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Challenges and Opportunities in Providing Video Feedback in Online EFL Classrooms



The abrupt shift from face-to-face instruction in the classroom to digital platforms such as Zoom due to the worldwide COVID-19 pandemic brings up several issues, such as the format of teaching and ways of providing feedback. Providing feedback on learners' competence and performance, be it for a written or an oral task, is crucial given that feedback provided through corrections, comments, and suggestions will help learners determine their strengths, and weaknesses and act accordingly to

improve their abilities and skills. Providing feedback generally offers teachers and students rich opportunities, but in many cases, its full potential is not reached. In the present situation, many teachers have certainly tried to make their feedback more flexible and affordable for learners.

Against this background, the study presented in this talk aims to provide a highly personalized account to describe the insights into the use of video feedback in online classrooms using the auto-ethnographic approach. In his study, the researcher provided video feedback to group-work assignments and shared his views and opinions by means of reflexive journals. The results indicated that from the researcher's perspective, preparing or creating video feedback required a significant amount of time and effort, especially when teaching large classes. Digital literacy was also required regarding the skills necessary for creating these videos by utilizing several tools available on the Internet or learning management systems (LMS). Apart from the main issue, several other issues could be identified, such as sharing these videos with learners and problems concerning the devices available to view these videos.

Keywords: feedback, video feedback, online, EFL classrooms

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Biodata

Ferit Kılıçkaya holds an M.A. and a Ph.D. degree in English Language Teaching from the Middle East Technical University in Turkey. He currently works as a professor of English at Burdur Mehmet Akif Ersoy University, Turkey. His main areas of interest include beneficial and harmful effects of using technology in language teaching, and learning practices in language testing and evaluation, such as peer feedback, online quizzes, and washback. He has published several articles in scientific journals, e.g. *Computer-Assisted Language Learning*, the *British Journal of Educational Technology*, and the *Journal of Teaching English with Technology*.

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