



DOI: 10.58734/plc-2025-0010



Jakub Przybył 

Institute of Applied Linguistics, Adam Mickiewicz University, Poznań, Poland

The Impact of a Communicative-Metacognitive Intervention on Linguistic Majors' Self-Actualisation

This study explores the potential of a communicative-metacognitive intervention (CMI) in enhancing self-actualisation. Conducted as an extra-curricular project with linguistic majors, the CMI was designed to equip them with soft skills essential for contemporary employers (ManpowerGroup, 2021). Throughout the project, participants were encouraged to embrace the principles of person-centred communication (Motschnig & Nykl, 2014), and engage in metacognitive reflection (Frith, 2012), which was expected to facilitate group interaction. Empirical data came from 43 students: 28 participants in the CMI and 15 non-participants. Self-actualisation measurement prior to and after the intervention was based on participants' responses to the Personal Orientation Inventory (POI; Shostrom, 2016), and triangulated with insights from 11 semi-structured interviews, subjected to thematic analysis (Braun & Clarke, 2022). Our outcomes demonstrate that the CMI triggered significant changes in the areas of Inner-Directedness, Existentiality, Self-Regard, Self-Acceptance, and Capacity for Intimate Contact, and, overall, had a facilitative effect on participants' self-actualisation.

Key words: linguistic majors, person-centred communication, metacognition, communicative-metacognitive intervention, self-actualisation, personal growth

Address for correspondence: Jakub Przybył

Institute of Applied Linguistics, Adam Mickiewicz University, Poznań, Poland

E-mail: jakub.przybyl@amu.edu.pl

This is an open access article licensed under the CC BY NC ND 4.0 License.

As suggested by MacIntyre (2016), positive interventions aimed at increasing learners' wellbeing are the essence of education, with language serving as the core element of the process. Yet, much as open communication and learner empowerment are acknowledged by humanistic educators as prerequisites for growing individuals to achieve their full potential (Rogers, 2014), the actual degree of learner-centredness is largely determined by specific academic settings (Nunan, 2013). Concerning the context of our study,

the educational system is not particularly interested in teaching how to activate one's own internal mechanisms in specific life situations. We do not teach how to act effectively, control stress, mobilise weakening physical energy, or how to function more efficiently and cope creatively (Janowska, 2003, p. 15).

Hence the need for person-centred interventions in the form of extra-curricular projects, which have been demonstrated to contribute to improvements in students' academic performance, development of discipline-complimentary skills and competencies as well as enhancing the quality of the lived student experience (Buckley et al., 2021). In this paper we argue that one such project, a communicative-metacognitive intervention (CMI), led to a significant increase in the level of self-actualisation in a group of linguistic majors. The theoretical framework for the intervention was based on the humanistic account of person-centred communication (PCC; Motschnig & Nykl, 2014; Rogers, 2014) and the cognitive paradigm of metacognition (Frith, 2012), while its scope was informed by needs-analysis of participants' oral communication skills (Jackson, 2014). Empirical evidence comes from a mixed-method study conducted in a group of 28 participants in the intervention and a 15-person control group.

Exploring Self-Actualisation: Links to Education and Foreign Language Learning

Central to present paper is the construct self-actualisation. In his theory of therapy, personality, and interpersonal relationships, Rogers (1959) defines self-actualisation as the process where an individual's general tendency to actualise aligns with their self-structure. An apt explanation of the construct is provided by Maddi and Costa (2008, p. 61), according to whom "(t)he need for self-actualisation refers to the natural tendency of the human to act in a manner expressive of his potentialities and capabilities, whatever they may be". Crucially, according to humanistic psychologists, the ability to assimilate experiences into one's self-structure, related to the degree of openness to experiencing and juxtaposed with attributing defensive motives to events, is a prerequisite of mental health (Cervone & Pervin, 2022). It is also considered a marker of maturity in personality development, along with realistic orientation, acceptance of self, spontaneity, task orientation, sense of privacy, independence, vivid appreciativeness, spirituality, identity, feelings of intimacy with the loved ones, recognition of difference between means and ends, philosophical, rather than, hostile humour, creativeness, and nonconformism (Maddi & Costa, 2008). These

markers bear close resemblance to the constituents of the Personal Orientation Inventory (Shostrom, 1964; 2016), used as one of data collection instruments in the present study (see the Method section). The inventory yields two general scores pertaining to Inner Directed Support and Time Competence accompanied by ten subscales measuring Self-actualising Values, Existentiality, Feeling Reactivity, Spontaneity, Self-Regard, Self-Acceptance, Nature of Man, Synergy, Acceptance of Aggression, and Capacity for Intimate Contact. Critical for the rationale of the present study is not only the contention formulated by Maddi and Costa (2008, p. 113) that “the Personal Orientation Inventory is a useful test of self-actualization as an expression of robust mental health”, but also empirical evidence linking individuals’ scores in the POI to academic achievement (Stewart, 1968) teaching effectiveness (Dandes, 1966), and its validity in discriminating between achieving and underachieving students (LeMay & Damm, 1968).

Given the characteristics of a self-actualising person mentioned earlier in this section, and, particularly, inner-, rather than, outer-directedness and independence, humanistic psychologists propose a specific perspective on learning and education, which is effectively expressed in the title of Rogers’ (1969) seminal book, *Freedom to learn*. Rogers (1969, p. 104) points out that “the only man who is educated is the man who has learnt how to learn, the man who has learnt how to adapt and change, the man who has realized that no knowledge is secure, that only the process of seeking knowledge for seeking knowledge gives a basis for security”. Consequently, it is facilitation of learning that humanistic psychologists consider the aim of education, built by such qualities as realness, prizing, acceptance, trust, and empathic understanding, all of which provide the provide the essential conditions for creating an environment conducive to meaningful and effective learning. Janowska (2003, p. 56) furthers that once the humanistic concept of a person is accepted as the foundation of pedagogic practice, (a) facilitating personality development becomes the primary aim of education, (b) education consists in fostering self-actualisation, (c) mental health is the major criterion of development, (d) growth is the primary condition of mental health, and (e) ideally, education should strive for actualising learners’ personal potential. Concerning foreign language education, in whose context the present study was conducted, the impact of humanistic psychology has contributed to a better understanding of learner-centredness twofold: first, shifting the emphasis in foreign language instruction from the language code itself to the specific needs of the learners, and, second, both paying considerably more attention to learners’ affective involvement in the learning process (Tudor, 1996). At the same time, largely to the detriment of popularity of the above approaches to foreign language learning, humanistic ideas continue to be associated with methods of language teaching, such as Total Physical Response or The Silent Way, which, due to their limited popularity and efficiency, are often referred to as fringe methods (Richards & Rodgers, 2001). In the present paper we argue that humanistic ideas hold considerable untapped potential in not merely linguistic

studies, but also tertiary education in general, provided that students can benefit from person-centred communication and metacognition, both of which we discuss in the following sections.

The Humanistic Account of Person-Centred Communication

According to humanistic psychologists, communicating with others offers gratification through the enjoyment of actually hearing someone and being heard, as well as enriches human life by enabling individuals to learn about themselves, others, and the universe (Rogers, 2014). According to Motschnig and Nykl (2014), the value of truly interpersonal communication resides in its potential for helping individuals gain more complete access to their experience. At the same time, since “(e)xperiencing has a more complex order than does language and remains in excess of what one says” (Polkinghorne, 2015, p. 97), interpersonal communication is virtually impossible to achieve in full. This relates to the assumption that the language produced by humans only becomes truly meaningful once it is used to communicate and/or reflect on a person’s subjective experience (Gendlin, 1997). Also, as aptly put by Satir et al. (1991, p. 34) in their explanation of the iceberg metaphor of communication, “we show only parts of ourselves. Much of our awareness is below the surface. We also show only parts of what we know”. Lum (2008) elaborates on the layers of the iceberg, describing the constituents of human experience possibly expressed in interpersonal communication: the self – as the place of spiritual connection and a core of a person; yearnings – as a component of desire for the fulfilment of human needs; expectations – as derivatives of unfulfilled yearning, projected on self or others; perceptions, meanings, and beliefs – as components which impact the perception of self, and others by adding up to the meaning involved in unmet expectations; feelings and feelings about feelings – as inner responses or our personal reactions to situations (e.g. sadness or happiness) as well as to feelings themselves; coping stances – as ways of coping with stress, either congruent or incongruent, and behaviour – as the component of experience directly observable in the external world.

In light of the above, in order to operate efficiently, person-centred communication needs optimal conditions, among which Motschnig and Nykl (2014) mention (a) *congruence*, (b) *unconditional regard* and (c) *empathy* as promoting growth in interlocutors who experience each other’s attitudes, and explain them as:

1. realness, transparency, genuineness or authenticity, which entails consistency between one’s inner world of experience, their perception of it, and their expression, and, hence, excludes any conditions of worth;
2. respect, caring, prizing, acknowledgement, and warmth, expressed through mutual, non-judgemental, accepting attitudes between or among interlocutors, likely to lead to a development or change, and, while considerate of each other’s feelings – not deprived of genuine reactions;

3. a deep understanding and a desire to understand, potentially leading to holistic experiences and/or problem solving, manifested through emphatic understanding responses, clarifying responses, affective emphatic responses, explorative emphatic responses, and affirmative emphatic responses.

Importantly, Tausch and Hüls (2014) consider empathy to involve both cognitive and emotional ability acquired through perception learning.

The crucial pillars of PCC distinguished by Rogers' (1980) include attentiveness, active listening, and appropriate sharing. Motschnig and Nykl (2014) explain that listening well requires a genuine willingness to understand the speaker, being open to the possibility of discovering another person's world, and receptive to the messages received; listening actively involves co-creating a safe environment posing no threat to anyone's self-image as well as recognising and responding to different levels of content and attitudes and even taking risks of undergoing change, and sharing appropriately involves contributing to preserving a good balance in the relationship with the listener(s), taking their needs into account, and being transparent.

In spite of its inherent imperfection, PCC is a vital part of human existence as it involves conveying private, personal meanings and expressing one's inner, private world on the one hand, and hearing without judging and evaluating followed by responding to all the levels at which a person is communicating on the other (Rogers et al., 2014). Consequently, personal experiences are valued by humanistic educators as conversational topics (Rowan, 2008), as they correspond to basic human needs of affiliation, understanding, and acceptance (Maslow, 1971). As aptly worded by Moskowitz (1999, p. 178), "communication which satisfies these deep, innate needs develops from sharing about ourselves while others actively listen to us, showing understanding and accepting us as we are". At the same time, particularly in light of the risks of being misunderstood and experiencing loneliness as a result, effective interpersonal communication requires congruence, sensitivity, and empathic concentration in interlocutors as well as their allowance for vulnerability. Thus, educational institutions and teachers themselves need to create supportive environments to ensure that meaningful communication takes place (Rogers, 2014).

Metacognition and its Relevance to PCC

Metacognition can broadly be defined as "all the psychological mechanisms allowing to evaluate and predict the cognitive adequacy of one's performances in processing information" (Proust, 2008, p. 329) or "any knowledge or cognitive activity that takes as its object, or regulates, any aspect of any cognitive enterprise" (Flavell et al., 2002, p. 164). As it involves all the thoughts and feelings that people have about concepts, metacognition is, in fact, a specific case of introspection (Shea, 2018). Its scope comprises self-assessment in various areas, such as perceptions (metaperception), emotions (meta-emotion), reasoning (metareasoning) or planning (metaplanning), all of which affect decision-making

(Proust, 2008). Frith (2012) distinguishes between explicit metacognition, that is, a conscious generation of insights into the mechanisms guiding our own actions, and implicit metacognition, that is, an automatic process, which underlies the we-mode, and through which we factor in the knowledge and intentions of others. Critically, whereas, as argued by Iacoboni et al. (2005), others may be able to at least partly discern our own inner world, such capacity can only be developed through participating in relationships (Motschnig & Nykl, 2014). In this vein, Proust (2008, p. 329) asserts that “(o)ne becomes conscious of the outcome of a given metacognitive evaluation through specific embodied experiences, such as epistemic feelings (a feeling of attending, of knowing, a tip of the tongue experience, an insight experience) that embodied communication crucially involves metacognitive interventions”. Shea (2018) also points out that real-life tasks demanding information exchange involve metacognitive communication of one’s own confidence or reliability. Empirical evidence suggests that interlocutors are able to develop unique sets of verbal descriptors communicating their confidence (Fusaroli et al., 2012).

Flavell et al. (2002) point out that metacognition refers to metacognitive knowledge of persons, tasks, and strategies, and metacognitive monitoring and self-regulation. In this vein, individuals perform monitoring by reflecting on their memories and use knowledge gained in this way to regulate these processes as a form of executing control (Koriat, 2007). In parallel to his stance on metacognition, Frith (2012) distinguishes between two forms of two types of monitoring: explicit, limited in its scope due to our limited understanding of how our outcomes are produced, and implicit, not based on awareness, a variation of which he considers to be mentalising. According to Sebanz et al. (2006), the latter is essential in collaboration since any successful joint action requires taking into others’ knowledge, goals, and values.

Firth (2012) argues that the sole function of explicit metacognition is to enhance social interactions by enabling us to convey our ideas to others. This stance is also supported by Flavell et al. (2002), who point out that metacognitive skills are crucial in cognitive activities related to problem solving, such as verbal communication of information and persuasion or listening and reading comprehension. People who aptly engage in interaction may benefit from intentional binding through a sense of agency and responsibility (Moretto et al., 2011). At the same time, “through discussions with others, we improve our ability to give a more accurate report on the reasons for our actions and experiences” (Firth 2012, p. 2216). Changes induced by intentional binding expand further as our behaviour and performance are likely to profit, too, much more than from a solitary reflection (Pronin et al., 2007). This notwithstanding, it would be naïve to expect that any collaborative task is performed better once individuals rely on implicit metacognition or mentalising due to a number of cognitive distortions potentially at stake, such as the hidden profile problem (Fiedler et al., 2018), the illusion of transparency (Schaefer et al., 2018), and the egocentric bias (Ross

& Sicoli, 1979). Firth (2012) aptly notes that what alleviates these are similar abilities and goals, yet also points out that their effect can be diminished by appropriate collaboration strategies and concludes that “(w)orking together, we have the potential to create explicit models of our physical and our mental world that are increasingly accurate” (p. 2220).

Person-centredness and PCC in Action: A Selective Overview of Studies

Given the scope of the present paper and due to space limitations, the following overview of studies is limited to person-centred and communication-oriented interventions targeting young adults. After reporting some more general findings, we focus on those reported in foreign language education in contexts similar to that of our study. To start with, a brief recap of the impact of person-centred teaching, rendered through fostering positive relationships and empathy, facilitating nondirectivity, conveying warmth, and attempting to encourage thinking and learning in students, is offered by Aspy and Roebuck (1975). Overall, conducted over more than two decades, their studies confirm that learners benefit from such conduct not only in terms of educational achievement, but also regarding their behaviour (reduced absenteeism and violence, improved discipline), cognition (improved levels of mental effort and increased creativity of responses), attitudes, and, what is most relevant for the present study, self-concept. Similarly, Cornelius-White (2007) lists the advantages of learner-centred instruction elicited from a robust meta-analysis synthesising the outcomes of 119 studies conducted from 1948 to 2004 in a joint population of 355,325 students. According to its outcomes, the benefits of learner-centredness expand far beyond higher grades or improved communication skills, and include such affective achievements on the part of the learners as increased satisfaction with learning, increase in positive motivation manifesting as interest in school subjects, improved self-efficacy, and a greater sense of social connection accompanied by improved social skills. These revelations are corroborated by Tausch and Hüls’ (2014) account of the prospects afforded by the person-centred approach in the area of learners’ personal growth, recapitulating the findings of his earlier studies conducted in German educational institutions. According to these, once students’ interaction with teachers is imbued with caring, pricing, and positive regard, learners are likely to make significantly more contributions to lessons, behave more spontaneously than under inhibitive circumstances, exhibit more initiative, and be willing to be involved in decision making.

Foreign language classes and linguistic studies are, to some extent, inherently equipped with the potential for person-centredness, since “(w)hile conversing in the target language students can share their hopes and dreams and their ambitions; their experiences, memories, desires; their interests, values and insights; their feelings, strengths, and much more” (Moskowitz, 1999, p. 178). This notwithstanding, due to institutional factors, it cannot be taken for granted that students of language faculties automatically self-actualise, understand others and feel understood or

appreciated, particularly if the educational system they are part of still functions as under the transmission model in which learners are but passive recipients of knowledge (Nunan, 2013). Thus, while the humanistic tradition in language education consistently emphasises the importance of feelings, social relations, responsibility, understanding, and self-actualisation (Stevick, 1990), the actual enhancement of language learners' personal development is largely determined by the effort and engagement of their instructors (Moskowitz, 1999).

Several studies investigated the potential of humanistic techniques in foreign language teaching for enhancing learners' the self-perceptions and cohesiveness and fostering good relationships among group members. Among them, Moskowitz (1981) found pronounced enhancements in participants' self-image as well as measures of closeness, acceptance and belonging based on the My Class and Me instrument in two cohorts of N1 = 215; N2 = 246 junior high and senior high students learning a foreign language – English, French, Hebrew, Italian, or Spanish. The results were corroborated by a later study (Moskowitz, 1999), conducted in a group of N = 214 learners of Spanish, in which groups exposed to humanistic activities were characterised by significantly greater closeness, more positive perception of reality, and improved self-awareness in comparison to groups which did not benefit from humanistic teaching.

A great example of a small-scale person-centred intervention was described by Gregersen (2016). The intervention consisted in pairing five Brazilian and Japanese learners enrolled in intensive academic English courses in the US with volunteer tutors from a conversation partner programme. During the course of 12 sessions, 6 interventions targeting an overall improvement in participants' well-being were implemented, involving gratitude practise, altruistic encounters, appreciation through music, bonding with pets, indulging in laughter, and exercise sessions. As a result, pronounced enhancement was triggered in participants' emotional well-being, which was interpreted as building strong foundations for generating stamina in the long-term process of building proficiency in L2 English.

A different type of intervention, yet also principally involving communicative practice, was discussed by Dallas and Hatakka (2016). Through a series of workshops, the students participating in the intervention were encouraged to take personal responsibility (PR) for their education. The objectives of the project included understanding the concept of PR and why it matters, learning how to take PR in practice, and reflecting on it, and developing long-term awareness of PR. In terms of methods, real-life scenarios were used in group discussions to elicit answers regarding responsibility for consequences, and small group practice involved discussing irresponsible vs. responsible behaviours as well as to elicit the steps in taking responsibility in the academic context. According to the results, the workshops were well-received by their participants, and led to an increase in their overall positivity, improved self-image, and self-confidence. It was assumed that these outcomes would likely facilitate the transition experience

for students adjusting to English-medium instruction.

Finally, in a recent intervention, Bieniecka-Drzymała (2024) investigated the potential of coaching dialogue in developing foreign language learners' metacognitive awareness in a longitudinal study of 6 linguistic majors. According to the outcomes of qualitative analysis, student-centred conversations resulted in an increase in participants' reflectivity in self-monitoring and self-evaluation of their communicative and learning activities as well as contributed to recognising their multidimensionality. Moreover, the conversations efficiently assisted the participants in identifying impediments in oral communication and pronounced changes were observed in their experienced potential for mastering the languages learnt as well as increased autonomy.

The outcomes of the studies discussed above highlight the potential for intervention-induced growth in students' self-concept and soft skills as well as shed light on some of the critical links between the two. In this vein, connections can be sought between aspects of self-actualisation and specific soft skills. For instance, crucial for responding to workplace changes (Jackson & Chapman, 2012), adaptability can be linked to time competence, reflecting individuals' balance in their focus on the present and proactive responses in professional settings, helping them manage uncertainty better. Inner-other directedness, in turn, relates to one's ability to balance personal values with external demands, which is crucial in workplace team dynamics (Jackson, 2014). Existentiality, which involves navigating ambiguity and making meaning of complex situations (Shostrom, 1964), may be related to problem solving, which, as pointed out by Jackson and Chapman (2012), requires critical thinking and flexibility. Whereas parallel connections could be made between self-regard and perseverance (ManPowerGroup, 2021), probably the most evident is the link between capacity for inner contact and communication skills, largely dependent on clarity and authenticity (Jackson, 2014).

In foreign language education, such interventions may serve a dual purpose – not only enhance communicative competence, but also foster personal development. However, to the best of our knowledge, no study to date has specifically measured the potential of a communicative-metacognitive intervention in promoting self-actualisation. In an attempt to explore this area, ours aims to answer the following research questions (RQ):

1. To what extent do levels of Self-actualisation, as measured by the POI, change in linguistic majors following a communicative-metacognitive intervention (CMI)?
2. How do participants describe their experiences of the CMI and its impact on their self-actualisation with respect to Time Competence, Inner-Other Directedness, Existentiality, Self-Regard, Self-Acceptance, and Capacity for Inner Contact?

Method

Participants

Participants in the study were 43 young adults ($M_{age} = 21$; $SD_{age} = 1.11$), students of applied linguistics at a major state-owned university in western Poland, learners of English and German. 28 of them volunteered to participate in the CMI discussed in the following section while 15 volunteered to be in the control group in the psychometric assessment discussed in *Data collection* section. In order to address the selectivity bias, we compared the levels of each of the POI dimension between two groups of participants, control vs. intervention group, prior to the intervention. To this end, we conducted a series of Mann-Whitney tests, adjusting the p value by the Bonferroni correction to 0.00417. No significant differences were found between the two cohorts in the levels of any of the POI scales ($p > 0.004$). We also controlled for participants' age, majors, and reported gender proportions in both groups to avoid any baseline differences and substantiate our claims by mitigating concerns about self-selection. Participants were compensated with bookshop vouchers. The procedures applied in the study were in accordance with the ethical guidelines for research with human participants, as recommended by the institution of the author.

The Intervention

Overall, the rationale for intervention projects like ours stems from the need to foster essential non-technical skills in university students, particularly in areas related to communication and collaboration. These skills, though critical for professional success and, in the long run, life satisfaction (Jackson & Chapman, 2012), are in deficit among university graduates, both generally (Jackson, 2014) and within the specific settings of this study (ManpowerGroup Employment Outlook Survey, 2021). We based the scope of our communicative-metacognitive intervention (CMI) on the findings of the ManpowerGroup Employment Outlook Survey (2021) results, according to which, the top five competencies sought by employers, include 1) responsibility, reliability, and discipline; 2) logical thinking and problem solving, particularly in teams, 3) initiative, 4) critical thinking and analytical skills, and 5) resilience and flexibility. According to the soft skills model (Jackson & Chapman, 2012), these competencies correspond to the following skills: A) *self-regulation* in accepting professional and social responsibility and accountability for one's actions and decisions; B) *effective group communication* in planning and discussing solutions and fostering work atmosphere and empathy; C) *initiating change* through originality and creativity in responding to emerging issues and taking action to achieve pre-established goals; D) *situation assessment* through collective analysis of detailed information in a global context, and E) *maintaining performance under pressure* and flexibility in managing change. Relying on Jackson's (2014) oral communication skill set, we conducted a series of five workshops, preceded by an introductory meeting, and

Table 1. Target Competencies of the Project Developed through Communicative Skills.

Competence	1	2	3	4	5
Skills	B, D	A, B, E	C, D, E	A, B, E	A, D, E

followed by a round-up session, aimed to support participants' development in five key areas. Table 1 serves as a map of the competencies, 1 – 5, and the skills, A – E.

In terms of 1), *efficient verbal communication* (related to points B & D above) involving the use of complex constructs, our aim was to foster participants' conceptualising skills along with their competencies in recognising patterns and situational assessment as well as their capacity to extract relevant information from extensive documents while maintaining a global perspective. These goals were pursued through group tasks in which participants were asked to analyse various case studies, each one involving multiple scenarios, and discussing possible developments based on choosing specific scenarios. Regarding 2), *constructive feedback exchange* (see points A, B & E above), requiring mentalisation skills with others, we presented our participants with dilemmas and asked them to co-design solutions to potential work problems. Critically, each of the problems required the students to cooperate and communicate in order to resolve problematic issues. To this end, participants in the project were encouraged to contribute to an atmosphere conducive to considering multiple perspectives of various individuals, understanding others' complex emotions as well as their perspectives, corresponding to their specific needs. Concerning 3), *adaptive group communication with clear, coherent messaging and transparent structure* (see points C, D, and E above), we adapted the principles of Content and Language Integrated Learning, capitalising on its potential for supporting the development of communicative competence in both, a target language (English being the common target language in the case of the participants in the study) any native language at the same time (Coyle, 2018). Here we focused on recognising and dealing with different communication styles, responding flexibly to group dynamics, incorporating different perspectives to ensure inclusive communication, and considering individual and group preferences. When it comes to 4), *effective participation in meetings, including active listening, facilitating expression of views, and positive engagement in discussions* (see points A, B, and E above), our efforts followed a two-pronged approach. On the one hand, we aimed to consolidate the competencies our participants had gained to date. On the other hand, we encouraged them to demonstrate initiative, and entrepreneurship, initiate changes, and not to be afraid to present their own ideas. Critically, before targeting their self-presentation skills, we had enabled our participants to reflect on their needs by addressing the pyramid of needs in business settings (Maslow, 1998) and prompted them to consider

their future selves through exploring team roles (Belbin & Brown, 2022). Finally, in terms of 5), *self-discipline* and acceptance of leadership roles in social encounters, (see points A, D, and E above), our activities focused on developing skills for understanding and regulating one's emotions and behaviours, with emphasis on group encounters. Our aim here was thus to familiarise our participants with the importance of their own well-being and its significance for work effectiveness. To this end, we also sought to foster the development of our participants' congruence and self-regard through pointing to the fact that a magnitude of roles in an organisation can be embraced (cf. Jackson & Chapman, 2012). Overall, in our design of communication activities we relied on PCC principles. We also encouraged metacognitive reflection in participants, thus linking explicit metacognition to communicative encounters (see the subsection: *Metacognition and its relevance to PCC*). We ensured that each stage of the intervention incorporated participants' metacognitive reflections focused on understanding of their interactions. At the end of each group task or discussion, participants were asked to reflect on the dynamics of the communication, and identify moments when they felt aligned or *out of sync* with others. They were also prompted to consider how their emotional states influenced their decision-making, problem-solving, or ability to engage empathetically with others. During scenario discussions, we encouraged them to reflect on how their personal biases or assumptions affected their interpretations of the case studies. This reflection included identifying emotional triggers and how those emotions shaped their communication strategies. Additionally, participants were also given the opportunity to evaluate their ability to listen actively and provide constructive feedback, assessing both their interpersonal skills and the efficacy of the communication methods they employed. This addressed Jackson and Chapman's (2012) emphasis on reflective practice as a tool for enhancing self-awareness and soft skills development. Finally, reflective prompts at the end of each meeting guided our participants to assess their personal growth in relation to the key areas of the intervention, such as emotional regulation, adaptability, and collaborative problem-solving. This way we sought to ensure that participants not only practiced, but also internalised the communication skills targeted in the intervention.

Data Collection Instruments and Procedures

Data was collected online from the students who enrolled on the extra-curricular intervention project and those who volunteered to participate in the measurement of self-actualisation levels as the control group. Participants were asked to log on to the Personal Orientation Inventory (POI) platform for two measurements – one directly prior to the intervention, at the beginning of the term, and another one – after the intervention was completed, at the end of the term. Informed consent to participate in the study was obtained from all participants through an online consent form.

The Personal Orientation Inventory (Shostrom, 1964; 2016)

The POI (Shostrom 1964; 2016) is an inventory comparing the attitudes and values of a person to those of self-actualising individuals. The latter are people who are fully-

Table 2. Test-retest Reliability as Bivariate Correlations of Pre- and Post-Test Scales

Scale	Tc	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
<i>r</i>	.77	.80	.71	.68	.71	.64	.79	.78	.65	.54	.61	.60

functioning (that is, congruent, self-aware, open to experience, living in the present, and autonomous), have an enriched life (that is, growing personally and professionally, pursuing new challenges, learning continuously, and cultivating emotional intelligence and resilience), and utilise their potentials to the greatest extent possible (Rogers, 1961). The scales of the inventory include *Time Competence (Tc)*, *Inner-directedness (I)*, *Self Actualising Values (SAV)*, *Existentiality (Ex)*, *Feeling Reactivity (Fr)*, *Spontaneity, (S)* *Self Regard (Sr)*, *Self Acceptance (Sa)*, *Nature of man, constructive (Nc)*, *Synergy (Sy)*, *Acceptance of Aggression (A)*, and *Capacity for Intimate Contact (C)*. Test-retest reliability was calculated as bivariate correlations ($N = 43$; $p < .01$) between pre-intervention and post-intervention values of these scales. Table 2 contains the values of the coefficients. Areas targeted in the intervention are highlighted.

Following the guidelines of the Committee on Scientific Principles for Education Research for comparative studies, we also gathered qualitative data, expecting that data and method triangulation would contribute to reducing the possibility of our outcomes being explained by unexamined factors (Shavelson & Towne, 2002). In this vein, addressing RQ 2 about participants experience of the CMI, we conducted thematic analysis (TA; Braun & Clarke, 2006; Braun et al., 2022) of semi-structured interviews. Participants in the interviews were randomly selected from the cohort of 28 students who participated in the intervention. Through interactive reflection, the interviewer identified largely familiar information while interviewing participant 11, at which juncture it was assumed that the interviews reached a point of saturation (Seidman, 2006). The interviews were conducted in Polish, being participants' native language, recorded, and transcribed in MS Teams. They were later translated into English for the present paper. Participants were encouraged to reflect on the changes experienced as a result of the intervention with respect to (1) decision making involving balance between one's own views and the views of others, (2) self-regard and respect for interlocutors, (3) developing interpersonal relationships, (4) perception of one's own values in juxtaposition to those of others', (5) competences as a team member, (6) self-assessment, and (7) feelings towards the self. The interview guide translated into English can be found in Appendix 1.

Analytical Procedures

In order to answer RQ1, concerning the changes in the level of self-actualisation resulting from the CMI, Wilcoxon signed-rank tests were conducted to compare participants' pre- and post-intervention scores on POI (Shostrom, 2016) scales. They were supplemented with calculations of Z-score effect sizes.

Parallel procedures were implemented for the intervention group and the control group. In both cases, the Bonferroni correction for multiple comparisons was used, which yielded a corrected significance level of $p = 0.004$, obtained by dividing the 0.05 value by the number of comparisons between pre- and post-intervention scores, amounting to 12.

With respect to RQ2, thematic analysis (TA) was employed to examine how participants' self-actualisation changed. TA was chosen because of its flexibility – particularly the option to choose the deductive rather than inductive framework – as well as its potential in mixed-method studies and its experiential orientation (Braun et al., 2022), relevant to the humanistic approach underlying the intervention in the present study. As for the following stages of the TA conducted in the present study (Terry et al., 2017), familiarisation with the data began during data collection, with the researcher acting as interviewer, and continued while refining the data in the process of adjusting transcriptions and reading it for gist; generating codes involved entering the pre-existing, deductive codes, including *time competence*, *inner/other-directedness*, *existentiality*, *feeling reactivity*, *spontaneity*, *self-regard*, *self-acceptance*, *synergy*, and *capacity for inner contact* as the initial building blocks in the analysis; constructing themes entailed removing those codes which were not relevant to participants' verbal reports, that is *feeling reactivity*, *spontaneity*, *nature of man*, *synergy*, and *acceptance of aggression*; reviewing themes, created from the initial codes: *time competence*, *inner/other-directedness*, *existentiality*, *self-regard*, *self-acceptance*, and *capacity for inner contact*, consisted in checking their relation to the datasets and RQ2.

Results

Changes in Self-actualisation levels following the CMI

Concerning RQ1, regarding the extent to which levels of self-actualisation, as measured by the POI, change in linguistic majors following a communicative-metacognitive intervention (CMI)? the results of the Wilcoxon signed-rank test revealed significant increases in the levels of Inner-directedness, Existentiality, Self-Regard, Self-Acceptance, and Capacity for Intimate Contact in the intervention group. Descriptive results for all POI scales pre- and post-intervention along with p and W values are reported in Table 3. As can be seen, effect sizes calculated for the scales which changed significantly ranged from medium to large (Cohen, 1988).

In the control group, the results of the Wilcoxon signed-rank test did not reveal any significant changes in the levels of POI scales ($p > 0.004$). Descriptive results for all of them, pre- and post-intervention, along with p and W values are reported in Table 4. The table also contains effect size values (ES) so that the procedure carried out in the control group reflects the one conducted in the intervention group.

Table 3. POI Ccales prior to and after the CMI: Intervention Group

Variable	<i>pre-test</i>			<i>post-test</i>			<i>W</i>	<i>p</i>	<i>ES</i>
	<i>M</i>	<i>Md</i>	<i>SD</i>	<i>M</i>	<i>Md</i>	<i>SD</i>			
Time Competence	30.5	31	12	34.7	33	11.7			
Inner-directedness	38.4	37	7.69	43.4	43	7.02	62	.001	.695
Self-actualising Values	43	43	9.92	47.5	45	6.65	85	.021	.519
Existentiality	37.6	38	7.06	44.4	45	6.65	33	<.001	.828
Feeling Reactivity	45.7	46.5	8.26	47.9	46.5	8.35	112	0.173	.314
Spontaneity	43.8	44	10.1	46.5	48	7.84	905	0.152	.344
Self-regard	43.1	43	11.4	49.4	50	9.84	255	<.001	.815
Self-acceptance	39.1	37	7.39	44.1	42	8.65	46	0.002	.717
Nature of Man	38.9	38	10.4	40.1	43	9.17	111	0.411	.196
Synergy	43.6	48	11.1	47.1	48	11.2	815	0.146	.356
Acceptance of Aggression	42.5	42	8.7	45.6	42	9.57	141	0.154	.308
Capacity for Intimate Contact	41.7	41	8	47.1	48	7.69	42.5	0.002	.717

Table 4. POI Scales prior to and after the CMI: Control Group

Variable	<i>pre-test</i>			<i>post-test</i>			<i>W</i>	<i>p</i>	<i>ES</i>
	<i>M</i>	<i>Md</i>	<i>SD</i>	<i>M</i>	<i>Md</i>	<i>SD</i>			
Time Competence	37.9	41	10.4	39.9	41	11.3	19	.228	.424
Inner-directedness	43.1	46	11.2	45.7	49	12.3	18.5	.02	.692
Self-actualising Values	47.2	46	8.8	49.3	50	10.8	29	.258	.363
Existentiality	42.9	44	8.0	46	48	9.3	3	.008	.909
Feeling Reactivity	48.3	51	10.1	48.2	51	13.2	38	.969	.026
Spontaneity	45.4	44	10.1	48.1	48	11.8	24	.14	.473
Self-regard	46.7	47	13.3	48.4	50	14.5	21	.304	.364
Self-acceptance	42.9	48	10.9	46.8	50	11.8	2	.004	.949
Nature of Man	43	43	7.8	45.3	48	8.0	9	.222	.500
Synergy	44.8	48	9.7	47.5	48	12.2	14.5	.37	.356
Acceptance of Aggression	46.5	51	11.4	46.5	45	14.8	39	1	<.001
Capacity for Intimate Contact	45.9	51	9.9	50.2	53	9.9	7.5	.026	0.773

Participants' Experiences of the CMI

As regards RQ2, concerning participants' experience of the CMI pertaining to self-actualisation, following the analytical framework by Terry et al. (2017), the ultimate themes were not merely *named*, but also *defined*. This was done on the basis of their descriptions in Shostrom's (2016) POI: *inner-directedness* was defined as relying on one's own internal criteria in choosing one's manner and direction of behaviour, *existentiality* – as the degree of psychological flexibility in using values and rules of conduct in one's own life, *self-regard* – as perception of one's own self-worth, *self-acceptance* – as the capacity to accept oneself in spite of weaknesses, and *capacity for inner contact* – as one's ability to have warm interpersonal relationships. The themes and subthemes are presented in Table 5, and their popularity is illustrated in Figure 1.

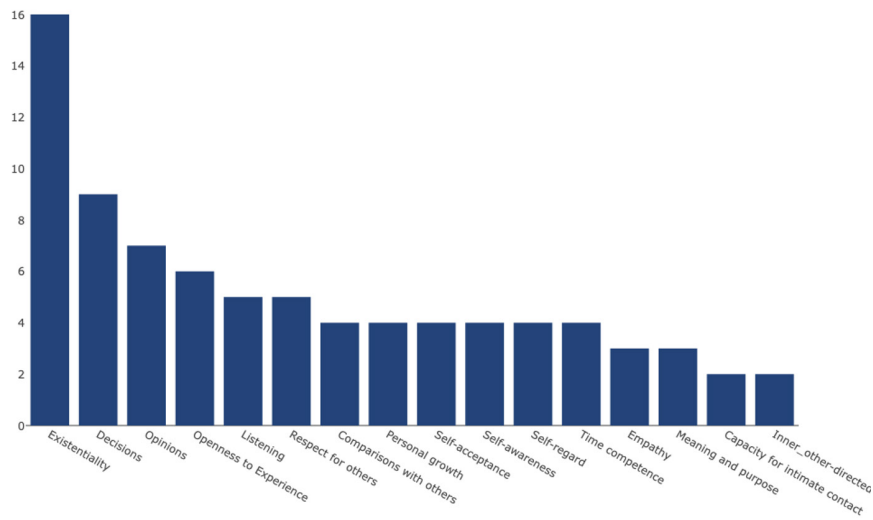
Concerning *existentiality*, which turned out to be the most prevalent theme in the analysed dataset, a number of the participants in the study believed that the intervention let them achieve a good balance between embracing their own individual values and respecting those held by others. Overall, the project allowed them to deepen their understanding of their own values and motivated them to stand by them, rather than trying to compromise in the first place. At the same time, a number of participants acknowledged that each person has their own set of values, and differences in values can, as a matter of fact, contribute to the richness of human experience. As Participant 4 gladly confessed: *Now I understand that everyone has their own perspective and their own life experience. And because of that, opinions may vary. And that's great!* Importantly, the intervention also resulted in participants' insights into cultivating relationships based on shared values and setting boundaries with individuals not aligning with their values. Participants emphasised the need to prioritise values and maintain inner peace while being aware of the volatility of interpersonal dynamics. Participant 10 even admitted: *That was also one of the reasons why I ended some friendships. I noticed that our values are divergent, and I care about something else. When there is an overload of things, you have to make a selection.*

The effects of the intervention in the area of values directly corresponded to the overall greater inner-directedness, experienced by the participants in decision making upon project completion. Overall, they experienced increased confidence in decision-making, tended to trust their decisions more and felt less inclined to second-guess themselves, particularly in group settings. A number of them believed they had built self-assurance and experienced feeling free of fear of judgment. Participant 10 even said: *I feel like my functioning has completely changed after this project. (...) Overall, I've learnt to prioritise myself more instead of looking at everyone else. That's something cool, and I'm glad that as a result, I'm more relaxed; even though I have more responsibilities now, I*

Table 5. Themes and Subthemes in TA of Semi-Structured Interviews

Theme	Subthemes
Capacity for intimate contact	Listening
	Empathy
Inner-/other-directedness	Decisions
	Opinions
	Respect for others
Self-acceptance	Comparisons with others
Self-regard	
Time competence	
Values	Authenticity
	Autonomy
	Creativity
	Existentiality
	Meaning and purpose
	Openness to Experience
	Personal growth
Self-awareness	

Figure 1. Themes and Subthemes in TA of Semi-Structured Interviews



function more easily. At the same time, a number of students who accomplished the project also pointed to adopting effective communication techniques, including considering other people's perspectives and asking open-ended questions. These helped them engage in deeper conversations and enhanced interpersonal connections, leading to improved mutual understanding and, ultimately, more efficient collaboration. Consequently, exchanging opinions became easier, which was aptly expressed by Participant 11: *I spoke what I thought and what I believed on a particular issue, and I did not let myself be swayed by the opinions of others in the group. However, it was also good to listen to the opinions of others because sometimes they mentioned something that hadn't occurred to me but with which I also agreed.*

The students enrolled in the intervention believed they had developed their listening skills. Participant 9 reflected in this respect: *It gave me a perspective on the situation, and I further understood that it is important to listen attentively to others. It's necessary to accept and consider other people's opinions and find a balance among those opinions, choosing the best from all of them, so that everyone is satisfied and we can achieve our goal together. I believe that everyone has their own different insights that could contribute to a team's success.* Some students also reported heightened empathy when interacting with other group members – as illustrated in the excerpt from Participant 3: *I would say it has influenced my behaviour quite a lot, because now, every time I talk to someone, I can choose my words much better and speak more empathetically. (...) I also try to understand what the other person is thinking and what their needs are.* Others explicitly referred to an improved capacity for inner contact through more open attitudes in conversation and experienced a sense of camaraderie in group discussions.

The interviewees also shared a number of meaningful insights referring to respect, both in terms of respect for others and self-regard. Overall, respect was seen as a cornerstone of both effective collaboration and communication. Participants in the study frequently linked showing respect to deserving it from others. Participant 11 reflected that (...) *respect was evident in the conversation. Nobody really interrupted each other when there was a discussion in the group or in pairs; the partner was rather interested in the opinion of the other person even if it was a different perspective, so respect was evident.* At the same, participants in the project profited from learning to cultivate self-regard and acknowledging their own worth. For a number of the interviewees, self-regard encompassed the courage to stand up for their own beliefs along with recognising their own personal boundaries. Some have already applied it in their encounters with clients such as students in private classes. Others signalled that they were willing to apply this in their future professional lives. For instance, Participant 2 mentioned: *We had the opportunity to talk about our competencies, how they are presented on the market, (...) and I think here respect is important for oneself, to remember that the employer also has to respect us.*

Two closely related themes present in the TA were openness to experience and personal growth. Regarding the former, participants articulated a shift in their perspectives, indicating an increased willingness to engage in discussions with interlocutors of diverse viewpoints. They also demonstrated an enhanced receptivity to new ideas whose encounter was not linked to decreased comfort in expressing their own opinions. One excerpt which indicates the value of embracing change and broadening horizons was provided by Participant 4, who admitted that for them, *It turned out you have to be open to new ideas and new people and I didn't like it at first. However, after a while, I got used to it and I decided that, well, you have to learn to live with changes, that you can't keep living in your comfort zone, you just have to get used to the fact that things change all the time.* The project also facilitated personal growth, particularly by encouraging participants to challenge their preconceptions and explore alternative perspectives in communicative encounters with others. Participants were also prompted to reflect on their values and their application in teamwork. A number of them recognised the need to prioritise their well-being and authenticity as pillars of their personal development. Overall, participants stressed the importance of openness and flexibility in fostering individual development and understanding others in collaborative tasks.

The interviewees frequently appreciated the project because it allowed them to develop their self-awareness. For a number of them, the intervention served as a catalyst for self-reflection, prompting them to develop a growing awareness of their inner states in communicative encounters with others. Some even experienced a shift in their mindsets, moving from a strive for perfection and external validation towards greater personal fulfilment and authenticity. For instance, Participant 5 recalled: *I remember that at the first meeting there was your talk about self-regulation and this kind of awareness of our doings and feelings. I remember that after the lecture I was wondering whether I notice that, whether I prepare myself properly, so to speak, when I want to learn, or whether I suppress my emotions. That I act no matter how I feel, so I think this is where I started to reflect on myself.* At the same time, some of the participants experienced a decline in their tendency to make ruminative comparisons with others, as well as reduced focus on external standards. Instead, they were more willing to embrace their own uniqueness. An apt comment in this respect was provided by Participant 10, who said: *Now I don't compare myself to others as much, for example, I don't think to myself, "others would handle this better" or "others have more", I just try to sort things out as best as I can, and that's really nice and very liberating.*

Whereas not a direct focus of the project, time competence was, in fact, reflected on by some interviewees, who expressed that they were more aware of the need to prioritise tasks to ensure their well-being. Some participants also felt proud about overcoming feelings of guilt or anxiety associated with taking time off to participate in social activities. They also reported having more time

than they had before accomplishing the project, which could likely be related to their overall greater sense of meaning and purpose. Overall, the effect of the project consisted in encouraged introspection, which prompted participants to contemplate their priorities. As pointed out by Participant 2, *(n)ot necessarily that it's supposed to be important to someone else, but that I'm supposed to stand by it and grow, and.... actually try to emphasise those values of mine more, rather than being ashamed of them sometimes.*

Discussion

With respect to RQ1, concerning the changes in participants' self-actualisation following the CMI, we found notable increases in the levels of *Inner-Orientedness, Existentiality, Self-Regard, Self-Acceptance, and Capacity for Intimate Contact*. This suggests that the CMI shows some evidence of having had a positive effect on enhancing the overall self-actualisation in the group of linguistic majors given that no significant effects were found in the control group. Yet, given the normative interpretation, which states that the scale values of self-actualising individuals range from 50 to 60, we must admit while the intervention did contribute to a significant shift towards self-actualisation, all the mean values of specific scales of the POI after the intervention remained below the range. The scale whose mean value reached a value closest to 50 was Self-Regard, while the scale for which the effect size reached the highest was Self-Acceptance.

Responding to RQ 2 involved explaining participants' experience of the CMI regarding *Time Competence, Inner-directedness, Existentiality, Self-regard, Self-Acceptance, and Capacity for Intimate Contact*. First of all, we found that participants experienced positive changes in these areas, which to some extent corroborates the results of quantitative analysis. Overall, participants reported enhanced time management skills, increased confidence in decision-making, and a greater sense of inner peace and acceptance. Moreover, the intervention facilitated a deeper understanding of their own personal values and encouraged them to stand by them as well as fostered self-regard and authenticity. This happened by promoting effective communication and collaboration skills, as participants learnt to listen attentively, consider each other's perspectives, and engage empathetically in discussions. Also, their capacity for interpersonal connection was improved by enhancing mutual understanding in discussions in pairs and small groups.

The project relied on the humanistic paradigm of PCC, emphasising the importance of open communication, empathy, and authentic interaction in fostering personal growth and self-actualisation (Rogers, 2014). By integrating the principles of PCC, such as congruence and unconditional regard, our intervention aimed to create optimal conditions for meaningful dialogue and mutual understanding among its participants. We also saw the role of self-reflection and self-awareness as in enhancing learners' personal development.

Additionally, by incorporating metacognitive strategies into communication practices, such as reflective listening and self-assessment, we sought to empower participants to reflect on their personal experiences more deeply.

The outcomes of the present study correspond to previous findings. To start with, they comply with the outcomes of studies into person-centred instruction, the benefits of which are known to include enhanced personal growth (Aspy & Roebuck, 1975; Cornelius-White, 2007). Second, they corroborate the findings of studies on humanistic techniques in language education, linking authentic communication and personal expression to language learners self-perceptions (Moskowitz, 1981; Gregersen, 2016). At the same time, our results provide new insights into the effects of CMI on students' self-actualisation by focusing on the unique context of language learning, demonstrating the potential of extracurricular projects designed to enrich the language learning experience, and promoting language learners' holistic development (cf. Oxford, 2016). We believe that within the frameworks of an extra-curricular project we managed to create a supportive and empathetic learning environment, which resulted in facilitating participants' self-awareness, confidence, and interpersonal skills. Whereas our project could be considered a positive intervention because of its impact on participants' wellbeing (cf. Mercer et al., 2018), we prefer to situate it within the humanistic approach because of its focus on understanding personal values and fostering self-expression through engaging empathetically with others.

Conclusions, Limitations, and Directions for Future Research

Overall, our findings suggest that incorporating PCC and metacognitive strategy training may positively impact self-actualisation, particularly in linguistic majors. These results carry some practical implications for both language educators and curriculum developers. Hence, in the first place we recommend integrating reflective activities, collaborative discussions, and self-reflection exercises into language studies to enhance students' metacognitive awareness and communication skills (cf. Bieniecka-Drzymała, 2024). At the same time, although our research demonstrates the value of extra-curricular interventions, implementing regular courses in communication and metacognitive training within linguistic curricula is also worth consideration. However, even they cannot be introduced due to financial constraints, we hope our findings inspire instructors to create supportive, empathetic classrooms where students can express themselves authentically and engage deeply in learning. Let their cry for empathy be heard.

With respect to the limitations of our study, we wish to recognise its methodological drawbacks, pertaining, in the first place, to self-selection as the assignment method for participants (see the Method Section). We acknowledge that in our study we did not have the control afforded in laboratory settings and thus randomisation was not an option. While we took measures to adjust for

participants' initial Self-actualisation levels and background variables, we are aware that "people factors" can pose threats to study outcomes, and specifically, in interventions, those who choose to participate may be more motivated or, possibly, likely to show improvement (Cresswell & Guetterman, 2019). This notwithstanding, we believe that in the case of interventions, such as ours, "ethical arguments could be made on several bases, such as the importance of providing a service to someone who truly needs it because they need it, not because of random assignment" (Mertens, 2024, p. 144). Also, it is essential to consider that while some individuals may seek or need interventions, we still lack comprehensive understanding of the extent to which these changes are sustainable over time, highlighting the importance of follow-up assessments to evaluate not only 'intervention gain' but also 'intervention maintenance' (Lloyd & Lund, 2016). Thus, further research is required to corroborate our findings. This should involve both replications and meta-analyses of small-scale studies incorporating qualitative and quantitative methods, as well as longitudinal studies into the lasting effects of the interventions, particularly focusing on their sustainability over time and the factors influencing long-term outcomes. Furthermore, alternative instruments measuring self-actualisation could be considered as alternatives to the POI (Shostrom, 1964; 2016), some scales of which, such as the Capacity for Intimate Contact subscale, demonstrate low reliability. Third, instead of relying on insights from interviews, retrodictive techniques (Bielak & Mystkowska-Wiertelak, 2023) could be considered which would allow the participants in an intervention to refer more 'hands-on' to their progress during the project.

Conflict of Interest Disclosure

The Author reports no conflicts of interest.

Funding

Funding has been provided for this study: ID-UB grant no. 091/12/POB5/0010.

Research Ethics Statement

The present study was based on insights from volunteers in an extracurricular project and followed the guidelines for such projects. Regulations for quality enhancement projects were known to the author and participants before the project commenced. Thus, the procedures applied in the study were in accordance with the ethical guidelines for research with human participants, as recommended by the author's institution. The study also adhered to APA's code of conduct, which is based on the five principles of beneficence and nonmaleficence, fidelity and responsibility, integrity, justice, and respect for people's rights and dignity.

Data Availability Statement

Data associated with the current study will be made available upon reasonable request to the corresponding author. The dataset can be found at: <https://zenodo.org/records/11065962>

Acknowledgments

The author extends his deep gratitude to his colleague, Dr Katarzyna Bieniecka-Drzymała, for her dedicated, hands-on involvement throughout the project, and to Prof. Danuta Wiśniewska for her invaluable support across all our person-oriented initiatives.

References

- Aspy, D. N., & Roebuck, F. N. (1975). The relationship of teacher-offered conditions of meaning to behaviors described by Flanders Interaction Analysis. *Education*, 95(3), 216–223. <https://doi.org/10.2307/2966985>
- Belbin, R. M., & Brown, V. (2022). *Team roles at work*. Routledge. <https://doi.org/10.4324/9781003163152>
- Bielak, J., & Mystkowska-Wiertelak, A. (2023). A retrodictive qualitative modeling study of complex and dynamic language learning motivation viewed as control, value and truth effectiveness. *Language Teaching Research*, 13621688231200576. <https://doi.org/10.1177/13621688231200576>
- Bieniecka-Drzymala, K. (2024). Entwicklung der metakognitiven Bewusstheit und Autonomisierung im Coachingdialog mit Fremdsprachenstudierenden. Vom Action Research zur qualitativen Evaluationsforschung. In K. Siebold, M. Lazovic, E. Knopp, S. Jentges, L. Ciepielewska-Kaczmarek, S. Adamczak-Krzysztofowicz (Eds.), *Empirische Unterrichtsforschung in DaFS: Unterrichtsplanung, -durchfuhrung, und -evaluation* (pp. 117–132). Vandenhoeck & Ruprecht. <https://doi.org/10.14220/9783737016964>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., Clarke, V., & Hayfield, N. (2022). A starting point for your journey, not a map’: Nikki Hayfield in conversation with Virginia Braun and Victoria Clarke about thematic analysis. *Qualitative Research in Psychology*, 19(2), 424–445. <https://doi.org/10.1080/14780887.2019.1670765>
- Buckley, P., & Lee, P. (2021). The impact of extra-curricular activity on the student experience. *Active Learning in Higher Education*, 22(1), 37–48. <https://doi.org/10.1177/1469787418808988>
- Cervone, D., & Pervin, L. A. (2022). *Personality: Theory and research*. John Wiley & Sons.
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113–143. <https://doi.org/10.3102/00346543029856>
- Coyle, D. (2018). The place of CLIL in (bilingual) education. *Theory Into Practice*, 57(3), 166–176. <https://doi.org/10.1080/00405841.2018.1459096>
- Creswell, J., & Guetterman, T. (2019) *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Pearson. ISBN 0134519361
- Dallas, A., & Hatakka, M. (2016). A positive intervention: Personal responsibility among first-year, l2 university students. In D. Gabryś-Barker & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching* (pp. 115–131). Springer. https://doi.org/10.1007/978-3-319-32954-3_7

- Dandes, H. M. (1966). Psychological health and teaching effectiveness. *Journal of Teacher Education*, 17(3), 301-306. <https://doi.org/10.1177/002248716601700305>
- Fiedler, K., Hofferbert, J., & Wöllert, F. (2018). Metacognitive myopia in hidden-profile tasks: The failure to control for repetition biases. *Frontiers in Psychology*, 9, 365141. <https://doi.org/10.3389/fpsyg.2018.00903>
- Frith, C. D. (2012). The role of metacognition in human social interactions. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 367(1599), 2213–2223. <https://doi.org/10.1098/rstb.2012.0123>
- Flavell, J., Miller, P., & Miller, S. (2002). *Cognitive development (4th ed)*. Prentice Hall.
- Fusaroli, R., Bahrami, B., Olsen, K., Roepstorff, A., Rees, G., Frith, C., & Tylén, K. (2012). Coming to terms: Quantifying the benefits of linguistic coordination. *Psychological Science*, 23(8), 931–939. <https://doi.org/10.1177/0956797612436816>
- Gendlin, E. T. (1997). *Experiencing and the creation of meaning: A philosophical and psychological approach to the subjective*. Northwestern University Press.
- Gregersen, T. (2016). The positive broadening power of a focus on well-being in the language classroom. In D. Gabrys-Barker & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching* (pp. 59–73). Springer. https://doi.org/10.1007/978-3-319-32954-3_4
- Iacoboni, M., Molnar-Szakacs, I., Gallese, V., Buccino, G., Mazziotta J.C., & Rizzolatti, G. (2005) Grasping the intentions of others with one's own mirror neuron system. *Plos Biology*, 3, 529–35. <https://doi.org/10.1371/journal.pbio.0030079>
- Jackson, D. (2014). Business graduate performance in oral communication skills and strategies for improvement. *The International Journal of Management Education*, 12(1), 22–34.
- Jackson, D., & Chapman, E. (2012). Empirically derived competency profiles for Australian business graduates and their implications for industry and business schools. *The International Journal of Management Education*, 10(2), 112-128. <https://doi.org/10.1016/j.ijme.2013.08.001>
- Janowska, J. (2003). *Samoaktualizacja w teorii i praktyce kształcenia nauczycieli*. Wydawnictwo UMCS.
- Koriat, A. (2007). Metacognition and consciousness. In P. Zelazo, M. Moscovitch, & E. Thompson (Eds.), *Cambridge handbook of consciousness* (pp. 289–325). Cambridge University Press. <https://doi.org/10.1017/cbo9780511816789.012>
- LeMay, M. L., & Damm, V. J. (1968). The Personal Orientation Inventory as a measure of the self-actualization of underachievers. *Measurement and Evaluation in Guidance*, 1(2), 110-114. <https://doi.org/10.1080/00256307.1968.12022376>

- Lloyd, J., & Lund, M. (2016). Maintaining or losing intervention-induced health-related behavior change: A mixed methods field study. *Frontiers in Psychology*, 7, Article 1272. <https://doi.org/10.3389/fpsyg.2021.688192>
- Lum, W. (2008). Therapists' Experience using Satir's personal iceberg metaphor. *Satir Journal*, 2(2), 45–88.
- MacIntyre, P. D. (2016). So far so good: An overview of positive psychology and its contributions to SLA. In D. Gabryś-Barker & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching* (pp. 3–20). Springer. https://doi.org/10.1007/978-3-319-32954-3_1
- Maddi, S. R., & Costa Jr, P. T. (2008). *Humanism in personology: Allport, Maslow, and Murray*. Aldine Transaction. <https://doi.org/10.4324/9780203789476>
- ManpowerGroup (2021). Employment outlook survey: Poland results. <https://www.manpowergroup.pl/>
- Maslow, A. (1971). *The farther reaches of human nature*. Viking Press.
- Maslow, A. H. (1998). *Maslow on management*. John Wiley & Sons.
- Mertens, D. M. (2024). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage publications.
- Moretto, G., Walsh, E., & Haggard, P. 2011 Experience of agency and sense of responsibility. *Consciousness and Cognition*, 20, 1847–1854. <https://doi.org/10.1016/j.concog.2011.08.014>
- Moskowitz, G. (1981). Effects of humanistic techniques on attitude, cohesiveness, and self-concept of foreign language students. *Modern Language Journal*, 65(2), 149–157. <https://doi.org/10.1111/j.1540-4781.1981.tb00966.x>
- Moskowitz, G. (1999). Enhancing personal development: Humanistic activities at work. In J. Arnold (Ed.), *Affect in language learning* (pp. 177–193). Cambridge University Press.
- Motschnig, R., & Nykl, L. (2014). *Person-centred communication: Theory, skills & practice*. Open University Press
- Nunan, D. (2013). Learner-centred English Education: The selected works of David. Routledge. <https://doi.org/10.4324/9780203096888>
- Polkinghorne, D. (2015). The self and humanistic psychology. In K. J. Schneider, J. F. Pierson, & J. F. T. Bugental (Eds.), *The handbook of humanistic psychology: Theory, research, and practice*, (2nd ed.) (pp. 87–104). Los Angeles: Sage. <https://doi.org/10.4135/9781483387864.n8>
- Pronin, E., Berger, J. & Molouki, S. 2007 Alone in a crowd of sheep: asymmetric perceptions of conformity and their roots in an introspection illusion. *Journal of Personality and Social Psychology*, 2(4), 585–595. <https://doi.org/10.1037/0022-3514.92.4.585>
- Proust, J. (2008). Conversational metacognition. In G. Knoblich, I. Wachsmuth, & M. Lenzen (Eds.), *Embodied communication in humans and machines* (pp. 329–356). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199231751.003.0015>

- Rogers, C. (1959). *A theory of therapy, personality, and interpersonal relationships as developed in the client-centered framework*. Reprinted. Houghton Mifflin.
- Rogers, C. (1961). On becoming a person: A therapist's view of psychotherapy. Houghton Mifflin.
- Rogers, C. (1969). *Freedom to learn*. Charles E. Merrill
- Rogers, C. (1980). *A way of being*. Houghton Mifflin.
- Rogers, C. (2014). Listening and being listened to. In Rogers, C., Lyon, H., & Tausch, R. (2014), On becoming an effective teacher: Person-centered teaching, psychology, philosophy, and dialogues with Carl R. Rogers and Harold Lyon (pp. 67–76). Routledge. <https://doi.org/10.4324/9780203725672>
- Ross, M., & Sicoly, F. (1979). Egocentric biases in availability and attribution. *Journal of Personality and Social Psychology*, 37(3), 322. <https://doi.org/10.1037//0022-3514.37.3.322>
- Richards, J. C., & Rodgers, T. S. (2001). I Major language trends in twentieth-century language teaching. *Approaches and methods in language teaching*, 1-2. <https://doi.org/10.1017/cbo9780511667305.002>
- Satir, V. (1991). *The Satir model: Family therapy and beyond*. Science and Behavior Books.
- Schaerer, M., Kern, M., Berger, G., Medvec, V., & Swaab, R. I. (2018). The illusion of transparency in performance appraisals: When and why accuracy motivation explains unintentional feedback inflation. *Organizational Behavior and Human Decision Processes*, 144, 171–186 <https://doi.org/10.1016/j.obhdp.2017.09.002>
- Sebanz, N., Bekkering, H. & Knoblich, G. (2006) Joint action: bodies and minds moving together. *Trends in Cognitive Sciences*, 10, 70–76. <https://doi.org/10.1016/j.tics.2005.12.009>
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press.
- Towne, L., & Shavelson, R. J. (Eds.). (2002). *Scientific research in education*. National Academies Press. <https://doi.org/10.17226/10236>
- Shea, N. (2018). Metacognition and abstract concepts. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 373(1752), 20170133. <https://doi.org/10.1098/rstb.2017.0133>
- Shostrom, Everett L. (2016). *Personal Orientation Inventory*. Educational and Industrial Testing Service. <https://www.edits.net/products/poi>
- Shostrom, E. (1964) *Personal Orientation Inventory*. Educational and Industrial Testing Service. <https://www.edits.net/products/poi>
- Stevick, E. (1990). *Humanism in language teaching*. Oxford University Press.
- Stewart, R. (1968). Academic performance and components of self actualization. *Perceptual and Motor Skills*, 26(3), 918–918. <https://doi.org/10.2466/pms.1968.26.3.918>
- Tausch, R., & Hüls, R. (2014). Students, patients, and employees cry out for

- empathy. In Rogers, C., Lyon, H., & Tausch, R. (2014), *On becoming an effective teacher: Person-centered teaching, psychology, philosophy, and dialogues with Carl R. Rogers and Harold Lyon* (pp. 134–146). Routledge. <https://doi.org/10.4324/9780203725672>
- Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. In C. Willig, & W. S. Rogers (Eds.), *The SAGE handbook of qualitative research in psychology* (pp. 17-37). SAGE. <https://doi.org/10.4135/9781526405555.n2>
- Tudor, I. (1996). *Learner-centredness as language education*. Cambridge University Press.