

Beyond Traditional Feedback: Exploring Technology-Enhanced Feedback Literacy Among Vietnamese Efl University Lecturers

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ABSTRACT:

Technology-enhanced feedback has become increasingly important in higher education, particularly in English as a Foreign Language (EFL) contexts where digital technologies are widely integrated into teaching and learning practices. This study investigated technology-enhanced feedback literacy among Vietnamese EFL university lecturers using an adapted version of the Teacher Technology-Enhanced Feedback Literacy Scale (TTLS) developed by Yang et al. (2023). Employing a quantitative cross-sectional survey design, data were collected from 289 EFL lecturers from public and private universities across Vietnam through an online questionnaire administered via Google Forms. The instrument examined three dimensions of technology-enhanced feedback literacy, including the quality of feedback using technology, support of feedback processes through technology, and practices of feedback in technology-mediated communities. The collected data were analyzed using IBM SPSS Statistics version 28 through descriptive statistics and factor analysis. The findings revealed that Vietnamese EFL university lecturers generally demonstrated moderate to high levels of technology-enhanced feedback literacy. Lecturers reported positive perceptions toward using technology to improve feedback quality and support students' engagement with feedback processes. However, collaborative and data-driven feedback practices were less commonly implemented. The study highlights the growing role of digital technologies in EFL feedback practices and emphasizes the need for further institutional and professional support in Vietnamese higher education contexts.

Keywords: technology-enhanced feedback, feedback literacy, EFL lecturers, higher education, Vietnamese universities

INTRODUCTION

Technology has increasingly transformed feedback practices in higher education, particularly in English as a Foreign Language (EFL) classrooms where digital tools are widely used to support teaching, learning, and assessment (Sembey et al., 2024). In recent years, feedback has gradually shifted from a traditional one-way transmission of comments toward a more dialogic and interactive process that encourages learner engagement and self-regulation (Alharbi, 2025). Rather than merely providing corrective information, effective feedback is now expected to facilitate students' understanding, reflection, and active uptake of feedback in the learning process (Sadler et al., 2022). This pedagogical shift has led to growing scholarly attention to the concept of feedback literacy, which refers to the knowledge, capacities, and dispositions needed to effectively engage in feedback processes.

Within this development, teacher feedback literacy has emerged as an important area of inquiry because teachers play a central role in designing feedback environments and guiding students' feedback engagement (Carless & Winstone, 2020; Yang et al., 2022). Teachers with strong feedback literacy are believed to create more supportive and feedback-oriented learning contexts that enhance students' learning experiences and academic development. At the same time, the rapid advancement of educational technologies has further reshaped feedback practices in contemporary classrooms. Digital technologies such as learning management systems, online collaborative platforms, automated feedback systems, audio/video feedback tools, and artificial intelligence (AI)-supported applications have increasingly been integrated into feedback processes (Rajabi, 2025). Consequently, the concept of technology-enhanced feedback (TEF) has gained prominence in educational research.

Technology-enhanced feedback emphasizes the use of digital technologies to improve feedback quality, efficiency, interaction, and accessibility. Previous studies have shown that technology-

mediated feedback can provide more timely, multimodal, and personalized feedback experiences for learners (Ma et al., 2026). In language education contexts, technology-enhanced feedback has been applied in various forms, including automated writing evaluation, pronunciation feedback, online peer feedback, audio feedback, and AI-assisted language support (Wiboolyasarin & Jinowat, 2025). However, the effectiveness of these practices largely depends on teachers' abilities to meaningfully integrate technology into pedagogical feedback processes rather than merely using technology as a delivery tool.

To conceptualize teachers' competencies in this area, Yang et al. (2023) developed the construct of technology-enhanced feedback literacy (TEFL), which refers to teachers' knowledge, skills, and practices in using technology to support effective feedback processes. Their validated scale identified three dimensions of TEFL: the quality of feedback using technology, the support of feedback processes through technology, and feedback practices in technology-mediated communities. Although this framework provides important insights into teachers' technology-enhanced feedback practices, the original study was conducted with primary and secondary school teachers in China. Limited research has examined this construct in higher education contexts, particularly among EFL university lecturers in Vietnam.

This gap is important because Vietnamese higher education has experienced rapid digital transformation in recent years, especially following the expansion of online and blended learning environments (Tri & Hoang, 2023). EFL university lecturers are increasingly expected to use digital technologies and AI-supported tools to provide feedback, facilitate learner interaction, and support students' language development (Hai, 2024). Despite the growing integration of technology into English language teaching, little is known about how Vietnamese EFL lecturers perceive and practice technology-enhanced feedback in their professional contexts. Furthermore, validated instruments examining

technology-enhanced feedback literacy among university-level EFL educators remain scarce in the Vietnamese context.

Therefore, this quantitative study aims to examine technology-enhanced feedback literacy among Vietnamese EFL university lecturers by adapting and validating the TEFL scale developed by Yang et al. (2023). Specifically, the study addresses the following research questions: To what extent do Vietnamese EFL university lecturers demonstrate technology-enhanced feedback literacy?

METHODOLOGY

Research Design

This study employed a quantitative cross-sectional survey design to investigate Vietnamese EFL university lecturers' technology-enhanced feedback literacy. A quantitative design was considered appropriate because it enabled the collection and statistical analysis of numerical data to examine the factor structure and participants' perceived levels of technology-enhanced feedback literacy (Creswell & Creswell, 2018).

Research Setting And Participants

The study was conducted in the Vietnamese higher education context and involved EFL university lecturers from both public and private universities across Vietnam. A total of 289 lecturers participated in the study through convenience sampling. The participants were actively teaching English language courses at the university level and had experience using digital technologies to support teaching and feedback practices in their classrooms. The inclusion of lecturers from different institutional settings aimed to provide a broader understanding of technology-enhanced feedback literacy in Vietnamese EFL higher education.

Instrument

The study employed an adapted version of the Teacher Technology-Enhanced Feedback Literacy Scale (TTLS) developed by Yang et al. (2023) to measure lecturers' technology-enhanced feedback literacy. The instrument

consists of 10 items across three dimensions: Quality of Feedback Using Technology (QFT), Support of Process of Feedback Using Technology (SPFT), and Practices of Feedback in Communities Using Technology (PFCT). The questionnaire used a 5-point Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). The original TTLS demonstrated satisfactory reliability and validity in previous research.

Data Collection & Analysis

Data were collected through an online questionnaire administered via Google Forms. The survey link was distributed to EFL university lecturers from public and private universities in Vietnam, and the questionnaire took approximately 5–6 minutes to complete. After the data collection process, the responses were analyzed using IBM SPSS Statistics version 28 to conduct descriptive statistics and factor analysis for examining the lecturers' levels of technology-enhanced feedback literacy and the factor structure of the adapted TTLS instrument. Mean scores were interpreted using three levels: low (1.00–2.33), moderate (2.34–3.67), and high (3.68–5.00).

RESULTS

Quality of Feedback Using Technology

The findings in Table 1 indicate that Vietnamese EFL university lecturers demonstrated a moderate to high level of technology-enhanced feedback practices related to feedback quality. Among the four items, the highest mean score was found for providing timely guidance through technology-enhanced feedback to support students' self-regulated learning ($M = 3.95$, $SD = 0.72$), followed by the use of technology-enhanced tools to improve evaluative feedback on English learning tasks ($M = 3.87$, $SD = 0.76$). These findings suggest that lecturers perceived digital technologies as useful tools for enhancing feedback effectiveness and supporting student learning.

In contrast, the use of video feedback received the lowest mean score ($M = 3.18$, $SD = 1.02$), indicating that lecturers were comparatively less

likely to employ video-based feedback practices in their English language classrooms. A possible explanation may be the additional time, technical requirements, and preparation needed for creating video feedback compared to other forms

of digital feedback. Overall, the results suggest that Vietnamese EFL lecturers generally held positive perceptions toward using technology to improve feedback quality in higher education contexts.

Table 1. Mean Scores and Standard Deviations of Quality of Feedback Using Technology

No	Statement	M	SD
1	I use audio feedback to provide clearer and more personalized feedback to my EFL students.	3.42	0.91
2	I use video feedback to enhance interaction and social presence in my English language classes.	3.18	1.02
3	I use technology-enhanced feedback tools to improve the quality of evaluative feedback on students' English learning tasks.	3.87	0.76
4	I use technology-enhanced feedback to provide timely guidance that supports students' self-regulated English learning.	3.95	0.72

Support of Process of Feedback Using Technology

The findings presented in Table 2 reveal that Vietnamese EFL university lecturers generally demonstrated a high level of support for technology-enhanced feedback processes. The highest mean score was reported for encouraging students to make productive use of technology-enhanced feedback in English learning ($M = 4.02$, $SD = 0.71$). This finding suggests that lecturers actively promoted students' engagement with digital feedback practices in language learning contexts.

Similarly, lecturers also showed positive perceptions regarding helping students understand the role of technology in enhancing feedback effectiveness ($M = 3.94$, $SD = 0.75$). Meanwhile, the item concerning students' awareness of different digital feedback sources received a slightly lower mean score ($M = 3.76$, $SD = 0.82$), although it still reflected a high level overall. The results indicate that Vietnamese EFL lecturers recognized the pedagogical importance of supporting students' understanding and use of technology-enhanced feedback in English language education.

Table 2. Mean Scores and Standard Deviations of Support of Process of Feedback Using Technology

No	Statement	M	SD
1	I encourage my students to make productive use of technology-enhanced feedback in learning English.	4.02	0.71
2	I help my students recognize that technology-enhanced feedback can come from different digital tools and sources.	3.76	0.82
3	I help my students understand the role of technology in making feedback processes more effective in English language learning.	3.94	0.75

Practices of Feedback in Communities Using Technology

The findings in Table 3 indicate that Vietnamese EFL university lecturers demonstrated a

moderate level of technology-enhanced feedback practices in collaborative and community-based contexts. Among the three items, collaboration with colleagues to maximize the effectiveness,

timeliness, and accessibility of technology-enhanced feedback received the highest mean score ($M = 3.74$, $SD = 0.79$). This suggests that lecturers recognized the value of professional collaboration in improving feedback practices in EFL teaching.

Similarly, lecturers reported a moderate level of adapting technology-enhanced feedback practices with colleagues to address the needs of English language teaching ($M = 3.58$, $SD = 0.84$). In contrast, the use of digital tools and learning

analytics to support individualized feedback received the lowest mean score ($M = 3.21$, $SD = 0.97$). This finding may indicate that learning analytics and data-informed feedback practices are still relatively underdeveloped among Vietnamese EFL lecturers. Overall, the results suggest that collaborative technology-enhanced feedback practices have been adopted to a certain extent, although more advanced forms of digital feedback collaboration may require further institutional and professional support.

Table 3. Mean Scores and Standard Deviations of Practices of Feedback in Communities Using Technology

No	Statement	M	SD
1	I use digital tools and learning analytics with colleagues to support individualized feedback for EFL students.	3.21	0.97
2	I adapt technology-enhanced feedback practices with colleagues to address the needs of English language teaching.	3.58	0.84
3	I collaborate with colleagues to maximize the effectiveness, timeliness, and accessibility of technology-enhanced feedback in EFL teaching.	3.74	0.79

DISCUSSION

The findings of this study revealed that Vietnamese EFL university lecturers generally demonstrated moderate to high levels of technology-enhanced feedback literacy across the three dimensions of the adapted TTLS. Overall, the results suggest that lecturers recognized the pedagogical value of integrating technology into feedback practices to support English language learning in higher education contexts. These findings align with previous studies emphasizing the growing importance of technology-enhanced feedback in promoting more interactive, accessible, and learner-centered feedback processes (Carless & Winstone, 2020; Sembey et al., 2024).

Regarding the dimension of Quality of Feedback Using Technology, lecturers reported relatively high levels of using technology to provide timely and effective feedback for students. In particular, technology-enhanced feedback was commonly used to support students’ self-regulated learning and improve evaluative feedback on English

learning tasks. This finding indicates that Vietnamese EFL lecturers perceived digital technologies as useful pedagogical tools for enhancing feedback effectiveness and facilitating student learning. The result is consistent with previous research suggesting that technology-mediated feedback can improve feedback timeliness, personalization, and accessibility in educational settings (Peungcharoenkun & Waluyo, 2024). However, the comparatively lower use of video feedback suggests that more complex or time-consuming forms of digital feedback may still present practical challenges for lecturers. Factors such as workload, limited technological expertise, and preparation time may influence lecturers’ willingness to adopt video-based feedback practices in EFL classrooms.

In terms of Support of Process of Feedback Using Technology, the participants demonstrated high levels of encouraging students to engage with and make productive use of technology-enhanced feedback. This finding reflects lecturers’ awareness that effective feedback is not

limited to feedback delivery but also involves supporting students' understanding and uptake of feedback. Such a result supports dialogic perspectives on feedback, which emphasize students' active participation in feedback processes rather than passive reception of comments (Carless & Winstone, 2020). Moreover, the findings suggest that Vietnamese EFL lecturers increasingly recognized the role of digital technologies in facilitating more interactive and learner-centered feedback practices in language education.

For the dimension of Practices of Feedback in Communities Using Technology, lecturers reported only moderate levels of collaborative technology-enhanced feedback practices. Although participants acknowledged the importance of collaborating with colleagues to improve feedback effectiveness, the use of learning analytics and digital data to support individualized feedback remained relatively limited. This finding may indicate that advanced technology-enhanced feedback practices, particularly data-informed feedback and collaborative digital feedback systems, are not yet widely established in Vietnamese higher education contexts. Limited institutional infrastructure, insufficient professional development opportunities, and varying levels of

digital competence may contribute to this situation. Therefore, greater institutional support and targeted training programs may be necessary to strengthen lecturers' collaborative and data-driven feedback practices in EFL education.

CONCLUSION

This study explored technology-enhanced feedback literacy among Vietnamese EFL university lecturers using an adapted version of the TTLS. The findings revealed that the participants generally demonstrated moderate to high levels of technology-enhanced feedback literacy, particularly in using technology to improve feedback quality and support students' engagement with feedback processes. However, collaborative and data-driven feedback practices were less frequently implemented. Overall, the study highlights the growing role of digital technologies in EFL feedback practices and suggests the need for further institutional and professional support to enhance technology-enhanced feedback practices in Vietnamese higher education.

AUTHOR DECLARATION

The authors confirm that this manuscript is original, has not been published previously, and is not under consideration for publication elsewhere.

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