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Review Article

The Use of Video-Assisted Feedback in University-Level English Language Teaching: A Systematic Review

Üniversite Düzeyinde İngilizce Dil Öğretiminde Video Destekli Geri Bildirimin Kullanımı: Sistematik Bir Derleme

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Abstract

Purpose: *This research aims to examine the effectiveness of video-assisted feedback use in university-level English language teaching (ELT) classes based on the results of the studies in the field.* ***Method:*** *The research was carried out within the framework of Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA). For this purpose, Web of Science (WoS) was searched by using the keywords "video-based feedback", "video-assisted feedback", "video feedback". In the selection phase, the studies were evaluated according to their contents, and the studies that met the inclusion criteria and were suitable for the research purpose were included in the systematic review. A total of 16 studies from 2015 to 2025 were included in the study.* ***Findings:*** *The findings show that video-assisted feedback has positive impact on the achievement and language proficiency of students. Moreover, when video-assisted feedback was used, students were reported to show positive progress regarding their motivation, anxiety, attitude, reflection, self-efficacy, self-confidence, and responsibility. In addition to the effect of video-assisted feedback on cognitive and affective skills of students, the positive effect on the interaction between students and teachers was also reported.* ***Conclusion:*** *The analysis of video-assisted feedback indicated that greater emphasis was placed on its strengths than on its limitations. Regarding the strengths, the articles included in this review mentioned the multimodality feature of video-assisted feedback, clear, comprehensive, intelligible, detailed, and individualized feedback that video-assisted feedback provides, being time efficient and less workload for teachers. On the other hand, a number of limitations were reported in the articles such as technical problems, timing of feedback and high workload for students.*

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Video destekli geri bildirim
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Öz

Amaç: *Bu araştırma, üniversite düzeyindeki İngilizce dil öğretimi (ELT) derslerinde video destekli geri bildirim kullanımının etkinliğini, alandaki çalışmaların sonuçlarına dayanarak incelemeyi amaçlamaktadır.* ***Yöntem:*** *Araştırma, Sistematik İncelemeler ve Meta-Analizler için Tercih Edilen Raporlama Öğeleri (PRISMA) çerçevesinde yürütülmüştür. Bu amaçla, Web of Science (WoS) üzerinde "video tabanlı geri bildirim", "video destekli geri bildirim" ve "video geri bildirimi" anahtar kelimeleri kullanılarak arama yapılmıştır. Seçim aşamasında, çalışmalar içeriklerine göre değerlendirilmiş ve dahil etme kriterlerini karşılayan ve araştırma amacına uygun olan çalışmalar sistematik incelemeye dahil edilmiştir. 2015-2025 yılları arasında toplam 16 araştırma çalışmaya dahil edilmiştir.* ***Bulgular:*** *Bulgular, video destekli geri bildirimin öğrencilerin başarısı ve dil yeterliliği üzerinde olumlu bir etkiye sahip olduğunu göstermektedir. Ayrıca, video destekli geri bildirim kullanıldığında, öğrencilerin motivasyon, kaygı, tutum, düşünme, öz yeterlilik, öz güven ve sorumluluk konularında olumlu ilerleme kaydettiği belirtilmiştir. Video destekli geri bildirimin öğrencilerin bilişsel ve duyuşsal becerileri üzerindeki etkisinin yanı sıra, öğrenciler ve öğretmenler arasındaki etkileşim üzerinde de olumlu etkisi olduğu bildirilmiştir.* ***Sonuç:*** *Video destekli geri bildirimin güçlü ve zayıf yönleri incelendiğinde, güçlü yönlerinin zayıf yönlerinden daha fazla vurgulandığı görülmüştür. Güçlü yönler açısından, bu derlemede yer alan makaleler, video geri bildiriminin çok modlu özelliğinden, video geri bildiriminin sağladığı açık, kapsamlı, anlaşılır, ayrıntılı ve kişiselleştirilmiş geri bildirimden, zaman açısından verimli olmasından ve öğretmenler için daha az iş yükünden bahsetmiştir. Diğer yandan, makalelerde, teknik sorunlar, geri bildirimin zamanlaması ve öğrenciler için fazla iş yükü gibi bir dizi sınırlılık bildirilmiştir.*

Introduction

Feedback, an essential element of the educational process, is a critical pedagogical tool that improves learning quality and supports students' academic success. Feedback is defined as information provided by an agent, such as a teacher who can offer corrective information, a peer who can suggest an alternative strategy, and a parent who can offer encouragement, concerning one's performance or understanding (Hattie & Timperley, 2007). In other words, feedback is the result of performance. Rather than just giving correct information, feedback should bridge the gap between what is understood and what is intended to be understood (Sadler, 1989). Therefore, to reach the objectives of the lesson, the students should get appropriate feedback, and the teachers should also be capable of giving feedback (Brookhart, 2017). In this regard, effective feedback is seen not only as a tool to close learning gaps but also as one of the most important ways to improve students' learning experiences.

Finding effective ways to improve students' learning experiences is still a top priority in the field of language instruction (Shaddad & Jember, 2024). One practice used to increase the effectiveness of foreign language education is feedback. Shaddad and

Jember (2024) stated in their study that feedback in ELT is crucial because it reveals students' learning gaps and informs their learning processes. However, Miller and Pan (2015) indicated that although the literature contains studies on the effectiveness of language teaching, there is a clear need for more research, as many factors contribute to feedback effectiveness. Furthermore, Rassaei (2013) suggested that the use of certain types and modes of feedback affects learners' cognitive processes; therefore, examining this may help answer the question of why some forms of feedback work better than others.

Depending on the context, purpose, and mode of implementation, the feedback process exhibits a multidimensional structure that may be realized through various types and methods. Regarding the types of corrective feedback, Lyster and Ranta (1997) classified them into six types: explicit correction, recasts, elicitation, metalinguistic clues, clarification requests, and repetition. Firstly, *explicit correction* means that the teacher says the student's utterance is wrong and gives the correct form. *Recasts*, however, aim to reformulate all or a part of the student's statement. Another form of corrective feedback is *elicitation*, in which the teacher elicits a reformulation from the student by asking questions. The teacher provides *metalinguistic clues*, including information, comments, or questions about the correct form of the utterance. *Clarification requests* aim to prompt the teacher to use phrases such as 'I do not understand', while *repetition* aims to prompt the teacher to adjust intonation to highlight the error (Lyster & Ranta, 1997). In addition to feedback types, the literature identifies different modes of feedback.

All exercises with the aim of improving learning include feedback that has a variety of ways, such as written, oral, mail, and peer feedback. The teacher writes written comments on the student's responses and provides verbal feedback before, during, and after the exercises. In addition, *peer feedback* involves students evaluating one another. In contrast, *mail feedback (technology-mediated* or *online feedback)* means the teacher provides feedback via email or other online applications (Hattie & Timperley, 2007). Besides email feedback, audio and video-assisted feedback, screencasts, and recycling written comments are also alternative ways for the teacher (Ahea et al., 2016). Various studies in the literature examine feedback types and their effects on students (Ahmadi et al., 2012; Fu & Nassaji, 2016; Öztürk, 2016).

Feedback has been found effective across a range of skills. According to Adıgüzel, feedback, provided synchronously or asynchronously in face-to-face and distance education designs, positively improves students' metacognitive and affective characteristics as well as their cognitive skills (2024). Similarly, in the study by Bitchener and Knoch (2008), low intermediate English as a second language (ESL) learners were assigned to three groups with three different direct written corrective options. Two functional uses of the English article (a and the) were targeted, and the results showed no statistically significant difference among the groups. In other words, providing feedback alone is sufficient for the low-intermediate proficiency level.

On the other hand, the impact of positive or negative feedback on learning outcomes or student performance may vary depending on factors such as learner characteristics, age, type, timing, and the method of feedback (Adıgüzel, 2024). In Diab's study (2015), the students were divided into three groups. The first group received direct error correction and metalinguistic feedback, the second group received only metalinguistic feedback, and the control group self-edited their errors. The findings showed that all groups made progress, even the control group, which self-edited its errors; however, the first group showed greater improvement than the others. Namely, the type of feedback provided affected the improvement of the groups.

In conclusion, feedback should be more prevalent in educational environments as a crucial element of the learning process, especially as distance-learning opportunities develop and artificial intelligence and internet-based technologies become increasingly prevalent in our lives, providing feedback supported by these technologies is becoming increasingly important (Adıgüzel, 2024; Van der Kleij et al., 2015; Kızıltepe et. al., 2026). In this respect, the growing interest in technology-assisted feedback should be understood not only as a technological shift but also as a pedagogical transformation in how feedback is delivered, interpreted, and internalized by learners. Technology-assisted feedback environments may create more personalized, multimodal, and socially mediated learning experiences compared to traditional written feedback.

Since the advent of technology in everyday life, it has also become part of language education to extend language learning. The effective use of technology makes learning more productive and interesting, helps learners engage in the learning process, and allows them to learn based on their interests, thereby fostering high motivation (Gilakjani, 2017). Moreover, the use of technology in language education enhances learners' language skills by fostering creativity and offering more engaging alternatives (Ahmadi, 2018). The use of technology in ELT varies significantly, and one example is its role in providing feedback. Because it provides students with individualized feedback and support that improve their learning experience, technology-assisted feedback is crucial (Ebadi & Rahimi, 2024). Various technologies, such as audio, video-assisted, automated, AI-powered, and gamified feedback, have been used to provide feedback in ELT. The use of video technology for feedback is common in general education as well as in ELT because it allows for personal appearance and individual language variation (Hung, 2016). Students widely accept video technology and can provide a richer format for feedback than audio when utilized in this context (Hung, 2016).

Video-assisted feedback can be explained by sociocultural theory, which was proposed by Lev Vygotsky (1978). According to sociocultural theory, learning is social, mediated, and context-dependent, particularly in language acquisition. In other words, psychological structures do not exist in the individual's mind; instead, they are formed through interaction with the social context. According to this view, students gain new skills and a deeper understanding of the world and society as they engage in a variety of

cooperative activities and benefit from teamwork. Moreover, human action is mediated by tools and signs, which this theory calls semiotics. The semiotic means language, schemes, maps, diagrams, writing, and computers. These tools help learners facilitate construct knowledge and internalize future problem-solving activity (Scott & Palinscar, 2013). Similarly, video-assisted feedback can be viewed as a mediational tool that facilitates learner development through multimodal communication. Unlike traditional written feedback, video-assisted feedback combines verbal explanations, tone of voice, facial expressions, gestures, and visual cues, which may enhance feedback interpretation of learners and increase social presence during the learning process. These multimodal features may also contribute to scaffolding by enabling instructors to provide more personalized and supportive guidance within learners' zones of proximal development. Furthermore, the interactive and dialogic nature of video-assisted feedback may encourage greater learner uptake by helping students engage more actively with feedback, reflect on their performance, and apply suggestions more effectively. Therefore, the potential effectiveness of video-assisted feedback may be understood not only in technological terms but also in terms of its capacity to support socially mediated learning and interaction.

Problem of the Study

Despite increasing demands and developments in the field, ELT has inevitably faced challenges and problems associated with the teaching process. During the learning process, students often experience psychological issues such as language anxiety and a lack of motivation (Pasoloran Pongsapan & Panggua, 2025; Bakhshi, 2024). For example, Yastıbaş and Yastıbaş (2015) stated that most students had test-based education requirements, demanding to choose one of the options given. When students were asked to write, they could not have written since they did not have the critical thinking ability. They faced many difficulties, which made them feel anxious. Similarly, receiving feedback creates low motivation and language anxiety. Marking student writing creates a high workload for teachers as well as receiving teacher feedback demoralizes students. As Lee (2016) states "*This can be best described as a no-win situation*" since the teacher spends a lot of time marking papers without seeing its effectiveness, and students feel anxious because of their papers full of red ink. Besides, giving corrective feedback is a necessity for teachers. As Jacobson (2015) stated, if the teacher did not know how to give feedback, this could create a complicated situation in the classroom. Moreover, the teacher may try different approaches and techniques while giving feedback. However, students may be too critical of these approaches and techniques, which discourages teachers in the classroom (Klimova, 2015). On the other hand, these difficulties pose problems for the teachers due to the reason that they need to use an appropriate strategy to involve students in their instruction (Jon et al., 2021). Video-assisted feedback presents a possible option in the learning environment, the drawbacks of traditional feedback procedures specified, including increased teacher burden, student anxiety, and diminished motivation. According to educational technology research, students observe their own

performance with instructor criticism via video-assisted feedback, which improves comprehension and engagement (Crook et. al., 2012) and they perceive video-assisted feedback as more thorough, personalized, and encouraging than written or voice feedback (Henderson & Phillips, 2015; Máñez et. al., 2025)

Video-assisted feedback provides advantages for both the learners and teachers. Armağan and colleagues (2016) found that video-assisted feedback provided a more holistic approach during the feedback process by focusing on both the process and the product. This way, teachers could address not only vocabulary and grammar but also content and organization for writing activities. In another study carried out by Thennakoon (2023), written and video-assisted feedback were compared, and the findings revealed that the students who received video-assisted feedback achieved higher accuracy compared to those who received written feedback. Similarly, Ali (2016) discovered that the students perceived screencast feedback positively and they thought that it was clear, personal, specific, supportive, multimodal, constructive, and engaging.

Video-assisted feedback holds great potential compared to written and audio feedback since it is rich in verbal and nonverbal clues. The use of video-assisted feedback has been studied increasingly, so a need for a systematic review to compare the findings together has appeared. Although there is a growing literature on written and audio feedback, studies focusing on video-assisted feedback are still limited (Henderson & Phillips, 2015; Mahoney et al., 2019). On the other hand, the studies in the field mostly focus on student satisfaction, perceptions, or technological usage; however, the pedagogical function of video-assisted feedback, learner engagement, its interactive nature, and its role in language teaching have not been sufficiently examined holistically. Furthermore, it is seen in the literature the use of video feedback, screencast feedback and video-assisted feedback as related but scattered concepts. Therefore, this systematic review aims not only to reveal the limited number of studies in the field but also to synthesize the pedagogical, conceptual, and methodological trends of video-assisted feedback in the context of university level ELT. That's why, the study aims to contribute to the literature by evaluating the use of video-assisted feedback in the learning process from a holistic perspective.

Video-assisted feedback is gaining increasing attention in higher education, particularly in the context of language teaching (Borup et al., 2012; Henderson & Phillips, 2015). However, the literature reveals that these applications are carried out with different pedagogical purposes, using different technological tools and implementation methods. For example, some studies focus on asynchronous individual video-assisted feedback (Borup et al., 2012), while others examine the impact of video-assisted feedback on student perceptions in assessment processes (Henderson & Phillips, 2015); some research, on the other hand, focuses more on instructor experiences or the social presence dimension (West & Turner, 2016). Although video-assisted feedback is increasingly used at university-level ELT, the need for this systematic review has arisen from the scattered

and fragmented information regarding the context in which this type of feedback is applied, how it is implemented, and the reporting of its effectiveness. Therefore, the aim of this study is to examine how video-assisted feedback is used and how its effectiveness is reported. Furthermore, this study aims to identify and report on the types of studies that can be conducted to improve the effectiveness of language-teaching practices that utilize video-assisted feedback. In summary, the study aims to examine the effectiveness of using video-assisted feedback in university-level English language teaching.

Within the scope of the study, the research aims to answer the following questions in this systematic literature analysis:

1. What are the bibliometric and methodological characteristics of research on video-assisted feedback integration?

2. How are video-assisted feedback practices used in ELT to improve which language skills?

3. What are the effects of video-assisted feedback in ELT?

a) What are the effects on student achievement and language proficiency?

b) What are the effects on student motivation, anxiety, attitude, reflection, self-efficacy, self-confidence, and responsibility?

c) What are the effects on teacher-student interaction and communication?

4. What are the strengths and limitations of video-assisted feedback use practices in ELT?

Methodology

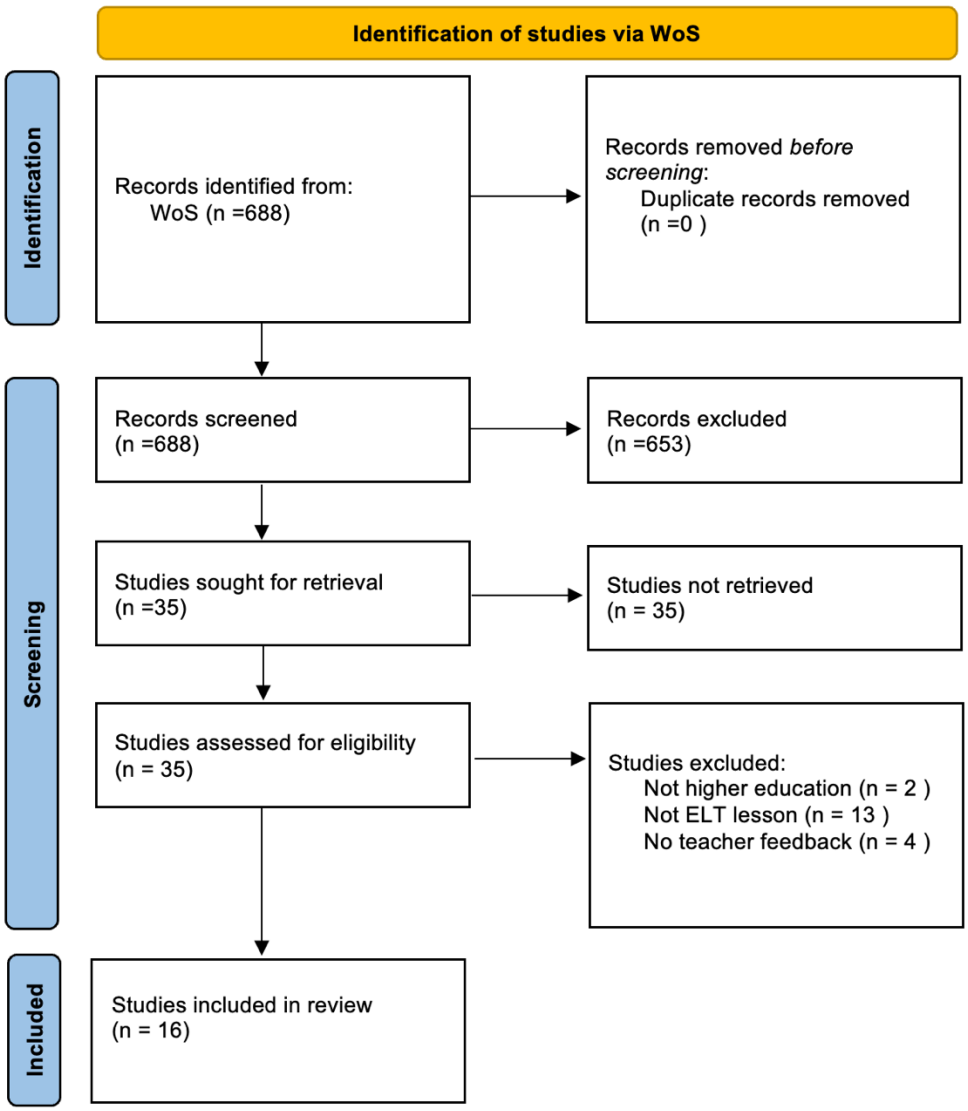
Research Design

This review was conducted using Preferred Reporting Items for Systematic reviews and Meta Analyses (PRISMA). A systematic review is defined by Moher et al. (2009) as "a review of a clearly formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyse data from the studies that are included in the review." On the other hand, meta-analysis integrates the findings of included studies using statistical methods in a systematic review. To help authors improve the reporting of both systematic reviews and meta-analyses, PRISMA provides a four-phase flow diagram. The flow diagram presents the stages of *identification, screening, eligibility,* and *inclusion,* adapted and presented in accordance with this review (Figure 1).

The main goal of this study was to identify studies on video-assisted feedback in university-level ELT courses. To accomplish this purpose, the Web of Science (WoS)

database was chosen for this study because it is a reliable and comprehensive resource that encompasses peer-reviewed, high-impact journal publications. Furthermore, its interdisciplinary nature facilitates access to current research in language education and educational technologies.

Figure 1: *PRISMA flow diagram.*



The review process followed the steps outlined in the latest version of the PRISMA 2020 flow diagram. In the selection process, two researchers independently screened each record, then negotiated to identify the final studies. The PRISMA 2020 flow diagram was used to document the selection process at each stage.

When selecting material for the analyses, the following criteria were used:

Inclusion criteria

- Empirical studies that focus on the use of video-assisted feedback provided by the lecturer at university-level ELT classes
- Studies published in the English language
- Studies conducted with university students

Exclusion criteria

- Studies that were not carried out in a university context
- Studies in which the lecturer did not use video-assisted feedback

The systematic search was conducted in the Web of Science (WoS) database in September 2025 using the following search string: ("video-based feedback" OR "video-assisted feedback" OR "video feedback"). The keywords were combined using Boolean operators (OR/AND) and were applied to titles, abstracts, and author-provided keywords. The following filters were applied sequentially: 1) document type restricted to "article"; 2) language restricted to "English"; 3) WoS categories limited to "Education & Educational Research" and "Linguistics & Language," along with Citation Topics Meso categories "6.69 Language & Linguistics" and "6.11 Education & Educational Research". The reason for choosing these WoS categories was to identify studies at the intersection of language education and pedagogical research, which aligns with the focus of the present study on video-assisted feedback in university-level English language teaching. The publication date was restricted to 2015-2025, and results were limited to peer-reviewed, indexed journals, yielding 688 studies. All studies were checked manually for duplicate entries prior to screening. Since the review was conducted using only a single database (Web of Science), no duplicate records were identified; therefore, the number of duplicate records removed was reported as (n = 0) in the PRISMA flow diagram. The studies were initially screened based on their titles, using the inclusion criterion of containing empirical data. At this stage, 634 studies were excluded, leaving 54 studies for further evaluation. Subsequently, the remaining studies were screened based on their abstracts. Studies that did not specifically focus on video-assisted feedback were excluded from the review. Following the abstract screening process, 19 studies were excluded. At the end, 35 studies were retrieved for full-text screening and uploaded to Citavi. During full-text screening, 19 studies were excluded for the following reasons: not conducted in a higher education context (n = 2), not within an English Language Teaching setting (n = 13), and absence of teacher feedback (n = 4). Consequently, 16 studies meeting all inclusion criteria were retained for the final systematic review. To enhance the reliability of the screening process, two researchers independently conducted all stages of study selection. Disagreements were resolved through discussion and consensus. Inter-rater reliability was calculated using Cohen's Kappa coefficient ($\kappa = 0,89$), which indicates almost perfect agreement between the two reviewers.

Data analysis

In the data analysis process, all articles were uploaded Citavi data analysis programme. Data analysis for this systematic review was conducted using thematic analysis, as suggested by Thomas and Harden (2008). According to this analysis, the data was coded, and themes were identified. Following this, additional analytical themes emerged, supported by quotations. During data collection, both researchers worked independently at first. After that, to ensure the study's reliability, the researchers negotiated the themes. To eliminate bias in the included studies, both reviewers assessed each study using Citavi software, first independently and then together to negotiate final themes. Some changes were made until the researchers finalized the themes and sub-themes. According to the findings, "the effects on cognitive skills of students", "the effects on affective skills of students", "the effects on student-teacher interaction," and "strengths and limitations of video-assisted feedback" appeared as themes. Under the effects on cognitive skills of students, students' achievement and language proficiency emerged. On the other hand, the effects on students' affective skills were analyzed using motivation, anxiety, attitude, reflection, self-efficacy/self-confidence, and responsibility as subthemes. Direct quotations from the articles were used to support the findings.

Table 1: *Studies Included in the Systematic Review*

Authors and Year of Publication	Article
Alharbi (2022)	Exploring the Impact of Teacher Feedback Modes and Features on Students' Text Revisions in Writing
Ali (2016)	Effectiveness of Using Screencast Feedback on EFL Students' Writing and Perception
Bush (2021)	Using Screencasting to Give Feedback for Academic Writing
Canals et. al. (2020)	Second Language Learners' and Teachers' Perceptions of Delayed Immediate Corrective Feedback in an Asynchronous Online Setting: An Exploratory Study.
Canals et. al. (2021)	The Relative Effectiveness of Immediate and Delayed Corrective Feedback in Video-Based Computer-Mediated Communication
Cunningham and Link (2021)	Video and Text Feedback on ESL Writing: Understanding Attitude and Negotiating Relationships
Ekin et. al. (2021)	Tracking Telecollaborative Tasks Through Design, Feedback, Implementation, and Reflection Processes in Pre-Service Language Teacher Education
Ghosn-Chelala and Al-Chibani (2018)	Screencasting: Supportive Feedback for EFL Remedial Writing Students
Hojeij and Ayber (2022)	Effectiveness of Using Digital Feedback on EFL Student Writing Skills
Martin et. al. (2022)	Video Feedback and Foreign Language Anxiety in Online Pronunciation Tasks
Özkul and Ortaçtepe (2017)	The Use of Video Feedback in the Teaching Process-Approach EFL Writing
Park (2024)	Students' Perceptions Toward Providing Video-Enhanced Multimodal Feedback on Oral Presentations

Sabbaghan et. al. (2019)	The Multimodal Effects of Voice-Based Asynchronous Technology-Mediated Communication on EAP Speaking Performance
Saeed et. al. (2024)	Examining Teacher's Evaluative Language in Written, Audio, and Screencast Feedback on EFL Learners' Writing from the Appraisal Framework: A Linguistic Perspective
Shadiev et. al. (2024)	The Effect of Evaluation and Feedback in 360-Degree Video-Based VR Environments on Language Learning Outcomes
Wood (2023)	Enabling Feedback Seeking, Agency and Uptake through Dialogic Screencast Feedback

16 studies included in the systematic review are presented in Table 1. The studies that met the inclusion criteria were analyzed with respect to temporal trends, geographical distribution, sample demographics, research designs, feedback modalities, measurement tools, findings, and conclusions.

Findings

Within the scope of the research questions, the findings of the included studies are presented below.

Findings Regarding the Bibliometric and Methodological Features of the Studies Examined in Accordance with the Research Question

The first question in the research is about the bibliometric and methodological characteristics of studies included in the video-assisted feedback integration, including temporal trends, geographical distribution, sample demographics, research designs, feedback modalities, and measurement tools.

Figure 2. *Temporal trends of studies*

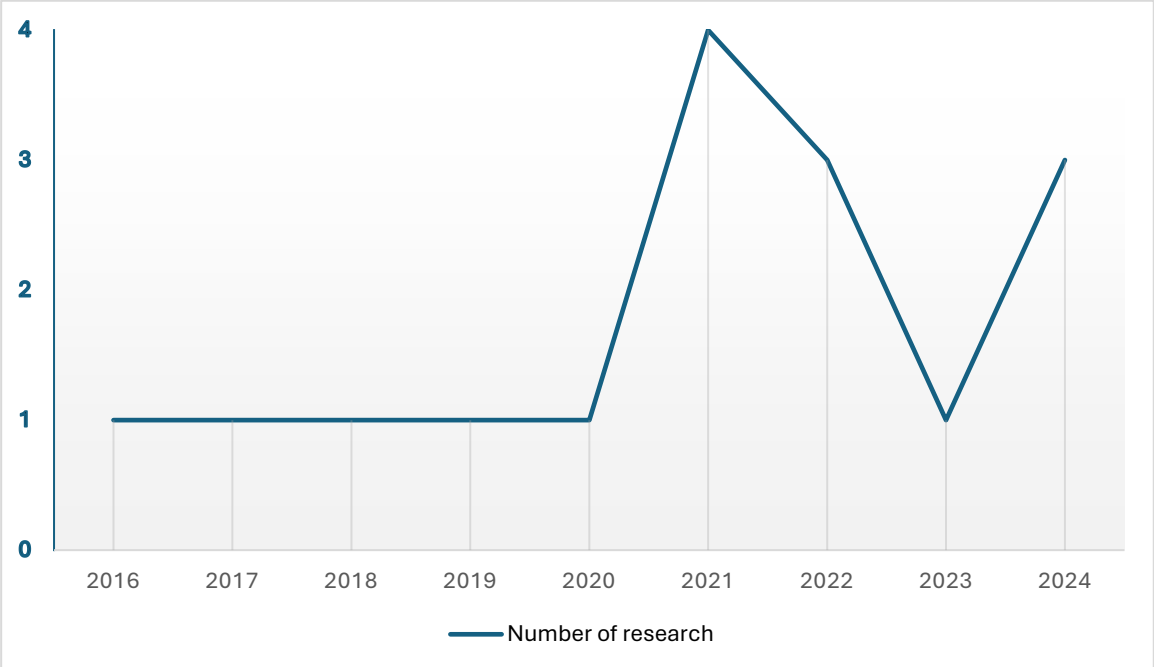


Figure 2 presents 16 studies in this systematic review by their year of publication. The first study was published in 2016, followed by 2017, 2018, 2019, and 2020, with one study in each year. While four studies were published in 2021, three in each of 2022 and 2024, only one was published in 2023.

Table 2. *Geographical Distribution of Studies*

Authors and Year of Publication	Countries
Alharbi (2022)	Saudi Arabia
Ali (2016)	Egypt
Bush (2021)	Türkiye
Canals et. al. (2020)	Spain
Canals et. al. (2021)	Spain
Cunningham and Link (2021)	USA
Ekin et. al. (2021)	Türkiye
Ghosn-Chelala and Al-Chibani (2018)	Libya
Hojeij and Ayber (2022)	United Arap Emirates (UAE)
Martin et. al. (2022)	Spain
Özkul and Ortaçtepe (2017)	Türkiye
Park (2024)	China
Sabbaghan et. al. (2019)	Canada
Saeed et. al. (2024)	Saudi Arabia
Shadiev et. al. (2024)	China
Wood (2023)	South Korea

Regarding the countries in which the studies were published (Table 2), the highest number of studies is three each in Spain and Türkiye. They were followed by China and Saudi Arabia, with two studies in each country. Moreover, one study was published in Egypt, the USA, Libya, the UAE, Canada, and South Korea. Cultural differences may explain the findings, as these countries may be more willing to use video for feedback than others.

Table 3. *Sampling Demographics of Studies*

Sampling Groups	N
1-10	1
11-30	5
31-100	9
101-300	1

When the sampling frequencies in the studies were analyzed, the most common range was 31-100 in 9 studies. It is followed by 11-30 with 5 studies. On the other hand, the least preferred sampling groups are 1-10 and 101-300, with one study. The findings are presented in Table 3.

Table 4. *Research Designs of Studies*

Research Design	*f*
Mixed Method Design	4
Not mentioned	3
Case Study	3
Experimental Study	2
Exploratory Study	1
Conversation Analysis	1
Action Research	1
Grounded Theory	1

The research designs preferred in the studies are presented in Table 4. According to the findings, mixed-methods research design was commonly used. An experimental research design was used in two studies, and a case study design in three. Moreover, exploratory study, conversation analysis, action research, and grounded theory were also preferred by the researchers. However, three studies did not clearly specify their research design.

Table 5. *Feedback Modalities of Studies*

Feedback Modes	*f*
Teacher	16
Written	10
Audio visual (video)	12
Audio	4
Oral/spoken/face to face	2
Screencast	4
Immediate	2
Delayed	2
Peer	4

Looking at the feedback modes used in the studies (Table 5), the most common mode is teacher feedback, with 16 studies. It was followed by audiovisual or video-assisted feedback (12 studies), written feedback (10), audio feedback (4), and peer feedback (4). Oral (spoken or face-to-face), screencast, immediate, and delayed were used in two studies each.

Table 6. *Frequency of Measurement Tools*

Data Collection Tool	*f*
Questionnaire	6
Achievement Test	6
Interview	6
Survey	5
Document Review	2
Video Recording	3
Observation	1

Audio Recording	1
Reflection	1

When the studies were analyzed regarding data collection tools, more than one tool was used in various studies (Table 6). The highest rank goes to the questionnaire, achievement test, and survey, each with 6 studies. The least used data collection tools are observation, audio recording, and reflection.

Video-assisted Feedback in Teaching Language Skills

The second research question in this systematic review focuses on how video-assisted feedback practices are used in ELT to improve which language skills (reading, writing, speaking, listening). Regarding the language skills for which video-assisted feedback practices were used in ELT, this systematic review found that reading skills were not observed in the included studies. On the other hand, it has been observed that nine of the studies have focused on writing skills, four studies have focused on speaking skills, one study has focused on speaking and listening, one study has focused on speaking skills and grammar competence, and lastly, one study has not mentioned any specific language skills.

Table 7. *The Use of Language Skills in Studies.*

Writing Skills	**Speaking Skills**	**Speaking/Listening Skills**	**Speaking Skills /Grammar Competence**
• Topic Selection • Writing first draft • Video-assisted feedback • Revising • Writing Final Draft • Submission	• Oral task design • Video Recording • Video-assisted feedback • Revising • Final video recording • Submission	• Academic lecture recording by lecturers • Task assignment • Video-assisted feedback • Evaluation of performance	• Pretest application • Immediate/Delayed video-assisted feedback • Posttest application

As shown in Table 7, the processes followed across all studies are similar, and all studies have applied multi-phase implementation methods. First, a topic is selected, followed by preparing the first draft or task; then video-assisted feedback is given on the draft or task; at the end, the draft or task is revised. However, the points that differ among studies fall within the framework of the work carried out. For instance, the results on writing skills show that a topic is first presented to students. After the topic selection, students are expected to write their first draft as required by the task, after which the lecturer provides feedback. In the studies by Ali (2016), Bush (2021), Ghosn-Chelala and Al-Chibani (2018), Hojeij and Ayber (2022), Saeed et al. (2024), and Wood (2023), the lecturer has used screen-casting tools to provide feedback. However, in the studies by Cunnigham and Link (2021) and Özkul and Ortaçtepe (2017), only video-assisted feedback has been provided. Following the feedback process, students were asked to

revise their first drafts based on the feedback they received in 8 of 9 studies. At the end, the students submitted their final drafts. In conclusion, similar steps have been followed across all nine studies examined regarding feedback on writing skills.

The steps followed in four studies focused on speaking skills were similar to those for writing skills. Firstly, students' oral performances have been recorded to receive video-assisted feedback from the lecturer. Following the feedback stage, students have been asked to revise their recordings and submit the edited versions, as in Canals et al. (2020) and Martin et al. (2022). Furthermore, within the scope of this research, there are two studies: one focused on speaking and listening skills (Sabbaghan et al., 2019) and another on speaking skills and grammar competence (Canals et al., 2021). In their study, Sabbaghan and colleagues (2019) have recorded academic lectures and assigned tasks to the students. Video-assisted feedback has been provided, and students' speaking and listening performance has been evaluated. Moreover, Canals and colleagues (2021) have integrated grammar competence into speaking skills in their study. They provided video-assisted feedback and evaluated students' performance. In conclusion, despite minor differences across the implementation stages, it is understood that video-assisted feedback in language teaching occurs in multiple stages, and these stages are usually concluded with a product.

The Effects of Video-Assisted Feedback in ELT

The third research question addresses the effects of video-assisted feedback on language teaching. This systematic study has revealed that the included studies have focused on participants' cognitive and affective skills. Regarding cognitive skills, the findings showed that video-assisted feedback affects students' achievement and language proficiency.

The Effects on Student Achievement and Language Proficiency

The studies included in this systematic review have shown that video-assisted feedback positively impacts students' achievement. In other words, the studies compared experimental groups with control groups, and video-assisted feedback treatment was applied to the experimental groups. The results show that the experimental groups improved more than the control groups. For example, Ali (2016) used screencast-assisted video feedback to improve writing skills and found that the experimental group performed better than the control group in content, organization, and structure, except for accuracy. In addition, Bush (2021) and Wood (2023) used screencast feedback to improve students' writing skills and found a positive impact on students' achievement. Similarly, Özkul and Ortaçtepe (2017) found that video-assisted feedback was more effective than written teacher feedback for writing skills, and Sabbaghan et al. (2019) found that video-assisted feedback was more effective than written teacher feedback for speaking/listening skills. Moreover, regarding speaking skills, Park (2024) found that 95% of students believed video-assisted feedback was a helpful tool, which increased their awareness and improved their practice of grammar and pronunciation. Since the

video-assisted feedback included written comments, visuals, and evidence-based feedback, participants stated that it enhanced their learning. The impact on students' achievement was further explained by developing a better understanding of their errors, as students could relate the information to a specific moment in a particular task and receive targeted, modeled correction (Sabbaghan et al., 2019). 93% of students in the study by Hojeij and Ayber (2022) reported benefiting from the process due to the easy accessibility of the videos and links, as well as the option to watch them more than once, and 98% of students understood the learning outcomes of the activity.

The findings showed that the students are more inclined to integrate video-assisted feedback. In the study by Özkul and Ortaçtepe (2017), the experimental group, which received video-assisted feedback, received more feedback than the control group, as shown in Alharbi (2022). In the study by Alharbi (2022), who compared four different modes of feedback, audio-visual, voice, oral, and text modes, found that the most effective mode was the audio-visual mode, as it was stated in the study:

Results indicate that the overall quantity of feedback integrated by students differs across the four modes, with the highest level in the audio-visual mode (92.30%), followed by the voice mode (86%) and the oral mode (82.60%). In contrast, the lowest score for feedback integration is in text mode (68.84%) (Alharbi, 2022).

The preference for feedback types was identified as another factor affecting students' achievement. In particular, four of 16 studies focused on the feedback types used in feedback modes and reported that preferences for these types differed across modes. Saeed et al. (2024) reported that the teacher used more global feedback in screencast and audio modes than in text mode, whereas in text mode, the teacher used more local feedback. Correspondingly, Alharbi (2022) reported that the audio-visual mode had the highest quantity and quality scores for global and local feedback, while the text mode had the lowest scores of all. Within the scope of the study carried out by Özkul and Ortaçtepe (2017), four different feedback types, explicit, simple mechanical, complex mechanical, and organizational, were analyzed, and a significant difference was reported in favor of the video-assisted feedback group regarding simple mechanical, complex mechanical, and organizational feedback. This difference was explained by the fact that, despite using the same correction symbols as in the written feedback, the teacher can comment on the source of the problem and offer possible solutions using graphic organizers and indicators while giving video-assisted feedback. The video-assisted feedback recorded in the study included elements of conferencing, during which students received rich comments. In addition, Cunningham and Link (2021) compared video-assisted feedback and text feedback and found that:

The proportion of positive appreciation of student text (praise) was greater in the video (51%) than in the text (19%). Similarly, the proportion of negative appreciation of

the student text, or criticism, was greater in the text feedback (66%) than in the video (35%) (Cunningham & Link, 2021).

According to this study's findings (Cunningham & Link, 2021), text feedback was often used to highlight deficiencies, mostly by criticizing students. On the other hand, video-assisted feedback showed a more balanced evaluation of students' texts, using both positive and negative approaches. Moreover, in the video-assisted feedback, students received more suggestions and advice, and there was a balance between praise and criticism. Similarly, Wood's (2023) findings show that participants did not grasp the context of the written feedback, and it was hard for them to integrate it smoothly into the essay. On the contrary, screencast -assisted feedback helped them understand what to improve and why in their essays.

The Effects of Video-Assisted Feedback on Seven Student-Related Variables: Motivation, Anxiety, Attitude, Reflection, Self-Efficacy, Self-Confidence, and Responsibility

Within the scope of the third question, the findings indicate that video-assisted feedback affects participants' affective skills as well as their cognitive skills. Concerning the impact of video-assisted feedback on affective skills of the participants, the findings revealed that it has effects on motivation, anxiety, attitude, reflection, self-efficacy/ self-confidence, and responsibility of the participants, as well as on the interaction between students and teachers.

One of the affective skills on which video-assisted feedback has an impact is motivation. In their study, Guilloteaux and Dörnyei (2008) described motivation as a driving force in the language-learning process, and that without sufficient motivation, learners cannot achieve long-term goals. Of the 16 articles included in the systematic review, nine reported a positive impact of video-assisted feedback on student motivation. Regardless of the language skills the articles focused on, the findings indicate that students felt motivated and liked the use of video-assisted feedback. Students across four articles reported that video-assisted feedback was more personalized and tailored to their individual needs, motivating them to apply the feedback (Hojeij & Ayber, 2022; Martin et al., 2022; Park, 2024; Sabbaghan et al., 2019). Moreover, video-assisted feedback was reported to be engaging (Canals et al., 2020; Hojeij & Ayber, 2022), leading learners to take a more active role in the feedback process (Park, 2024). For example, in the study by Ali (2016), 94% of students reported that the personal and individualized nature of video-assisted feedback made them feel valued and led them to pay more attention. Furthermore, Martin and colleagues (2022) described that students associated the video-assisted feedback they have received from their teachers with dialogue, closeness, being caring and motivating:

"The participants considered video feedback had more of a human touch than other feedback formats such as audio or written." (Martin et al., 2022).

In this systematic review, the findings showed that video-assisted feedback also has a positive impact on anxiety, which is one of the affective skills. In 1995, MacIntyre pointed out the cyclical relationship among anxiety, behavior, and cognition, each of which influences the others, and exemplified this relationship by stating that a demand to answer a question in language class may cause a student to become anxious. Anxiety leads to worry, so cognitive performance is decreased due to divided attention. Therefore, students' performance also suffers from negative self-evaluations. On the other hand, the studies included showed that video-assisted feedback provided a welcoming feedback environment, which was good for anxious students (Martin et al., 2022). Park (2024) stated that students normally experienced reduced confidence and possible feelings of shame when they saw the same mistake repeatedly; however, this was eliminated by video-assisted feedback, in which they saw their mistakes with supporting evidence. In this case, video-assisted feedback gave a delicate balance between constructive criticism and potential discouragement. In Hojeij and Ayber's study, 90% students stated that they watched videos they received feedback on more than once because they liked them, and the combination of audio and written comments was very useful. The students added that video- assisted feedback was more memorable than face-to-face feedback because they could watch it at their convenience and multiple times. In this case, the use of video-assisted feedback increased the total time spent on self-study and giving feedback compared to traditional feedback. Moreover, the teacher's voice was reported to have softened the effect of feedback (Hojeij & Ayber, 2022). Additionally, video-assisted feedback was found to be clear, detailed, and useful (Hojeij & Ayber, 2022; Martin et al., 2022), and the use of colors to convey feedback in videos was reported to be motivating (Hojeij & Ayber, 2022).

In addition to motivation and anxiety, five studies reported that students developed a positive attitude towards video-assisted feedback (Ali, 2016; Cunningham & Link, 2021; Hojeij & Ayber, 2022; Özkul & Ortaçtepe, 2017; Shadiev et al., 2024). Compared to text feedback mode, in Ali's study (2016), 97% of students recommended continuing to receive video-assisted feedback on their writing. Similarly, in the study by Özkul and Ortaçtepe (2017), 95% of students stated that video-assisted feedback offered more information than text feedback. The reason for this was that video-assisted feedback was more convenient than text feedback. Students stated they could watch video-assisted feedback whenever and wherever they wanted, and 85% said they watched the recorded videos more than once. The participants also reported being more careful while redrafting their assignments because the teacher/researchers addressed them in person. Moreover, Cunningham and Link (2021) added that teachers gave more positive feedback in video-assisted feedback than in text feedback, while criticism was higher in text than in video.

Several reviewed studies reported that video-assisted feedback also affects students' reflections. Reflection is defined as the evaluation, synthesis, and abstraction of concrete examples shared by others (Chang, 2019). Reflection highlights significant aspects and connections that are overlooked in explicit and abstract knowledge. Two articles examined in this systematic review noted the contribution of video-assisted

feedback to students' reflection. For example, Ekin et al. (2021) stated that the reflection process played a critical role in enabling candidates to assess their own learning and rethink the design process. In addition, Park (2024) reported that students could spend more time reflecting when feedback was provided with visual evidence via video technology.

This systematic review has also revealed the positive impact of video-assisted feedback on students' self-efficacy and self-confidence in language learning. Self-efficacy is the extent to which an individual develops behaviors that enable them to endure potentially stressful circumstances (Graham, 2022). It is clearly stated that self-efficacy leads to positive learning outcomes because it influences learners' persistence, effort, and self-regulation (Graham, 2022). Regarding the impact of video-assisted feedback on students' self-efficacy, Ali (2016) reported that the teacher's voice conveyed positive encouragement, fostering confidence that reduced students' anxiety and strengthened their self-efficacy. Similarly, self-confidence refers to "an individual's subjective perception of their own competence and belief in their capacity to do tasks" (Ghafar, 2023) effectively. Students are more likely to succeed in their learning attempts when they have confidence in their abilities, regardless of their past experiences (Ghafar, 2023). Regarding the effects of video-assisted feedback on students' self-confidence, Sabbaghan and colleagues (2019) found in their experiment that using video-assisted feedback helped students formulate more accurate, targeted questions, thereby increasing their confidence in their questions.

This systematic review also shows that video-assisted feedback helps students take responsibility for their language learning. According to research by Üstünoğlu (2009), students are more motivated and successful when they take responsibility for their learning rather than have the process dictated to them. Relatedly, in this review, Martin and colleagues (2022) reported that the use of video-assisted feedback made students part of the feedback process, thereby sharing the responsibility. The conditions behind this were stated as receiving personalized feedback, paying attention to the feedback, and showing commitment to learning. All these conditions created an environment in which students could take greater responsibility for their learning and for the feedback process.

The Effects on Teacher-Student Interaction and Communication

This review has revealed the effect of video-assisted feedback on student-teacher interaction. Among the studies included, six articles reported the increase in the relationship between students and teachers (Ekin et al., 2021; Ali, 2016; Cunnigham & Link, 2021; Hojeij & Ayber, 2022; Saeed et al., 2024; Wood, 2023). For example, in the study by Ali (2016), 94% of students said that the personal and individualized nature of video-assisted feedback comments made them feel valued, leading them to pay more attention, and that a friendly rapport with the teacher made them actively engaged in the revision process. In addition, Cunningham and Link (2021) stated that video-assisted feedback showed greater concern for interpersonal aspects of communication, with

attention to remove the discouraging aspects of feedback; therefore, video-assisted feedback is better for maintaining a good rapport with students. Moreover, Hojeij and Ayber (2022) emphasized the teacher's voice, which made the feedback process smoother. This was considered important given the context of their study, which featured a cultural conflict between Western and Eastern cultures. Naturally, it was observed that students' anxiety levels decreased. Similar findings by Saeed et al. (2024) showed that evaluative language in both audio and screencast modes expanded the dialogue between the teacher and students.

In contrast, it shut down this space in written mode. In addition, Ekin et al. (2021) reported that when preservice teachers comply with feedback they are free to follow or disregard, task implementation becomes more interactive and collaborative. Lastly, Wood (2023) noted that screencast feedback mimics face-to-face feedback and conveys more meaning through the teacher's voice.

Strengths and Limitations of the Video-Assisted Feedback Use

The last research question of this review focuses on the strengths and limitations of video-assisted feedback use practices in ELT. The findings revealed that the strengths of video-assisted feedback were emphasized more than its limitations.

The articles examined in this systematic review highlighted the strengths of video-assisted feedback in university-level ELT classes. The strengths of video-assisted feedback lie in its multimodal features: clear, comprehensive, intelligible, detailed, and individualized feedback; its time-efficiency; and its reduction of teacher workload. Firstly, the multimodality aspect of video-assisted feedback was reported as an advantage in the studies of Alharbi (2022), Ali (2016), Ghosn-Chelala & Al-Chibani (2018), and Park (2024). For example, in the study by Ghosn-Chelala & Al-Chibani (2018), students reported engaging more with video-assisted feedback than with text feedback because, while communication in text feedback was one-way, video-assisted feedback provided an interactive environment. Besides, the video-assisted feedback mode provided opportunities to pause, rewind, and fast-forward the instructors' verbal comments, which students found appealing because, even during face-to-face student-teacher conferences, they often forgot the feedback (Ghosn-Chelala & Al-Chibani, 2018). Moreover, the videos were easily accessible (Ali, 2016; Canals et al., 2020), so participants could watch them as many times as needed (Canals et al., 2020). In addition to multimodality, video-assisted feedback also provided clear, comprehensive, intelligible, and detailed feedback (Ali, 2016; Canals et al., 2020; Ghosn-Chelala & Al-Chibani, 2018; Hojeij & Ayber, 2022; Park, 2024; Shadiev et al., 2024). For instance, Hojeij and Ayber (2022) reported that students believed the quality of the video-assisted feedback was good and that no further questions were needed to understand. The videos were clear and specific, helping them identify their weaknesses and correct their mistakes. Moreover, they saw the recordings as learning-centered activities rather than mere feedback. In addition, the students in the study by Ghosn-Chelala and Al-Chibani (2018) perceived that screencasting provided more detailed commentary and explanation than written feedback did. In the videos,

students could receive about 400 words in two minutes; however, they did not feel it was excessive, despite receiving considerable feedback. Another strength was the provision of personal, individualized feedback, which provided a direct, clear channel between teachers and students (Ali, 2016; Park, 2024). Also, the opportunities to receive feedback in context as errors arose (Canals et al., 2020) and to use a greater number of discourse functions than in the written mode (Saeed et al., 2024) have been cited as advantages. Saeed and colleagues (2024) explained that a greater number of discourse functions in the written mode, along with the ease of use of this technology, allows the teacher to shift from one type of feedback to another more easily. However, in written mode, the teacher used short written comments; otherwise, they might be time-consuming. The use of video-assisted feedback was perceived as more time-efficient, as it reduced the need for student-teacher conferences (Ghosn-Chelala & Al-Chibani, 2018). Moreover, in pandemic situations such as COVID-19, video-assisted feedback helped students receive feedback and helped overseas students receive the same level of feedback (Park, 2024). In addition, the use of video-assisted feedback affected teachers, as noted in three articles. For example, Cunningham and Link (2021) reported that although constant monitoring of written feedback for interpersonal aspects could place a heavy burden on instructors, the use of screencasts reduces their workload without requiring them to monitor every comment carefully. Similarly, the use of video-assisted feedback was reported to be timesaving, thereby reducing teachers' workload (Hojeij & Ayber, 2022; Ghosn-Chelala & Al-Chibani, 2018).

This review reports that video-assisted feedback has several limitations, including technical issues, timing challenges, and a heavy workload for students. Firstly, technical problems such as difficulty downloading, issues with video sound, or discomfort with videos were reported in the studies (Ali, 2016; Park, 2024; Shadiev et al., 2024; Sabbaghan et al., 2019). For example, students in the study by Sabbaghan and colleagues (2019) reported that the platform's upload process sometimes corrupted their files. Moreover, timing was reported as another limitation: when students received delayed feedback, they might lose interest and motivation, and might skim the feedback (Park, 2024). Lastly, in the study by Özkul and Ortaçtepe (2017), the experimental group that received video-assisted feedback grew tired of writing assignments and of the amount of feedback provided in the videos. The amount of work required by the teacher who provided video-assisted feedback and by the student who received more enhanced feedback than they were used to raised questions about the practicality of video-assisted feedback.

Discussion & Conclusion

This systematic review examines video-assisted feedback in ELT at the university level. The findings show that video-assisted feedback in university-level English language teaching is attracting increasing research interest and offers significant pedagogical potential. The fact that the vast majority of the studies reviewed were published in recent years can be attributed to the increasing prevalence of digital technologies in higher education and the growing need for more interactive feedback methods in teaching processes. This tendency aligns with the literature, particularly regarding the greater

detail, richness, and interactivity of video-assisted feedback compared with written feedback (Bahula & Kay, 2021; Mahoney et al., 2019). Moreover, regarding the countries where the studies were published, the highest number of studies was conducted in Spain and Turkey. In addition, the study by Efiloğlu Kurt and Tingöy (2017) supports this finding by showing that the adoption and use of technologies can vary across countries.

In terms of language skills, it is noteworthy that video-assisted feedback has been most frequently studied for writing skills. This finding shows that writing is a process that develops through drafts, involves repeated revisions, and necessitates teacher-student interaction. A process-based approach is adopted in teaching writing skills, and multi-stage feedback is common in this process (Susser, 1994). With the continuous development of technology, feedback methods have also diversified and improved (Thennakoon & Abesooriya, 2022). The detailed, personalized guidance provided through video-assisted feedback on drafts is seen as an effective tool for developing writing skills. However, the lack of studies addressing reading skills indicates a significant gap in literature. This finding shows that video-assisted feedback is mostly associated with production-based skills, while its potential in receptive skills has not been sufficiently investigated. This finding is consistent with the results of the systematic review carried out by Sarı and Ersanlı (2024). Sarı and Ersanlı (2024) found that there are very few studies examining the effectiveness of language-learning applications for acquiring reading skills.

The findings suggested that students perceived video-assisted feedback positively in relation to their cognitive development. The higher academic achievement and language proficiency of students who received video-assisted feedback can be explained by the more understandable, detailed, and holistic nature of this type of feedback. The presentation of visual and auditory elements together ensures a clearer perception of the feedback and allows students to integrate it more effectively. The fact that the experimental group students applied the feedback more effectively also suggests that video-assisted feedback has a functional structure. The higher academic achievement and language proficiency of the experimental group can be explained by the fact that video-assisted feedback offers a pedagogical structure compatible with sociocultural learning theory. By offering a structured form of guidance, video-assisted feedback supports students' progress within their zone of proximal development and increases the practicality of the feedback (Vygotsky, 1978; Hattie & Timperley, 2007).

On the other hand, the reason video-assisted feedback had a significantly positive effect on students' cognitive development in the experimental groups may be explained by the novelty effect. The novelty effect is a psychological phenomenon that leads to temporary increases in attention, motivation, and cognitive engagement in students when educational technologies are first introduced into the learning environment, and this increase is associated with the interactive appeal created by the novelty rather than the pedagogical superiority of the tool (Elston, 2021). In this regard, the literature indicates that new educational designs initially have positive effects on learning behaviors, which tend to decrease over time, providing empirical evidence for the novelty effect. For

example, Rodrigues et al. (2022) showed in their field studies on gamification that the novelty effect decreased after 4 weeks. Similarly, students' high motivation and engagement in receiving video-assisted feedback may be explained by the novelty effect.

The finding that feedback modes influence teachers' feedback preferences has significant pedagogical implications. The fact that teachers tend to offer more general and meaning-focused feedback in video-assisted feedback indicates that this mode leads teachers to a more holistic assessment. In contrast, the prominence of local and form-focused feedback in written feedback reveals that the feedback mode shapes not only the student experience but also the teacher's instructional decisions. One of the most striking aspects of the findings is the strong impact of video-assisted feedback on students' affective characteristics. Increased motivation, decreased anxiety, and strengthened self-efficacy and self-confidence show that video-assisted feedback offers a more humanistic and supportive feedback environment. Teachers' voices in the video, while giving feedback, provided positive encouragement, helping students overcome their anxiety and build self-efficacy and self-confidence, as supported by Pachuashvili (2023). In addition, students took greater responsibility for their language learning process by being integrated into the feedback process, thereby sharing responsibility. The findings align with Hung (2016), who stated that video-assisted feedback led to more attentive engagement and personalized learning. Similarly, Mahoney and colleagues (2019) reported that video-assisted feedback provided students with more personalized feedback, with the potential to transfer more effectively, thanks to its rich, deep nature. They helped students increase their motivation and self-esteem. Relatedly, Pachuashvili (2023) reported a positive influence of video-assisted feedback on students and stated that students found it beneficial, engaging, and interesting, and that it provided an opportunity to revisit assignments and self-correct their mistakes. In this respect, video-assisted feedback goes beyond being a teacher-centered correction tool and makes the student an active stakeholder in the process.

The use of video-assisted feedback was also reported to affect interaction and communication between the teacher and student positively. This finding was supported by Hung (2016), Parton et al. (2010), Mahoney et al. (2019), Bush (2021), and Pachuashvili (2023). Thanks to the personal and individualized nature of video-assisted feedback, students felt valued, paid more attention, and built a friendly rapport with the teacher. In addition, the use of teacher voice in the video made the feedback environment less discouraging, and video-assisted feedback provided a more friendly environment by removing a possible cultural conflict.

Participants highlighted the strengths of video-assisted feedback more often than its limitations, according to the analysis. Regarding the strengths, the articles included in this review mentioned the multimodality of video-assisted feedback, providing clear, comprehensive, intelligible, detailed, and individualized feedback, and being time-efficient and less burdensome for teachers. On the other hand, several limitations were reported in the articles, including technical problems, timing of feedback, and high student workload. The use of video-assisted feedback in ELT classes may seem like a

panacea; however, the positive findings may be explained by the novelty effect, as Bush (2021) notes, so students may not report positive outcomes as they get used to it.

The video-assisted feedback, which is based on sociocultural theory by Vygotsky, views learning as a socially mediated process as opposed to a solitary cognitive endeavor. According to this theory, video serves as a mediating tool that allows users to externalize, reflect on, and reframe their performance. Video-assisted feedback is intended to provide scaffolded support, guiding students to function within their zone of proximal development. In other words, students learn a certain amount on their own; when they receive assistance and feedback, they can further develop their learning (Vygotsky, 1978). Collaboratively examining videotaped performances helps students identify important aspects of their practice that might not be apparent through self-observation alone. The findings of this study, which are higher academic achievement, increased motivation, lower anxiety, greater self-confidence and sense of responsibility, as well as more positive attitudes of students when video-assisted feedback was provided by increasing instructor-student interaction, support this theory. Moreover, similar results were reported by Aylar (2012), who stated that the interaction between the individual and the cultural environment to which he belongs is effective in the individual's self-regulation, motivation, and academic success.

As the findings show, the use of video-assisted feedback offers advantages for teachers and students in ELT classes. Many studies have focused on writing skills and reported the benefits of video-assisted feedback. Teachers can integrate video-assisted feedback into their lessons to provide students with feedback on their writing. Firstly, the student selects a topic and writes their first draft. Then the teacher uses a screencast video to give feedback, and the students write their second draft. On the other hand, for speaking activities, the student selects a topic and prepares a video. The teacher uses this video to give feedback, and the student prepares his final video.

Future research should not focus solely on the short-term effects of video-assisted feedback on production-based skills but rather examine its potential in receptive skills such as reading, its impact on long-term learning outcomes, and how it works across different cultural and individual learner profiles. Such multidimensional and comparative studies will contribute to a more comprehensive understanding of the pedagogical value of video-assisted feedback.

Limitations

This review found that the use of video-assisted feedback in ELT classes at the university level is a promising area for the future. Therefore, further studies should be conducted in the future. Moreover, the study was limited to higher education, and this limitation may be addressed in future studies. In addition, this review was limited to the WoS database; therefore, the search can be expanded by adding additional databases. Additionally, the studies included were chosen from various contexts, but to show the variety, the studies from different countries should be integrated into further studies. Thus, the cultural and geographical differences can be shown clearly. Since reading skills were not studied at all,

further research on integrating them should be conducted. Furthermore, to examine the longitudinal effects of video-assisted feedback, the studies should span multiple years.

Ethical Approval

Due to the use of document analysis as a qualitative research method, ethical approval was not obtained from an ethics committee.

Author Contributions

Hatice Ekiz Gatea: Conceptualization, Theoretical Background, Methodology, Data Analysis, Data Visualization, Writing, Review and Editing, Funding Acquisition

Dilruba Kürüm Yapıcıoğlu: Conceptualization, Theoretical Background, Methodology, Data Collection, Writing, Review and Editing, Funding Acquisition

Conflict of Interest

The authors declare no conflict of interest.

Plagiarism Checks

The article was reviewed using the relevant tools and met the BUEFAD similarity standards.

Artificial Intelligence Usage Statement

No artificial intelligence tools were used in this study.

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