

## **Where to Check Homework? The Emphasis on Supportive Feedback via Social Media by Teachers in CALL and Its Consequences on EFL Learners' Self-assessment, Academic Success, Academic Enjoyment**

**Balachandran Vadivel** ([sasibalu83@gmail.com](mailto:sasibalu83@gmail.com)) \*Corresponding author  
Department of General Education, Cihan University-Duhok, Kurdistan Region, Iraq  
<https://orcid.org/0000-0003-0419-794X>

**Ahmad Abdulkareem Shaban** ([ahmad.shaban@duhokcihan.edu.krd](mailto:ahmad.shaban@duhokcihan.edu.krd))  
Department of General Education, Cihan University-Duhok, Kurdistan Region, Iraq

**Luqman O. Mahmood Alnuaimy** ([dr.luqman\\_alnuaimy@uomosul.edu.iq](mailto:dr.luqman_alnuaimy@uomosul.edu.iq))  
Regional Studies Center, University of Mosul, Iraq  
<https://orcid.org/0000-0002-7528-4517>

**Christine Ann Thomas** ([christine.thomas@christuniversity.in](mailto:christine.thomas@christuniversity.in))  
Department of English and Cultural Studies, Christ Deemed to be University, Bangalore  
(Karnataka), India

**S. Neelakandan** ([sntry1981@gmail.com](mailto:sntry1981@gmail.com))  
K.Ramakrishnan College of Engineering (Autonomous), Tiruchirappalli, Tamilnadu, India

### **Abstract**

This study investigates the impact of Facebook-mediated supportive feedback on English as a Foreign Language (EFL) learners' self-assessment, academic enjoyment, and academic success in a Computer-Assisted Language Learning (CALL) context. Using a sequential exploratory methodology, this study holistically investigates the research objectives using qualitative and quantitative approaches. Two intact classrooms of lower-intermediate EFL students in an Iraqi language institute were selected; one class was designated as the experimental group receiving Facebook-mediated tasks and the other as the control group using conventional teaching strategies. Among the tools for data collecting were a teacher-made test, semi-structured interviews, and observation. Compared to the control group, the experimental group—which received extra Facebook-mediated tasks and conventional course materials—showcased notably greater degrees of self-assessment, academic enjoyment, and academic success. Positive perceptions of Facebook-mediated interactions were found through the qualitative analyses of observations and interviews, thereby stressing learners' higher motivation, collaboration, and sense of community. The implications of the study are discussed.

**Keywords:** Academic enjoyment, Academic success, Computer-assisted language learning, Facebook, Self-assessment, Social media

## **Introduction**

Motivated to explore the potential of promising technologies and evaluate their value in language education, researchers and practitioners in CALL have recently exhibited a growing fascination with the social web. Regardless of the specific reasons behind the CALL community's mounting interest in social media, whether it stems from the appeal these technologies hold for highly acculturated learner groups, intriguing educators, or from a sense of intellectual curiosity about the educational possibilities offered by non-learning-oriented tools, it is undeniable that social media had evoked excitement, skepticism, expectations, and even delusions since 2004 when the term "web 2.0" was coined by Tim O'Reilly and colleagues (Musser et al., 2007).

Technology is currently employed to enhance the engagement and stimulation of teaching and learning. We observe a growing presence of websites and applications, such as Facebook and email, integrated into the educational process. Facebook, touted as one of the most widely utilized social networking platforms worldwide, allows individuals to connect and share with others within their network (Boyd & Ellison, 2007). Additionally, these platforms facilitate online communication, interaction, and collaboration. A significant number of students rely on Facebook as a means to connect with their friends. According to Wise et al. (2011), first-year students spend around an hour daily on Facebook, engaging in social activities with their friends. This underscores the potential of Facebook as a tool for online learning. Considering its ranking among the top 20 countries with the most Facebook users, this social networking site has become an integral part of everyday life (Cloete et al., 2009). Evidently, if effectively utilized as part of the learning process, Facebook substantially benefits students.

Creating a nurturing classroom atmosphere is a crucial task for teachers, and one of the key instruments at their disposal is feedback (Price et al., 2011; Reeve, 2012; Reschly & Christenson, 2012). Feedback refers to the information provided to students regarding their performance or comprehension (Hattie & Timperley, 2007), which aims to bridge the gap between their existing knowledge and the desired knowledge. Moreover, students must comprehend and effectively utilize this information to improve their learning (Carless & Boud, 2018).

Self-assessment, which entails reflecting on one's performance and abilities (Black & Wiliam, 1998), has garnered significant interest among educators. Within the realm of second language (L2) education, the popularity of SA began to rise in the 1970s and 1980s, coinciding with a shift in focus from analyzing linguistic systems to understanding the language acquisition process. A multitude of L2 language learning resources have been developed, including SA grids aligned with the Common European Framework of Reference (CEFR, Council of Europe, 2022) and can-do statements created through collaboration between the American Council on the Teaching of Foreign Language (ACTFL) and the National Council of State Supervisors for Languages (NCSSFL) (ACTFL, n.d.). SA components are often incorporated into textbooks, online apps, and L2 learning materials. It

can be employed alongside traditional objective assessments, peer assessments, and portfolios. Educators are frequently encouraged to integrate SA into their curricula to promote constructivist approaches to education, which have gained significant traction since the late 1980s (e.g., Nunan, 1988; Tarone & Yule, 1989). SA aligns well with contemporary learning theories such as learner-centered education, self-regulated learning, and autonomous learning (Butler, 2023).

Academic accomplishment and success serve as a cornerstone within the field of education, representing the culmination of students' knowledge, skills, and dedicated efforts in their quest for learning (Kargar Behbahani & Khademi, 2022; Kargar Behbahani & Razmjoo, 2023). Its importance extends beyond individual achievements, forming the foundation of educational institutions and society (Xu et al., 2023). In an era characterized by remarkable technological progress, evolving pedagogical frameworks, and a diverse student population, the notion of academic achievement is experiencing a significant metamorphosis (Dewaele et al., 2023).

Academic enjoyment is the pleasant emotions associated with active participation in educational activities (Ainley & Hidi, 2014). It represents a positive influence linked to interest, curiosity, and learning (Lamnina & Chase, 2019; Litman & Spielberger, 2003; Namaziandost et al., 2023; Pekrun, 2011). Fredrickson's Broaden and Build theory (Fredrickson, 1998) suggests that positive emotions, such as a love for school, can initiate a cognitive expansion that fosters further positive emotions in the future. Fortunately, young children typically enter school with a positive attitude toward learning (Howse et al., 2003; Nurmi & Aunola, 2005).

Although social media platforms like Facebook are being increasingly integrated into classrooms, the effects of these platforms on student learning outcomes—especially concerning CALL—remain little studied. Particularly, less thorough studies have been conducted on how teachers' usage of social media to offer encouraging feedback affects EFL students' self-assessment capacity, academic performance, and general enjoyment of educational activities. Although social media can increase participation and ease communication, it is important to realize how well it can create a favorable learning environment and advance academic success. This paper attempts to close this gap by analyzing the effects of social media-based feedback on EFL learners' self-assessment practices, academic performance, and enjoyment of learning, therefore offering insights into the best use of social media in language teaching.

This study is significant since it investigates the junction of social media, feedback systems, and language instruction, offering insightful analysis of the changing CALL scene. This study tackles a contemporary issue that connects teachers and students in an increasingly digitalized environment by concentrating on social media platforms like Facebook to offer supportive feedback. The results can help clarify how EFL students might use social media to improve their self-assessment, academic performance, and enjoyment. This knowledge is essential for teachers trying to properly include technology into their curricula by offering a

possible route to more interesting and efficient learning opportunities. The study's ramifications could be driving curriculum development, informing best practices for including social media in language instruction, impacting educational policy, and motivating technology innovation. By proving the possible benefits of social media on academic delight, the research could inspire greater general acceptance of these instruments, thus increasing student involvement and motivation. Furthermore, it could open the path for more investigation on the use of social media in many educational environments, examining several topics, age groups, and cultural settings and looking at the long-term consequences of social media-based comments on learning outcomes. By offering evidence-based recommendations for including social media in ways that improve learning and support good academic experiences, this study has the overall potential to influence the discipline of language education greatly.

## **Literature Review**

### **Social media and learning**

Utilizing a foreign language in everyday life is one of the most effective approaches to language acquisition. However, in situations where such opportunities are limited, platforms like Facebook can prove highly beneficial in enhancing learners' proficiency. Vygotsky (1978) discovered that language usage serves as a means of communication and aids learners in constructing their own knowledge. This principle extends to Facebook, as it offers an excellent opportunity and platform for written expression. Facebook users can freely share various written materials, including exchanging lecture notes, documents, and assignments (Mazman, 2009; Ractham & Firpo, 2011).

Furthermore, they can actively provide feedback and comments, actively engaging in learning activities (Alm, 2006). Research has highlighted the advantages of Facebook in improving language learners' proficiency (Lockyer & Patterson, 2008; Nakatsukasa, 2009). Wang et al. (2012) discovered that when Facebook was utilized as a collaborative learning tool, students exhibited improved performance, increased participation, and higher satisfaction with their studies.

Numerous studies have examined the utilization of social networking sites and learners' perspectives regarding them, with the majority expressing positive views. Tashir et al. (2011) concluded that students favor incorporating social networks into their eLearning activities. Valenzuela et al. (2009) discovered that students who are Facebook users tend to experience higher life satisfaction and engage more actively within their communities. Lewis and Nichols (2012) observed that students positively perceived social media when used in the classroom setting. Wang et al. (2012) determined that students expressed satisfaction with the integration of Facebook into their courses due to its similarity in functionality to Learning Management Systems. One study indicated that students believed Facebook could facilitate easier English language learning (Kabilan et al., 2010). Consequently, advocating for using Facebook as a learning tool is warranted, as it exposes students to authentic English language usage while encouraging learning and enhancing language proficiency.

### **Supportive feedback in language learning**

Establishing a supportive environment within the classroom is an essential responsibility for educators, and feedback is a vital tool in their arsenal (Price et al., 2011; Reeve, 2012; Reschly & Christenson, 2012). Feedback encompasses providing information to students regarding their performance or understanding (Hattie & Timperley, 2007), intending to close the gap between their current knowledge and the desired level of expertise. Furthermore, students must grasp and proficiently utilize this information to enhance their learning (Carless & Boud, 2018).

Considerable research has been conducted on the efficacy of feedback, yet there is still much to uncover in optimizing its potential within the classroom. Janosz (2012) emphasized the critical role played by feedback in students' motivation, engagement, and academic achievement, as it shapes their interpretation of the schooling experience (Hattie & Timperley, 2007). However, the effectiveness of feedback varies significantly, and certain types of feedback are more impactful than others (Hattie and Yates, 2014). Thus, different forms of feedback enable students to bridge the gap between their current knowledge and a desired level of achievement, each with varying degrees of effectiveness. Hattie and Timperley (2007) outlined three feedback questions: "Where am I going?" (feeding up), "How am I going?" (feeding back), and "Where to next?" (feeding forward). By addressing these questions, students gain clarity on goals and criteria. For feedback to be effective, students must actively engage with these questions, and feedback should target different levels of cognitive complexity: task and product level (providing corrective feedback), process level (offering strategies and cues to enhance task processing and information search), and self-regulation level (providing information to improve students' ability to monitor their learning and progress). Wisniewski et al. (2020) suggest that feedback containing more information is more effective. Therefore, high-information feedback encompasses task, process, and sometimes self-regulation information.

According to Hattie and Timperley (2007), feedback must be tailored to the appropriate question and level of cognitive complexity to avoid being disregarded, misunderstood, or unused by students. Research has generally indicated that feedback at the process and self-regulation levels promotes deeper learning, enhances task confidence and self-efficacy, and fosters internal attributions of success or failure (Hattie and Yates, 2014). Additionally, the meta-analyses conducted by Wisniewski et al. (2020) suggest that feedback becomes more effective when it contains more information, whereas simplistic forms of reinforcement and punishment have minimal impact.

The existing literature indicates that feedback is interconnected with a positive student-teacher relationship, which constitutes a crucial element of a favorable classroom setting (e.g., Burnett, 2002; Gutierrez & Buckley, 2019). According to Burnett (2002), students who perceived receiving feedback emphasizing their effort were more inclined to report a positive teacher-student relationship. The author also found that students who received frequent feedback about their abilities from their teachers were more likely to

perceive the classroom environment positively. On the other hand, teacher praise did not demonstrate a significant association with students' perception of the classroom environment or their relationships with their teachers.

Hence, teachers' feedback is critical in fostering a supportive classroom environment by cultivating positive relationships with students and providing personal and academic assistance (Allen et al., 2018). Research has also highlighted that a supportive classroom environment enhances school identification and student behavioral engagement (Allen et al., 2018; Olivier et al., 2020; Voelkl, 2012). Teachers must offer support and care to facilitate the development and maintenance of students' sense of identification with the school, strengthening their engagement with school-related activities (Voelkl, 2012). Therefore, Burnett (2002) advises teachers to exercise caution when delivering feedback to students, as their relationships with students can significantly influence how students perceive the classroom environment.

To summarize, feedback is maximally impactful when it assists students in comprehending their errors, understanding the reasons behind those errors, and providing guidance on how to prevent them in the future (Wisniewski et al., 2020). Therefore, effective feedback establishes explicit standards and expectations, fostering a supportive classroom environment that cultivates student autonomy, school identification, and engagement (Pianta et al., 2012; Voelkl, 2012).

### **Self-assessment**

Self-assessment has long been employed in higher education and is not a novel concept. According to Klenowski's (1995, p. 146) definition, self-assessment involves evaluating and appraising one's performance, identifying strengths and weaknesses, and striving to enhance learning outcomes. Practically, it typically takes the form of a cyclical process wherein students review their performance and discern the disparity between their current and desired understanding. Through self-assessment, learners actively engage in the assessment process and become invested stakeholders (Cukusic et al., 2014). In learning assessment theory, self-assessment is acknowledged as a valuable pedagogical tool that empowers students to assume an active role in the learning process and exercise self-regulation. Other works in the field also affirm that this form of assessment encourages learners to heighten their awareness of their learning process, thus fostering individual responsibility (Duque Micán & Cuesta Medina, 2015).

Several studies have highlighted the advantages of self-assessments, particularly in three key areas: (1) self-regulation and the learning process, (2) cognition and academic outcomes, and (3) motivation and perceptions of self-efficacy (Brown & Harris, 2013; Panadero et al., 2017; Yan, 2020). Firstly, researchers have discovered that self-assessments within online learning environments offer learners numerous practice opportunities to address learning objectives, requirements, and assessment criteria while enabling them to utilize feedback for enhanced learning (Hartung, 2017). Consequently, students report a

better comprehension of the learning process concerning their abilities and personal efforts (Race, 2001; Yan, 2020).

In addition to the benefits to the learning process, one of the most significant claims is that it improves learning outcomes and enables better understanding. Students acknowledged that after being able to self-assess themselves, they perform better on final exams (Cukusic et al., 2014) and develop better metacognitive engagement with learning content (Andrade & Du, 2007). Other researchers also noted students' academic benefits, such as improved metacognitive competencies, development of various skills, and enhanced performance (Duque Micán & Cuesta Medina, 2015; Ozarslan & Ozan, 2017). In contrast, some researchers expressed less optimism about the effects of self-assessment on student learning (Lew et al., 2010).

Another highlighted advantage is that self-assessment positively impacts students' motivation and sense of responsibility towards their learning (Andrade & Du, 2007) and fosters their belief in their ability to achieve goals (Castillo-Merino & Serradell-Lopez, 2014). Additionally, self-assessment is suggested to alleviate student anxiety and instill a sense of control over their evaluation. In various studies, students reported feeling less stressed when engaging in online self-assessment during their learning process (Andrade & Du, 2007; Ozarslan & Ozan, 2017). When students feel at ease with the assessment, their engagement in the learning process can be enhanced, further promoting their self-efficacy and satisfaction (Andrade & Du, 2007; Thawabieh, 2017).

#### **Academic success and language achievement**

Language proficiency is a complicated and multifarious construct that indicates a person's competency and expertise in a certain language (Darmuki et al., 2023). It covers the capacity to understand, use, and express clearly in written and spoken forms, transcending simple knowledge of grammar and vocabulary. Affected by many elements, including language exposure, formal instruction, learner motivation, and personal learning preferences, this dynamic, changing achievement process is evolving (Ma, 2022). It marks a continuous path of development whereby people aim to improve their language skills through committed practice, immersion in real language environments, and active participation in language groups (Wang, 2022).

Evaluating language competency requires various assessment tools (Fang et al., 2021). Together, these strategies thoroughly assess students' language competency, including performance assessments, standardized language proficiency exams, and communicative assignments. Standardized assessments provide a systematic and objective means of evaluating language competency in many spheres. On the other hand, communicative assignments and performance tests shed light on students' pragmatic language use and communicative skills. Combining these evaluation techniques helps teachers and researchers fully grasp learners' language performance and the efficacy of language teaching techniques (Younas et al., 2022).

### **Academic enjoyment**

Csikszentmihalyi (2008) states enjoyment is a complex emotion encompassing various elements of difficulty and perceived ability. These elements collectively reflect individuals' desire to succeed in challenging situations. According to Pekrun et al. (2007), enjoyment is characterized by a sense of accomplishment derived from completing a demanding task, which further motivates further exploration. It is also characterized by successful performance, enduring determination, and enthusiasm (Ainley & Hidi, 2014). Enjoyment plays a pivotal role in the flow experience, facilitating holistic engagement and immersion in a challenging activity at an optimal level. It occurs when individuals fulfill their needs while surpassing their previous expectations to achieve something unexpected or unimaginable (Csikszentmihalyi, 2008).

The concept of broaden-and-build, proposed by Fredrickson (2001), suggests that positive emotions, such as enjoyment, contribute to expanding experiences and acquiring adaptive knowledge. Dewaele and MacIntyre (2014) introduced the notion of enjoyment in the context of foreign language learning and developed a 21-item Foreign Language Enjoyment Scale. Their approach adopted a broaden-and-build perspective on positive emotions, highlighting that foreign language enjoyment can be assessed through various aspects, including creativity, pride, interest, fun, and a positive classroom environment. Hence, it is reasonable to expect that students will experience enjoyment when given a certain degree of autonomy, receive praise from teachers, or engage in challenging and imaginative activities.

According to Li et al. (2018), enjoyment refers to the positive emotions that arise when individuals surpass their comfort zones and accomplish something new or unexpected, particularly in challenging activities. In the context of second language learning, Lee (2020) defines L2 enjoyment as the pleasurable emotion experienced by language learners when they discover or comprehend something new about the target language. Boudreau et al. (2018) assert that learners' enjoyment in classroom settings sustains their interest in the subject matter. Furthermore, Li (2020) argues that students who genuinely enjoy learning a second or foreign language tend to achieve more favorable outcomes.

Even though social networking sites like Facebook are beneficial for improving language proficiency and learner involvement, little study has been done on how teachers use these platforms for supportive feedback affects EFL learners. More especially, the effects of this kind of feedback on students' academic enjoyment, academic success, and self-assessment skills are yet unknown. Although current research shows how social media can promote cooperative learning and good learning results, the particular processes via which supportive feedback on these platforms affect important facets of EFL learning and demand more research. By looking at how feedback given on social media might improve EFL learners' self-assessment practices, academic performance, and enjoyment of the learning process, this study seeks to close this gap and contribute to a more complex knowledge of

the function of technology in language education. Thus, the following research questions are raised:

1. How does supportive feedback via social media in CALL affect EFL learners' self-assessments?
2. How does supportive feedback via social media in CALL affect EFL learners' academic enjoyment?
3. How does supportive feedback via social media in CALL affect EFL learners' academic enjoyment?

## **Method**

### **Design**

The present study utilizes a sequential exploratory design to investigate the impact of supportive feedback via Facebook on EFL learners' self-assessment, academic enjoyment, and academic success in CALL. This design allows for an initial qualitative phase followed by a quantitative phase, enabling a comprehensive understanding of the research questions.

### **Participants**

The participants in this study were selected from two intact classes of lower-intermediate EFL learners enrolled in a language institute in Iraq. The classes were chosen based on their comparable language proficiency levels to ensure group homogeneity. Each class consisted of 30 learners, with an equal number of male and female participants. The age range of the participants was between 20 and 30 years old, reflecting a relatively young adult learner population. All participants in the study spoke Arabic as their first language (L1), indicating that Persian was the primary language used for communication and instruction outside of the English language learning context. A random assignment procedure was employed to establish the control and experimental groups. One intact class was randomly assigned to the experimental group, while the other was designated as the control group.

### **Instruments**

This study used multiple instruments to collect qualitative and quantitative data. The course material employed for the experimental and control groups was American English File 2, ensuring consistency in the learning content. The experimental group received additional Facebook-mediated supportive tasks alongside the course material, while the control group did not. Observation and semi-structured interviews were conducted to examine the impact of supportive feedback via Facebook on EFL learners' self-assessment and academic enjoyment. The researcher observed the interactions and engagement within the Facebook group, while semi-structured interviews allowed participants to express their perceptions and reflections on the impact of supportive feedback. To quantitatively assess the effect of this supportive feedback on academic success, a teacher-made test was construct-validated using the known-group technique. It demonstrated a high-reliability coefficient (KR-21  $r = .93$ ). This comprehensive approach allowed for a thorough

investigation of the research questions, ensuring the reliability and validity of the data collected.

### **Treatment**

The participants in the experimental group were provided with additional Facebook-mediated supportive tasks alongside their regular course material. These tasks were designed to create an interactive and supportive learning environment on the Facebook platform, which complemented the online classes held through the Google Meet platform. For instance, learners were given discussion prompts related to the course topics, encouraging them to share their thoughts, opinions, and experiences with their peers. They actively engaged in meaningful discussions, providing insights and reflections on language learning strategies, cultural topics, or real-life applications of the language. Additionally, learners were encouraged to provide peer feedback on their classmates' language production. They offered constructive suggestions, highlighted strengths, and engaged in peer-to-peer learning. The teacher also actively participated in the Facebook group, providing timely guidance, clarifications, and additional resources to support learners' language learning journey. The teacher shared relevant articles, videos, or online resources that enhanced the understanding of the course material and addressed learners' specific needs. Collaborative tasks were assigned, requiring learners to collaborate on projects or presentations. Facebook served as a platform for coordination, resource sharing, and progress updates, enabling learners to collaborate effectively. These Facebook-mediated supportive tasks aimed to enhance the learners' language learning experience, foster a sense of community, and provide additional opportunities for feedback and interaction beyond the traditional classroom setting.

The control group followed the same course material and attended online classes through the Google Meet platform. However, they did not receive the additional Facebook-mediated supportive tasks. Their interactions and feedback were limited to the classroom environment without the supplementary support and engagement offered through Facebook. The control group experienced the regular instructional practices without the enhanced opportunities for interaction and feedback provided to the experimental group.

By comparing the outcomes between the experimental and control groups, this study aimed to examine the impact of Facebook-mediated supportive feedback on EFL learners' self-assessment, academic enjoyment, and academic success. The experimental group had access to various Facebook-mediated tasks, discussions, peer feedback, and teacher guidance, while the control group relied solely on the traditional classroom environment. This comparison allowed for a comprehensive analysis of the benefits and effects of incorporating Facebook-mediated supportive feedback in language learning.

### **Data Analysis Procedures**

The data collected through semi-structured interviews were manually transcribed to qualitatively study the impact of Facebook-mediated supportive feedback in CALL on EFL learners' self-assessment and academic enjoyment. The transcriptions ensured an accurate representation of participants' responses and allowed for a detailed analysis of their

perspectives and experiences. Additionally, the data gathered through observation were recorded and checked multiple times to ensure accuracy and dependability.

Thematic analysis was employed to analyze the qualitative data. This involved systematically identifying patterns, themes, and categories within the transcribed interviews and observational records. The analysis began with familiarizing the data, generating initial codes, and identifying emerging themes. These themes were then reviewed, refined, and organized to create a coherent and comprehensive understanding of the impact of Facebook-mediated supportive feedback on self-assessment and academic enjoyment. The coding and theme development were conducted iteratively, ensuring a thorough data exploration and capturing the richness of participants' experiences.

Additionally, to examine the quantitative effect of the supportive tasks on academic success, the participants were tested twice, once on the pretest and again on the posttest. Independent samples t-tests were conducted for each test to compare the academic performance between the control and experimental groups.

## **Results**

### **The effect of Facebook-mediated supportive feedback in CALL on EFL learners' self-assessment**

The semi-structured interviews with the experimental group—who received Facebook-mediated supportive feedback—unearthed some important new perspectives on how it affected their self-assessment practices. Participants said that their capacity to evaluate their performance was much improved by the regular and helpful feedback from peers and the teacher on the Facebook platform. They pointed out that Facebook's interactive character led to more accurate and timely feedback, enabling them to pinpoint areas that needed work and acknowledge their merits. Students said the continuous Facebook conversations and group projects helped them better grasp language learning objectives and evaluation standards. More accurate and significant self-assessment followed from this as well. Furthermore, the Facebook group's community-oriented and encouraging atmosphere helped members feel more at ease publishing their work and receiving feedback, fostering a more reflective and proactive attitude to self-assessment. The experimental group emphasized that incorporating Facebook-mediated feedback offered a constant and dynamic platform for self-evaluation, improving their self-awareness and self-regulation abilities in language learning.

By contrast, the semi-structured interviews with the control group—who did not receive Facebook-mediated supportive feedback—showed a distinct experience with self-assessment. Considered as less frequent and less detailed than the experimental group, participants in the control group claimed to depend mostly on conventional classroom feedback. Learners found it more difficult to fairly evaluate their language ability without the extra help and interactive feedback systems offered by Facebook. They said that a greater surface-level knowledge of their performance and areas needing development usually arose from the few chances for feedback inside the classroom environment. Moreover, the control group observed that the lack of a cooperative online platform limited their chances for peer-

to-peer learning and receiving feedback, which they considered could have been helpful for their self-assessment procedures. Learners in the control group thus tended to have a less proactive attitude to self-assessment, often waiting for teacher input rather than actively looking for ways to analyze and raise their performance. Overall, the experience of the control group underlined how limited conventional feedback systems are in encouraging efficient self-assessment methods when contrasted to the enhanced feedback environment Facebook offers in the experimental group.

The self-assessment behaviors of the experimental group—who interacted with Facebook-mediated helpful comments—show notable favorable results. Learners engaged in Facebook's discussions and feedback sessions during the observation period. Often posting their homework and language drills on the platform, they invited teacher and peer feedback and comments. Under this interactive environment, students were getting feedback and sharing it, fostering a sense of cooperative learning. Regularly assessing their and classmates' work, this reciprocal feedback process improves their reflecting ability. Furthermore, the instant access to feedback on Facebook lets students change their language use and comprehension in line, enabling a constant cycle of self-assessment and development. Suggesting greater confidence and self-awareness generated by the supportive feedback environment, observations also revealed that students were more ready to experiment with their language use and express their reflections on their learning development.

On the other hand, studies of the control group—which did not receive Facebook-mediated supportive feedback—found more limited chances and participation in self-assessment exercises. Feedback in the conventional classroom environment came less often and was mostly driven by the teachers. Students in the control group were more passive consumers of teacher assessment and displayed less initiative in requesting comments. Peer-to-peer feedback was few, and chances for introspection on their performance were rare without Facebook's interactive and cooperative platform. Less likely to discuss their work or seek constructive feedback, the observations revealed that students in the control group had fewer chances to participate in significant self-assessments. Moreover, the absence of a quick and dynamic feedback loop meant that students sometimes had to wait until planned class hours to get feedback, therefore postponing their capacity to evaluate and act upon their performance. Comparatively to the richer environment shown in the experimental group, the control group showed a more static and less proactive attitude to self-assessment, exposing the limits of conventional feedback techniques in fostering constant and participatory self-assessment.

Based on these findings, several themes emerged:

**1. Enhanced Reflective Practices:** Both observations and interviews clarified that supportive feedback greatly improved students' reflecting skills. Frequent reports and observations of participants from the experimental group revealed that they reflected on their performance, self-assessed, and pointed out areas needing work. This subject underlined the

importance of supportive feedback in developing a habit of frequent self-assessment and lifelong learning.

**2. Increased Confidence and Autonomy:** Particularly via the Facebook platform, supportive feedback was proven to increase students' confidence and sense of autonomy. Experimental group interviewees showed growing faith in their language skills and more readiness to experiment with their language use. Observations confirmed this, revealing that students were more proactive in seeking and offering feedback, reflecting a stronger sense of personal accountability for their learning.

**3. Collaborative Learning Environment:** Especially from the experimental group's results, the theme of cooperation became rather evident. Students actively participated in one other's work, offering supportive feedback and encouragement in a collaborative learning environment produced by Facebook-mediated feedback. This peer-to-peer contact and improved self-assessment abilities created a friendly student community.

**4. Timeliness and Accessibility of Feedback:** The interviews often emphasized the instant availability and simplicity of feedback offered via Facebook. The fast turnaround time for feedback lets participants quickly consider and act on it. Observations confirmed this, pointing out that while the control group's more delayed feedback systems enabled this, the platform's constant availability encouraged continuous debate and introspection.

**5. Development of Metacognitive Skills:** It was shown that supportive feedback helps to enhance metacognitive abilities. During the interview, the experimental group participants said they started to pay closer attention to their techniques and learning processes. These students showed improved self-regulation and metacognitive awareness since they were better at spotting their strengths and shortcomings and creating particular goals for their language development.

**6. Motivation and Engagement:** Common themes in both interviews and observations were rising motivation and engagement. Learners were observed to be inspired to interact more closely with the content and the learning process via supportive feedback. Particularly, the experimental group exhibited more interest and participation, were clear in their Facebook interactions, and had a proactive attitude toward self-evaluation.

**7. Constructive Peer Interaction:** One important theme became the function of peer interaction. Members of the experimental group underlined the need to get different points of view from their peers since it enhanced their self-assessment process. Observations revealed helpful peer feedback inspired students to think critically about their work and acquire fresh ideas.

**8. Teacher's Role in Facilitating Self-Assessment:** Another important theme was the teacher's need to contribute to offering supportive feedback. Interviewees valued the teacher's active participation in the Facebook group since he provided tools and direction. Observations revealed that encouraging students to consider their learning and modeling good self-assessment techniques depend much on the teacher's comments.

These themes collectively illustrate the multifaceted impact of supportive feedback on enhancing self-assessment among EFL learners, highlighting the benefits of integrating social media platforms like Facebook into the feedback process.

### **The effect of Facebook-mediated supportive feedback in CALL on EFL learners' academic enjoyment**

Most experimental group members said that Facebook-mediated supportive feedback greatly improved their academic enjoyment. One common topic was learners' growing sense of community and connection. Many respondents said that the Facebook group's participatory and cooperative structure made learning more fun and enjoyable. They valued the chance to participate in conversations, exchange ideas, and get quick feedback from the teacher and classmates, fostering a vibrant and encouraging classroom.

Many participants noted that their timely and helpful feedback on Facebook inspired them to engage more actively in the learning process. Their increasing enthusiasm about their academics came from the positive and confidence-building feedback they received. One student noted, for example, "I felt more connected to my classmates and teacher. The comments were encouraging and made me eager to contribute to debates."

The sensation of progress and accomplishment added another important factor influencing academic delight. Students said that the instant feedback enabled them to find and fix their errors swiftly, fostering a sense of success. This real-time help reduced stress and made the learning process more fulfilling. "Knowing that I could get quick feedback on my posts made me feel more confident and happier about my progress," one participant said.

Furthermore, many valued the range of tasks and the casual Facebook group environment. The platform's informal character and the tasks' interesting quality attracted participants more than in conventional classroom environments. This made learning more laid back and fun. One student said, "The assignments on Facebook were interesting and unlike typical homework. It seemed more like a game than a duty".

By comparison, members of the control group claimed a more conventional and less interesting educational experience. Many students felt the sessions were more boring and less enjoyable without the extra layer of engagement and instantaneous feedback Facebook offers. Many participants noted that their lack of quick feedback often left them unsure about their performance, which lowered their motivation and enjoyment.

Some students said that the typical classroom environment's low interaction between peers and the teacher made the learning process seem isolated and less vibrant. One student said, "We hardly had any outside-of-class interaction. We seemed to be merely running through the motions without any enthusiasm.

The control group participants also reported that their input was often delayed and less customized, lessening its influence. They felt that more instantaneous and customized feedback would have made the learning process more enjoyable and successful. One participant said, "Sometimes we had to wait until the next class to hear comments; by then, I had already progressed to other things. It did not inspire very much."

Because of the participatory, encouraging, and instantaneous character of the Facebook-mediated feedback, the experimental group showed noticeably higher academic enjoyment than the other group.

The results of the observation of the experimental group amply demonstrated how much Facebook-mediated positive supportive feedback improved the academic enjoyment of students. The most remarkable finding was the pupils' great engagement and excitement during the exercises mediated by Facebook. Students regularly posted comments, shared resources, and participated in teacher-student conversations among their peers. This enthusiastic participation showed strong enjoyment and motivation toward the learning activities.

Compared to the conventional classroom, the students were more at ease and eager to explore the language in the Facebook environment. Their informal language, gifs, and emojis were combined to create a lighthearted and supportive environment. This casual conversation lowered stress and improved the learning process's enjoyment. The teacher's timely and supportive feedback helped to inspire this good behavior even more since students reacted enthusiastically to them and included them in their subsequent posts.

Still, another important finding was the cooperative character of the tasks. Students often collaborated on assignments, exchanging ideas on conversation starters and offering peer feedback. This teamwork created a feeling of community and belonging that helped them to enjoy their studies generally. For example, numerous classmates would pitch in to assist one student who posted a query or an issue, fostering a dynamic and encouraging classroom.

Crucially important factors also were the timeliness and relevance of the feedback. The teacher kept a dynamic and interesting interaction by reacting quickly to posts made by his students. Students routinely searched their Facebook group for fresh comments and feedback and showed great interest and satisfaction in participating in the group activities. Students valued and used the constructive advice and positive reinforcement that the feedback often offered.

On the other hand, the observations of the control group exposed a less interesting and less active learning environment. The students' interactions were limited to the set class times and conventional classroom activities without the Facebook-mediated supportive feedback. Among the students, there was especially less energy and natural interaction. With little space for casual and interesting exchanges in the experimental group, the teacher-student and peer interactions were mostly limited to planned class discussions and activities.

The pupils in the control group seemed more restrained and less ready to experiment with their language use. The absence of quick and supportive feedback seemed to add to a more wary and less fun educational process. Often delayed and offered more formally, the classroom's feedback lacked the same degree of engagement and enjoyment as those given on Facebook.

Furthermore, the group under supervision had less dynamic and interactive cooperative actions. Although group projects and peer feedback were part of the classroom activities, they lacked the instant access and continuous interaction the Facebook network enabled. This meant a more secluded and less fun educational process for the pupils. Overall, the observations indicated that the Facebook-mediated supportive feedback created a more engaging, collaborative, and enjoyable learning environment for the experimental group. The control group, lacking these elements, showed lower academic enjoyment and engagement levels.

Based on this qualitative analysis, several themes emerged:

1. **Increased Engagement and Participation:**
  - **Interviews:** Participants often said that their supportive feedback on Facebook increased their enthusiasm to participate in events and debates. They were more willing to help and more engaged.
  - **Observations:** Experimental group students were noted to participate more actively in class and online conversations. They routinely left comments, asked questions, and enthusiastically worked on group projects.
2. **Enhanced Sense of Community and Belonging:**
  - **Interviews:** Many students pointed out that the supportive feedback helped the group to develop friendship and mutual support. They related more to the teacher and their peers.
  - **Observations:** The experimental group showed great communal feeling. Less clear in the control group, students frequently cooperated, helped one another, and showed a feeling of belonging.
3. **Positive Emotional Climate:**
  - **Interviews:** Students said that the feedback improved the contexts of their education and reduced the tension. Their appreciation of the constructive nature of the feedback and encouragement helped them to feel respected and supported.
  - **Observations:** The experimental group demonstrated a more relaxed and positive emotional climate. Students used informal language, emojis, and other expressions of enjoyment in their interactions, suggesting a fun and supportive atmosphere.
4. **Increased Confidence and Willingness to Take Risks:**
  - **Interviews:** Participants said the supportive feedback increased their confidence and readiness to experiment with their language use. Making errors and learning from them made them more natural.
  - **Observations:** Students in the experimental group were more eager to try grammatically different forms and new vocabulary. Their more imaginative and impassioned language use revealed greater confidence.
5. **Immediate and Relevant Feedback:**

- **Interviews:** Many times, their satisfaction was attributed to the instant nature of the feedback. The students appreciated the teacher's timely and pertinent answers, enabling them to fix errors and advance rapidly.
- **Observations:** Students stayed involved and ready to contribute because of the teacher's immediate feedback on Facebook postings. Feedback in the control group was delayed and less participatory; thus, this immediacy was less evident.

**6. Enjoyment of the Learning Process:**

- **Interviews:** Many pupils pointed out that the supportive feedback improved the enjoyment of the learning process itself. They looked forward to the interactive components of the course and considered the activities enjoyable.
- **Observations:** During tasks, the experimental group showed obvious enjoyment—smiling, laughing, and expressing excitement, among other things. This was less typical in the control group, whose environment was more formal and muted.

**7. Improved Motivation and Academic Interest:**

- **Interviews:** Students said the supportive feedback raised their enthusiasm and curiosity about the topic. They were driven to get better and more involved in their education.
- **Observations:** The experimental group students showed constant curiosity and motivation over the course. Unlike the control group, which showed erratic degrees of involvement, they regularly interacted with the content and took part enthusiastically.

These themes collectively highlight the positive impact of supportive feedback on academic enjoyment, illustrating how such feedback can transform the learning environment into a more engaging, supportive, and enjoyable space for EFL learners.

**The effect of Facebook-mediated supportive feedback in CALL on EFL learners' academic success**

A t-test was needed to study the effect of Facebook-mediated supportive feedback in CALL on EFL learners' academic success. Before conducting the t-test, a Kolmogorov-Smirnov Test confirmed the data normality.

**Table 1.**

*One-Sample Kolmogorov-Smirnov Test*

		Pretest	Posttest
N		60	60
Normal Parameters	Mean	3.400	7.533
	Std. Deviation	1.452	4.534
	Absolute	.149	.162
Most Extreme Differences	Positive	.149	.162
	Negative	-.144	-.154

Kolmogorov-Smirnov Z	1.156	1.253
Asymp. Sig. (2-tailed)	.138	.086

Table 1 shows that the data was normally distributed on pretest and posttest ( $p > .05$ ).

**Table 2.**

*Group Statistics on the Pretest*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	30	3.333	1.446	.264
	Control	30	3.466	1.479	.270

Table 2 shows that on the pretest, both the experimental group (N = 30, M = 3.333, SD = 1.446) and the control group (N = 30, M = 3.466, SD = 1.479) performed similarly.

**Table 3.**

*Independent Samples Test on the Pretest*

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Pretest	Equal variances assumed	.036	.850	-.353	58	.725	-.133	.377	-.889	.622
	Equal variances not assumed			-.353	57.971	.725	-.133	.377	-.889	.622

Table 3 indicates no significant difference between the two groups on the pretest ( $p > .05$ ).

**Table 4.**

*Group Statistics on the Posttest*

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	30	11.500	2.661	.486
	Control	30	3.566	1.478	.269

Table 4 indicates that on the posttest, the experimental group (N = 30, M = 11.500, SD = 2.661) outperformed the control group (N = 30, M = 3.566, SD = 1.478).

**Table 5.**  
*Independent Samples Test on the Posttest*

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Posttest	Equal variances assumed	8.770	.004	14.271	58	.000	7.933	.555	6.820 9.046
	Equal variances not assumed			14.271	45.332	.000	7.933	.555	6.813 9.052

Table 5 demonstrates a significant difference between the experimental and the control groups on the posttest ( $t = 14.271$ ,  $df = 45.332$ ,  $p = .001$ ).

### Discussion

The results of this study highlight the important influence of Facebook-mediated supportive feedback in CALL on EFL learners' academic progress, self-assessment, and academic enjoyment. The findings show that including social media platforms like Facebook in the language acquisition process can have significant educational advantages, hence improving the cognitive and emotive features of learning.

According to the semi-structured interviews, students in the experimental group showed more awareness of their learning development. The Facebook-mediated tasks gave students a constant, easily available forum for introspection and criticism, helping them more precisely pinpoint their areas of strength and weakness. These results were validated by observations revealing that students in the experimental group showed more autonomy in their learning and participated more actively in self-assessment tasks. This underlines the need for reflective practices and self-regulation in language education (Andrade & Du, 2007; Duque Micán & Cuesta Medina, 2015).

Based on qualitative interviews and observations, the study revealed that the experimental group reported greater academic enjoyment. The surfaced themes—such as more involvement and motivation, strengthened feeling of community, good feedback experience, and better academic confidence—showcase the advantages of supportive feedback on social media. This confirms that good emotions and a helpful learning environment influence students' general satisfaction and motivation in the educational environment (Dewaele & MacIntyre, 2014; Pekrun et al., 2007).

Although the experimental and control groups exhibited no appreciable difference in the pretest, the posttest data revealed that the experimental group greatly outperformed the control group. This implies that the supportive feedback on Facebook increases students' involvement and enjoyment and boosts their academic achievement. These underline how feedback can assist students in closing the gap between their present performance and intended goals, enhancing their academic performance (Hattie & Timperley, 2007; Wisniewski et al., 2020).

The results of this study coincide with the body of knowledge already in publication on the use of Facebook and other social media sites in language education environments. By giving chances for textual expression and engagement, social media—including Facebook—has become a useful instrument for improving language proficiency (Mazman, 2009; Ractham & Firpo, 2011). In line with Vygotsky's (1978) socio-cultural theory, which stresses the part social interaction plays in knowledge building, Facebook provides a forum for group learning projects, including material sharing, feedback, and discussion participation (Wang et al., 2012). The favorable opinions voiced by students about Facebook's inclusion in their educational activities support earlier studies stressing the benefits of social networking sites in increasing student involvement and satisfaction (Lewis & Nichols, 2012; Tashir et al., 2011; Valenzuela et al., 2009).

Furthermore, the study's results highlight the importance of supportive feedback in language education in line with research stressing the part of feedback in determining students' motivation, participation, and academic performance (Price et al., 2011; Reeve, 2012; Reschly & Christenson, 2012). As Hattie and Timperley (2007) described, effective feedback closes the difference between students' present knowledge and intended results by addressing their questions about their goals, progress, and next actions. In line with the literature on the advantages of self-assessment in fostering self-regulation, cognition, motivation, and perceptions of self-efficacy, the integration of Facebook-mediated supportive feedback in the experimental group helped students to assess themselves better (Brown & Harris, 2013; Panadero et al., 2017; Yan, 2020). Furthermore, in line with previous studies, supportive feedback helped students to develop their sense of school affiliation and involvement (Pianta et al., 2012; Voelkl, 2012).

The notable increase in academic performance noted in the experimental group following the posttest corresponds with research stressing the beneficial impact of feedback on learning outcomes (Hattie & Timperley, 2007; Wisniewski et al., 2020). More information-containing feedback—especially at the levels of process and self-regulation—is more successful in fostering deeper learning and boosting task confidence (Hattie & Yates, 2014). The tailored feedback through Facebook-mediated activities helped the experimental group do better, underscoring the need for individualized and contextually appropriate feedback in language acquisition.

Moreover, the study's results corroborate the broaden-and-build theory of positive emotions by implying that academic enjoyment is important in enabling involvement and

success (Csikszentmihalyi, 2008; Fredrickson, 2001). Enjoyment in language learning environments preserves students' engagement, fosters a positive classroom environment, and connects with favorable learning results (Boudreau et al., 2018; Li, 2020). Teachers can build dynamic and interesting learning settings that promote academic success and enjoyment by including Facebook-mediated supportive feedback, therefore helping to increase students' general language proficiency and motivation.

This research emphasizes the need to include social media platforms such as Facebook in language education settings to improve student enjoyment, self-assessment, and academic performance. These platforms allow language teachers to build engaging and encouraging learning environments where students can work together, receive feedback, and participate in meaningful language practice outside the classroom. Teachers can meet various learning demands and promote responsibility and autonomy among their students in their language development by including Facebook-mediated tasks and supporting feedback in their instructional activities. Furthermore, this study's results can help teachers create scaffolded activities that support academic enjoyment and self-assessment, fostering deeper learning and improving students' language proficiency.

This study emphasizes the requirement of designing language learning resources for materials developers that incorporate social media components and enable cooperative learning environments. Materials should be created to complement the principles of supportive feedback and self-assessment, therefore giving students chances to utilize real language and receive timely and pertinent feedback. Including Facebook-mediated tasks and interactive components in language instruction helps creators improve students' academic performance, motivation, and participation. Materials should also be flexible and tailored to fit various learning styles and proficiency levels, guaranteeing inclusiveness and accessibility for every student.

Syllabus designers can use the results of this study to guide the creation of language courses, giving top priority to social media platforms and supporting feedback systems. Syllabi should include Facebook-mediated assignments and activities to support academic enjoyment, self-assessment, and group learning. Embedding these elements into the course allows designers to construct dynamic and interactive learning environments that meet the several needs of language learners. Moreover, syllabi should stress the need to create a motivating classroom environment and allow pupils to participate in significant language activities within and outside the classroom.

The results of this study can be used by field-based policymakers in language education to support the inclusion of social media platforms into policies and initiatives related to language acquisition. Guidelines and rules supporting the responsible and efficient use of social media in educational environments should first be developed as a top priority by policymakers. Policymakers should also support professional development programs to guarantee that language teachers have the competencies to include social media in their teaching strategies properly. Policymakers can encourage innovation and excellence in

language education through a favorable legislative environment, resources, and support for teachers, improving students' language proficiency and academic performance.

### **Conclusion**

In conclusion, this study examined Facebook-mediated supportive feedback's effects on EFL learners' self-assessment, academic enjoyment, and academic success in a CALL environment. Using a sequential exploratory design combining qualitative and quantitative approaches, the study offers insightful analysis of the advantages of including social media platforms such as Facebook in language education settings.

Compared to the control group, the experimental group—which received extra Facebook-mediated tasks and supportive feedback—showcased noticeably better degrees of self-assessment, academic enjoyment, and academic success. Examining semi-structured interviews and observations qualitatively revealed how Facebook-mediated interactions improved students' involvement, teamwork, and language acquisition experience. Students in the experimental group said they felt more motivated, confident, and a part of a community; they attributed these changes to the cooperative learning atmosphere and encouraging comments Facebook helped to create.

These findings have important implications for language teachers, materials developers, syllabus designers, and policymakers in language education. Social media platforms allow language teachers to build dynamic and encouraging learning communities that improve student enjoyment. Materials developers should provide language instruction materials incorporating social media elements and supporting group learning projects. The findings of this study can also help syllabus designers create language courses, prioritizing social media platform integration and including supportive feedback systems in materials. Policymakers should encourage the safe and efficient use of social media in language education and fund professional development projects to help teachers use it in their teaching strategies.

This study emphasizes the importance of including social media platforms like Facebook in language education settings to improve student enjoyment, self-assessment, and academic success. Teachers who adopt creative ideas for language instruction and learning will be able to build dynamic and engaging classrooms that meet the various requirements of their students and advance quality in language education.

### **References**

- Ainley, M., & Hidi, S. (2014). Interest and enjoyment. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 215–237). Routledge.
- Allen, K., Kern, M. L., Vella-Brodrick, D., Hattie, J., & Waters, L. (2018). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, 30, 1-34. <https://doi.org/10.1007/s10648-016-9389-8>
- Alm, A. (2006). CALL for autonomy, competence and relatedness: Motivating language learning environments in Web 2.0. *The JALT CALL Journal*, 2(3), 29-38. [JALTCALL 202-3-29-libre.pdf \(d1wqtxts1xzle7.cloudfront.net\)](http://www.jaltcall.org/2023-3-29-libre.pdf)

- Andrade, H., & Du, Y. (2007). Student responses to criteria-referenced self-assessment. *Assessment & Evaluation in Higher Education*, 32(2), 159-181. <https://doi.org/10.1080/02602930600801928>
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. (2019). *Introduction to research in education* (10th ed.) Wadsworth/Cengage Learning.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Boudreau, C., MacIntyre, P., & Dewaele, J. M. (2018). Enjoyment and anxiety in second language communication: An idiodynamic approach. *Studies in Second Language Learning and Teaching*, 8(1), 149-170. <https://doi.org/10.14746/ssllt.2018.8.1.7>
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- Brown, G. T. L., & Harris, L. R. (2013). Student self-assessment. In J. McMillan (Ed.), *The SAGE handbook of research on classroom assessment* (pp. 367–393). SAGE. <https://au.sagepub.com/en-gb/oc/sage-handbook-of-research-on-classroom-assessment/book235861#contents>
- Burnett, P. C. (2002). Teacher praise and feedback and students' perceptions of the classroom environment. *Educational Psychology*, 22(1), 5–16. <https://doi.org/10.1080/01443410120101215>
- Butler, Y. G. (2023). Expanding the role of self-assessment: From assessing to learning English. In D. Valente, & D. Xerri (Eds.), *Innovative practices in early English language education*. Palgrave Macmillan. [https://doi.org/10.1007/978-3-031-12922-3\\_10](https://doi.org/10.1007/978-3-031-12922-3_10)
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Castillo-Merino, D., & Serradell-López, E. (2014). An analysis of the determinants of students' performance in e-learning. *Computers in Human Behavior*, 30, 476-484. <https://doi.org/10.1016/j.chb.2013.06.020>
- Cloete, S., de Villiers, C., & Roodt, S. (2009, June). Facebook as an academic tool for ICT lecturers. In *Proceedings of the 2009 annual conference of the Southern African computer lecturer's association* (pp. 16–22).
- Council of Europe. (2022). *Self-assessment grid-Table 2 (CEFR 3.3): Common reference levels*. <https://www.coe.int/en/web/common-european-framework-reference-languages/table-2-cefr-3.3-common-reference-levels-self-assessment-grid>
- Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience*. Harper Perennia.
- Ćukušić, M., Garača, Ž., & Jadrić, M. (2014). Online self-assessment and students' success in higher education institutions. *Computers & Education*, 72, 100-109. <https://doi.org/10.1016/j.compedu.2013.10.018>
- Darmuki, A., Nugrahani, F., Fathurohman, I., Kanzunudin, M., & Hidayati, N. A. (2023). The impact of inquiry collaboration project based learning model of Indonesian

- language course achievement. *International Journal of Instruction*, 16(2), 247-266. <https://doi.org/10.293333/iji.2023.16215a>
- Dewaele, J. M., Botes, E., & Meftah, R. (2023). A three-body problem: The effects of foreign language anxiety, enjoyment, and boredom on academic achievement. *Annual Review of Applied Linguistics*, 1-16. <https://doi.org/10.1017/S0267190523000016>
- Dewaele, J. M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274. <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Duque Micán, A., & Cuesta Medina, L. (2017). Boosting vocabulary learning through self-assessment in an English language teaching context. *Assessment & evaluation in Higher Education*, 42(3), 398-414. <https://doi.org/10.1080/02602938.2015.1118433>
- Fang, W. C., Yeh, H. C., Luo, B. R., & Chen, N. S. (2021). Effects of mobile-supported task-based language teaching on EFL students' linguistic achievement and conversational interaction. *ReCALL*, 33(1), 71-87. <http://dx.doi.org/10.1017/S0958344020000208>
- Fredrickson, B. L. (1998). What good are positive emotions?. *Review of General Psychology*, 2(3), 300–319. <https://doi.org/10.1037/1089-2680.2.3.300>
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Gutierrez, A. S., and Buckley, K. H. (2019). Stories from the field: Building strong teacher-students relationships in the classroom. *Transforming Education* (1). <https://files.eric.ed.gov/fulltext/ED601206.pdf>
- Hartung, S. (2017). Lernförderliches Feedback in der Online-Lehre gestalten. In H. R. Griese-hop & E. Bauer (Eds.), *Lehren und Lernen online* (pp. 199–217). Springer. [https://doi.org/10.1007/978-3-658-15797-5\\_10](https://doi.org/10.1007/978-3-658-15797-5_10)
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Howse, R. B., Lange, G., Farran, D. C., & Boyles, C. D. (2003). Motivation and self-regulation as predictors of achievement in economically disadvantaged young children. *The Journal of Experimental Education*, 71(2), 151–174. <https://doi.org/10.1080/00220970309602061>
- Janosz, M. (2012). "Part IV commentary: Outcomes of engagement and engagement as an outcome: Some consensus, divergences, and unanswered questions," in S. L. Christenson, A. L. Reschly, and C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 695-703). Springer. [https://doi.org/10.1007/978-1-4614-2018-7\\_33](https://doi.org/10.1007/978-1-4614-2018-7_33)
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education?. *The Internet and Higher Education*, 13(4), 179-187. <https://doi.org/10.1016/j.iheduc.2010.07.003>
- Kargar Behbahani, H., & Khademi, A. (2022). The concurrent contribution of input flooding, visual input enhancement, and consciousness-raising tasks to noticing and intake of present perfect tense. *MEXTESOL Journal*, 46(4), n4. [KargarBehbahani-Khademi \(ed.gov\)](https://www.kargarbehbahani-khademi.ed.gov)
- Kargar Behbahani, H., & Razmjoo, S. A. (2023). The contribution of working memory and language proficiency to lexical gain: Insights from the involvement load

- hypothesis. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 42(3), 117-146.  
<https://dorl.net/dor/20.1001.1.20088191.2023.42.3.6.8>
- Klenowski, V. (1995). Student self-evaluation processes in student-centred teaching and learning contexts of Australia and England. *Assessment in Education: Principles, Policy & Practice*, 2(2), 145-163. <https://doi.org/10.1080/0969594950020203>
- Lamnina, M., & Chase, C. C. (2019). Developing a thirst for knowledge: How uncertainty in the classroom influences curiosity, affect, learning, and transfer. *Contemporary Educational Psychology*, 59, 101785.  
<https://doi.org/10.1016/j.cedpsych.2019.101785>
- Lew, M. D., Alwis, W. A. M., & Schmidt, H. G. (2010). Accuracy of students' self-assessment and their beliefs about its utility. *Assessment & Evaluation in Higher Education*, 35(2), 135-156. <https://doi.org/10.1080/02602930802687737>
- Lewis, B. K., & Nichols, C. (2012). Social media and strategic communication: A two-year study of attitudes and perceptions about social media among college students. *Public Relations Journal*, 6(4), 1-20. [2012LewisNichols-libre.pdf](https://doi.org/10.1080/10801016.2012.711111)  
<https://doi.org/10.1080/10801016.2012.711111>
- Li, C. (2020). A positive psychology perspective on Chinese EFL students' trait emotional intelligence, foreign language enjoyment and EFL learning achievement. *Journal of Multilingual and Multicultural Development*, 41(3), 246-263.  
<https://doi.org/10.1080/01434632.2019.1614187>
- Li, C., Jiang, G., and Dewaele, J. (2018). Understanding Chinese high school students' Foreign language enjoyment: validation of the Chinese version of the Foreign Language Enjoyment Scale. *System* 76, 183-196.  
<https://doi.org/10.1016/j.system.2018.06.004>
- Litman, J. A., & Spielberger, C. D. (2003). Measuring epistemic curiosity and its diverse and specific components. *Journal of Personality Assessment*, 80(1), 75-86.  
[https://doi.org/10.1207/S15327752JPA8001\\_16](https://doi.org/10.1207/S15327752JPA8001_16)
- Lockyer, L., & Patterson, J. (2008, July). Integrating social networking technologies in education: a case study of a formal learning environment. In P. Diaz, Kinshuk, I. Aedo & E. Mora (Eds.), *IEEE International Conference on Advanced Learning Technologies* (pp. 529-533). IEEE Computer Society.
- Ma, Y. (2022). The effect of teachers' self-efficacy and creativity on English as a foreign language learners' academic achievement. *Frontiers in Psychology*, 13, 872147.  
<https://doi.org/10.3389/fpsyg.2022.872147>
- Mazman, S. G. (2009). *Adoption process of social network and their usage in educational context*. Unpublished master's thesis, Hacettepe University, Ankara.
- Musser, J., O'Reilly, T. & the O'Reilly Radar Team. (2007). *Web 2.0 Principles and Best Practices*. O'Reilly.
- Nakatsukasa, K. (2009). The efficacy and students' perceptions of collaborative blogging in an ESL classroom. In C. A. Chapelle, H. G. Jun, & I. Katz (Eds.), *Developing and evaluating language learning materials* (pp. 6984). Iowa State University.
- Namaziandost, E., Rezai, A., Heydarnejad, T., & Kruk, M. (2023). Emotion and cognition are two wings of the same bird: insights into academic emotion regulation, critical

- thinking, self-efficacy beliefs, academic resilience, and academic engagement in Iranian EFL context. *Thinking Skills and Creativity*, 101409. <https://doi.org/10.1016/j.tsc.2023.101409>
- Nunan, D. (1988). *The learner-centered curriculum: A study in second language teaching*. Cambridge University Press.
- Nurmi, J.-E., & Aunola, K. (2005). Task-motivation during the first school years: A person-oriented approach to longitudinal data. *Learning and Instruction*, 15(2), 103–122. <https://doi.org/10.1016/j.learninstruc.2005.04.009>
- Olivier, E., Galand, B., Hospel, V., & Delliße, S. (2020). Understanding behavioural engagement and achievement: The roles of teaching practices and student sense of competence and task value. *British Journal of Educational Psychology*, 90(4), 887-909. <https://doi.org/10.1111/bjep.12342>
- Ozarslan, Y., & Ozan, O. (2016). Self-assessment quiz taking behaviour analysis in an online course. *European Journal of Open, Distance and E-Learning*, 19(2), 15-31. <https://doi.org/10.1515/eurodl-2016-0005>
- Panadero, E., Jonsson, A., & Botella, J. (2017). Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. *Educational Research Review*, 22, 74-98. <https://doi.org/10.1016/j.edurev.2017.08.004>
- Pekrun, R. (2011). Emotions as drivers of learning and cognitive development in Calvo, R., D'Mello, S. (Eds.), *New perspectives on affect and learning technologies*. Explorations in the Learning Sciences, Instructional Systems and Performance Technologies, vol 3. Springer. [https://doi.org/10.1007/978-1-4419-9625-1\\_3](https://doi.org/10.1007/978-1-4419-9625-1_3)
- Pekrun, R., Frenzel, A. C., Goetz, T. & Perry, R. P. (2007). The control-value theory of achievement emotions: an integrative approach to emotions in education in P. Schultz and R. Pekrun (Eds), *Emotion in education* (pp. 13-26). Academic Press. <https://doi.org/10.1016/B978-012372545-5/50003-4>
- Pianta, R. C., Hamre, B. K., and Allen, J. P. (2012). "Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions," in S. L. Christenson, A. L. Reschly, and C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 365–386). Springer. [https://doi.org/10.1007/978-1-4614-2018-7\\_17](https://doi.org/10.1007/978-1-4614-2018-7_17)
- Price, M., Handley, K., & Millar, J. (2011). Feedback: Focusing attention on engagement. *Studies in Higher Education*, 36(8), 879-896. <https://doi.org/10.1080/03075079.2010.483513>
- Race, P. (2001). *A briefing on self, peer and group assessment*. LTSN Generic Centre. Assessment Series No. 9. <https://scirp.org/reference/referencespapers.aspx?referenceid=2384289>
- Rachtham, P., & Firpo, D. (2011). Using social networking technology to enhance learning in higher education: A case study using Facebook. In *Proceedings of the 44th Hawaii international conference on system sciences*.
- Reeve, J. (2012). "A Self-Determination Theory perspective on student engagement," in S. L. Christenson, A. L. Reschly & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 149-172). Springer. [https://doi.org/10.1007/978-1-4614-2018-7\\_7](https://doi.org/10.1007/978-1-4614-2018-7_7)

- Reschly, A. L., and Christenson, S. L. (2012). "Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct," in S. L. Christenson, A. L. Reschly, and C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 3-19). Springer. [https://doi.org/10.1007/978-1-4614-2018-7\\_1](https://doi.org/10.1007/978-1-4614-2018-7_1)
- Tarone, E., & Yule, G. (1989). *Focus on the language learner*. Oxford University Press.
- Tashir, Z., Al-Dheleai, Y.M.H., Harun, J., and Shukor, N.A. (2011), *student's perception towards the use of social networking as an elearning platform*. In Proceedings of the 10th WSEAS International Conference on Education and Educational Technology (EDU'11). Penang, Malaysia, 2011.
- Thawabieh, A. M. (2017). A Comparison between Students' Self-Assessment and Teachers' Assessment. *Journal of Curriculum and Teaching*, 6(1), 14-20. <https://files.eric.ed.gov/fulltext/EJ1157426.pdf>
- Valenzuela, S., Park, N., & Kee, K. F. (2009). Is there social capital in a social network site?: Facebook use and college students' life satisfaction, trust, and participation. *Journal of Computer-Mediated Communication*, 14(4), 875-901. <https://doi.org/10.1111/j.1083-6101.2009.01474.x>
- Voelkl, K. E. (2012). "School identification," in S. L. Christenson, A. L. Reschly, and C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 193-218). Springer. [https://doi.org/10.1007/978-1-4614-2018-7\\_9](https://doi.org/10.1007/978-1-4614-2018-7_9)
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard university press. [Mind in Society: Development of Higher Psychological Processes - L. S. Vygotsky, Michael Cole - Google Books](https://books.google.com/books?id=UWUwEAAAQAAJ)
- Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., & Liu, M. (2012). Using the Facebook group as a learning management system: An exploratory study. *British Journal of Educational Technology*, 43(3), 428-438. <https://doi.org/10.1111/j.1467-8535.2011.01195.x>
- Wang, Z. (2022). The effect of EFL teacher apprehension and teacher burnout on learners' academic achievement. *Frontiers in Psychology*, 12, 839452. <https://doi.org/10.3389/fpsyg.2021.839452>
- Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: A meta-analysis of educational feedback research. *Frontiers in Psychology*, 10, 487662. <https://doi.org/10.3389/fpsyg.2019.03087>
- Wise, L.Z., Skues, J. & Williams, B. (2011). Facebook in higher education promotes social but not academic engagement. In G. Williams, P. Statham, N. Brown & B. Cleland (Eds.), *Changing demands, changing directions* (pp. 1332-1342). Proceedings ascilite Hobart 2011.
- Xu, Z., Zhao, Y., Liew, J., Zhou, X., & Kogut, A. (2023). Synthesizing research evidence on self-regulated learning and academic achievement in online and blended learning environments: A scoping review. *Educational Research Review*, 100510. <https://doi.org/10.1016/j.edurev.2023.100510>
- Yan, Z. (2020). Self-assessment in the process of self-regulated learning and its relationship with academic achievement. *Assessment & Evaluation in Higher Education*, 45(2), 224-238. <https://doi.org/10.1080/02602938.2019.1629390>

Younas, M., Noor, U., Zhou, X., Menhas, R., & Qingyu, X. (2022). COVID-19, students' satisfaction about e-learning and academic achievement: Mediating analysis of online influencing factors. *Frontiers in Psychology*, 13, 948061. <https://doi.org/10.3389/fpsyg.2022.948061>