To See from the Eyes of Other Peers: Exploring the Impact of Interactional Feedback on EFL Students' Writings via Telegram and its Possible Effects on Coping Strategies, Self-esteem, as well as Progress in Writing Skill

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Abstract

This study examined the impact of interactional feedback via the messaging platform Telegram on the writing ability, coping strategies, and self-esteem of English as a Foreign Language (EFL) learners. Utilizing a phenomenological design, the study investigates how peer and instructor feedback exchanged on Telegram influences various aspects of language learning. Participants were selected from an intact class in a language institute in Pakistan, where classes were conducted online via Telegram during the COVID-19 pandemic. The study involved 30 learners, evenly distributed across genders, ranging in age from 18 to 26, all speaking Urdu as their first language. An Oxford Quick Placement Test (OQPT) indicated that all learners had lower-intermediate language proficiency. Data were collected through

document analysis, narrative inquiry, and semi-structured interviews, focusing on learners' experiences with interactional feedback, coping strategies, and self-esteem. Thematic analysis was conducted to identify recurrent themes in the data. The findings indicate that interactional feedback via Telegram positively influences EFL learners' writing ability, coping strategies, and self-esteem. Learners employed coping strategies such as seeking peer support and adopting a growth mindset to manage language learning challenges encountered on Telegram. Moreover, positive feedback and encouragement from peers and instructors contributed to learners' feelings of competence and confidence in their language abilities. The study underscores the importance of incorporating interactive feedback mechanisms into digital language learning environments and provides implications for language teachers, syllabus designers, and policymakers in enhancing language education practices and policies.
Keywords: coping strategy, interactional feedback, mobile-assisted language learning, self-esteem, writing ability

Introduction

The impact of interactional feedback on EFL students' writing skills is a crucial area of study in language education. In recent years, digital platforms like Telegram have emerged as innovative tools for facilitating language learning through peer interaction and feedback. This research aims to delve into the effects of interactional feedback provided via Telegram on EFL students' writing proficiency, coping strategies, self-esteem, and overall progress in writing. By exploring how peer feedback on a digital platform influences various aspects of language learning, this study seeks to contribute to the growing body of literature on technology-enhanced language education. Understanding the dynamics of peer interaction in a digital context can shed light on effective strategies for improving EFL students' writing skills and enhancing their learning experience.

Interactional feedback in language learning refers to providing learners with responses, corrections, or suggestions during communication tasks to enhance their language proficiency (Lyster & Ranta, 1997; Sippel, 2024). This type of feedback is characterized by its interactive nature, where learners engage in a dialogue with their peers or instructors to receive guidance on their language use. Interactional feedback plays a crucial role in language acquisition. It provides learners with immediate and personalized input on their language production, allowing them to notice and correct errors, expand their linguistic repertoire, and develop a deeper understanding of language structures and conventions (Lyster, 2004). By engaging in interactive feedback exchanges, learners receive linguistic input and benefit from social interaction, collaboration, and negotiation of meaning, which can foster a supportive learning environment and promote language development (Swain, 1998).

Coping strategies in language learning refer to the adaptive mechanisms and techniques learners employ to manage challenges, setbacks, and stressors encountered during

language acquisition (Oxford, 1999; Solhi et al., 2024). These strategies encompass a range of cognitive, affective, and behavioral approaches that learners utilize to regulate their emotions, overcome obstacles, and maintain motivation in the face of difficulties (MacIntyre et al., 2019). Effective coping strategies enable learners to navigate the complexities of language learning, cope with frustration and anxiety, and persist in improving their language skills (MacIntyre et al., 2019). By developing and implementing appropriate coping strategies, language learners can enhance their resilience, self-efficacy, and overall well-being, which in turn can positively impact their language learning outcomes and academic performance (MacIntyre et al., 2019; Nazari et al., 2023).

Additionally, self-esteem, a pivotal concept in psychology, refers to an individual's subjective evaluation of their value and importance (Rosenberg, 2015). It encompasses perceptions of competence, acceptance, and overall self-worth, influencing various aspects of human behavior and functioning (Orth & Robins, 2014). While self-esteem is not inherently fixed, it remains a dynamic construct that can vary in response to internal and external factors (Kernis, 2005). Studies indicate that high levels of self-esteem correlate with positive outcomes such as resilience in the face of adversity and healthy interpersonal relationships (Orth et al., 2012). Conversely, low self-esteem is associated with a range of negative consequences, including heightened susceptibility to psychological distress and hindered achievement of goals (Namaziandost & Çakmak, 2020; Orth et al., 2008).

Despite the growing emphasis on digital platforms for language learning, there remains a gap in understanding the precise effects of interactional feedback provided via platforms like Telegram on EFL students' writing proficiency, coping strategies, and self-esteem. While existing literature acknowledges the importance of peer interaction and feedback in language acquisition, there is limited research specifically examining the impact of digital peer feedback on multiple dimensions of language learning outcomes. Furthermore, the potential interplay between interactional feedback, coping strategies, and self-esteem in the context of language learning via digital platforms remains underexplored. Thus, this study addresses these gaps by investigating how interactional feedback on Telegram influences EFL students' writing skills, coping mechanisms, and self-esteem, contributing to a deeper understanding of effective strategies for technology-enhanced language education and learner support.

This study can hold significant implications for both theory and practice in language education. Firstly, this research can contribute to the theoretical understanding of technology-enhanced language learning by exploring the impact of interactional feedback provided via Telegram on EFL students' writing proficiency, coping strategies, and self-esteem. It extends the existing literature by investigating the effectiveness of digital peer feedback comprehensively, shedding light on its multifaceted influence on various aspects of language acquisition. Moreover, the findings of this study can inform pedagogical practices aimed at

enhancing EFL students' writing skills and promoting their socio-affective development. Educators and curriculum designers can leverage the insights gained from this research to design more effective language learning interventions that integrate digital platforms and capitalize on peer interaction for improved learning outcomes. Additionally, understanding how interactional feedback affects coping strategies and self-esteem in language learners can inform the development of tailored support mechanisms to address learners' psychological needs and foster their overall well-being. By delineating the intricate relationship between digital peer feedback, coping mechanisms, and self-esteem, this study offers practical insights for educators, policymakers, and practitioners striving to create inclusive and supportive learning environments conducive to language learning and personal growth.

Literature Review

Mobile-assisted language learning (MALL)

Mobile Learning, a method of learning enabled by mobile devices, frees learners from the limitations of fixed geographical locations (Wu et al., 2012). A subset known as MALL exists within mobile learning, specifically targeting language learning contexts. MALL involves using smartphones, tablets, wearable devices, and other portable gadgets for language learning and instruction (Li, 2022; Soyoof et al., 2023). These tools are explored for their ability to create versatile, interconnected, context-aware, location-sensitive, multifunctional, and omnipresent learning environments. MALL technologies have demonstrated effectiveness in enhancing the language skills of both foreign and second language learners, enabling them to overcome spatial and temporal constraints through cost-effective and personalized educational experiences. Learners can access adaptable learning resources and activities from any location and, at any time, actively engage in self-directed or collaborative learning endeavors (Li, 2023; Shadiev et al., 2020).

Incorporating MALL into L2 instruction has garnered significant attention due to its supportive role in improving learning and teaching processes. MALL offers numerous advantages that greatly facilitate learning and elevate instructional standards. Key benefits of MALL include its portability, internet connectivity, interactive features, multimedia capabilities, omnipresence, accessibility, and cost-efficiency (Ally & Samaka, 2016). Furthermore, MALL fosters an environment that promotes equal participation, facilitating collaborative efforts between educators and learners for improved outcomes (Shipee & Keengwee, 2014). These advantages have led educational institutions and organizations to recognize MALL as an effective approach for enhancing students' language acquisition endeavors.

Interactional feedback

Interactional feedback refers to the dialogic process of providing learners with responses, corrections, or suggestions during communicative exchanges to enhance their language proficiency (Lyster & Ranta, 1997). This type of feedback is characterized by its

interactive nature, where learners engage in a collaborative dialogue with their peers or instructors to receive guidance on their language use.

The importance of interactional feedback in language learning is well-established in the literature. Researchers have found that interactional feedback plays a crucial role in language acquisition, providing learners with immediate and personalized input on their language production (Lyster, 2004). This input allows learners to notice and correct errors, expand their linguistic repertoire, and develop a deeper understanding of language structures and conventions (Swain, 1998). Furthermore, the interactive nature of feedback exchanges fosters social interaction, collaboration, and negotiation of meaning, which can create a supportive learning environment and promote language development (Gass & Mackey, 2020).

The theoretical framework of interactional feedback is closely aligned with the sociocultural theory of language learning, which emphasizes the role of social interaction and mediation in the process of language acquisition (Lantolf, 2000). According to this perspective, language learning is a socially situated and collaborative endeavor where learners engage in meaningful interactions with more proficient speakers to internalize linguistic knowledge and skills (Vygotsky, 1978). Interactional feedback, as a form of social interaction, aligns with this view by providing learners with opportunities to receive and negotiate linguistic input, leading to developing their language proficiency.

Coping strategies

Coping strategies in language learning encompass a range of cognitive, affective, and behavioral techniques that learners employ to manage challenges, setbacks, and stressors encountered during the language acquisition process (Oxford, 1999). These strategies are adaptive mechanisms to regulate learners' emotional responses, mitigate anxiety, and maintain motivation in the face of difficulties (Pun et al., 2024). Oxford (1999) categorizes coping strategies into various dimensions, including cognitive strategies (e.g., analyzing, summarizing), metacognitive strategies (e.g., planning, self-monitoring), social strategies (e.g., asking for help, seeking feedback), and affective strategies (e.g., self-rewarding, positive self-talk).

Using coping strategies in language learning has been linked to academic achievement and self-efficacy. Research suggests that learners who effectively deploy coping strategies are better equipped to navigate the complexities of language learning, leading to improved academic performance (MacIntyre et al., 2019). By adopting proactive approaches to address challenges and regulate their emotional responses, language learners can enhance their resilience and persistence, thereby facilitating their progress in mastering the target language (MacIntyre et al., 2019). Furthermore, coping strategies play a crucial role in shaping learners' self-efficacy beliefs, which refer to individuals' perceptions of their capabilities to perform tasks and achieve desired outcomes successfully (Bandura, 1997). As

learners develop a repertoire of coping strategies and experience success in managing language learning challenges, their confidence in their ability to learn and use the language effectively increases, contributing to higher levels of self-efficacy (MacIntyre et al., 2019). Thus, coping strategies facilitate academic achievement and bolster learners' belief in their competence, fostering a positive cycle of motivation and learning in the language classroom.

Self-esteem

Self-esteem, a significant psychological factor in education, is the value an individual place on themselves as a unique person (Harter, 2015; Morin & Racy, 2021; Rosenberg, 2015). Musitu et al. (1988) perceive it as a value and evaluative trait influencing cognitive patterns and behaviors associated with personal satisfaction. Categorized by levels, self-esteem can be characterized as inflated, high, or low (Baumeister & Boden, 1998).

Individuals with high self-esteem often view themselves as superior and intentionally overestimate their abilities, fostering self-acceptance and appreciation due to confidence in their skills. Conversely, individuals with low self-esteem lack belief in themselves and their ability to complete tasks, resulting in underperformance and increased stress. Rosenberg et al. (1995) further differentiate self-esteem into global and specific categories, with the former representing a general sense of worth across various domains and the latter confined to a particular area of life or work.

Several related concepts, such as self-concept, self-efficacy, self-competence, self-worth, and self-confidence, are frequently used interchangeably with or as substitutes for self-esteem in current literature. Despite their apparent similarities, each concept has unique meanings and implications. Self-concept refers to an individual's overall perception of themselves and their capabilities (Jordan, 2020), while self-efficacy represents their confidence in effectively completing tasks (Bandura, 1997). Self-worth is a positive impression of oneself, while self-competence relates to beliefs in broad academic skills (Bogee, 1998).

The integration of MALL into language instruction has become increasingly prevalent, offering versatile and context-aware learning environments that transcend traditional spatial and temporal constraints. Concurrently, interactional feedback, a fundamental component of language learning, and coping strategies, crucial adaptive mechanisms for managing challenges, have garnered significant attention in the literature. However, while previous studies have explored the individual impacts of MALL, interactional feedback, and coping strategies on language learning outcomes, there remains a gap in understanding how these elements interact and influence each other within the digital language learning context. Additionally, the interplay between these factors and learners' self-esteem, a significant psychological construct in education, has not been thoroughly examined. Therefore, this study seeks to address this gap by investigating the interconnected effects of MALL, interactional feedback, coping strategies, and self-esteem on EFL students'

language learning outcomes, with implications for pedagogical practices and learner support strategies in technology-enhanced language education. To this end, the following research questions are addressed in this study:

1. What is the effect of interactional feedback on EFL learners' writing ability?
2. Does interactional feedback have any effect on EFL learners' coping strategies?
3. What is the effect of interactional feedback on EFL learners' self-esteem?

Method

Design, Participants, Instruments, and Treatment

This study adopts a phenomenological research design to explore EFL students' experiences with MALL and interactional feedback. Phenomenology is ideal for examining the subjective meanings individuals attribute to their experiences. Data was gathered through narratives and semi-structured interviews. Narratives allow participants to share their language learning experiences in detail, while semi-structured interviews provide opportunities for deeper exploration of participants' perceptions and emotions. Additionally, document analysis allowed for investigating the participants' writing skills. This approach facilitates a nuanced understanding of how MALL, interactional feedback, coping strategies, and self-esteem intersect in language learning, informing pedagogical practices and learner support strategies in technology-enhanced language education.

The participants for this study were selected from an intact class at a language institute in Pakistan, which transitioned to online instruction via Telegram due to the COVID-19 pandemic. The class was comprised of 30 EFL learners, evenly distributed across genders, with ages ranging from 18 to 26 years old. All participants identified Urdu as their first language (L1). Their English proficiency levels were determined using the OQPT, revealing that all participants scored in the lower-intermediate range.

This study utilized a combination of instruments to comprehensively explore the impact of interactional feedback on EFL learners' language proficiency, writing ability, coping strategies, and self-esteem. Firstly, the OQPT was administered to assess participants' English language proficiency levels. Participants' proficiency levels were determined by administering this test, facilitating the selection of lower-intermediate level learners for the study.

Document analysis was conducted to investigate the effect of interactional feedback on EFL learners' writing ability. Participants' written texts, produced during online classes held via Telegram, were collected and analyzed. These written texts included compositions, essays, and other writing assignments completed by participants as part of their language-learning activities. Through document analysis, researchers examined participants' written output's quality, coherence, accuracy, and overall proficiency, providing valuable insights into their writing skills development.

Furthermore, narrative inquiry and semi-structured interviews were employed to explore the impact of interactional feedback on EFL learners' coping strategies and self-esteem. Narrative inquiry allowed participants to share their personal stories, experiences, and reflections on coping with language learning challenges and developing self-esteem in the language learning process. Semi-structured interviews allowed researchers to delve deeper into participants' narratives, probe for additional insights, and clarify any ambiguities. Both narrative inquiry and semi-structured interviews facilitated a rich exploration of the complex interactions between interactional feedback, coping strategies, and self-esteem, offering valuable insights into the socio-affective dimensions of language learning in the digital age.

The treatment in this study emphasized enhancing EFL learners' writing ability by providing interactional feedback within the online learning environment on Telegram. Interactional feedback was facilitated by the teacher and peers, targeting various aspects of writing proficiency to promote language development.

The teacher was pivotal in providing interactional feedback during online classes, offering direct interventions and corrective measures to address learners' writing errors and improve language accuracy. For instance, during writing tasks, the teacher reviewed participants' written texts and offered feedback on grammar, vocabulary usage, sentence structure, and coherence. This feedback was delivered in real-time during class discussions or asynchronously through written comments and annotations on learners' assignments.

Peer interaction was also leveraged to foster writing improvement through interactional feedback. Learners were encouraged to engage in collaborative writing tasks, peer reviews, and discussion forums on Telegram. Within these interactions, peers provided constructive feedback to each other, focusing on identifying strengths and areas for improvement in their peers' writing. Peers offered suggestions for enhancing clarity, coherence, and organization and providing explanations for language rules and conventions.

Furthermore, role-playing activities and simulated conversations were utilized to encourage interactive communication and feedback exchange among learners. Participants engaged in authentic writing tasks, such as composing emails, dialogues, or reports, and received feedback from peers on language accuracy, fluency, and appropriateness of writing style.

Overall, the treatment strategy integrated interactional feedback into various writing activities involving teacher-led interventions and peer collaboration. The treatment aimed to enhance participants' writing proficiency and promote effective communication skills in the digital language learning environment by providing targeted feedback on writing tasks and encouraging peer interaction.

Data Analysis

The data analysis procedures in this study involved a systematic approach to analyzing the qualitative data gathered from semi-structured interviews, narrative inquiries, and document analysis. Firstly, the audio recordings of the semi-structured interviews and narrative inquiries were manually transcribed verbatim to create written transcripts. These transcripts captured participants' responses, reflections, and narratives about their language learning experiences, coping strategies, and self-esteem.

Thematic analysis was then employed to identify recurrent themes and patterns within the qualitative data. This process involved several iterative steps to systematically analyze the transcripts and identify key themes and subthemes related to the research objectives. Firstly, researchers familiarized themselves with the data by reading and re-reading the transcripts to understand the content. Next, initial codes were generated to label and categorize data segments related to specific concepts or ideas.

Following the generation of initial codes, researchers engaged in a process of coding and categorization to organize the data into meaningful units. Codes were systematically applied to relevant segments of the transcripts, with similar codes grouped to form overarching themes. Through an iterative process of comparison and refinement, themes were identified and refined to capture the essence of participants' experiences and perceptions.

Thematic analysis was also conducted for the document analysis component of the study. Written texts produced by participants during online classes were analyzed to identify recurring themes related to writing proficiency, language accuracy, coherence, and organization. Similar to the analysis of interview transcripts, themes were systematically identified and categorized to provide insights into participants' writing abilities and development over time.

The data analysis procedures involved a rigorous and systematic approach to analyzing qualitative data from multiple sources. By employing thematic analysis, researchers could identify and interpret patterns and themes within the data, providing rich insights into the impact of interactional feedback on EFL learners' writing ability, coping strategies, and self-esteem in the digital language learning context.

Results

The effect of interactional feedback via Telegram on EFL learners' writing ability

The document analysis of interactional feedback via Telegram on EFL learners' writing ability revealed several key findings regarding participants' language proficiency, writing skills, and the impact of interactional feedback on their writing development.

Firstly, participants demonstrated varying writing proficiency levels, with some learners exhibiting greater language accuracy, coherence, and complexity in their written texts than others. Analysis of participants' written texts highlighted common errors and areas for improvement, including grammatical mistakes, vocabulary limitations, and sentence

structure and organization issues. These findings underscored the importance of targeted feedback and support to address learners' individual needs and promote writing improvement.

Furthermore, the analysis revealed the pervasive influence of interactional feedback on participants' writing development. Learners who received regular and personalized feedback from both the teacher and peers demonstrated noticeable improvement in their writing skills over time. Specific instances of interactional feedback, such as corrective interventions, constructive suggestions, and explanations of language rules, were identified as catalysts for writing enhancement. For example, participants' written texts often incorporated feedback on previous assignments, indicating a process of iterative learning and skill refinement.

Moreover, the document analysis highlighted the role of peer interaction in facilitating writing improvement through interactional feedback. Learners actively engaged in peer reviews and collaborative writing tasks on Telegram benefited from diverse perspectives, constructive criticism, and peer support, contributing to their writing development. Peers provided valuable insights, suggestions, and encouragement to help each other overcome writing challenges and refine their language use.

Overall, the document analysis of interactional feedback via Telegram on EFL learners' writing ability underscored the significant impact of feedback provision on writing proficiency and development. The findings highlighted the importance of ongoing, targeted feedback from teachers and peers in supporting learners' writing improvement in the digital language learning context. By leveraging interactional feedback as a pedagogical tool, educators can effectively facilitate writing development and promote language learning outcomes in online environments.

Themes that emerged from the document analysis of interactional feedback via Telegram on EFL learners' writing ability are presented in the following figure:
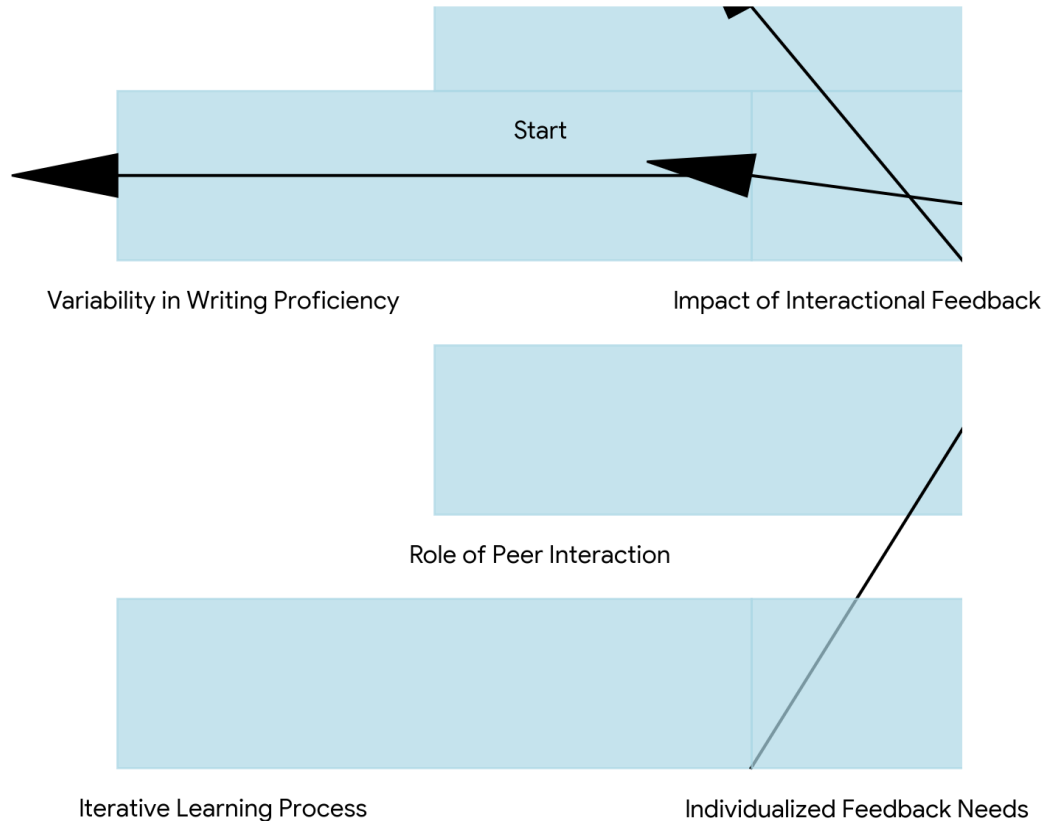
Figure 1. *Themes emerged from the effect of interactional feedback via Telegram on EFL learners' writing ability*

In brief, these themes underscore the significant impact of interactional feedback via Telegram on EFL learners' writing ability and highlight the importance of targeted, personalized feedback provision and peer interaction in supporting writing development in the digital language learning context.

The effect of interactional feedback via Telegram on EFL learners' coping strategies

The narratives provided by EFL learners offered valuable insights into the effect of interactional feedback via Telegram on their coping strategies in the language learning process. Several key findings emerged from the analysis of participants' narratives. Participants described employing a variety of adaptive coping mechanisms to manage language learning challenges and stressors encountered during online classes on Telegram. These coping strategies included seeking social support from peers, seeking clarification from the teacher, breaking tasks into manageable steps, and engaging in self-reflection and self-regulation to maintain motivation and persistence.

Interactional feedback played a crucial role in shaping participants' coping strategies, with learners leveraging teacher and peer feedback to address language learning difficulties

and overcome obstacles. Participants described how receiving constructive feedback and guidance on their language use helped them identify areas for improvement, regulate their emotions, and adapt their learning strategies to better cope with challenges. Peer interaction and collaboration on Telegram emerged as important sources of support for dealing with language learning challenges.

Participants highlighted the value of peer feedback, encouragement, and solidarity in helping them navigate difficulties, build confidence, and persevere in their language learning efforts. Peer interaction fostered a sense of community and camaraderie, creating a supportive learning environment conducive to coping and resilience. Moreover, participants emphasized the importance of reflective practice in coping with language learning setbacks and failures.

Self-reflection and self-assessment allowed learners to identify their strengths and weaknesses, set realistic goals, and develop effective strategies for managing stress and anxiety. Reflective practice also enabled participants to monitor their progress, celebrate successes, and learn from mistakes, contributing to their overall resilience and well-being. Overall, the narratives provided by EFL learners shed light on the dynamic interplay between interactional feedback via Telegram and coping strategies in the language learning process.

The semi-structured interviews with EFL learners yielded rich insights into the impact of interactional feedback via Telegram on their coping strategies in the language learning process. Through in-depth discussions, participants shared their experiences, perceptions, and reflections on how interactional feedback influenced their coping mechanisms and resilience in the face of language learning challenges.

Participants described a range of coping strategies they employed to manage language learning difficulties encountered during online classes on Telegram. These coping mechanisms included seeking clarification from the teacher or peers, breaking tasks into smaller, manageable steps, practicing self-reflection and self-regulation, and seeking emotional support from peers to alleviate stress and anxiety.

Moreover, participants highlighted the positive impact of interactional feedback on their coping strategies, emphasizing how teacher and peer feedback helped them address language learning challenges more effectively. Learners appreciated the timely and personalized nature of feedback received on their language use, which allowed them to identify areas for improvement, correct errors, and adjust their learning strategies accordingly.

Peer interaction emerged as a significant source of support for coping with language learning challenges. Participants described how engaging in peer discussions, collaborative activities, and feedback exchanges on Telegram helped them feel supported, motivated, and encouraged to persevere in their language-learning endeavors. Peers provided valuable

insights, encouragement, and solidarity, creating a sense of community and camaraderie that fostered resilience and coping.

Furthermore, participants emphasized the importance of reflective practice and adopting a growth mindset in coping with language learning setbacks and failures. Engaging in self-reflection allowed learners to identify their strengths and weaknesses, set achievable goals, and develop strategies for improvement. Participants embraced challenges as opportunities for growth and learning, viewing mistakes as valuable learning experiences contributing to their overall development and resilience.

Lastly, learners preferred specific types of interactional feedback based on their learning styles and preferences. Participants appreciated supportive, exact, and actionable feedback, enabling them to make meaningful progress in their language learning journey.

In short, the semi-structured interviews provided valuable insights into the complex interplay between interactional feedback via Telegram and EFL learners' coping strategies. The findings highlighted the importance of timely, personalized feedback, peer support, reflective practice, and a growth mindset in fostering resilience and adaptive coping in the digital language learning context.

The themes that emerged from narratives and semi-structured interviews on the effect of interactional feedback via Telegram on EFL learners' coping strategies are presented in the following graph.
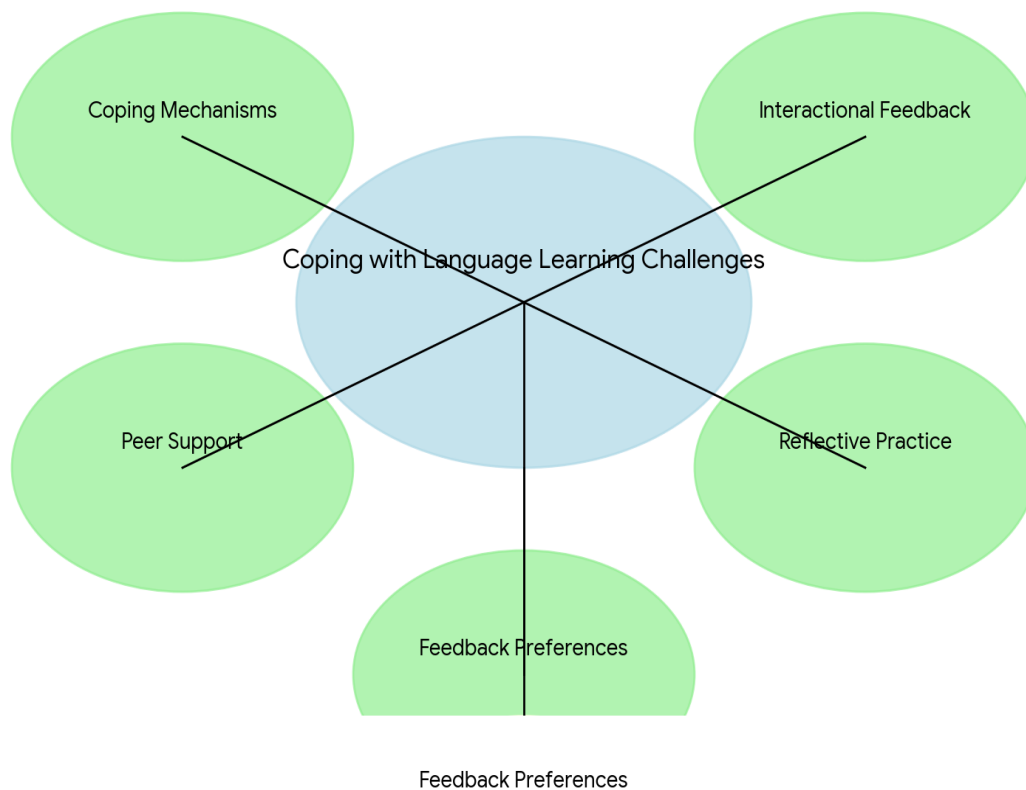
Figure 2. *Themes emerged from the effect of interactional feedback via Telegram on EFL learners' coping strategies*

These themes underscore the importance of interactional feedback via Telegram in supporting EFL learners' coping strategies and fostering resilience in the language learning process. The findings highlight the role of peer support, reflective practice, and a growth mindset in promoting adaptive coping and effective learning in the digital language learning context.

The effect of interactional feedback via Telegram on EFL learners' self-esteem

The narratives provided by EFL learners offered valuable insights into the effect of interactional feedback via Telegram on their self-esteem in the language learning process. Through detailed accounts of their experiences, perceptions, and reflections, participants revealed the complex interplay between feedback, self-perception, and confidence in their language abilities.

Participants described how interactional feedback from teachers and peers influenced their self-esteem in various ways. Positive feedback and encouragement from peers and instructors bolstered participants' confidence in their language skills, validating their efforts

and achievements. Learners expressed gratitude for constructive feedback that helped them identify areas for improvement while acknowledging their strengths, contributing to a sense of competence and self-worth.

Moreover, participants highlighted the importance of feeling valued and supported within the learning community on Telegram. Peer interaction and collaborative activities provided opportunities for learners to receive recognition, praise, and affirmation from their peers, fostering a sense of belonging and acceptance. The supportive atmosphere created through interactional feedback contributed to participants' self-efficacy and confidence in their ability to succeed in language learning.

Conversely, negative feedback or criticism could harm participants' self-esteem if perceived as harsh or unwarranted. Learners described instances where overly critical feedback or comparisons with peers undermined their confidence and led to feelings of inadequacy or self-doubt. However, participants also recognized the importance of constructive criticism in facilitating growth and improvement, emphasizing the need for feedback to be delivered respectfully and with consideration for learners' feelings.

The narratives highlighted the nuanced relationship between interactional feedback via Telegram and EFL learners' self-esteem. Positive feedback and support from peers and instructors played a crucial role in boosting participants' confidence and self-perception, fostering a positive learning environment conducive to growth and development. However, the impact of feedback on self-esteem varied depending on its nature, delivery, and perceived relevance to learners' goals and aspirations. Educators can help cultivate learners' self-esteem and confidence in their language learning journey on digital platforms like Telegram by fostering a culture of encouragement, recognition, and constructive feedback.

The semi-structured interviews with EFL learners provided valuable insights into the impact of interactional feedback via Telegram on their self-esteem in the language learning process. Through in-depth discussions, participants shared their perceptions, experiences, and reflections on how feedback from peers and instructors influenced their confidence and self-perception in relation to language learning.

Participants described how positive feedback and encouragement from peers and instructors via Telegram bolstered their self-esteem and confidence in their language abilities. Recognition of their efforts, progress, and achievements validated participants' language learning endeavors, reinforcing their sense of competence and self-worth. Learners expressed appreciation for constructive feedback that helped them identify areas for improvement while acknowledging their strengths, contributing to a positive self-image and belief in their ability to succeed in language learning tasks.

Furthermore, participants emphasized the importance of feeling supported and valued within the digital learning community on Telegram. Peer interaction and collaborative activities provided opportunities for learners to receive praise, recognition, and affirmation

from their peers, fostering a sense of belonging and acceptance. The supportive atmosphere created through interactional feedback contributed to participants' self-efficacy and confidence in their language learning abilities, enabling them to approach tasks with greater enthusiasm and motivation.

However, participants also acknowledged the potential impact of negative feedback or criticism on their self-esteem. Instances of overly critical feedback or comparisons with peers could lead to feelings of inadequacy or self-doubt, undermining participants' confidence in their language skills. Learners expressed the importance of feedback being delivered respectfully and constructively, with consideration for their feelings and individual learning needs.

The semi-structured interviews highlighted the significant role of interactional feedback via Telegram in shaping EFL learners' self-esteem and confidence in the language learning process. Positive feedback and support from peers and instructors validated learners' efforts, reinforced their sense of competence, and fostered a positive learning environment conducive to growth and development. Educators can help nurture learners' self-esteem and confidence in their language learning journey on digital platforms like Telegram by cultivating a culture of encouragement, recognition, and constructive feedback.

Themes that emerged from narratives and semi-structured interviews on the effect of interactional feedback via Telegram on EFL learners' self-esteem include:
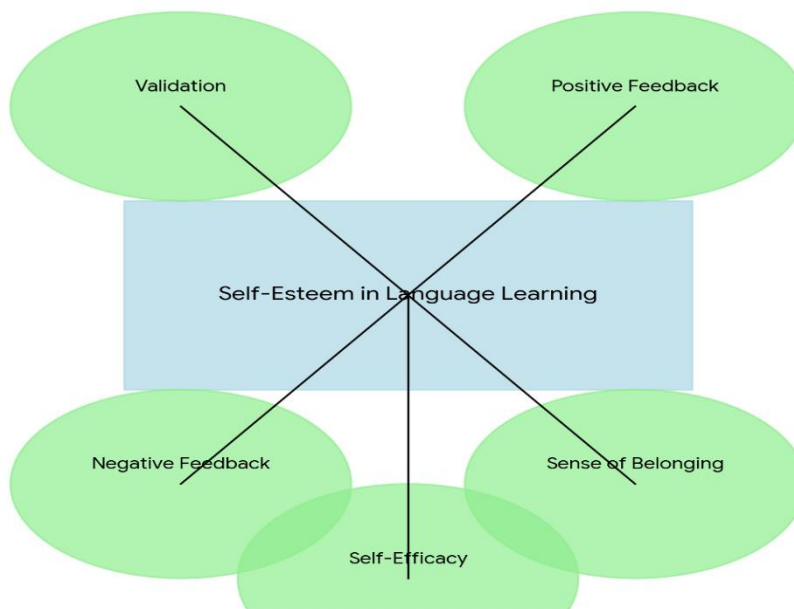

Figure 3. *Emerged themes from the effect of interactional feedback via Telegram on EFL learners' self-esteem*

All things taken into consideration, these themes highlight the complex impact of interactional feedback via Telegram on EFL learners' self-esteem. Positive feedback and

encouragement from peers and instructors serve to validate learners' efforts, reinforce their sense of competence, and foster a supportive learning environment conducive to growth and development. However, the potential impact of negative feedback on learners' self-esteem underscores the importance of feedback delivery and fostering a culture of respect and support within the digital learning community.

Discussion

The findings of this study shed light on the multifaceted impact of interactional feedback via Telegram on various aspects of EFL learners' language learning experiences, including writing proficiency, coping strategies, and self-esteem. This study explored the dynamic interplay between interactional feedback and learners' cognitive, affective, and behavioral responses in the digital language learning context through a combination of narratives, semi-structured interviews, and document analysis.

The document analysis results revealed a significant improvement in EFL learners' writing proficiency following exposure to interactional feedback on Telegram. Learners benefited from timely and personalized feedback provided by peers and instructors, facilitating error correction, language enhancement, and skill development. The interactive nature of feedback exchanges allowed learners to engage in meaningful dialogue, negotiate meaning, and co-construct knowledge, leading to enhanced writing skills and linguistic competence. These findings align with previous research highlighting the efficacy of interactional feedback in promoting language acquisition and proficiency (Lyster, 2004; Swain, 1998).

Narratives and semi-structured interviews provided valuable insights into the role of interactional feedback in shaping EFL learners' coping strategies. Participants described employing a variety of adaptive coping mechanisms, including seeking support from peers, engaging in reflective practice, and adopting a growth mindset to manage language learning challenges encountered on Telegram. Interactional feedback served as a catalyst for coping by providing learners with guidance, encouragement, and validation of their efforts. Peer interaction and collaboration emerged as crucial sources of support, fostering resilience, motivation, and a sense of community among learners. These findings underscore the importance of creating a supportive learning environment that promotes adaptive coping and self-regulation in language learning contexts (MacIntyre et al., 2019; Oxford, 1999).

The impact of interactional feedback via Telegram on EFL learners' self-esteem was evident in both narratives and semi-structured interviews. Positive feedback and encouragement from peers and instructors contributed to participants' feelings of competence, self-worth, and confidence in their language abilities. Recognition of progress and achievements validated learners' efforts, reinforcing a positive self-image and belief in their ability to succeed. However, the potential impact of negative feedback on self-esteem highlights the need for feedback delivery to be respectful, constructive, and supportive of

learners' emotional well-being. These findings underscore the interconnectedness of interactional feedback, self-esteem, and motivation in the language learning process.

This study contributes novelty to the field of language education by examining the impact of interactional feedback via the messaging platform Telegram on various aspects of language learning, including writing ability, coping strategies, and self-esteem. While previous research has explored the effectiveness of digital platforms in language learning contexts, this study specifically focuses on the role of interactional feedback in facilitating language acquisition and skill development among EFL learners. By utilizing a phenomenological design and incorporating multiple data collection methods, including document analysis, narrative inquiry, and semi-structured interviews, the study provides a comprehensive understanding of learners' experiences with interactional feedback in a digital language learning environment. Furthermore, by investigating the effects of interactional feedback on coping strategies and self-esteem, the study expands the scope of research on technology-enhanced language education. It highlights the potential of digital platforms to support learners' emotional well-being and motivation in the language learning process. Overall, the study offers novel insights into peer interaction and feedback exchange dynamics in digital language learning contexts and provides valuable implications for language education practices and policies.

This study's findings align with the literature review, particularly in coping strategies and self-esteem in language learning contexts. Using coping strategies, as discussed in the literature review, encompasses various cognitive, affective, and behavioral techniques learners employ to manage challenges encountered during language acquisition (Oxford, 1999). The study results revealed that learners employed coping strategies such as seeking peer support, engaging in reflective practice, and adopting a growth mindset to manage language learning challenges encountered on Telegram. These findings support the notion that effective deployment of coping strategies enhances learners' resilience and persistence, facilitating their progress in mastering the target language (MacIntyre et al., 2019).

Similarly, the study findings regarding self-esteem resonate with the literature review, which defines self-esteem as the value individuals place on themselves as unique (Rosenberg, 2015). The literature review discusses how individuals with high self-esteem tend to view themselves as superior, fostering self-acceptance and confidence in their abilities, while those with low self-esteem may experience feelings of inadequacy and self-doubt (Baumeister & Boden, 1998). The study findings indicate that interactional feedback via Telegram can significantly impact learners' self-esteem, with positive feedback and encouragement from peers and instructors contributing to feelings of competence, self-worth, and confidence in their language abilities.

Moreover, the study findings highlight the importance of creating a supportive learning environment that promotes equal participation, collaborative efforts, and positive

feedback exchange, as discussed in the literature review on MALL (Shipee & Keengwee, 2014). Incorporating digital platforms like Telegram into language instruction offers numerous advantages, including portability, internet connectivity, and accessibility, which enhance learners' engagement and interaction with course materials and peers (Ally & Samaka, 2016). The study's findings underscore the potential of interactional feedback via digital platforms to foster a supportive learning environment conducive to language development and positive learner outcomes.

The findings of this study resonate with the principles and benefits of MALL, as outlined in the literature review. MALL technologies, including platforms like Telegram, allow learners to engage in language learning activities anytime and anywhere, thereby overcoming spatial and temporal constraints (Shadiev et al., 2020). The study findings highlight how learners leverage MALL tools to participate in interactive feedback exchanges, collaborative learning endeavors, and supportive digital communities, ultimately enhancing their language proficiency, coping strategies, and self-esteem. The portability, internet connectivity, and multimedia capabilities of MALL technologies enable learners to access adaptable learning resources and engage in personalized educational experiences tailored to their individual needs and preferences (Ally & Samaka, 2016). Moreover, the interactive features of MALL platforms foster equal participation and collaborative efforts between educators and learners, creating a dynamic and inclusive learning environment conducive to improved language learning outcomes (Shipee & Keengwee, 2014). Overall, the study findings underscore the effectiveness of MALL in enhancing language acquisition endeavors and supporting learners' engagement, interaction, and feedback exchange in digital language learning contexts.

Overall, the study findings provide empirical support for the theoretical frameworks and concepts discussed in the literature review, highlighting the significance of coping strategies, self-esteem, and interactive feedback in language learning contexts. Integrating digital technologies into language instruction offers new opportunities for enhancing learner engagement, interaction, and feedback exchange, ultimately contributing to more effective and personalized language learning experiences.

This study has some implications. The findings of this study offer valuable insights for language teachers in designing and implementing effective language learning experiences in digital environments. Language teachers can leverage platforms like Telegram to provide timely and interactive feedback that promotes language acquisition and skill development among learners. Teachers can create a supportive learning environment that fosters engagement, motivation, and participation by incorporating peer interaction and collaborative learning activities. Additionally, language teachers can utilize the findings to enhance their feedback practices, ensuring that feedback delivery is respectful, constructive, and supportive of learners' emotional well-being. Moreover, teachers can encourage learners

to employ coping strategies and self-regulation techniques to manage language-learning challenges effectively, thereby promoting resilience and persistence in the language-learning process.

For syllabus designers, the study findings underscore the importance of integrating digital technologies and interactive feedback mechanisms into language learning curricula. Syllabus designers can incorporate MALL tools and platforms into language instruction to enhance learner engagement, interaction, and feedback exchange. By designing flexible and adaptable curricula that leverage the affordances of digital technologies, syllabus designers can create personalized learning experiences tailored to learners' individual needs and preferences. Moreover, syllabus designers can emphasize the development of coping strategies and self-regulation skills as essential components of language learning curricula, equipping learners with the tools they need to navigate language learning challenges effectively.

Policymakers play a crucial role in shaping language education policies and allocating resources to support effective language learning initiatives. The findings of this study highlight the importance of integrating digital literacy and MALL skills into language education policies and frameworks. Policymakers can prioritize investment in digital infrastructure and resources to ensure equitable access to digital learning opportunities for all learners. Additionally, policymakers can advocate for professional development programs to train language teachers in effective pedagogical approaches for digital language learning environments. By aligning language education policies with digital inclusion principles and pedagogical innovation, policymakers can create an enabling environment that promotes effective language learning outcomes for all learners, regardless of their backgrounds or circumstances.

Conclusion

To conclude, this study investigated the impact of interactional feedback via Telegram on EFL learners' writing ability, coping strategies, and self-esteem. The findings revealed that interactional feedback provided through digital platforms like Telegram significantly enhances EFL learners' language proficiency, fosters a supportive learning environment, and promotes positive learner outcomes. Learners employed coping strategies such as seeking peer support, engaging in reflective practice, and adopting a growth mindset to manage language learning challenges encountered on Telegram. Additionally, learners' self-esteem was positively influenced by feedback exchanges, with positive feedback and encouragement contributing to feelings of competence and confidence in their language abilities. These findings underscore the potential of digital platforms and interactive feedback mechanisms to enhance language learning experiences and support learners' engagement, interaction, and feedback exchange in digital language learning contexts.

Moreover, the study provides implications for language teachers, syllabus designers, and policymakers in enhancing language education practices and policies. Language teachers can leverage digital platforms and interactive feedback mechanisms to provide timely and constructive feedback that promotes language acquisition and skill development among learners. Syllabus designers can integrate MALL tools and platforms into language curricula to enhance learner engagement and interaction, while policymakers can prioritize investment in digital infrastructure and resources to support effective language learning initiatives.

This study contributes to the growing literature on technology-enhanced language education and highlights the importance of interactive feedback mechanisms in digital language learning environments. Further research is needed to explore the long-term effects of interactional feedback via digital platforms on language learning outcomes and investigate additional factors influencing learners' language proficiency, coping strategies, and self-esteem in digital language learning contexts.

While this study provides valuable insights into the impact of interactional feedback via Telegram on EFL learners' writing ability, coping strategies, and self-esteem, several limitations should be acknowledged. Firstly, the study was conducted within a specific context – an intact class in a language institute in Pakistan – which may limit the generalizability of the findings to other settings or learner populations. Additionally, the study relied on self-report data collected through narratives and semi-structured interviews, which may be subject to social desirability bias or recall bias, potentially influencing the accuracy and reliability of the findings. Furthermore, the study focused primarily on the immediate effects of interactional feedback, and longitudinal follow-up could provide insights into the long-term impact on language learning outcomes. Finally, while efforts were made to ensure the credibility and dependability of the data, including triangulation and member checking, the subjective nature of qualitative research introduces the possibility of researcher bias, which may have influenced data interpretation.

Building on the findings and addressing the limitations identified in this study, several avenues for further research are recommended. Firstly, future studies could explore the effects of interactional feedback via Telegram across different language learning contexts and learner populations to assess the generalizability of the findings. Comparative studies could also be conducted to investigate the effectiveness of interactional feedback on various language skills, such as speaking or listening proficiency. Additionally, longitudinal research designs could be employed to examine the sustained effects of interactional feedback on language learning outcomes over time. Moreover, mixed-methods approaches could be utilized to triangulate findings and provide a more comprehensive understanding of the complex interactions between interactional feedback, coping strategies, and self-esteem in digital language learning environments. Finally, experimental studies could be conducted to test the causal relationships between interactional feedback interventions and language

learning outcomes, providing insights into effective pedagogical strategies for promoting language acquisition and skill development. By addressing these research gaps, future studies can contribute to advancing knowledge in technology-enhanced language education and inform evidence-based practices for language teaching and learning.

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