

## USING COMPUTER-MEDIATED COMMUNICATION TECHNIQUE AS VIRTUAL FEEDBACK TOOL IN LANGUAGE LEARNING

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Nowadays more and more teachers start to implement various online media in language learning serving as a special computer-mediated communication technique that can provide appropriate feedback and thus efficient and successful language learning. In this sense, the target feedback is viewed as an advanced and effective form of virtual feedback (VF) that may be contrasted to a traditional face-to-face feedback (TF) that is used in real class. Being multifunctional by nature VF is considered to be practical for teachers and students and used both virtually and face-to-face creating special language learning environment that assists them in achieving a wide range of educational aims.

In view of this, the objective of the paper is to reveal the nature of virtual feedback through the usage of a computer-mediated communication technique and indicate the main principles of its implementation both in real and virtual class.

The suggested research has been carried out on the basis of personal teaching website (PTW) that was designed as a private social network, a special virtual learning environment for first and second year students majoring in English, serving as a computer-mediated communication technique that can provide VF.

To carry out the research we have implemented the suggested computer-mediated communication technique into practice and ensured it is communicative by nature due to numerous build-in web-based tools such as wikis, discussion groups, video and text chats, email and text messaging system, etc. All of these online tools provide appropriate VF by complex interaction between a teacher and students: sending messages, sharing files, submitting homework assignments electronically, checking current schedule, latest news and notifications, being aware of homework

tasks, grades and teacher's comments, altogether, creating a special language learning environment that provides VF.

Furthermore, we have analyzed the major principles of VF functioning in virtual and/or face-to-face classroom, the efficiency of its implementation in teaching general English to first and second year students at NTUU and have achieved the following results.

Firstly, VF can better be used on a par with a traditional feedback (TF) in language learning that results in a blended feedback (BF) being a perfect option for teachers who have constant face-to-face classes and seek further ways of cooperation with their students, which can be obtained by setting up a dedicated space online as a virtual learning environment (VLE) to make a perfect computer-mediated communication technique.

Secondly, VF is multifunctional by nature that is actualized through online media such as wikis, discussion groups, video and text chats, email and text messaging system on the basis of personal teaching website. Due to this computer-mediated communication technique both teachers and students are able to create their own profile page on PTW and stay in touch with VLE members, upload documents, audio files or videos, interact online using text, audio or video, check the grades or private feedback on their works, exchange email messages, etc. The wide range of the suggested activities results in positive and negative, on-the-spot and delayed, formative and summative, oral, verbal or non-verbal feedback. These numerous and unique aspects of VF provide effective language learning both virtually and face-to-face.

Thirdly, VF results in students' motivation to study the language and further cooperation and interaction with their teacher and class mates, not only increases their ability to use and produce the language in a specially designed virtual language learning environment, but also develops their language skills, maintains students' focus on the language goal, makes them independent learners, etc.

Moreover, VF is actualized as an efficient teacher – student(s) – student(s) socialization through well-organized language work online for individuals, groups or

the entire class ensuring the cooperation and communication that is often difficult to achieve in a real classroom due to the fact that web-based tools that constitute the suggested computer-mediated communication technique provide synchronous (when members of VLE work online at the same time) and asynchronous (when members of VLE do the online work at different times) VF.

At the same time, it should be mentioned that VF differs from TF. Online feedback is more realized in communication, rapport and interaction than TF due to the implementation of numerous web-based tools being more personalized and focused on varied teacher – student(s) – student(s) socialization, interaction and cooperation. It is also believed to be more helpful and practical from the point of view of both students and teachers. However, talking face-to-face is not the same as talking via a webcam or texting and real communication still remains vital for learning a language in modern world and cannot be completely substituted for online communication. This makes us assume that, by all means, BF (the combination of virtual and traditional feedback) may be considered as a perfect way of teacher – student(s) – student(s) interaction in language learning when the teacher presents and explains the material to students face-to-face and then further guides them through what they have covered in class virtually with the help of computer-mediated communication technique. This blended model of language learning gives students a far better language learning experience, ensures they do better in gaining necessary language and communicative skills than in purely face-to-face language learning and as a result get better final outcomes that, indeed, proves it as an efficient technology to be implemented in language teaching.

We have come to the conclusion that computer-mediated communication technique actualizes varied virtual feedback that is multifunctional by nature and results in encouraging students to learn the target language, creating positive comfortable language learning atmosphere, ensuring students are motivated, leading to more and better language practice, providing plenty of opportunities for teacher – student(s) – student(s) socialization and interaction, increasing students' participation in language learning, contributing to positive learning space and promoting trial-and-

error process by setting up the atmosphere of acceptance, so that students could feel more comfortable to communicate in the target language, and also can work as an effective language teaching technology on a par with a traditional feedback creating perfect ground for blended language learning. The latter can not only help students achieve better results in mastering the language, but also become a perfect model for modern language teaching methods.

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## **ФОРМУВАННЯ ПРИЙОМІВ ДІЯЛЬНОСТІ В РОЗВИВАЮЧОМУ НАВЧАННІ ІНОЗЕМНИХ МОВ**

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Іншомовна освіта майбутніх інженерів підпорядкована комплексній меті підготовки сучасного висококваліфікованого фахівця технічної галузі, здатного до продуктивного спілкування в полікультурному середовищі,