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Mirroring Learning-oriented Assessment in On-line Classes: The Nexus Between Self-evaluation, Academic Resilience, Positive Orientation, Enjoyment, and Language Achievement

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Abstract

The use of learning-oriented assessment (LOA) in the field of language teaching is on the rise. The widespread adoption of LOA may be attributed to the widespread notion that it effectively aids students in their educational process while also providing instructors with the data they need to conduct frequent and continuing assessments. The purpose of this research was to investigate how well self-evaluation and academic resilience improve positive orientation, enjoyment, and language achievement. To accomplish this goal, 386 Iranian students who were studying English as a foreign language (EFL) at upper intermediate levels were provided with of on-line survey with five sub-sections: the core of self-evaluation questionnaire (CSEQ), the academic resilience scale (ASR), the positive orientation scale (POS), the foreign language enjoyment scale (FLES), and a researcher-made test. The screening of the data using confirmatory factor analysis (CFA) and structural equation modeling (SEM) indicated that resilient English as a foreign language (EFL) students felt better about their performance on online assessments and in pursuing their goals. The direct and indirect effects of SE on students' enjoyment, attitudes, as well as language success were dissected in great detail. The implications of the survey, which may lead to improvements in language education and evaluation, are discussed in further detail.

Keywords: Learning-oriented Assessment, On-line Classes, Self-evaluation, Academic Resilience, Positive Orientation, Enjoyment, Language Achievement

Introduction

The goal of LOA, a methodical strategy for evaluating and improving language instruction, is to facilitate better lesson planning for both students and instructors. check the development. find the flaws that need fixing. LOA is rapidly gaining traction in the field of language teaching. The widespread adoption of LOA may be attributed to the widespread idea that it not only helps students but also gives instructors valuable data for continuous assessment. The concept of LOA was introduced by Purpura and Turner (2013) as a novel technique that aims to connect assessment, language, and language acquisition. LOA, as mentioned by Estaji and Safari (2023), might be seen as a backlash against conventional forms of evaluation. Many teachers felt that traditional testing distorted education because students were pressured to memorize facts from textbooks rather than learn how to think critically and

apply what they had learned (Purpura & Turner, 2014). Therefore, LOA prompted a rethinking of evaluation as a whole. Neither norm-based assessment, in which students are compared to a standard, nor criterion-referenced assessment, in which students are evaluated according to a set of predetermined criteria, are used in LOA. To help students and instructors understand what is expected of them, LOA provides evaluation findings a few sessions after a course has begun. Based on the results of this form of assessment, instructors may evaluate what their classrooms require, and students can get ready to learn what they don't already know (Carless, 2015).

There are three primary parts of LOA, as discussed by Yan and Carless (2022). The first section focuses on higher-order learning outcomes and contains evaluation activities that promote productivity. In the second part, students take part in a variety of exercises designed to deepen their knowledge and skills. Dialectic feedback, utilized when students have conversations about their learning and performance, is the last element Carless (2007). When taken as a whole, these factors provide educators with a solid foundation upon which to evaluate and reinforce students' academic progress. What this means is that educators use data gleaned from these areas to better comprehend how their students learn (Pitt & Carless, 2022).

Many recent initiatives have sought to include LOA into mainstream curriculum and language classes. For instance, Navaie (2018) found that when LOA was used in a classroom setting, students were able to significantly enhance their pronunciation. In addition, Hamp-Lyons (2017) paid special attention to investigating the degree to which students and teachers participate in one another's learning. Through his research, he discovered that possibilities for LOA might be highly effective for enhancing teacher trainers' linguistic competence. Moreover, May et al. (2020) as well as Wu & Miller (2020) support the use of LOA to improve students' oral communication abilities. In the same vein, Jalilzadeh and Yeganehpour (2021) conducted significant research in which they studied the opinions of Iranian EFL instructors towards LOA during the COVID-19 epidemic. The vast majority of participants agreed that LOA is a method that is both very effective and credible for determining the level of writing ability possessed by their students. Additionally, Nurjamin et al. (2023) concluded that academic buoyancy and reflective thinking are the key principles for LOA implementations at schools. They also evidenced that self-evaluation is critical to the success of LOA.

The phrase self-evaluation (SE) was introduced by Bachman et al. (2010) to delineate the process of appraising one's own conduct, perspective, or overall effectiveness. As defined by Judge et al. (2003), SE boils down to an individual's sincere appraisal of his or her own worth, efficacy, and competence. This concept is a latent, high-order trait associated with characteristics like self-confidence, self-perception, and a feeling of control over one's life (Judge et al., 1998). According to research by Ismail and Heydarnejad (2023), this concept is a reflection of students' most-held beliefs about themselves and their learning processes. Because it encourages a positive attitude in life and boosts happiness, SE is linked to better student involvement in learning (Ritonga et al., 2023). Students who have been exposed to positive SE are also more likely to maintain an upbeat outlook in the face of hardship. In other words, students who regularly and critically evaluate their own progress might avoid several common academic pitfalls (Kammeyer-Mueller et al., 2009).

High SE pupils have been shown to better manage their emotions and have more positive connections with adults, including their teachers and peers (Jahara et al., 2022). The findings by Aldosari et al. (2023) indicate that SE and reflection might foretell the mood of EFL students' pleasure and immunity. According to the outcomes of this study, SE and higher-order cognitive abilities are the progenitors of productive immunity and engagement. It is also worth highlighting that students' coping strategies positively affected both their SE and their resilience to stress (Jahara et al., 2022). The level of students' involvement in SE is critical in predicting their resilience and autonomy (Ritonga et al, 2023).

The other concept which is the target of this study is academic resilience (AR). AR is suggested to be multidimensional by Campbell Sills et al. (2006), with several factors playing a pivotal role in its formation and growth. These include traits like temperaments and personalities as well as special skills like creative problem-solving and distinguishing character traits (Campbell Sills et al., 2006). AR helps students deal with the anxiety and melancholy that might arise from studying a foreign language (Khadem et al., 2017). Following a similar line of inquiry, Rudd et al., (2021) discovered that AR is a living, breathing construct that molds good adaptability in the face of adversity. Furthermore, Karabyk (2020) offered evidence that both introspection and aid-seeking contribute to the growth of AR.

Another aspect addressed in the current study is positive orientation (PO). The etymology of the French phrase attitude comes from the Late Latin aptitūdō and aptitūdin (Caprara et al., 2012). Attitude is identical to some other terms, such as orientation, viewpoint, approach, mentality, and style (Altmann, 2008). Attitudes are made up of three parts: one's thoughts, feelings, and actions. Humans act following their mental perspectives, which are either consciously or subconsciously extended via experience, as defined by (Caprara et al., 2012). PO denotes a person's overall tendency to react to life events, which in turn may influence one's destiny (Alessandri et al., 2012). According to Caprara et al. (2010), it is an ever-present approach through which one confronts reality, reflects on previous practices, frames situations, and processes both intrapersonal and social experiences as they unfold across time and in response to life events.

As highlighted by Diener et al. (2000), PO is a tendency that one has to appraise parts of oneself, their life, and the future in general as being positive. In the words of Caprara et al. (2010), a positive attitude, also known as positivity, is at the core of three distinct aspects of one's life: life expectancies, self-image, and buoyancy. Having the talent of positive orientation may help one combat negative thinking, modify mental imagery, enhance self-esteem and self-assertion, and actualize prospective strengths and pleasant living (Shiota, 2006). The more favorable a student's orientation is, the more positively they evaluate their professors, classmates, and classroom activities (Alessandri et al., 2012). It was also discovered that positive orientation and academic achievement are predicted by using mindfulness-enhancing strategies and reflective practices in EFL settings (Albrecht, 2014).

The term "enjoyment" is a stand-in for the emotion sparked by a job well done based on positive psychology (Pekrun, 2006). Five distinct mechanisms—emotional, mental, inspirational interpersonal, and physical—contribute to the experience of pleasure, making enjoyment a complex and multifaceted concept (Oades-Sese et al., 2011). The positive effects

of enjoyment on students' learning attitudes (motivation), peer and teacher interactions, and overall well-being are confirmed in previous studies (Elahi Shirvan et al., 2020).

The capacity for enjoyment is inherently fluid. Enjoyment in language classes evolves through time as a function of the learner's character and instruction setting (Dewaele et al., 2018). In this regard, Macintyre et al. (2019) highlighted that students' levels of pleasure and fear in a language classroom significantly impacted their participation and performance. The harmony between context-oriented characteristics and students' cognitive requirements motivates students to study and enjoy the class (Chen et al., 2021). Moreover, teacher-student interactions are crucial to the success of enjoyment in the classroom (Elahi Shirvan & Taherian, 2020).

An increasing corpus of research suggests a connection between enjoyment and constructive student components. In an EFL setting, for instance, Jin and Zhang (2018) found a connection between enjoyment and student success. Additionally, Elahi Shirvan and Taherian (2021) investigated the connection between enjoyment and foreign language classroom anxiety by conducting longitudinal research among EFL university students. The results showed an inverse relationship between enjoyment and foreign language classroom anxiety. According to the findings of Aldosari et al. (2023), EFL students who had greater levels of S-E and thinking skills had a more positive experience overall and were able to immunize themselves more effectively. In addition to this, it was determined that enjoyment plays an essential part in S-E.

Significance and Purpose of the Study

An efficient educational system may have a significant influence on people's lives, allowing them to improve their decision-making, adopt more efficient techniques for resolving issues, and widen their horizons outlook, and prophesy to better understand the world. Due to the significant duty that both students and instructors have, educational institutions should make every effort to satisfy all behavioral and academic objectives, including thinking and reflecting abilities, to the greatest extent feasible. While it is possible for students to acquire the aforementioned qualities by completely engaging in the instructional process within a classroom setting and practicing, there exists a deficiency in the field of educational research and pedagogy regarding the identification of efficient toolkits that can be used especially in EFL context. By implementing LOA in educational settings, EFL students may have more potential to cultivate resilience and self-aid constructs. This influence extends beyond the immediate present and encompasses many life conditions and experiences, with the potential to be transmitted to future generations.

While previous studies have demonstrated the individual benefits of LOA, SE, AR, PO, and enjoyment in enhancing students' assessment and subsequently improving their language achievement, there is a lack of research examining the interconnections among these factors in on-line instruction and assessment. Therefore, this study aimed to assess the nexus between SE, AR, PO, enjoyment, and academic achievement when LOA is dominated. The present study introduces a model (Figure 1) that is derived from a thorough review of the current literature and relevant theoretical frameworks. This model will be examined and evaluated in subsequent parts. The outcomes of this study are anticipated to yield benefits for both learners and educators in both theoretical and practical domains. Taking into account

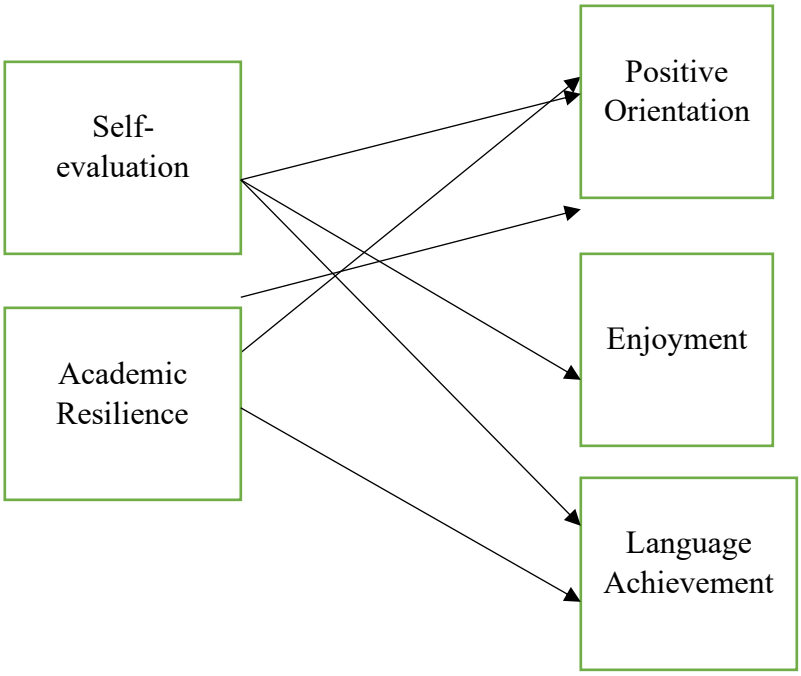
the various perspectives presented, the subsequent topics are suggested for further examination:

RQ1: Does EFL students' self-evaluation influence their positive orientation, enjoyment, and language achievement?

RQ2: Does EFL students' academic resilience influence their positive orientation, enjoyment, and language achievement?

Figure 1

Suggested Model



Methodology

Participants and Settings

There was a total of 386 EFL students surveyed, 211 of them were males and 175 females. Teachers were sent to secondary schools around China to educate students in the English language. The participants' ages varied from 25 to 53 and they were attending private language institutes in Mashhad, Iran.

Instruments

The Core of Self-evaluation Questionnaire (CSEQ), created and validated by Judge et al. (2003), was used to evaluate the students' foundational self-evaluations. With a total of 12 options, the scale ranges from 1 (strongly disagree) to 5 (strongly agree) on a Likert scale. The pupils' averages on this measure varied from 12 to 60. Positive self-evaluation was represented in higher scores on this measure, whereas negative self-evaluation was reflected in lower ones. The current analysis found CSEQ to have a satisfactory reliability of 0.844.

The AR was evaluated using the Academic Resilience Scale (ASR) method developed by Kim and Kim (2016). Using a Likert scale from 1 (strongly disagree) to 5 (strongly agree), AR consists of 26 questions in six subsections: perceived happiness, empathy, sociability, persistence, self-regulation, and self-control. According to the results, the dependability index of this scale was calculated to be 0.789.

The positive orientation scale (POS) is a five-point scale with eight questions established by Caprara et al. (2012) to assess the optimistic inclination of the participants. The dependability of the questionnaire in this investigation, as determined by Cronbach's alpha, was found to be 0.811.

The Foreign Language Enjoyment Scale (FLES), created and verified by Dewaele and MacIntyre (2016), was used to analyze the enjoyment of EFL learners. The Likert scale used in the FLES has 21 questions, with responses ranging from "strongly disagree" to "strongly agree". The reported value of Cronbach's alpha for FLES in this research was satisfactory (a = 0.873).

As the last scale, participants took a test with 20 items developed by the researcher based on the concepts of Four Corners 4. Three psychometricians and two EFL instructors assessed the test's face and content validity, and their feedback was used to shape subsequent iterations of the test. After that, the test-retest reliability was analyzed with the help of a sample of 48 EFL students whose English proficiency levels ranged from upper intermediate to advanced. To verify that the findings were stable over time, this examination was repeated with the same participant a few weeks later. The results of Pearson's r were presented, which proved to be quite informative ($r = 0.877$, $p<05$).

Data Collection Procedures and Analysis

The temporal scope of this investigation spanned from January through March of 2023. These kids were supplementing their regular education with optional online English sessions. They had an upper intermediate level of language ability and their book was Four Corners 4. The data collection procedure was carried out through web-based technology, namely Google Forms. The participants were required to finish the survey by using online questionnaires. CSEQ, ASR, POS, FLES, and researcher-made tests were all integral components of the study. The tight collaboration between the many components was crucial in the development of the online survey design. The purpose of this action was to mitigate the risk of data loss resulting from the survey's structure. A total of 386 forms were received, indicating a return rate of 78.42 percent. The Kolmogorov-Smirnov test (K-S test) was conducted to verify the normality of the data's distribution. The data's adherence to normalcy facilitated the use of CFA and SEM analysis inside the LISREL 8.80 software.

Results

A synopsis of the data inspection is made available in this section, and an explanation is provided for each section of the report. Table 1 illustrates the first step of the process, which is to offer data that is descriptive.

Table 1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self-evaluation	386	12	60	42.946	9.400
Perceived Happiness	386	9	45	29.106	9.104
Empathy	386	7	35	23.326	6.528
Sociability	386	3	15	10.163	3.143
Persistence	386	4	20	13.640	3.478
Self-Regulation	386	3	15	10.106	3.064
Academic Resilience	386	30	130	86.342	21.701
Positive Orientation	386	8	40	27.337	7.126
Foreign Language Enjoyment	386	26	105	71.482	15.800
Language Achievement	386	8	20	16.041	3.692

The mean score of SE according to Table 1 was 42.946 (SD=9.400). Perceived Happiness was shown to be the most influential element (M = 29.106, SD = 9.104) on the ARS, the second instrument used. In PO, the mean score of the participants was 27.337 (SD=7.126). The average score for enjoyment was 71.482 (SD = 15.800). In language achievement, the mean score of the participants was 16.041(SD = 3.692).

The K-S test was then used for the acquired data to check for any consistency in the regular presentations. All of the instruments and their constituent parts had sig values greater than 0.05, as shown in Table 3. This may lead one to conclude that the findings followed a normal distribution, justifying the use of parametric methods in the data analysis process.

Table 2

The Results of the K-S Test

	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
Self-evaluation	0.736	0.651
Perceived Happiness	0.914	0.374
Empathy	0.737	0.650
Sociability	1.089	0.186
Persistence	1.119	0.164
Self-Regulation	1.324	0.060
Academic Resilience	0.672	0.757
Positive Orientation	0.715	0.687
Foreign Language Enjoyment	0.732	0.657
Language Achievement	1.349	0.053

Table 2 shows that all instruments and their subscales had sig values greater than 0.05. Parametric methods might be deployed to evaluate the data since they have a normal distribution.

The link between SE, AR, PO, enjoyment, and language achievement was examined using a Pearson product-moment correlation in this study.

Table 3
The Correlation Coefficients between SE, AR subscales, PO, Enjoyment, and Language Achievement

	Self-evaluation	Perceived Happiness	Empathy	Sociability	Persistence	Self-Regulation	Positive Orientation	Foreign Language Enjoyment	Language Achievement
Self-evaluation	1.000								
Perceived Happiness	0.532**	1.000							
Empathy	0.578**	0.489**	1.000						
Sociability	0.609**	0.523**	0.589**	1.000					
Persistence	0.632**	0.587**	0.572**	0.489**	1.000				
Self-Regulation	0.655**	0.612**	0.629**	0.558**	0.524**	1.000			
Positive Orientation	0.905**	0.823**	0.740**	0.721**	0.779**	0.803**	1.000		
Foreign Language Enjoyment	0.875**	0.690**	0.603**	0.568**	0.682**	0.634**	0.558**	1.000	
Language Achievement	0.852**	0.505**	0.481**	0.448**	0.543**	0.525**	0.604**	0.635**	1.000

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

According to Table 3, there were robust associations between SE and PO (r=0.905), engagement (r=0.875), as well as Language Achievement (r=0.852). There were also statistically significant relationships between subcomponents of AR and PO, engagement, as well as Language Achievement.

Subsequently, the interplay between SE, AR subscales, PO, enjoyment, and language achievement was inspected using a causal analysis framework and structural equation modeling. LISREL 8.80, a statistical program, was used to conduct these analyses. Several measures, such as chi-squared magnitude, Root Mean Squared Error of Approximation (RMSEA), Comparative matched Index (CFI), good fit Index (GFI), and

Nominal Fit Index (NFI), were used to assess the level of agreement between the model and the data.

Table 4
Model Fit Indices

Fitting indexes	$\chi 2$	df	$\chi 2/df$	RMSEA	GFI	NFI	CFI
Cut value			<3	<0.1	>0.9	>0.9	>0.9
Model 1	6030.28	2074	2.908	0.070	0.935	0.951	0.949
Model 2	10744.05	3621	2.967	0.071	0.933	0.948	0.974

Table 4 displays the results, which demonstrate that all of the fit levels (Model 1) were satisfactory. This includes the chi-square/df ratio (2.908), RMSEA (0.070), GFI (0.935), NFI (0.951), and CFI (0.949). The results in Table 4 also reveal that the Model 2 parameters required for a successful fit have been fulfilled. These parameters consist of the chi-square/df ratio (2.967), RMSEA (0.071), GFI (0.933), NFI (0.948), and CFI (0.974).

Figure 2

The Values of The Path Coefficients Expressed in A Schematic Format (Model 1)

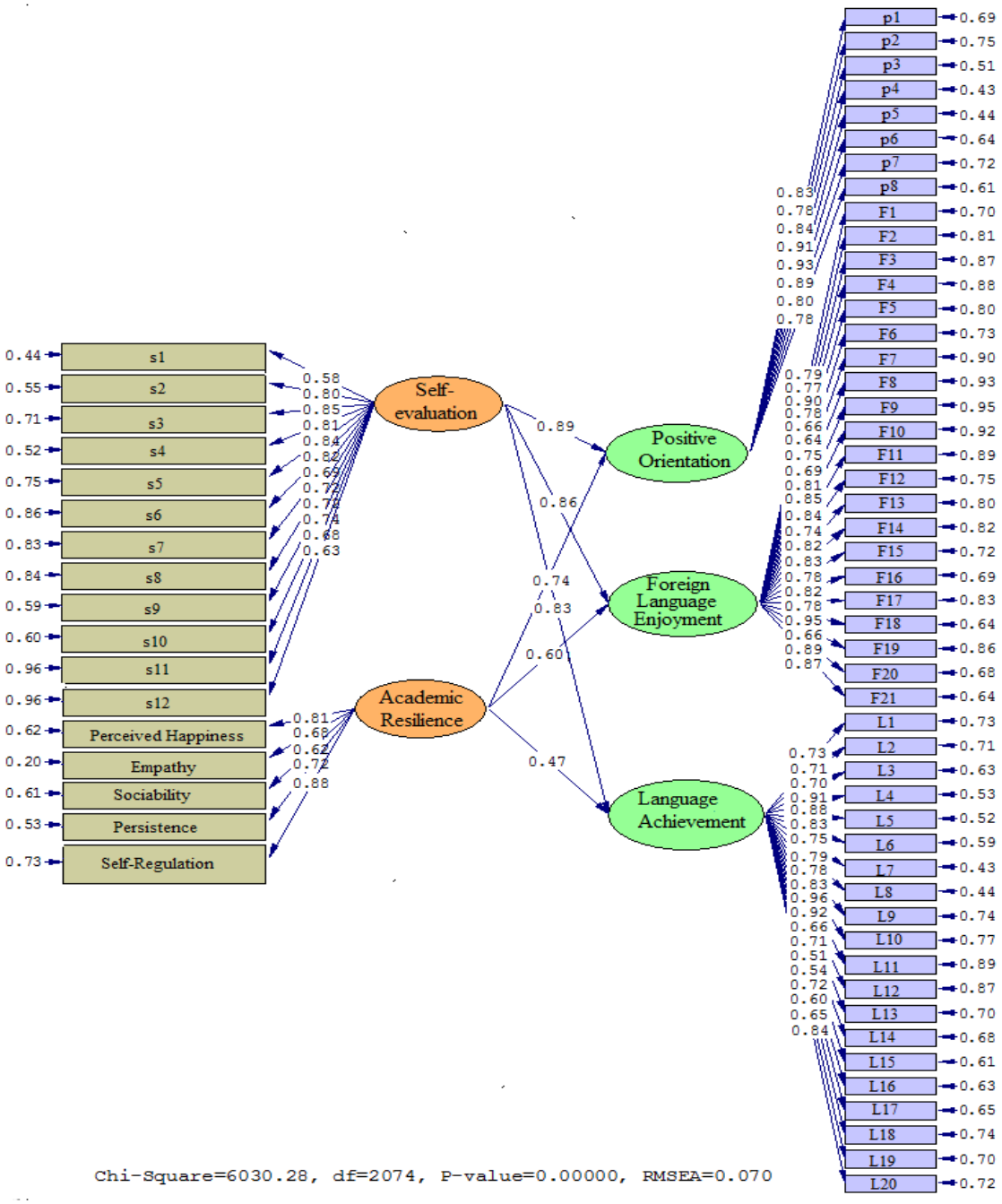


Figure 3

T Values for Path Coefficient Significance (Model 1)

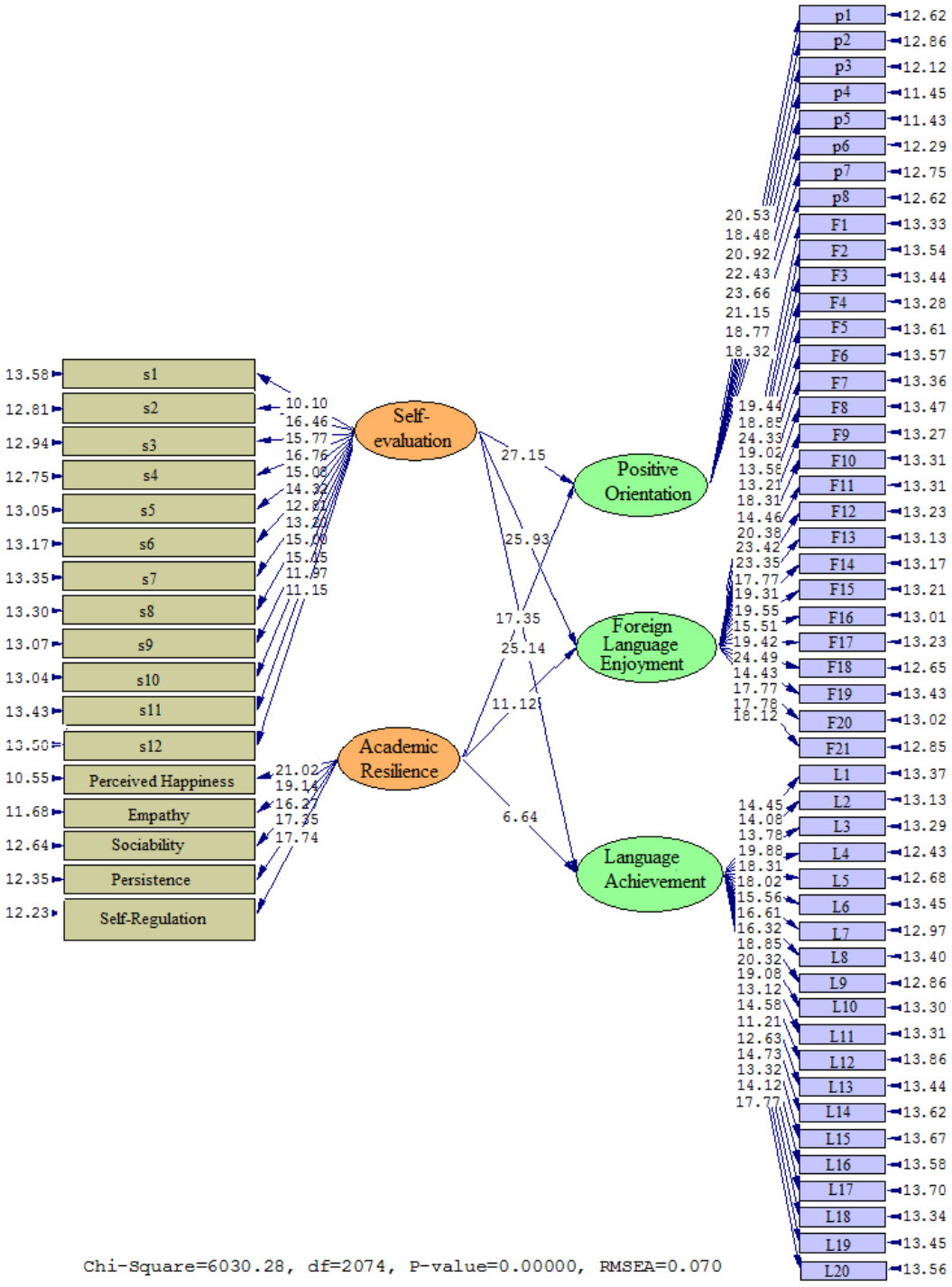


Table 5

Summary of the Findings in Model 1

Paths			Path coefficient	T Statistics	Test results
Self-evaluation	→	Positive Orientation	0. 89	27.15	Supported
Self-evaluation	→	Foreign Language Enjoyment	0.86	26.31	Supported
Self-evaluation	→	Language Achievement	0.83	25.48	Supported
Academic Resilience	→	Positive Orientation	0.74	17.35	Supported
Academic Resilience	→	Foreign Language Enjoyment	0.60	11.12	Supported
Academic Resilience	→	Language Achievement	0.47	6.64	Supported

The relationship between the variables is graphically shown in Figures 2 and 3. To analyze the impact of SE, AR subscales, PO, enjoyment, and language achievement, standardized estimates, and t-values are presented in Table 5. PO (β = 0. 89, t = 27.15), Enjoyment (β = 0.86, t = 26.31), and Language Achievement (β = 0.83, t = 25.48) are influenced by SE. Additionally, PO (β = 0.74, t = 17.35), Enjoyment (β = 0.60, t = 11.12), and Language Achievement (β = 0.47, t = 6.64) are positively influenced by AR.

Figure 4

The Values of The Path Coefficients Expressed in A Schematic Format (Model 2)

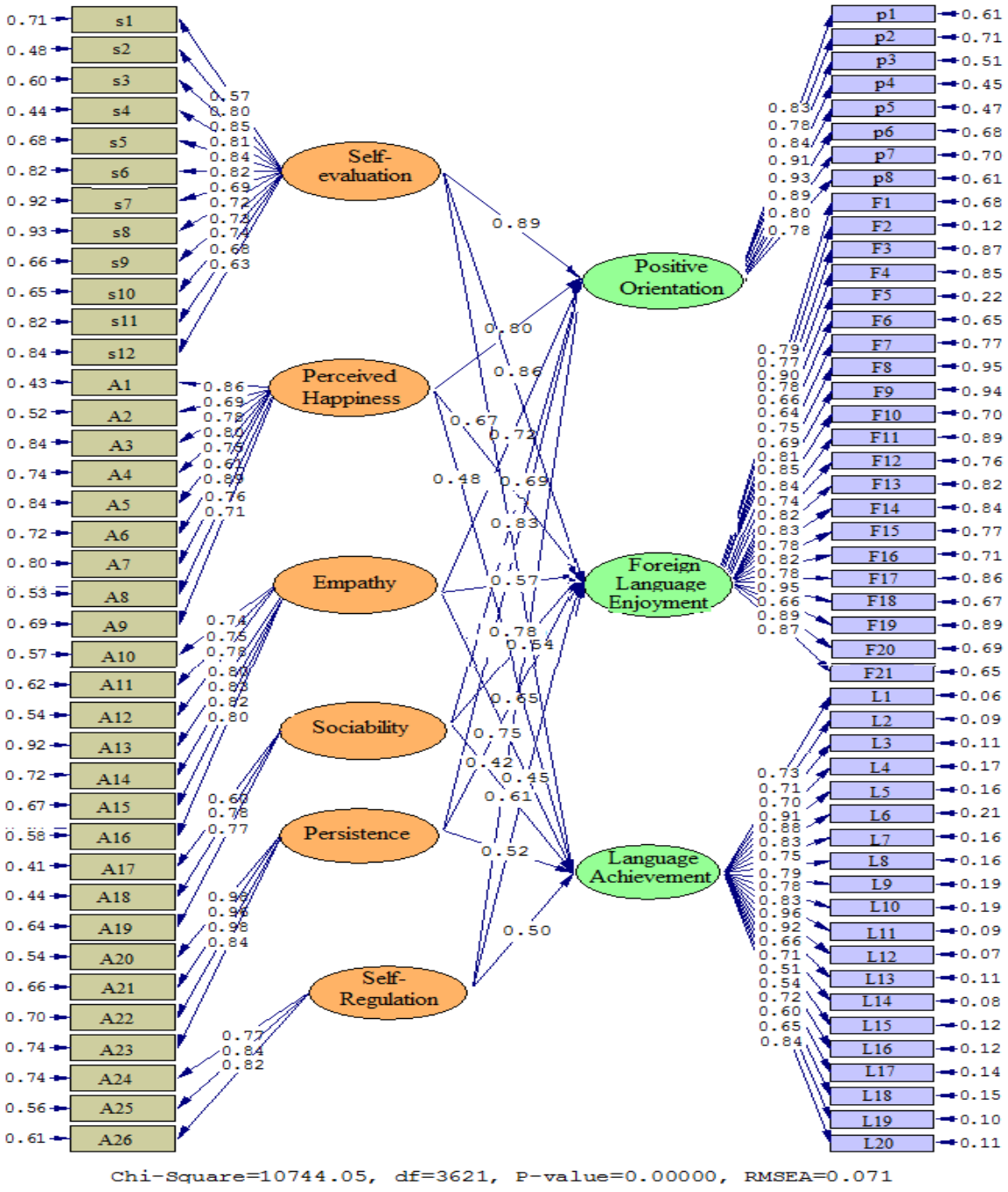
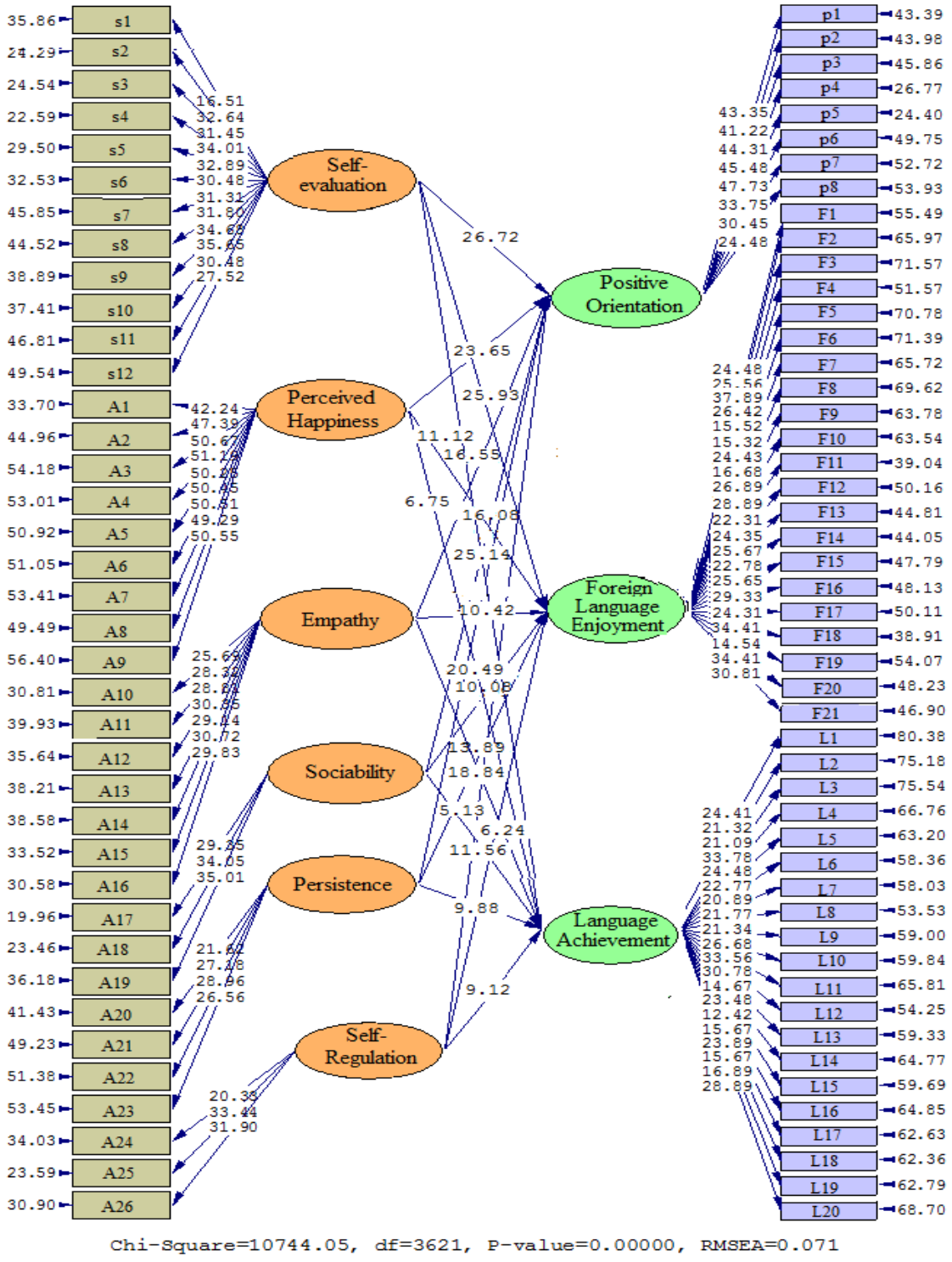


Figure 5

T Values for Path Coefficient Significance (Model 2)


Self-evaluation
Perceived Happiness
Empathy
Sociability
Persistence
Self-Regulation
Positive Orientation
Foreign Language Enjoyment
Language Achievement
s1
s2
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L20
Chi-Square=10744.05, df=3621, P-value=0.00000, RMSEA=0.071

Table 6

Summary of the Findings in Model 2

Paths			Path coefficient	T Statistics	Test results
Self-evaluation	→	Positive Orientation	0. 89	26.72	Supported
Self-evaluation	→	Foreign Language Enjoyment	0.86	25.93	Supported
Self-evaluation	→	Language Achievement	0.83	25.14	Supported
Perceived Happiness	→	Positive Orientation	0.80	23.65	Supported
Perceived Happiness	→	Foreign Language Enjoyment	0.67	14.74	Supported
Perceived Happiness	→	Language Achievement	0.48	6.75	Supported
Empathy	→	Positive Orientation	0.72	16.55	Supported
Empathy	→	Foreign Language Enjoyment	0.57	10.42	Supported
Empathy	→	Language Achievement	0.45	6.24	Supported
Sociability	→	Positive Orientation	0.69	16.08	Supported
Sociability	→	Foreign Language Enjoyment	0.54	10.08	Supported
Sociability	→	Language Achievement	0.42	5.13	Supported
Persistence	→	Positive Orientation	0.75	18.84	Supported
Persistence	→	Foreign Language Enjoyment	0.65	13.89	Supported
Persistence	→	Language Achievement	0.52	9.88	Supported
Self-Regulation	→	Positive Orientation	0.78	20.49	Supported
Self-Regulation	→	Foreign Language Enjoyment	0.61	11.56	Supported
Self-Regulation	→	Language Achievement	0.50	9.12	Supported

Figures 3 and 4 as well as Table 6 use the actual values of the coefficients that were produced by Model 2 to clearly demonstrate the correlations that were found between SE, PO, Enjoyment, Language Achievement, and AR subfactors. It was discovered that there was a correlation between SE and PO (β = 0. 89, t = 26.72), enjoyment (β = 0.86, t = 25.93), as well as language achievement (β = 0.83, t = 25.14). The same is true considering the relationships between perceived happiness and PO (β = 0.80, t = 23.65), enjoyment (β = 0.67, t = 14.74), as well as language achievement (β = 0.48, t = 6.75). There were found to be positive relationships between Empathy and PO (β = 0.72, t = 16.55), enjoyment (β = 0.57, t = 10.42), as well as language achievement (β = 0.45, t = 6.24). In addition, there was found to be a correlation between sociability and PO (β = 0.69, t = 16.08), enjoyment (β = 0.54, t = 10.08), as well as language achievement (β = 0.42, t = 5.13). Among persistence, PO, enjoyment, as well as language achievement, the relationships were also significant. Considering self-regulation and PO (β = 0.78, t = 20.49), enjoyment (β = 0.61, t = 11.56), as well as language achievement (β = 0.50, t = 9.12), a positive correlation is found.

Discussion

The purpose of the present study was to provide additional empirical evidence to the growing body of research findings on LOA (e.g., Estaji & Safari, 2023; Nurjamin et al., 2023; Prasad et al., 2023; Riswanto et al., 2022), especially in on-line instruction and assessment. More specifically, the current study investigated the linkage of SE, AR, PO, enjoyment, and language achievement when LOA was implemented in on-line language learning. Based on the outcomes, it has been observed that students who engaged in the practices of LOA, demonstrated improvements in their enjoyment and language achievement. Moreover, the findings of this study underscore the significant impact of SE, AR, and PO on the improvement of students' enjoyment and language achievement in on-line instruction and assessment. In the following paragraphs, a comprehensive analysis of the study's results is provided.

The results pertaining to RQ1 (Does EFL students' self-evaluation influence their positive orientation, enjoyment, and language achievement?) indicated that SE plays a significant role in the strength of EFL learners' PO, enjoyment, and language achievement. In particular, model 2 indicates that when it comes to empowering language learners to confront challenges, SE sends an especially upbeat message. That is, high SE students put their trust in their skills and knowledge to get the job done. It may also suggest that students examine their own biases and misconceptions about language acquisition as well as their own mental and emotional limitations. Then, considering the positive and negative aspects, they are involved in setting the tones of their language success as well as emotional equilibrium (Gorjinpour, & Barzegar, 2022). This finding is in line with the results reported by Riswanto et al., (2022), who discovered that SE and critical thinking had a substantial impact on the interest and motivation of EFL students. Consistent with the findings of Huang's (2022) study, which found that SE aids self-control and confidence, leading to satisfaction, this result shows that learners benefit from engaging in self-reflection. In theory, this conclusion can be contested.

This result is consistent with the basic tenets of social-cognitive theory (Bandura, 2012), which stresses the importance of students' active participation in self-monitoring and SE and the development of more positive self-beliefs. Because of SE, pupils can see both sides of a situation. They have a lot easier time making the necessary changes to better themselves. Anxiety, particularly over language lessons and evaluations, will be reduced, along with related levels of enjoyment. The findings related to the first question also suggest that fostering a friendly and trustworthy environment in the classroom due to LOA might help students feel more comfortable participating in class activities, and SE and further their language learning. To encourage SE, language learners need a safe space to explore their individuality and develop their linguistic competence. Consequently, educators have a responsibility to foster in their students a feeling of community, minimize criticism, promote self-respect, self-initiative, and self-awareness, and sustain students' self-confidence while they learn a new language.

It was also discovered that the status of AR is detrimental to PO, enjoyment, and language achievement in response to the second study question (Does EFL students' AR influence their PO, enjoyment, and language achievement?). Specifically, model 2 finds that students with perceived happiness, empathy, sociability, persistence, and self-regulation achieved higher scores in PO, enjoyment, and language achievement. This finding is consistent with the resilience and motivation/demotivation theories (Ryan & Deci, 2000). AR can be helpful for EFL students since it allows them to reflect on their feelings and come up with creative strategies for dealing with the anxiety that comes with forthcoming exams. It makes sense to assume that students' language skills will improve if they practice AR through the use of online courses. The findings of Namaziandost et al. (2023) similarly found direct correlations between AR and how students may feel in language classes. They also confirmed that resilient students feel more involved and less demotivated. Similarly, Ritonga et al. (2023) highlighted the significant impacts of AR on EFL students' well-being.

The current study contributes to the scant amount of empirical research on the growth of LOA in on-line instruction. The results suggest that LOA is a viable educational strategy that might provide a suitable framework for use in a variety of language courses offered by both the government and the commercial sector in Iran. By using LOA, educators may help students do self-evaluations and keep tabs on their academic progress. By repeatedly producing and receiving criticism, students may identify their areas of weakness and seek solutions. As a result, assessment in these programs moves from being an evaluation of language acquisition to being an integral part of it (Jones & Saville, 2016). To put it another way, the key components of LOA may help students improve their language skills and their ability to evaluate texts by providing them with assessment activities, encouraging student participation, and providing feedback.

Conclusion, Implications, and Suggestions for Further Research

In a nutshell, the purpose of this study was to shed light on how SE, AR, PO, enjoyment, and language achievement all relate to one another in the EFL context. A model was hypothesized in this respect, and then put to the test using CFA and SEM. The results showed that EFL students' SE and AR had a major impact on their PO, enjoyment, and language success in

LOA-dominated language learning. The results obtained corroborate the proposed model and are consistent with the prediction ability of SE and AR in on-line instruction. It is inferred that EFL learners' ability and involvement to stick with a task or activity will be influenced by the degree to which these factors interact with one another.

LOA, SE, AR, and PO all need some level of intellectual and cognitive consciousness. Moreover, Initiating and maintaining an effective culture for implementing LOA, SE, AR, and PO places a premium on the work of teachers and university academics. They require training in fostering LOA and SE in the classroom. In addition, effective methods for teaching and learning LOA and SE should be included in universities and colleges. Teachers and academics may get this information during training and preliminary training programs. With practice in a variety of classroom activities, students should eventually reach a point when effective learning techniques are deployed automatically. It is recommended that curriculum developers, policymakers, and content creators think about the significant effects of LOA, SE, AR, and PO while creating new content and activities.

The outcomes imply that the effectiveness of teaching and grading may be improved in any classroom by encouraging students to take an active role in planning, implementing, and evaluating their learning. Teachers and students of foreign languages benefit from familiarity with self-help frameworks and digital literacies and the ideals they represent. In-service and pre-service training programs might provide access to the relevant knowledge for teachers and professors. Language education and assessment based on online learning and self-help strategies should get some attention from policymakers, curriculum designers, content producers, test developers, and language teachers. This will ensure student wellness and more importantly the health of the society as a whole.

In line with the findings of prior studies, the current study had some limitations, including the following: (1) The sociocultural backgrounds of the students and their demographics were not considered in any way throughout this research. Future research may address these issues and study the degree to which differences in sociocultural context and demographics may influence the nature of the connection between SE, AR, PO, enjoyment, and language achievement. (2) The inclusion of learners from different departments and institutions would help achieve a generalization of the findings. It is possible that in the course of subsequent research, this investigation will be carried out in different instructional settings such as institutions and private language institutions. (3) Approaches based on quantitative analysis were used to complete this study. Employing mixed-method techniques allows for a deeper look to be accomplished, and they are ways that may be explored for more research in the future. (4) As was said before, it is essential for EFL instructors to play a role in the cultivation of SE, AR, and PO in their students. This aspect of the study was not taken into account at any time. In a further study, it may be possible to explore how the SE, AR, and PO of pupils are affected by instructors' levels of SE, resilience, and PO. (5) In the future, future investigators may choose to concentrate on the connection between SE, AR, PO, and enjoyment with other learner-ascribed characteristics, such as buoyancy, self-confidence, and psychological wellbeing.

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