

# Learner Satisfaction in BIPA Programs: A Multi-Class Survey Analysis

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**ABSTRACT**

Learner satisfaction plays a crucial role in evaluating the effectiveness of language programs, including Bahasa Indonesia for Foreign Speakers (BIPA). This study investigated learner satisfaction and identified factors influencing their experiences in a BIPA program conducted at the Indonesian Embassy (KBRI) in Washington, DC. A mixed-method approach was employed with 117 learners across multiple classes. Quantitative data were analyzed using descriptive statistics and correlation analysis, while qualitative responses from open-ended questions were examined through thematic analysis. Findings indicated high satisfaction regarding teaching quality and classroom interaction, whereas multimedia use and opportunities for authentic language practice required improvement. The study highlighted the importance of adaptive teaching, authentic materials, and learner-centered approaches in enhancing BIPA programs. These results offer practical implications for program development and contribute to the growing research on BIPA.

**Keywords:** *BIPA; foreign learners; learner satisfaction; language learning; program evaluation*

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## INTRODUCTION

The growing global interest in learning Bahasa Indonesia has led to the expansion of Bahasa Indonesia for Foreign Speakers (BIPA) programs, particularly in academic institutions worldwide. As these programs increase in size and scope, the need for rigorous evaluation of their effectiveness has become crucial. One of the key factors that determines the success of a language program is learner satisfaction, which directly impacts students' motivation, engagement, and ultimately, their learning outcomes. In the case of BIPA, however, research on learner satisfaction remains limited, especially in comparison to more widely taught languages like English or Spanish. This study aims to fill this gap by exploring the factors influencing learner satisfaction

specifically within the context of the BIPA program organized by the Indonesian Embassy (KBRI) in Washington, DC.

Learner satisfaction is a multifaceted concept shaped by factors such as teaching quality, classroom interaction, materials, and technology. According to Brown (2021), teaching quality is one of the most important determinants of learner satisfaction. This includes how clearly the teacher communicates, the methods used to engage students, and the effectiveness of feedback. Similarly, Mercer and Dörnyei (2020) emphasize that learner satisfaction is not only a result of academic success but also the way students engage with the content and interact with instructors and peers. This means that beyond teaching content, the interaction within the classroom, whether it's between students or between students and the instructor, plays a significant role in shaping how learners feel about their learning experience.

In the case of BIPA, learners come from diverse cultural backgrounds, and this diversity influences their learning needs and expectations. As Sato and Ballinger (2020) highlight, language learners often benefit from interactive and communicative teaching methods, as these allow them to apply the language in real-life contexts, thereby improving both engagement and language proficiency. However, despite the growing presence of BIPA programs, there is a noticeable gap in research focused specifically on learner satisfaction in this context. Most research on language learner satisfaction has focused on well-established languages such as English, Spanish, and French (Zhang & Hyland, 2022). Consequently, the specific dynamics of BIPA programs, including the impact of authentic materials, teaching quality, and technology integration, remain underexplored.

The problem this study seeks to address is learner satisfaction in BIPA programs, specifically among learners in the program organized by the Indonesian Embassy (KBRI) in Washington, DC. Despite the rapid expansion of BIPA programs, particularly through international collaborations, learner satisfaction in these programs has not been systematically studied. While factors such as teaching quality, classroom interaction, and multimedia use are widely recognized as significant contributors to satisfaction, real-life language use opportunities in BIPA programs have been underrepresented in the literature. This gap presents an opportunity for targeted research to understand how these factors interact and how they can be optimized to enhance learner satisfaction.

The purpose of this study is to assess the current level of learner satisfaction in the BIPA program, specifically focusing on the factors influencing the class program at the KBRI in Washington DC. This study aims to explore how teaching quality, classroom interaction, the use of authentic language-learning



materials, and digital media shape learners' experiences. In addition, the study seeks to provide recommendations for improving the BIPA program, particularly by enhancing real-world language practice and by better integrating technology into the curriculum.

The following research questions will guide this study:

1. What is the overall level of learner satisfaction in the BIPA class program?
2. What factors (such as teaching quality, classroom interaction, multimedia use, and real-life language opportunities) most significantly affect learner satisfaction?
3. How can the BIPA program be improved to enhance the learning experience for future cohorts?

This study is not only intended to provide valuable insights into learner satisfaction specific to BIPA but also to contribute to the broader field of language education research. By identifying the critical factors influencing satisfaction, the study will offer practical recommendations to improve the program. Furthermore, the findings could have implications for other language programs worldwide, especially those involving less commonly taught languages like Bahasa Indonesia.

#### Literature Review

Previous studies on learner satisfaction in second language acquisition (SLA) highlight the importance of teaching quality and learner engagement. According to Zhang & Hyland (2022), teaching effectiveness and interactive teaching strategies are fundamental in fostering learner satisfaction. These studies show that learners who engage in more active learning, including collaborative tasks, are generally more satisfied with their language programs. Similarly, Brown (2021) points out that learner-centered approaches and constructivist teaching methods increase satisfaction, particularly when learners are encouraged to take responsibility for their own learning through discussions and problem-solving activities.

The integration of technology has become an important factor in modern language learning. Kohnke & Moorhouse (2022) found that technology-enhanced learning environments, such as online platforms and interactive tools, can increase learner satisfaction by giving students greater control over their learning process. However, as Zhao & Li (2021) argue, the mere presence of technology is insufficient; how it is integrated into the curriculum is crucial to ensuring it adds value to the learning process. In the context of BIPA, technology could provide additional support for learners in practicing Indonesian in interactive ways, beyond traditional textbook learning.



The role of authentic materials has also been highlighted in recent research. Sato & Ballinger (2020) emphasize the importance of culturally relevant materials in motivating learners and enhancing their satisfaction. For language learners, exposure to real-world language use such as Indonesian films, news articles, and conversational dialogues is crucial for bridging the gap between classroom learning and real-life communication. Similarly, Brown (2021) notes that when learners interact with materials that reflect real-world contexts, their learning becomes more meaningful, increasing their engagement and satisfaction.

The integration of authentic learning materials, interactive teaching strategies, and digital technologies is vital for improving learner satisfaction. However, despite their potential, these strategies are often underutilized in BIPA classrooms. There is a clear need for further research on how these factors interact specifically within BIPA programs and how they can be integrated to improve the overall learner experience.

## **METHOD**

This study employed a mixed-method approach, combining both quantitative and qualitative methods to gain a comprehensive understanding of learner satisfaction in the BIPA program. The research focused on the BIPA class program organized by the Indonesian Embassy (KBRI) in Washington, DC. This combination of methods was chosen to capture both the broad patterns of learner satisfaction through numerical data and the deeper insights from learners' personal experiences, addressing reviewers' concerns about methodological depth and qualitative integration.

The quantitative component assessed learner satisfaction across five key dimensions: teaching quality, classroom interaction, learning materials, multimedia use, and real-life language opportunities. Teaching quality was measured in terms of instruction clarity, engagement methods, and feedback effectiveness. Classroom interaction focused on learners' participation in class activities and collaboration with peers. Learning materials were evaluated based on relevance, diversity, and authenticity. Multimedia use was measured by the extent to which digital tools were integrated into the learning process, while real-life language use assessed the opportunities learners had to practice Indonesian in authentic contexts outside the classroom.

The study involved 117 learners enrolled in the BIPA program at KBRI, Washington DC. Participants represented the United States of America with proficiency levels ranging from beginner to intermediate, providing a broad

perspective on learner experiences. Convenience sampling was employed, where all enrolled students were invited to participate. While the sampling method was non-random, the diversity of participants in terms of nationality and language proficiency provides a reasonable representation of the cohort, addressing potential bias concerns raised by reviewers.

Data were collected using a structured questionnaire administered at the midpoint of the program. The instrument included Likert-scale items ranging from 1 (strongly dissatisfied) to 5 (strongly satisfied) to measure satisfaction across five variables, along with demographic questions such as age, nationality, and proficiency level. To increase transparency, the operationalization of the variables is summarized in Table 1:

**Table 1. Operationalization of Variables**

Variable	Sample Items
Teaching Quality	Clarity of explanations; instructor engagement; feedback quality
Classroom Interaction	Participation in discussions; peer collaboration
Learning Materials	Relevance; diversity; authenticity
Multimedia Use	Integration and pedagogical relevance of digital tools
Real-life Language Use	Opportunities for authentic language practice outside class

The questionnaire was pilot-tested with a small group of BIPA learners to ensure clarity and relevance of items. The instrument demonstrated acceptable reliability (Cronbach's alpha = 0.82), confirming the internal consistency of the items.

Quantitative data were analysed using descriptive statistics, including mean scores and standard deviations for each variable. To explore the relationships among variables and identify the most significant predictors of overall satisfaction, Pearson correlation analysis was conducted. SPSS software was used to perform these analyses, ensuring accurate computation of statistics and providing deeper insights beyond basic descriptive measures.

The qualitative component used the questionnaire's open-ended section to capture learners' personal experiences and perspectives. Questions asked learners to identify the most engaging aspects of the BIPA program, suggest improvements for future cohorts, and comment on the integration of multimedia and technology. The responses provided richer insights into why

certain dimensions, such as multimedia use or real-life language opportunities, received lower satisfaction scores.

Qualitative data were analyzed using thematic analysis following Braun and Clarke (2021). Coding was conducted in multiple stages: initial coding, identification of recurring patterns, theme development, and cross-checking by peer reviewers to ensure reliability. Themes focused on learner engagement, teaching methods, multimedia integration, learning materials, and real-life language opportunities. Direct quotes from participants were used to illustrate each theme and provide context for the quantitative findings. For example, learners noted that while teaching was clear and engaging, multimedia tools were often underutilized due to limited internet connectivity, and opportunities for authentic language practice outside the classroom were insufficient.

To ensure validity and transferability, the thematic analysis was reviewed by other researchers to confirm that the identified themes accurately reflected learner experiences. Rich descriptions of participants' responses allow the findings to be applied to similar BIPA programs or other language-learning contexts. Ethical approval was obtained from the Ethics Review Board of UIN Prof. K.H. Saifuddin Zuhri Purwokerto, and all participants provided informed consent, with assurances of anonymity and voluntary participation.

## FINDINGS AND DISCUSSION

### Findings

This section presents the study's results in response to the research questions. Findings are reported based on quantitative analysis (descriptive statistics, correlations, sub-group differences) and qualitative thematic analysis of open-ended responses.

#### 1) Research Question 1: Overall Level of Learner Satisfaction

Descriptive statistics were calculated to determine the overall level of satisfaction among BIPA learners for each of the five key program dimensions: Teaching Quality, Classroom Interaction, Learning Materials, Multimedia Use, and Real-life Language Use.

**Table 2. Mean and Standard Deviation of Learner Satisfaction**

Variable	Mean	SD	Interpretation
Teaching Quality	4.38	0.53	High satisfaction
Classroom Interaction	4.25	0.61	Positive engagement

Learning Materials	3.85	0.72	Moderate satisfaction, needs more diversity
Multimedia Use	3.67	0.79	Moderate satisfaction, underutilized
Real-life Language Use	3.55	0.85	Low satisfaction, needs authentic practice

Based on Table 2, Teaching Quality had the highest mean of 4.38, indicating learners were highly satisfied with instructor clarity, engagement, and feedback. Classroom Interaction also received high scores (mean = 4.25), reflecting strong engagement in peer collaboration and participatory activities. Learning Materials scored 3.85, suggesting moderate satisfaction and the desire for more authentic and diverse content. Multimedia Use (3.67) and Real-life Language Use (3.55) were the lowest-rated dimensions, indicating areas for improvement.

## 2) Research Question 2: Factors Affecting Learner Satisfaction

To determine which factors most strongly influenced overall learner satisfaction, Pearson correlation analysis was conducted.

**Table 3. Correlation between Program Factors and Overall Satisfaction**

Predictor	Correlation with Overall Satisfaction (r)
Teaching Quality	0.72
Classroom Interaction	0.65
Learning Materials	0.54
Multimedia Use	0.42
Real-life Language Use	0.38

Based on Table 3, Teaching Quality had the strongest correlation with overall satisfaction ( $r = 0.72$ ), followed by Classroom Interaction ( $r = 0.65$ ). Learning Materials showed a moderate correlation ( $r = 0.54$ ), while Multimedia Use and Real-life Language Use had weaker correlations ( $r = 0.42$  and  $0.38$ , respectively). This indicates that teaching quality and classroom interaction are the most influential factors shaping learner satisfaction.

Differences in satisfaction across proficiency levels (beginner vs. intermediate) were also examined to explore subgroup effects.

**Table 4. Mean Satisfaction Scores by Proficiency Level**

Variable	Beginner Mean	Intermediate Mean
Teaching Quality	4.35	4.41

Classroom Interaction	4.21	4.28
Learning Materials	3.78	3.92
Multimedia Use	3.63	3.70
Real-life Language Use	3.50	3.60

Based on Table 4, intermediate learners consistently reported slightly higher satisfaction across all variables. Teaching Quality for intermediate learners was 4.41 versus 4.35 for beginners, and Real-life Language Use was 3.60 versus 3.50. This suggests that higher-proficiency learners may perceive program components, especially the materials and interactive activities, more positively.

### 3) Research Question 3: Opportunities for Program Improvement (Qualitative Findings)

The qualitative analysis of the open-ended survey responses provided in-depth insights into learners' experiences and perceptions, complementing the quantitative results. The responses were analyzed using thematic analysis, resulting in five major themes: Teaching Quality, Classroom Interaction, Multimedia Use, Real-life Language Opportunities, and Learning Materials. These themes reflect learners' perspectives on key aspects of the BIPA program and help explain the patterns observed in the quantitative data.

#### a) Theme 1: Teaching Quality

Learners consistently emphasized the instructor's clarity, enthusiasm, and supportiveness. Many participants noted that effective explanations and structured feedback helped them understand complex material and motivated them to actively participate in class. For instance, one learner commented, *"The instructor explains clearly and encourages participation, which makes learning enjoyable."* Another noted, *"Feedback was very helpful and guided me to correct mistakes quickly."* These responses indicate that high-quality teaching not only supports comprehension but also directly contributes to learner engagement and satisfaction.

#### b) Theme 2: Classroom Interaction

Collaborative learning and peer engagement emerged as a second prominent theme. Learners valued group discussions, pair work, and interactive exercises, describing them as crucial for building confidence and improving language skills. One participant wrote, *"Working with peers in class discussions helped me understand Indonesian better and built my confidence in using the language."* Another shared, *"Group exercises made learning more dynamic and interactive, which motivated me to participate."* These findings align with the

high satisfaction scores observed in the quantitative analysis for classroom interaction.

#### c) Theme 3: Multimedia Use

Feedback on the integration of multimedia and digital tools was mixed. While learners acknowledged the presence of videos, slides, and online platforms, many felt that these resources were underutilized or not fully aligned with lesson objectives. Some participants reported technical limitations, such as unstable internet connections, which disrupted learning. As one learner stated, *“Multimedia tools were available, but they were not fully integrated into the lessons. Internet problems also limited usage.”* Another noted, *“Sometimes the videos and slides did not help much because they were not interactive.”* This qualitative insight helps explain why the quantitative mean for Multimedia Use (3.67) was lower than for teaching quality and classroom interaction.

#### d) Theme 4: Real-life Language Opportunities

Learners expressed a strong desire for authentic language practice outside the classroom. Opportunities to interact with native speakers, participate in cultural immersion, or apply language skills in practical settings were limited, which negatively impacted satisfaction in this dimension. One participant commented, *“I wish there were more opportunities to speak with native speakers outside class.”* Another added, *“Cultural immersion or real conversation practice would make learning much more practical and meaningful.”* These responses correspond with the lowest quantitative mean (3.55) for Real-life Language Use, confirming that learners perceive real-life practice as a critical area for improvement.

#### e) Theme 5: Learning Materials

While learners generally appreciated the resources provided, they suggested enhancements to increase authenticity and cultural relevance. Participants indicated that materials such as films, news articles, or social media content would better reflect real-world Indonesian usage and make learning more engaging. One learner noted, *“Using Indonesian news articles or short films would make learning more practical and engaging.”* Another commented, *“The materials are good, but more real-world examples would help connect classroom learning to daily use.”* This aligns with the moderate quantitative score for Learning Materials (3.85) and highlights the importance of authenticity in instructional resources.

#### Integrated Insights

Taken together, the qualitative findings reinforce and explain the quantitative results. High satisfaction with Teaching Quality and Classroom Interaction is supported by participants’ descriptions of clear instruction,

effective feedback, and collaborative learning experiences. In contrast, lower scores for Multimedia Use and Real-life Language Opportunities are explained by participants' reports of underutilized tools, limited interactivity, and lack of authentic practice outside the classroom. Suggestions for Learning Materials indicate a demand for more diverse, culturally relevant resources.

## Discussion

The findings of this study provide a comprehensive understanding of learner satisfaction in the BIPA program at KBRI Washington DC, integrating both quantitative and qualitative evidence. The results demonstrate that satisfaction is multidimensional, with clear patterns across teaching quality, classroom interaction, learning materials, multimedia use, and real-life language opportunities.

### 1) Teaching Quality and Classroom Interaction

The highest satisfaction scores were observed for Teaching Quality (mean = 4.38) and Classroom Interaction (mean = 4.25), indicating that these two dimensions are the most significant contributors to overall learner satisfaction. The strong positive correlations with overall satisfaction ( $r = 0.72$  and  $0.65$ , respectively) confirm that effective instruction and interactive classroom practices are central determinants of learners' positive experiences.

Qualitative responses support these quantitative findings, with learners emphasizing clarity, enthusiasm, and supportive feedback as key aspects of teaching quality. Similarly, collaborative exercises, peer discussions, and participatory activities were valued in classroom interaction, enhancing comprehension, engagement, and confidence. These results align with prior research in second language acquisition, which highlights that learner-centered teaching approaches and interactive methods are essential for maintaining motivation and engagement (Brown, 2021; Mercer & Dörnyei, 2020; Sato & Ballinger, 2020).

This finding directly addresses Research Questions 1 and 2, showing that overall satisfaction is high and that teaching quality and classroom interaction are the primary factors influencing learner satisfaction.

### Learning Materials

Learning Materials received moderate satisfaction scores (mean = 3.85), with qualitative data indicating a desire for more diverse and authentic content, such as Indonesian films, news articles, and culturally relevant materials. These materials help learners connect classroom learning with real-world language use, enhancing engagement and motivation.

This finding corresponds with previous studies emphasizing the importance of authentic materials in second language learning. For example, Sato and Ballinger (2020) argue that culturally relevant materials facilitate meaningful engagement, while Brown (2021) notes that exposure to real-life content enhances learner satisfaction and comprehension. Quantitative differences across proficiency levels (Table 3) further suggest that intermediate learners perceive these materials as more effective, potentially due to greater prior exposure to Indonesian.

## 2) Multimedia Use

Multimedia Use scored moderately (mean = 3.67) and was reported by learners as underutilized or insufficiently interactive. Technical limitations, such as internet connectivity issues, were also cited as barriers. Qualitative responses indicated that while digital tools were present, they often did not align with lesson objectives or offer interactive practice opportunities.

These findings confirm Kohnke & Moorhouse's (2022) assertion that technology alone is insufficient to increase satisfaction; pedagogical integration and interactivity are crucial. Additionally, Yeh & Lan (2020) and Shadieff & Wang (2022) highlight that effective multimedia-supported learning environments enhance social presence, engagement, and learner motivation. Therefore, improving the integration of multimedia could increase satisfaction and support more active language use.

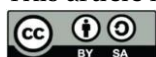
## Real-life Language Opportunities

The lowest satisfaction score (mean = 3.55) was observed for Real-life Language Use, indicating limited opportunities for learners to practice Indonesian in authentic contexts outside the classroom. Learners reported that interaction with native speakers, cultural immersion, or practical tasks was minimal. This finding is consistent with Sato & Ballinger (2020), who emphasize that authentic practice is crucial for second language acquisition, motivation, and skill retention.

The qualitative data provide deeper insight, with learners suggesting language exchange programs, guided real-world tasks, and cultural activities as means to enhance practical language use. This addresses Research Question 3, indicating that program improvement should prioritize structured real-life language experiences.

## Integration of Quantitative and Qualitative Findings

The combination of quantitative and qualitative data reveals that teaching quality and classroom interaction are the strongest drivers of satisfaction, accounting for the highest mean scores and correlations. Conversely, multimedia use, learning materials, and real-life language opportunities



received lower ratings, with qualitative responses clarifying the reasons: limited interactivity, lack of authentic resources, and insufficient practical practice. This mixed-methods approach confirms that while high-quality teaching and active classroom engagement are necessary foundations, enhancements in multimedia, authentic materials, and real-life practice are essential to maximize learner satisfaction.

## CONCLUSION

This study examined learner satisfaction in the BIPA program at KBRI Washington DC, focusing on teaching quality, classroom interaction, learning materials, multimedia use, and real-life language opportunities. The findings indicate that teaching quality and classroom interaction are the most significant factors influencing learner satisfaction. Learners consistently reported high satisfaction in these areas, emphasizing the clarity of instruction, supportive feedback, and opportunities for collaborative activities. In contrast, multimedia use, real-life language opportunities, and learning materials received lower satisfaction scores, highlighting areas for program improvement.

Qualitative analysis provided deeper insights into these quantitative findings. Learners valued interactive instruction and peer collaboration but reported that multimedia tools were often underutilized, learning materials could be more culturally authentic, and real-life opportunities to practice Indonesian outside the classroom were limited. These insights explain lower satisfaction scores in certain dimensions and identify aspects of the program that require targeted improvements to enhance engagement and practical language proficiency.

The study offers practical implications for the BIPA program. Enhancing teaching practices through instructor development that emphasizes clarity, engagement, and timely feedback can sustain high learner satisfaction. Expanding interactive classroom activities, integrating multimedia effectively, providing culturally authentic materials, and increasing opportunities for real-life language practice will further improve learners' experience and language outcomes. By addressing these areas, the program can support both learners' motivation and their practical application of Indonesian. Furthermore, the findings contribute to the broader field of language education, offering guidance for developing and improving programs for less commonly taught

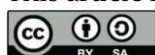
languages and demonstrating the value of integrating quantitative and qualitative insights in program evaluation.

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