

**Title of Project:**

An examination of nonnative-English-speaking students' perceptions about the effectiveness of embedded audio feedback provided by a nonnative or native-English-speaking instructors in asynchronous online discussions

**Researcher:**

Larisa Olesova  
Purdue University  
[lolesova@purdue.edu](mailto:lolesova@purdue.edu)



Larisa Olesova

**Research Supervisor:**

Dr. Jennifer Richardson

---

**Abstract:**

As online courses continue to gain popularity, language instructors are increasingly looking to more effective techniques to impact on the development of language and communication skills among their students. One technique, audio feedback, has demonstrated that it can strengthen development of language skills and the instructor's ability to affect more personalized communication with students. This project examines effectiveness of embedded audio feedback provided by native or nonnative-English-speaking instructors in asynchronous online discussions. It also investigates ESL/EFL students' preferences towards written or audio feedback and how they build the sense of community when they receive audio feedback from their instructors. Using a mixed methods approach, this study will provide empirical evidence how audio feedback provided by a native and nonnative instructors may differ in their ability to build the sense of community among ESL/EFL students. The quantitative part of this study will apply a 2 x 2 factorial MANOVA to examine the effectiveness of audio feedback ("native speaker" x "ESL speaker") and students ("ESL" x "EFL") preferences for audio over text feedback and the sense of community in online communication. The qualitative part of this study will explore ESL/EFL students' language accuracy by using the content analysis of their online postings. It is expected that both quantitative and qualitative types of analyses will provide rich description of the investigated phenomenon of effectiveness of audio feedback in online environment. This study will provide empirical evidence that could assist online courses administrators in making appropriate assessment of ESL/EFL students' online learning