

EXPLORING STUDENTS' VIEWS ON THE USE OF PHOTOVOICE FOR SELF-ASSESSMENT AND PEER FEEDBACK IN AN EFL CONTEXT

[EKSPLOKORASI PANDANGAN SISWA TERHADAP PEMANFAATAN PHOTOVOICE DALAM PENILAIAN DIRI DAN UMPAN BALIK REKAN DALAM KONTEKS EFL]

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Abstract

The use of self-assessment and peer feedback in language learning had gained significant attention due to its potential to foster learner autonomy and improve academic outcomes. However, despite the growing interest, there was limited research on the integration of creative, visual methods, such as photovoice, into these practices, particularly in the context of English as a Foreign Language (EFL) learning. This study aimed to explore students' perceptions of using photovoice as a tool for self-assessment and peer feedback, focusing on how this approach could promote self-reflection, critical thinking, and constructive peer interaction. Data were collected from a group of EFL students using a questionnaire, with responses analysed using descriptive statistics. The findings revealed that the

majority of students felt confident in conducting self-assessment, though comfort with peer feedback was more varied, with some expressing uncertainty. Additionally, photovoice was perceived positively by students, who identified it as an effective means of enhancing reflective skills and self-expression. The study concluded that photovoice offered a promising approach to engaging students in self-assessment and peer feedback, making learning more interactive and reflective. The findings suggested that integrating

visual methods into EFL classrooms could foster deeper learner engagement and support the development of evaluative judgment. Future research should examine the broader applicability of photovoice in diverse EFL contexts and its impact on student autonomy and collaborative learning.

Keywords: Photovoice; self-assessment; peer assessment; perception; EFL

Abstrak

Penggunaan penilaian diri dan umpan balik dari rekan dalam pembelajaran bahasa telah memperoleh perhatian signifikan karena potensinya untuk menumbuhkan otonomi pelajar dan meningkatkan hasil akademis. Namun, meskipun minatnya meningkat, penelitian tentang integrasi metode visual yang kreatif, seperti photovoice, ke dalam praktik ini masih terbatas, khususnya dalam konteks pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa tentang penggunaan photovoice sebagai alat untuk penilaian diri dan umpan balik dari rekan, dengan fokus pada bagaimana pendekatan ini dapat meningkatkan refleksi diri, pemikiran kritis, dan interaksi rekan sejawat yang konstruktif. Data dikumpulkan dari sekelompok siswa EFL menggunakan

kuesioner, dengan tanggapan dianalisis menggunakan statistik deskriptif. Temuan dalam studi ini mengungkapkan bahwa mayoritas siswa merasa percaya diri dalam melakukan penilaian diri, meskipun tingkat kenyamanan dengan umpan balik dari rekan lebih bervariasi, dengan beberapa menyatakan ketidakpastian. Selain itu, photovoice dipersepsikan positif oleh siswa, yang mengidentifikasinya sebagai cara yang efektif untuk meningkatkan keterampilan reflektif dan ekspresi diri. Studi ini menyimpulkan bahwa photovoice menawarkan pendekatan yang menjanjikan untuk melibatkan siswa dalam penilaian diri dan umpan balik dari rekan, sehingga pembelajaran menjadi lebih interaktif dan reflektif. Temuan ini menunjukkan bahwa mengintegrasikan metode visual ke dalam kelas EFL dapat mendorong keterlibatan pelajar yang lebih dalam dan mendukung pengembangan penilaian evaluatif. Penelitian di masa mendatang harus menyelidiki penerapan photovoice yang lebih luas dalam berbagai konteks EFL dan dampaknya terhadap otonomi siswa dan pembelajaran kolaboratif.

Kata Kunci: Photovoice; penilaian diri; penilaian rekan; persepsi; EFL

Introduction

Assessment plays a crucial role in English as a Foreign Language (EFL) learning, serving as a tool for evaluating students' language proficiency and progress (Brown & Harris, 2014; Brown & Hudson, 1998). Traditional assessment methods, such as standardized tests and teacher evaluations, have long dominated the educational landscape. However, contemporary pedagogical approaches emphasize the importance of student-centered assessment strategies, including self-assessment and peer feedback, which foster learner autonomy and engagement (Panadero & Broadbent, 2018).

Self-assessment and peer feedback are integral components of formative assessment, which prioritizes continuous learning and improvement rather than summative evaluation (Black & Wiliam, 1998). According to Nicol and MacFarlane-Dick (2006), self-assessment enables

learners to critically evaluate their progress, set learning goals, and take ownership of their educational journey. Peer feedback, on the other hand, promotes collaborative learning and critical thinking, allowing students to gain diverse perspectives on their work (Topping, 1998).

Self-assessment can take various forms, such as rating scales, learning journals, reflective writing, checklists, and digital portfolios (Andrade & du, 2007). Peer feedback, on the other hand, often includes written comments, oral evaluations, or rubric-based assessments shared among learners to support collaborative learning (Topping, 1998). One of the persistent challenges in self-assessment practices lies in the format of the tools used. Traditional formats—such as Likert scales, checklists, and generic rubrics—often fail to capture the complexity of students' learning experiences, especially when they are too abstract or overly standardized (Andrade & du, 2007). These formats may alienate learners who struggle to translate their personal experiences and progress into fixed criteria, leading to superficial or inaccurate self-evaluations (Brown & Harris, 2014). In peer feedback situations, students may also struggle to interpret and apply these formats, resulting in vague or overly general comments that do not effectively support learning (Topping, 1998). Additionally, some learners may feel uncomfortable or underconfident when required to give or receive feedback using formal tools that lack personal connection or flexibility. Furthermore, when assessment tools prioritize quantitative scores over reflective thinking, they risk reducing self-assessment and peer feedback to a mechanical task rather than a meaningful learning opportunity (Carless & Boud, 2018).

In this context, innovative methods like photovoice have gained attention as potential tools for enhancing students' self-assessment and peer feedback experiences (Wang & Burris, 1997). Photovoice offers a promising alternative, enabling students to document their learning journey through images and narratives. This visual and narrative-based approach enables learners to express personal insights that might not easily fit into conventional rubrics. Through photovoice, students can select photographs that represent key learning moments or challenges and accompany them with reflective commentary (Latz, 2017), thus transforming self-assessment into a richer, more personalized, and context-sensitive process. By shifting the focus from scoring to storytelling, photovoice provides a flexible and inclusive format that empowers learners to engage in deeper self-reflection and make their learning visible in authentic ways. When used in peer feedback,

photovoice can serve as a visual prompt that sparks deeper discussions and richer, more empathetic responses. Rather than evaluating against abstract criteria alone, peers can respond to authentic visual stories, making the feedback process more contextual, narrative-driven, and meaningful (Latz, 2017).

Photovoice was initially introduced by Wang and Burris (1997) as a tool for participatory needs assessment and community engagement, allowing participants to capture their experiences through photographs, which serve as the basis for dialogue and reflection. In the context of the EFL classroom, photovoice has been adapted as a means to encourage students to express their linguistic and cultural identities. Brown and Hudson (1998) highlight the importance of integrating alternative assessment methods in language learning, emphasizing that traditional tests do not adequately capture the diverse skills and competencies of students. Photovoice, therefore, emerges as a valuable alternative, providing a visual and narrative form of assessment that offers more profound insights into students' learning journeys.

In the EFL context, self-assessment and peer assessment are key components of alternative assessment practices. These methods empower students to engage in reflective thinking and self-regulation, which are essential for language acquisition (Seenak & Adunyarittigun, 2018). Self-assessment allows students to evaluate their progress, identify areas for improvement, and set learning goals, while peer assessment facilitates constructive feedback and a collaborative learning environment. Incorporating photovoice into the self- and peer-assessment process enhances these benefits by increasing metacognitive awareness and higher-order thinking skills. Research by Seenak and Adunyarittigun (2018) on Thai EFL students showed that the use of visual tools, such as photovoice, not only improved students' critical thinking but also fostered a sense of ownership over their learning.

The use of photovoice in EFL has been further explored to improve specific language skills. Studies by Hidayat et al. (2019) and Hieu (2023) have shown that photovoice significantly improves speaking skills among primary and secondary school students. Through photovoice, students were encouraged to verbally present and explain the stories behind their photos, which facilitated spontaneous language use and increased confidence in speaking. Similarly, Sa'adah and Munir (2023) highlighted how photovoice is used to improve writing skills by allowing students to narrate their experiences and emotions through written reflections.

These studies suggest that photovoice creates a more engaging and meaningful context for language learning, enabling learners to connect classroom content with real-life experiences. In addition to language skills, photovoice has also been used to explore emotional and experiential aspects of language learning and teaching. Studies by Pratolo et al. (2024) and Drajiati et al. (2020) focused on the use of photovoice to capture teachers' experiences and emotions in an online teaching environment. The findings revealed that photovoice facilitated teachers' self-reflection and helped them face the challenges of teaching in a digital context. In addition, Graziano (2011) and Safitri et al. (2024) investigated the emotional experiences of teachers and students, demonstrating that photovoice enhances empathy and understanding, which are crucial for fostering a positive learning community. These emotional dimensions are often overlooked in traditional assessment methods, making photovoice a unique tool for holistic language education.

While photovoice has been widely used in participatory action research, its application in educational assessment, particularly in EFL contexts, remains underexplored (Latz, 2017). Most existing studies on photovoice in education focus on its role in social justice projects, critical pedagogy, or community-based learning (Latz & Mulvihill, 2017; Wang & Burris, 1997). However, there is limited research examining how photovoice can function as an assessment tool that enhances self-regulated learning, particularly in self-assessment and peer feedback processes within EFL classrooms. This study addresses this gap by investigating students' perceptions of photovoice as a reflective assessment tool, offering insights into its effectiveness, challenges, and pedagogical implications.

Photovoice, initially developed as a participatory action research method, has been adapted for educational contexts to facilitate reflective learning (Wang & Burris, 1997). By integrating photography and narrative discussions, photovoice enables students to visually document their learning experiences, fostering deeper engagement and self-reflection (Latz, 2017). This approach aligns with multimodal learning theories, which suggest that combining visual and textual elements enhances comprehension and critical thinking (Kress, 2009). Given its emphasis on student agency and creativity, photovoice has the potential to link traditional and student-centered assessment practices in EFL classrooms.

Although research has explored self-assessment and peer feedback in EFL learning (Panadero & Broadbent, 2018; Yu & Lee, 2016), studies

rarely focus on alternative, multimodal assessment strategies such as photovoice. The majority of existing studies on photovoice have been conducted in fields such as sociology, community engagement, and qualitative health research (Wang & Burris, 1997), leaving its potential as an EFL assessment tool largely unexamined. While previous research has highlighted the benefits of photovoice in fostering critical thinking, creativity, and engagement in education (Kress, 2009; Ryan & Deci, 2017; Amansyah & Nurhayati, 2024), little is known about how students themselves perceive photovoice as a tool for assessment, particularly in the context of self-assessment and peer feedback in EFL learning. This gap is significant because students' perceptions can directly influence the effectiveness of an assessment method. If students find a method meaningful and engaging, they are more likely to invest effort in the process and benefit from it (Ajjawi et al., 2018). Conversely, if students perceive an assessment strategy as confusing or ineffective, its potential benefits may be diminished.

This study seeks to fill this gap by focusing exclusively on EFL students' perceptions of photovoice in assessment. Understanding how students experience photovoice, whether they find it helpful, engaging, or challenging, provides valuable insights into its practicality and potential impact on learning. Without student approval, even the most innovative assessment strategies may fail to achieve their intended outcomes. By capturing students' voices, this research contributes to ongoing discussions on student-centered assessment in EFL education and offers practical implications for educators seeking to implement photovoice effectively.

Furthermore, while visual-based learning strategies have been shown to enhance student engagement and comprehension (Kress, 2009), little is known about how EFL learners perceive the use of photography in self-assessment and peer feedback. Given that EFL learners often struggle with articulating complex ideas in English (Brown, 2007), photovoice may provide an alternative way for them to express their reflections more effectively. This study is novel in its approach because it examines photovoice not just as a learning tool but as an assessment method in EFL classrooms. The findings will contribute to discussions on innovative and student-centered assessment approaches in EFL education.

Research Method

This study employed a quantitative research design to examine EFL students' perceptions of using photovoice in self-assessment and peer feedback. Quantitative methods are appropriate for systematically measuring attitudes and perceptions across a defined population (Creswell & Creswell, 2018). A survey questionnaire based on a Likert scale was used to collect data from 24 EFL students. The questionnaire included statements related to students' confidence in self-assessment, comfort with peer feedback, and perception of photovoice as a reflective tool. Each item was rated on a scale from 1 (strongly disagree) to 5 (strongly agree), consistent with recommendations for capturing degrees of agreement or attitudes (Dornyei, 2007). The purpose of the questionnaire was to gauge students' attitudes toward these assessment practices and identify areas where additional support or guidance might be needed. To ensure the validity and reliability of the questionnaire, it was reviewed by experts in EFL education (Silverman, 2004) and piloted with a small group of students before its full-scale implementation. The study also adhered to ethical guidelines, including obtaining informed consent from participants and maintaining confidentiality.

The questionnaire was distributed to participants in a classroom setting to ensure a high response rate. Before data collection, students were given a brief explanation of photovoice and its role in self-assessment and peer feedback to ensure that they had a clear understanding of the concepts. The responses were collected anonymously to encourage honest feedback. The data was then analysed using a descriptive quantitative analysis, where student responses were grouped into score intervals to observe the distribution patterns across a likert scale. Percentages were calculated to determine how many students fell within specific confidence or agreement ranges. In addition to bar charts, cumulative percentage lines were used visually to illustrate the overall distribution and interpret dominant trends. This method allowed the researcher to present clear, interpretable insights without relying on inferential statistics or measures of central tendency.

Findings and Discussion

Findings

This section presents the findings of the questionnaire aimed at exploring students' perceptions of self-assessment, peer feedback, and the use of visual media, particularly photovoice, in an EFL learning context. The data collected provides insights into how students view their roles in evaluating their progress, giving feedback to peers, and engaging with creative tools to support reflection and understanding.

1. Confidence in Self-Assessment

Figure 1 shows the extent of students' confidence in conducting self-assessment, which serves as a foundation for understanding their readiness to take an active role in monitoring their learning progress.

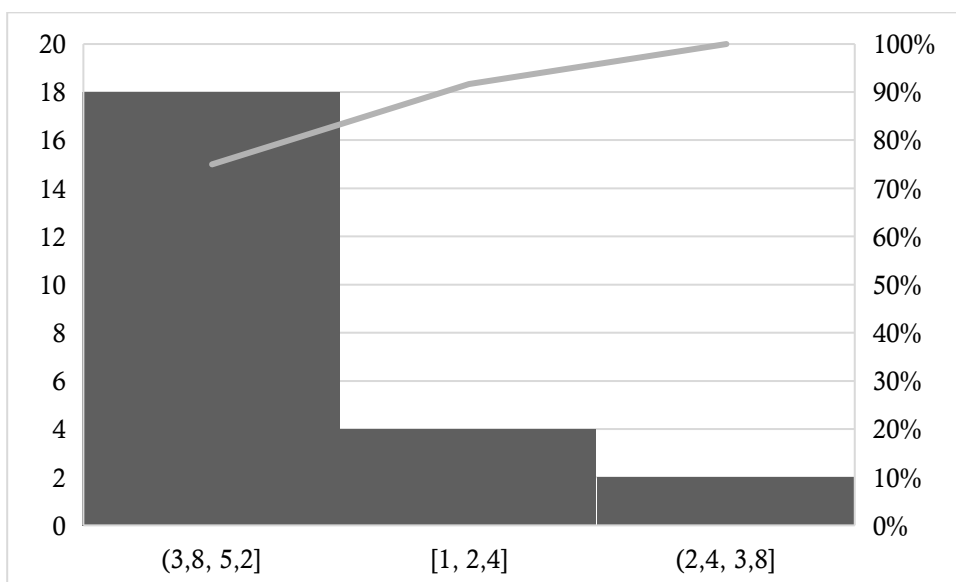


Figure 1. Students' Perceived Confidence Levels in Conducting Self-Assessment

The figure illustrates the extent of students' confidence in conducting self-assessment, which serves as a foundation for understanding their readiness to take an active role in monitoring their learning progress. The data shows that the majority of students (approximately 75%) fall into the highest confidence range (3.8 to 5.2), indicating a strong sense of self-efficacy in evaluating their learning. A smaller proportion of students (about 20%) reported low confidence levels (1, 2.4), while an even smaller

group (around 5%) showed moderate confidence (2.4 to 3.8). The cumulative percentage line further supports this interpretation, with 95% of students falling into either the high or low confidence categories. This suggests that while most students are well-prepared to engage in self-directed learning through self-assessment, a small number may still require additional support or guidance to build their confidence and skills in this area.

2. Understanding the Importance of Self-Assessment

Following this, the focus shifts to students' perceptions of the importance of self-assessment, offering insights into their awareness of its role in facilitating academic growth and personal development.

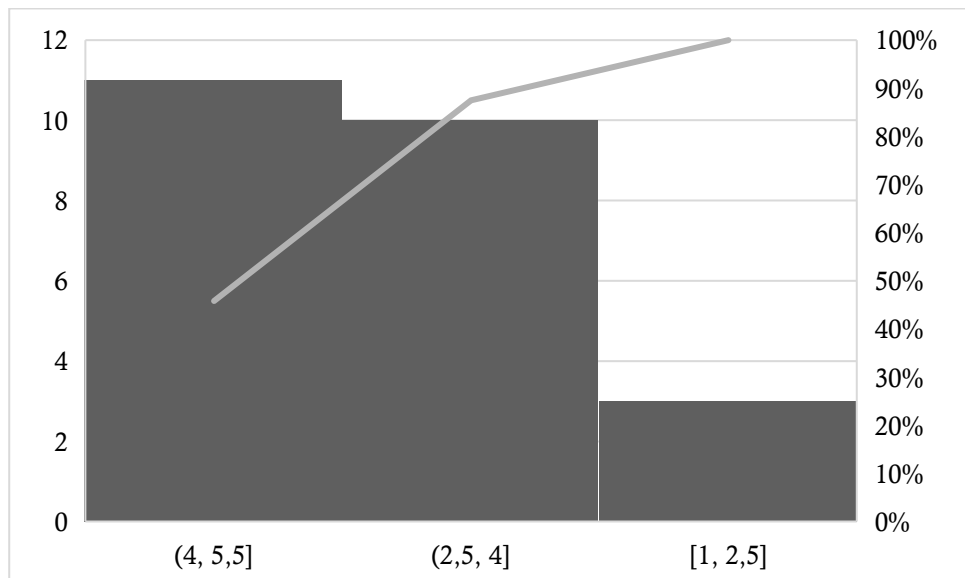


Figure 2. Students Understanding of the Importance of Self-Assessment

Figure 2 shows the majority of students (approximately 11) fall into the highest range (4 to 5.5), indicating a strong recognition of self-assessment as a valuable tool in their learning journey. A slightly smaller number of students (around 10) are in the moderate range (2.5 to 4), suggesting they acknowledge its importance but may not yet fully embrace or utilize it. Only a few students (approximately 3) fall within the lowest range (1 to 2.5), indicating limited awareness or appreciation of the role of self-

assessment in academic and personal development. The cumulative line graph confirms that over 90% of students consider self-assessment to be at least moderately important. These findings highlight that most students are aware of the benefits of self-assessment and view it as a meaningful part of their learning experience.

3. Comfort with Peer Feedback

The discussion then turns to students' comfort levels with giving and receiving peer feedback, a key aspect of collaborative learning that requires interpersonal skills and constructive communication. Figure 3 illustrates students' confidence in giving peer assessments.

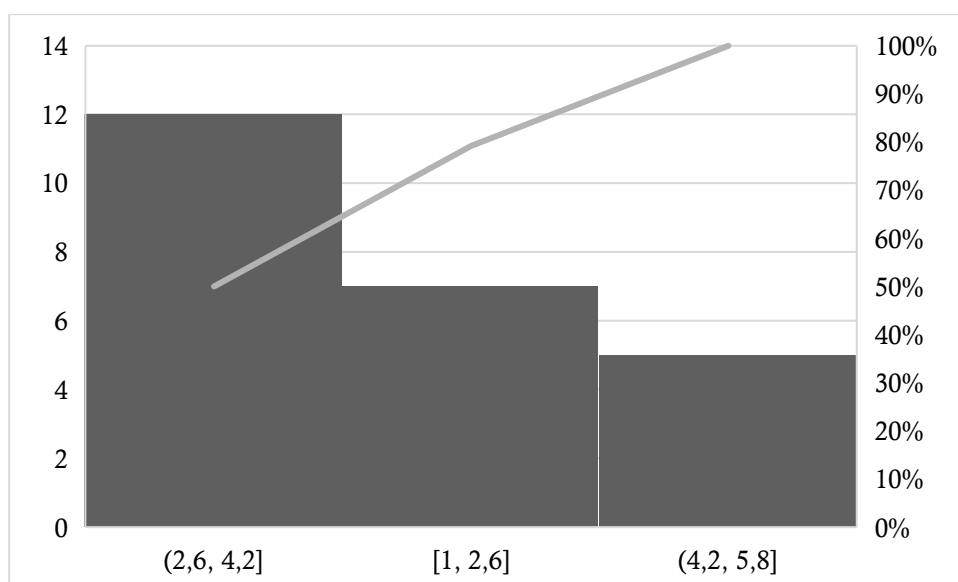


Figure 3. Comfort Level with Peer Feedback

Student responses to peer feedback showed greater variation than those in other categories. The data reveal that the majority of students (approximately 12) fall within the moderate confidence range (2.6 to 4.2), indicating a general sense of comfort with the task, although not at the highest level. A smaller group of students (around 7) reported low confidence (1 to 2.6), suggesting they may feel uncertain or unprepared to provide effective peer feedback. Interestingly, only a few students (approximately 5) fall into the highest confidence range (4.2 to 5.8),

showing that while some students are highly comfortable, they are in the minority. The cumulative percentage line shows a gradual increase, with around 70% of students reaching at least a moderate level of confidence.

4. Perception of Photovoice in Developing Reflective Skills

Figure 4 is directed to students' perceptions of photovoice as a tool for developing reflective skills, highlighting the potential of visual media to support deeper engagement and self-expression.

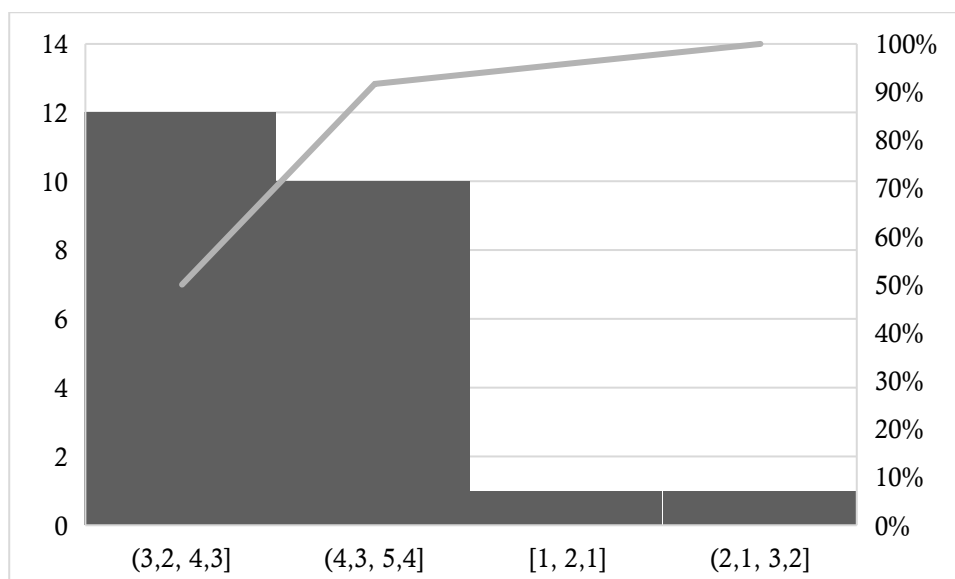


Figure 4. Student Perceptions on Using Photovoice to Develop Reflective Skills

Figure 4 illustrates students' perceptions of photovoice as a tool for developing reflective skills. The majority of responses fall within the higher rating ranges—(3.2, 4.3) and (4.3, 5.4)—suggesting that most students view photovoice positively, recognizing its potential to enhance self-expression and reflective thinking. Only a small number of responses fell within the lower intervals, indicating that while the overall perception is favorable, a few students may remain skeptical or unfamiliar with this method.

5. Use of Visual Media to Strengthen understanding

The findings also examine how students respond to the use of visual media in general, revealing attitudes toward multimodal approaches in enhancing comprehension within the EFL classroom.

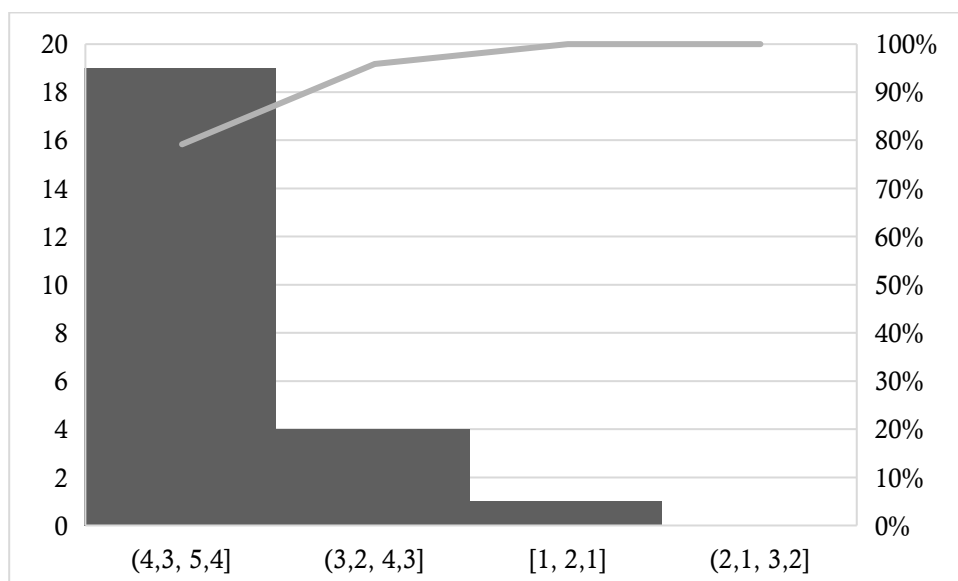


Figure 5. Students perceived confidence level in the Use of Visual Media

The results indicate a highly positive perception, with the vast majority of students (around 19) falling into the highest agreement range (4.3 to 5.4). This suggests that students strongly value the use of visual media as a supportive tool for understanding content more effectively. A small number of students (approximately 3) expressed moderate agreement (3.2 to 4.3), while only one student fell into the lower agreement range (1 to 2.1). No more than one or two students were distributed in the lowest categories. The cumulative percentage line shows that over 90% of students appreciate the role of visual media in learning.

6. Impact of Self- and Peer-Assessment on Learning Responsibility

Finally, the analysis examines how students perceive the impact of self- and peer assessment on their sense of responsibility for learning,

shedding light on the role these practices play in promoting learner autonomy.

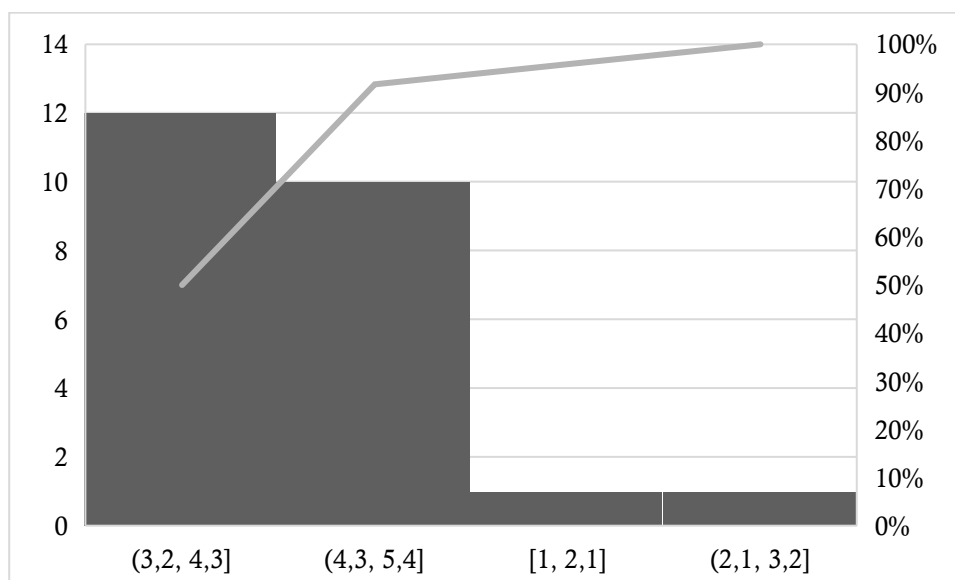


Figure 6. Impact of Self- and Peer-Assessment on Learning Responsibility

The data in Figure 6 shows that a majority of students (around 12) fall into the moderate agreement range (3.2 to 4.3), indicating that they recognize a connection between assessment practices and increased responsibility. A significant number (approximately 10) falls within the highest agreement range (4.3 to 5.4), suggesting that many students firmly believe that engaging in self-and peer assessment helps them take ownership of their learning process. Only a minimal number of students (1 each) expressed low agreement (1 to 2.1 and 2.1 to 3.2). The cumulative line graph confirms that over 90% of students view self-and peer assessment positively in terms of encouraging responsibility.

Discussion

The findings of this study reveal significant insights into the students' perceptions of self-assessment, peer feedback, and the use of visual

media, particularly photovoice, in EFL learning. The results demonstrate that while students recognize the importance of these practices, individual variations in confidence and comfort levels indicate the need for tailored support and guidance to optimize their benefits. These results resonate with recent studies such as Militansina (2023) and Afifah (2024), which also found that photovoice encouraged reflective learning and helped students articulate their experiences and challenges in the EFL classroom.

Confidence in self-assessment emerged as a key factor in student's readiness to take responsibility for their learning. The majority of students demonstrated high confidence in evaluating their progress, indicating a strong foundation for self-regulated learning. This finding aligns with the work of Andrade and Du (2007), who found that when students are confident in their self-assessment abilities, they are more likely to engage deeply with the learning process. However, the presence of a small group of students with lower confidence underscores the importance of providing further scaffolding. As Carless and Boud (2018) suggest, self-assessment should be a gradual process, with appropriate guidance and feedback to help students develop the necessary skills to assess their work effectively.

In terms of understanding the importance of self-assessment, the results indicate that most students view it as a valuable tool for academic and personal growth. This aligns with the findings of Panadero and Broadbent (2018), who argue that self-assessment is crucial for developing evaluative judgment and promoting learner autonomy. Students' awareness of its role in enhancing their learning reflects the work of Nicol & MacFarlane-Dick (2006), who emphasize that self-assessment can empower students to take ownership of their learning. As such, self-assessment practices should be integrated more consistently into EFL classrooms to cultivate these skills further.

The findings also highlight students' mixed comfort levels with peer feedback. While a majority of students reported moderate confidence in giving peer feedback, a smaller proportion expressed low comfort, and only a few felt highly confident. This variation suggests that peer feedback, although valuable, requires careful implementation to be effective. As Gielen et al. (2010) point out, the success of peer feedback is contingent upon clear criteria and structured guidance. This observation resonates with Topping's (1998) argument that peer

feedback can be an effective learning tool when learners are equipped with the necessary skills to both give and receive feedback constructively. Thus, incorporating training and practice in peer feedback could help link between students' perceptions and their actual ability to provide helpful feedback. Similarly, the study by Sakinah et al. (2024) supports the idea that reflective activities such as photovoice can facilitate peer discussion and help learners become more aware of strategies used in language learning.

The use of photovoice as a tool for developing reflective skills was met with a positive response from most students, supporting the view that visual media can enhance engagement and critical thinking. This finding is consistent with Wang and Burris (1997), who highlight the potential of photovoice as a method for self-expression and reflection. Kress (2009) also emphasizes the power of multimodal approaches in education, particularly when verbal skills are still developing. Photovoice provides an alternative means for students to reflect on their learning experiences, thereby fostering deeper engagement with the content. However, a small group of students expressed skepticism or unfamiliarity with this method, which suggests that more introductory support may be necessary to maximize its impact.

The overall positive response to visual media reinforces the value of multimodal learning approaches in enhancing comprehension and engagement. As Brown (2007) suggests, incorporating diverse forms of input, such as images and videos, can significantly aid in language acquisition by providing students with multiple ways to engage with the content. This finding aligns with Kress (2009) who argues that multimodality can enhance learners' communicative capabilities, particularly in language learning contexts. The study by Anwar and Wahyuningsih (2024) further supports this by demonstrating that photovoice helped students cope with academic stress and express complex emotions in English, adding a valuable emotional dimension to learning.

Finally, the perception that self- and peer-assessment practices promote responsibility for learning underscores their potential to foster learner autonomy. This finding aligns with the work of Ajjawi et al. (2018), who argue that assessment practices not only improve academic performance but also encourage students to take responsibility for their learning

journeys. When students see the direct impact of self-and peer assessment on their learning, as indicated by the study's results, they are more likely to engage in these practices actively and autonomously. Solicha (2024) also demonstrated how photovoice supported preservice teachers in reflecting on classroom challenges, facilitating peer dialogue and helping them take greater ownership of their teaching experiences which further validating the role of visual tools in fostering autonomy.

This study emphasizes the importance of self-assessment, peer feedback, and the integration of visual media in EFL classrooms. The findings suggest that while students are generally receptive to these tools, variations in their confidence and comfort levels highlight the need for tailored support. As Ajjawi et al. (2018) and Carless and Boud (2018) argue, scaffolding these practices and providing clear guidance are essential for maximizing their effectiveness. By continuing to explore and refine these strategies, educators can help students develop the skills necessary to become more autonomous and reflective learners in the EFL context.

Conclusion and Recommendations

This study highlights the importance of self-assessment, peer feedback, and visual media in fostering student engagement and autonomy in the EFL classroom. The findings suggest that while most students feel confident in their ability to conduct self-assessments and recognize their value for academic growth, some still require additional support to build their confidence in this area. Similarly, while students generally feel comfortable with peer feedback, a subset of students would benefit from more structured guidance to enhance their ability to provide constructive and meaningful feedback. The positive reception of photovoice as a tool for reflection demonstrates the potential of visual media to engage students in deeper, multimodal learning experiences, reinforcing the importance of diverse approaches in language acquisition.

Furthermore, the study underscores the role of self- and peer assessment in promoting learner responsibility and autonomy. As students gain a stronger sense of ownership over their learning through these practices, they are more likely to become self-regulated learners. The integration of these practices, along with visual tools like photovoice,

can significantly contribute to developing students' reflective skills and evaluative judgment. Moving forward, educators should consider incorporating these tools in a more structured and scaffolded manner to ensure that all students, regardless of their initial confidence levels, can maximize their potential in EFL contexts. By continuing to refine these methods, educators can better support the development of autonomous, reflective, and engaged language learners.

From a practical standpoint, educators can enhance the effectiveness of self-assessment and peer feedback by providing clear guidelines, structured rubrics, and regular opportunities for practice. This would help students gain confidence and improve their feedback skills, ensuring that these practices become an integral part of their learning process. Additionally, incorporating photovoice and other visual media tools into language lessons can further encourage creative expression and reflective thinking, allowing students to explore and communicate their understanding in diverse ways. Teachers should also consider offering workshops or training sessions on the benefits and implementation of these tools to increase familiarity and comfort among students, particularly those less confident in their ability to engage in self-directed learning.

However, it is important to acknowledge that the study faced a limitation in its sample size. The minimum number of participants required for small-scale quantitative studies was not met. This limitation affected the credibility and generalizability of the conclusions. To strengthen the validity of future research, it is recommended that similar studies recruit a larger and more diverse sample of participants to ensure more reliable results and broader applicability. Ensuring adequate sample size will help researchers draw more robust conclusions and enhance the impact of their findings across varied EFL contexts.

Future researchers could further implement photovoice as both a self-assessment and peer feedback tool to investigate its potential for fostering deeper reflection and more meaningful evaluation in the EFL context. Exploring how photovoice can be used to support both individual and peer learning processes could provide new insights into its versatility as a pedagogical tool. Further studies could also examine the impact of photovoice on different student populations, exploring how it can be adapted to diverse cultural and proficiency levels to maximize its

effectiveness. This would contribute to a broader understanding of how visual media can enhance self-regulation and peer interaction in language learning environments.

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