, related learning efforts, and achievements (Dörnyei & Chan, 2013). Image formation has found its position in education through John Dewey's (1897) assertion that learners' image formation of the subject matter is the central instrument in the learning environment. As it turns out, generating a vision for the future and guided

imagery helps us efficiently solve inspiration problems in the L2 learning atmosphere (Dörnyei & Kubanyiova, 2014).

Willingness to communicate (WTC) as one of the individual differences affecting L2 Possible selves has been studied in several studies. Among them, Atar Sharghi and Akbari's (2020) findings reveal that in the L2 learning atmosphere, more WTC in class means depicting higher images of the ideal self in using L2 than learners try harder to reach their mental images. Therefore, L2 images and WTC are parts and parcels of L2 MSS.

Due to the noble procedure of vision building in TEFL, innovative research on the motivational power of vision for L2 learning has been documented. However, intervention studies on the development of learners' L2 selves' images in classroom atmosphere are limited to a handful of pieces of research such as Oyserman et al. (2002), Hock et al. (2008), Magid and Chan (2012), and Mackay (2019). A number of them conducted interventions to find the effect of vision building and mental imagery skills on increasing L2 learners' motivation (see Dörnyei & Kubanyiova, 2014), while except in Mackay's (2019) qualitative cross-sectional and longitudinal study, no control group had been identified for comparing the results. Furthermore, they were limited to one or two of L2 possible selves. Nevertheless, admitting their multifaceted, complex, and dynamic nature, this study presumes that all possible selves are interacting and inseparable. This research is also significant in pioneering the use of JWM as a self-awareness and regulation device in L2 learning to promote learners' self-awareness accessible through their self-concepts of L2MSS.

The intervention conducted in this paper is based on the book "**Motivating Learners, Motivating Teachers: Building vision in the language classroom"** by Dörnyei and Kubanyiova (2014). It was based on Dörnyei's assertion that the ability to image and visualize is fundamental for enhancing motivation via L2 self-guides (Dörnyei, 2009).

Particularly, three research questions directed the study:

RQ1. Which second language possible selves (L2 ideal self, ought-to self, learning experience) do predict Iranian English Learners' WTC?

RQ2. Does creating future vision-building treatment using JWM protocols for enhancing L2 self-awareness play any significant role in Iranian English learners' WTC and L2 possible selves?

RQ3. Is there any relationship between the dynamic dimensions of Iranian English learners' L2 possible selves and their WTC?

2. Literature Review

2.1. Theoretical Framework

2.1.1. Transformational Leadership (TL)

A leadership approach inspires employees to strive beyond expectations. A leader transforms followers, inspires them, builds trust, admires their innovative ideas, ideals, and values (Ellen, 2016), and develops them (Bass, 1985). It gives members self-confidence and the power to decide on a specific job when trained (Khan et al., 2020). Considering the academic condition resembles a managerial case in which all interactions need wise probes, this model can be applied to teachers' classroom leadership. So far, TL is the same as Vygotsky's scaffolding strategy and Zone of Proximal Development (ZPD) in TEFL, while it has some superiorities over ZPD (see conclusion).

2.1.2. Transportation-Imagery Model in Psychology

The psychological theory of Transportation links visualization and narrative tasks (Green & Brock, 2000). Narratives engender transportation experience and build mental imagery in the addressees' minds. These transported and loaded images have motivational power more than any persuasive arguments since the narrative experience seems more like the experience.

2.2. Second Language Motivational Self-System

The emergence of L2MSS was when the notion of integrativeness had no place of realization for EFL learners due to their little contact with the L2 speakers' community. Thus, L2MSS inserted both integrative and internalized instrumental motives in an individual's L2 self-vision (Mackay, 2019). Then, criticisms leveled at L2MSS were about the vague borderlines to separate ideal and ought-to L2 selves (Cho, 2020), demotivating aspect of the ought-to L2 self (Brady, 2015) or 'troubled' ought-to dimension (Lanvers, 2016), the undertheorized nature of L2 learning experience (Dörnyei, 2019) and also the Complex Dynamic System of self to echo the multifaceted nature of the self (Dörnyei & Ryan, 2015).

Meanwhile, Dörnyei (2019) considered the learning experience as a Cinderella of the L2MSS since it has always suffered from neglect and obscurity, while there are still hopes that sometime it would be suddenly lifted to be honored and glorified in the world of L2 studies. He also admitted that the learning experience had not been theorized adequately due to the lack of an operational definition for learners' engagement and learning experience. In conclusion, it would undoubtedly take time for innovative studies to refine and re-conceptualize the learning experience.

L2 MSS uses mental images of selves for the future. Besides, the power of visualization in sports psychology, like many other fields, is strongly

supported. However, it is more trainable than automatic (Diekhof et al., 2011). Individuals are also different in their vision-building abilities. Therefore, guided imagery techniques have contributed to them selecting and developing an appropriate motivating vision of their future self. It refers to the fact that the brain confined in a dark place cannot distinguish real pictures from the images built by our mind's eyes, Shakespear's notion of mental vision. Thus, the images referred to are more significant and valuable when the brain experiences the future more graphically and through all the senses (sight, hearing, taste, touch) (Djurovic et al., 2020). Hence, the experience of virtual success increases the same effects as the real one; self-confidence and higher motivation are expected (Montuori et al., 2018). That is why generating a powerful vision of future success can push athletes at world levels into their ever-best records and gold medals in Olympic competitions.

The role of Dörnyei's L2 Motivational Self-system (L2MSS) and its intrinsic self-concepts motivational process is undeniable. However, learners' L2 self-awareness is a missing link among kinds of selves.

2.3. Self-awareness Theory

Self-awareness refers to our understanding of our emotions, preferences, values, strengths, and weaknesses within our competence and what is beyond us, while self-concept as a dimension of self-awareness (Demetriou et al., 2020) is how we think about our attributes, evaluate and perceive ourselves (Blaine, 2020).

Rauthmann (2021) defines self-awareness as *metacognition,* while Samsonovich et al. (2008) assure that metacognition also includes self-awareness that controls individuals' cognition, i.e., their thinking, knowledge, and performance as if they are outside themselves observing and minding their actions. Metacognition in education has been unquestioned since Baker (2010) reported the findings of the studies over 30 years, revealing that more-successful students show higher levels of metacognitive knowledge about the discipline and are more successful in monitoring their cognitive process. In addition, Zimmerman (2002) has found that active self-awareness is a seed sown in somebody's mind by metacognitive techniques, scaffoldings, and strategies to improve the efficiency of self-regulated learning. Suri & Prasad's (2011) findings indicated the relationship between self-awareness and transformational leadership.

Higher internal and external self-awareness is applied by fully realizing who an individual is and what one wants to accomplish in the future and looking for and valuing others' opinions (Eurich, 2018). Meanwhile, higher sensitivity to others' feedback is the outcome of self-evaluation and self-concept, the dimensions of self-awareness (Demetriou et al., 2020). Thus, learning more about ourselves in different situations means higher self-

awareness is critical to our success and identifying goal-related obstacles (Kreibich et al., 2020).

As a result, obstacles to the L2 learning goal are overcome when L2 self-awareness is engaged, and because there is always more to learn, the journey to self-awareness is so exciting (Eurich, 2018). On the other hand, there is no definite ending point presumed for L2 learning. Thus, L2 learning coincides with self-awareness and inevitably affects one another.

2.4. Willingness to Communicate

In L2 learning climate, '**Willingness to Communicate'** (WTC) concerns when and why bilinguals show willingness to participate in language activities to communicate with others. WTC is part of an individual tendency to initiate communication when they do not have to (McCroskey & Richmond, 1990) as an individual difference. Granted, WTC is in flux by affective factors brought by each L2 learner into different L2 learning environments. Many internal and external factors are responsible for its transient nature (Kang, 2005; MacIntyre & Legatto, 2011; Pawlak & Mystkowska-Wiertelak, 2015). The results of these studies not only support MacIntyre et al's (1998) Pyramid of WTC, but they also added up the claim of behaving WTC as a dynamic construct.

In modern language instruction, the aim of L2 learning should be to enhance L2 learners' willingness to communicate (Mahmoodian & Moazam, (2014). Thus, recently the effect of learners' motivation (Yuki, 2002) and autonomy-supportive teaching (Javidkar et al., 2023), as well as the extent of different learners' selves and the levels of willingness to communicate via four factors of Dörnyei's self-system (Ghanizadeh et al., 2016; Öz, 2016) have been sought. Furthermore, Amiryousefi and Mirkhani (2019) suggest that increasing L2 learners' WTC (L2 Persian learners) becomes possible by improving their self-concept and L2 ideal self. However, none of them considered learners' WTC changes through vision-building treatment. Also, they did not use self-concepts of different L2 possible selves to improve L2 self-awareness, strong interpersonal relationships, and L2 learning motivation. The efforts here were made through protocols of JWM in cognitive and developmental psychology.

2.5. Johari Window Model

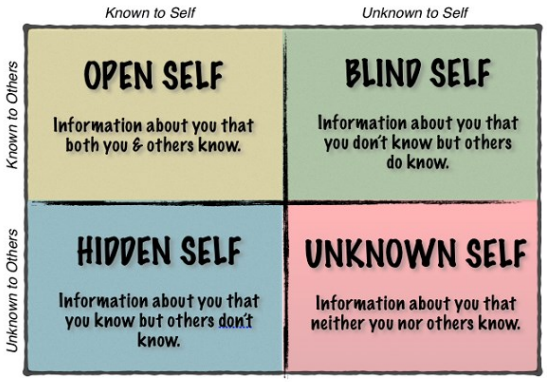
'Johari Window Model' (JWM), as a self-regulatory model, has been defined and utilized as a roadmap for self-awareness, personal development, increasing communication skills, interpersonal relationships, group dynamics, and inter-team development. Two psychanalysts, Joseph Luft and Harrington Ingham, designed it almost 70 years ago for researching group dynamics at the University of Los Angeles. From then on, other disciplines have widely applied it to solve the problems arising from people's lack of adequate knowledge about themselves and others in different societies.

JWM is a helpful device to decipher the interaction between what is known/unknown to oneself and others based on their reflection and introspection. It is a self-regulatory model and perfect for increasing self-awareness and mutual understanding among community members. Four 'window panes' is the reason for their naming; each has unique characteristics showing the primary area of self-knowledge.

A growing body of empirical research suggests that JWM can be useful for anyone who is involving in interpersonal interaction. To mention a few, Wallace and Roberson (2009) and Nair and Naik (2010) utilized this model to study managers' behavior, Hamzah, et al. (2016) hired JWM to analyze employees' ability to comprehend customer and Shamoa-Nir, 2017 claimed its practicableness in promotion of typical communication patterns in dialogues even among religious groups.

Figure 1

Johari Window Model



Two sides (Figure 1) of the window represent the interaction between two origins of information: self and others. The large rectangle represents interpersonal space, divided into four smaller areas, each representing the quality of the interpersonal relationships ranging from a mutual agreement in understanding oneself to an area where neither the person nor the others know about its existence. The goal of having JWM in a society is to establish positive interpersonal and intrapersonal relationships.

Four panes show a situation in our relationship.

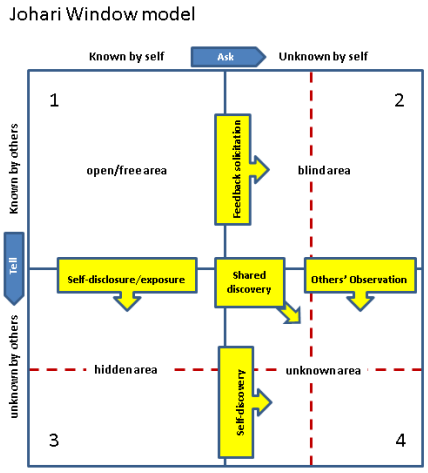
- The first quadrant **is the open and public self** when the information known to us is known to others. The enlargement of this area provides more positive relationships and less tension in the language classes. As time passes, a novice may tell and reveal more about oneself to the class.
- The second quadrant, **the hidden or private self,** contains all information known to us that is unknown to others. It means the box of one's secrets, feelings, insecurities, and not-so-great experiences. In a trusting relationship, the member discloses and represents him/herself

to others (Beganu & Nitan, 2006). Then, mutual understanding, group awareness, individual work, and group function would be promoted.

- The third quadrant, **the blind spot or unaware self**, information unknown to us is known to others. There are always some things that people have said about us that we did not know. The initial condition for taking a turn for the better is to keep the windows open and embrace loyal feedback from significant others.
- The fourth quadrant, **unknown or potential self**, information unknown to us is unknown to others. Our potential, feelings, motivations, and experiences could affect our behavior. Realizing this undiscovered self helps learners better understand their unknown personality.

Figure 2

Tell and Ask



To wrap up, the shrinking of private, unaware, and unknown areas favors the expansion of the open area. The higher understanding among members, the less potential conflict would be in a class relationship. Thus, all the teacher can do for the learners' benefit is to provide situations to allow them to experience new things and help them to discover, accept and engage with themselves. Moreover, the unknown area for young members is the largest because they have low self-esteem and self-awareness. By getting older and learners to develop, they learn more about their cognitive ability and how to represent themselves more accurately (Demetriou et al., 2020).

3. Method

3.1. Participants

Fifty-eight L2 learners of both genders were homogenized at the intermediate level and divided into experimental and control groups. They were L1 Persian-speaking students in TEFL and English Translation Studies (TS) university majors, 22 years old on average. Because of the university schedule, they were grouped into three classes and then randomly called as experimental (21 in one class) and control (37 in two classes) groups, all in English-speaking courses at Alborz University in Qazvin.

3.2. Materials and Instruments

Oxford Placement Test (2001) for homogenization was employed. The L2 Possible Selves questionnaire adapted from Rahimi et al. (2022) and the WTC questionnaire (MacIntyre et al., 2001) were administered to them before the intervention as a pre-test and at the end as a post-test. The questionnaire items with a reliability of 0.924 had been piloted for a similar population at Alborz University.

The scenarios for narrative writing were based on Dörnyei and Kubanyiova's (2014) guided imagery techniques. Semi-structured interviews were employed and recorded; the aim was to contribute to participants fill the gaps between their self-generated visions (Mackay, 2019) and what they knew or did not know about themselves. The recordings were written down and sent to a colleague for reliability and validity checking, resulting in acceptable indices.

3.3. Procedure

The paper focused on experimental study in which an intervention was introduced and then the effects were analyzed. It was based on randomized subjects, pretest-posttest, control group design which lasted for 12 weeks, administered visualization techniques and guided imagery training through JWM protocols to increase learners L2 self-awareness, WTC and motivation.

The preparation stage started with a homogenization process using Oxford Placement Test (2001) for 83 university students; 58 were homogenized at the intermediate level, selected via convenience sampling, and randomized in experimental and control groups. L2 Possible Selves (Rahimi et al., 2022) and WTC (MacIntyre et al., 2001) questionnaires were adapted and administered as pre-and post-tests to decipher differences.

The intervention was technically formed on guided visualization since it has been successfully utilized to help medical, sport and addiction rehabilitations (see Handegard, et al. 2006). Generating L2 visions for future entices L2 learners' self-guides, related learning efforts and achievements (Dörnyei & Chan, 2013).

Thus, it started by asking L2 learners to concentrate on different scenarios and write narratively about themselves in future possible imaginary situations, as their homework. According to *Transportation-Imagery Model in Psychology,* narrative writing episode build the addressees' mental imagery, therefore it intended to activate language learners' L2 ideal, ought-to selves and learning experience within their known area of JWM. When they described their L2 visions of becoming proficient in English use and how to solve L2 possible challenges, they enlarged their known area. Noticing L2 learners' known selves via their answers to questionnaires and using their narrative writings, teacher drew a JWM for each L2 learner.

Then, in interview sessions followed by, the questions were meant to persuade L2 learners to fill the space between their known L2 self-concept and mental images with more self-generated guided images (Mackay, 2019). That is, teacher as transformational leader, focusing on learners' different L2 self-concepts visible in their known area, helped them to see themselves more in blind and hidden, even in unknown, areas based on their experiences in different scenarios. Therefore, teacher's guidance transformed their unknown, private and blind areas into known area, then they became able to discover more about themselves in different possible situations. Meanwhile, self-evaluation and discrepancy between their L2 possible visions and L2 actual selves motivated learners to keep studying English and to capitalize on their cognitive abilities available (Demetriou et al., 2020).

3.4. Data Analysis

The data based on participants' responses to L2MSS and WTC questionnaires were entered into SPSS 16. To mention briefly, a linear regression using the Backward method was run to explore to what extent L2 ideal self, ought-to self, and learning experience can predict WTC. Then, Multivariate ANOVA (MANOVA) was used to compare the means of the experimental and control groups on posttests of WTC, L2 ideal self, ought-to-self, and learning experience to conclude the efficiency of the treatment using JWM protocols. Finally, Pearson correlation was done between the posttest of WTC and posttests of L2 ideal self, ought-to self, and learning experience to seek the relationship between the dynamic dimensions of Iranian English learners' L2 possible selves and their WTC. Due to the assumptions of these statistical methods, the lack of univariate and multivariate outliers and the normality of the data were also checked.

4. Results and Discussion

4.1. Results

The objectives were threefold. First, it aimed to explore which second language possible selves are better in predicting Iranian English learners' WTC. Second, it investigated the effect of creating a future-vision-building treatment for enhancing L2 self-awareness on Iranian English learners' WTC and L2 possible selves. Lastly, it probed any significant relationships between the dynamic dimensions of Iranian English learners' L2 possible selves and their WTC.

4.1.1. Predictive Power of L2 Possible selves for Iranian WTC

Seeking through second language possible selves (*L2 Ideal self, Ought-to self, learning experience*) to foretell Iranian English learners' WTC, a linear

regression using Backward Method was run to find whether L2 ideal self, ought-to-self, and learning experience can predict WTC. The regression model converged in two steps. In the first step, all three predictors, i.e., L2 ideal self, ought-to-self and learning experience, entered the regression model to predict 43.9 percent of WTC ($R = .663$, $R^2 = .439$). The Posttest of ought-to-self was excluded in the second phase not to reduce the prediction value to 41.8, i.e. ($R = .646$, $R^2 = .418$).

Table 1

Model Summary Predicting WTC Through Ideal L2-self, Ought-to-self, and L2 Learning Experience

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663[a]	.439	.408	.508
2	.646[b]	.418	.397	.513

a. Predictors: (Constant), Post L2 Learning Experience, Post Ought-to-Self, Post Ideal L2-Self

b. Predictors: (Constant), Post L2 Learning Experience, Post Ideal L2-Self

c. Dependent Variable: Post-WTC

The results of ANOVA tests of significance of the regression indicated that the overall regression model was statistical significance on the first ($F(3, 54) = 14.10$, $p = .000$, $\eta^2 = .439$ showing a large effect size) and second ($F(2, 55) = 19.73$, $p = .000$, $\eta^2 = .418$ representing a large effect size) steps. Thus, the answer to the first research question is: ideal L2-self, ought-to-self, and learning experience significantly predicted WTC.

Table 2

ANOVA[a] Test of Significance of Regression Model

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.910	3	3.637	14.104	.000[b]
	Residual	13.923	54	.258		
	Total	24.833	57			
2	Regression	10.376	2	5.188	19.739	.000[c]
	Residual	14.456	55	.263		
	Total	24.833	57			

a. Dependent Variable: Post-WTC

b. Predictors: (Constant), Post L2 Learning Experience, Post Ought-to-Self, Post Ideal L2-Self

c. Predictors: (Constant), Post L2 Learning Experience, Post Ideal L2-Self

4.1.2. Creating Future Vision-building Treatment

Creating future vision treatment for enhancing L2 learners' self-awareness through JWM was used in this research to see whether Iranian English learners' WTC and L2 possible selves can be changed. MANOVA was run to compare the experimental and control groups' means on posttests of WTC and L2 possible selves to answer the second research question about the significant role of creating future vision-building treatment using JWM protocols for enhancing Iranian English learners' L2 self-awareness, WTC and L2 possible selves.

According to Table 3, the results of Levene's test for homogeneity of variances show that the groups enjoyed homogenous variances on posttests of WTC ($F(1, 56) = .178$, $p > .05$), ideal L2-self ($F(1, 56) = 1.13$, $p > .05$), ought-to-self ($F(1, 56) = .001$, $p > .05$); and learning experience ($F(1, 56) = 2.44$, $p > .05$).

Table 3

Levene's Test of Homogeneity of Variance of Posttests by Groups

		Levene Statistic	df1	df2	Sig.
Post-WTC	Based on Mean	.166	1	56	.685
	Based on Median	.178	1	56	.674
	Based on Median and with adjusted df	.178	1	54.364	.674
	Based on trimmed mean	.168	1	56	.684
PostIdealL2Self	Based on Mean	1.101	1	56	.299
	Based on Median	1.130	1	56	.292
	Based on Median and with adjusted df	1.130	1	54.899	.292
	Based on trimmed mean	1.137	1	56	.291
Post Ought-to-Self	Based on Mean	.001	1	56	.972
	Based on Median	.001	1	56	.982
	Based on Median and with adjusted df	.001	1	55.163	.982
	Based on trimmed mean	.003	1	56	.954
PostL2 Learning Experience	Based on Mean	2.793	1	56	.100
	Based on Median	2.448	1	56	.123

Based on Median and with adjusted df	2.448	1	49.159	.124
Based on trimmed mean	2.753	1	56	.103

Tables 4 and 5 display the experimental and control groups' means on the pretest and posttest of WTC, ideal L2-self, ought-to-self, ideal L2-self, and learning experience. The results show that the experimental group had higher means than the control group on posttests of WTC, and ideal L2-self, ought-to-self, and learning experience. These results will be discussed in detail.

Table 4

Descriptive Statistics of Pretests by Groups

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Pre-WTC	Exp	3.205	.114	2.975	3.434
	Ctrl.	3.181	.086	3.009	3.354
Pre-Ideal L2-Self	Exp.	3.881	.119	3.642	4.120
	Ctrl.	3.963	.090	3.783	4.143
Pre Ought-to-Self	Exp.	2.929	.180	2.568	3.289
	Ctrl.	3.280	.135	3.009	3.552
Pre L2 Learning Experience	Exp.	3.815	.129	3.558	4.073
	Ctrl.	3.733	.097	3.539	3.927

Table 5

Descriptive Statistics of Posttests by Groups

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Post-WTC	Experimental	4.011	.124	3.762	4.259
	Control	3.298	.093	3.111	3.485
Post-Ideal L2-Self	Experimental	4.417	.129	4.158	4.676
	Control	4.020	.097	3.825	4.215
	Experimental	3.387	.203	2.980	3.794

Post Ought-to-Self		Control	3.091	.153	2.785	3.398
Post Learning Experience	L2	Experimental	4.292	.124	4.044	4.540
		Control	3.615	.093	3.428	3.802

Based on the results of MANOVA, ($F (4, 53) = 6.81$, $p < .05$, $p\eta 2 = .340$ indicating a large effect size) revealed that there was a significant difference between the experimental and control groups' overall means on posttests. Thus, it can be concluded that the null hypothesis of "creating a future vision using JWM protocols for enhancing L2 self-awareness did not have any significant effect on Iranian English learners' WTC and L2 possible selves" was rejected.

The means displayed in Table 6 might conclude:

1. The experimental group's mean ($M = 4.01$) was significantly higher than the control group's mean ($M = 3.29$) on the post-test of the WTC ($F (1, 56) = 21.10$, $p < .05$, $p\eta 2 = .274$, indicating a large effect size).
2. The experimental group's mean ($M = 4.41$) was significantly higher than the control group's mean ($M = 4.02$) on the post-test of ideal L2-self ($F (1, 56) = 5.99$, $p < .05$, $p\eta 2 = .097$ showing a moderate effect size).
3. The experimental ($M = 3.38$) and control ($M = 3.09$) groups' means on the post-test of ought-to-self was not different ($F (1, 56) = 1.17$, $p > .05$, $p\eta 2 = .024$ displaying a weak effect size).
4. The experimental group's mean ($M = 4.29$) was significantly higher than the control group's mean ($M = 3.61$) on the post-test of learning experience ($F (1, 56) = 19.06$, $p < .05$, $p\eta 2 = .254$ representing a large effect size).

Figures 3 and 4 show both groups' means on the pretest and posttest, respectively. Figure 3 depicts almost no different means of their pretests in WTC, L2 ideal self, ought-to self, and learning experience, concluding similar initial conditions for both groups concerning their pre-L2 possible selves and WTC. That is not the case for their means on posttests in Figure 4, i.e., comparing different bar graphs proves the efficiency of the intervention program for the experimental group's post-WTC, ideal, and ought-to L2 self as well as learning experience.

Figure 3

Means on Pretests by Groups

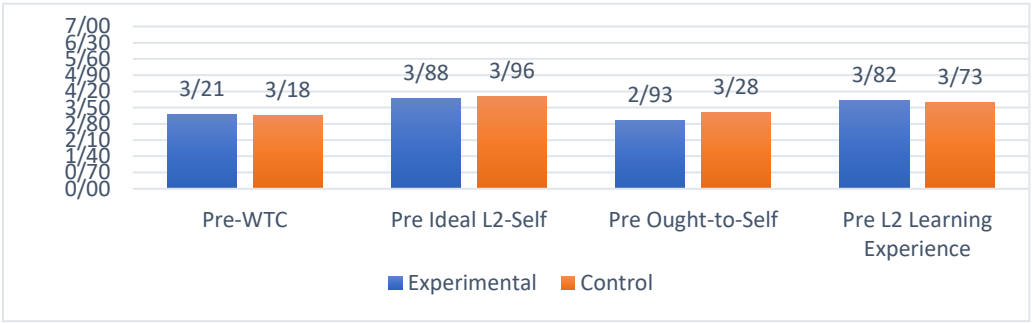
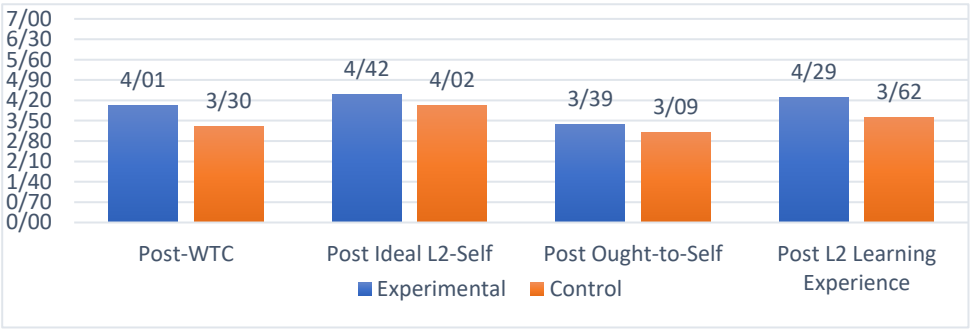


Figure 4

Means of posttests by groups



4.1.3. Exploring Dynamic Dimension of Iranian learners' L2 Possible Selves and WTC

Understanding the relationship between the dynamic dimensions of Iranian English Table 6 displays the Pearson correlation between the posttest of WTC with posttests of L2 possible selves (ideal L2-self, ought-to-self, and learning experience) to probe the third research question. The results indicated that WTC had significant correlations with posttests of ideal L2-self ($r(56) = .565$, representing a large effect size, $p < .05$), learning experience ($r(56) = .589$, indication a large effect size, $p < .05$); however, it did not have any significant correlation with ought-to-self ($r(56) = .255$, showing a weak effect size, $p > .05$).

Table 6

Pearson Correlations Between Posttest of WTC and Posttests of Dynamic Dimensions of L2 Possible Self

		Post-WTC
Post Ideal L2-Self	Pearson Correlation	.565**
	Sig. (2-tailed)	.000
	N	58
Post Ought-to-Self	Pearson Correlation	.255
	Sig. (2-tailed)	.054
	N	58
Post L2 Learning Experience	Pearson Correlation	.589**
	Sig. (2-tailed)	.000
	N	58

**. Correlation is significant at the 0.01 level (2-tailed).

Meanwhile, Table 7 displays the unstandardized (B) and standardized (Beta) regression coefficients; their significant regression weights are warranted. An unstandardized regression weight (B) shows the amount of change in the dependent variable (WTC) due to one unit change in any of the predictors. That is to say, if the ideal L2-self increased by one unit, WTC increased by .355 units. A standardized regression weight (Beta) shows the amount of change in the dependent variable (WTC) due to one standard deviation change in any of the predictors. For example, the standardized regression weight for the learning experience on the first step was .362. That is to say, if the learning experience increased by one standard deviation, WTC increased by .362 standard deviations.

It can be concluded that, in the first step, the ideal L2-self (B = .355, Beta = .332, t = 2.61, $p < .05$) and learning experience (B = .367, Beta = .362, t = 2.81, $p < .05$) had significant contributions to WTC. However, ought-to-self (B = .106, Beta = .149, t = 1.43, $p > .05$) did not significantly contribute to the WTC. That was why it was removed in the second step (Table 1). On the second step, ideal L2-self (B = .354, Beta = .332, t = 2.58, $p < .05$) and learning experience (B = .396, Beta = .391, t = 3.04, $p < .05$) both had significant contributions to WTC.

The results displayed in Table 7 can reveal the regression model on the first step as follows:

Predicted WTC = Constant + (B1 * ideal L2-self) + (B2 * ought-to-self) + (B3 * learning experience)

That is, Predicted WTC = .323 + (.355 * ideal L2-self) + (.106 * ought-to-self) + (.367 * learning experience)

And on the second step, excluding ought to L2 self:

Predicted WTC = .551 + (.354 * ideal L2-self) + (.396 * learning experience).

Thus, besides the predicted power of the L2 ideal self and learning experience, the dynamicity between them and WTC for Iranian L2 learners is supported. The indices of change were calculated for the dependent variable (WTC) due to one unit or one standard deviation change in any predictor.

Table 7

Regression Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.323	.510		.632	.530
	Post Ideal L2-Self	.355	.136	.332	2.615	.012
	Post Ought-to-Self	.106	.073	.149	1.438	.156
	Post L2 Learning Experience	.367	.130	.362	2.814	.007
2	(Constant)	.551	.490		1.125	.266
	Post Ideal L2-Self	.354	.137	.332	2.585	.012
	Post L2 Learning Experience	.396	.130	.391	3.046	.004

a. Dependent Variable: Post-WTC

4.2. Discussion

WTC as a dependent variable matched well with the L2 ideal self and learning experience in the Iranian EFL situation, although it contradicted L2 ought-to self. To wit, the L2 learners' WTC has been predicted by the L2 ideal self (Öz, 2016) and learning experience, which is not valid for the ought-to L2 self. The reason is ought-to self is ignited by external wishes and context demands on the learner; meanwhile, it is identified as an 'anti-ought-to self,' even a demotivating factor (Brady, 2015) or a motivating aspect of the 'rebellious' self and 'troubled' ought-to dimension of self (Lanvers, 2016). Whereas the L2 ideal self indicates L2 learners' yearnings to become, the

learning experience has added a learning-context dimension, and both belong to the intrinsic-extrinsic continuum.

L2 WTC in Javidkar et al.'s model (2023) formed and sequenced after getting self-regulation and academic engagement phases based on the situation in which teachers performed autonomy-supportive strategies. To viz, WTC was developed when the class climate was arranged for L2 learners to assist them with internalization and engagement in the learning tasks willingly. This study supports the sensitivity of WTC to changes in the classroom environment when L2 learning images are used for internalization. Imagery building through scenarios internalizes the tasks, and JWM protocols done by teachers manage learners' deep inspection of L2 self-awareness.

According to Tables 4 and 5, about the second research question, the experimental group had higher means than the control group on posttests of WTC, ideal L2-self, ought-to-self, and learning experience. Undoubtedly, the significant effect of creating future vision treatment for enhancing L2 self-awareness using JWM protocols on the Iranian English learners' WTC and L2 possible selves was confirmed. The finding not only follows Mackay's (2019) visualization techniques and training strategies to improve learners' L2 Ideal self but also puts extra support to beneficial aspects of vision-building intervention on L2 learners' learning experience and WTC, not on the ought-to self.

The third research question inquired into the relationship between the dynamic dimensions of Iranian English learners' L2 possible selves and their WTC. Results affirmed that the Iranian L2 English learners' WTC and L2 ideal self and learning experience are correlated meaningfully since their large effect sizes emphasized so. Amiryousefi and Mirkhani's (2019) findings supported the relationship concerning positive correlation and predictive value between L2 WTC and the ideal self. Henry et al. (2021) also considered the dynamic nature of WTC in a longitudinal survey. But unexpectedly, the control group also developed two variables of WTC and L2 ideal self, even without any intervention, during the same period. Due to Demetriou et al.'s (2020) dimensions of self-awareness, learners' self-concept and -evaluation are directly related to age. As pupils age, they increase self-awareness because they evaluate and learn more about their L2 selves. Nevertheless, the intervention facilitated the experimental group's self-awareness when self-representation became stronger and more accurate (Demetriou et al.'s (2020).

Additionally, a large effect size (the experimental group' higher means on posttests of WTC and learning experience) connotatively indicated that WTC and learning experience are more dynamic drivers than L2 ideal self for Iranian L2 English learners. Therefore, Iranian L2 teachers are supposed to make positive differences using the potential. Adversely, (Figures 3 and 4)

posttest of the control group displayed their learning experience, and L2 ought-to-self decreased after a similar time-lapse, suggesting these two variables need special care because they may be lost gradually without attention. This contradicts the demotivating factor of ought-to self when enlightened from context demands. How it fades away without contextual rules, and yet behaves rebelliously when is charged by big musts of the L2 learning atmosphere?

Markedly, this paper empirically studied the theory of transformational leadership (TL) in the EFL context. In interview sessions, the teachers' role was based on managing and supporting members' individuality, their relationships (Khan et al., 2020), and their self-awareness (Suri & Prasad, 2011). So far, TL and Vygotsky's scaffolding strategy on the Zone of Proximal Development (ZPD) overlap. However, TL works better than ZPD since the scaffolding of ZDP guides a learner to do what is expected to do with assistance, while TL inspires individuals to go beyond the required expectation of doing jobs. Therefore, TL brings up more meaningful changes due to the mutual process in which teachers and learners raise each other to upper levels of morality, motivation, ideals, and values (Ellen, 2016) rather than ZPD's one-way change, only from teachers or capable peers to learners.

5. Conclusion and Implications

The present study probed the predictive value of WTC in L2MSS and also strategized guided imagery and vision-building techniques using JWM protocols for enhancing learners' L2 self-awareness, WTC and motivational process in the Iranian EFL context. The findings indicated that all ternary branches of L2MSS predicted Iranian L2 learners' WTC and the treatment paved the way for enhancing learners' L2 self-awareness, ideal self, learning experience, and WTC but did not significantly affect their L2 ought-to self.

Theoretically, this paper supports the magic of L2 vision-building skills in L2 motivation. It asserts an intimate relationship between WTC and the L2 ideal self and learning experience to maximize of the L2 learning environment since they all move toward one destination. However, contradictory trends of L2 ought-to self show its different departure. Granted, dynamic L2 WTC, ideal self, and learning experience validate their process-based and trainable nature.

Accordingly, from a practical standpoint, teachers can use the energy of L2 WTC, ideal self, and learning experience to make a difference in L2 teaching world. Coaching L2 learners' guided imagery and internalization techniques via teacher's questions based on JWM protocols can excite them to fill the gaps in self-generated mental images and remember what to say (Makcay, 2019) about the goals. Thus, teachers should help learners enhance their L2 self-awareness and reach their L2 self-actualization. Self-awareness

through JWM gingers up a willingness to change and keep the vision alive. Consequently, willingness to change leads to nurturing the students' willingness to re-image their future selves even if the earlier pictures have been lost (Dörnyei & Kubanyiova, 2014).

Further research on more participants and qualitative research will enrich the findings. Teachers' L2 self-awareness can shed light on how to increase their motivation and help them reach their L2 self-actualization. Consequently, by attending to their L2 self-awareness and using utterly the self-guide, an L2 teacher take the stairs without becoming breathless. In this context, JWM acts as a self-regulatory model and has excellent potential to be used by teachers willing to progress in their profession. Therefore, the L2 self-awareness concept can ignite the flame of motivation first for teachers and then for learners; as an Italian proverb says, 'who shall kindle others must himself glow.'

References

Amiryousefi, M., & Mirkhani, M. (2019). Interrelationships between willingness to communicate, self-concept, ideal L2 self, and teacher credibility among Persian language learners in Iran. *Journal of Teaching Persian to Speakers of Other Languages*, *8*(2), 51-68. https://doi.org/10.30479/jtpsol.2019.9593.1409

Atar Sharghi, N., & Akbari, B. (2020). Examining the role of motivational factors and personal selves in Persian language learning. *Journal of Teaching Persian to Speakers of Other Languages*, *9*(20), 65-86. https://doi.org/10.30479/jtpsol.2020.12578.1469

Baker, L. (2010). In Metacognition. *International Encyclopedia of Education,* 204-210. https://doi.org/10.1016/B978-0-08-044894-7.00484-X

Bass, B. M., (1985). *Leadership and performance beyond expectations*. Collier Macmillan.

Beganu, N., & Nitan, M. (2006). *The Johari Window: A model of feedback and self-disclosure in training*. Retrieved April 19, 2018, from https://www.armyacademy.ro/reviste2_2006_enga4.pdf

Blaine, J. (2020). *Self-concept and self-awareness*. Retrieved November 29, 2022 from https://odyssey.net.za/self-concept-and-self-awareness/

Cheng, H, F. & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: the case of EFL teaching in Taiwan. *Innovation in Language Learning and* Teaching, *1*(1), 153-174. https://doi.org/10.2167/illt048.0.

Cho, M. (2020). An investigation into learners' ideal L2 self and its motivational capacity. *Reading & Writing*, *33*(8), 2029-2048.

Dewey, J. (1897). My pedagogic creed. *School Journal, 54*(3), 77-80.

Demetriou, A., Kazi, S., Makris, N., & Spanoudis, G. (2020). Cognitive ability, cognitive self-awareness, and school performance: From childhood to adolescence. *Intelligence, 79*. 101432. https://doi.org/10.1016/j.intell.2020.101432

Diekhof, E. K., Kipshagen, H. E., Falkai, P., Dechent, P. & Baudewig, J. (2011). The power of imagination- How anticipatory mental imagery alters perceptual processing of fearful facial expressions. *NeuroImage, 54*(2), 1703-1714.

Djurovic, D., Aleksic-Veljkovic, A., & Petrovic, T. (2020). Psychological aspects of motivation in sport achievement. *Facta Universitatis, 18*(2), 465-474. https://doi.org/10.22190/FUPES190515044D

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Lawrence Erlbaum.

Dörnyei, Z. (2009). The L2 motivational self-system. In Z. Dörnyei and E. Ushida (Eds.), *Motivation, language identity and the L2self* (pp. 9-42). Multilingual Matters.

Dörnyei, Z. (2010). *Questionnaires in Second Language Research.* Routledge.

Dörnyei, Z. & Chan, L. (2013). Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning, 63*(3): 437-462. https://doi.org/10.1111/lang.12005

Dörnyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom.* Cambridge University Press.

Dörnyei, Z. & Ryan, S. (2015). *The psychology of the language learner revisited.* Routledge.

Dörnyei, Z. (2019). Towards a better understanding of the L2 learning Experience, the Cinderella of the L2 motivational self-system. *Studies in Second Language Learning and Teaching 9*(1), 19-30. https://dx.doi.org/10.14746/ssllt.2019.9.1.2

Ellen, B. P. (2016). Transformational leadership. In A. Farazman, (Ed.), *Global encyclopedia of public administration, public policy, and governance*. Springer. https://doi.org/10.1007/978-3-319-31816-5_1343-1

Eurich, T. (2018). *What self-awareness really is and how to cultivate it.* https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it

Gardner, R. (2010). Second language acquisition: A social psychological perspective. In R. B. Kaplan (Ed.), *The Oxford Teaching and researching handbook of applied linguistics* (pp. 204-216).

Gardner, A. & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology, 13*, 266-272.

Ghanizadeh, A., Eishabadi, N., & Rostami. S. (2016). Motivational dimension of willingness to communicate in L2: the impacts of criterion measure, ideal L2 self, family influence, and attitudes to L2 culture. *International Journal of Research Studies in Education, 5*(3), 13-24.

Green, M. C. & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narrative. *Journal of Personality and Social Psychology, 79*(5), 701-21.

Guilloteaux, M.J. and Dörnyei, Z. (2008) Motivating language learners: a classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42*, 55-77. http://dx.doi.org/10.1002/j.1545-7249.2008.tb00207.x

Hamzah, M. I., Othman, A. K., Hassan, F., Abd Razak, N., & Mohamad Yunus, N. A. (2016). Conceptualizing a schematic grid view of customer knowledge from the Johari Window's perspective. *Economics and Finance, 37*, 471 – 479.

Handegard, L., Joyner, B., Burke, K. L., & Reimann, B. (2006). Relaxation and guided imagery in the sport rehabilitation context. *Journal of Excellence*, 10, 145-164. https://www.researchgate.net/publication/228346121

Henry, A., Thorsen, C., & MacIntyre, P. D. (2021). Willingness to communicate in a multilingual context: part one, a time-serial study of developmental dynamics. *Journal of Multilingual and Multicultural Development.* Routledge, Taylor & Francis Group. https://doi.org/10.1080/01434632.2021.1931248.

Higgins, E. T. (1987). Self-Discrepancy: a theory relating self and affect. *Psychological Review*, *94*(3), 319-340. https://doi.org/10.1037/003-295X.94.3.319.

Hock, M., Deshler, D., & Schumaker, J. (2008). Enhancing student motivation through the pursuit of possible selves. In C. Dunkel & J. Kerpelman (Eds.), *Possible selves: Theory, research, and applications*. Nova Science.

Javidkar, S., Divsar, H., Saeedi, M., & Hadavizadeh, A. (2023). A path analysis of autonomy supportive teaching, EFL Learners' willingness to communicate, self-regulation, academic engagement, and perceived locus of control. *Journal of Modern Research in English Language Studies, 9*(4), 25-49. https://doi.org/10.30479/jmrels.2022.16948.2032

Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, *33*(2), 277-292.

Khan, H., Rehmat, M., Butt, T. H., Saira, F., & Javaria, A. (2020). Impact of transformational leadership on work performance, burnout and social loafing: A mediation model. *Future Business Journal, 6*(40). https://doi.org/10.1186/s43093-020-00043-8.

Kreibich, A., Hennecke, M., & Brandstätter, V. (2020). The Effect of self–awareness on the identification of goal–related obstacles. *European Journal of Personality*, *34*(2), 215-233. https://doi.org/10.1002/per.2234.

Lanvers, U. (2016). Lots of selves, some rebellious: Developing the self-discrepancy model for language learners. *System, 60*, 79-92. https://10.1016/j.system.2016.05.012

Mackay, J. (2019). An ideal second language self-intervention: Development of possible selves in an English as a foreign language classroom context. *System, 81*, 50-62. https://doi.org/10.1016/j.system.2019.01.003.

MacIntyre, P. D., Baker, S. C., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, *23*(3), 369-388.

MacIntyre, P.D., Dörnyei, Z., Clement, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal, 82*(4), 545-562.

MacIntyre, P., & Legatto, J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing effect. *Applied Linguistics, 32*(2), 149-171.

Magid, M. & Chan, L. (2012). Motivating English learners by helping them visualize their Ideal L2 self: Lessons from two motivational programs. *Innovation in Language Learning and Teaching*, *6*(2). 113-125.

Mahmoodian, M. H., & Moazam, I. (2014). Willingness to Communicate (WTC) and L2 achievement: the case of Arabic language learners. *Procedia - Social and Behavioral Sciences, 98*, 1069-1076.

Markus, H. R. & Nurius, P. (1986). Possible Selves. *American Psychologist*, *41*(9), 954-969. https://psycent.apa.org/doi/10.1037/003-066X.41.9.954

McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: A cognitive view. *Journal of Social Behavior & Personality, 5*(2), 19-37. https://psycnet.apa.org.1990-22491-001.

Montuori, S., Curcio, G., Sorrentino, P., Belloni, L., Sorrentino, G., Foti, F. & Mandolesi, L., (2018). Functional role of internal and external visual imagery: Preliminary evidences from pilates. *Neural Plasticity*. 7235872. https://doi.org/10.1155/2018/7235872.

Nair, S. K., & Naik, N. S. (2010). The Johari Window profile of executives of a public sector undertaking. *Management and Labour Studies*, *35*(2), 137-148.

Oxford Quick Placement Test, (2001). Oxford University Press and University of Cambridge Local Examinations.

Oysermen, D., Terry, K., & Bybee, D. (2002). Possible selves and academic outcomes: How and when possible selves impel action. *Journal of Personality and Social Psychology, 91*(1), 188-204.

Öz, H. (2016). Role of the ideal L2 self in predicting willingness to communicate of EFL students. In ø. HakkÕ Mirici, ø. HakkÕ Erten, H. Öz, I.Vodopija-Krstanoviü (Eds.), *Research papers on teaching English as an additional language* (pp.163-182). Rijeka: Faculty of Humanities and Social Sciences, University of Rijeka. http://dx.doi.org/10.13140/RG.2.1.4620.6801

Pawlak, M., & Mystkowska-Wiertelak, A. (2015). Investigating the dynamic nature of L2 willingness to communicate. *System*, *50*, 1-9. https://doi.org/10.1016/j.system.2015.02.001.

Rahimi, S., Tajaddini, M., & Fatehi Rad, N. (2022). Dörnyei's Motivational Self-System Theory and EFL learners' L2 Selves. *Journal of Language and Translation*, *12*(2), 99-114.

Rauthmann, J. F. (Ed.). (2021). *The Handbook of Personality Dynamics and Processes*. Academic Press.

Samsonovich, A., De Jong, K., & Kitsantas, A. (2008). *Self-awareness as Metacognition about own self-concept*. Retrieved July 21, 2021 from https://www.researchgate.net/publication/228338032.

Sardabi, N., Kia, M., & Ghajarieh, A. (2023). The role of motivational strategies on young EFL learners' basic psychological needs: a self-determination theory perspective. *Journal of Modern Research in English Languages Studies, 10*(1), 1-23. https://doi.org/10.30479/jmrels.2022.17055.2042

Shamoa-Nir, L. (2017). The window becomes a mirror: the use of the Johari Window model to evaluate stereotypes in intergroup dialogue in Israel. *Israel Affairs*, *23*(4), 727-746. https://doi.org/10.1080/13537121.2017.1333737

Suri, V., & Prasad, M. (2011). Relationship between Self-Awareness and Transformational Leadership: A Study in IT Industry. *IUP Journal of Organizational Behavior, 10*(1), 7-17.

Wallace, H., & Roberson, C. (2009). *The communication process*. In Written and interpersonal communication: Methods for law enforcement (pp. 31-46). Prentice Hall.

Yuki, H. (2002). Motivation and willingness to communicate as predictor of reported L2 use: The Japanese ESL context. *Second Language Studies, 20(2),* 29-70.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, *41*(2), 64-70. doi: 10.1207/s15430421tip4102_2.