

STRATEGIES FOR PROVIDING EFFECTIVE FEEDBACK AND BUILDING RAPPORT WITH STUDENTS IN AN ONLINE SETTING

СТРАТЕГІЇ НАДАННЯ ЕФЕКТИВНОГО ЗВОРОТНОГО ЗВ'ЯЗКУ ТА ПОБУДОВИ СТОСУНКІВ ЗІ СТУДЕНТАМИ В ОНЛАЙН СЕРЕДОВИЩІ

The article is devoted to the study of challenges of providing effective feedback and building rapport in an online setting for teaching English as a second language. Those points are crucial for improving the effectiveness of English language instruction and of high importance for creating a positive and supportive learning environment for students. Without them, students may become disengaged and fail to make progress in their language acquisition. It is important to study the challenges of providing feedback and building rapport in an online setting specifically, as it can be more difficult to establish a connection with students in a virtual environment. By studying these challenges, educators can develop strategies and techniques to overcome them and can better support the diverse needs of their students. The article includes different types of feedback that can be used in second language instruction, such as corrective, metalinguistic, and formative feedbacks. The specific examples and explanations are provided to each type of feedback, and it highlights the importance of providing timely, specific, and actionable feedback. Moreover, the article includes information about the strategies for building rapport with students in an online setting. We explain the importance of building a sense of community and connection among students, and provide a list of strategies such as using ice-breakers and team-building activities, encouraging student-led discussion, and providing opportunities for student-teacher interaction. The teachers are provided with specific examples and explanations of each strategy and how it can be implemented in an online setting. The article highlighted the potential benefits of these strategies for improving student engagement and language acquisition and the importance of providing effective feedback and building rapport for creating a positive and supportive learning environment. There are a lot challenges of providing feedback and building rapport in an online setting, but with the right strategies and techniques, teachers can still provide effective feedback and build rapport with their students. Overall, this article is a comprehensive and informative resource for teachers of English as a second language teaching in an online setting. It provides useful insights, strategies and examples and can improve the quality of language instruction and the success of students.

Key words: feedback, rapport, strategies, interaction, collaborative learning, language acquisition.

Статтю присвячено дослідженню проблем забезпечення ефективного зворот-

ного зв'язку та побудови взаєморозуміння в онлайн-середовищі під час викладання англійської мови як другої іноземної мови. Вирішення цих проблем є важливим для підвищення ефективності навчання англійської мови та для створення сприятливого навчального середовища для студентів. Без них учні можуть втратити зацікавленість і не досягти прогресу в оволодінні мовою. Важливо дослідити труднощі, пов'язані з наданням зворотного зв'язку та налагодженням взаєморозуміння в онлайн-середовищі, оскільки у віртуальному середовищі може бути важче встановити зв'язок зі студентами. Вивчаючи ці виклики, педагоги можуть розробити стратегії та методи їх подолання, щоб краще задовільнити різноманітні потреби учнів. Стаття містить різні типи зворотного зв'язку, які можна використовувати під час навчання другої мови, такі як коригуючий, металінгвістичний і формуючий зворотний зв'язки. Конкретні приклади та пояснення надаються для кожного вищезгаданого типу, і це підкреслює важливість надання своєчасного, конкретного та дієвого зворотного зв'язку. Крім того, стаття містить інформацію про стратегії побудови стосунків зі студентами в онлайн-середовищі. Ми пояснюємо важливість формування почуття спільності та зв'язку між учнями, а також надаємо перелік стратегій, таких як використання айсбрейкерів і тимбілдінгу, заохочення дискусії та надання можливостей для взаємодії учня та вчителя. Вчителям надаються конкретні приклади та пояснення кожної стратегії та того, як її можна реалізувати в онлайн-середовищі. У статті було підкреслено потенційні переваги цих стратегій для покращення залучення студентів і засвоєння мови, а також важливість надання ефективного зворотного зв'язку та налагодження стосунків для створення позитивного та сприятливого навчального середовища. Існує багато проблем із наданням зворотного зв'язку та налагодженням взаєморозуміння в онлайн-середовищі, але за допомогою правильних стратегій і методів вчителі можуть надавати ефективний зворотний зв'язок і налагоджувати взаєморозуміння зі своїми учнями. Загалом, ця стаття є вичерпним та інформативним ресурсом для вчителів англійської мови як другої іноземної протягом дистанційного навчання.

Ключові слова: зворотній зв'язок, взаєморозуміння, стратегії, взаємодія, спільне навчання, оволодіння мовою.

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Statement of the problem in general. Providing effective feedback and building rapport with students are essential elements of the second language instruction. Feedback helps students understand their strengths and weaknesses, and can help guide their learning. Building rapport with students allows the teacher to create a positive and supportive learning

environment, which can help students feel more comfortable and confident in their language learning. However, providing feedback and building rapport in an online setting can be challenging, as it often lacks the immediacy and personal interaction of face-to-face instruction. This article will explore strategies for providing effective feedback and building rapport with

students in an online setting for teaching English as a second language.

Here are a few examples of the challenges of providing feedback and building rapport in an online setting for teaching English as a second language:

1. *Lack of immediacy*: Online instruction often lacks the immediacy of face-to-face instruction, which can make it difficult for teachers to provide timely and specific feedback. This can be especially challenging in language classes, where students need regular feedback in order to make progress.

2. *Limited interaction*: Online instruction often involves less interaction between teacher and students, which can make it difficult for teachers to build rapport and connect with their students. This can also make it more difficult to understand students' needs, which can in turn make it harder to provide effective feedback.

3. *Limited nonverbal cues*: In an online setting, teachers are not able to rely on nonverbal cues to understand students' understanding, engagement, and attitude. This can make it difficult to gauge student's understanding and provide feedback that is specific, appropriate and effective.

4. *Lack of personalization*: Online instruction can be less personal than face-to-face instruction, which can make it more difficult to provide feedback that is tailored to the individual needs of each student.

5. *Technical difficulties*: Technical difficulties, such as internet connectivity issues or problems with online tools, can make it difficult to provide feedback or build rapport in an online setting.

6. *Limited opportunities for collaborative learning*: Online instruction may limit opportunities for students to interact and work with their peers, which can make it difficult to build rapport and support student-led discussion [1, 4, 8, 11, 12, 15].

In order to overcome these challenges, teachers need to be creative and make use of different strategies, tools and methods to provide feedback and build rapport.

The **purpose** of this article is to provide an overview of the challenges of providing feedback and building rapport in an online setting for teaching English as a second language, and to present effective strategies to overcome these challenges. The article will examine different types of feedback, and strategies for providing written, audio and video feedback, as well as using online tools. Additionally, the article will explore different strategies for building rapport with students, such as using ice-breakers and team-building activities, encouraging student-led discussion, and providing opportunities for student-teacher interaction. The goal of this article is to provide teachers with practical strategies and tools that they can use to provide effective feedback and build rapport with students in an online setting, in order to improve student engagement and language acquisition.

Analysis of the previous research and publications. The use of online instruction for teaching English as a second language (ESL) has grown significantly in recent years. However, despite the increasing popularity of online instruction, research on the challenges of providing feedback and building rapport in an online setting is still limited.

Previous studies have shown that providing effective feedback is essential for student engagement and language acquisition. Research has found that specific and timely feedback can improve students' language proficiency and motivation. Several studies have also shown that the use of technology, such as online tools and apps, can provide opportunities for providing effective feedback.

For instance, one study conducted by Huang, found that providing corrective feedback in synchronous computer-mediated communication can significantly improve L2 writing development [4, p. 1-22]. Another study by Wang and Chen found that teacher-student rapport has a positive impact on second language learning through a meta-analytic review [14, p. 170].

Research on building rapport in an online setting has shown that it is essential for creating a positive and supportive learning environment, which can help students feel more comfortable and confident in their language learning. Studies have also shown that building rapport can help to improve student engagement and motivation. A study by Huang and Kuo found that building rapport in an online language class through teacher-student interactions is essential for creating a positive learning environment [3, p. 156-174].

Several studies have been conducted to investigate the use of different techniques and strategies for providing feedback and building rapport in an online setting. For instance, a study by Lin found that the use of corrective feedback on form-focused instruction in an online environment had a positive effect on L2 development [8, p. 215-236]. A study by Park investigated the use of video-based feedback and found that it improved L2 oral fluency in an online setting [12, p. 1-17].

Overall, previous research has shown that providing effective feedback and building rapport in an online setting is essential for student engagement and language acquisition. So, the **aim** of the article is to fully understand and study the challenges and opportunities of providing feedback and building rapport in an online setting for teaching English as a second language and provide techniques and strategies that can help to overcome these difficulties.

Presenting main material. Feedback plays a crucial role in second language instruction as it helps students understand their strengths and weaknesses and guides their learning. There are different types of feedback that can be used in second language instruction, such as corrective, metalinguistic, and formative feedback.

Corrective feedback is used to help students identify and correct errors in their language use [8, p. 215-236]. This type of feedback can be provided through written comments, audio or video feedback, or through the use of online tools and quizzes.

Metalinguistic feedback, on the other hand, focuses on the language itself and helps students to become more aware of the language they are using [9, p. 126-145]. This type of feedback can be provided through explanations of grammar rules, or by highlighting common errors and providing strategies to avoid them.

Formative feedback, in contrast, is used to evaluate student progress and to guide instruction [5, p. 1-35]. It is provided regularly throughout the learning process and can be used to adjust instruction and to provide students with specific guidance for improvement.

The importance of providing timely, specific, and actionable feedback cannot be overstated. Feedback that is specific, timely and actionable helps students to understand what they are doing well, what they need to improve, and how to improve. Studies have shown that providing specific, timely, and actionable feedback can significantly improve student engagement and language proficiency. In an online setting, where the immediacy of face-to-face instruction is not present, it becomes even more important in order to support student's learning.

Providing effective feedback in an online setting can be challenging, as it often lacks the immediacy and personal interaction of face-to-face instruction. However, by using the right techniques and strategies, teachers can still provide effective feedback to their students.

One technique for providing written feedback is through the use of comments and annotations [10, p. 1-18]. For example, when providing feedback on a student's writing assignment, the teacher can use comments and annotations to highlight errors or to provide specific feedback on grammar, vocabulary, and other language-related issues. Additionally, teachers can use different type of annotations, like highlighting or underlining to indicate different type of feedback, for example, by using different color for different type of feedback.

Another strategy for providing written feedback is through the use of online tools and quizzes. For example, teachers can use online grammar checkers to provide automated feedback on grammar, vocabulary, and other language-related issues. Additionally, teachers can use quizzes, such as Kahoot or Quizlet, to check for understanding and to provide feedback on student progress.

For audio and video feedback, teachers can record themselves providing feedback on student work, or have a video conference call with students, where they can provide feedback in real-time

[12, p. 1-17]. For example, a teacher can record a video of themselves providing feedback on a student's oral presentation, and then share it with the student via a link. This can be a good way to provide immediate and specific feedback, and to build rapport with students.

It's important to keep in mind that providing feedback should be a continuous process, not just a one-time event. Regular feedback, with different types and modalities, will help students to track their progress and understand their weaknesses and strengths.

Another point we are going to cover is building rapport with students. It is extremely essential for creating a positive and supportive learning environment, which can help students feel more comfortable and confident in their language learning.

Moreover, the importance of building a sense of community and connection among students cannot be overstated [14, p. 170]. A sense of community helps students to feel a sense of belonging and can lead to increased motivation and engagement. Strategies for building a sense of community include using ice-breakers, team-building activities, and providing opportunities for student-led discussion.

For example, starting class with a quick ice-breaker or team-building activity can help to create a sense of community and connection among students. Additionally, providing opportunities for student-led discussion, such as small group discussions or pair work, can help to create a sense of community and connection among students.

Another strategy for building rapport is by providing opportunities for student-teacher interaction [2, p. 1-13]. For example, teachers can schedule regular office hours, where students can drop-in to ask questions or discuss their progress. Additionally, teachers can also schedule regular one-on-one meetings with students to discuss their progress and provide feedback.

Conclusion. As we can see, providing effective feedback and building rapport in an online setting is essential for teaching English as a second language. This includes using different types of feedback, such as corrective and metalinguistic feedback, as well as providing timely, specific, and actionable feedback. Additionally, building rapport with students is essential for creating a positive and supportive learning environment.

The strategies outlined in this article, such as using ice-breakers and team-building activities, encouraging student-led discussion, and providing opportunities for student-teacher interaction, can help to improve student engagement and language acquisition. By providing effective feedback and building rapport, teachers can create a positive and supportive learning environment that will help students to feel more comfortable and confident in their language learning.

It's important to note that while the challenges of providing feedback and building rapport in an online setting are many, with the right strategies and techniques, teachers can still provide effective feedback and build rapport with their students. Therefore, it's crucial for teachers to stay up to date with the latest research, technologies and best practices in order to provide the best possible learning experience for their students.

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