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EFFECTIVE FEEDBACK STRATEGIES IN ONLINE ENGLISH LEARNING: A SYSTEMATIC LITERATURE REVIEW

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Abstract

The rapid growth of online learning, especially following the COVID-19 pandemic, has highlighted the crucial role of feedback in ensuring effective English language learning in virtual environments. This study aims to identify and assess the most effective feedback strategies used in online English learning through a Systematic Literature Review (SLR). Using PRISMA 2020 standards, a total of 40 peer-reviewed articles published between 2020 and 2025 were analyzed from the Scopus database. The primary research instrument was a structured SLR protocol, specifically developed and adapted by the authors to ensure consistency in data selection, screening, and thematic synthesis. The outcomes were indicated that formative feedback strategies, artificial intelligence (AI)-based personalization, and integration in instructional design, such as ADDIE and UDL models, were the most effective approaches in improving learners' emotional engagement, intrinsic motivation, and language acquisition. The study also reveals that a hybrid approach combining automated technology and human intervention is more effective in bridging affective and social needs in online language learning. The findings make theoretical contributions to the development of feedback literacy and digital learning design, while offering practical implications for teachers, instructional designers, and policy makers in developing responsive, reflective, and sustainable online learning systems. Study limitations include the lack of a longitudinal approach and the exclusion of non-college contexts, as well as the predominance of survey-based articles from specific regions. Therefore, future research is recommended to employ a blended, cross-cultural, and learner-centered approach.

Keywords: *Artificial Intelligence, Feedback Strategies, Instructional Design, Online English Learning, Systematic Literature Review*

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Introduction

The field of English language instruction has seen a dramatic change in recent years due to the rapid development of digital technologies (Zawacki-Richter et al., 2019). Online learning environments have become an integral part of instructional delivery, especially following the COVID-19 pandemic, which triggered a global shift toward technology-mediated and distance education (Bozkurt & Sharma, 2020). Within this new landscape, feedback has emerged as a key pedagogical element—not merely a corrective mechanism but a formative strategy that shapes learner motivation, autonomy, and academic growth.

In the Indonesian educational context, these transformations were met with various structural challenges. The abrupt transition to online learning exposed digital disparities, particularly in public and rural schools, where many teachers lacked adequate training and digital literacy (Sari, 2021; Suwarjo et al., 2022). These limitations directly affected how feedback was delivered and received in virtual classrooms.

In online English as a Foreign Language (EFL) instruction, feedback plays a crucial role in promoting self-regulation, reflective thinking, and sustained learning engagement (Carless & Boud, 2018). However, feedback effectiveness is highly dependent on its format, timing, and delivery medium. While synchronous classroom settings allow real-time dialogue, online feedback is often delayed, impersonal, and text-based reducing its formative value and interactive potential (Eklund & Isotalus, 2024; Yang et al., 2021). To overcome these limitations, alternative feedback modes such as peer feedback, audio-recorded responses, and screen-capture explanations have emerged (Paramahita et al., 2023; Stefany & Purbojo, 2021). However, these remain under-researched and unevenly applied across contexts.

Several studies emphasize feedback as essential to online learning, but most focus on isolated strategies either written, automated, or teacher-centered without comparative analysis or contextual alignment. For instance, while (Din Eak & Annamalai, 2024) advocate for multimodal screencast feedback, (Flores et al., 2024) emphasize the importance of real-time dialogic interaction. Meanwhile(Jongsma et al.,

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2023) found no significant differences between online and offline peer feedback, suggesting that effectiveness may depend more on design than delivery mode. In the Indonesian studies report that students often perceive feedback as insufficient, especially in developing productive skills like writing and speaking (Afriliandhi et al., 2022; Rido et al., 2022). Moreover, a meta-review by (Sedrakyan et al., 2025) highlights the lack of integration between feedback practices and theoretical models, calling for more structured, context-sensitive investigations. These gaps justify the need for a systematic synthesis of feedback strategies in online English learning.

In view of the fragmented literature and the variety in feedback mechanisms across platforms and cultural contexts, a Systematic Literature Review (SLR) provides a rigorous and transparent approach for integrating existing knowledge. (Siddaway et al., 2019). Unlike narrative reviews, SLRs apply predefined inclusion and exclusion criteria, allowing researchers to objectively map, compare, and evaluate trends and gaps across empirical studies (Page et al., 2021). This approach is especially relevant in educational technology and language learning domains, where rapidly evolving tools and practices demand periodic, evidence-based reassessments (Hodges et al., 2020; Zawacki-Richter & Bozkurt, 2022). By conducting an SLR, this study aims to produce a structured and replicable synthesis of how feedback is conceptualized and implemented in online English learning, particularly in underrepresented and resource-constrained contexts such as Indonesia.

The present investigation is driven by two main research topics in order to address the fragmented character of previous studies and offer a more thorough knowledge of feedback in online English learning: (1) Which feedback techniques work best for enhancing online English learning? and (2) Which feedback strategies have the most impact on engagement, motivation, and language acquisition in virtual learning environments? In light of this, the study's objectives are to classify different feedback techniques, assess their efficacy using theoretical and empirical insights, and compare their pedagogical effects in various technological and educational situations. There are both theoretical and practical contributions in this systematic literature review. It incorporates important theoretical frameworks including Self-Determination

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Theory (SDT), Universal Design for Learning (UDL), and the ADDIE model, which theoretically enhances the scholarly conversation on digital pedagogy and feedback literacy. For educators, instructional designers, and legislators, the results offer practical advice on how to create inclusive, sustainable, and successful feedback systems, especially in educational environments with limited resources and cultural diversity like Indonesia.

Method

This research effort adopts a Systematic Literature Review, also known as a methodology, which seeks to methodically find, assess, and synthesize findings from previous studies related to Feedback strategies for online English learning.

1. Research Design

The four primary steps of the PRISMA, 2020 research design follows the (favored Reporting Articles for Systematic Reviews and Meta-Analyses) codes of conduct for study inclusion, identification, screening, and eligibility evaluation.

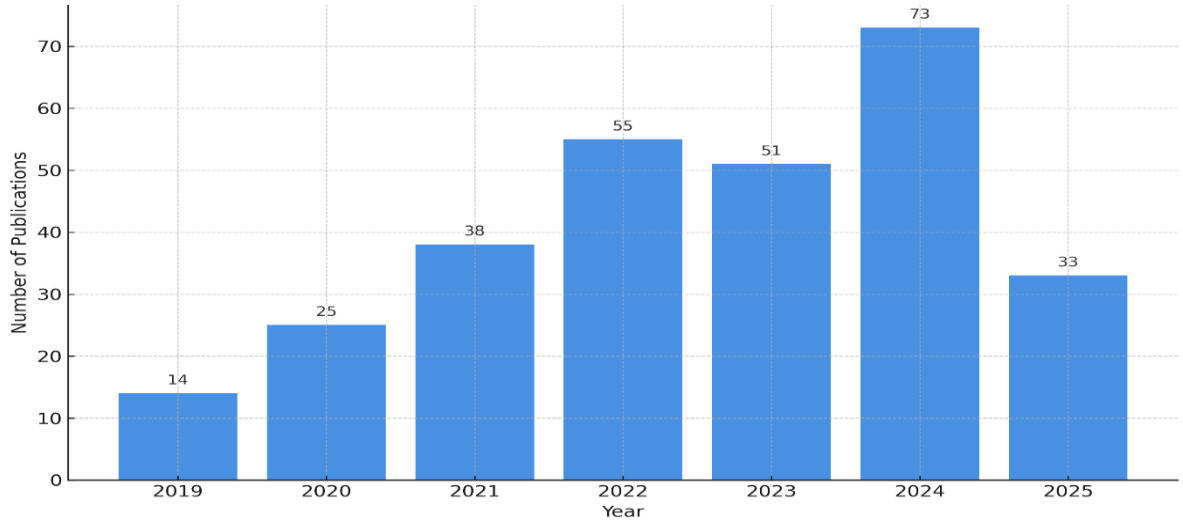

Figure 1. *Overview of the number of research publications found based on keywords*

Based on the keyword search results depicted in the chart, there is a discernible increase in the quantity of publications starting from 2019, following a relatively stagnant period between 2001 and 2018 with consistently low publication counts. The increase began with 14 publications in 2019 and peaked in 2024 with 73

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publications, indicating that the topic has gained substantial academic interest and relevance. The slight decline in 2023 and the figure of 33 in 2025 are likely due to incomplete data for the current year. Overall, this trend reflects growing scholarly attention and urgency toward the topic over the past five years, providing a strong rationale for conducting a Systematic Literature Review (SLR).

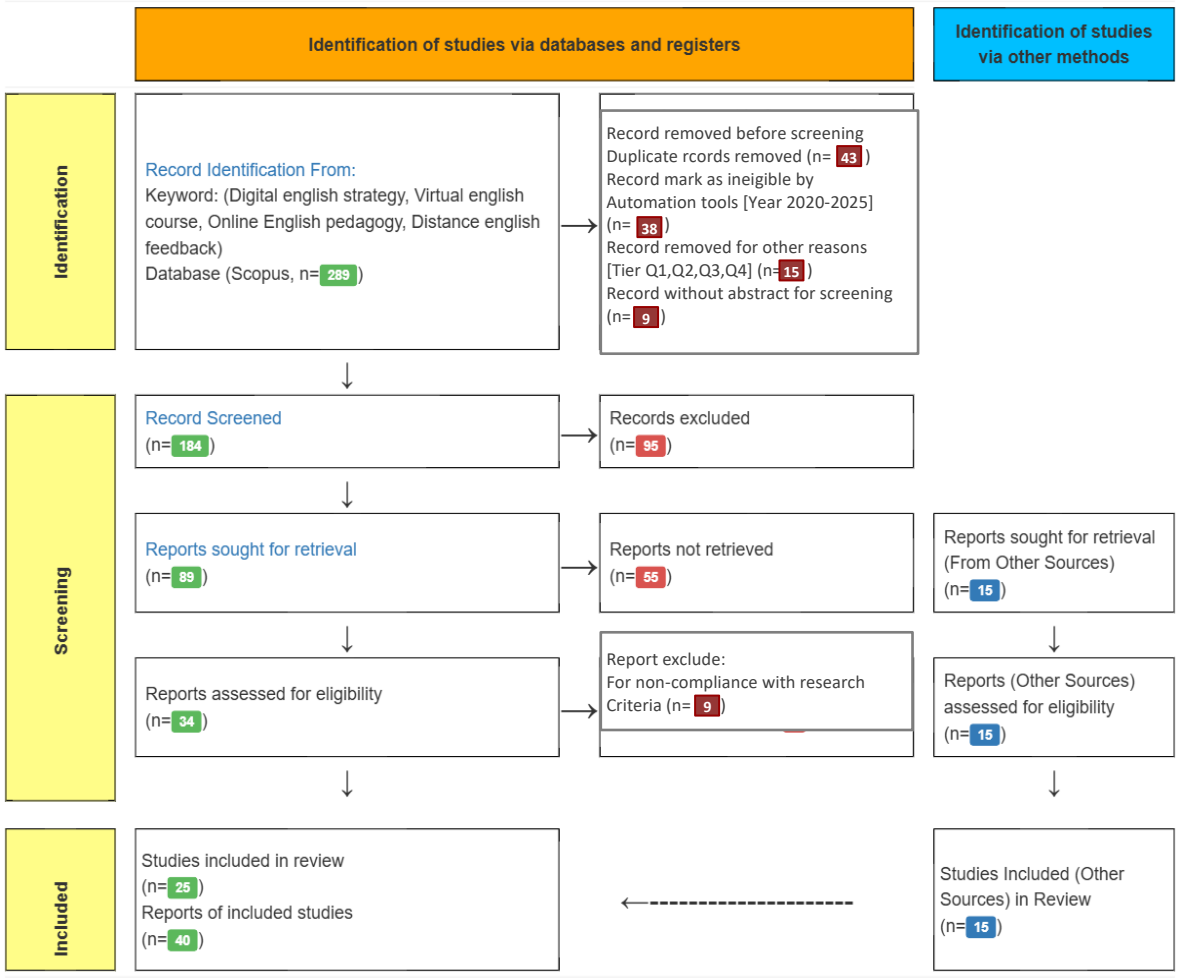

Figure 2. *PRISMA 2020 Criteria for Including and Excluding Articles in A Brief Overview*

The Scopus database was looked through as part of the spotting procedure. (https://www.scopus.com/home.uri) and utilizing the Watase Uake tools, employing predetermined keywords: "Digital English Strategy", "Virtual English Course", "Online English Pedagogy", and "Distance English Feedback" for the period 2020-2025. From this stage, 289 initial articles were obtained. At the first stage of the exclusion process, the objective is to identify articles that are not relevant or do not meet the initial criteria. A total of 105 articles were eliminated before reaching the primary stage of

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the study, according to the PRISMA diagram. Details are as follows: About 43 articles are discussed since they are duplicates of the same article. In conclusion, 38 articles are automatically stated to be not very good because they are published outside of the specified time frame, which is 2020–2025.

Additionally, 15 articles were eliminated since they did not originate from reputable journals that were classified in tiers Q1 through Q4. After all, 9 articles were rejected because they lacked an abstract, which is a crucial component for assessing the beginning of a study. At the screening stage, of the 184 articles screened, 95 Articles had been disregarded or excluded as their content violated the inclusion requirements. After the screening stage, 55 articles that could not be retrieved or accessed for further processing, and 9 other articles were excluded for specific reasons, such as non-compliance with research criteria or poor quality. Thus, only 25 articles were successfully obtained, and 15 additional articles from other sources as support were evaluated for eligibility. Every article that passed all of the requirements was added to the review analysis.

2. Data Source

Data were collected from content analysis of English language education articles. Determined by inclusion and exclusion criteria, the reviewed articles were chosen from academic databases connection to distinct publications currently indexed by Scopus. To support the systematic literature review process, this study used Watase (https://watase.web.id/), a web-based application designed to assist researchers in managing article selection and documentation efficiently.

Table 1. Criteria for Inclusion and Exclusion

Inclusion Criteria	Peer-reviewed journal articles Published in 2020–2025 Indexed in Scopus (Q1–Q4) Clear empirical methods Written in English Accessible full-text Relevance to online EFL feedback
Exclusion Criteria	Articles not peer-reviewed Published outside 2020–2025

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	Non-English publications Not indexed or low-tier journals Vague or missing methodology Articles without full access Irrelevant topics

Watase enables automatic filtering based on predefined inclusion and exclusion criteria, such as year of publication, article type, thematic relevance, and journal quality. In particular, Watase facilitates the identification and organization of relevant studies in English education by simplifying the screening process and reducing human error. In addition, Watase also provides PRISMA 2020-compliant flowcharts, which increase transparency and the ability to replicate article selection procedures. The integration of these tools ensures that the literature review process is methodologically rigorous, systematic, and traceable-qualities that are essential for high-standard academic publications.

3. Research Instrument

The research instrument used is the SLR protocol that has been prepared previously and refers to the inclusion-exclusion criteria based on peer-reviewed empirical articles, publication period, journal quality index, and topic suitability. Data collection procedures were carried out documentatively through in-depth review of the article content, with content extraction techniques on the main elements of the study: (1) Article title; (2) Journal & Publisher; (3) Access link; (4) Location; (5) Authors; (6) Year; (7) Key Insights; (8) Theoretical Framework; (9) Methodology; (10) Findings; (11) Limitations; and (12) Relevance. To classify the results into pertinent empowerment techniques and restrictions, a theme synthesis methodology was used for data analysis. Using the PRISMA flow as a guide guarantees the procedure's reproducibility, selection transparency, and synthesis validity, allowing it to serve as a model for additional systematic research

Results

This Systematic Literature Review (SLR) analyzed 40 peer-reviewed studies published between 2020 and 2025 to identify the most effective feedback strategies

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in online English learning. As illustrated in Figure 2, the article selection process followed the PRISMA 2020 protocol, beginning with 289 identified records and resulting in 40 included studies after a rigorous screening and eligibility assessment. The investigation concentrated on the effects of feedback strategies on language acquisition, motivation, and learner engagement in various circumstances. Four main categories were produced by combining thematic coding with synthesis of the main findings:(1) instructional design and personalization of feedback, including the use of models like ADDIE and UDL alongside AI-driven systems; (2) feedback strategies that enhance motivation, autonomy, and self-regulated learning, grounded in frameworks such as Self-Determination Theory (SDT); (3) the use of various feedback modalities and the timing of delivery, from formative to summative and from text to multimedia-based formats; and (4) contextual and cultural influences, which shape the implementation and reception of feedback in specific educational environments. These categories structure the presentation of results and reflect the multi-dimensional nature of feedback in digital EFL instruction.

1. Instructional Design & Personalization

Of the forty reviewed studies, twenty-one (e.g., Awajan, 2022; Cao, 2021; Varlakova et al., 2023; Wu, 2022) emphasized the integration of feedback into instructional design models such as ADDIE and UDL. These models promote formative and contextualized feedback by embedding it into every phase of learning, rather than as post-assessment evaluation. This process-based feedback was found to enhance both student reflection and performance outcomes. In parallel, several studies (e.g., Almayez et al., 2025; Taskiran et al., 2024; Wu, 2022) highlighted the role of AI-driven and adaptive feedback systems, capable of tailoring responses to learners' needs in real-time. These technologies improve learning satisfaction and speed, but often lack emotional resonance. Thus, a hybrid approach, combining AI efficiency with human interaction, was consistently recommended to address both cognitive and affective learner needs.

2. Motivation, Self-Regulation, and Engagement

Feedback strategies that activate learners' autonomy, competence, and relatedness were endorsed in 23 out of 40 studies, primarily those grounded in Self-

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Determination Theory (SDT) and Self-Regulated Learning (SRL) were widely endorsed (e.g., Almayez et al., 2025; Manuel et al., 2024; Tran & Ma, 2024). Personalized, dialogic, and goal-oriented feedback was shown to significantly boost intrinsic motivation, persistence, and self-reflection. Additionally, feedback models that incorporate peer review and self-assessment (e.g., Kuyyogsuy, 2022; Laflen, 2020) supported metacognitive development and promoted student agency. These conclusions were supported in 10 of the reviewed articles, which emphasize that feedback must not only inform but also empower learners to evaluate and adjust their own progress.

3. Feedback Modalities and Timing

Formative feedback emerged as the dominant strategy across the studies (78%), as opposed to summative feedback which tends to occur too late for meaningful learner adjustment. Formative feedback, especially when timely and iterative, was associated with improved language accuracy, confidence, and retention (e.g., Awajan, 2022; Varlakova et al., 2023; Wu, 2022). The modality of feedback also affected its effectiveness. Asynchronous written feedback was the most common, but studies also explored audio feedback (Kimberley et al., 2021), screen-capture commentary (Nguyen & Takashi, 2022), and gamified platforms like Duolingo (Almayez et al., 2025). While immediate feedback improved engagement, (e.g., Q. Xu et al., 2021) caution against overreliance on immediate or automated feedback delivery, suggesting instead a balanced delivery that considers learner affect and readiness.

4. Contextual and Cultural Adaptability

The review identified significant cultural and institutional variations in how feedback is implemented and perceived. In contexts with hierarchical teacher-student dynamics (e.g., Saudi Arabia, China), teacher-centered feedback was more accepted (Sun & Yang, 2022; Zhou et al., 2021). In contrast, constructivist settings (e.g., Thailand, Eastern Europe) favored peer feedback and collaborative feedback cycles (e.g., Morais et al., 2023; Peungcharoenkun & Waluyo, 2024). In the Indonesian

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context, challenges such as limited digital literacy (Sari, 2021; Suwarjo et al., 2022), weak infrastructure (Tarigan et al., 2023), and reliance on summative evaluation led to feedback being delayed, minimal, or overly corrective. Experimental efforts with WhatsApp feedback, student-led assessment, and voice messages are emerging but not yet mainstreamed or systematically studied.

5. Synthesis of Strategy Effectiveness

A variety of feedback strategies used in online English learning across various contexts were found by the review. Although these approaches differ in their objectives, methods of delivery, and levels of personalization, they all aim to improve language acquisition, student motivation, and engagement. We categorized the techniques into five primary groups, as shown in Table 2., by combining the results of all 40 reviewed research. A fuller picture of each strategy's relative frequency and perceived efficacy in the literature is offered by this classification.

Table 2. Summary of feedback strategy types and their overall effectiveness:

Feedback Strategy	Frequency	Effectiveness Summary
Formative (Processual)	32 articles	Encourages reflection, growth, and sustained engagement
Personalized / AI-based	19 articles	Tailored, efficient but needs human complement
Hybrid Feedback (AI + Human)	12 articles	Balanced affective and cognitive impact
Peer Feedback / Self-Assessment	10 articles	Fosters autonomy, but requires training and scaffolding
Summative (Traditional)	9 articles	Useful for assessment, limited developmental value

In addition, the review mapped how different types of feedback influenced various learning outcomes:

Table 3. Mapping Feedback Types to Targeted Learning Outcomes:

Learning Outcome	Most Effective Feedback Types	Supporting Studies

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Emotional Engagement	Hybrid, dialogic, peer	Peungcharoenkun, Waluyo, Xu
Motivation & Persistence	Personalized, autonomy-supportive	Almayez et al., Tran & Ma
Language Accuracy & Retention	Immediate, formative, multimodal	Wu, Taskiran, Varlakova
Active Participation	Peer/self-feedback, collaborative design	Laflen, Kuyyogsuy, Morais

These data trends demonstrate that feedback effectiveness in online English learning is shaped by more than just category labels it depends on the alignment between strategy type, delivery mode, and targeted learning outcomes. For instance, formative feedback, used in 32 out of 40 studies, consistently supported improvements in language accuracy, learner confidence, and sustained engagement. Personalized and autonomy-oriented feedback strategies, found in 19 studies, were strongly associated with increased motivation and persistence. Hybrid feedback models, present in 12 studies, offered balanced benefits by combining efficiency through automation with empathy and affective connection through human input—especially effective in asynchronous or large-enrollment contexts. Conversely, summative-only feedback, although useful for assessment purposes, was linked to more limited developmental impact, appearing in only 9 studies. These patterns reinforce the conclusion that effective feedback must be not only timely and contextualized, but also responsive to learners' emotional, cognitive, and social needs across varying cultural and technological settings.

Discussion

The findings of this systematic review offer important insights into how feedback functions within the complex ecosystem of online English language learning. By synthesizing 40 peer-reviewed studies, the review identified key strategies, theoretical alignments, and contextual patterns that shape the design and effectiveness of digital feedback. In this discussion, the results are interpreted through four main lenses: theoretical implications, the affordances and limitations of automation, cultural-contextual influences, and directions for future research. Each of

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these dimensions deepens our understanding of how feedback can be optimized for learner engagement, motivation, and linguistic development in diverse educational environments.

1. Theoretical Implications

The findings of this review support and extend current theoretical models that conceptualize feedback not as a unidirectional transmission of information, but as an interactive and dialogic process. Several studies grounded in Self-Determination Theory (SDT) and Self-Regulated Learning (SRL) frameworks confirm that feedback practices that promote autonomy, competence, and relatedness are more likely to enhance motivation and learning persistence. The strong representation of formative feedback strategies (32 out of 40 studies) reinforces the notion that feedback should be embedded throughout instructional cycles, as emphasized in models like ADDIE and Universal Design for Learning (UDL). These findings suggest the need to reconceptualize feedback literacy among educators as a multi-dimensional skill involving timing, emotional sensitivity, personalization, and learner empowerment.

2. Technological Efficiency vs. Affective Limitations

While the adoption of AI-based feedback systems and automated platforms has expanded, this review highlights that automation alone cannot replace the affective and relational dimensions of feedback. Although 19 studies demonstrated the benefits of real-time, personalized responses generated by algorithms, 7 studies also warned that fully automated systems may lead to depersonalized experiences and lower learner satisfaction. These findings align with a growing body of research that calls for hybrid feedback models—where AI provides efficiency and scalability, while human facilitators maintain emotional engagement, contextual nuance, and critical judgment. The discussion surrounding AI in feedback thus needs to move beyond efficiency to consider pedagogical intentionality and ethical implications.

3. Cultural and Contextual Influences

The review also confirms that feedback cannot be universally applied across cultures and institutional settings. In hierarchical or exam-oriented education systems,

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such as in China or Saudi Arabia, feedback tends to be teacher-centered and corrective, while constructivist learning cultures (e.g., in Southeast Asia or parts of Europe) encourage peer dialogue and autonomy. This has clear implications for contextualizing feedback strategies, particularly in underrepresented settings like Indonesia, where challenges such as limited internet access, digital literacy gaps, and over-reliance on summative evaluations persist. Culturally relevant feedback must consider not just language proficiency levels, but also learner expectations, social norms, and institutional constraints.

4. Limitations and Directions for Future Research

Although this review provides a comprehensive synthesis, several gaps remain. Very few studies included longitudinal data or explored the impact of feedback across different learner proficiency levels. Moreover, while peer and self-assessment approaches appear promising, only 10 out of 40 studies investigated them systematically. Future research should focus on comparative analyses of feedback strategies across disciplines, learning platforms, and cultural settings. There is also a pressing need for more empirical studies in low-resource contexts, especially in Southeast Asia, to validate and adapt feedback models that are often developed in Western or digitally advanced educational systems.

Overall, this review highlights that effective feedback in online English learning must be designed not only for pedagogical soundness but also for emotional responsiveness, cultural relevance, and technological adaptability. By recognizing feedback as both a technical and relational practice, educators and researchers can better align instructional strategies with the dynamic needs of online learners in diverse global settings.

Conclusion

This systematic literature review analyzed 40 empirical studies on feedback strategies in online English learning, identifying four key thematic areas: instructional design and personalization, motivation and self-regulation, feedback modalities and timing, and cultural-contextual adaptability. The findings highlight that feedback is

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most effective when it is formative, learner-centered, and embedded within pedagogical frameworks such as ADDIE, UDL, and SDT. Hybrid models that combine AI-based automation with human interaction, as well as context-aware strategies tailored to learner needs, emerged as particularly impactful.

The review underscores the need for educators and instructional designers to move beyond generic or corrective feedback toward more dynamic, personalized, and affective approaches. Feedback should be timely, reflective, and aligned with students' motivational profiles and learning goals. In practice, this means integrating feedback into all stages of instruction, using multiple modalities, and adapting delivery based on cultural and infrastructural realities—especially in under-resourced contexts like Indonesia. Educational stakeholders should invest in feedback literacy training and hybrid systems that balance efficiency and empathy.

Despite the growing interest in digital feedback, important gaps remain. Few studies use longitudinal designs to examine the sustained impact of feedback on language development, and peer/self-assessment strategies are still underexplored. Future research should focus on comparative analyses across learner proficiency levels, platforms, and cultures, particularly in non-Western and low-bandwidth environments. Moreover, the ethical dimensions of AI-based feedback and its influence on learner identity and autonomy warrant deeper investigation.

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