TYPES OF ONLINE REFLECTION AND DIALOGIC FEEDBACK PRACTICES REGARDING PRE-SERVICE EFL TEACHERS' ONLINE SYNCHRONOUS MICROTEACHING EXPERIENCES

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ABSTRACT

TYPES OF ONLINE REFLECTION AND DIALOGIC FEEDBACK PRACTICES REGARDING PRE-SERVICE EFL TEACHERS' ONLINE SYNCHRONOUS MICROTEACHING EXPERIENCES

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This study investigates the content and functions of feedback coming from different sources such as instructor, peer, and self-evaluation in relation to the online microteaching component of an ELT Methodology course offered in an EFL teacher education program during the COVID-19 pandemic. It also focuses on the responses to the instructor and peer feedback. Dialogic approaches to feedback play an important role in the study. In this regard, cognitive and social-affective dimensions were taken into consideration. Fifty-seven pre-service EFL teachers worked in small groups to prepare their lesson plans based on vocabulary, listening, and speaking skills throughout a semester within the scope of the aforementioned course. The group members took turns to act as teachers in online micro-teachings implemented with the help of web-based synchronous sessions. Data were collected through online video recordings of feedback sessions lasting approximately eight hours, self-reflection reports submitted after the implementations, and online survey responses based on the process of feedback practices. The number of participants that responded to the survey questions was fifty-seven. Hence, the same number of online video recordings and self-reflection reports was selected for the analysis. As regards the social-affective aspects, mostly *expressing satisfaction*, *highlighting attitudes and*

personal traits, *softening negative feedback*, and *showing empathy* came to the fore. Concerning the cognitive aspects, *lesson planning and procedures*, *providing a rationale for feedback*, *online material design and adaptation*, and *use of teaching techniques* were found to be common prominent aspects. In addition, the functions such as *expressing gratitude*, *facilitative*, *referring*, and *agreeing* were specified as the main outstanding ones for all types of reflection and dialogic approaches to feedback. This study might shed light on the content, functions, and phases of dialogic feedback practices that take place in online micro-teaching sessions implemented through web-based synchronous sessions. Moreover, in light of the findings, the study proposes a model regarding dialogic feedback practices in online microteaching contexts.

Keywords: online microteaching, dialogic feedback, online reflection, pre-service teachers

ÖZ

İNGİLİZCE ÖĞRETMEN ADAYLARININ ÇEVRİM İÇİ SENKRONİK MİKRO ÖĞRETİM DENEYİMLERİNE İLİŞKİN YANSIMA TÜRLERİ VE SÖYLEŞİMSEL GERİ BİLDİRİM UYGULAMALARI

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Bu çalışma, COVID-19 pandemisi sırasında bir İngilizce Öğretim Yöntemleri dersindeki çevrim içi mikro öğretim uygulamalarına bağlı olarak öğretim üyesi değerlendirmesi, akran değerlendirmesi ve öz değerlendirme gibi farklı kaynaklardan elde edilen geri bildirimlerin içerik ve işlevlerini araştırmaktır. Ayrıca öğretim üyesi ve akran değerlendirmelerine verilen yanıtlara da odaklanılmaktadır. Söyleşimsel geri bildirim yaklaşımları bu çalışmada önemli bir rol oynamaktadır. Bu bağlamda geri bildirim içeriklerinin incelemesinde bilişsel ve sosyal-duyuşsal boyutlar göz önünde bulundurulmuştur. Bahsi geçen ders kapsamında elli yedi öğretmen adayı bir dönem boyunca yabancı dilde kelime öğretimi, dinleme ve konuşma becerilerini geliştirme odaklı ders planları hazırlamak için küçük gruplar halinde çalışmışlardır. Grup üyeleri internet destekli senkron ders ortamlarında sırası ile bireysel olarak mikro öğretim uygulamalarını deneyimlemiştir. Araştırma verisi yaklaşık sekiz saat uzunluğundaki geri bildirim seanslarının çevrim içi video kayıtları, uygulamalardan sonra teslim edilen öz değerlendirme raporları ve geri bildirim seanslarına dair katılımcıların görüşlerini araştıran çevrim içi anketlerden toplanmıştır. Senkron (eş zamanlı) mikro öğretim uygulamalarını deneyimleyen seksen beş öğretmen adayı içerisinde çevrim içi ankete yanıt veren kişi sayısı elli yedi olmuştur. Bu nedenle

inceleme altına alınacak çevrim içi video kayıtlarının ve öz değerlendirme raporlarının sayısı da aynı miktarda belirlenmiştir. Sosyal-duyuşsal açılardan, çoğunlukla *memnuniyeti ifade etme*, *öğretmen adaylarının davranışlarını ve kişisel özelliklerini öne çıkarma*, *olumsuz geri bildirimi yumuşatarak iletme* ve *empati kurma* gibi özellikler ön plana çıkmıştır. Bilişsel açılardan ise, *ders planlaması ve prosedürleri*, *çevrim içi materyal dizaynı ve adaptasyonu*, *öğretim yöntem/tekniklerinin kullanımı* diğerlerine kıyasla daha öne çıkan kategoriler olarak bulunmuştur. Ek olarak, farklı türlerden geribildirim içeriklerinin söylem analizleri doğrultusunda *teşekkür etme*, *kolaylaştırma, değinme* ve *kabul etme* destekleyici gibi öne çıkan ortak işlevler de belirlenmiştir. Bu çalışmadan elde edilen sonuçlar ve çıkarımlar çevrim içi mikro öğretim uygulamalarında sözlü geri bildirim tekniklerinin içeriğini, işlevlerini ve aşamalarını açıklığa kavuşturabilir. Ayrıca bu çalışma bulguların ışığında çevrim içi mikro öğretim uygulamalarında kullanılabilecek etkileşimli bir geri bildirim modeli önermektedir.

Anahtar kelimeler: çevrim içi mikro öğretim, söyleşimsel geri bildirim, çevrim içi yansıma, öğretmen adayları

To my grandparents

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LIST OF ABBREVIATIONS

CAs : Cognitive Aspects

EFL : English as a Foreign Language

ELT : English Language Teaching

Fs : Functions

IF : Instructor Feedback

IVSE : Initial Verbal Self-evaluation

MT : Micro-teaching

MTr : Micro-teacher

PF : Peer Feedback

PST : Pre-service Teacher

SAAs : Social-affective Aspects

WSE : Written Self-evaluation

THE DEFINITION OF KEY TERMS

Online Synchronous Microteaching: Microteaching occurring in online environment that involves real-time interaction with pre-service teachers, allowing for immediate feedback and discussion.

Dialogic feedback: Interactive and two-way communication between an instructor and pre-service teachers as well as between peers that focuses on fostering reflection to enhance learning.

CHAPTER 1

INTRODUCTION

This chapter presents background to the study, statement of the problem, purpose of the study, significance of the study, and research questions. Moreover, in line with the background to the study, the concepts of dialogism and dialogic feedback and sources of feedback in relation to microteaching technique are provided.

1.1. Background to the Study

Teaching is a complex process, especially for pre-service teachers (PSTs). As regards language teaching, it differs from teaching other subjects that is "…an intellectual, cultural, and contextual activity that requires skillful decisions about how to convey subject matter knowledge, apply pedagogical skills, develop human relationships, and both generate and utilize local knowledge" (Cochran-Smith, 2004, p. 298). However, just knowing the subject matter and pedagogical skills, or how to manage a learning environment is different from knowing how, when, and why to apply them (Kramarski &Michalsky, 2010). Therefore, within the scope of teacher education programs, feedback is conducive to professional development of pre-service teachers. In this regard, it is maintained that "when they receive systematic instruction, have multiple practice opportunities and receive feedback that is immediate, positive, corrective and specific (Scheeler et al., 2004, p. 405).

The transition from face-to-face to online remote education occurred abruptly. As a result of the COVID-19 lockdown period, the greatest difficulty in initial teacher education programs was faced in courses with practical components (Flores& Gago, 2020; Rice& Deschaine, 2020). Namely, the courses based on the integration of practicum and microteaching technique were drastically influenced by the effect of sanctions. Considering the shift towards online platforms in universities, modifying

practical courses in line with the requirements of online education could make a significant contribution to teacher education programs. However, in terms of preparing prospective language teachers for the use of educational technologies, language teacher education programs do not foster the required skills (Uzun& Golz, 2016). Therefore, as various experiences during COVID-19 pandemic pointed out, it is inevitable to integrate technology into the implementation of courses and use online materials.

Considering the aforementioned points, the development of digital competence in teacher education is considered one of the vital 21st-century skills in terms of professional development. Due to the increasing impact of information and communication technologies (ICT), there have been many attempts to shed light on the potential role of technology in foreign language teaching and learning (e.g., Luo & Yang, 2018). Several scholars (e.g., Fullan & Langworthy, 2014; Hargreaves & Fullan, 2012; Illeris, 2014) have underlined the need for helping teachers understand and work on technology-supported teaching and learning strategies. Likewise, the integration of the latest technology into the microteaching technique has also been favored considering that pre-service teachers will be able to embrace the challenges and adjust themselves to further changes in educational technologies (Thomas, 2013). The outbreak of the pandemic can be considered as a major challenge that teacher education programs have encountered in the recent past.

1.1.1. Sources of Feedback

One prominent peculiarity of the microteaching technique is the provision of alternative forms of feedback (Benton-Kupper, 2001). The pre-service teachers' receptivity to feedback is enhanced owing to the microteaching technique (Wilkinson, 1996). Three types of evaluation that are linked to the sources of feedback are instructor, peer, and self-evaluation. According to Tschannen-Moran et al. (1998), "specific performance feedback from supervisors and even students can be a potent source of information about how a teacher's skill and strategies match the demands of particular teaching task." (p.230). With regard to the role of peer and instructor feedback in microteaching tasks, Shaw (2017) states that:

> The deliberate practice of microteaching accompanied by immediate feedback from peers and the professor regarding a candidate's execution of a planned lesson assists the candidate in developing automaticity in knowing when and why the choices made in the moment are relevant at any given time during that lesson (p.164).

Instructor feedback guides students to concentrate on what to think (Garrison et al., 2000). Furthermore, observing peers may facilitate pre-service teachers' analysis of their own practices, which fosters their further professional development (Anderson et al., 2005). In order to foster pre-service teachers' self-evaluation, a simulated microteaching environment based on video-recordings of lessons prepared and implemented by pre-service teachers can be used (Cruickshank, 1985). According to Graham (1996), before receiving any other feedback, pre-service teachers can better assess their teaching performance when instructors ask questions as follows:

- Did you meet your objectives and goals? How do you know?
- If you were to teach this lesson again, what would you change?
- What did you learn about yourself and your students?
- Were your students on task?
- Were your instructions clear?
- What did you see that made you feel good about the lesson? (p. 38).

The microteaching technique and reflection on teaching performance are interrelated components. Accordingly, "microteaching has the potential to promote reflexivity, enabling the fledgling teacher to review their set of priorities and renegotiate their position with regard to their previous, taken for granted attitudes, values and assumptions" (I'anson, et al., 2003, p. 197). Reflection also helps pre-service teachers develop their performance in subsequent microteaching experiences (Liakopoulou, 2012). In the light of these aspects, the crucial role of reflective teaching in teachers' professional growth and development has been recognized to a greater extent (Loughran, 2002; Pellicione & Raison, 2009). Wagenheim et al. (2009) emphasize the role of reflective inquiry for teachers:

> Through a regular cycle of reflective inquiry – surfacing and challenging assumptions – teachers seeking improvement seek transformative change; change in their 'way of being' as a teacher, not just in their 'way of doing.'

> Becoming a better teacher is about reflecting on and questioning deeply held assumptions in an experiential cycle of inquiry, developing new strategies, testing in action, and learning. It is through reflection and resultant self-knowledge that one can leverage greater awareness of others and course content in the journey toward becoming a better teacher (p.504).

Thomas (2013) emphasizes that enabling pre-service teachers to reflect on their performance improves the efficiency and success of the microteaching technique. Scheeler et al. (2004) maintain that feedback needs to be systematic, corrective, positive, and immediate. The principles of micro-teaching and reflective practice form the basis of many teacher education programs (Donnelly & Fitzmaurice, 2011). Training teacher candidates who are capable of reasoning about their teaching behaviors is one of the main purposes of reflective practice in teacher education (Cho, 2017).

1.1.2. Dialogism and Dialogic Feedback

Being a construct grounded in relational and interpersonal dynamics, dialogue is "a conception of self as continually emerging in and through the relationship with other rather than one anchored in individualism" (Cissna & Anderson, 1998, p. 65). Dialogue entails engaging with another person, recognizing their entire being and uniqueness through which one shows acceptance and willingness to listen and respond to others (Friedman, 1960). The following characteristics were listed to define dialogue:

- suspension of judgment;
- release of our need for a specific outcome;
- an inquiry into an examination of underlying assumptions;
- authenticity;
- a slower pace of interaction with silence between speakers;
- listening deeply to self and others for collective meaning. (Ellinor & Gerard, 1998, p. 26)

As a notable figure for his philosophy of dialogue, Buber (1965) noted the remarkable difference between dialogue and monologue as the lack of real listening in the latter. His philosophy of dialogue is rooted in his fundamental assumption that

"all real living is meeting" (Buber, 1958, p. 11). He highlighted the essential role of dialogic relationships, emphasizing their importance for human existence as well as for society, culture, and history. Moreover, Bueber (1958) presented relational constructs called *I-It* and *I-Thou.* Accordingly, as for the presence of genuine dialogue, "each of the participants really has in mind the other or others in their present and particular being and turns to them with the intention of establishing a living mutual relation between himself and them" (Buber, 1965, p. 19).

Concerning the *I-It* mode, an individual interacts with others mainly in consideration of their own needs, desires, or biases. Denoting relationships between subject and object in an indirect and nonreciprocal manner (Friedman, 2002), it can be observed more in relationships occurring in business or educational environments. On the other hand, with regard to the central argument in *I-Thou*, it is maintained that human beings are inherently relational. As opposed to the *I-It*, representing the essence of genuine communication, *I-Thou* is defined by mutual respect, direct engagement, full presence, and openness. In this regard, Friedman (1960) emphasized that "the fundamental fact of human existence is man with man, the genuine dialogue between man and man" (Friedman, 1960, p. 29). Namely, considering this form of dialogue, a person's entire being is directly engaged with another individual. In a similar vein, Hycner (1993) suggested that "genuine dialogue can only emerge if both persons are willing to go beyond only an *I-It* attitude and truly value, accept, and appreciate the otherness of the other person" (p. 7).

Furthermore, as introduced by Bakhtin (1984), dialogism acknowledges that all aspects of life involve "dialogue, that is, dialogic opposition" (Bakhtin, 1984, p. 42). That is to say that dialogism is based on establishing connections with others and finding shared spaces in which some form of agreement can be reached. Dialogic focuses on the emotional and interpersonal aspects that create spaces conducive to learning (Habermas, 1991). These spaces could foster learning through the type of knowledge construction dialogues (Scardamalia & Bereiter, 2003). Dialogism is practice-centered, involving a continuous process of negotiation between individuals and contexts (Linell, 1998). With regard to the dialogic processes, Ravenscroft et al. (2007) argued that:

> … For each participant in a dialogue, the voice of the other is an outside perspective that includes them within it. The boundary between subjects is not therefore a demarcation line, or an external link between self and other, but an inclusive 'space' within which self and other mutually construct and reconstruct each other. (p.44)

Drawing on the concept of dialogism, dialogic approaches to feedback has come to the fore, which has been considered as important for the reconceptualization of research on feedback (Carless, 2006; Nicol, 2010; Yang & Carless, 2013)**.** There have been many recommendations for dialogue to be part of the feedback process for students in higher education (Price et al., 2011; Blair & McGinty, 2013; Steen-Utheim & Hopfenbeck 2019). As regards its definition, Carless (2013) states that:

> dialogic feedback [is defined] as interactive exchanges in which interpretations are shared, meanings negotiated, and expectations clarified...dialogic feedback is facilitated when teachers and students enter into trusting relationships in which there are ample opportunities for interaction about learning and the notions of quality (p. 90).

In other words, dialogic feedback is associated with learning about and from feedback that occurs through dialogue. In higher education, the limitations regarding the studies of feedback such as delayed feedback (Higgins et al., 2001), the clarity of feedback (Weaver, 2006), and feedback complexity (Gibbs, 2006; Poulos & Mahony, 2008) have brought such a reconceptualization into question. In order to alleviate such drawbacks, Evans (2013) emphasizes that interactive dialogic feedback should consist of "high-quality exchanges" contributing to the learning process in a meaningful manner (Crook et al., 2012; Thompson & Lee, 2012).

1.2. Significance of the Study

It is imperative to prepare pre-service teachers to understand and respond to "the complexity underlying most classroom events" (Jackson, 1990, p. 144). The task of teacher education programs is "…to help teachers learn to make decisions about 'what to do' in their classrooms while at the same time developing an understanding of 'why'" (Kerschbaum, 2007, p. 82). In a similar vein, according to Balcikanli (2011), "it is highly believed that knowing what teachers know about their own

teaching should be a starting point for a change in teacher development" (p.1320). In teacher education programs, microteaching has a positive impact on teacher candidates' consciousness and perceptions about their teaching skills (Ismail, 2011).

Moreover, Segall (2001) emphasizes that 'without interrogating the relationship between what prospective teachers learn and how they come to learn it, indeed, without implicating the two, teacher education has a little transformative impact on student teachers' existing understandings of teaching and learning' (p. 232). According to Boud (2007), "feedback should be given quickly enough so it can be useful to learners and should be provided both frequently and in enough detail'' (p. 97). Nonetheless, discussing the drawbacks of 'transmissive feedback' which refers to a one-way form of feedback, Sadler (2010) suggests that interacting with students is a more appropriate approach. Furthermore, due to the physical absence of the instructor and the constraints of many learning platforms in online settings, providing learners with appropriate and effective feedback is difficult (Alharbi, 2017).

The concept 'dialogic feedback' arose mainly from limitations identified from studies of feedback practices in higher education, such as not understanding the feedback, finding it too difficult to act upon, and receiving it too late (Steen-Utheim & Wittek, 2017). The benefits and challenges of dialogic feedback depends much on the quality of the feedback (Blair & McGinty, 2013), since dialogue per se may not necessarily scaffold understanding and support learning (Steen-Utheim& Hopfenbeck, 2019). For pre-service teachers to enact desired teaching practices, they need to make connections between the feedback they are receiving, and the ways in which they are developing their teaching practice. When provided effectively (Ferguson, 2011), feedback can increase pre-service teachers' confidence and motivation to enact and appropriate instructional strategies (Hinojasa, 2022). Ferguson (2011) suggested that for feedback to be effective it must be personalized, accessible, understandable, and acted upon. Pre-service teachers need support that goes beyond written feedback on lesson plans in order to enact desired teaching practices (Hinojasa, 2022).

Moreover, similar to COVID-19 pandemic, other potential pandemic outbreaks may occur in the near future, having an impact on social life and face-to-face education.

Therefore, language teacher educators must be prepared for adapting the practical aspects of the teacher education programs such as micro-teaching and teaching practicum into online settings. Highlighting the scarcity of reflective learning in the pandemic process, Kid & Murray (2020) claim that the teacher educators were able to support PSTs to learn "about practice" in place of "in practice" (p. 552). However, as regards the training of PSTs, there still exists a gap in the literature on the ways of teacher educators' creating opportunities for online micro-teaching experiences regardless of face-to-face settings (Lee et al., 2023). In light of these points, this study could yield important insights into feedback practices that take place in online micro-teachings implemented through web-based synchronous sessions.

1.3. Statement of the Problem

Feedback can sometimes fall short for several reasons. According to Higgins et al. (2001), feedback may not be specific enough. Murtagh and Baker (2009) point out that it might be too difficult to implement, and Weaver (2006) maintains that it could be hard to understand. Furthermore, feedback might offer too much praise and not enough constructive advice (Duncan, 2007), or it might be overly negative (Weaver, 2006). Several students that enter university are likely to lack self-regulatory skills to effectively deal with a change regarding feedback practices (Nicol, 2009). Apart from these, Ferguson (2011) highlights the issue of feedback focusing too much on minor details at the expense of addressing higher-order concerns.

Despite the fact that feedback is regarded as effective, its uptake and interpretation by students depend on several factors such as perceptions, motivation, and ability (Carless et al., 2011). Previous research indicates that students need quality feedback which is inclusive in terms of interpreting their performance based on assessment criteria and illustrating improved (e.g. Rowe, 2011). The learning benefits could be boosted through negotiating meaning from feedback. However, in some cases, students are situated as passive learners without being engaged in such interactive processes. Given the practice of feedback as a transmission activity, in higher education, it is generally delivered in the phase of final assessment (Er et al., 2021).

What's more, research on feedback in teacher education is limited and differs from research done in higher education (Hinojasa, 2022).

With regard to pre-service teacher education, "pre-service teachers request explicit, quality feedback, but there is a clear disconnect between this concept and the PSTs' perceptions of the purpose of the feedback provided" (Wilcoxen & Lemke, 2021, p.15). Therefore, the gap between the feedback-giving practice and the interpretation of the receiver is emphasized in current literature (e.g. O'Connor & McCurtin, 2021). With regard to the positioning of PSTs in feedback processes, 'feedback literacy' is needed, referring to "an understanding of what feedback is how, and it can be managed effectively; capacities and dispositions to make productive use of feedback; and appreciation of the roles of teachers and themselves in these processes (Carles & Boud, 2018, p.1316). Although dialogic practices are not new in the feedback processes, they often tend to be outcome-oriented with limited student response. Moreover, dialogic approaches serve as part of communication processes, yet their potential use within feedback might be underexplored (Dann, 2015).

While micro-teaching has been defined several times in the literature as a concept, online micro-teaching is a relatively new concept derived from the pandemic situation. As Pham (2022) states, "it appears that no specific definition of online micro-teaching (OMT) can be found in the literature" (p.49). In this sense, there is a scarcity of research on online microteaching, especially concerning the viewpoints of pre-service teachers, despite the numerous studies on the concept of traditional microteaching (Ryanti, 2021).

The ways of delivering feedback in online environments and pre-service teachers' interpretations of feedback is an important area of research to consider. In light of the importance of negotiation in feedback practices and the rise of the online microteaching, pre-service teachers should be trained in line with the new insights emerging in initial teacher education programs. However, there is a dearth of research regarding the combination of dialogic feedback practices and online microteaching in the field of pre-service EFL teacher education. Therefore, this study set out to address this gap in the literature.

1.4. Purpose of the Study

Effective feedback is needed to help learners engage in the knowledge received and the skills at a deeper level (Boud, 2007). It is indicated in the literature that good feedback should make learners feel positive about themselves (Nicol & Macfarlane-Dick, 2006) as well as being timely, goal-oriented, consistent, and ongoing (Wiggins, 2012). From the perspective of students, effective feedback comprises explanations regarding what was erroneous and its reasons in addition to the ways of improvement (Lizzio & Wilson, 2008). Students' perceptions of feedback represent how they obtain, enact, and value a message delivered via feedback (Van der Kleij, 2019). Considering such emotional dimensions and quality concerns involved in feedback provision process, this study sets out to scrutinize the content of feedback together with the purposes of feedback.

Since feedback has been regarded as key to the enhancement and verification of knowledge in online settings, the study of feedback in online learning environments has recently received significant attention, especially in higher education (Coll et al., 2014). However, not much is known about the use of dialogic feedback with the help of technology (Alharbi, 2017). Furthermore, with regard to language teacher education, there is a need for ensuring the efficiency of feedback provided to pre-service teachers in online teaching environments enhanced through dialogic interactions. This study aims to investigate the social-affective and cognitive aspects of feedback coming from the instructor, peers, and initial verbal self-evaluation in relation to the online microteaching component of an ELT Methodology course. In addition, it attempts to examine the functions of three different feedback types provided in relation to the micro teachers' online synchronous lessons. It also focuses on the responses of the instructor and micro-teachers to peer feedback as well as the micro-teachers' responses to instructor feedback. Likewise, the social-affective and cognitive aspects as well as the functions of written self-evaluation are explored. Considering the aforementioned facets and the purpose of the study, the following research questions were formulated.

1. What do the video-recorded online synchronous microteaching sessions of pre-service EFL teachers in a methodology course indicate in terms of:

a. social-affective aspects of initial verbal self-evaluation, instructor feedback, and peer feedback?

b. cognitive aspects of initial verbal self-evaluation, instructor feedback, and peer feedback?

c. functions of initial verbal self-evaluation, instructor feedback, and peer feedback?

d. instructor responses to peer feedback?

e. micro-teachers' responses to the instructor and peer feedback?

2. What do the pre-service EFL teachers' self-reflection reports submitted after implementing online microteachings indicate in terms of:

a. social-affective aspects of written self-evaluation?

b. cognitive aspects of written self-evaluation?

c. functions of written self-evaluation?

3. What are the pre-service EFL teachers' perceptions of online instructor feedback and peer feedback regarding online microteachings?

The concepts related to microteaching and dialogic feedback focused on briefly in this chapter are provided in a detailed manner in the following chapter. Also, social-affective aspects and cognitive aspects of feedback as well as functions of feedback in the existing literature are provided to explain clearly what they represent in the current study. In accordance with the last research question, perceptions in relation to dialogic feedback practices are touched upon as well.

CHAPTER 2

REVIEW OF LITERATURE

Within the scope of this chapter, a review of literature concerning the focus of the study is given. Firstly, theoretical framework, the concepts of microteaching and online microteaching together with the relevant studies in the field are provided. Then, different types of feedback in addition to the cognitive and social-affective dimensions of feedback are presented. Later, the functions of feedback together with feedback models and dialogic approaches to feedback are referred to.

2.1 Theoretical Framework

The theoretical framework that underpins this study is the situated learning theory (SLT). Many traditional and emerging approaches applied to prepare pre-service teachers have been based on situated learning theory (Lave & Wenger, 1991) and reflective practice principles (Schön, 1983). According to Brown et al. (1989), "a theory of situated cognition suggests that activity and perception are importantly and epistemologically prior-at a nonconceptual level-to conceptualization and that it is on them that more attention needs to be focused" (p.41). Both situated learning theory and reflective practice support the idea that knowledge is acquired by doing (Kemmis, et al., 2014). In this regard, Saigal (2012) notes that "the situated learning perspective sees learning not merely as a cognitive process of knowledge acquisition, but as socially mediated and situated in a specific context" (p.1010). In addition to collaborative learning activities, the SLT also puts emphasis on social and cultural interactions (Su & Zou, 2020).

As a commonly used technique in teacher education programs, microteaching consists of reflective practice and situated learning approaches (Ledger & Fischetti, 2020). Considering the link between situated learning theory and this study, the

instructor and pre-service teachers engaged in learning together with the help of microteaching experiences and dialogue through feedback regarding online microteachings. As Figure 6 illustrates, two-way interactions between the instructor, namely the 'expert', and the micro-teachers that are 'novice' took place in the dialogic feedback sessions. Moreover, not only the instructor but also the peers played an active role in the creation of a learning community, sharing common instructional goals and contributing to each other's professional development. Accordingly, they were also positioned as 'the novice' in this context due to both taking the role of a micro-teacher respectively and serving as feedback providers.

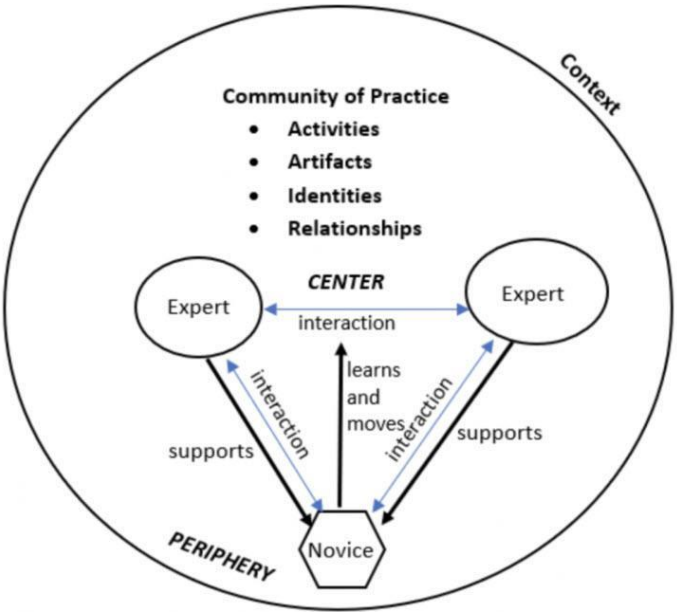

Figure 1. Situated learning theory

Being a component of SLT, Community of Practice (CoP) refers to a context in which participants cooperate with each other through interactions towards mutual goals of practical matters. In this respect, 'ELT Methodology I' course delivered online via the Zoom platform, created a community of practice for the participants, providing them with opportunities for professional development through negotiating teaching performance of the micro-teachers. According to Archer (2000), an online course turns into a Community of Inquiry (CoI) when students deal with teaching presence, social presence, and cognitive presence that stimulate profound learning. Teaching presence is associated with "the design, facilitation, and direction of

cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (Anderson et al., 2001, p. 5). With regard to the context of this study, the instructor and the micro-teachers demonstrated teaching presence. The instructor presented the knowledge and skills to design lessons based on vocabulary, listening, speaking, and integrated skills in English and to gain skills required for language teaching.

2.2. Microteaching Technique

Microteaching is a prevalent teacher training technique integrated into the scope of teacher education programs. It can be simply defined as "a training context in which a teacher's situation has been reduced or simplified in some systematic way" (Wallace, 1991, p.87). With the emergence of microteaching in the 1960s at Stanford University, reflective collaborative practices came to the forefront (Cooper & Allen, 1970). It originally involved small groups of school students to deliver micro-lesson plans and practice classroom management strategies. However, as it turned out to be problematic because of the difficulty of trial lessons with school students, university peers started role-playing as students (Allen, 1980). The features of microteaching are described as follows:

> ... Frequently, one microteaching episode includes teaching a lesson and immediate feedback on the teacher's effectiveness. This feedback may come from video-or audiotape recordings, supervisors, pupils, colleagues, or from the teachers' self-perceptions. Some of the variable aspects of microteaching include lesson length, number of students, the amount and kind of supervision, the use of video-or audiotape recordings, and number and types of pupils (Cooper & Allen,1970, p.1).

Microteaching positions itself within experiential-based situated learning theories and reflective practice paradigms (Ledger & Fischetti, 2019, p.39). In this regard, experience and sustainable development based on self-reflection are situated at the center of the learning process (Impedovo & Khatoon Malik, 2016). Microteaching is the most largely utilized technique to provide pre-service teachers with practical experience (Amobi, 2005; Chuanjun & Chuanmei, 2011). In this regard, Shaw (2017) considers that "the experience is the closest simulation to full responsibility of a classroom of students and their learning" (p.166).

The main strength of the microteaching technique lies in the fact that "…the normal complexities of the classroom are drastically curtailed and immediate feedback on performance can be given" (Kpanja, 2001, p. 483). Likewise, Lim and Chan (2007) highlight that the primary advantage of microteaching for teacher education is the opportunity provided to student teachers to link new teaching practices to a continuous process of adjusting current beliefs. It serves an important role in establishing a link between theory and practice in the field of teacher education (Saban & Coklar, 2013). It is a cyclical process including the following stages: planning, teaching, criticizing, re-planning, re-teaching, and re-criticizing. These stages are demonstrated in Figure 2.

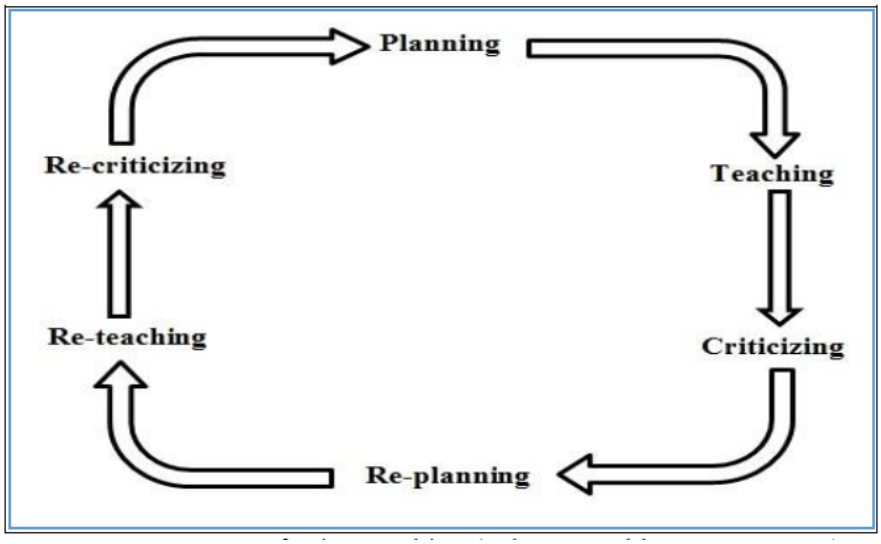

Figure 2. Stages of Microteaching (Saban& Coklar, 2013, p.235)

Pre-service teachers are required to prepare lesson plans on specific subjects and implement their lessons in the microteaching classroom involving their peers acting as the target student population. As regards the stage of criticizing, the instructor and peers analyze the performance of pre-service teachers and provide feedback to the microteacher. In this stage, video recordings might be used to support the feedback by presenting evidence. Followingly, during the re-planning stage, pre-service teachers are supposed to prepare new lesson plans in accordance with the feedback. Then, the revised lesson plans are executed in settings with a preferably different but corresponding group of students at the re-teaching stage. As the last stage, the instructor and classmates assess pre-service teachers' performance. Nonetheless, it

should be noted that some stages of this framework could be adjusted or skipped due to the constraints of the contexts.

Previous literature has suggested that microteaching can have a positive impact on reflective thinking skills of pre-service teachers due to watching recorded teaching videos, observing peer teaching, and receiving instructor feedback (Fernandez, 2010; Kourieos, 2016; Kusmawan, 2017; Lin, 2016). Being a concept, it has been investigated from various standpoints such as its impact on teaching skills (Kavanoz & Yüksel, 2010; Ping, 2013), the attitudes of pre-service teachers towards microteaching (Banerjee et al., 2015), the advantages and drawbacks of microteaching (He & Yan, 2011; Ögeyik, 2009), the effects of microteaching on the improvement of interactional skills (Akkuş & Üner, 2017), the pre-service teachers' views on the use of digital videos recorded during study groups (Savaş, 2012), the impact of microteaching on the improvement of subject knowledge (Fernandez, 2010) in addition to the enhancement of self-efficacy (Chesnut & Burley, 2015; d' Alessio, 2018; Mergler & Tangen, 2010).

2.3. Online Microteaching

During the COVID-19 pandemic, many higher education institutions switched to synchronous and asynchronous online teaching. Online microteaching has become prevalent in teacher education programs in order to compensate for the lack of practicality as a result of the lockdown. Prior to those times, the microteaching practices were generally implemented in physical settings, which can be associated with "traditional practices" (p.43) as Kusmawan (2017) describes. On the one hand several researchers pointed out the advantageous aspects of online microteaching (e.g., Bodis et al., 2020; Ledger & Fischetti, 2020; Pham, 2022), but on the other hand some others highlighted its drawbacks. For instance, expressing their dissatisfaction in relation to such a shift, Zalavra and Makri (2022) maintain that "the forced online transition heavily compromised the vividness of microteaching–a technique inherently connected to face-to face interaction" (p. 270).

The existing literature on breakout room microteaching mostly refers to the satisfaction of PSTs regarding the development of their online teaching skills,

focusing on the challenges encountered (Hodges et al., 2020), the effective use of breakout rooms by PSTs (Ng, 2022), peer support (Tutyandari et al., 2022) as well as particular learning environments such as a course on English communication (Lee, 2021). However, the integration of technology into the concept of microteaching, namely the use of online tools, was applicable even before the pandemic. For instance, at a university in Indonesia, online microteaching as a versatile approach was proposed based on four essential components, particularly video recordings, expert opinions, teacher opinions, and discussion forums via the online microteaching portal devoted to the professional development of teachers. Accordingly, expert and teacher opinions focus on the content and teaching strategies included in the teaching practices delivered through video recordings, promoting self-reflection in teachers (Kusmawan, 2017). As regards the moderation, moderators refer to experienced lecturers that stimulate discussions and manage the discussion forums to check the appropriateness of comments for the microteaching topics.

Moreover, Kelleci et al. (2018) conducted a study as a two-phase process in which social network-supported microteaching was utilized. To that end, during the planning phase, PSTs devised lesson plans and shared them in a Facebook group to receive feedback from the supervisor. In order to upload the lesson plans and exchange feedback regarding lesson plans and microteachings, online web platforms such as Google Drive, Google Forms and Spreadsheets were used. With regard to the implementation phase, they engaged in face-to-face microteaching practices, receiving feedback from the instructor and peers at the end of the implementation. Nonetheless, the microteaching sessions occurred in real classroom settings in line with the traditional form of the practice regardless of the role of online tools in the process.

With respect to the use of a platform called VoiceThread for online microteaching, Kirby and Hulan (2016) asserted that engagement is promoted more compared to the integration of conventional text-based discussion forums, improving learning and enhancing deeper understanding. Combining traditional microteaching with simulation technology, Ledger and Fischetti (2020) utilized microteaching 2.0 for the purpose of their study. To that end, connected through the Internet, the learning

environment as a virtual classroom included an interactor authorizing synchronous voice and body responses, avatars serving as students, student teachers, experts and supervisors as observers. In order to provide feedback and facilitate self-reflection, each microteaching session was recorded.

With the emergence of COVID-19, there have been several attempts to investigate online microteaching practices in different educational contexts. For instance, Roza (2021) used the Zoom application to introduce microteaching skills through theory-based sessions as well as utilizing Youtube for student teachers' posts on video-recorded microteaching sessions. The responses of lecturers and student teachers on a questionnaire and the scores obtained in the final teaching task revealed that the integration of both synchronous and asynchronous learning models into the concept of microteaching is effective.

In a case study with eight prospective physics teachers, it was claimed that online microteaching can promote pedagogical knowledge through the stages that facilitate the collaboration among pre-service teachers, the exchange of ideas regarding the lesson planning, and the revision of lesson content for improvement (Handayani & Triyanto, 2022). Furthermore, it was stated that the engagement of prospective teachers with the cycles of trial, examination, negotiation, and revision of lessons might enable them to align their understanding and implementation of teaching methods with their intended outcomes.

Adopting a mixed-methods approach, Kokkinos (2022) examined 21 prospective teachers' experiences regarding online microteaching in the Greek context with the help of reflective texts and follow-up interviews. As regards the advantages of the process, collaboration, the opportunity for video repetition, improvement in technological competency and teaching skills were reported. However, technical difficulties, negative feelings such as anxiety, and comparison to face-to-face microteaching were included in the challenges. Moreover, in relation to mixed opinions on online microteaching, screen sharing feature, time management, session recording, and interaction were touched upon. Helda and Zaim (2021) also conducted a study in an attempt to find out the effectiveness of utilizing the Zoom application in

micro teaching sessions. Based on the analysis of descriptive survey results, it was asserted that the use of application is less efficient in terms of microteaching purposes than some form of online lecture.

Employing a mixed-methods approach, Buttler and Scheurer (2023) explored the perspectives of microteachers conducting 10-minute lessons in breakout rooms via Zoom. The participants consisted of third-year PSTs taking a curriculum and instruction mathematics course. The recorded sessions indicated that PSTs engaged in casual conversations and collaborative activities before and after microteaching practices, allocating more time to implement microteaching and provide feedback to peers though. While the opportunity of interacting with the instructor on the online platform was viewed positively, having access to lesson materials in physical settings was considered more convenient.

2.4. Studies on Pre-service English Teachers' Online Microteaching Practices

The pandemic conditions necessitated a transition into the implementation of online microteaching in place of face-to-face microteaching in teacher education programs, including language teacher education programs. Concentrating on a postgraduate English as a second language teacher training context, Bodis et al. (2020) employed VoiceThread, an asynchronous computer-mediated communication tool, enabling participants to upload their work and receive feedback. Two tasks, which require them to record a lesson on a language skill or aspect and teach any language point, were assigned. The instructors introduced samples of microteaching videos as well as presenting technical capabilities of the tool with the purpose of modeling. The video recordings, feedback practices, and self-reflection papers were transferred through Voicethread. It was found that online microteaching promoted participants' feedback literacy, information technology skills, autonomy both as learners and teachers together with increasing the feelings of belonging and academic engagement.

In the English education program of an Indonesian university, 47 PSTs involved in a microteaching class were given an open-ended questionnaire seeking their views on the utilization of Google Meet for teaching purposes (Riyanti, 2021). In addition, the

video recordings of five PSTs' microteachings, five written reflection reports and the related lesson plans as well as field notes based on the observations of teaching performances were used for data triangulation. Concerning the positive aspects of the platform for online teaching purposes, the participants expressed its suitability under the pandemic situation, the satisfaction of using it for online microteaching, its flexibility and accessibility, its impact on the improvement of self-confidence, and the opportunity for recording meetings. On the other hand, unstable internet connection, poor quality of audio-visual content, problems related to sharing materials, micro-teachers' digital competencies, maintaining peers' attention, assigning tasks to their peers, and time constraints were among the challenges encountered when using Google Meet for online teaching purposes.

Pham (2022) focused on the students studying English Linguistics and Literature, exploring the perspectives of students on the implementation of online microteaching in the Vietnamese context. The results indicated that the PSTs supposed that online microteaching experiences led to improvement in their teaching skills and digital competencies. With respect to teaching competencies, lesson planning with reference to material design and use of visual aids, teacher talk including paralinguistic features, presentation skills, teacher questioning, and feedback practices as well as teacher expertise that is linked to teacher attitudes and teacher presence were mentioned. As regards digital competencies, skills related to transmitting and receiving information, interactivity in addition to teaching rehearsal and practice were pointed out. Moreover, it was highlighted that feedback received from the instructors, observers, and volunteer student teachers was considered as the most effective factor contributing to the development of teaching skills and digital competencies in PSTs, followed by the compliance with the instructor guidelines. Additionally, Ng (2022) set out to evaluate 18 English pre-service teachers' microteaching practices conducted via Zoom, concentrating on their technological pedagogical content knowledge (TPACK). Analyzing the qualitative data via utilizing the TPACK framework, it was found that the pre-service teachers were capable users of technology. Moreover, the strengths and weaknesses of Zoom and other information communication technology tools such as interactive digital whiteboards were mentioned with respect to synchronous online microteachings.

With regard to the impact of synchronous and asynchronous microteaching on PSTs' self-efficacy and reflections, Lee et al. (2023) focused on 134 PSTs from several majors such as early childhood education, English language teaching, physical education, and so on. Being enrolled in a course based on teaching methods and educational technology, the participants were asked to take pre-surveys and post-surveys in addition to interviews taking place with 10 participants at the end of the semester. Similarly, the participants also submitted reflection reports via a learning management system. The analysis of interviews and reflections pointed out that online MT could foster reflective thinking and outcome expectancy in relation to self-efficacy. In the interviews, the importance of online education was highlighted despite the need for enhancing PSTs' knowledge of online pedagogical approaches to teach related subject matters. Furthermore, expressions of anxiety and lack of confidence depending on the implementation of online MT were available.

2.5. Studies on Pre-service English Teachers' Microteaching Practices in the Turkish Context

There have been several attempts to examine the phenomenon of online microteaching in the Turkish context as well. Within the scope of the study by Ersin et al. (2020), 6 PSTs in a group of 25 volunteer participants were asked to engage in micro-teachings using Zoom as a remedy for the lack of practicum, describing the process as 'e-practicum'. To that end, four PSTs executed reading lessons, whereas two PSTs conducted speaking lessons based on the topics that they chose for teaching English purposes. Meanwhile, the peers were encouraged to take notes on teaching performances and provide immediate feedback. The peers serving as observers and feedback providers considered this context an opportunity to improve their pedagogical knowledge and raise their awareness of teaching related aspects. Moreover, the PSTs, who were the micro-teachers, referred to the challenges associated with e-practicum, the solutions to technical problems, classroom management in an online setting, and the role of this experience in their professional lives. Also, the uniqueness of such an experience was emphasized despite feeling anxious at the very beginning.

During the COVID-19 pandemic, Öksüz-Zerey & Cephe (2023) investigated pre-service English language teachers' microteaching practices, with the purpose of understanding the features associated with online microteaching and the challenges experienced. Based on thematic analysis of the written reflections regarding pre-service EFL teachers' experiences of online microteachings, professional development, instructional strategies, state of mind, and materials and activities were included in the list of sub-themes in relation to qualities of online teaching. Accordingly, online teaching was regarded as a chance to gain insights into teaching online, improving technological pedagogical content knowledge. Moreover, the data showed expressions of emotion such as anxiety associated with the experience itself as well as the design and adaptation of various materials into online lessons. With regard to the challenges regarding the implementations, technical difficulties, lack of participation, the enactment of instructional strategies, technological difficulties, and the use of home as teaching setting were indicated.

Another study that investigates the perceptions of 70 pre-service English teachers was conducted by Ergül (2023), comparing face-to-face and online micro-teaching experiences. Accordingly, in relation to face-to-face micro-teaching practices, boosting confidence and social interactions, developing teaching skills, the availability of a safe practice environment, and receiving feedback immediately were listed as the advantages. On the other hand, as regards its disadvantages, the lack of authenticity, time pressure, expenses for the preparation of instructional materials, and the stress factor were pointed out. As for the advantages of online micro-teaching, flexibility, accessibility to resources, collaboration, and the improvement of digital competency were expressed by the PSTs. Moreover, with respect to the disadvantages of online micro-teaching, the management of interactive activities, the scarcity of social engagement, the lack of social interactions, concerns for attention span, the drawbacks concerning the enhancement of interpersonal skills, technical problems, and the inadequate non-verbal cues came to the fore.

Similarly, Sanal-Erginel (2022) explored the experiences of PSTs enrolled in an English Language Teaching (ELT) department and taking an elective course called "Microteaching". in the process of the COVID-19 pandemic. The results of the study

suggested that the student teachers were able to improve their instructional competencies and increase self-awareness about their strengths and areas of improvement in teaching through self-reflection. It was also indicated that emotional challenges such as feeling lost, overwhelmed, and discouraged were involved in the process. With respect to the improvement of instructional knowledge, they referred to material and task selection, lesson planning, and writing learning objectives. Also, these improvements were attributed to course readings, watching video excerpts of teaching, revised lesson plans based on feedback received, and observation of peers' teaching. Apart from these, they experienced emotional challenges as a result of the restricted interaction in synchronous lessons, technological problems mainly concerning internet connection, the inappropriateness of technological tools, inadequate digital competencies, and the artificial nature of the experience. Feeling anxious in the phases of teaching, recording, and uploading teaching videos was also common.

2.6. Feedback in English Language Teaching and Pre-service Teacher Education in Türkiye

Feedback is a fundamental factor that enables students to interpret their education process and pinpoint gaps in their learning (Hatipoğlu, 2015; McLean et al., 2015). Even so, delivering feedback is not simple considering that it can denote divergent functions in various learning environments (Thurlings & van Diggelen, 2021). When feedback is given inadequately due to misunderstanding of the providers, students' involvement in the instruction could diminish, their frustration might increase, and any positive impact of information can be decreased (Carless & Winstone, 2023).

Therefore, teacher feedback literacy plays an important role in the effectiveness of feedback practices, which is generally defined as the instructors' competence in the design and management of "assessment environments that enable students to develop feedback literacy capacities" (Carless & Winstone, 2023, p.151). To that end, teachers need to be well-trained in the practice of giving feedback since their expertise is crucial for developing feedback literacy in students (Boud & Dawson, 2023; Carless, 2023).

In light of these points, Hatipoğlu (2023) maintains that both teachers and students need to possess a certain level of feedback literacy to ensure effective feedback processes. In this regard, the necessity of the development of high-quality courses on testing and evaluation to equip PSTs with the fundamental skills and knowledge to diverge from traditional notions of assessment (Şahin & Hatipoğlu, 2023). Considering feedback in English Language Teaching (ELT) and pre-service teacher education, there have been several studies conducted in the Turkish context. Sert (2015) put forward a reflective teacher training framework based on teaching, reflection, and feedback. Combining video-recordings and teachers' reflections with the integration of a mobile video-tagging tool, the framework consists of an initial training reading classroom interaction and follow-up lessons implemented by teacher candidates. Accordingly, post-observation feedback sessions taking place between experts and novices are followed by written reflections of PSTs.

Moreover, some studies conducted in the Turkish context focused on the possible benefits and disadvantages of interaction pertaining to peer feedback (Göker, 2006; Koç & Ilya, 2016; Yüksel, 2011; Yüksel & Başaran, 2020). For instance, investigating the impact of peer feedback on the development of professional knowledge and reflection of PSTs, peer feedback has been found to contribute to professional development and critical thinking skills (Yüksel & Başaran, 2020). In this sense, the role of posing questions and holding meaningful discussions in peer feedback has been highlighted. Apart from these, Baydar (2022) examined the improvement of language assessment literacy of PSTs via interaction among peers within the scope of a language testing and evaluation course in an ELT program. Drawing on the reference to testing principles, it has been suggested that there is a need for authentic classroom settings in which PSTs can engage in the construction of test items and reviews through peer feedback interactions. As regards online feedback in pandemic times, Koçer and Köksal (2024) attempted to explore the perspectives of ELT instructors concerning online language teaching and assessment. It has been stated that the participants reported various challenges despite acknowledging the necessity of online language teaching and assessment. Notably, they considered online feedback due to factors such as practicality and fun as opposed to the traditional delivery of feedback.

2.7. Instructor Feedback

Different types of feedback contribute to the effectiveness of microteaching practices, including instructor feedback. As regards the definition of feedback in terms of teacher education, Tower (as cited in Akkuzu, 2014) states that "…information presented to an individual following a performance that reflects upon adequacy, quantity or quality of teaching performance…. (it) involves making the experiences and actions of students visible and comprehensible" (p.36). Instructors are promoted to train their students for engaging in dialogic feedback (Cresswell, 2000) and building trusting relationships with their students (Carless, 2012).

According to Watkins (2003), adopting a dialogic approach to feedback can provide teachers with knowledge construction by cooperating with others. Orsmond et al. (2005) suggests that teachers play an important role in enacting dialogic feedback and affecting students' responses to feedback. Namely, they interpret comments gathered through reflective dialogue by inviting peers to respond and elaborate further on their points within the scope of teacher feedback (Charteris, 2016), To that end, reflective dialogue is described as "reflection with others characterized by careful listening, active questioning and an openness to potentially profound" (Nehring et al., 2010, p.400). It is considered necessary for instructors to take the lead in discussion to direct students to engage in profound learning and knowledge construction (Garrison & Cleveland-Innes, 2005).

Previous literature presents that students are prone to hold a belief regarding the superiority of feedback provided by instructors (Ertmer et al., 2007; Filius et al., 2018; Gielen et al., 2010; Yang, et al., 2006). It is stated that building shared understanding of assessment and feedback is crucial for fostering trust between academics and students becomes paramount (Carless, 2009). Instructor feedback interwoven with cognitive scaffolding and social-emotional backing can aid learners to be cognitively and socially- emotionally prepared, with the purpose of achieving improved learning outcomes (Xu & Carless, 2017). Cramp et al. (2012) suggest instructors and learners "to reflect on experiences of schooling together and anticipate reactions to future assessment judgments" (p. 518).

2.8. Peer feedback

After instructor feedback, peer feedback is the most prevalent type of feedback (Guasch et al., 2013). Therefore, peers are likely to be valuable sources of dialogic feedback provided constructively (Carless, 2015) as is the case with Vygotsky's zone of proximal development (ZPD), dialogue with proficient friends enhances improvement (Yost et al., 2000). Nonetheless, the position of dialogue in peer feedback has not received much attention in the current literature (Ajjawi & Boud, 2017). Furthermore, Wood (2022) maintains that the number of studies that investigate the advantages and difficulties of implementing feedback in environments with few chances to clarify feedback in face-to-face meetings is scarce. Online MT contexts exemplify such environments due to the lack of chance to negotiate feedback in physical settings rather than virtual meetings.

Considering factors such as equal position and training, peer feedback is not influenced by power relationships as opposed to the dynamics of instructor feedback (Finn & Garner, 2011). Moreover, both the receiver and the provider of feedback could potentially benefit from it (Cho & Cho, 2011). In other words, engaging learners in collaborative learning activities based on standards and instances as well as feedback practices is regarded as influential (Malecka et al., 2020). Peer feedback might have a potential to positively influence perceptions pertaining to self-confidence in some cases (Theising et al., 2014).

Hewett (2000) and Tuzi (2004) underscore the importance of peer feedback in online settings, scrutinizing the use of feedback in online education. Based on two-way interaction, dialogic peer feedback enables students to engage in interpretational meaning-making owing to the feedback (Geitz et al., 2015). However, it is noted that "the value of peer feedback appears to predominantly result from the dialogue it triggers, rather than the feedback itself" (Filius et al., 2018, p.86). In light of this view, peer feedback is situated as a socio-constructivist dialogic process in recent studies, including joint meaning-making and assessment concerning the quality of work (e.g., Zhu & Carless 2018; Carless, 2020). Drawing on this perspective, feedback is co-constructed by providers and receivers, which are considered fairly

accountable for meaning making (Nash & Winstone, 2017). In terms of the peer feedback procedures, online communities can equip learners with support as they handle the cognitive, evaluative, and socio-affective processes (Wood, 2022). The challenges regarding peer feedback practices such as integrating it into class with regard to time and space factors and promoting an eligible interactive experience in online settings have not been resolved yet (Padgett et al., 2021).

2.9. Self-feedback

Self-feedback can be considered as an indispensable constituent of the feedback process. Feedback received from any external source is needed to be personalized and transformed into self or internal feedback (Nicol, 2021; Panadero et al., 2019). Within the scope of dialogic feedback, students are prompted to take part in self-judgement and self-regulation (Blair & McGinty, 2012; Carless et al., 2011; Sadler, 2010). In light of this situation, Yang and Carless (2013) suggest that students that take part in dialogue are expected to self-regulate more efficiently in time. Taking a social constructivist stance, Nicol (2010) maintains that an "inner dialogue" is triggered via performance information through which learners are "actively decoding feedback information, internalizing it, comparing it against their own work, to make judgements about its quality and ultimately to make improvements in future work" (p. 503). In other words, feedback as a form of scaffolding prompts pre-service teachers to reflect on the implications of their teaching practices (Hinojasa, 2022).

Dialogue occurs to foster self-evaluation and reflection after classroom observation, with the purpose of sustaining the execution of desired instructional goals together with the implementation of new instructional strategies (Carless, 2019; Molloy et al., 2019). Upon the feedback received, understanding is strengthened, performance is improved, learning is consolidated, and self-reflection skills are cultivated (Trevelyan & Wilson, 2012). As Henderson et al. (2019) suggest, feedback is needed to have an impact on learners' evaluative judgements rather than just putting an emphasis on areas of improvement, prompting self-evaluation. Accordingly, "evaluative judgment is the capability to make decisions about the quality of work of oneself and others" (Tai et al., 2018). Explicit feedback and reflective dialogue play

an important role in pre-service teachers' ability to critically reflect on their own performance and act on this knowledge construction to adjust forthcoming teaching experiences (Tulgar, 2019).

Apart from dialogic processes, recorded teaching videos also prompt reflective practices. Watching recorded teaching videos can contribute to journal writing, providing evidence of teaching episodes. Journal writing serves as a common technique in pre-service teacher education for fostering reflection depending on student teachers' professional practices (Chitpin, 2006). To that end, reflective journal writing provides qualitative data through which participants describe their experiences in their own words, functioning as an effective method in terms of reporting incidents (Tam, 2016).

2.10. The Cognitive Dimension of Feedback

Nelson and Schunn (2009) make a distinction between cognitive and affective dimensions of feedback, indicating that cognitive feedback deals with the content of the work via summarizing, identifying, and describing facets of the work under revision. Additionally, in a similar vein, Garrison et al. (2001) differentiate cognitive presence from social presence. Accordingly, cognitive presence refers to "the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry" (p. 11). On the other hand, social presence takes place when a student is able to "identify with a group, communicate purposefully in a trusting environment, and develop personal and affective relationships progressively by way of projecting their individual personalities" (Garrison, 2011, p.23).

Considering the key features of cognitive dimension, it is associated with "discussion of a concept, strategy, technique, procedure or other aspects of quality of the student work" (Yang & Carless, 2013, p. 288). In this regard, interactional features of the cognitive dimension include *question asking*, *expressing oneself*, encouraging *reframing of ideas*, promoting *critical evaluation* and *engagement beyond the task*. Cognitive feedback is regarded as efficient in terms of fostering interactivity and

knowledge formation, leading to better learning performance (Hoey, 2017). For instance, Kwon et al. (2019) maintained that cognitive feedback resulted in higher levels of interactivity and various viewpoints among students in comparison to praise feedback. Yang & Carless (2013) state that:

> …feedback needs to focus students' attention on how to tackle disciplinary problems effectively, how to increase their capacity to self-regulate and how to use feedback productively. It draws students' attention to key aspects of disciplinary problems, guides them to apply knowledge and skills for formulating hypotheses and testing solutions, and assists in their appraisal of the gap between current and desired performance (p.289)

Feedback process may lead to new concept formation, re-examination of a problem, or linking ideas in addition to having an impact learners' processing information, attending to details, building schemas, and retrieving memories (Henderson et al., 2019). As regards its impact, the essence of the task, the types of feedback, the cognitive level of the learners, and contextual conditions are determinant factors. With regard to delivering cognitive feedback, the evaluators outline claims, define problems, propose solutions, and interpret comments (Lu & Law, 2012). This type of feedback targets students' knowledge construction and processing skills, providing feedback about cognitive benefits and drawbacks (Jang, 2009).

2.11. The social-affective dimension of feedback

As the instructors raise their consciousness of emotional rapport with learners in cases such as giving feedback, they become more capable of handling emotions in relation to cognitive processes, making decisions, and acting appropriately in situations (Gardner, 1983). The social-affective dimension of feedback relates to positive (e.g., pride or satisfaction) or negative (e.g., anxiety or anger) reactions, positive teacher responses, being open and responsive to critical comments, and peer support (Pekrun et al., 2002). Ensuring a supportive setting is conducive to dialogic interactions (Struyven et al. 2006). The positive feedback may eliminate obstacles, diminish peer pressure, and serve as an ice-brekaer to reinforce peer feedback as well as contributing to effective teamwork and social interactions (Tam, 2021). In this respect, the provision of relational support on the basis of emotional susceptibility, empathy, and trust strengthens feedback processes (Hill et al., 2021).

According to Spaeth (2018), provision of feedback as deliberate practice to instill positive emotions in students and assisting them to enhance their learning necessitates emotional labor from the instructor. Yet, student responses to feedback are also linked to the notion of self-esteem, since students with low esteem are prone to feel sorry unlike students with high self-esteem, leading to avoidance of challenging the instructor (Young, 2000). Moreover, "emotions are preceded by an event (student receives extensive praise for their work), serve a particular function (feelings of pride lead the student to desire obtaining further praise in the future) and lead to outcomes (increased effort for the next assessment)" (Rowe, 2017, p.161). Unlike cognitive feedback, praise inspires students more to engage in self-reflection and act upon it as well as fostering motivation and boosting satisfaction (Tseng & Tsai, 2007).

Pitt and Norton (2017) suggest that instructors might intentionally provide support through helping students soothe resentment and relieve self-doubt. However, as a result of recent study, Zhao et al. (2022) put forward that instructors can refrain from dialogue with students for assessment purposes owing to fear of conflict. Nevertheless, trust can be considered fundamental to ensure the implementation of dialogic feedback processes. It is defined as "one's willingness to be vulnerable to another based on an investment of faith that the other is open, reliable, honest, benevolent and competent" (Carless, 2012, p. 91).

Positive emotions derived from feedback dialogue occurring between instructor and student are qualified depending on trust and care in which instructors become aware of students' endeavor, enhance respect, and contribute to the development of their learner identities (Hill et al., 2021b). Due to arousal of possible negative emotions during the process, dialogic feedback necessitates vulnerability to some extent, which is conducive to trust established between the students and the instructor (Saunders, 2020). In that vein, instructors are obliged to diminish the power imbalance existing between themselves and the students. Otherwise, their contributions to the dialogue could be perceived as a threat, preventing the students from experiencing vulnerability as a requirement of the meaning-making process.

In terms of the facilitation of the dialogic feedback process, Carless (2012) refers to competence trust as "ability to carry out a task efficiently and effectively" (p.92), implying that the instructor must be informed and competent to be trustable. Moreover, communication trust points out "willingness to share information, tell the truth, admit mistakes, maintain confidentiality, give and receive feedback, and speak with good purpose" (p.92), which can be built depending on students' chances of conveying their ideas and their being taken seriously by the instructor.

Fostering student agency, which denotes "developing or adopting particular learning goals and intentions" (Carr, 2008, p. 40), enables the empowerment of students by reducing the power imbalance. When instructors position students in environments through which they are encouraged to enact their current agency, agency can be further improved (Klemenčič, 2015). Accordingly, trust, vulnerability, power, and agency are interwoven as concepts (Carless, 2012).

2.12. Functions of feedback

A much stronger emphasis needs to be placed on defining the functions of feedback in the literature. As an example of earlier attempt, according to Black and William (1998), two main functions of feedback are *directive* and *facilitative*. Directive feedback indicates what needs to be fixed or revised, on the other hand, facilitative feedback is associated with comments and suggestions for students' own revision and conceptualization. Within the scope of higher education, the multifaceted nature of performances in relation to assessment comes to the fore (Price et al., 2010). Considering numerous frameworks and interactions to contribute to pre-service teachers' professional development, feedback fulfils several functions as a constituent (Evans, 2013). The supportive function of feedback, including expressions of gratitude, may activate the mutual understanding to tolerate mistakes, recognize others' specific actions that have led to positive outcomes, cooperate with each other, and alleviate tension (Wood et al., 2010).

When students express gratitude in return for feedback, they might be more prone to ask for help rather than having a tendency to react to feedback negatively, assuming

their expectations are not met. In addition to students' emotional maturity, their perceptions regarding feedback and assessment have an impact on how they respond to feedback (Pitt & Norton, 2016). Therefore, Tuck (2017) asserts that several teachers resort to the accountability function of feedback, namely, establishing dialogue with students in order to eliminate complaints.

As an exchange, feedback can stimulate mutuality and cultivate behaviours such as kindness, empathy, and cooperation with the help of recognition and thankfulness (Rowe, 2013). It also targets to prompt self-reflection in pre-service teachers, enabling them to analyze and reanalyze teaching methods and techniques based on the supervision of university instructors (Wilcoxen & Lemke, 2021). In this regard, feedback functions as a means of observing, evaluating, and keeping an account of PSTs' improvement and teaching performance (Price et al., 2010). Furthermore, in line with the prevailing aspect, feedback also refers to upcoming tasks called 'feed-forward' (Gibbs & Simpson, 2004). Apart from these, it can bridge the gap between theory and practice when the objectives and goals of the program align with the feedback delivered and ways of assessment **(**Grossman, et al., 2008; Vasquez, 2004). Based on a typology put forward by Narciss (2008), feedback could have three functions that are cognitive (e.g., informational), metacognitive (e.g., informational, guiding), and motivational (e.g., encouragement, enhancement of self-efficacy).

2.13. Feedback Models

There have been several attempts to devise feedback models in the existing literature. As Lipnevich and Panadora (2021) state, in line with the emergence of formative assessment and feedback, feedback models were devised in order to describe the procedures and structures of feedback. In many of the current models, as opposed to the former notion of feedback, the learner is both situated at the center of the process and seen as an active agent that obtains feedback, responds to it, and engages with it (Shute, 2008). Namely, the idea pertaining to the role of feedback in changing student behaviors started to shift towards the knowledge construction in students with the arrival of cognitive and constructivist approaches (Panadero et al., 2018).

According to the model by Narciss and Hutt (2004, 2008) based on computer assisted learning, learners' characteristics, teacher, peers, and medium of instruction have an impact on how learners engage with feedback. The model demonstrates factors and processes involved in the external and internal loops as well as the impact of feedback depending on their potential interactions. Narciss (2017) introduced three aspects in relation to the design of feedback strategies as follows: function, content, and presentation of the feedback strategy, learners' individual characteristics, and pedagogical factors. As regards the content of feedback, evaluative factors and informative factors (cues, explanations, analogies, etc.) were suggested. Figure 3 illustrates the suggested model.

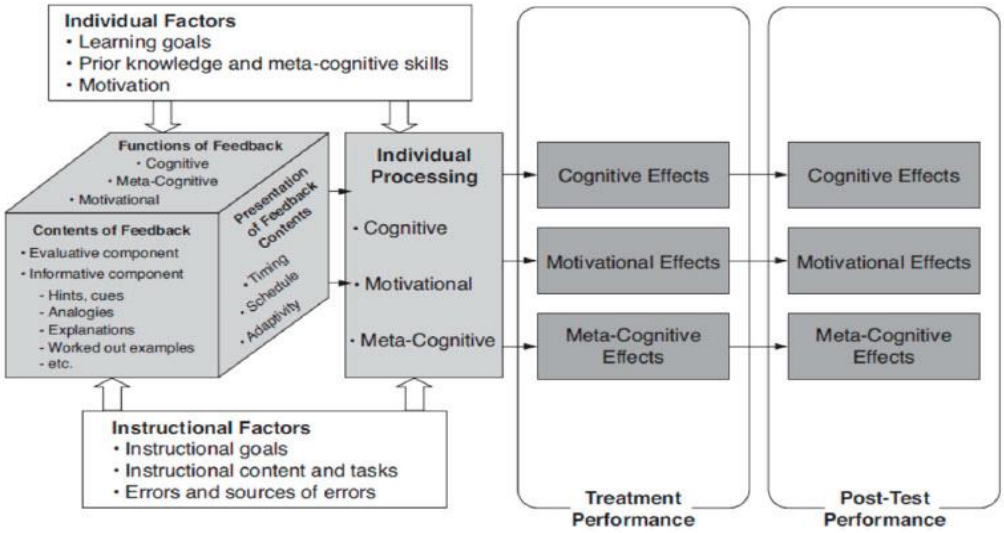

Figure 3. Factors and effects of external feedback (*Lipnevich& Panadero, 2021, p.13)*

Based on the model given above, when an external controller considers external standards in relation to feedback and delivers this knowledge to the internal controller of the learner, feedback is internalized through self-evaluation. Moreover, feedback can differ in timing, schedule as well as adaptivity. Consequently, the model combines various components that affect whether and how feedback is delivered efficiently. Another model that links formative assessment to self-regulated learning has been put forward by Nicol and McFarlane-Dick (2006). The model describes the ways feedback interacts within each of the constituents. To exemplify, it has been suggested that comparing goals to results lead to the internalization

of feedback at cognitive, motivational, and behavioral levels, encouraging the student to make adaptations or keep it the same. In other words, self-feedback concerning the possible gap between the goal and the outcome may require the revisions of the task and adjustments in goals or strategies. Also, various sources of feedback such as the teacher, peer, and technological tools have been presented. Seven good feedback principles influencing self-regulated learning have been summarized as follows: clarifying good performance, conveying high quality information to learners regarding their process, facilitating self-reflection in learning, prompting teacher and peer dialogue related to learning, encouraging motivation and self-confidence, demonstrating the discrepancy between current and desired performance, and providing cues to teachers to adjust their teaching.

Linking instructional recommendations to four different types of feedback, the model by Hattie and Timperley (2007) serves as a typology as well. It is stated that "... feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding." (p. 81). The model is based on the premise that feedback should close the gap between the current performance and desired goal. Accordingly, effective feedback is considered to answer three questions corresponding to a different type of feedback that are 'feed up' (where am I going?), 'feed back' (how am I going?), and 'feed forward' (where to next?). However, it has been claimed that 'feed forward' is the least common type despite being demanded more by the students. Figure 4 demonstrates that feedback is categorized into four levels that are *task, process, self-regulation, and self.*

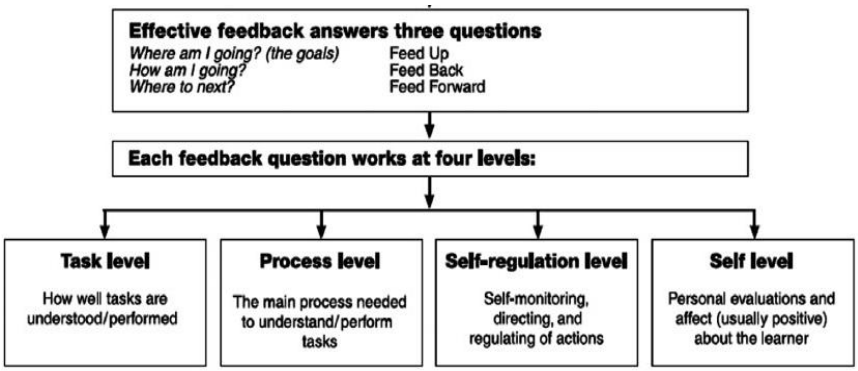

Figure 4. Feedback model by Hattie and Timperley (2007) (Lipnevich& Panadero, 2021, p.15)

With regard to the model, it has been noted that the prevalent type of feedback delivered in an instructional setting is at the task level, namely peculiar comments about the task itself, and the self level that is personal opinions. Nevertheless, it has been emphasized that the process (comments to facilitate the task achievement) and self-regulation (higher-order comments regarding the control of actions and affect) provide more opportunities for improvement. Furthermore, it has been maintained that self level feedback about one's general qualities or traits is not very useful for enhancing performance since it does not explain much in terms of what needs to be improved. Therefore, self-level feedback is considered to impede the other types of feedback, distracting individuals' attention.

As regards assessment feedback in higher education, Evan (2013) proposed a model entitled "the feedback landscape" as a result of reviewing feedback within the context of higher education, interpreting feedback from socio-constructivist and cognitivist perspectives. It was indicated that feedback was mediated by several variables between feedback providers and receivers through as ability, personality, gender, culture, motivation, self-efficacy, approaches to learning, perceived roles in academic learning communities, and so on. Concerning the variables peculiar to lecturers, recognition of other contexts, consonance with other modules, and knowledge of students were suggested. Academic learning community enclosing this engagement referred to resources, lecturers, academic peers, etc. In terms of ensuring practicality, instructional applications of feedback were also described as actions. For instance, providing concise and specific feedback regarding the ways of improvement, assisting students to develop self-evaluation skills including peer feedback groups, negotiating the various forms and sources of feedback along with distance learning opportunities, and defining the role of the student in the process as an active agent were included in the list of practices.

In addition, based on a conceptual framework called 'the feedback triangle' (Yang & Carless, 2013), three dimensions for effective feedback implementations are listed as follows: cognitive, social-affective, and structural dimensions. The interactivity between these dimensions constitutes the feedback triangle, implying that one can be enhanced or impeded by actions taking place in another component (Please, see

Figure 5). It has been suggested that the consideration of three dimensions in relation to one another is needed in terms of capturing teachers' ways of formulating feedback effectively.

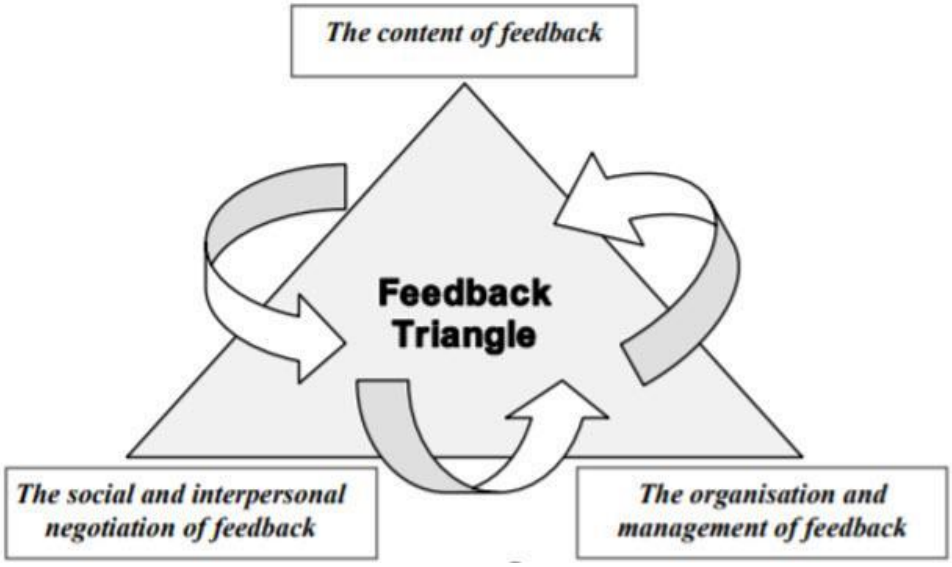

Figure 5. Feedback triangle

The cognitive dimension is associated with "discussion of a concept, strategy, technique, procedure or other aspects of quality of the student work" (p.288), focusing on skills, or task completion strategy, enhancing their ability to self-regulate, leading them to enact knowledge and skills, and guiding them about the discrepancy between current and desired performance**.** In this regard, interactional features of the cognitive dimension included *question asking*, *expressing oneself*, encouraging *reframing of ideas*, promoting *critical evaluation* and *engagement beyond the task*. On the other hand, the social-affective dimension relates to positive (e.g., satisfaction) or negative (e.g., anxiety) reactions (Pekrun et al., 2002), positive teacher responses, receptivity to critical comments, and peer support. It refers to feedback as a social practice that involves emotions and management of relationships impacting how learners study. Moreover, it provides clues regarding how feedback conveys messages about learners' social role in their learning community. As regards the structural dimension, the timing, organization, and modes of feedback are indicated. Namely, the organization and management of feedback processes by teachers and institutions are considered with respect to the last dimension. However,

structural constraints such as the demanding nature of academic life and a large number of students may pose challenges for navigating feedback effectively. Therefore, the utilization of adaptive resources is also emphasized to address several challenges within the structural dimension in terms of extending feedback provision beyond the constraints of time and space in the classroom.

Emphasizing cognitive and affective responses to feedback, Lipnevich et al. (2016) came up with a model based on students and feedback interaction. The authors maintained that the feedback delivered from different sources (i.e. the teacher, peer, computer, etc.) could be perceived differently depending on students' personality traits, cognitive abilities, feedback receptivity, previous knowledge, and motivation. In this regard, the response to the feedback and reactions towards it demonstrate student characteristics and capabilities as well as possible responses in the next course of feedback. Feedback was described as a conversation taking place between the teacher and the student, emphasizing that each utterance would be meaningful for prospective student-teacher interactions. As regards the types of student processing, cognitive, affective, and behavioral dimensions were mentioned. The model suggests that message and student characteristics in addition to responses based on cognitive, affective, and behavioral dimensions might change student performance and learning. Apart from these models, Carless and Boud (2018) have introduced another one focusing on student feedback literacy. The main premises of this model are provided in Figure 6 below:

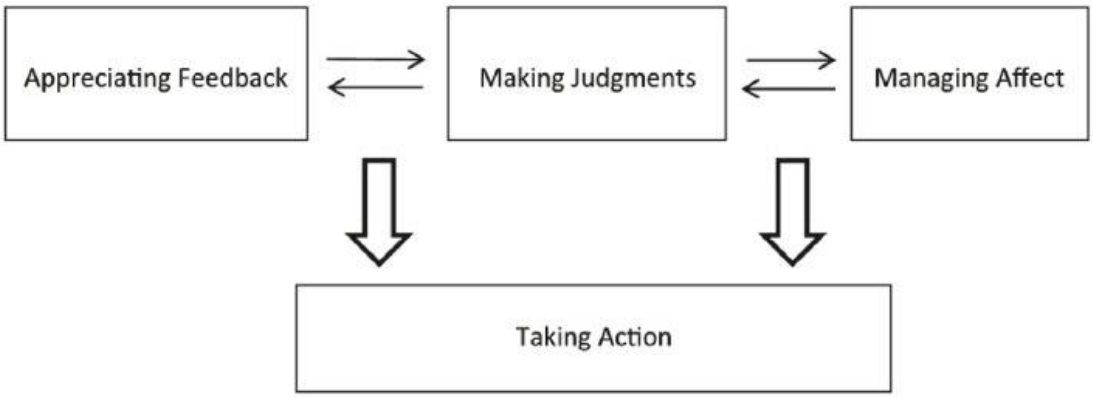

Figure 6. Feedback literacy model (Lipnevich& Panadero, 2021, p.19)

As can be seen in the figure above, the students are required to value processes of feedback, assess the quality of others and their own work, regulate emotions that feedback might provoke, and take action depending on feedback. The model is based on the proposition that information is not feedback per se but rather how students engage with that information matters. Descriptive examples of activities in relation to the development of feedback literacy have been suggested, consisting of peer feedback and the analysis of examples and defining teachers' role in the process.

2.14. Dialogic Approaches to Feedback

Steen-Utheim and Wittek (2017) maintain that the conversations constituting meaning in the form of an intentional and purposeful act can be regarded solely as dialogic, pinpointing the difference between a dialogue and dialogic. On the other hand, any conversation can be considered a dialogue. Yet, feedback as 'telling' that situates the learner as a passive recipient is uncertain since it does not assure that the feedback is understood or negotiated (Boud & Molloy, 2013). Therefore, feedback dialogues are acknowledged as effective and needed for learners (Vattøy et al., 2020; Armengol-Asparó et al., 2020). Carless et al. (2011) describe feedback as "dialogic processes and activities which can support and inform the student on the current task, whilst also developing the ability to self-regulate performance on future tasks" (p.397). In this regard, the need for reframing the feedback process is highlighted as follows:

> Using the educational alliance as a lens reframes the feedback process from one of information transmission (from supervisor to trainee) to one of negotiation and dialogue occurring within an authentic and committed educational relationship that involves seeking shared understanding of performance and standards, negotiating agreement on action plans, working together toward reaching the goals, and co-creating opportunities to use feedback in practice (Telio et al., 2015, p. 612).

Aijawi and Boud (2015) also put forward that one of the effective feedback models is the dialogic feedback model due to reinforcing student learning and aiding students in promoting self-regulation. Feedback as dialogue indicates feedback enabling supervisors and pre-service teachers undertaking conversations based on teaching

performances (Nicol & Macfarlane-Dick, 2006). Dialogic feedback refers to an interactional process that prompts the engagement with feedback from multiple sources such as peers, teachers, and even technologies (Steen-Utheim & Hopfenbeck, 2019). Highlighting such interactive features, Sutton and Gill (2010) state that "active participation in feedback discourse opens up the possibility of students acquiring a different voice, and provides opportunities for the construction, deconstruction and reconstruction of students' academic self-identities" (p. 11).

Taking a sociocultural stance, dialogic feedback consists of the exchange of ideas as well as the mutuality in discourses and relationships between interlocutors (To& Liu, 2018). In this regard, it is an effective means of negotiating the various viewpoints of teachers and students concerning feedback practices (Carless& Chan, 2017). Dialogic feedback equips students with opportunities for posing questions, obscuring their common understandings, asking for clarification, and commenting on each other's conceptions (Xu& Carless, 2017). In this respect, Esterhazy et al. (2019) also highlight 'feedback opportunities', describing them as "those potential encounters incorporated within course designs in which students might seek, generate, or make use of information about the quality of their work" (p.4). Being associated with a divergent form of feedback (Charteris & Smardon, 2014), dialogue can be exploratory, stimulating, and captivating for agents as suggested by Pryor and Crossouard (2008). According to their description, divergent forms of feedback are regarded as "exploratory, provisional or provocative, prompting further engagement rather than correcting mistakes" (p. 4).

Dialogic feedback is a co-constructivist notion derived from circles of dialogue established between interactants. (Askew & Lodge, 2000; Charteris & Smardon, 2014). Considering this collaborative pattern, Klenowski and Wyatt-Smith (2014) defines it as a "dialogic inquiry approach to assessment that takes account of the learners' perspective" (p. 107). Through a sociocultural perspective, feedback serves a facilitative role (Carless et al., 2011) providing opportunities for pre-service teachers to learn through dialogue and engage in shared experiences, leading them to take an active role via raising awareness of their strengths and weaknesses pertaining to their own performance. Many researchers maintain that students should be offered

opportunities to act on the feedback delivered on condition that they are to acquire knowledge based on feedback dialogue (e.g., Carless, et al., 2011; Nicol, 2010).

Nicol (2006) asserts that efficient feedback implies the reinterpretation of the process as "a dialogical and contingent two-way process". Emphasizing the two-way nature of feedback exchange, Carnell and Lodge (2002) maintain that "the best way to achieve this has the characteristics of a conversation rather than a lecture" (p.26). The practices of assessment dialogue between instructor and student have a potential role in both fostering meaning-making and focalizing emotions thanks to deliberative process and normalization (Ryan & Henderson, 2018). As Carey (2013) recommends, encouraging students as 'key players in the educational process' is ensured through dialogue that is 'genuine' (p.257). Hence, students are required to value feedback and their positioning in the process, fulfilling their potential to lead conclusions and develop patterns for the sake of improvement (Boud & Molloy, 2013).

In light of these points, the role of dialogic approaches to feedback in educational contexts cannot be disregarded. Contrary to transmission model of feedback, dialogic feedback requires active participation of interlocutors, contributing to joint construction of meaning and negotiation of feedback. Considering the processes involved in practical courses in teacher education programs, one-way feedback interaction provided to pre-service teachers (PSTs) might fail to achieve its purpose in terms of ensuring clarity of feedback and fostering effective reflection. Hence, EFL teacher educators can merge dialogic feedback processes with practicality to provide PSTs with different types of feedback and raise their awareness of the dynamics of both face-to-face and online teaching.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology that underpins the study. First, research design is explained, which is followed by research setting and participants. Finally, data collection instruments, data collection procedures, and ethical issues are set out.

3.1. Research Design

This study adopts a mixed-methods research design. Dörnyei (2007) defines mixed methods design as "involving the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (p. 164). It provides "a better understanding of a complex phenomenon by converging numeric trends from quantitative data and specific details from qualitative data" (Dörnyei, 2007, p.45). Venkatesh et al. (2013) suggests that a mixed research approach is particularly useful when researchers want to get "a holistic understanding of a phenomenon for which extant research is fragmented, inconclusive, and equivocal" (p.36). Within the scope of mixed-methods design types, this study utilizes an embedded sequential mixed methods (EMM) research design through which a study is enhanced with a supplemental data set, either quantitative or qualitative (Creswell et al., 2003). Figure 7 illustrates the EMM research design procedure utilized for the study.

The Embedded Design (Cresswell et al., 2003) is used when a researcher needs to answer a secondary research question that requires the use of different types of data within a quantitative or qualitative design. To that end, the quantitative and qualitative data are involved in the study using a sequential data gathering process to answer different research questions (Hanson et al., 2005).

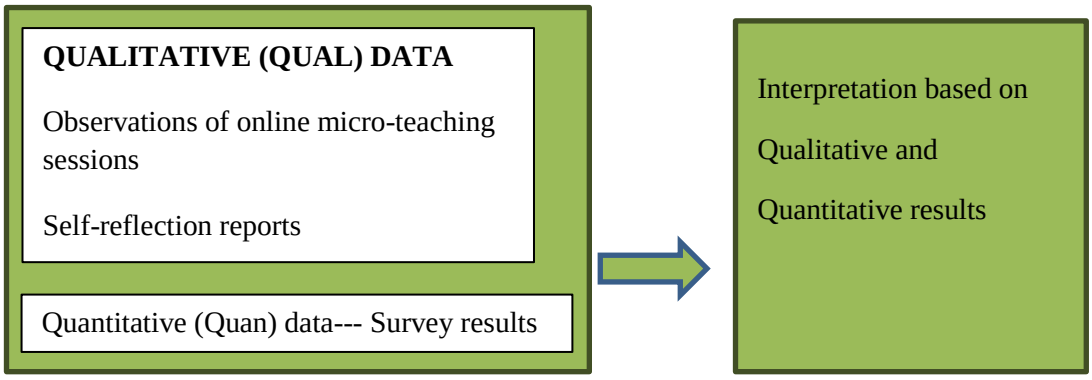

Figure 7. Embedded sequential mixed methods research design procedure

In line with the study purposes, the quantitative data collected through the surveys are embedded within qualitative data gathered from observations of online MT sessions and self-reflection reports. Namely, the secondary data type plays a supplementary role within the design based on the qualitative data. In this regard, in order to answer the third research question concerning the micro-teachers' perceptions of instructor, peer, and self-evaluations, quantitative data is needed.

3.2. Research Setting and Participants

Turkish higher education has been centrally governed by the Council of Higher Education (CoHE) since 1981. In Türkiye, universities have autonomy under the framework of CoHE, enabling university leaders to define objectives, missions, and visions in accordance with national higher education policies (CoHE, 2017). Being an expanding circle country (Kachru, 1992), Türkiye does not assign English as the official language, which is positioned as a foreign language instead of a native language or a second language. Students generally view Turkish universities as having a hierarchical structure, which is likely influenced by the broader national cultural framework of Turkish society (Caliskan & Zhu, 2019). Organizational culture in universities facilitates the understanding of complex interactions between different individuals as well as the institutional framework, rules, and regulations (Tierney, 1998).

According to the CoHE (2016), departments where the medium of instruction is either partially in English (with 30% of courses taught in English) or entirely in

English offer one-year preparatory programs through the universities' School of Foreign Languages. Students who need to complete the compulsory education program can take proficiency exams at the beginning of the year. If they meet the universities' English language proficiency standards, they can directly start their studies in their departments. The research setting for the present study was a state university located in Türkiye. It offers English-medium instruction (EMI) courses. Considering the scope and diversity of international research collaborations, it is regarded as one of the top universities in Türkiye, hosting many international students from different countries.

The study was carried out within the scope of a course called 'ELT Methodology I' offered in an English language teacher education program and delivered online during the Fall 2020 semester. As of October 2020, the course was started in online delivery format temporarily due to the COVID-19 pandemic. This course aims a smooth shift from the theoretical aspects of language teaching to the more practical aspects of it. The pre-service teachers (PSTs) are introduced to the basic techniques of presentation and a variety of exercises/drills with regard to lesson planning, teaching vocabulary, listening, and speaking and tasks to reinforce and practice what has been presented. By focusing on language learner needs and target learner profile, they write learning objectives and instructional goals in alignment with these needs and design lesson plans. They are also familiarized with proficiency descriptors, English language proficiency standards and guidelines, Common European Framework, and so on. In other words, they are expected to foster their content pedagogical knowledge and teaching skills. While ELT Methodology I course focuses on vocabulary, listening, and speaking in terms of teaching points, ELT Methodology II course offered in the spring semesters is associated with teaching reading, writing, and grammar.

The instructor was working as a faculty member in an EFL teacher education program more than 15 years and she was offering mainly courses in the field of English Language Teaching. In this regard, she was giving both ELT Methodology I and ELT Methodology II in successive semesters for again more than 15 years. She did not have a specific training on the delivery of dialogic feedback; however, she

had had experience both face to face and online feedback practices targeting pre-service EFL teachers before the time of the study presented here. In addition, she had M.A. and Ph.D degrees in the field of ELT, focusing on teacher training and technology integration in EFL programs.

The pre-service EFL teachers take two obligatory courses prior to ELT Methodology I, in which they are partially engaged in teaching practices. Together with other practice-oriented courses offered in the following semesters, this course provides the basis for school experience and practice teaching that take place in real classroom settings. Accordingly, PSTs observed mini model lessons and implemented online MT tasks based on listening and speaking skills in addition to vocabulary teaching. Participants prepared their lesson plans in pairs or groups of three. The group members took turns to act as teachers in online MTs implemented with the help of web-based synchronous sessions.

Purposeful and convenience sampling methods were adopted to select participants for the study. In other words, the participants were selected in line with the purpose of the study and considering the uniqueness of experience as the concept of online MT. The course was taken by 85 pre-service EFL teachers that were registered in three different sections. The participants, whose microteaching feedback sessions were analyzed for the purpose of the study, were 57 prospective EFL teachers in their third or fourth year of a pre-service language teacher education program at a state university in Turkey. They attended web-based synchronous classes that took place for three hours once a week. As Figure 8 illustrates, the micro-teachers (MTrs) were categorized based on the sequence of the teaching points in relation to MTs. The number of the microteachers was determined in line with the number of survey respondents.

According to Figure 8, *MTr1- MTr20* refers the MTrs implementing lessons on vocabulary skill. As regards listening skill, the distribution of the MTrs were specified as *MTr21- MTr35* . Moreover, with regard to speaking MTs, they were categorized as *MTr36- MTr51* . Apart from these categorizations, there were also

MTrs who implemented MTs twice due to the fact that their groups consisted of only two members instead of three people.

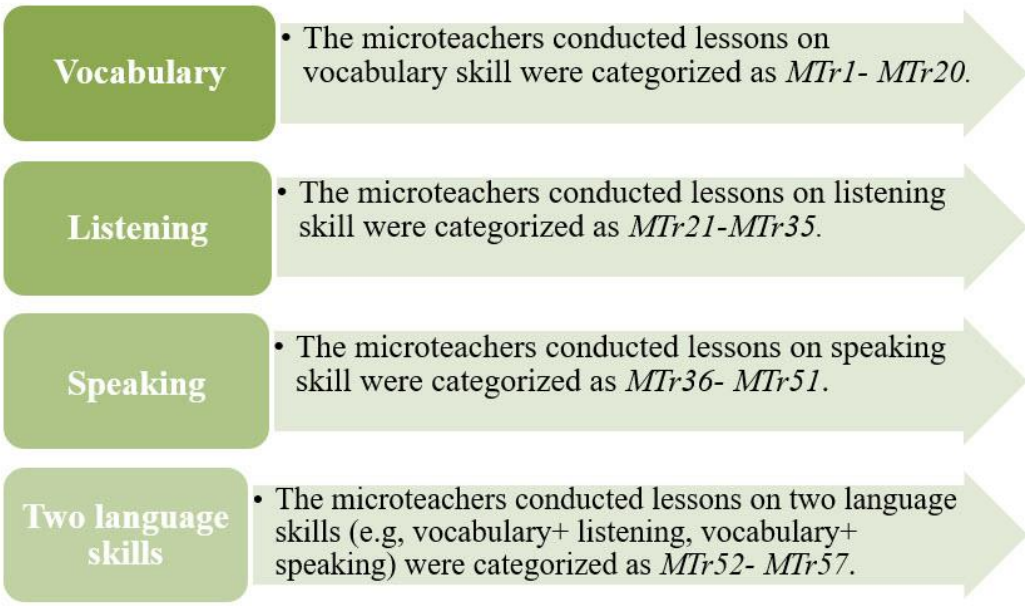

Figure 8. The distribution of micro-teachers based on microteaching points

The sampling was purposeful since the participants experienced online microteaching for the first time instead of being engaged in face-to-face microteaching. In other words, as a technique, criterion sampling in relation to purposeful sampling was used based on specific predetermined criteria. Accordingly, participants having certain experiences were focused on. Moreover, considering that they are inexperienced in the implementation of microteaching, the investigation of feedback practices is an important aspect of the learning environment. As the researcher assisted the implementation of the aforementioned course, convenience sampling was also used.

3.2.1. Survey Respondents

There were 85 pre-service teachers enrolled in an ELT Methodology Course. However, as can be seen in Table 1, 57 participants responded to the online survey questions. The number of male participants was 21 whereas the number of female participants was 36. The participants aged 20-21 were in majority.

Table 1. Demographics of survey respondents

	Age			
Gender	20-21	22-24	25-28	Total
Male	11	10	-	21
Female	26	6	4	36
Total	37	16	4	57

Apart from these, the participants' online teaching experiences prior to the microteaching sessions were in question. Table 2 shows the number of the participants that implemented a synchronous online teaching and used Zoom to teach online.

Table 2. Online teaching experiences of survey respondents

Synchronous Online Teaching		**Using Zoom for Online Teaching**
Yes	13	21
No	44	36

Thirteen participants stated that they engaged in a synchronous online teaching except for implementing a MT session within the scope of the course. Also, 21 of them indicated that they used Zoom for online teaching experiences like private tutoring. However, as can be seen in Table 2, most of them neither conducted a synchronous online teaching (*n*=44) nor used Zoom platform for teaching purposes (*n*=36) beforehand.

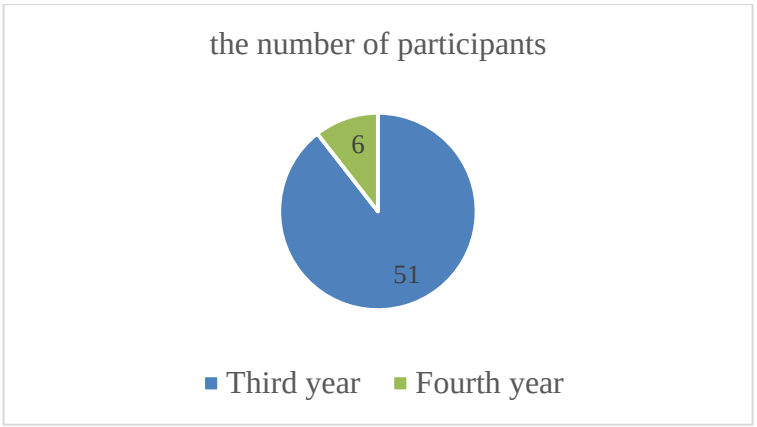

Figure 9. Year of study of the survey respondents

As Figure 9 above illustrates, 51 of the participants were third-year students, whereas six of them were fourth-year students. According to undergraduate curriculum for foreign language education, normally this course is taken in the fifth semester of third year. However, either due to having short-term study abroad experience or taking the same course for the second time, six of the participants were not third year students.

3.3. Data Collection Instruments

Both quantitative and qualitative data collection methods were applied in the present study. Data were collected through online video recordings, an online survey, and self-reflection reports.

3.3.1. Video-Recordings of Online Microteachings

The data were collected over the course of eight-week. Video recordings of online microteaching sessions took place. Perry and Talley (2001) maintain that video is "a powerful tool for bringing the complexities of the classroom into focus and supporting pre-service teachers in connecting knowledge and practice" (p.26). Video-based microteaching has a positive impact on student teachers' observation and analysis through enabling them to observe their actions and peers in addition to the learning atmosphere (So, 2009). Student teachers can determine areas of improvement in relation to their professional development owing to microteaching videos, discussions based on evidence, and reflective processes (Masats & Dooly, 2011).

Each microteaching session lasted on average 15-20 minutes; however, the duration of lesson plans was 45 minutes**.** The online microteachings were mainly video recorded via a screen capture tool called Loom as well as the recording features of the Zoom application. Video technology has been proposed as a means of enabling and enhancing professional development activities **(**Perry et al., 2020, p.616). The instances of feedback emerging from self, peer, and instructor evaluation were focused on (Please, see Figure 10). To that end, meticulous notes were taken by the researcher while observing teacher candidates' microteaching performance and post-teaching feedback sessions. The length of feedback sessions lasted from about 7 to 10 minutes with an average length of 8,5 minutes.

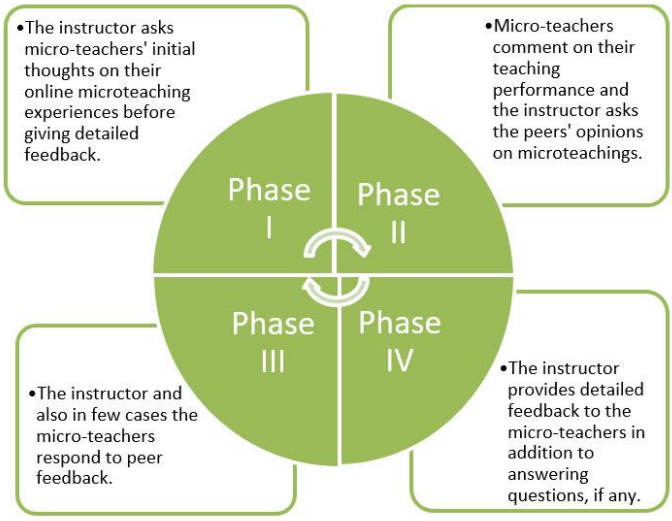

Figure 10. The execution of online feedback sessions in interrelated phases

As regards Phase I, in accordance with Graham's (1996) questions, the instructor asks pre-service teachers about their initial thoughts on microteaching before giving detailed feedback (e.g., How do you feel? Was it according to your plan?). After hearing about micro-teacher's brief comments, in Phase II, the instructor asks the classmates' opinions regarding the teaching practice in relation to *peer-evaluation* (e.g., What did you like about his/her teaching and the lesson overall? Would you like to suggest anything for improvement?). With regard to Phase III, mainly the instructor and in few cases also the micro-teachers respond to peer feedback. Then, in Phase IV, the instructor provides detailed feedback to the micro-teachers concerning their teaching performance and lesson planning. To that end, she makes suggestions to improve the content of lesson plans and the execution of activities. She also asks the micro-teachers whether further information is needed, or anything is unclear.

3.3.1.1. The Lesson Focus of Microteaching Sessions

As Figure 11 illustrates, twenty out of 57 respondents indicated the lesson focus of their micro-teaching sessions as vocabulary (*n*=20), which was followed by listening (*n*=16) and speaking skills (*n*=15) respectively. Moreover, 6 participants engaged in microteaching sessions based on two skills (e.g., vocabulary & listening or vocabulary& speaking). This situation was applicable to the ones that worked in pairs. Since most of the groups consisted of three members, each of them implemented a MT session alternately based on only one language skill.

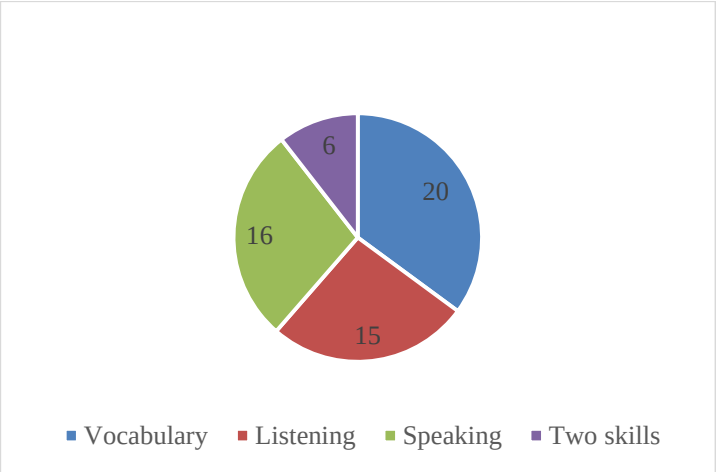

Figure 11. The numbers of lesson foci of microteaching sessions

The number and the lesson focus of online video-recordings of feedback sessions were determined considering the answers of survey respondents. It was reported that the micro-teachings based on vocabulary (*n*=20), listening (*n*=15), speaking (*n*=16), and two language skills (*n*=6) were implemented. Being the first MT experience, the lesson plans based on vocabulary skill were prepared considering only elementary level learners.

Table 3. Lesson focus (teaching point): vocabulary

Proficiency level	*n*	Lesson Theme
Elementary	20	Body Parts
		Vegetables
		Feelings (x2)
		Numbers
		Jobs and Occupations (x2)
		Parts of the House
		Colors
		Face Parts (x2)
		Classroom Objects
		Family Members (x2)
		Musical Instruments
		In the Kitchen
		Fruits
		Animals (x2)
		Winter Clothes

Lesson themes selected for vocabulary teaching were various including *body parts*, *vegetables*, *feelings*, *numbers*, *parts of the house*, *colors*, *classroom objects*, *musical instruments*, *fruits*, and *winter clothes*. A few themes such as feelings, face parts, family members, and animals were chosen twice.

As regards the proficiency levels concerning micro-teachings based on listening, twelve online feedback sessions for elementary, intermediate, and upper-intermediate levels (four each) as well as three feedback sessions for advance level were selected. Like vocabulary MTs, lesson themes were varied ranging from *fairytale* to *social media and digital detox* as presented in Table 4 below.

Table 4. Lesson focus (teaching point): listening

Proficiency level	*n*	Lesson Theme
Elementary	4	Christmas
		Bedtime Routines
		Making an Apple Pie
		Fairytale
Intermediate	4	Weather
		A Historical Place in the World
		A Short Clip from a TV series
		New Year
		Animated Movie
Upper Intermediate	4	World Wide Web
		Social Media and Digital Detox
		How to Improve Your Memory
		Aesthetic Surgery
		Sleep Deprivation
Advanced	3	Birthday Parties
		Comedy Series
		Vikings and the History

Moreover, as far as the proficiency level allows, the micro-teachers chose lesson themes such as *ethical dilemmas*, *cloning*, *gun rights*, etc. to foster discussion in

speaking MTs. Table 5 demonstrates the lesson themes of selected online feedback sessions for each proficiency level.

Table 5. Lesson focus (teaching point): speaking

Proficiency level	*n*	Lesson Theme
Elementary	4	Dream Jobs
		Friends
		Hobbies
		Abilities (can/can't)
Intermediate	4	Job Interviews
		Climate Change
		Annoying Things
		Ethical Dilemmas
Upper Intermediate	4	Being Tactful
		Cloning
		Mandatory Uniforms at Schools
		COVID-19 Vaccine
Advanced	4	Abortion
		Video Games
		New Year's Resolutions
		Travel
		Gun Rights

As can be seen from the tables illustrating the selected topics, the microteachings on vocabulary skill mainly included basic themes such as *food*, *body parts*, *classroom objects*, etc. On the other hand, with the intention of fostering the exchange of ideas and promoting discussion during the sessions, microteachings based on listening and speaking skills were based on more advanced topics such as *climate change*, *ethical dilemmas*, *esthetic surgery* etc.

The varied proficiency levels regarding the integration of listening and speaking skills into microteachings also influenced the choice of themes. Accordingly, MTs

based on upper-intermediate and advanced skills were more demanding in terms of the expected level of student production. For this reason, they were also more realistic in terms of the dynamics in online teaching and learning. Although lesson planning phase was more challenging for the MTrs, the flow of the sessions was generally pleasing considering participation and interactivity. In such cases, the MTrs were less likely to get bored pretending to act like real students.

3.3.2. Self-reflection Reports

The PSTs uploaded their microteaching videos on the university's learning management system (LMS), enabling only the access of instructor and the course assistant to the videos. Before introducing a new teaching point, the instructor asked them to submit their reports on the learning management system (LMS) of the university. Upon watching their videos individually, they wrote self-reflection reports on their MT performance as part of the regular course requirement (please see App. A). This stage prompted them to have a 'second look' and 'second think' (Charteris & Smardon, 2013) regarding their lesson planning skills and MT performance and to reflect on dialogic feedback processes in online feedback sessions.

The micro-teachers reflected on new aspects that they have discovered about themselves as teachers, considering specific points such as classroom management, smooth transition between activities, engagement of learners, interaction with students, and teaching enthusiasm, etc. with the help of the guiding questions. Also, in alignment with the transmission to online teaching, a few questions concerning the benefits and challenges of teaching online, suggestions for teaching online, and the perceptions of dialogic feedback processes were added. Moreover, they commented on what has worked in their teaching and what could have been done differently. They were also asked to identify their mistakes related to vocabulary, grammar, and pronunciation. As regards the online aspect of microteaching, they referred to the benefits and challenges of the implementation. In line with the scope of the study, the report template was adapted via the inclusion of additional questions concerning the effectiveness of dialogic feedback and teaching online.

3.3.3. Online Survey

An online survey consisting of items based on instructor, peer, and self-evaluations was administered towards the end of the semester. With regard to the design of the online survey, nine items were taken from the questionnaire by Adcroft (2011) (please see App. B, for the original questionnaire). Minor additions to the items were made in accordance with the context of the study. In that vein, either 'online instructor feedback' or 'online peer feedback' was included in the items instead of merely expressing it as 'feedback'. Moreover, some items were modified considering the microteaching experience itself. For instance, the statement "Feedback is a crucial element of my whole learning experience" was replaced by "Online instructor/peer feedback is a crucial element of my microteaching experience". Furthermore, in line with the peer evaluation aspect, one more item was included in the survey based on the questionnaire by Seifert and Feliks (2019). Accordingly, the question "To what extent did you think that your peers' comments were fair?" was restated as "My peers' comments on my microteaching performance were fair". As a result of coming up with ten items based on 'online instructor feedback', the same items were also adapted to the case of 'online peer feedback' (see Appendix C & D).

The questionnaire was piloted with five third-year students taking an ELT Methodology Course. Some revisions were made regarding the wording of certain items to make them clearer and more understandable. To exemplify, "The online peer feedback I have received has helped to identify the gap between my current and hoped for performance" was revised as "Online peer feedback on my microteaching has helped to identify my current and hoped for performance". The survey was finalized after the piloting phase was over.

3.4. Data Collection Procedures

The data collection procedure lasted an academic semester through a nine-week microteaching process. Table 6 demonstrates the data collection instruments in relation to research questions and data analysis methods.

Table 6. Research questions, data collection instruments, and data analysis

Research Questions	**Data collection instruments**	**Data analysis**
1. What do the video-recorded online synchronous microteaching sessions of pre-service EFL teachers in a methodology course indicate in terms of: **a.** social-affective aspects of initial verbal self-evaluation, instructor feedback, and peer feedback? **b.** cognitive aspects of initial verbal self-evaluation, instructor feedback, and peer feedback? **c.** functions of initial verbal self-evaluation, instructor feedback, and peer feedback? **d.** instructor responses to peer feedback? **e.** micro-teachers' responses to the instructor and peer feedback?	*Online video recordings*	*Discourse analysis* the social-affective and cognitive aspects feedback: *The feedback triangle* (Yang & Carless, 2013), *Four quality dimensions of dialogue* (Steen-Utheim & Wittek, 2017) + categories that emerged from the data *Relative frequency*
2. What do the pre-service EFL teachers' self-reflection reports submitted after implementing online microteachings indicate in terms of: **a.** social-affective aspects of written self-evaluation? **b.** cognitive aspects of written self-evaluation? **c.** functions of written self-evaluation?	*Self-reflection reports*	*The feedback triangle* (Yang & Carless, 2013), *Four quality dimensions of dialogue* (Steen-Utheim & Wittek, 2017) *the functions of feedback:* Black and William (1998) 1.directive 2.facilitative + categories that emerged from the data

Table 6. (continued)

3. What are the pre-service EFL teachers' perceptions of instructor, peer, and self-evaluations regarding online microteachings?	*Online survey*	Descriptive statistics Frequency analysis

The implementation of online MT sessions took place between November 2020 and January 2021. In each month, the instructor allocated one week to provide theoretical information on the target language skills and to implement a demo lesson accordingly. Then the participants prepared their lesson plans in pairs or groups of three. When a microteacher was executing a planned lesson, the other members in each group were responsible for screen capturing and recording the teaching. The candidate simulating the role of the teacher assumed that the audience consisted of actual K-12 students. Figure 12 represents data collection procedures.

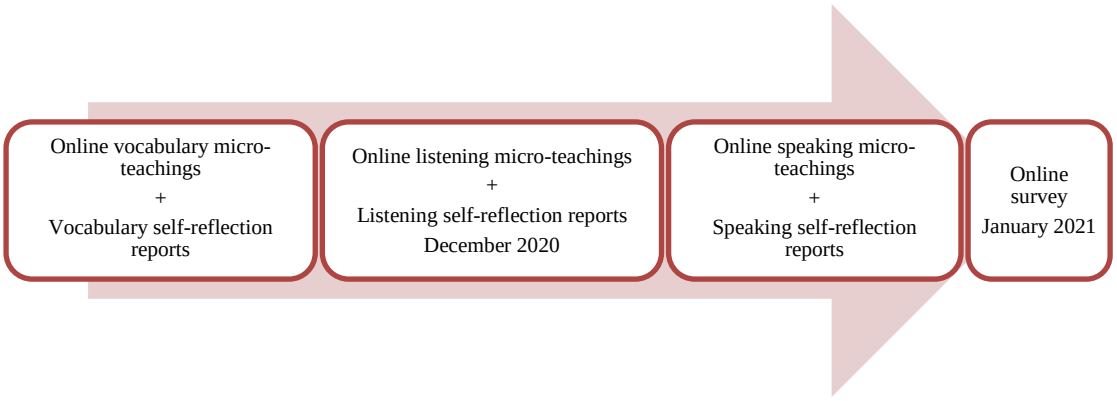

Figure 12. Data collection procedures

After conducting online micro-teaching tasks, they submitted self-reflection reports through watching the video-recordings of their MTs. In this regard, the micro-teachers were required to engage in video-based reflection. Accordingly, they commented on various aspects related to their teaching experiences such as interactions with students, transitions between activities, benefits, and challenges of online teaching, and so on. Also, lesson plans were revised depending on feedback received and uploaded again, when necessary. Furthermore, in January 2021, an online survey was applied to explore pre-service teachers' viewpoints in relation to the instructor and peer feedback as well as the procedures of online microteachings**.**

3.5. Data analysis

The feedback sessions of the recorded microteaching lessons were transcribed upon watching each video a few times. The total duration of microteaching feedback sessions was 472 minutes. The length of videos lasted about 7 to 10 minutes with an average length of 8,5 minutes. A discourse analysis approach was used to analyze the online feedback given by the instructor and peers in addition to the micro-teachers' responses. Walsh (2013) defines discourse as "written or spoken texts which have been produced in a particular context or for a specific purpose (p.23). A software program called MAXQDA was utilized to organize and analyze qualitative data (Please, see Appendix E for the coding sheets). To that end, in order to detect whether patterns exist across the types of feedback, different sources of feedback were pinpointed. The emergent categories were contrasted to find similarities or differences in line with structural coding. Structural coding is associated with a question-based code that "acts as a labeling and indexing device, allowing researchers to quickly access data likely to be relevant to a particular analysis from a larger data set" (Namey et al., 2008, p.141). In this regard, structural codes (i.e. cognitive aspects, social-affective aspects, and functions of feedback) derived from the content of research questions were linked to the analysis of excerpts. Later on, relative frequency was implemented. In other words, the frequency of occurrence of a particular code against total occurrences was measured. For instance, as regards initial verbal self-evaluation (IVSE), the percentage of the code named 'expressing satisfaction' was determined by considering the total frequency of social-affective aspects of the IVSE.

With regard to discourse analysis, the conceptual framework called 'the feedback triangle' (Yang & Carless, 2013) was taken into consideration as a starting point. Accordingly, three dimensions for effective feedback implementations are listed as *cognitive, social-affective,* and *structural* dimensions. With regard to the analysis of the content of online instructor and peer feedback in addition to initial verbal self-evaluation, cognitive and social-affective dimensions were taken into consideration. In addition to these two dimensions, the codes that emerged from the data were also used for the analysis. However, in line with the purposes of the study, the structural

dimension of feedback was excluded. Instead, functions of feedback were focused on to determine the purposes of feedback from different sources.

During the coding process, apart from the analysis model derived from the feedback triangle (Yang & Carless, 2013), four quality dimensions of dialogue (Steen-Utheim & Wittek, 2017, p.22) also gave clues for naming the emergent codes. Accordingly, Steen-Utheim and Wittek implement four quality dimensions of dialogue as follows:

- *emotional and relational support*

(e.g., listening to the students, using supportive and emotional words)

- *maintenance of dialogue*

(e.g., turn allocation, preparing the grounds for meaningful interaction that supports student learning from feedback, initiating new beginnings)

- *expressing themselves*

(students' opportunities to express themselves, supporting students' active participation in a feedback dialogue)

- *the other's contribution to individual growth*

(e.g., challenging students' current understanding by asking questions, bringing new knowledge into the dialogue)

This model especially served as a guideline to categorize the turn takings when the instructor invited the students to comment on the micro-teacher's performance by asking questions and using tag questions. As she supported students' active participation in feedback dialogues, 'maintenance of dialogue' and 'initiating' were added to the list of codes. Moreover, there were instances of where the instructor engaged in 'bringing new knowledge into the dialogue' and 'challenging students' understanding' through asking rhetorical questions. As regards the instances where she supported students' active participation in a feedback dialogue, 'prompting' referred to fostering self-reflection, self-explanation and peer reflection.

As regards the functions of feedback, Black and William (1998), two main functions of feedback that are *directive* and *facilitative* were included. Directive feedback indicates what needs to be fixed or revised, on the other hand, facilitative feedback is

associated with comments and suggestions for students' own revision and conceptualization. In order to determine the functions of initial verbal self-evaluation, instructor and peer feedback, these functions and the ones that emerged from the data were taken into consideration. Moreover, *motivational* function of feedback was included within the scope of instructor feedback and peer feedback based on the feedback model of Narciss (2008). Although they are not indicated under the name of functions, *initiating* and *acknowledging* (Steen-Utheim& Wittek, 2017) were also added to the functions of IF in connection with the cognitive aspects called maintenance of dialogue.

Furthermore, to ensure consistency in the meanings that were attached to the data, the participants' self-reflection reports were also analyzed via content analysis based on the feedback triangle. The method of content analysis is defined as "…a strict and systematic set of procedures for the rigorous analysis, examination, and verification of the contents of written data" (Cohen, et al., 2007, p. 475). First, all the reports were read several times. Then emergent codes were identified and classified. Following the classification process, emergent codes were grouped into broader major themes, namely social-affective aspects, cognitive aspects, and functions.

Lastly, the data gathered via online surveys were analyzed through descriptive statistics to interpret mean scores and standard deviation. Mackey & Gass (2005) states that "descriptive statistics can help to provide simple summary or overview of the data, thus allowing researchers to gain a better understanding of data set" (pp. 250-251).

3.6. Ethical Issues

The approval of Human Subjects Ethics Committee of Middle East Technical University was taken before conducting the study (See Appendix F) The participants were informed about the purpose of the study through explicit consent statement form (See Appendix G). The stages of data collection process were also explained to them. They were asked to sign the online consent form if they would like to participate. In this regard, pre-service EFL teachers were aware that the video

recordings of their MT feedback sessions would take place, which would be followed by an online survey. In addition, pseudonyms were used in the excerpts taken from the feedback sessions to protect the participants' rights. In terms of confidentiality, each participant was assigned a number so that they were mentioned through these numbers in the study. Data privacy was also ensured.

CHAPTER 4

FINDINGS

Within the scope of this chapter, the findings of the study are provided in line with the order of research questions. To that end, tables, figures, and excerpts are given in order to represent the prominent features of data. With regard to the excerpts, the following abbreviations are used in relation to terms: cognitive aspects (CAs), instructor feedback (IF), initial verbal self-evaluation (IVSE), microteaching (MT), micro-teacher (MTr), peer feedback (PF), social-affective aspects (SAAs), and written self-evaluation (WSE).

4.1. Findings related to Research Question 1a: The social-affective aspects of initial verbal self-evaluation, instructor feedback, and peer feedback

The qualitative analysis of the data demonstrated that social-affective aspects (SAAs) were involved in the delivery of feedback. As regards initial verbal self-evaluation, five codes were obtained. On the other hand, eight codes were found in relation to the social-affective aspects of instructor feedback (IF). Similarly, with regard to peer feedback (PF), seven codes were listed. The overall codes are presented in Figure 13.

Considering previous literature on emotional aspects involved in feedback processes, a few codes were determined accordingly. To illustrate, with respect to the SAAs of IF and PF, *showing empathy* and *encouraging micro-teachers* were included based on the model called four quality dimensions of dialogue (Steen-Utheim& Wittek, 2017). Moreover, in line with the suggestion of Carless (2006), *showing sensitivity to micro-teachers 'emotional responses* was added to the list of codes for both IF and PF. Drawing on Barnett (2007), *confronting emotional risks* was another code related to SAAs of initial verbal self-evaluation. The remaining codes appeared as a result of qualitative data analysis.

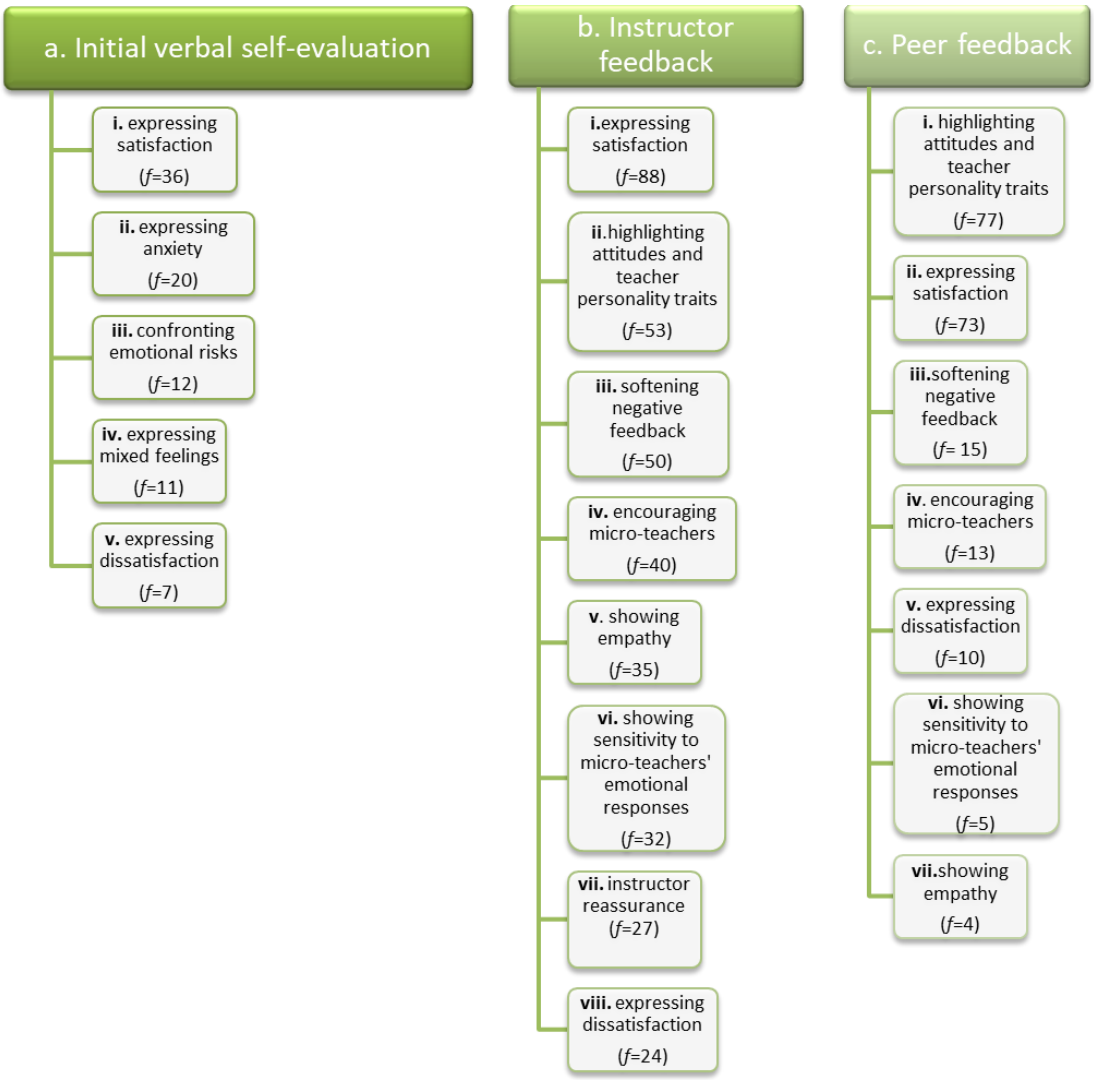

Figure 13. The overall codes for the social-affective dimension

Social-affective aspects of initial verbal self-evaluation, instructor feedback, and peer feedback are presented in a detailed way in the following sections. To that end, excerpts illustrating each code are provided. Also, explanations related to the excerpts are given.

4.1.1. Social-affective aspects of initial verbal self-evaluation

Micro-teachers were asked to express their feelings and impressions regarding their online microteaching experiences just after the implementations. Accordingly, in relation to the social-affective aspects (SAAs), *expressing satisfaction* (*f*=36), *expressing anxiety* (*f*=20), *confronting emotional risks* (*f*=12), *expressing mixed*

feelings (*f*=11), and *expressing dissatisfaction* (*f*=7) were included in the social-affective aspects of initial verbal self-evaluation (IVSE). The social-affective aspects for initial self-evaluation are presented in Table 7. In most cases, *expressing anxiety* emerged with *expressing mixed feelings*, *expressing dissatisfaction*, and *confronting emotional risks* as well. The sample excerpts concerning the most prominent three codes are provided below.

Table 7. Codes and frequencies related to social-affective aspects of initial verbal self-evaluation

Codes & Frequencies (*f*)
i. Expressing satisfaction (*f*=36)
(e.g., I think it was pretty good. I was enjoying myself.)
ii. Expressing anxiety (*f*=20)
(e.g. I was incredibly nervous. I mean I'm still shaking a little bit.)
iii. Confronting emotional risks (*f*=12)
(e.g., Actually, it was my shame. I've learnt the pronunciation of 'surprised' here, I guess.)
iv. Expressing mixed feelings (*f*=11)
(e.g., It just finished and I'm happy, but I don't know.)
v. Expressing dissatisfaction (*f*=7)
(e.g., I wish I could let everyone talk. It was a small percentage of talk.)
Total (*f*=86)

As Table 7 demonstrates, the frequency of the utterances concerning satisfaction was found to be the highest one. In that vein, they attributed the feeling of satisfaction to several cognitive and social-affective aspects arising from the nature of online MTs and teacher presence:

Excerpt 1

I: Especially for the vocabulary microteachings, I like it at least when we have one different language so that we can all put ourselves in the shoes of learners and see how it feels. I think in that was it was also beneficial for all of us. I really liked the whole lesson. It was really fun, and it was effective.

MTr18: Thank you. I'm really glad. I've never done a lesson like this, and I tried to imagine that everyone was seven years old. Everyone did so good. I remember their answers (IVSE, SAAs: expressing satisfaction).

The excerpt above was taken from a vocabulary microteaching on colors. The MTrs were flexible in choosing another language rather than English only for vocabulary MTs. In this case, the target language was German. Since most of the peers had no background in German, the MT was implemented in a more realistic way compared to the others. Also, they tended to make the link between their satisfaction and the level of participation in the MTs:

Excerpt 2

I: Eren, how do you feel about the overall lesson? Was it according to your plan?

MTr16: Yes, actually. I tried to apply my plan, and I could apply it. I think it was nice because everyone could participate in the lesson. I put a lot of emphasis on everyone's attendance. I guess I could do that (IVSE, SAAs: expressing satisfaction)

Nonetheless, they tended to be emotionally sensitive and uncertain of their teaching efficiency immediately after implementing microteachings. Therefore, in addition to *expressing satisfaction*, some of them like MTr22 and MTr49 revealed how anxious they felt:

Excerpt 3

I: How did it go?

MTr22: It was very difficult to control the class.

I: Was it?

MTr22: It is the second time, but I feel really… I don't know… anxious and I felt something is missing in microteaching. If it happens in the middle of microteaching, you feel really bad (IVSE, SAAs: expressing anxiety).

As shown in Excerpt 3, classroom management was a matter of concern considering the dynamics of the online teaching environment. Due to the level of participation, insufficient nonverbal signals, and having cameras off, it was perceived as a challenging aspect of MT even in the second online teaching experience. Moreover, the feeling of anxiety generally emerged more in the initial moments of the MTs:

Excerpt 4

I: Ece, how was it?

MTr49: Initially, I was very anxious. I don't know if you realized, but I started to lose control of my voice, so it started getting shaky. At first, I didn't concentrate on it (IVSE, SAAs: expressing anxiety)

The micro-teachers also tended to express their anxiety when reflecting on their teaching performances. Some of them also referred to both positive and negative emotions as well as neutral feelings regarding their experiences. Moreover, some others disclosed perceived weaknesses of themselves as a teacher and confronted emotional risks in case of negative reactions of the instructor as given in the following excerpts:

Excerpt 5

I: Let's first ask Nur about how she feels.

MTr46: I think it went pretty well, but I was so excited. I was going to ask you "what are your favourite TV shows?", but I forgot to do it. I don't know, but the others went pretty smooth, I guess (IVSE, SAAs: confronting emotional risks).

Excerpt 6

I: Let's first hear from you. What do you think?

MTr17: I'm happy right now, but I was a bit nervous too. Actually, I forgot to give instructions about some activities. I'm aware of that.

Excerpts 5 and 6 exemplify that few MTrs also mentioned the perceived drawbacks of their MT performance although they were not overtly observed by the instructor and peers. In this regard, they behaved in an honest way. Moreover, they somehow provided opportunities for receiving further feedback.

4.1.2. Social-affective aspects of instructor feedback

Concerning the social-affective aspects (SAAs) of instructor feedback (IF), emergent codes were *expressing satisfaction* (*f*=88), *highlighting attitudes and teacher personality traits* (*f*=53), *softening negative feedback* (*f*=50), *encouraging micro-teachers* (*f*=40), *showing empathy* (*f*=35), *showing sensitivity to micro-teachers'*

emotional responses (*f*=32), *instructor reassurance* (*f*=27), and *expressing dissatisfaction* (*f*=24) as illustrated in Table 8 below. In this regard, the instructor was mostly satisfied with the micro-teachers' efforts put into lesson planning and teaching performances in relation to cognitive aspects as shown in the following excerpts:

Excerpt 7

I: What else?

silence

I: What I particularly liked that they used some characters from well-known TV shows, so that was very helpful. Most of the students would know those characters, so that's why they're very meaningful for them (IF, SAAs: expressing satisfaction)

In the excerpt above, the instructor thinks highly of the MTr's online material design to introduce the selected topic. Namely, the importance of the target students' familiarity with the content is highlighted. Excerpt 8 presents another situation in which the instructor expressed her satisfaction:

Excerpt 8

PF: It was not boring. It was fun to listen. His attitude was very nice.
MT: Thank you as well.

I: Actually, he also used certain praising techniques, so that was good. Even advanced level learners need some kind of encouragement. He was encouraging you all the time, so I really liked his voice as well. I mean you have a great teaching voice, and your pronunciation was very good. You can be a great role model for your students (IF, SAAs: expressing satisfaction).

It can be deduced from the above excerpt that the expression of satisfaction was related to both SAAs and cognitive aspects. The instructor needed to mention SAAs first as a response to peer feedback, followed by the main focus of her feedback, which was related to paralinguistic features of teacher speech.

When providing feedback, the instructor highlighted attitudes and teacher personality traits contributing to the efficiency of the microteachings as well:

Excerpt 9

I: Let's start with the things that we liked.

Silence

MT: You liked nothing? *(laughs)*

PF: He was very encouraging, and I think the plan was well-prepared.

I: He was encouraging. He used praise and he was kind to students. He was extremely tolerant. He said, "even if you have one, that's OK". He was not a strict teacher (IF, SAAs: teacher attitudes & personality traits).

Table 8. Codes and frequencies related to social-affective aspects of instructor feedback

Codes & Frequencies (*f*)
i. Expressing satisfaction (*f*=88)
(e.g., I also liked the fact that for the advanced level learners, you used authentic materials.)
ii. Highlighting attitudes and teacher personality traits (*f*=53)
(e.g., I really liked your energy as a teacher. You were very enthusiastic.)
iii. Softening negative feedback (*f*=50)
(e.g., Something that I would like to say, because it is your first microteaching, sometimes it is difficult for you to adjust your speech.)
iv. Encouraging micro-teachers (*f*=40)
(e.g., You are going to be an excellent teacher!)
v. Showing empathy (*f*=35)
(e.g., I know that here you want to condense your activities because time is limited.)
vi. Showing sensitivity to micro-teachers' emotional responses (*f*=32)
(e.g., It's quite understandable, don't worry about it.)
vii. Instructor reassurance (*f*=27)
(e.g., Trust me, in time, it becomes much more automatic and comfortable, especially when you have your own classes.)
viii. Expressing dissatisfaction (*f*=24)
(e.g., Only the lead-in seems a little bit vague, so I wish you had replaced your contingency with your lead-in.)
Total (*f*=349)

As Excerpt 9 above demonstrates, the instructor encouraged peers to refer to the strengths of MTs first before asking them to comment on the areas for improvement. She also emphasized the importance of teacher personality traits and positive teacher presence to enhance the atmosphere of the teaching environment:

Excerpt 10

Something that I'd like to repeat for you as well "try to smile". Smiling helps and also makes you enjoy the lesson as a teacher. When students see that you enjoy the lesson genuinely, they also enjoy the lesson. I know that you're a little bit under stressed because of the technical issues, that's why probably (IF, SAAs: teacher attitudes& personality traits).

Whenever the instructor needed to emphasize the points to be improved in relation to teaching performance or lesson planning, she attempted to soften the impact of negative feedback and give it in a more constructive way. For instance, she first praised the content and design of an activity, and then made a comment with respect to sequencing the activities:

Excerpt 11

I: The lesson plan itself is very good, well-organized. Only the lead-in seems a little bit vague, so I wish you had replaced your contingency with your lead-in. The contingency is great. I think the discussion with the students about their own experiences and the conversations would be great to have in lead-in part. We just went straight to the PowerPoint Presentation. You can find something else for the contingency (IF, SAAs: softening negative feedback).

MTr42: Thank you so much for your feedback.

Similarly, assessing the appropriateness of activities included in a vocabulary microteaching based on the target proficiency level, she stated that:

Excerpt 12

PF: Do the students know all the words in the song?

I: I don't think so.

PF: Would it a be problem for the students?

I: If it is just one or two, it may not be a problem, but in general it can be a problem. Actually, I was going to comment about it. I think this is an

elementary lesson mixed with intermediate materials. It's something in between, but it has some kind of identity crisis. I don't know… like identity crisis (laughs). I think the materials and the activities are wonderful, but they should be like in two different lessons. The words that you selected for teaching are elementary level, and also the colourful handouts that you had are very suitable for an elementary class, but the song and writing a recipe… Those are intermediate level (IF, SAAs: softening negative feedback).

Despite being a rare case, the peers asked questions to the instructor to clarify aspects related to lesson planning and procedures as well as the use online materials as shown in Excerpt 12. In this regard, peers also provided feedback in the form of questions. She often applied the feedback sandwich method, possibly not to discourage the MTrs regarding their teacher self-efficacy beliefs.

4.1.3. Social-affective aspects of peer feedback

Moreover, as Table 9 demonstrates, the social-affective aspects of peer feedback (PF) shared many similarities in terms of the emergent codes such as *highlighting attitudes and teacher personality traits* (*f*=77), *expressing satisfaction* (*f*=73), *softening negative feedback* (*f*=15), *encouraging micro-teachers* (*f*=13), *expressing dissatisfaction* (*f*=10), *showing sensitivity to micro-teachers' emotional responses* (*f*=5), and *showing empathy* (*f*=4).

As Table 9 demonstrates, regarding the social-affective aspects of peer feedback (PF), they underlined attitudes and teacher personality traits to a considerable extent. To that end, they through the eyes of real students, assumed that those microteachings were implemented in real teaching contexts. For example, as indicated below, two student teachers put an emphasis on teacher encouragement, student engagement, and teacher enthusiasm:

Excerpt 13

I: I: It was quite good. You seemed very cheerful at the same time, very enthusiastic. Also, I really liked your transitions. And your instructions were very clear. Let's ask your friends. What did you like about this lesson, guys?

PF: She was really supportive in the classroom environment. She was smiling all the time. I think that is a good thing for students to participate (PF, SAAs: attitudes & teacher personality traits)

Table 9. Codes and frequencies related to social-affective aspects of peer feedback

Codes & Frequencies (*f*)
i. Highlighting attitudes and teacher personality traits (*f*=77)
(e.g., During the lesson, he was quite kind towards the students.)
ii. Expressing satisfaction (*f*=73)
(e.g., If I were a high school student, I would definitely want to hear about this. I think students can use it in daily life.)
iii. Softening negative feedback (*f*=15)
(e.g., Your instruction was quite brief and clear, but I don't know… As a student, I need more instructions.)
iv. Encouraging micro-teachers (*f*=13)
(e.g., If I were a real student in her classroom, I would be happy. Good job!))
v. Expressing dissatisfaction (*f*=10)
(e.g., Overall, it was good, but it could have been a little bit lively. It felt like reading a book or something.)
vi. Showing sensitivity to micro-teachers' emotional responses (*f*=5)
(e.g., You don't have to be so worried.)
vii. Showing empathy (*f*=4)
(e.g., I think it's natural for her to be a little bit worried, especially when picking a controversial topic.)
Total (*f*=197)

Considering the high frequency of *highlighting attitudes and teacher personality traits*, the MTrs valued positive teacher presence in the MTs. According to them, a smiling face was conducive to the establishment of relationships with students. Likewise, the possible impact of teacher enthusiasm on student motivation was emphasized:

> *Excerpt 14*
>
> I agree with everybody's comments, and I also liked that she paid attention to her lesson by drawing these balloons. I think when the students see that the teacher pays extra attention and effort to the lesson, they get more eager to learn something. And they participate in discussions more. And she was also encouraging us all the time (PF, SAAs: attitudes & teacher personality traits)

Similar to instructor feedback, peer feedback also consisted of the expression of satisfaction in relation to the microteachings. The peers mainly referred to the

cognitive aspects such as the selection of topic, teacher questions, etc. regarding their favorite parts:

Excerpt 15

PF: The topics usually we cover in the class was like teaching words and expressions. I don't know…Kind of topics in the elementary level or even in the advanced level. It was the political debate. It was never done before, so a welcome change (PF, SAAs: expressing satisfaction)

I: I: Actually, it isn't done here maybe in this section, but we have covered it in the other sections. It was very clever to choose this topic. It was current.

Based on Excerpt 15, PF put an emphasis on the need for variety of topics selected for the MTs. Since they did not have the opportunity to observe the MTs in the other classes, the instructor sometimes informed them about the flow and content of the MTs taking place in them. Apart from *attitudes and teacher personality traits*, *online material design/selection/adaptation* had an important role in the content of PF. In this regard, one MTr touched on the authenticity in task design:

Excerpt 16

I think everything was very good, but mostly the choice of questions was nice. It's really a question that makes us think that if we were in that position… If we want to hire a person. It makes us reflect on thoughts… Things that we wouldn't talk about in daily life. So, I really liked the questions (PF, SAAs: expressing satisfaction).

Unlike instructor feedback, peer feedback did not have any examples of *teacher reassurance*, but they showed sensitivity to micro-teachers' emotional responses to encourage them**.** Although there were instances where they expressed dissatisfaction (*f*=10), they tended to be less direct compared to the instructor.

4.2. Findings related to Research Question 1b: The cognitive aspects of initial verbal self-evaluation, instructor feedback, and peer feedback

Apart from social-affective aspects, there were also cognitive aspects (CAs) regarding the content of initial self-evaluation, instructor feedback, and peer

feedback. As a result of the analysis, eleven codes were retrieved for the initial verbal self-evaluation. With regard to instructor feedback, sixteen codes were obtained. Lastly, as regards peer feedback, nine codes were found. Figure 14 summarizes the overall codes in relation to the cognitive dimension for each group.

Some of these codes were named based on the previous studies, whereas the others emerged from the data. With regard to the cognitive aspects of instructor feedback, *maintenance of dialogue*, *challenging students' understanding*, and *bringing new knowledge into dialogue* were added considering 'four quality dimensions of dialogue' suggested by Steen-Utheim & Wittek (2017). Moreover, *engaging beyond the task* was included in the list of codes line with the explanations of Yang & Carless (2013).

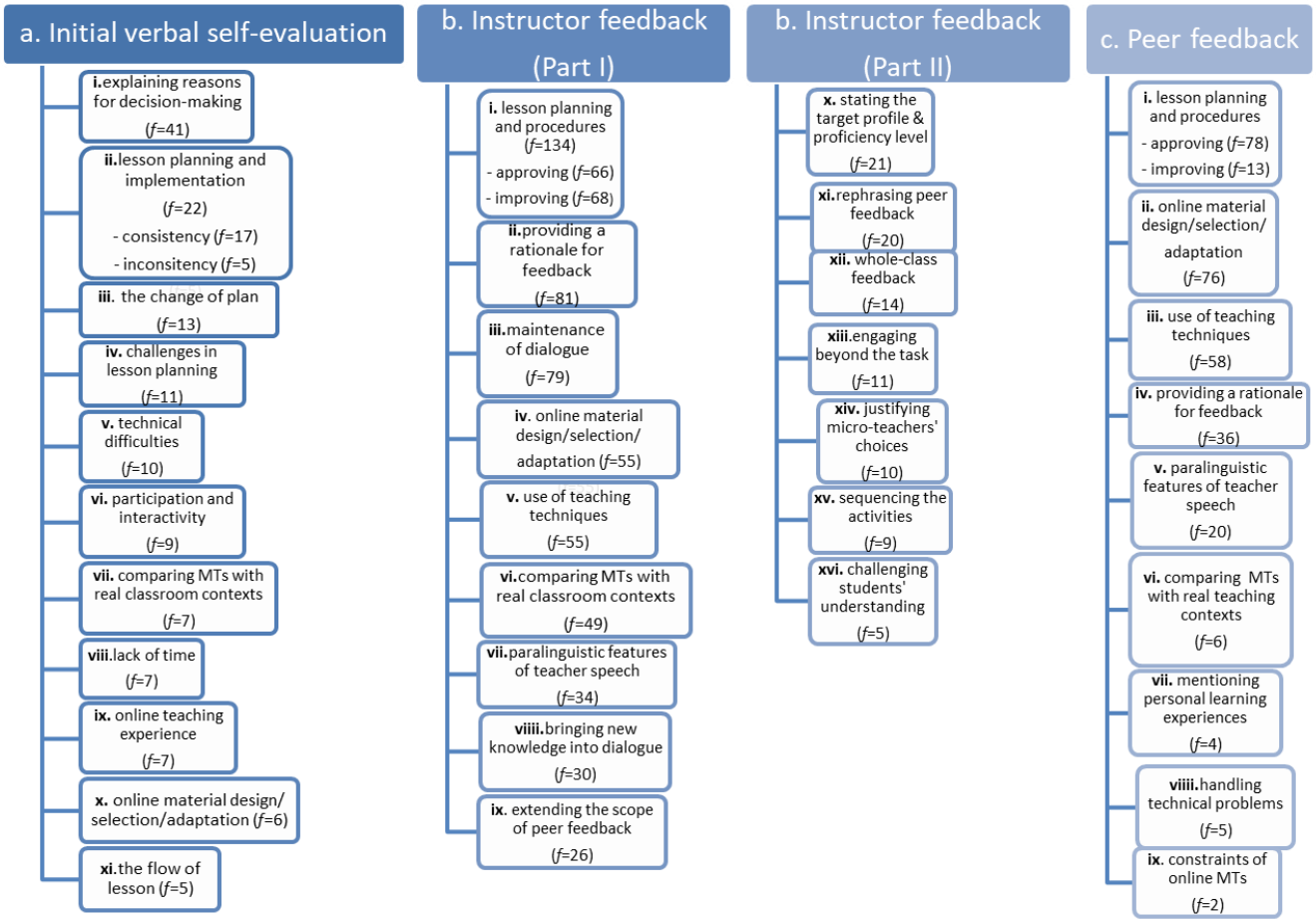

Figure 14. The overall codes for the cognitive dimension

The following sections presents cognitive aspects of initial verbal self-evaluation, instructor feedback, and peer feedback. In this regard, excerpts related to each code are given. Also, interpretations of the excerpts are provided.

4.2.1. Cognitive aspects of initial verbal self-evaluation

Firstly, in the initial verbal self-evaluation stage (IVSE), micro-teachers predominantly commented on *the reasons for decision-making (f*=41), *lesson planning and implementation* (*f*=22), *the change of plan* (*f*=13), *challenges in lesson planning* (*f*=11), *technical problems* (*f*=10), *participation and interactivity* (*f*=9).

Table 10. Codes and frequencies related to cognitive aspects of initial verbal self-evaluation

Codes & Frequencies (*f*)
i. Explaining reasons for decision-making (*f*=41)
(e.g., I think taking notes is a part of advanced activity, so that's why we added that.)
ii. Lesson planning and implementation (*f*=22)
a) consistency (*f*=17)
(e.g., I think I followed the plan well.)
b) inconsistency (*f*=5)
(e.g., I was confused about my questions I was going to ask you, except that everything went according to my plan.)
iii. The change of plan (*f*=13)
(e.g., I planned to ask more questions to the students when there is a yes/no activity. When the answer is 'no', I was supposed to ask them 'what is she wearing, then?')
iv. Challenges in lesson planning (*f*=11)
(e.g., Then, I thought that this is young learner class, so I thought maybe it's better just singing aloud and later focusing on how to write the items.,)
v. Technical difficulties (*f*=10)
(e.g., The breakout session didn't go smoothly, because I had to deal with many things.)
vi. Participation and interactivity (*f*=9)
(e.g., I thank my classmates for their participation! They really helped me.)

Table 10. (continued)

vii. Comparing MTs with real classroom contexts (*f*=7)

(e.g., Maybe, in a normal classroom setting, that would be more successful because we used heavily kinesthetic intelligence like throwing a ball.)

viii. Lack of time (*f*=7)

(e.g., I had to ask the daily life events to warm them up, but I didn't have much time to practice.)

ix. Online teaching experience (*f*=7)

(e.g., This is my first presentation online.)

x. Online material design/selection/adaptation (*f*=6)

(e.g., Actually, I edited the video to cut all the swear words and everything. It was 10 minutes length, but I turned into 2 minutes.)

xi. The flow of lesson (*f*=5)

(e.g., Maybe a little bit faster than I expected. I had three minutes in the end, less than I expected actually.)

Total (*f*=152)

Within the scope of *the reasons for decision-making*, micro-teachers elaborated on their choices regarding lesson planning and implementation phases. For instance, a micro-teacher conducted a vocabulary microteaching maintained that some topics could be perceived sensitively by real students. For this reason, he stated that teachers should be cautious when handling this kind of topics:

Excerpt 17

MTr13: I just want to add something. I'd love to ask more things about their family, but family can be a delicate subject, so I don't want them to talk about their families, especially in a real classroom it would be bad (IVSE, CAs: explaining reasons for decision-making).

I: Maybe, sometimes it's sensitive, but still when they are young learners, they may not mind it. I don't know.

MTr13: It depends on the subject, I guess.

I: Yes, that's right.

Another micro-teacher pointed out their uncertainty about the provision of lyrics of a song targeted in a vocabulary lesson targeting young learners:

Excerpt 18

MTr52: About the song, we were discussing with Ezgi whether it should provide the lyrics. Then, I thought that this is young learner class, and I didn't introduce the writing of the items. So, I thought maybe it's better just singing aloud and later focusing on how to write them (IVSE, CAs: explaining reasons for decision-making).

I: I definitely agree with you. If they hear first, it's much memorable because the written form can interfere if we have it first. So, I think that was a good call. That was the right technique to do.

As regards consistency between *lesson planning and implementation*, most of the micro-teachers (*f*=17) noted that they were able to implement their lessons as they planned on being asked by the instructor (Was is according to your plan?). In that vein, one conducted speaking MT stated that:

Excerpt 19

I: It was according to the lesson plan, right?

MTr37: Yes. How the class supported it and opposed it… What I wanted to do in the breakout rooms was to teach them how to form an argument instead of letting them listen to a long video and let them discuss in a group (IVSE, CAs: lesson planning and implementation).

I: But when we form the groups, there was an even participation, so it wasn't a problem within the groups. I think during the whole class activity, you scaffolded learners, so that was also good.

As Excerpt 19 demonstrates, MTr37 implies that the session went according to the lesson plan to a great extent except for minor differences in the execution. Nonetheless, few also indicated that there was a discrepancy between lesson plan and implementation in relation to the change of plan as given in the following excerpt:

Excerpt 20

I: Was it according to your plan? Did you have something different when you were teaching?

MTr15: I planned to ask more questions to the students when there is a yes/no activity. When the answer is 'no', I was supposed to ask them "what is she wearing, then?" (IVSE, MTr15, CAs: the change of plan)

I: Yes, I think that would be a good idea, also on my notes, but you know you were concentrating on the other activities, perhaps. So, what else? How about others?

Furthermore, the content analysis of initial self-evaluation stage pointed out cognitive aspects (Please, see Table 10) such as comparing MTs with real teaching contexts (*f*=7), lack of time (*f*=7), online teaching experience (*f*=7), online material design/selection/adaptation (*f*=6), and the flow of lesson (*f*=5).

4.2.2. Cognitive aspects of instructor feedback

In accordance with the cognitive aspects of instructor feedback (IF), *lesson planning and procedures* (*f*=134), *providing a rationale* (*f*=81), *maintenance of dialogue* (*f*=79), *online material design/selection/adaptation* (*f*=55), *use of teaching techniques* (*f*=55), *comparing micro-teaching and real classroom context* (*f*=49), *paralinguistic features of teacher speech* (*f*=34), *bringing new knowledge into dialogue* (*f*=30), and *extending the scope of peer feedback* (*f*=26) came to the fore. The corresponding examples are provided in Table 11.

Table 11. Codes and frequencies related to cognitive aspects of instructor feedback (Part I)

Codes & Frequencies (*f*)
i. Lesson planning and the procedures (*f*=134)
a) approving (*f*=66) (e.g., I think you came up with a very good plan and a relevant topic. This really helped us to give our opinions on the matter.)
b) improving (*f*=68) (e.g., It could have been better if we could have seen the questions earlier and if we had time to read them.)
ii. Providing a rationale for feedback (*f*=81) (e.g., You can decrease the age of the learner. In the lesson plan, it says 9-10 years old, but maybe they can be 6 years old considering that they start learning English in the second grade right now in the new system.)
iii. Maintenance of dialogue (*f*=79) (e.g., Anything else? Anything to recommend for improvement apart from the vocabulary part?)

Table 11. (continued)

iv. Online material selection/design/adaptation (*f*=55)
(e.g., The pictures were cute and appealing to young learners.)

v. Use of teaching techniques (*f*=55)
(e.g., One thing that I really noticed was how actively you were listening to your students. For example, when we were sharing our topics, you always listened and commented on those topics even further.)

vi. Comparing micro-teaching with real classroom contexts (*f*=49)
(e.g., Of course, in a real classroom, we would spend much time for repetition.

vii. Paralinguistic features of teacher speech (*f*=34)
(e.g., I really liked your tone of voice. I think it was very clear and you made use of intonation and your facial expressions well at the beginning.)

viii. Bringing new knowledge into dialogue (*f*=30)
(e.g., In Turkey, we also teach the difference between New Year and Christmas to teach them about our culture and target culture.)

ix. Extending the scope of peer feedback (*f*=26)
(e.g., Yes, the song was fun, but at the same very effective. I think it was very clear and very suitable for the students.)

Total (*f*=543)

With regard to lesson planning, the instructor either approved of the procedures or had suggestions for improvement. She made comments considering several facets such as the variety of the activities, topic selection, appropriateness for the target proficiency levels, etc. as given in Excerpt 21 and Excerpt 22:

Excerpt 21

I: I liked the variety of the activities as well. We had three different short but at the same time manageable… I mean those activities were quite realistic and appropriate for the level of learners (IF, CAs: lesson planning and procedures)

Excerpt 22

You seemed quite calm and very professional. I really liked your teaching and teacher presence. You know, especially the discussion went very well. I think you came up with a very good plan and a relevant topic. This really helped us to give our opinions on the matter (IF, CAs: lesson planning and procedures)

When the instructor suggested the micro-teachers to improve certain components of their lesson plans, she also provided a rationale for feedback to guide them for revision. For example, she made a differentiation between goals and objectives

included in lesson plans by referring to specific verbs used with them. The part of the excerpts in italics refers to the cognitive aspect named *providing a rationale for feedback*, whereas the remaining part is associated with *lesson planning and procedures:*

Excerpt 23

I really liked the activities, but you have to definitely consider the objectives. The objectives are a little bit too general. They are not suitable for specific objectives. You're using verbs like 'enhance, improve', etc. They are OK for goals. You have wonderful activities, and the objectives do not reflect the lesson, let's say the variety of the lesson (IF, CAs: lesson planning and procedures& *providing a rationale for feedback*)

Also, in some situations, she put emphasis on the design of teaching materials utilized for online micro-teachings:

Excerpt 24

My main recommendation is on the lesson plan and some of the activities in the while-listening. *Because in note-taking, what we do is we give the headings of the notes, so without the headings of the notes, it's very difficult for them to answer multiple choice questions* (IF, CAs: lesson planning and procedures & *providing a rationale for feedback*).

Furthermore, during the feedback sessions, the instructor engaged in initiating new beginnings to foster micro-teacher's explanations and peer feedback. She also asked typical questions to prompt peer reflection, in other words, she initiated and extended peer feedback process just after initial self-evaluation stage. The following examples illustrate such situations:

Excerpt 25

You also had a number of other activities in the lesson plan, right? Could you briefly talk about them? (IF, CAs: maintenance of dialogue)

Excerpt 26

Thank you so much, Zeynep. Let's ask your friends. What did you like about this lesson? This was intermediate level (IF, CAs: maintenance of dialogue)
Excerpt 27

Yes, in general she was extremely calm. I agree. Thank you, İrem. Anything else? (IF, CAs: maintenance of dialogue)

Excerpt 28

Let's ask your friends. What did you like about the lesson and your friend's teaching in general? (IF, CAs: maintenance of dialogue)

Despite being less commonly available, some instructor feedback utterances were also associated with *stating the target profile & proficiency level* (*f*=21), *rephrasing peer feedback* (*f*=20), *whole-class feedback* (*f*=14), *engaging beyond the task* (*f*=11), *justifying micro-teachers' choices* (*f*=10), *sequencing the activities* (*f*=9), and *challenging students' understanding* (*f*=5). Table 12 given below demonstrates the less commonly used cognitive aspects of instructor feedback.

Table 12. Codes and frequencies related to cognitive aspects of instructor feedback (Part II)

Codes & Frequencies (*f*)
x. Stating the target profile & proficiency level (*f*=21) (e.g., This was intermediate for high school students, guys. What did you like the most?)
xi. Rephrasing peer feedback (*f*=20) (e.g., S: He taught the professions in a detailed way. It was good. I: Yes, there was enough repetition for young learners. I also agree, Emre.)
xii. Whole-class feedback (*f*=14) (e.g., This is not just specific to your lesson plan. In general, when I look at your lesson plans, you are not writing objectives for the actual listening.)
xiii. Engaging beyond the task (*f*=11) (e.g., You use 'learn' etc., so they are suitable for goals, but not for objectives. You need to rethink about them, especially for your final project.)
xiv. Justifying micro-teachers' choices (*f*=10) (e.g., This was for high school students. In that sense, maybe it's kind of OK.)
xv. Sequencing the activities (*f*=9) (e.g., I think your contingency should be your post activity. If there is time left, they can read out loud their letters to each other.)
xvi. Challenging students' understanding (*f*=5) (e.g., Do we say, 'what does she wear'? Actually, don't we say, 'what's she is wearing?')
Total (*f*=90)

When Table 11 and Table 12 are considered, it is seen that the instructor referred to a variety of CAs encompassing both the MTs observed and prospective teachings. In this regard, she tried to inform the MTrs about the nature of English language teaching and lesson planning and procedures in general.

4.2.3. Cognitive aspects of peer feedback

With regard to the cognitive aspects of peer feedback (PF), the approval of *lesson planning and procedures* (*f*=78), *online material design/selection/adaptation* (*f*=76), use of teaching techniques (*f*=58), and *providing a rationale for feedback* (*f*=36) came to the fore. Although the variety of the categories were limited compared to the cognitive aspects of instructor feedback, the classmates of the micro-teachers commented on the features of teaching performances. The emergent codes are presented in Table 13.

Table 13. Codes and frequencies related to cognitive aspects of peer feedback

Codes & Frequencies (*f*)
i. Lesson planning and procedures
a) Approving (*f*=78)
(e.g., Everything was carefully prepared, even the homework instructions were detailed.)
b) improving (*f*=13)
(e.g., He could have let us have the questions first, because we didn't have time to look at the questions.)
ii. Online material selection/design/adaptation (*f*=76)
(e.g., I really liked the design and the visuals of the slides. They were so good and amazing.)
iii. Use of teaching techniques (*f*=58)
(e.g., I liked how the transitions were smooth. She didn't let us know that she was going to do the next activity.)
iv. Providing a rationale for feedback (*f*=36)
(e.g., I liked that the task is authentic because all of us are already experiencing interviews in a way.)
v. Paralinguistic features of teacher speech (*f*=20)
(e.g., I liked her voice, and her pronunciation was correct too as much as I could hear.)

Table 13. (continued)

vi. Comparing the micro-teaching with real teaching contexts (*f*=6) (e.g., It was a bit fast for me in the beginning, as well, but I know that in reality she would be much slower.)	
vii. Mentioning personal learning experiences (*f*=4) (e.g., She also reminded me of my German classes. I was on Erasmus, and I had to take German classes. She was speaking in German all the time.)	
viii. Handling technical problems (*f*=3) (e.g., There has been some problem, but she didn't panic. She managed to process very well.)	
ix. Constraints of online micro-teachings (*f*=2) (e.g., Although it is online, she didn't introduce the topic with the slides, but with actual objects.)	
	Total (*f*=298)

When providing feedback, peers usually referred to the approval of lesson planning and procedures (*f*=78) in relation to the choice of topic, the consistency regarding the procedures, the coherence of the lesson, etc. The following excerpts illustrate such situations:

Excerpt 29

I find him very energetic and friendly so that he created a very nice atmosphere or the students to make them engage in the lesson. In addition, the choice of the topic was nice so that it is important for us to know how to express our likes and dislikes when we're communicating with someone else. (PF, CAAs: lesson planning and procedures- approving)

Excerpt 30

I liked that she introduced the numbers with similar images. For example, it was the same for monkeys like 'one monkey' and 'two monkeys'. It was good for consistency because she didn't introduce 'one' with one animal and number 2 with another animal. (PF, CAAs: lesson planning and procedures-approving)

Furthermore, the peer feedback consisted of references to online material design and selection (*f*=76). In this regard, they mainly commented on the use of visual aids as indicated in the excerpts below:

Excerpt 31

> What I liked the most was the combination of the different pictures. It was like circulating and there was production at the end. Not also the cases "I like singing", but also the cases "I don't like swimming", so it was very nice circulation in terms of production and repetition (PF, CAAs: online material design).

Excerpt 32

> …Also, I really liked the idea of introducing a movie, because not only young learners but all of us like to watch something, visualize something, and then speak on it so that also it was a good discussion because in our speaking group, I heard different ideas that I've never thought about. That's why it's nice to have some interaction not only in terms of speaking but also ideas (PF, CAAs: online material selection).

Apart from these, in terms of cognitive aspects, several comments were associated with use of teaching techniques. To that end, the peers mentioned several aspects of teaching such as ensuring genuine communication and enabling smooth transitions between the activities:

Excerpt 33

> I think the way of his teaching was very chill and it felt really good. Maybe it is because we're supposedly advanced students and don't need to pretend like elementary students. It felt like a casual conversation but at the same time learning something, so I think it was great (PF, CAAs: use of teaching techniques).

Excerpt 34

> …Also, when there was a problem with the audio for a second, she somehow managed to be at good energy and ask questions about our parents' occupations. I think it was a good transition between that problematic thing and the lesson (PF, CAAs: use of teaching techniques).

As Excerpt 34 demonstrates, the MTrs' dealing with technical problems effectively was noticed by peers as well. In this regard, use of teaching techniques and spontaneous decision-making in such cases were highlighted.

4.3. Findings related to Research Question 1c: The functions of initial verbal self-evaluation, instructor feedback, and peer feedback

Based on the analysis of data in terms of the functions of feedback, several codes were obtained. To start with, eleven codes were found depending on initial verbal self-evaluation. Secondly, as regards instructor feedback, eighteen codes emerged. Moreover, the analysis demonstrated that ten codes were available concerning the functions of peer feedback. Figure 15 illustrates the overall codes for each group.

There is a dearth of research related to feedback functions both for general educational purposes and regarding the field of pre-service teacher education, but still the present study refers to the existing literature in this respect. For instance, *directive* and *facilitative* functions of feedback were retrieved from the study of Black and William (1998). In addition, based on the feedback model of Narciss (2008), *motivational* function of feedback was included within the scope of IF and PF. Despite not being indicated as separate functions, considering four quality dimensions of dialogue (Steen-Utheim& Wittek, 2017), *initiating* and *acknowledging* were also added to the functions of IF in connection with maintenance of dialogue. In this regard, *acknowledging* was also associated with PF in relation to SAAs of feedback. The other functions emerged from the data.

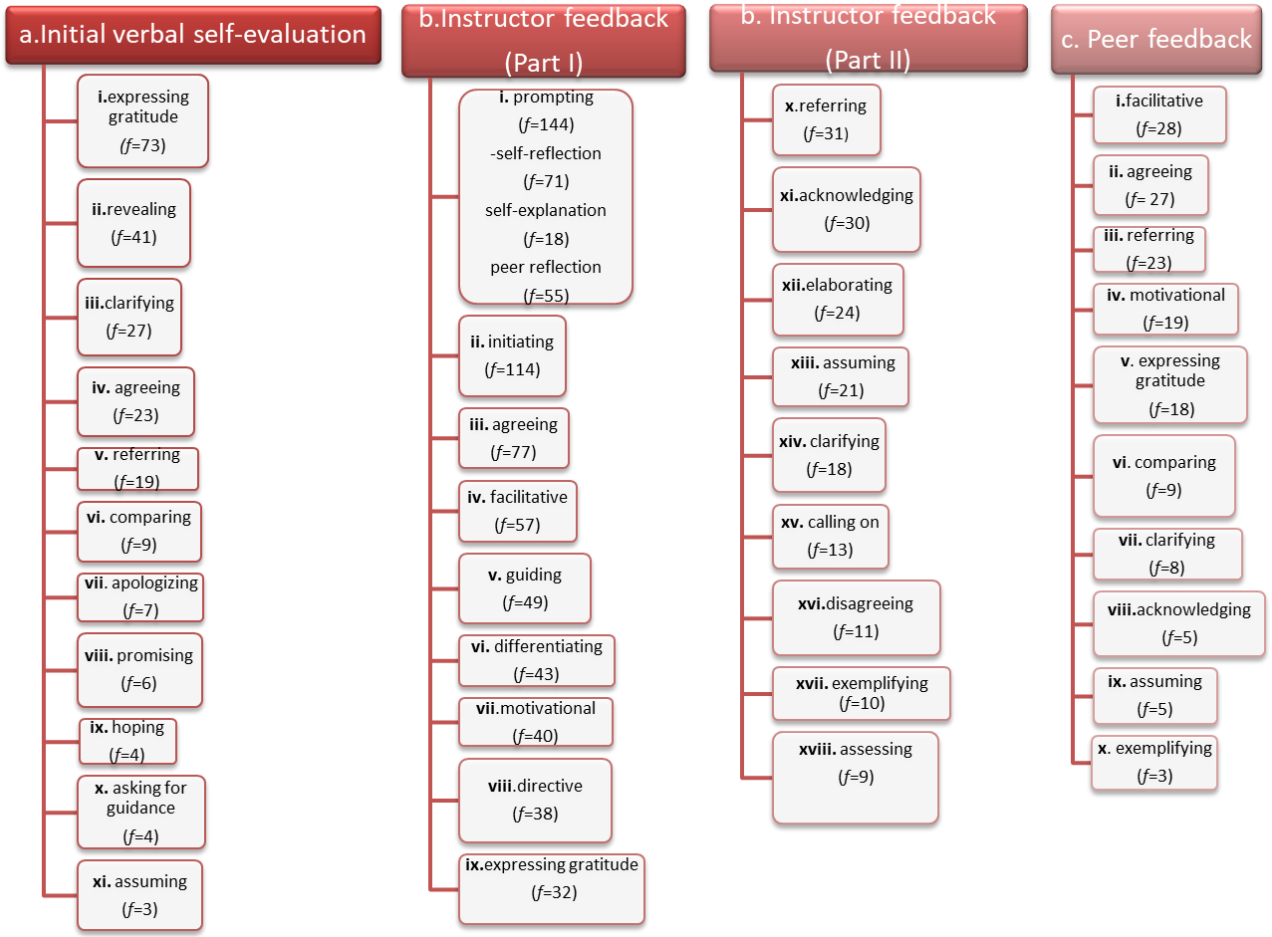

Figure 15. The overall codes for the functions of feedback

Functions of initial verbal self-evaluation, instructor feedback, and peer feedback are provided in a detailed way in the following sections. To that end, excerpts illustrating each code are provided. Also, explanations related to the excerpts are given

4.3.1. Functions of initial verbal self-evaluation

The analysis indicated different functions of initial verbal self-evaluation such as *expressing gratitude* (*f*=73), *revealing* (*f*=41), *agreeing* (*f*=23), *referring* (*f*=15), *clarifying* (*f*=14), and agreeing (*f*=12). In this regard, *referring* stands for the occasions when the micro-teachers pointed out specific moments or activities regarding their teachings**.**

Table 14. Codes and frequencies related to functions of initial verbal self-evaluation

Codes & Frequencies (*f*)
i. Expressing gratitude (*f*=73)
(e.g., Thank you for your contribution, my friends.)
ii. Revealing (*f*=41)
(e.g. I was stressful at the beginning and kept getting more stressful towards the end.)
iii. Clarifying (*f*=27)
(e.g., Actually, after watching the video, they were just going to do Task 1 and the other two tasks would be homework.)
iv. Agreeing (*f*=23)
(e.g., I think you're absolutely right about the vocabulary part.)
v. Referring (*f*=19)
(e.g., I was asking 'could anybody raise their hands?', but I couldn't see anyone.)
vi. Comparing (*f*=9)
(e.g., It's definitely more stressful in an online platform than in real classroom. You had to take some actions here in order to keep students on screen.)
vii. Apologizing (*f*=7)
(e.g., I couldn't realize that I didn't click on the head. Sorry for that.)
viii. Promising (*f*=6)
(e.g., I'll take your comments into consideration, of course.)

Table 14. (continued)

ix. Hoping (*f*=4)
(e.g., I: You're just going to be a great teacher, don't worry!)
MT: Thank you. I hope so.
x. Asking for guidance (*f*=4)
(e.g., Should I add the appendix numbers to the lesson plan?)
xi. Assuming (*f*=3)
(e.g., I couldn't pay attention to the time, but I guess the pace was OK. I'm not sure.)
Total (*f*=217)

Furthermore, as illustrated in Table 14 above, additional functions such as *comparing* (*f*=9), *apologizing (f=7), promising (f=6), hoping (f=4), asking for guidance (f=4),* and *assuming (f=3)* were obtained from the analysis of initial verbal self-evaluation.

4.3.2. Functions of instructor feedback

Several functions of instructor feedback were obtained from the dialogic feedback sessions. The functions in relation to the social-affective and cognitive aspects of instructor feedback mostly pointed out *prompting self-reflection* (*f*=41), *initiating* (*f*=39), *prompting peer reflection* (*f*=38), *agreeing* (*f*=34), *facilitative* (*f*=27), *directive* (*f*=24), and *guiding* (*f*=22).

Table 15. Codes and frequencies related to functions of instructor feedback (Part I)

Codes & Frequencies (*f*)
i. Prompting (*f*=144)
a) self-reflection (*f*=71)
(e.g., How do you feel about the teaching and the lesson in general?)
b) self-explanation (*f*=18)
(e.g., Did you have a chance to rehearse beforehand?)
c) peer reflection (*f*=55)
(e.g., Let's ask your friends. What did you like about the lesson?)
ii. Initiating (*f*=114)
(e.g., Do you have any other comments?)

Table 15. (continued)

iii. Agreeing (*f*=77) (e.g., I also agree with you that he seemed quite calm.)
iv. Facilitative (*f*=57) (e.g., Maybe, the pace was a little bit fast.)
v. Guiding (*f*=49) (e.g., It doesn't matter whether it is online or face-to-face. In listening, we always write the answers on the board or in the chat)
vi. Differentiating (*f*=43) (e.g., In a real classroom, it would take longer. If you think about young learners, you have to adjust your pace and make it even slower.)
vii. Supportive (motivational) (*f*=40) (e.g., You can be a very good role model for your students.)
vii. Directive (*f*=38) (e.g., Try not to give descriptions too much.) **Total** (*f*=562)

Some functions were directly connected with particular social-affective or cognitive aspects. To start with, *showing sensitivity to students' emotional responses* is linked to '*acknowledging*' and the function named *supportive* (motivational) is associated with encouraging micro-teachers. The functions of instructor feedback and the related excerpts are provided in Table 15 above and Table 16 below.

Table 16. Codes and frequencies related to functions of instructor feedback (Part II)

Codes & Frequencies (*f*)
ix. Expressing gratitude (*f*=32) (e.g., I'd like to thank all group members. I think you did a wonderful job in planning the lesson in terms of the format.)
x. Referring (*f*=31) (e.g., You asked them about their hometowns. You said "what's the weather like" at the beginning.)
xi. Acknowledging (*f*=30) (e.g., No, no. You don't have to be sorry. It happens to all of us.)
xii. Elaborating (*f*=24) (e.g., I also agree with you that Deniz seemed quite calm, and the audio recording was very easy to understand.)

Table 16. (continued)

xiii. Assuming (*f*=21)

(e.g., I think you were concentrating on the activities. Maybe, your mind was busy with those.)

xiv. Clarifying (*f*=18)

(e.g., By the way, the main activity was group discussion, right?)

xv. Calling on (*f*=13)

(e.g., Elif, you were going to say something.)

xvi. Exemplifying (*f*=10)

(e.g., For example, you should have at least one listening objective like 'Students will be able to listen to an excerpt from a movie.')

xvii. Disagreeing (*f*=11)

(e.g., Actually, with young learners that's a nice question, but with high school students that's a bit tricky.)

xviii. Assessing (*f*=9)

(e.g., Only the lead-in stage seems a little bit vague, so I wish you had replaced your contingency plan with lead-in.)

Total (*f*=199)

Moreover, as a cognitive aspect, *maintenance of dialogue* is related to the function '*initiating*'. Apart from these, '*elaborating*' refers to extending the scope of peer feedback and '*assessing*' is in relation to sequencing of the activities. Lastly, '*differentiating*' is used regarding the comparison of micro-teaching with real classroom contexts.

4.3.3. Functions of peer feedback

As for the functions of peer feedback (Please, see Table 17), they were similar to the functions of instructor feedback to a considerable extent. To exemplify, *facilitative*, *expressing gratitude*, *agreeing*, *supportive*, *referring*, *guiding*, *assuming*, *acknowledging*, and *exemplifying* were the common codes.

Table 17. Codes and frequencies related to functions of peer feedback

Codes & Frequencies (*f*)
i. Facilitative (*f*=28) (e.g., I think the listening activity is quite understandable, but I wonder whether it is suitable for intermediate.)
ii. Agreeing (*f*=27) (e.g., As you said, using TPR activities would be better.)
iii. Referring (*f*=23) (e.g., I found the part very useful when she stopped the video and asked us what we hear.)
iv. Supportive (Motivational) (*f*=19) (e.g., I believe that she is going to be a great teacher. Her students will enjoy the lessons.)
v. Expressing gratitude (*f*=18) (e.g., I appreciate her singing.)
vi. Comparing (*f*=9) (e.g., In real class, there could be students from different regions, backgrounds…)
vii. Clarifying (*f*=8) (e.g., While pretending to be students, do we have to give wrong answers on purpose to make it more realistic?)
viii. Acknowledging (micro-teachers' emotional responses) (*f*=5) in relation to 'showing sensitivity to micro-teacher's emotional responses' (e.g., She didn't seem nervous at all.)
ix. Assuming (*f*=5) (e.g., Maybe it is because we're supposedly advanced students and don't need to pretend like elementary students)
x. Exemplifying (*f*=3) (e.g., You said, "any suggestions, comments?". Other than that, maybe he could say "did you like it? did you have fun?" Maybe better.)
Total (*f*=145)

The peer feedback did not show any examples of *directive feedback*, *disagreement*, and *prompting* self-explanation and self-reflection, *assessing*, and *elaborating* as opposed to the functions of instructor feedback. The commonly used functions of

peer feedback were facilitative (*f*=28), expressing gratitude (*f*=18), agreeing (*f*=14), supportive (*f*=13), and referring (*f*=13).

4.4. Findings related to Research Question 1d: The instructor responses to peer feedback

This stage concerns the instructor's responses to peer feedback. In this regard, the instructor played a role in *agreeing with peer feedback* (*f*=77), *extending the scope of peer feedback (f=27), rephrasing peer feedback (f=20), (dis)agreeing with peer feedback (f=11), justifying micro-teacher's choices (f=10)*. For example, as an instance of agreeing with peer feedback, she highlighted the importance of assigning numbers to blanks regarding an activity:

Excerpt 35

PF: It is a very minor detail actually, but I think if he numbered the blanks, then it was easier to answer like "what is the first one?"

I: Yes, actually it's also in my notes. Sometimes, we don't pay attention to it, but it makes a major difference in the feedback session, so I also agree with you, Elif.

The following excerpt illustrates agreeing with peer feedback as well. The instructor also refers to the instructions given by the micro-teacher after agreeing a student's comments based on the authenticity of the material and presenting the related questions before showing a video. In this regard, she also engaged in extending the scope of peer feedback:

Excerpt 36

PF: I liked that the task is authentic because all of us are already experiencing interviews in a way. And that's way I really enjoyed it. And the choice of video was fun. It caught my attention. It was nice to integrate this video to the class. Therefore, I enjoyed the lesson. It was nice to discuss with friends. The teacher was very friendly and clear on her speech, so I'm thankful to her.

MTr37: Thank you so much.

I: I agree. I think especially showing the questions beforehand was very helpful. I also liked this selection of the material being an authentic one. And

before watching the video, we know exactly what to do, so the instructions were very good. And also, she was very professional in her teaching. And any other comments?

Moreover, she provided a rationale for micro-teacher's choices in lesson planning and procedures. For example, upon hearing a comment from a student regarding the mismatch between the difficulty level of the activities and the proficiency level, she disagreed with her and stated that:

Excerpt 37

PF: Can seemed really calm. He could have let us have the questions first, because we didn't have time to look at the questions. There were a lot of questions. I also thought about the difficulty of the questions. Because our level is upper-intermediate, so the recording and the questions didn't make me feel that it's upper-intermediate, but the activities were good overall.

I: This was not for METU Preparatory School students. This was for high school students. In that sense, maybe it's kind of OK. If it were for College Preparatory students, I would definitely agree with you. It would have been a little bit easy.

With regard to rephrasing peer feedback, in line with the instances in which she (dis)agrees with peer feedback, she attempted to summarize the foci of peer feedback and present their ideas in a more organized manner:

Excerpt 38

PF: I think breakout rooms are not easy to manage because we have …. couldn't manage at all. Now, I saw that she managed it well. I was shocked because I had one teacher. She couldn't manage it that for like 20 minutes we spoke to each other about the other things 'weather….'

I: Yes, she was very hands on. She did a great job in terms of forming the groups, checking up on the groups, and also ending the discussion in a timely manner.

Excerpt 38 demonstrates that using Zoom features effectively was also an essential dimension of online MTs. Based on her previous learning experiences, the classmate of the MTr praised her technical knowledge in using breakout rooms and managing the discussion efficiently.

4.5. Findings related to Research Question 1e: The micro-teacher responses to the instructor and peer feedback

The micro-teachers expressed gratitude (*f*=73) to the instructor and peers for feedback given, whereas in other cases they made *explanations for decision-making* (*f*=41) in most cases. They were inclined to provide explanations for decision-making as a response to instructor feedback rather than peer feedback. The following excerpts exemplify situations in which they expressed gratitude for feedback:

Excerpt 39

I: … As I said, you were communicating well with the students. It was not like a presentation, but real teaching. You gave us enough time to read the questions. Perhaps, in a real classroom, we need more time, but it was quite good. Your instructions made our lives very very easy as learners.

MTr25: Thank you for your comments.

After receiving peer feedback, they generally thanked them in a few words instead of making additional comments in the following stages unlike the dialogue being engaged in with the instructor:

Excerpt 40

PF1: Her attitude was very nice and entertaining. Also, I'm sorry for not answering her question, I had a problem with my environment.

PF2: It was a very nice lesson. I like her gestures and mimics. Also, I appreciate her singing.

I: Zeynep, you were going to say something.

PF3: I was going to say that although it is online, she didn't introduce it with the slides, but with actual objects. I caught our attention. And also, it keeps in our memory, as we get to know the objects better. I really liked that part.

I: Yes, use of realia was very effective. Who else?

Silence

MT: Thank you, guys.

With regard to providing a rationale for lesson planning and procedures, a micro-teacher made an explanation regarding whether the vocabulary part included in the lesson was for revision or first teaching:

Excerpt 41

I: … Also, for the vocabulary part, were they for revision or first teaching?
MTr17: Maybe as a revision. They could have known some of them. Maybe one or two vocabulary items might be over their level, so I just want them to see them and remember their meanings.

I: If they were for revision, then it's OK. I'm glad that you went over the vocabulary in pre-listening. It's just…Maybe giving them some sentences would help them do the matching with real students not with your friends.

Some others also confronted emotional risks (*f*=12) in case of the instructor's possible negative reactions. In this regard, after receiving feedback on an activity implemented via the use of realia, MTr15 stated that:

Excerpt 42

I: ….. And before that, she gave enough input and guidance with the balloon activity, and they could see how it would be done. It was quite straightforward. So that was very straightforward, very effective. Anything else?

MTr15: I couldn't paint it well (demonstrating balloon), but just to remind you the emojis that we use. So, I'm happy that you liked it.

I: I think it's a clever thing to do. They resembled emojis. Yes… Any suggestions?

As a response to instructor feedback, the micro-teachers also referred to the change of plan during the lesson (*f*=13) as shown in the following example:

Excerpt 43

PF: I think the game was very creative. There were blocks of colors and everyone is unfolding because it raised awareness.

I: And I think you can make it a little bit harder if you start from other blank blocks.

MTr9: Actually, I was going to do that, but as we have limited time, I didn't want to waste time.

Moreover, they mentioned challenges in lesson planning (*f*=11), and online material design and adaptation (*f*=6). In this regard, they tended to reveal their uncertainties for the use of teaching techniques, instructional procedures, and so on:

Excerpt 44

I: I thought maybe first they would confuse the colours with the pictures of the objects or animals, but later on everything was around that theme. The song, the examples, and the activities… I think it kind of worked, but we have to be careful about it. I mean especially with colours. Maybe we can go over one thing, but sometimes it also makes it memorable. You know 'grass' makes it memorable to remember 'green'. So, I'm not sure about that in this lesson. I can say that I really enjoyed it.

MTr44: Yes, I thought about that too. I'm also thinking that I would at first introduce my students to this type of teaching in my class, but maybe for the first time, I need to explain it to them at the beginning. Maybe in native language, so they know we'll be talking about the colours of the pictures, not about the actual pictures. Maybe, I need to find a solution as a teacher to figure these things out.

As shown in Excerpt 44, MTr44 contemplates on the improvement of lesson planning and procedures as well as use of teaching techniques. Since the instructor provides facilitative feedback rather than directive feedback, she also refers to the possible ways of improvement in the content of lesson through using the word 'maybe'.

4.6. Findings related to Research Question 2a: The social-affective aspects of written self-evaluation

The participants' self-reflection reports were analyzed via content analysis both considering the existing codes and extracting additional codes depending on the nature of written data. As regards the social-affective aspects of written self-evaluation (WSE), the list of codes emerging from the initial self-evaluation stage remained the same with a supplementary item, which is the emergence of

highlighting attitudes and personality traits. The excerpts concerning each code are given in Table 18.

Table 18. Codes and frequencies related to social-affective aspects of written self-evaluation

Codes & Frequencies (*f*)
i. Expressing satisfaction *(f=148)* (e.g., My favourite parts of my microteaching are giving some clues in the lead- in part, making the students guess the subject, and the first activity in the on-listening part.)
ii. Expressing dissatisfaction (*f*=114) (e.g., My transitions between the activities could be better because I rushed as I lectured and introduced the new activities to the class.)
iii. Highlighting attitudes and personal traits (*f*=84) (e.g., I think I interacted with my students well and encouraged them by treating them kindly, thanking, and praising them)
iv. Expressing anxiety (f=15) (e.g., I felt anxious when preparing the breakout rooms as I was afraid of a technical difficulty.)
v. Expressing mixed feelings (*f*=11) (e.g., Furthermore, the teacher in the recording definitely wants to teach, but I'm not sure as I have been always hesitant about being a teacher.)
vi. Confronting emotional risks (*f*=9) (e.g., After watching the video, I found out that when I asked a question and the students didn't seem to understand it, I failed to explain it clearer.
Total (*f*=381)

As can be seen in Table 18, *expressing satisfaction* (*f*=148), *expressing dissatisfaction* (*f*=114), and *highlighting attitudes and personal traits*(*f*=84) occurred more frequently *than expressing anxiety* (*f*=15), *expressing mixed feelings* (*f*=11), and *confronting emotional risks* (*f*=9). With regard to *expressing satisfaction*, a related question (Which parts of your teaching did you like the most? Please, give specific examples and state why?) was included in the report. Their answers to this question indicated not only social-affective aspects but also cognitive aspects. For

instance**,** MTr5 touched upon use of teaching techniques, interactivity, and teacher personality traits in the feedback session for teaching vocabulary:

> I liked the last part of my micro-teaching the most. In that part, I first gave instructions with an example and ask one of the students to talk about her feelings. This was a game that almost everyone in the class had the chance to practice what was learned in that lesson. It was interactive, and I was a good mentor (WSE, MTr5, SAAs: expressing satisfaction).

Similarly, MTr7 and MTr41, who implemented micro-teachings based on vocabulary and speaking skills respectively, pointed out use of teaching techniques and lesson planning and procedures:

> I liked the way I began the lesson. I provided the students with a very short animation video related to the topic of the lesson and I wanted them to guess the topic of the day rather than announcing the topic of the lesson right away. In this way, I was able to arouse their curiosity towards the lesson (WSE, MTr7, SAAs: expressing satisfaction).

> I liked the most is grouping students/setting up the activity part the most. I instructed the group discussion to the students. When I was giving instructions to the students for group discussion, I made some steps. In my MT video, I tell students to think of some tour places, then discuss with the group, then choose a representative of the group. The steps that I explained were clear (WSE, MTr41, SAAs: expressing satisfaction).

In order to elicit opinions on areas of improvement for micro-teachings, another question was available (Which parts of your teaching did you like the least? Please, give specific examples and state why?). The content analysis of answers to this question was mainly associated with the cognitive aspects. In this regard, MTr33 conducting a listening micro-teaching was dissatisfied with her speech rate, which is linked to paralinguistic features of teacher speech. Moreover, considering the duration of time allocated to micro-teachings, MTr53 expressed concern relating to time management. The following statements below illustrate their points:

> I think I spoke fast from time to time which may confuse students or leads misunderstandings about the activities and instructions. So, I wish I had slowed down a little bit (WSE, MTr33, CAs: paralinguistic features of teacher speech).

> I also did not like my post-listening. I was thinking of making a discussion in the classroom where students summarize the video and also discuss from the perspective of their experiences. However, I did not have much time to do it properly. Therefore, I had to make the students summarize the video quickly, which was not something that I wanted (WSE, MTr53, CAs: lack of time).

Apart from these, the comments of micro-teachers indicated attitudes and teacher personality traits. In other words, they put an emphasis on the execution of micro-teachings depending on teacher presence as in the following examples:

> I was kind and positive during my teaching. I really enjoyed teaching, and I am glad that I could reflect that to my 'students' as well. In my opinion, it is a very important thing that students feel comfortable and safe in a classroom rather than being scared of their teachers (WSE, MTr11, SAAs: attitudes and teacher personality traits)

> I tried to motivate students by saying "you are too good; I believe this matching activity will be easy for you." I have a severe anxiety disorder, so I knew I was going to be uneasy during the presentation, yet I am proud of myself that I managed to keep a smiling face and had my breakdown after the presentation (WSE, MTr17, SAAs: attitudes and teacher personality traits)

Like the dialogic feedback sessions, instances of *expressing satisfaction*, *expressing dissatisfaction*, *expressing mixed feelings*, *expressing anxiety*, and *confronting emotional risks* were obtained again based on the analysis of self-reflection reports.

4.7. Findings related to Research Question 2b: The cognitive aspects of written self-evaluation

Similar to the situation in initial verbal self-evaluation, self-evaluation reports pointed out the same cognitive aspects to a large extent (Please, see Table 19). To that end, micro-teachers mostly referred to *use of teaching techniques* (*f*=153), *explaining reasons for decision-making* (*f*=125), *lesson planning and procedures* (*f*=67), *lesson planning and implementation* (*f*=58), *online material design/adaption/selection* (*f*=56), *paralinguistic features of teacher speech* (*f*=56), and *participation and interactivity* (*f*=56).

Table 19. Codes and frequencies related to cognitive aspects of written self-evaluation (Part I)

Codes & Frequencies (*f*)
i. Use of teaching techniques *(f=153)* (e.g., My transitions between the activities could be better because I rushed as I lectured and introduced the new activities to the class.)
ii. Explaining reasons for decision-making *(f=125)* (e.g., The more students are engaged in the topic, the more they can learn. That was the reason I wanted them to repeat after me and do the activities together.)
iii. Lesson planning and procedures (*f*=67)
a) approving (*f*= 36) (e.g. I think I started the teaching with an appropriate lead-in part. I asked the students about their days and weeks. And I asked the question about what the child is doing in the picture.)
b) *improving* *(f=31)* (e.g., I could also include some other activities in the lesson plan in case I finish earlier because the level of students may be higher than I expect)
iv. Lesson planning and implementation (*f*=58)
a) consistency (f=45) (e.g., I think my teaching went very much according to the lesson plan. I didn't have any issue with the time management.)
b) inconsistency (f=13) (e.g., Unfortunately, I could not follow my lesson plan due to the technical errors that occurred during my MT.)
v. Online material design/adaptation/*selection (f=56)* (e.g., I think one of the best parts of my MT was at the beginning when I used authentic materials as warm-up. I wore a hat and a sweater and presented them to students.)
vi. Paralinguistic features of teacher speech *(f=56)* (e.g., I think I should have stuck to a particular accent (British/American) but I used mostly American with some exceptions like the word 'activity' as in /ækˈtɪvəti/.)
vii. Participation and interactivity *(f=56)* (e.g., I liked the activities and exercises in which my students were participating as the interactivity in the class made me feel comfortable.)
viii. Technical difficulties (*f*=35) (e.g., I prepared a poster which is quite engaging, but in the session, I could not share my screen. When I managed to share my screen, I felt like I could not get enough participation.)
Total (*f*=638)

Being a prominent code, *use of teaching techniques* was highlighted by the majority of micro-teachers with respect to transitions between activities, giving instructions, teacher questioning, classroom management, active listening etc.:

> I really liked that I provided good feedback by praising correct answers and commenting on each answer after the discussion activity to create a classroom environment in which the students feel free to talk and learn (WSE, MTr55, CAs: use of teaching techniques).

The occurrences of self-criticism regarding the use of teaching techniques were present as well in addition to the positive comments:

> Before I started the activities such as the pre-listening activity and fill in the blank activities, I did not explain these activities well. Although they were pretty self-explanatory, I should have explained what I expected from the students (WSE, MTr24, CAs: use of teaching techniques).

Moreover, within the scope of *explaining reasons for decision-making*, the micro-teachers provided rationale to justify their decisions taking place during the lesson planning:

> I did not like the fact that my teaching seemed to be like a grammar lesson rather than a speaking lesson. As they are young learners, we thought that it is a good idea to go over "can/can't" structure via PowerPoint slides so that the students can remember the usage of the given structures. (WSE, MTr53, CAs: explaining reasons for decision-making).

To that end, they also explained why they acted in a certain way in line with their teaching purposes as illustrated in the point of MTr14:

> I think I started the teaching with an appropriate lead-in part. I asked the students about their days, weeks. And I asked the question about what the child is doing in the picture. My purpose for doing so was to take their attention to the topic and the lecture. In the convey meaning part, I showed the numbers and repeated them so that students can learn them (WSE, MTr14, CAs: explaining reasons for decision-making).

In terms of *lesson planning and procedures*, either the micro-teachers' approval of choices or suggestions for improvement was reported. In this regard, satisfaction with the design of lesson plan and the need for enriching the activities were expressed by MTr29 and MTr8 conducting listening and vocabulary micro-teachings respectively:

> I liked the pre-listening part the most. I and my group friends put strong effort while preparing the slide show and putting that effort into practice was very

> effective to me. I provided everything needed to teach the vocabulary items, such as synonyms and example sentences (WSE, MTr29, CAs: lesson planning and procedures).
>
> I could also include some other activities in the lesson plan in case I finish earlier (but not the ones in my contingency plan) because the level of students may be higher than I expect by chance, and they may go fast just like my friends did (WSE, MTr8, CAs: lesson planning and procedures).

As regards *lesson planning and implementation*, as well as consistencies, inconsistencies due to *lack of time*, *technical problems*, etc. were mentioned in the self-reflection reports:

> I was able to follow the lesson plan just as I had planned earlier. However, it may be because of the fact that my classmates were collaborating with me. On the other hand, it was already an advanced level lesson plan, and my friends were also advanced level students (WSE, MTr49, CAs: lesson planning and implementation: consistency).
>
> Unfortunately, I could not follow my lesson plan due to the technical errors that occurred during my MT. Since I lost 4 minutes from my 15 minutes, I had to rush through my lesson plan and skip some parts of it in order to gain time (WSE, MTr23, CAs: lesson planning and implementation: inconsistency, technical problems).

The excerpt above shows that technical problem influenced the flow of MTs, leading to problems in time management. For this reason, the MTrs sometimes experienced challenges in implementing the sessions and coming up with solutions to them. Table 20 illustrates the second part of the codes and frequencies related to cognitive aspects of written self-evaluation.

Table 20. Codes and frequencies related to cognitive aspects of written self-evaluation (Part II)

Codes & Frequencies (*f*)
ix. Previous teaching/learning experiences *(f=27)*
(e.g., Last year, we had another micro teaching task similar to this one. I was so stressed that I rarely asked my students opinion or questions.)
x. Comparing MTs with real classroom contexts (*f*=25)
(e.g., If I had taught in a real young learners' class, I might not be able to do all the exercises in the given time.)

Table 20. (continued)

xi. Lack of time (*f*=24)
(e.g., First of all, I was worried about the time limit as the students' responses may change the duration of an activity.)

xii. The change of plan (f=21)
(e.g., After the role play activity, the students were going to ask each other what they want to be in the future and answer it, but my time was up so I gave the activity as homework to them.

xiii. The flow of lesson *(f=15)*
(e*.g.*, Since everyone was way more advanced than elementary level and I was speaking kind of quickly, the lesson ended 5 minutes earlier compared to the time I had.)

xiv. Online teaching experience *(f=12)*
(e.g., I would never know I'd feel this much enjoyment from teaching an online lesson even though it was stressful at the beginning.)

xv. Micro-teaching rehearsal *(f=12)*
(e.g., The "mock MT" we did as a group the night before the teaching helped me to flesh out the plan and get rid of unnecessary parts.

xvi. Task completion *(f=4*)
(e.g., Just the matching activity was a bit faster than I planned. I introduced the activity when I had one minute; this why the activity ended so quickly.)

xvii. Challenges in lesson planning *(f=3)*
(e.g., Moreover, I did not know how to arrange to time for each activity and phase, but now thanks to the comments and suggestions, I have a more precise and concrete sense of timing.)

Total (*f*=131)

Apart from these, they also mentioned *previous teaching/learning experiences* (*f*=27), comparison of micro-teaching with real classroom contexts (*f*=25), lack of time (*f*=24), *online teaching experience* (*f*=19), *the flow of lesson* (*f*=15), *micro-teaching rehearsal* (*f*=12), task completion (*f*=4), and challenges in lesson planning (*f*=3). The excerpts associated with the aforementioned codes are provided in Table 20 above.

4.8. Findings related to Research Question 2c: The functions of written self-evaluation

As a result of the analysis of self-reflection reports, several codes denoting functions (Fs) of written self-evaluation emerged. The main codes were *adjusting* (*f*=101),

realizing (*f*=99), *revealing* (*f*=95), and *referring* (*f*=91). Table 21 shows the list of codes obtained from data.

Table 21. Codes and frequencies related to functions of written self-evaluation

Codes & Frequencies (*f*)
i. Adjusting (*f*=101) (e.g., I would also progress more slowly because I finished all the activities in my lesson plan in approximately 20 minutes.)
ii. Realizing (*f*=99) (e.g., I discovered that I was able to encourage people by using some positive expressions because of my enjoyment during the session.).)
iii. Revealing (*f*=95) (e.g., I was disappointed when they did not participate in the role play activity.)
iv. Referring (*f*=91) (e.g., I encouraged them to repeat after me by saying, "good job!", "Please, everyone, I want to hear all of your voices!".)
v. Assuming (*f*=53) (e.g., I guess it is better when they don't realize that they're moving on to another activity.)
vi. Agreeing (*f*=35) (e.g., One of my peers suggested a video could have been added for the listening activity to support the engagement and raise enthusiasm, which is a point I definitely agree with.)
vii. Regretting (*f*=18) (e.g., I wish I had used my mimics more.)
viii. Comparing (*f*=18) (e.g., If it was a real classroom environment with the young learners, I would have difficulty to manage the classroom, for sure.)
vii. Expressing gratitude (*f*=15) (e.g., Thanks for such a productive and effective experience and opportunity.)
viii. Promising (*f*=13) (e.g., I will try to give clearer instructions next time I teach)
ix. Hoping (*f*=8) (e.g., I believe I will get over this problem and look more cheerful and less serious.)
x. Disagreeing (*f*=5) (e.g., Even being criticized, I like my idea of making a lead-in with a positive remark.)
xi. Doubting (*f*=3) (e.g., I also used relative clauses a couple of times, but I am not sure if the elementary-level students would fully understand my speech.)
xii. Empathizing (*f*=3) (e.g., I believe children in a classroom at school would love the activity, but my students were adults in front of a computer, and I cannot blame them.)
Total (*f*=557)

With regard to the function '*adjusting'*, a related question was available (If you were to do the same lesson again, what would you differently? Why?). In this regard, the answers were provided to improve the content and flow of lessons through paying more attention to lesson planning and procedures, use of teaching techniques, online material design/selection/adaptation, teacher attitudes etc. For instance, MTr25 emphasized the necessity of adapting a handout used in while-listening stage:

> Regarding the design of the lesson, I would provide headings for the note taking part, giving the students an idea about what to write down, instead of telling them to take notes of "what they think are the main points and key arguments" so that it could be easier for them to summarize what they heard and compete the comprehension questions (WSE, MTr25, Fs: adjusting).

Likewise, MTr29 remarked that new vocabulary items selected for the pre-listening stage could have been introduced in a more contextualized way to facilitate students' understanding:

> I believe that the vocabulary item presentation could have been more contextualized and specific. The words from the listening activity song were presented within a matching activity, yet it was hard for students to guess the meaning of the words they encounter for the first time (WSE, MTr29, Fs: adjusting).

As for *realizing*, they were asked about new things that they discovered about themselves as teachers or presenters after watching the video recordings in relation to classroom management, smooth transitions between activities, interactivity among them and their learners, engagement of learners, and teaching enthusiasm. The following excerpts exemplify their realizations:

> The most significant fact that helped me manage the classroom was my voice. I figured out that I effectively used my voice. It was clear, and there was not a problem in terms of its loudness (WSE, MTr44, Fs: realizing).

> I discovered that I was able to encourage people by using some positive expressions because of my enjoyment during the session. I swear that I saw smiling faces during the microteaching, and it was priceless to see their reaction (WSE, MTr19**,** Fs: realizing).

Furthermore, the function ‘revealing’ was associated with the expression feelings arising from online micro-teaching experiences. In this regard, they were inclined to be honest and vulnerable in terms of revealing their true feelings:

> I was a little bit anxious about the fact that I was being graded. I made some grammar and pronunciation mistakes in the warm-up part of the lesson (WSE, MTr21, Fs: revealing).
>
> I was shocked when things turn out differently than I thought they would. I got disappointed and lost focus, so I failed to keep my lesson going (WSE, MTr3, Fs: revealing).

However, they also indicated positive feelings owing to their online teaching experiences as shown in the given example:

> After each student wrote his or her answer in the chat box, I praised them by saying “well done! thank you for your answer, perfect, or etc.” It made me feel quite good because I understood that students need positive feedback to be more enthusiastic about the lesson. (WSE, MTr32, Fs: revealing).

Apart from these, the function ‘referring’ denoted situations in which they referred to a specific part or moment concerning their micro-teachings. In order to highlight their points, they included utterances pertaining to aspects of teacher talk like teacher questioning:

> In that activity, students not only answered the question ‘What’s the weather like?’ that I asked them but also asked it to someone else in the classroom, creating a question-answer chain (WSE, MTr14, Fs: referring).
>
> To be more specific, in the lead-in part, I asked questions like 'do you like watching TV in your free times?', then I tried to ask more specific question 'do you like watching the weather forecast?', as we planned in our lesson plan (WSE, MTr50, Fs: referring).

Additionally, emergent codes peculiar to functions of self-reflection were assuming (*f*=53), agreeing (*f*=35), regretting (*f*=18), comparing (*f*=18), expressing gratitude (*f*=15), promising (*f*=13), and hoping (*f*=8). Despite being few in number, there were also examples of *disagreeing* (*f*=5), *doubting* (*f*=3), and *empathizing* (*f*=3).

4.9. Findings related to Research Question 3: The micro-teachers' perceptions of instructor, peer, and self-evaluations regarding online microteachings

Twenty out of 57 respondents indicated the lesson focus of their micro-teaching sessions as vocabulary, which was followed by listening (*n*=16) and speaking skills (*n*=15) respectively. Moreover, six participants engaged in micro-teaching sessions based on two skills (e.g., Vocabulary & Listening). This situation was applicable to the ones that worked in pairs. Since most of the groups consisted of three members, each of them implemented a micro-teaching session alternately based on only one language skill.

Table 22 presents descriptive statistics (mean scores and standard deviations) of the items regarding online instructor feedback. Based on the data obtained from the replies to the online survey, the mean scores between 3.5 and 4 were determined as the closeness of agreement. The mean scores that fall between 4 and 4.5 were considered as the indication of agreement, whereas the mean scores between 4.5 and 5 were regarded as within the scope of strong agreement.

The mean scores indicated the beliefs about fairness of instructor's comments on micro-teaching performances of the MTrs (*M* = 4.78, *SD* = .45). The participants also had a high opinion of the role of online instructor feedback in improving their teaching performances (*M*= 4.71, *SD* = .49) clarifying the criteria and expected standards regarding a good performance (*M*= 4.68, *SD* = .63), and explaining the gaps in their understandings of what teaching is (*M*=4.68, *SD* = .57). However, the results demonstrated a relatively lower tendency to perceive the role of online instructor feedback in directing the MTrs towards more appropriate teaching practices (*M* = 4.52, *SD* = .65) and as the motive for self-assessment and self-correction (*M*= 4.43, *SD*= .71). Nonetheless, it can be stated that the MTrs still thought highly of the significance of online instructor feedback in terms of leading them to more appropriate teaching practices. Although the item concerning the self-assessment of the MTrs had the lowest mean score, it also pointed out the agreement regarding the facilitative role of online instructor feedback in the process of self-assessment.

Table 22. Descriptive statistics for online instructor feedback

(1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)			
I	**Items**	**M**	**SD**
1	Online instructor feedback is a crucial element of my micro-teaching experience.	4.68	.51
2	Online instructor feedback plays a crucial role in improving my teaching performance.	4.71	.49
3	Online instructor feedback is important because it clarifies for me what good performance is through the establishment of criteria and expected standards.	4.68	.63
4	My instructor's comments on my micro-teaching performance were fair.	4.78	.45
5	Online instructor feedback explained to me the gaps in my understanding of teaching.	4.68	.57
6	Online instructor feedback directs me towards more appropriate teaching practices.	4.52	.65
7	Online instructor feedback on my micro-teaching has helped to identify my current and hoped for performance	4.59	.59
8	As a result of online instructor feedback, I can accurately self-assess and self-correct my performance.	4.43	.71
9	Online instructor feedback I received is a mechanism for self-reflection and self-development.	4.59	.52
10	I feel motivated and encouraged to teach as a result of online feedback I received from my instructor.	4.57	.68

Similarly, there was a reliance on the fairness of peers' comments on the evaluation of micro-teaching performances (M = 4.45, SD = .75) and the presence of peer feedback as an essential component of the process (M= 4.15, SD = .81). Moreover, the mean scores indicated that the MTrs felt motivated and encouraged to teach upon

receiving online peer feedback (*M* = 4.14, *SD* = .89). Similar to instructor feedback, the MTrs valued peer feedback in terms of perceiving it as a mechanism for self-reflection and self-development (*M* = 4.01, *SD* = .79), clarifying the features of effective teaching performance (*M* = 4.12, *SD* = .75), and explaining the gaps in their understanding of teaching performance (*M*= 4, *SD* = .94). However, the MTrs relied less on the role of online peer feedback in identifying their current and desired performance (*M* = 3.92, SD = .96), regarding self-assessment (*M* = 3.87, *SD* = .94), and in terms of leading them to more appropriate teaching practices (*M* = 3.84, *SD* = .97). In light of these findings, it can be noted that items related to online peer feedback showed no instances of strong agreement. Instead, several items were linked to the indication of agreement. Table 23 shows descriptive statistics for online peer feedback. Moreover, unlike instructor feedback, the items associated with the neutrality of opinions on online peer feedback were available. Yet, they were still close to agreement since there were no items with mean scores below 3.5, which was mainly specified as the range of neutrality. Considering the descriptive statistics regarding both online instructor and peer feedback, it can be claimed that the MTrs had positive perceptions of online instructor and peer feedback.

Table 23. Descriptive statistics for online peer feedback

(1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)			
I	**Items**	***M***	***SD***
1	Online peer feedback is a crucial element of my micro-teaching experience.	4.15	.81
2	Online peer feedback plays a crucial role in improving my teaching performance.	3.96	.88
3	Online peer feedback is important because it clarifies for me what good performance is through the establishment of criteria and expected standards.	4.12	.75
4	My peers' comments on my micro-teaching performance were fair.	4.45	.75
5	Online peer feedback explained to me the gaps in my understanding of teaching.	4	.94

Table 23. (continued)

6	Online peer feedback directs me towards more appropriate teaching practices.	3.84	.97
7	Online peer feedback on my micro-teaching has helped to identify my current and hoped for performance.	3.92	.96
8	As a result of online peer feedback, I can accurately self-assess and self-correct my performance.	3.87	.94
9	Online peer feedback I received is a mechanism for self-reflection and self-development.	4.01	.79
10	I feel motivated and encouraged to teach as a result of online feedback I received from my peers.	4.14	.89

Apart from Likert-scale questions, open-ended items based on the comments and suggestions of the participants for online instructor and peer feedback component of the course were included. The emergent codes are listed as follows: *the need for strong feedback mechanism, encouraging online feedback, fair online feedback, constructive online feedback, allocating a considerable amount of time on feedback dialogues, a need for anonymous commenting platform for peer feedback*, and o*nline feedback serving as a guide*. Few participants indicated that instructor feedback is effective and useful, on the other hand, peer feedback was found ineffective due to its less objective nature. Nonetheless, peer feedback was considered necessary at the same time.

In light of these findings, it can be stated that online survey yielded mixed opinions in relation to suggestions for online instructor and peer feedback component of the course. Notably, the perceptions of the role of peer feedback in online MT varied. However, the importance of fair feedback and constructive online feedback was emphasized through open-ended items as well as Likert-scale items.

CHAPTER 5

DISCUSSION

Within the scope of this chapter, the findings of the study are interpreted considering the relevant studies in the literature and focusing on the similarities and differences among feedback types in line with the order of the research questions. In addition, a model regarding dialogic feedback practices for online micro-teaching purposes is suggested and explained.

5.1. The Overall Frequencies of Initial Verbal Self-Evaluation, Instructor Feedback, and Peer Feedback

As a result of the analysis of 57 micro-teaching feedback sessions, the frequencies of codes for initial verbal self-evaluation (IVSE) were determined as functions (*f*=217); 48%, cognitive aspects (*f*=152); 33%, and social-affective aspects (*f*=86); 19% of initial verbal self-evaluation (Please, see Figure 16). Accordingly, regarding social-affective aspects of the IVSE, expressing satisfaction, expressing anxiety, confronting emotional risks, expressing mixed feelings, and expressing dissatisfaction emerged. With regard to the cognitive aspects (CAs) of initial verbal self-evaluation, *explaining reasons for decision-making*, *lesson planning and implementation*, *the change of plan*, *challenges in lesson planning*, and *technical difficulties* were prevalent. In addition, the main functions of the IVSE were specified as *expressing gratitude*, *revealing*, *clarifying*, *agreeing*, and *referring*.

All in all, it is seen that functions ranked first, followed by cognitive aspects and social-affective aspects respectively. In this regard, the sequencing of the components involved in the dialogic feedback processes was the same as instructor feedback, implying that the instructor became a role model for the MTrs.

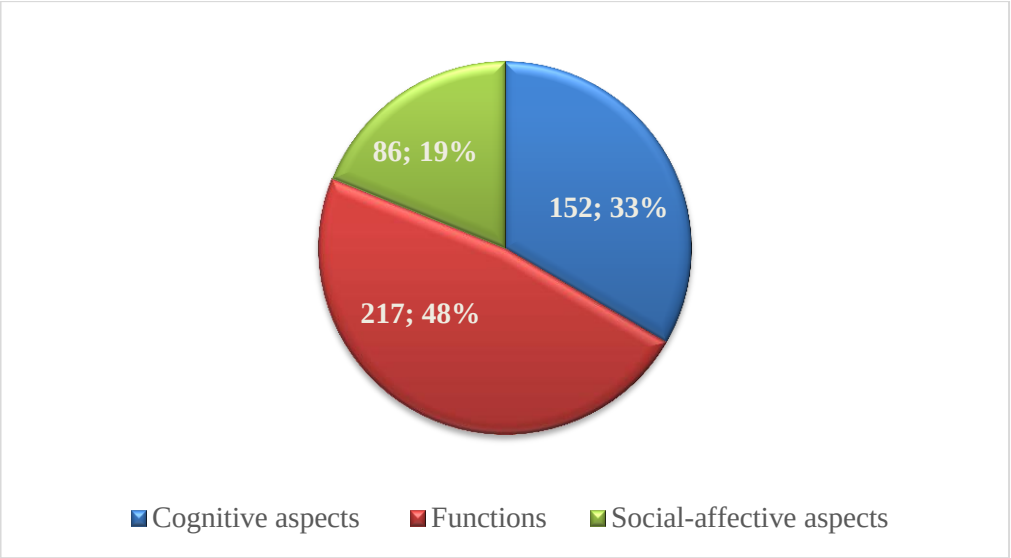

Figure 16. Frequencies of initial verbal self-evaluation

With regard to the instructor feedback (IF), the total frequency of codes extracted from video recordings (*f*=1763) was categorized into social-affective aspects (*f*=349); 20%, cognitive aspects (*f*=643); 36%, and functions (*f*=771); 44%. The analysis of 57 online MT feedback sessions demonstrated that functions prevailed cognitive aspects both in IVSE and IF, followed by social-affective aspects. Figure 17 summarizes the distribution of the social-affective and cognitive aspects of IF as well as its' functions.

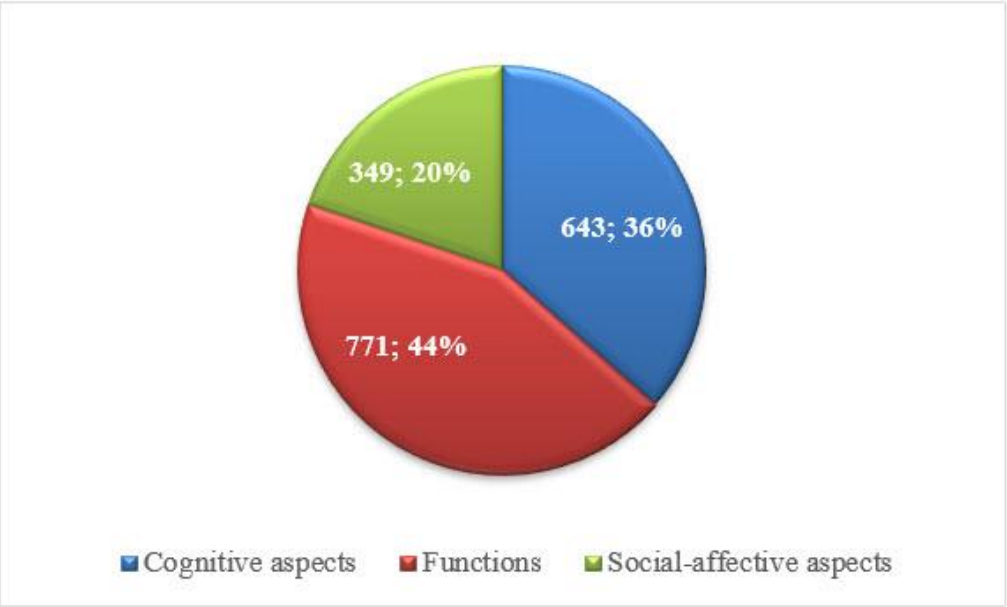

Figure 17. Frequencies of instructor feedback

Concerning the SAAs of instructor feedback, expressing satisfaction, highlighting attitudes and teacher personality traits, softening negative feedback, encouraging micro-teachers, and showing empathy came to the fore. The dominant cognitive aspects of instructor feedback were *lesson planning and procedures*, *providing a rationale for feedback*, *maintenance of dialogue*, *online material design*, and use of teaching techniques. Moreover, as the outstanding functions of instructor feedback, *prompting*, *initiating*, *agreeing*, *facilitative*, and *guiding* were specified.

The frequencies of codes concerning peer feedback (PF) also demonstrated that cognitive aspects (*f*=298); 46% outweighed social-affective aspects (*f*=197); 31%, followed by functions (*f*=145); 23%. (Please, see Figure 18). Contrary to IVSE and IF, cognitive aspects were the most prevalent component concerning PF, followed by functions and social-affective aspects.

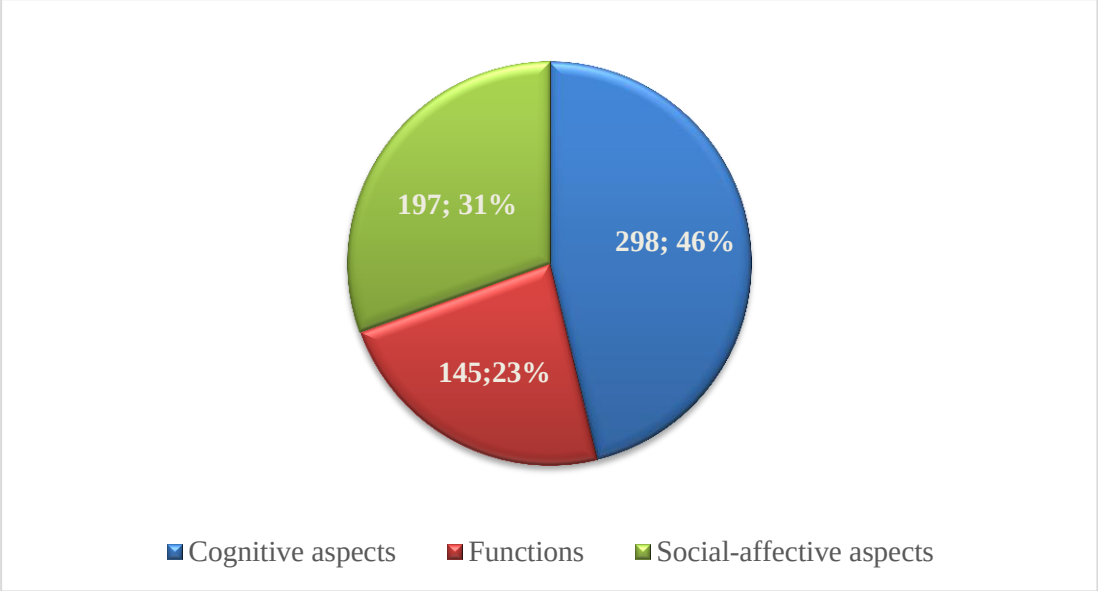

Figure 18. Frequencies of peer feedback

The SAAs of PF were similar to IF to a considerable extent. Furthermore, the main cognitive aspects of PF were almost the same as IF. With regard to the cognitive aspects (CAs) of peer feedback (PF), lesson planning and procedures, *online material design/selection/adaptation*, *use of teaching techniques*, and *providing a rationale* were listed as prominent codes. Although the variety of the categories were limited

compared to the CAs of instructor feedback, the classmates of the MTrs commented on several features of teaching performances. Considering the prominent functions of peer feedback, *facilitative*, *agreeing*, *referring*, *supportive (motivational)*, and *expressing gratitude* were determined. In light of these findings, it is possible to argue that peers could be less aware of the functions of feedback compared to the MTrs and the instructor.

In a similar vein, in relation to written self-evaluation (WSE), CAs had the highest frequency (*f*=749; 44%) in the analysis of self-reflection reports. Nonetheless, it was found that functions (*f*=557; 33%) were more frequent than SAAs (*f*=381, 23%). Figure 19 presents the frequencies and percentages in relation to WSE.

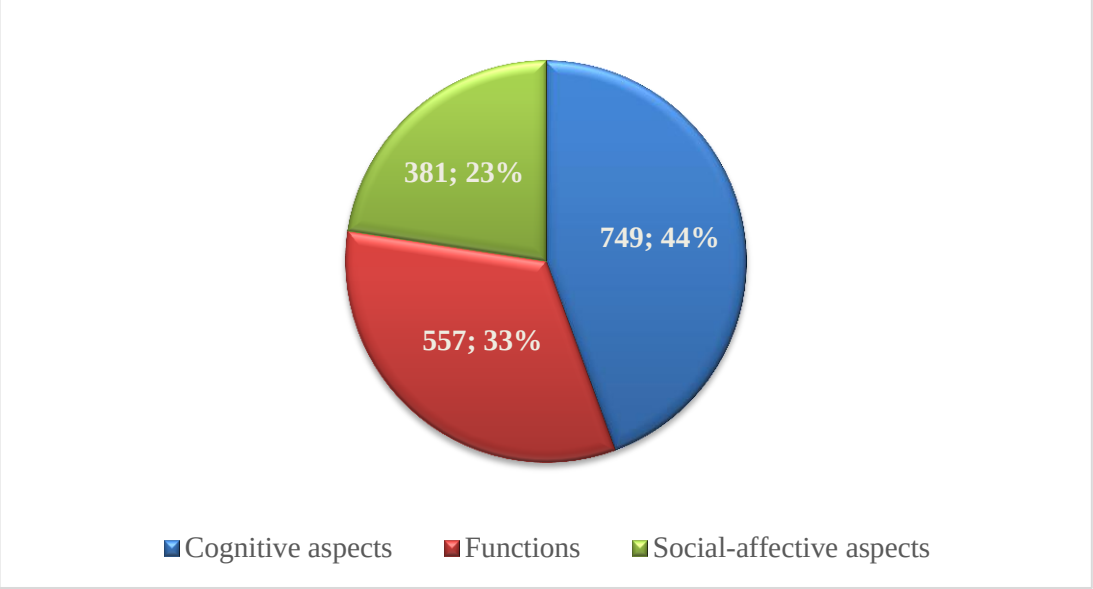

Figure 19. Frequencies of written self-evaluation

With regard to the SAAs of WSE, *expressing satisfaction*, *expressing dissatisfaction*, *highlighting attitudes and teacher personality traits*, *expressing anxiety*, and *expressing mixed feelings* were prominent. In addition, *use of teaching techniques*, *explaining reasons for decision-making*, *lesson planning and procedures*, *lesson planning and implementation* as well as *online material design/selection/adaptation* came to the fore related to CAs. As regards the functions of WSE, *adjusting*, *realizing*, *revealing*, *referring*, and *assuming* consisted of the

main codes. Contrary to the IVSE, WSE included fewer functions, which could be attributed to the eligibility of feedback functions in a dialogic manner. However, cognitive aspects were involved in WSE to a greater extent, indicating that the MTrs elaborated on their teaching performance thoroughly.

The instances of different types of feedback are aligned with the suggestion of Esterhazy et al. (2019), who emphasize that educators must create opportunities for students to enter into dialogues with their teachers and peers, and access resources that will support their understanding. Moreover, especially the presence of functions with respect to instructor feedback supports the idea that teacher educations programs should work to establish more dialogic approaches to feedback that provide PSTs with multiple opportunities to reflect individually and collaboratively considering purpose and delivery components of feedback (Wilcoxen, 2021). Similarly, the purpose and delivery as well as the design of feedback are indicated as important factors to consider in terms of high-quality feedback practices (Smith& Lowe, 2021). In this regard, the inclusion of social-affective dimension and varied functions demonstrate that the instructor and the peers consider the quality of feedback that they deliver.

5.2. What do the video-recorded online synchronous microteaching sessions of pre-service EFL teachers in a methodology course indicate in terms of social-affective aspects of initial verbal self-evaluation, instructor feedback, and peer feedback?

With regard to the initial verbal self-evaluation, the micro-teachers (MTrs) expressed their satisfaction in many cases depending on the factors such as the smooth flow of lesson, time management, use of teaching techniques, the level of participation in the lesson, etc. Similar to the findings of previous studies (e.g., Ergül, 2023; Ersin et al., 2020, Kokkinos, 2022; Öksüz-Zerey &Cephe, 2023), some MTrs felt anxious and experienced emotional challenges such as feeling lost, overwhelmed, and discouraged depending on the nature of online MT experience. Nonetheless, most of them also stated that they were satisfied with their online MT performance just after

completing the lesson. This situation may partly arise from the MTrs' endeavor to save face in an attempt to obscure their true feelings.

However, as opposed to the findings of the study by Ryanti (2021), the MTrs in the current study tended to express a certain degree of anxiety, especially in the initial verbal evaluation phase. The pre-service teachers in that study, on the contrary, felt more confident due to the fact that they did not have to teach their peers face to face in the classroom. This finding was attributed to their limited access to their peer students' reactions when they are teaching. Moreover, turning off their cameras during the teaching was likely to make pre-service teachers less nervous when teaching their peers thanks to the opportunity of hiding their face and their feelings. However, the MTrs were required to keep their cameras on during their microteaching regardless of the time spent on task, waiting, etc., which might influence their levels of anxiety.

As Saunders (2020) states, online dialogic feedback sessions prompted vulnerability as well, owing to the arousal of possible negative emotions during the process. Therefore a few MTrs confronted emotional risks through criticizing their online teaching performance and revealing their shortcomings in terms of the use of teaching techniques, the features of teacher talk, and so on. They also expressed dissatisfaction and mixed feelings in relation to the effectiveness and the flow of the MTs. Such occurrences indicate that the MTrs tended to be vulnerable to some extent, which might be linked to the establishment of trust relationship between the instructor and them (Saunders, 2020).

The instructor used a sandwich technique to deliver feedback on the microteachings of pre-service teachers. Namely, she first mentioned the positive aspects of micro-teaching through *expressing gratitude*, *encouraging micro-teachers*, and *showing empathy* in addition to providing cognitive feedback. In this regard, she expressed her satisfaction by saying "good job", "thank you so much", "excellent", and so on. In line with the stance of (Hill et al., 2021) regarding the presence of positive emotions through feedback dialogue, the instructor became aware of the MTrs' efforts, fostered mutual respect, and contributed to the development of their learner

identities depending on trust and care. In other words, as suggested by Pitt and Norton (2017), she aimed to provide support to the micro-teachers to soothe their resentment and relive self-doubt in relation to their online teaching performance. Hence, in contrast to the argument of Zhao et al. (2022), the flow of feedback dialogues pointed out that the instructor did not refrain from dialogue with the MTrs for assessment purposes due to fear of conflict.

Later on, she commented on aspects of the MTs that needed to be improved in terms of the design of the lesson, the use of teaching techniques, the selection of teaching materials, etc. To that end, she attempted to soften negative feedback when expressing her dissatisfaction and showed sensitivity to micro-teachers' emotional responses. The execution of such phases did not occur in a monological manner, but rather it was an interactive exchange of ideas. In this regard, the delivery of feedback in terms of social-affective aspects aligned with the procedures took place in the study conducted by Derin et al. (2020).

With regard to the nature of feedback provided by peers, it is possible to state that peer feedback was less influenced by power relationships in contrast to the dynamics of instructor feedback (Finn & Garner, 2011). Due to the lack of potential power imbalances, peers were prone to be less critical compared to the instructor. In this regard, being positioned equally and having similar training, they mostly refrained from expressing dissatisfaction. This tendency might be linked to the potential positive impacts of peer feedback on perceptions related to self-confidence (Theising et al., 2014). Since they also took turns as MTrs, they intended to be helpful and supportive rather than discouraging. Therefore, they delivered feedback in a way that is considerate and acknowledges the micro-teachers' efforts and sensitivity regarding their deficits. Nonetheless, the instructor fostered student agency as much as possible as noted by Carr (2008), reducing the power imbalance and empowering the pre-service EFL teachers. Furthermore, in accordance with the study by Derin et al. (2020), the peers took notes on teaching performances and provided immediate feedback after the microteaching sessions.

Similar to instructor feedback (IF), peer feedback included social-affective aspects such as *highlighting attitudes and teacher personality traits*, *expressing satisfaction*,

softening negative feedback, encouraging micro-teachers, expressing dissatisfaction, showing sensitivity to micro-teachers' emotional responses, and *showing empathy*. However, *teacher reassurance* was not available in data, which might stem from peers' hesitance to be assertive about their viewpoints concerning teaching competence and their lack of teaching experience. The instructor usually assured MTrs of the resolution of challenges concerning lesson planning and procedures, use of technology and teaching techniques, paralinguistic features of teacher speech, online material design/selection/adaptation, etc. in the future.

Table 24. Frequencies and percentages of social-affective aspects of initial verbal self-evaluation, instructor feedback, and peer feedback

A. Social-affective Aspects		
a. Initial Verbal Self-evaluation	**b. Instructor Feedback**	**c. Peer Feedback**
i. expressing satisfaction *(f=36);* **42%** **ii.** expressing anxiety (*f*=20); **23%** **iii.** confronting emotional risks (*f*=12); **14%** **iv.** expressing mixed feelings (*f*=11); **13%** **v.** expressing dissatisfaction (*f*=7); **8%**	**i.** expressing satisfaction (*f*=88); **25%** **ii.** highlighting attitudes and teacher personality traits (*f*=53) **15%** **iii.** softening negative feedback(*f*=50) **14%** **iv.** encouraging micro-teachers (*f*=40) **11%** **v.** showing empathy (*f*=35) **10%** **vi.** showing sensitivity to micro-teachers' emotional responses (*f*=32) **9%** **vii.** instructor reassurance (*f*=27) **viii.** expressing dissatisfaction(*f*=24); **7%**	**i.** highlighting attitudes and teacher personality traits (*f*=77); **40%** **ii.** expressing satisfaction (*f*=73); **37%** **iii.** softening negative feedback (*f*=15); **8%** **iv.** encouraging micro-teachers (*f*=13); **6%** **v.** expressing dissatisfaction (*f*=10); **5%** **vii.** showing sensitivity to micro-teachers' emotional responses (*f*=5); **2%** **viii.** showing empathy (*f*=4); **2%**

Considering that MTrs did not have such insights into real teaching experiences occurring in face-to-face and online settings, they did not use promising statements, but rather they focused on the current instances. As Tam (2021) suggests, peer feedback mostly served as an icebreaker and diminished peer pressure owing to the positivity of comments, contributing to the execution of dialogic feedback sessions in the form of teamwork. Based on the list of codes provided in Table 19, the results are discussed comparatively below.

As can be seen from Table 19, with regard to instructor feedback and peer feedback respectively, *expressing satisfaction* (25%, 40%) and *highlighting attitudes and teacher personality traits* (40%, 37%) were found as codes with the highest percentage which were followed by *softening negative feedback* and *encouraging micro-teachers* for both types of feedback. This consistency might stem from peers' observing the instructor's feedback routines. However, the distribution of codes regarding instructor feedback was less concentrated compared to peer feedback. This could be the result of the comprehensiveness of instructor feedback as well as the more structured flow of feedback practices adopted by peers. It also indicated that peers put emphasis on teacher presence through predominantly referring to teacher attitudes and personality traits. Since they were in the process of developing teacher identity, they mostly considered positive teacher attitudes as optimal for creating an effective learning environment. Similarly, as regards initial verbal self-evaluation, *expressing satisfaction* (42%) came to the fore. However, *expressing dissatisfaction* had a higher percentage in relation to initial verbal self-evaluation (8%), which could support the idea that some MTrs needed encouragement from the instructor and their peers. In addition to *expressing dissatisfaction*, they showed a tendency to be self-critical concerning their teaching performance through *expressing anxiety*, *confronting emotional risks*, and *expressing mixed feelings*. The negative utterances associated with initial verbal self-evaluation might specifically emerge from the challenges of online micro-teaching as a relatively new concept. It should be noted that *showing empathy* and s*howing sensitivity to micro-teachers' emotional responses* took place as a result of the negative utterances and hesitance on the part of the MTrs.

5.3. Discussion in relation to Research Question 1b: What do the video-recorded online synchronous microteaching sessions of pre-service EFL teachers in a methodology course indicate in terms of cognitive aspects of initial verbal self-evaluation, instructor feedback, and peer feedback?

During the initial verbal self-evaluation phase, The MTrs tended to engage in *explaining reasons for decision-making* in relation to lesson planning, the implementation of activities, time management etc. after the MTs. They also touched upon (in)consistencies regarding the *lesson planning and implementation*, especially thanks to the questions posed by the instructor to maintain dialogue. In this regard, feedback as a form of scaffolding prompted them to reflect on the implications of their teaching practices (Hinojasa, 2022). Similar to the findings in the study of Derin et al. (2020), they referred to technical problems, the challenges of classroom management in an online setting, and the uniqueness of such an experience despite the level of anxiety experienced at the very beginning. Moreover, in line with the study of Ergül (2023), participation and interactivity in MT sessions, the lack of social interactions, and the inadequate non-verbal cues due to the presence of peers with their cameras off came to the fore. Hence, as indicated by Sanal-Erginel (2022) as well, they also experienced emotional challenges as a result of the restricted interaction in synchronous lessons, technical problems mainly related to internet connection, inadequate digital competencies, and the artificial nature of the experience.

Since the MT sessions were executed in a condensed form, *lack of time* and *the change of plan* (e.g., skipping a few activities in a lesson plan, changing time allocated for a particular activity, decreasing the amount of teacher-student interaction, etc.) occurred depending on time constraints. Technical difficulties such as unstable Internet connection, problems with sound quality and screen-sharing, and navigating the comments on chat box influenced time management in some cases. Experiencing such problems, the MTrs also focused on *comparing MTs to real classroom contexts* and highlighting *online teaching experience* in comparison with face-to-face teaching. Apart from these, they also commented on *challenges in lesson planning* and *online material design/selection/adaptation* in accordance with lesson

themes, which supports the idea that online microteaching could promote the exchange of ideas related to lesson planning and the improvement of lesson content (Handayani& Triyanto, 2022). According to Xu and Carless (2017), instructor feedback based on cognitive scaffolding as well as social-emotional backing can foster learners to be cognitively and socially-emotionally prepared. Considering the online MT context in this study, it could be stated that many instances of cognitive aspects were categorized into instructor feedback (*f*=643) in relation to initial verbal self-evaluation (*f*=152) and peer feedback (*f*=298). As regards the outstanding feature of IF, comments concerning *lesson planning and procedures* (22%) were in the majority followed by *providing a rationale for feedback* (13%) and *maintenance of dialogue* (12%).

The instructor attached high importance to the lesson planning phase; therefore, she either approved of the procedures or had suggestions for improvement. Apart from individual feedback, she also provided *whole-class feedback*, especially with respect to the points to consider for the design of prospective MTs. Concerning *lesson planning and procedures*, issues related to *online material design/selection/adaptation* (9%) were raised. The conditions of the online teaching environment impelled the instructor and the MTrs to evaluate the flexibility and usability of online teaching materials. Moreover, she referred to *sequencing the activities* in a lesson plan depending on factors such as task difficulty, expected student production, etc. This situation could be ascribed to the priority of enhancing lesson planning skills from the perspective of the instructor rather than concentrating on online MT performance. In this regard, cognitive aspects peculiar to teaching performance itself such as *use of teaching techniques* (9%) and *paralinguistic features of teacher speech* (5%) were mentioned to a lesser extent. Since it was the first methodology course taken by the pre-service teachers within the scope of the language teacher education programme, she probably strived to create a basis for introducing the essential elements of a lesson plan. For this reason, similar to the case in the study by Bodis et al. (2020), she also conducted demo lessons for each language skill prior to asking the MTrs to implement MTs.

The instructor's preference for *providing a rationale for feedback* may be attributed to her need for providing concrete feedback, making it specific, actionable and clear

to enable the MTrs to take appropriate action. In a similar vein, she also dealt with *rephrasing peer feedback* in some cases. The motive behind this tendency could be both emphasizing important points included in peer feedback and delivering it clearly to the MTrs to avoid ambiguity. In the light of these points, with regard to the flow of instructor feedback, the availability of reflective dialogue practices came to the fore. Furthermore, *justifying micro-teachers' choices* concerning lesson planning, online material design, use of teaching techniques, etc. occurred. To that end, as Charteris (2016) points out, she interpreted feedback by inviting peers to respond to different aspects and elaborate further on their comments. Namely, she engaged in careful listening and active questioning (Nehring et al., 2010) for the purpose of maintaining dialogue. Moreover, she kept the conversations focused on the content of MTs, provided thoughtful responses upon eliciting initial verbal self-evaluation and peer feedback, maintained a positive attitude, and summarized key points. She also engaged in *comparing MTs with real classroom contexts*, *bringing new knowledge into dialogue*, *extending the scope of peer feedback*, *stating the target profile and proficiency level* and *challenging students' understanding* in order to keep dialogue active. In this regard, she took the lead in feedback sessions to direct the MTrs to be involved in knowledge construction and profound learning, which is considered necessary for instructors (Garrison & Cleveland-Innes, 2005). When *comparing MTs with real classroom contexts*, she did not differentiate between face-to-face MTs and online MTs, which could be due to the fact that they did not experience MTs in physical settings. Consequently, such a comparison generally served as a glimpse into how teaching real students could look like in addition to highlighting the dynamics of actual teaching contexts. In sum, it should be noted that the existing literature does not put enough emphasis on the interpretations of instructor feedback taking place in online MT settings.

As Klemenčič (2015) noted concerning the enactment of student agency, the instructor positioned peers in the online MT environment in a way through which they have a voice. In this respect, as observers and feedback providers, this context was an opportunity for them to enhance their pedagogical knowledge and raise their awareness of issues related to teaching (Derin et al., 2020). Like instructor feedback, peer feedback (PF) showed instances of *lesson planning and procedures* (%30), *use*

of teaching techniques (%19), *providing a rationale for feedback* (%12), and *paralinguistic features of teacher speech* (7%). However, along with *use of teaching techniques*, the prevalence of *online material design/selection/adaptation* (25%) was greater in PF compared to the content of IF. Yet, peers focused on *comparing MTs with real classroom contexts* less frequently, which makes sense considering that they did not have real teaching experience except for private tutoring. On the contrary, when commenting on constraints of online microteaching, some wished they had implemented face-to-face MT rather than online MT. Unlike the instructor, they also referred to the MTrs' *handling technical problems*, *mentioning personal learning experiences*, and *constraints of online microteaching*. Although they did not experience traditional MT, the multifaceted aspects of online MT made such a practice more demanding. Since they were sensitive to technical issues arising in the online environment, it can be assumed that skills to deal with tech-related problems became important. Furthermore, as they pretended to be students, their past learning experiences were remembered and mentioned.

It is important to note that PF did not show any instances of attempt regarding *maintenance of dialogue* as opposed to the findings of the study by Tam (2021), which included student initiation. Instead, they preferred to ask for permission to speak and take turns to contribute to the feedback sessions. It might have resulted from their hesitancy to challenge relations of power with the instructor. Likewise, they also did not engage in *bringing new knowledge into dialogue*, *extending the scope of peer feedback*, *rephrasing peer feedback*, and *engaging beyond the task*. Namely, they were attentive to each other's opinions regarding the evaluation of MTs. Although they expressed their dissatisfaction with the facets of MTs, they did not disagree with peers' comments. This situation could indicate the power balance among peers, which might have led to their reluctance to comment further on each other's viewpoints. In addition to the results obtained from social-affective aspects of PF, the cognitive aspects retrieved from the analysis also suggest that PF is not influenced by power dynamics (Finn & Garner, 2011). Unlike the instructor, they also did not consider the clarity of peer feedback, which might be attributed to their perceptions of self-efficacy as well the need to rely on the instructor. Moreover, they were focused on the current MTs and the related tasks rather than being concerned

with the upcoming tasks. Nonetheless, similar to the situation concerning IF, the place of dialogue in peer feedback has not received much attention in the current literature (Ajjawi& Boud, 2017).

Table 25. Frequencies and percentages of cognitive aspects of initial verbal self-evaluation, instructor feedback, and peer feedback

B. Cognitive Aspects		
A. Initial Verbal Self-evaluation	**B. Instructor Feedback**	**C. Peer Feedback**
i. explaining reasons for decision-making (*f*=41); **27%** **ii.** lesson planning and implementation (*f*=22); **14%** • consistency (*f*=17) • inconsistency (*f*=5) **iii**. the change of plan (*f*=13); **8%** **iv.** challenges in lesson planning (*f*=11); **7%** **v.** participation and interactivity (*f*=9); **6%** **vi.** technical difficulties (*f*=7); **5%** **vii.** comparing MTs with real classroom contexts (*f*=9); **6%** **viii.** lack of time (*f*=7); **5%** **ix.** online teaching experience (*f*=7); **5%** **x.** online material design/selection/ adaptation (*f*=6); **4%** **xi.** the flow of lesson (*f*=5); **3%**	**i.** lesson planning and procedures (*f*=144); **22%** • approving (*f*=66) • improving (*f*=68) **ii.** providing a rationale for feedback (*f*=81); **13%** **iii.** maintenance of dialogue (*f*=79); **12%** **iv.** online material design/selection/ adaptation (*f*=55); **9%** **v.** use of teaching techniques (*f*=55); **9%** **vi.** comparing MTs with real classroom contexts (*f*=49); **8%** **vii.** paralinguistic features of teacher speech (*f*=34); **5%** **viii.** bringing new knowledge into dialogue (*f*=30) **5%** **ix.** extending the scope of peer feedback (*f*=26); **4%** **x.** stating the target profile & proficiency level (*f*=21); **3%** **xi.** rephrasing peer feedback (*f*=20); **3%** **xii.** whole-class feedback (*f*=14); **2%** **xiii.** engaging beyond the task (*f*=11); **2%** **xiv.** justifying micro-teachers' choices (*f*=10); **1%** **xv.** sequencing the activities (*f*=9); **1%** **xvi.** challenging students' understanding (*f*=5); **< 1%**	**i.** lesson planning and procedures (*f*=91); **30%** • approving (*f*=78) • improving (*f*=13) **ii.** online material design/selection/ adaptation (*f*=76); **25%** **iii.** use of teaching techniques (*f*=58); **19%** **iv.** providing a rationale for feedback (*f*=36); **12%** **v.** paralinguistic features of teacher speech (*f*=20); **7%** **vi.** comparing MTs with real classroom contexts (*f*=6)**; 2%** **vii.** handling technical problems (*f*=5); **2%** **viii.** mentioning personal learning experiences (*f*=4); **1%** **ix.** constraints of online microteaching (*f*=2); **<1%**

When three types of feedback were taken into consideration all together, *comparing MTs with real classroom contexts* was seen as the only common aspect. This point might have been raised due to the fact that MT does not consist of real students, diverges from actual classroom teaching, and lacks authentic experience based on classroom circumstances (Azrai et al., 2020, Ralph, 2014). Moreover, from the perspective of the MTrs, being in a state of anxiety initially teaching their peers (Ralph, 2014) and time constraints as well as restricted opportunities for reflection on their own teaching (Lee & Wu, 2006) might have been influential.

Another commonality was found to be online material design/selection/adaptation, which came to the fore particularly concerning peer feedback. Considering this point, it could be deduced that peers valued the matter of online material use (25%) more than the instructor (9%) and the MTrs (4%). This implication might be linked to putting themselves in real students' shoes and assuming their expectations in a lesson. Furthermore, when reflecting on their past experiences, they might have remembered that teaching materials presented in an attractive way captured attention.

Although *lesson planning and implementation* regarding initial verbal self-evaluation seems similar to *lesson planning and procedures* in the other two types of feedback, it was elicited thanks to a specific question raised by the instructor (e.g., Was it according to your plan?). In other words, this aspect did not come out naturally as it occurred in instructor feedback and peer feedback. Therefore, it could be argued that the MTrs were not self-critical enough to reflect on points to be approved or improved with respect to their lesson plans in the initial verbal self-evaluation phase. Another prominent cognitive aspect of the initial verbal self-evaluation was *participation and interactivity* since only the MTrs put emphasis on this issue. As most of the cameras were turned off during the MT sessions, they appreciated peers that actively participated in the lessons and felt encouraged depending on the interactivity. Expectedly, they also tended to refer to the planning phase of the lesson through mentioning *challenges in lesson planning* and *explaining reasons for decision-making* in relation to choice of materials, the time allocation in the lesson plan, etc., which was not applicable to the instructor and peers.

5.4. Discussion in Relation to Research Question 1c: What do the video-recorded online synchronous microteaching sessions of pre-service EFL teachers in a methodology course indicate in terms of functions of initial verbal self-evaluation, peer feedback, and instructor feedback?

With regard to initial verbal self-evaluation (IVSE) the micro-teachers (MTrs) engaged in *expressing gratitude* (34%) to the instructor and the peers in many cases due to the provision of online teaching opportunity, the level of participation in the lesson, receiving positive comments, which is in accordance with the finding of the study conducted by Derin et al. (2020). Similarly, they were inclined to express their positive and negative feelings, namely, *revealing* them. In this respect, the expression of anxiety and emotional challenges was also prevalent in line with the findings of previous studies (e.g., Ergül, 2023; Ersin et al., 2020, Kokkinos, 2022; Lee et. al., 2023, Öksüz-Zerey& Cephe, 2023). However, they also reported their happiness, pleasure, and relief in relation to online MT performance. Such situations encompassing the expression of gratitude and positive feelings were associated with expressing satisfaction.

Interestingly, the function called *disagreeing* did not emerge in the IVSE phase, but rather *agreeing* (10%) appeared as a prominent function. This situation demonstrates that the MTrs did not disagree with the feedback received. It might be attributed to the MTrs' tendency to be overcritical of their teaching performance at the very beginning as well as the internalization of the feedback process. Apart from these, *clarifying* (12%) also came to the fore, especially in relation to the MTrs' explaining reasons for decision-making and need for understanding the expectations of the instructor in addition to *asking for guidance.* To that, a few MTrs asked the instructor questions to clarify what needs to be revised regarding their lesson plan and teaching performance. Moreover, *referring* served as a function concerned with specific moments in MT sessions. It emerged as a result of the MTrs' need to point out the parts in which they experienced some problems, became satisfied with the flow of the lesson, made decisions on the implementation of activities, etc. In other words, they used this function to support their perceptions regarding the effectiveness of MTs and to provide evidence based on the executed lessons. Some

functions were directly related to the social-affective and cognitive aspects. For instance, *comparing* (4%) was named based on *comparing MTs with real classroom contexts* as a cognitive aspect. Similar to *expressing gratitude*, *apologizing* and *regretting* emerged depending on social-affective aspects when the MTrs showed vulnerability, expressed dissatisfaction and mixed feelings. Also, the emerging list of functions of the initial verbal self-evaluation demonstrated that the MTrs not only focused on their present teaching capabilities, but also referred to their future selves through the functions such as *promising* and *hoping*.

With regard to the functions of instructor feedback (IF), it was seen that *prompting* (19%) and *initiating* (15%) were influential, which can be interpreted as the instructor's efforts to maintain dialogue. In accordance with Tuck's (2017) claim, establishing dialogue with students, that is to say, the MTrs took place. To that end, the instructor used routine questions to prompt self-reflection and self-explanation from the MTrs as well as eliciting feedback from peers. In this regard, she also initiated new beginnings to create processes of fruitful dialogue and cope with silence in feedback sessions. When there was no answer after wait time, she also resorted to *calling on* peers. Considering the online MT context, As Tulgar (2019) states, explicit feedback and reflective dialogue played an important role in pre-service teachers' ability to critically reflect on their own performance and adjust prospective teaching experiences accordingly. Moreover, such functions observed in IF supports the idea that feedback is expected to have an impact on learners' evaluative judgments instead of only highlighting areas of improvement (Henderson et al., 2019). Like the MTrs, *agreeing* (10%) was noticeable; namely, she agreed with PF in most cases. This situation might have partially stemmed from her attention regarding not to discourage peers from getting involved in dialogic feedback processes. However, there were also instances she utilized the *disagreeing* function of feedback, especially when peers questioned the appropriateness of particular tasks. Since she used to examine the lesson plans as a whole prior to MT sessions, she was able to provide a rationale to refute arguments included in PF. Yet, it was very limited compared to the occurrence of the agreeing function.

It should be taken into consideration that the instructor relied more on the *facilitative* (7%) function of feedback rather than the *directive* (5%) function. In other words,

she preferred to inspire the MTrs to recognize their strengths, identify areas for development, and formulate actionable plans through adopting a constructive approach. Except for the content of feedback related to the revision of the lesson plans, she was less direct in her use of feedback strategies. In addition, the *guiding* function of IF emerged in accordance with the *directive* and *facilitative* functions. Notably, *assessing*, which indicated the gap between the performance and desired outcome were connected to sequencing the activities included in lesson plans Apart from these, the *differentiating* (5%) function appeared depending on *comparing MTs with real classroom contexts* as a cognitive aspect. Although it is almost the same purpose with the *comparing* function concerning IVSE and PF, coming up with a separate function was needed. The rationale behind this choice was the instructor's regular emphasis on the distinctive features of real classroom environments, probably as an attempt to shape their perceptions.

According to Narciss (2008), three functions of feedback are listed as cognitive, metacognitive, and motivational. The examination of IF indicated the *motivational* (5%) function of feedback in addition to the prevalence of functions concerning cognitive aspects. In order to encourage the MTrs and comfort them, she also had supportive behaviors. Similarly, the *acknowledging* (4%) function was linked to *acknowledging micro-teachers' emotional responses*, which was categorized into social-affective aspects. Furthermore, in line with her constructive feedback approach, the *assuming* (3%) function was present. In this respect, she resorted to statements based on probability rather than reaching a conclusion on the MTrs' choices and peers' attitudes. Therefore, it could be deduced that she refrained from making harsh judgements. Like the MTrs, she also engaged in *clarifying* both as a response to the MTrs' questions and a means of making sense of the procedures. Moreover, in line with *extending the scope of peer feedback* and commenting on the MTrs' explanations, the *elaborating* function was available. In this regard, she paid attention to provide additional information and cover significant issues with the help of *exemplifying* whenever needed.

It is important to note that PF did not consist of the *directive* function, implying that they were not as straightforward as the instructor concerning areas for improvement.

It might be attributed to the dynamics of influence and authority among peers during the feedback process (Finn & Garner, 2011). In particular they avoided commenting on the improvement of lesson planning and procedures in contrast to the instructor. This might be due to the fact that they did not consider themselves as competent enough to evaluate the effectiveness of MT sessions. They also did not disagree with feedback provided either by the instructor or the others; instead, only the *agreeing* function appeared. Although the absence of disagreement with the instructor was an expected outcome, peers' not challenging each other was surprising to some extent. In this regard, they were not involved in the negotiation of feedback actively engaging in constructive conversations. However, despite not confronting the MTrs directly, they sometimes questioned the suitability of online materials, use of teaching techniques, etc. through consulting the instructor with the help of the *clarifying* function.

Like the instructor, peers resorted to the *motivational* function of feedback. Undertaking the role of micro-teacher alternately, they held a supportive attitude towards each other. In this regard, similar to the instructor, they also used the *acknowledging* function regarding the emotional responses of the MTrs. Moreover, in accordance with IF, the content of PF was associated with *assuming* and *exemplifying* functions. Such similarities might indicate peers' imitating feedback routines of the instructor through observations. They also engaged in the *comparing* function of feedback in line with the tendencies of the MTrs and the instructor. While they did not have teaching experiences in real classroom contexts, they somehow needed to make reference to the artificiality of MT technique.

Considering the functions of three types of feedback, some commonalities were detected. To start with, *expressing gratitude* appeared in all of them, with the highest percentage for the IVSE phase (34%), followed by PF (12%) and IF (4%). It was seen that the MTrs used the expression of gratitude as a response to IF and PF. Namely, they usually said the expression "thank you", probably considering it as a part of politeness. Moreover, they generally refrained from being involved in deep conversations during the feedback sessions, so they also tended to end the conversation through thanking.

Table 26. Frequencies and percentages of functions of initial verbal self-evaluation, instructor feedback, and peer feedback

C. Functions		
A. Initial Verbal Self-Evaluation	**B. Instructor Feedback**	**C. Peer Feedback**
i. expressing gratitude (*f*=73); **34%** **ii.** revealing (*f*=41) ; **19%** **iii.** clarifying (*f*=27); **12%** **iv.** agreeing (*f*=23); **10%** **v.** referring (*f*=19); **9%** **vi.** comparing (*f*=9); **4%** **vii.** apologizing (*f*=7); **3%** **viii.** promising (*f*=6); **3%** **ix.** hoping (*f*=4); **2%** **x.** asking for guidance (*f*=4); **2%** **xi.** assuming (*f*=3); **<1%** **xii.** regretting (*f*=1); **<1%**	**i.** prompting (*f*=144); **19%** ● self-reflection (*f*=71) ● self-explanation (*f*=18) ● peer reflection (*f*=55) **ii.** initiating (*f*=114); **15%** **iii.** agreeing (*f*=77); **10%** **iv**. facilitative (*f*=57); **7%** **v.** guiding (*f*=49); **6%** **vi.** differentiating (*f*=43); **5%** **vii.** supportive (*f*=40); **5%** **viii**. directive (*f*=38); **5%** **ix.** expressing gratitude (*f*=32); **4%** **x.** referring (*f*=31; **4%** **xi.** acknowledging (*f*=30); **4%** **xii.** elaborating (*f*=24); **4%** **xiii.** assuming (*f*=21); **3%** **xiv.** clarifying (*f*=18) ;**2%** **xv.** calling on (*f*=13); **2%** **xvi.** disagreeing (*f*=11); **1%** **xvi.** exemplifying (*f*=10); **1%** **xviii.** assessing (*f*=9); **1%**	**i.** facilitative (*f*=28); **19%** **ii.** agreeing (*f*=27); **19%** **iii.** referring (*f*=23); **16%** **iv**. supportive (*f*=19); **13%** **v.** expressing gratitude (*f*=18);**12%** **vi.** comparing (*f*=9); **6%** **vii.** clarifying (*f*=8); **5%** **viii.** acknowledging (*f*=5); **3%** **ix.** assuming (*f*=5); **3%** **x.** exemplifying (*f*=3); **2%**

Correspondingly, the *clarifying* function was more prevalent in IVSE (12%) compared to IF (2%) and PF (5%). It is probably due to the fact that the MTrs aimed to interpret feedback messages meaningfully to implement changes concerning their lesson plans and teaching performance. To that end, peers also attempted to benefit from feedback provided to the MTrs by enacting the *clarifying* function in the form of questions. On the other hand, the instructor needed this function only as a means of making lesson plans and procedures clear for herself. With regard to the *referring* function, it was utilized for the purpose of supporting feedback through providing evidence from the MT sessions, particularly for peers.

5.5. Discussion in relation to Research Question 1d: How does the instructor respond to peer feedback?

Examining the instructor's responses to PF, it can be deduced that she encouraged peers to provide feedback to the MTrs in a constructive way through *agreeing with peer feedback* in many cases. In this respect, she cared about their opinions on the assessment of MT sessions. Such an attitude might contribute to their teacher identity development since she positioned them as teacher candidates rather than students. Namely, she gave the impression that PF was complementary to IF, fostering open communication and collaboration to enhance team dynamics and constructive learning in the context of online MT. Hence, the value of peer feedback might be mainly associated with the dialogue it triggers instead of the feedback itself (Filius et al., 2018). As Watkins (2003) put forward, her adoption of a dialogic approach to feedback facilitated knowledge construction by cooperating with others.

Another way of responding to PF was *extending the scope of peer feedback*. To that end, she elaborated on peers' comments. When she agreed with PF, she had a tendency to revisit the concepts and give additional information based on the association of ideas. Therefore, such extensions also served as a means of guiding both the MTrs and peers. For instance, mentioning one MTr's teaching questioning skills upon feedback received from peers, she also referred to paralinguistic features of teacher speech such as intonation and rate. Moreover, such occasions provided an opportunity to provide IF when she took the floor. Although the feedback sessions

were based on some phases taking place in turn, they were not always linear depending on the flow of dialogic interactions.

Apart from these, *rephrasing peer feedback* emerged as a response to PF, probably due to the need of delivering PF in a more organized and clear manner as well as highlighting significant aspects. The instructor also tended to support the MTrs in some cases and alleviate their anxiety in case of the negative comments received from peers. To that end, there were also instances of *disagreeing with peers.* Since peers did not have a look at lesson plans prior to MT sessions, they usually did not have an idea regarding the lesson plans as a whole. For this reason, they sometimes reached conclusions based on just teaching performance observed. Furthermore, considering target learner profiles, they were sometimes suspicious about the MTrs' preferences in relation to material use, types of teaching activities, etc. In order to prevent misinterpretations in such situations, the instructor intervened, commented on their feedback, and engaged in *justifying micro-teachers' choices* if needed. Meanwhile, she continued inviting peers to respond and elaborate further on their perspectives as Charteris (2016) noted.

5.6. Discussion in relation to Research Question 1e: How do the micro-teachers respond to instructor and peer feedback?

With regard to the responses of MTrs to IF and PF, *expressing gratitude* came to the fore in line with the dynamics of the online MT environment based on mutual respect and positive relationships. Accordingly, emotional reactions linked to sincerity and politeness as well as appreciation were prevalent in their responses. However, some of them also confronted emotional risks through revealing their own weakness even before the negative comments of the instructor. In this regard, they were on the alert in case of being criticized. This situation might be attributed to the proposition that student responses to feedback are related to the notion of self-esteem (Young, 2000). Hence, students with low self-esteem might have a tendency to feel sorry in contrast to the students with high self-esteem. Considering the online MT context, it could be interpreted that MTrs varied in terms of their perceived self-efficacy levels as prospective teachers. Moreover, the instructor's and peers' constructive behaviors

might have influenced the MTrs' responses to feedback as Orsmond et al. (2005) put forward, thereby alleviating hesitations to reveal their emotional vulnerability.

The MTrs also attempted to make *explanations for decision-making* mostly in relation to *lesson planning and procedures* in addition to *the change of plan* due to external factors such as time limit, technical problems, etc. However, it was observed that they tended to provide explanations for decision-making as a response to IF rather than PF. This tendency might have stemmed from power relations and perceptions of the instructor as the expert. Furthermore, based on the depth of feedback, the MTrs might have regarded the instructor as more critical than peers. They might have also worried about the assessment of MT performance so that they considered online feedback sessions as an opportunity to explain themselves and demonstrate their enthusiasm in such an experience. According to Rowe (2017), events (e.g., praise) taking place are followed by emotions and lead to consequences such as increased effort for the upcoming task. Likewise, the MTrs' use of promises and expressing their hopes to improve their lesson planning skills and teaching performance could indicate the impact of IF and PF on their emotion regulation. It is asserted that praise fosters students more to engage in self-reflection in addition to increasing motivation and satisfaction unlike cognitive feedback (Tseng& Tsai, 2007). Since the comments of both the instructor and peers were associated with social-affective aspects of feedback as well, it could be stated that the MTrs usually felt encouraged and supported after implementing online MT sessions. In light of these points, it is possible to put forward that the perceptions of students, namely MTrs, concerning feedback and assessment influence how they respond to feedback (Pitt& Norton, 2016).

5.7. Discussion in relation to Research Question 2a: What do the pre-service EFL teachers' self-reflection reports submitted after implementing online microteachings indicate in terms of social-affective aspects of written self-evaluation?

The analysis of self-reflection reports in terms of social-affective aspects yielded similar results to initial verbal self-evaluation (IVSE). As regards the written self-

evaluation (WSE), *expressing satisfaction* (*f*=148) was the most prevalent code as it was the case concerning IVSE. Yet, the frequency of expressing satisfaction in self-reflection reports was far higher compared to IVSE, indicating an increase in the level of satisfaction with the implementation of MTs. This finding might imply that the MTrs tended to be less critical towards themselves after receiving feedback in the online environment and watching the video-recordings of their MTs. It is important to note that there were considerably more instances of expressing dissatisfaction (*f*=114) based on WSE. In this regard, both the levels of satisfaction (39%) and dissatisfaction (30%) increased and became more balanced. The expressions of dissatisfaction also emerged depending on the inevitable shift to online MT, which was in line with the statement of Zalavra and Makri (2022). Table 22 provides the frequencies and percentages concerning the SAAs, CAs, and functions of WSE.

Apart from these, *expressing anxiety*, *expressing mixed feelings*, and *confronting emotional risks* appeared in WSE almost in the same order concerning IVSE. Accordingly, the expression of anxiety (4%) was a common feature of online MT sessions in accordance with the previous studies (e.g., Ergül, 2023; Ersin et al., 2020, Kokkinos, 2022; Öksüz-Zerey &Cephe, 2023). Similar to the participants in the study of Sanal-Erginel (2022), the MTrs experienced emotional challenges in relation to interactivity, technical problems, use of technological tools, and so on in addition to feeling anxious in teaching and recording phases.

Unlike the IVSE, WSE consisted of *highlighting attitudes and teacher personality traits* (*f*=84) as well. It might be due to the fact that the questions included in the report fostered the MTrs to comment on such aspects. However, it was notable that the MTrs did not deliberately mention positive aspects concerning their teaching presence in MT sessions. In this regard, they were not inclined to praise themselves as prospective teachers. Instead, they were uncertain of the effectiveness of the MTrs. When they felt anxious during the sessions, they were inclined to think that the lesson did not go as they planned. Especially, when they forgot to do something in relation to the procedures, they easily felt discouraged. In this regard, they were generally not flexible enough to make changes regarding the lesson planning and procedures spontaneously during the implementation of MTs.

Table 27. Frequencies and percentages of written self-evaluation

D. Written Self-Evaluation		
A. Social-affective Aspects	**B. Cognitive Aspects**	**C. Functions**
i. expressing satisfaction (*f*=148); **39%** **ii.** expressing dissatisfaction (*f*=114); **30%** **iii**. highlighting attitudes and teacher personality traits (*f*=84); **22%** **iv.** expressing anxiety (*f*=15); **4%** **v.** expressing mixed feelings (*f*=11); **3%** **vi.** confronting emotional risks (*f*=9); **2%**	**i.** use of teaching techniques (*f*=153); **20%** **ii.** explaining reasons for decision-making (*f*=125); **16%** **iii.** lesson planning and procedures (*f*=67); **9%** -approving (*f*=36) -improving (*f*=31) **iv.** lesson planning and implementation (*f*=58); **7%** -consistency (*f*=45) -inconsistency (*f*=13) **v.** online material design/adaptation/selection (*f*=56); **7%** **vi.** paralinguistic features of teacher speech (*f*=56); **7%** **vii.** participation and interactivity (*f*=56); **7%** viii. technical difficulties (*f*=35) **ix**. previous teaching/learning experiences (*f*=27) **x.** comparing MTs with real classroom contexts (*f*=25); **3%** **xi.** lack of time (*f*=24) **xii.** the change of plan (*f*=21); **3%** **xiii**. the flow of lesson (*f*=15);**2%** **xiv.** online teaching experience (*f*=12); **2%** **xv.** micro-teaching rehearsal (*f*=12); **2%** **xvi.** task completion (*f*=4); **<1%** **xvii.** challenges in lesson planning (*f*=3); **<1%**	**i.** adjusting (*f*=101); **18%** **ii.** realizing (*f*=99); **18%** **iii.** revealing (*f*=95); **17%** **iv**. referring (*f*=91); **16%** **v.** assuming (*f*=53); **9%** **vi.** agreeing (*f*=35); **6%** **vii.** regretting (*f*=18); **3%** **viii.** comparing (*f*=18); **3%** **ix.** expressing gratitude (*f*=15); **3%** **x.** promising (*f*=13); **2%** **xi.** hoping (*f*=8); **1%** **xii.** disagreeing (*f*=5); **<1%** **xii.** doubting (*f*=3); **<1%** **xiii.** empathizing (*f*=3); **<1%**

In addition to the cognitive aspects (CAs) of initial verbal self-evaluation, the CAs of WSE are mentioned in the following section. In this regard, similarities and differences between two types of feedback are presented.

5.8. Discussion in relation to Research Question 2b: What do the pre-service EFL teachers' self-reflection reports submitted after implementing online microteachings indicate in terms of cognitive aspects of written self-evaluation?

The cognitive aspects (CAs) of WSE involved all the codes pertaining to IVSE as well as the additional codes. In this respect, self-reflection reports were more comprehensive in terms of CAs. The MTrs had a tendency to engage in *explaining reasons for decision-making* (16%) in the WSE phase as they did in the IVSE phase (27%). Also, they referred to *the challenges in lesson planning* (7%) more in the IVSE, which had one of the lowest percentages in the WSE. With regard to *the change of plan*, it was more common in the IVSE (8%) than it appeared in the WSE (3%). Hence, it could be deduced that these aspects played a more important role in the IVSE phase, which might be attributed to the MTrs' efforts to save face in the online MT context. Similarly, the emphasis put on *lesson planning and implementation* was more prominent in the IVSE (14%) compared to the WSE (7%), which could be due to the routine questions to prompt self-reflection in the MTrs. Moreover, *comparing MTs with real teaching contexts* was highlighted more in the IVSE (7%) in relation to the situation in the WSE (3%). On the other hand, *online material design/selection/adaptation* and *participation and interactivity* were more prevalent in the WSE.

In contrast to the IVSE, WSE consisted of statements associated with *use of teaching techniques*, *lesson planning and procedures*, *paralinguistic features of teacher speech*, *micro-teaching rehearsal*, and *task completion*. Especially the first three aspects were more prevalent; it can be noted that the content of self-reflection reports was more detailed in relation to cognitive aspects of written self-evaluation. Similar to the study of Sanal-Erginel (2022), they mentioned material and task design, lesson planning, and objective writing, indicating that they were able to foster their instructional skills and develop a better understanding of their strengths and areas for

improvement. It might have stemmed from the questions specified for each component of teaching as well as watching recorded teaching videos prompting reflective practices. Accordingly, online MT could encourage reflective thinking and encourage beliefs concerning self-efficacy as suggested by Lee et al. (2023). Likewise, Kuter et al. (2012) indicated that watching their own recorded teaching sessions and taking part in dialogue provided PSTs with the opportunities to enhance reflection in relation to their teaching skills. In other words, as Tam (2016) stated, reflection reports enabled the MTrs to describe their experiences in their own words through reporting incidents.

Furthermore, in accordance with the analysis of written reflections in the study of Öksüz-Zerey & Cephe (2023), the MTrs mentioned aspects regarding online teaching experience, instructional strategies, use of online materials, technical difficulties, and lack of participation. Contrary to the findings of the study by Ngg (2022), it could be stated that most of the MTrs were not capable enough to use Zoom features considering the problems experienced in relation to the use of technology. In this respect, considering technical problems and interactivity during the MT sessions, the findings of the present study were in alignment with the study of Ergül (2023) as well.

5.9. Discussion in relation to Research Question 2c: What do the pre-service EFL teachers' self-reflection reports submitted after implementing online microteachings indicate in terms of the functions of written self-evaluation?

Considering the emerging functions in the WSE, *adjusting* (18%) was prevalent. The MTrs indicated alternative ways of implementing activities, selecting materials, managing the online classroom, and so on. In this regard, they had a solution-oriented approach concerning areas for improvement with respect to teaching performance. However, it was partly due to the fact that a question (If you were to do the same lesson again, what would you do differently? Why?) was included in the report template.

Like in the IVSE, they also had a tendency to use the *revealing* (17%) function of feedback in the WSE to express their feelings. Similarly, in order to mention specific

incidents in the online MTs, the *referring* function was influential within the scope of the WSE. In addition to the IVSE, the *assuming*, *agreeing*, *comparing*, *promising*, and *hoping* functions also appeared in the WSE. In light of these, it can be deduced that the functions of WSE showed similarities with the functions of IVSE to a large extent. However, the emergence of the *disagreeing* function in the WSE was important, implying a possible reaction towards PF.

Despite not occurring in a dialogic manner, this finding could be interpreted as a means of negotiating feedback through self-reflection. Yet, the MTrs did not prefer to disagree with IF, which might be attributed to their being worried about the instructor's evaluation of the MT performance and reflection reports. Moreover, the *realizing* (18%) function was available in the WSE, which was prompted by another question (What kinds of new things that you discovered about yourself as a teacher or presenter after you watched the recording?)

Due to lack of dialogue, the *clarifying* and *asking for guidance* functions were expectedly missing in the WSE. In a similar vein, *expressing gratitude* (3%) appeared far less frequently in the WSE compared to the case in the IVSE (34%). Contrary to the IVSE, the WSE did not include any instances of *apologizing*. These findings suggest that some functions of feedback are peculiar to dialogic feedback processes rather than written feedback.

Furthermore, the *regretting* function emerged more prevalently in the WSE. This could be because of the MTrs' being more critical of themselves in relation to their teaching performance after the internalization of feedback and being engaged in self-reflection.

Apart from these, *doubting* and *empathizing* came out as additional functions of WSE, implying that the MTrs were able to enhance self-reflection through evaluating and reevaluating teaching methods and techniques with the supervision of the instructor (Wilcoxen& Lemke, 2021). It could be also related to the MTrs' ability to evaluate the effectiveness of the MT sessions more objectively after implementing the lessons.

5.10. Discussion in relation to Research Question 3: What are the pre-service EFL micro-teachers' perceptions of instructor feedback, peer feedback, and self-evaluations regarding online microteachings?

Highlighting the fairness of IF, the MTrs valued the role of online IF in improving their teaching performances, clarifying the criteria and expected standards regarding good teaching performance, and explaining the gaps in their understanding of the features of teaching. Likewise, they had a high opinion of PF in terms of the evaluation of MT sessions, considering PF as a fundamental component of the dialogic feedback process. Yet, with regard to the role of PF in guiding them to more effective teaching practices, reliance was less influential compared to IF. This was an expected finding since the instructor was regarded as the expert in the online MT context. Previous studies also suggested that students tend to have an idea regarding the superiority of feedback given by instructors (Dochy, et al., 2007, Ertmer et al., 2007; Filius et al., 2018; Gielen et al., 2010; Yang, et al., 2006). Similarly, based on open-ended items included in the questionnaire, PF was not found as effective as IF due to being less objective but still considered necessary. In a similar vein, Hewett (2000) and Tuzi (2004) highlighted the significance of peer feedback in online settings. In the light of these findings, it can be argued that the MTrs need different types of feedback rather than just relying on IF. Namely, in line with the findings of the study by Pham (2022), feedback received from the instructor and student teachers was regarded as an effective factor contributing to the development of teaching skills and digital competencies.

While the MTrs acknowledged the importance of IF and PF in relation to their MT sessions, they were less certain of the role of these feedback practices in teaching experiences in general. In this regard, the item stating "online instructor/peer feedback directs me towards more appropriate teaching practices" had the lowest mean scores for both types of feedback. This might be attributed to their inclinations to perceive dialogic feedback within the scope of online MT context instead of making generalizations on the basis of feedback received. Moreover, it might be due to the artificiality of MT sessions since they were aware of the fact that real teaching would be different. The results also demonstrated the lowest mean scores in relation

to perceiving online IF and PF as the main motive for self-assessment. Hence, it can be maintained that online IF and PF were viewed more as facilitators in the process of self-reflection and self-development rather than suggesting a cause-effect relationship. This implication can be linked to the MTrs' need for time and evidence to assess their own performance. In other words, feedback received from the instructor and peers was needed to be personalized and transformed into self-feedback (Nicol, 2021; Panadero et al., 2019). To that end, the video-recordings were helpful to them as they were able to visualize what happened in the MT sessions and detect their own strengths as well as areas of improvement. On the other hand, both IF and PF were perceived to have relatively more influence on feeling motivated and encouraged. Considering this point, it can be deduced that the MTrs were more straightforward in their opinions regarding the possible impact of feedback social-affectively, especially for peer feedback.

As regards the comments and suggestions concerning online IF and PF, the MTrs expressed *the need for strong feedback mechanism, fair feedback, constructive online feedback, allocating a considerable amount of time on feedback dialogues*, *a need for anonymous commenting platform for peer feedback*, and o*nline feedback serving as a guide*. Accordingly, it can be asserted that the MTrs were aware of the importance of the online feedback component of the course, which required time investment. Furthermore, they also referred to social-affective aspects implicitly through referring to the requirement of constructive online feedback and anonymous commenting platform. Such comments could be associated with the need for fair feedback, which also came to the fore in the descriptive survey items.

5.11. A Suggested Model for Dialogic Feedback regarding Online Synchronous Microteaching in EFL Teacher Education

In line with the findings of the study, a data-driven model for dialogic feedback regarding online synchronous MT in EFL teacher education is suggested. The rationale for suggesting a comprehensive model was to address all interlocutors involved in the process, namely the MTrs, the instructor, and peers, in terms of meaning interpretations and practicality. Despite discrepancies, commonalities were

found among three types of feedback within the scope of dialogic feedback sessions. Figure 20 shows an overview of the most frequently aspects and functions of EFL micro-teachers' initial verbal self-evaluation regarding online synchronous MT.

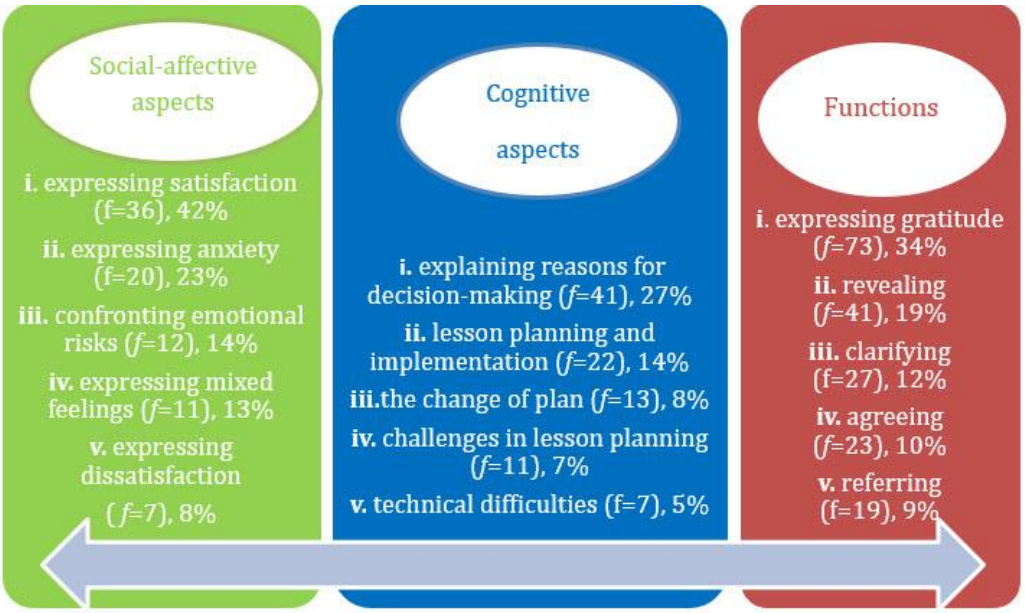

Figure 20. The most frequently occurring aspects and functions of initial verbal self-evaluation

Based on Figure 20, it can be stated that the MTrs' initial thoughts on their online MT performance were various in the initial verbal self-evaluation (IVSE) phase. In this regard, assessing their own MT performance might lead to both positive and negative feelings as well as mixed feelings. Such a complex nature of IVSE in terms of social-affective aspects (SAAs) could raise EFL teacher educators' awareness of the pre-service EFL teachers' emotional states and act accordingly. Moreover, with regard to the outstanding cognitive aspects, decision-making in relation to lesson planning and implementation, unexpected problems occurring in MT sessions and challenges experienced even in the pre-lesson stage are highlighted. Hence, the MTrs had to consider several facets of MT implementation depending on online teaching environment. The prominent functions also demonstrated that feelings played an important role in the IVSE in addition to cognition-related functions. Moreover, Figure 21 provides an overview of the most frequently occurring aspects and functions of instructor feedback

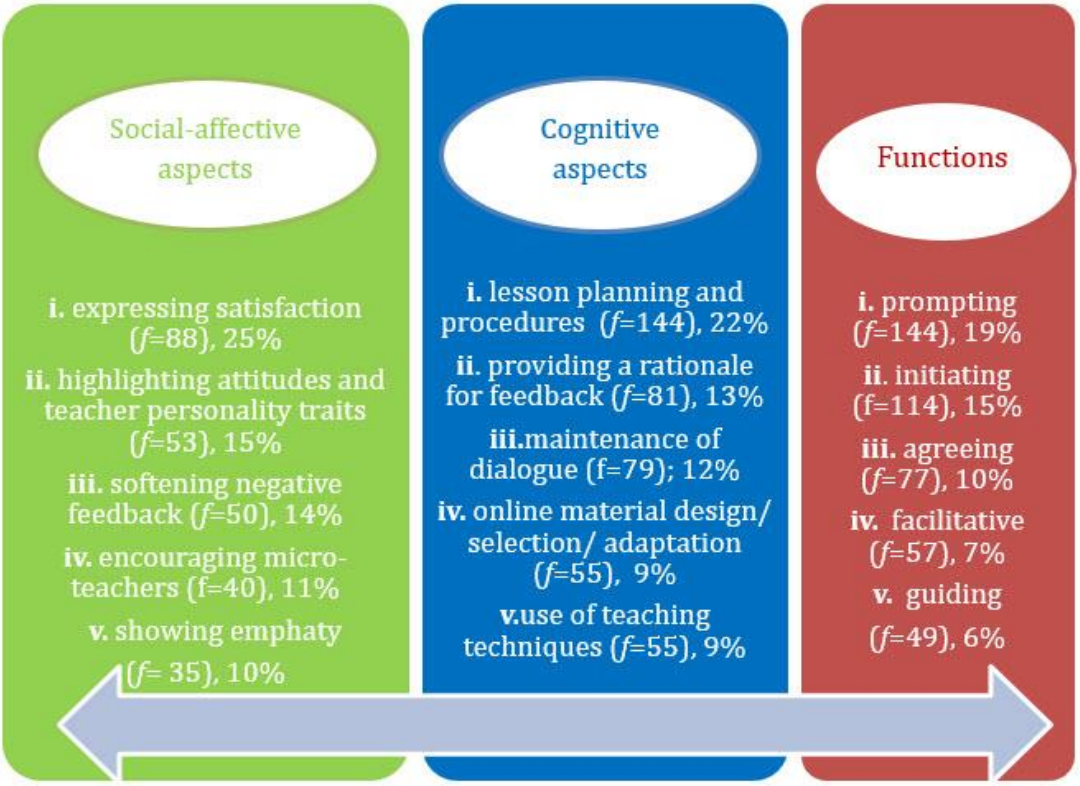

Figure 21. The most frequently occurring aspects and functions of instructor feedback

As Figure 21 above implies, instructors should be responsive to MTrs' emotional reactions in relation to MT performance. Hence, they can be expected to show empathy towards MTrs, soften negative feedback, and encourage them. Moreover, in line with the purposes of dialogic feedback sessions, they should ensure the maintenance of dialogue with the help of initiating new beginnings. However, they should also encourage peers to keep the dialogue going through empowering them. In a similar vein, they can have an opportunity to provide a rationale for feedback since the conditions are eligible for making detailed explanations. As regards CAs, the emphasis is usually put on issues related to lesson planning and procedures, online material design/selection, and use of teaching techniques. Apart from these, in accordance with the dialogic nature of feedback sessions, the functions named prompting (self-reflection, self-explanation, and peer reflection) and initiating come to the fore. Instead of focusing on directive feedback, instructors can use the facilitative function of feedback for facilitating MTrs' own understanding and conceptualization through guiding them.

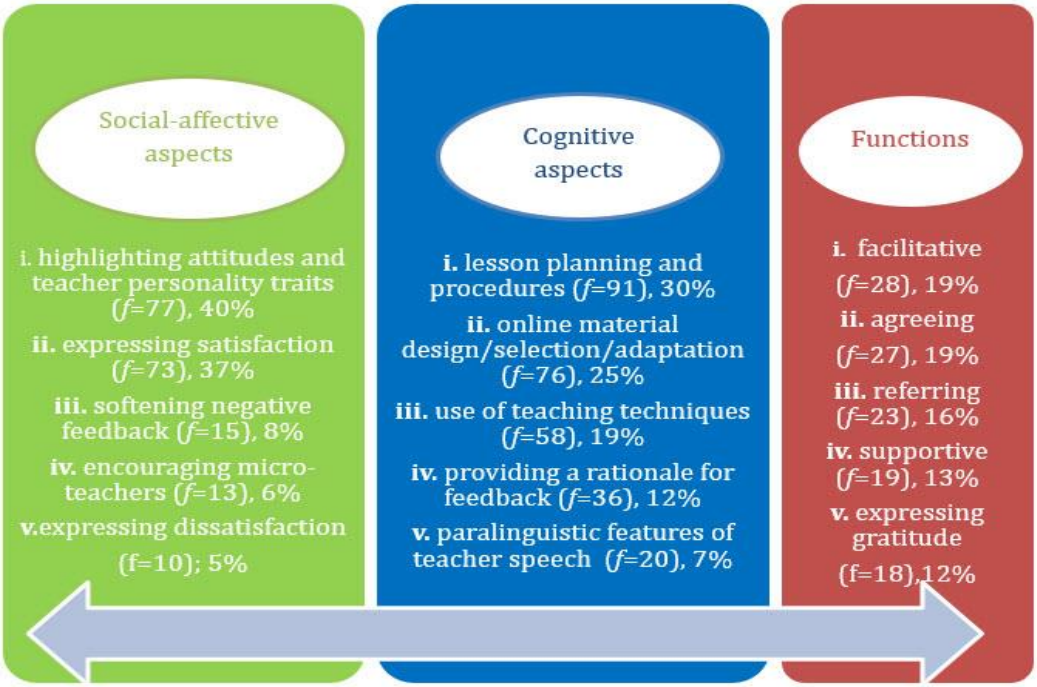

Figure 22. The most frequently occurring aspects and functions of peer feedback

As can be seen from Figure 22 above, the overview of peer feedback concerning online synchronous MT shows similarities with the instructor feedback model in terms of SAAs and CAs. In this regard, as the model suggests, peers can be also encouraged to express their dissatisfaction in relation to online MT sessions. However, considering SAAs, constructive criticisms should take place. Accordingly, like the instructor, they can be fostered to soften negative feedback, encourage micro-teachers, and highlight attitudes and teacher personality traits.

Being prospective English teachers, their awareness of paralinguistic features of teacher speech can be also raised. Accordingly, in line with the needs of the MTrs and peers, instructor modeling and presenting correct examples could be useful. It is also seen that both SAAs and CAs play a role in the functions of PF. Nonetheless, it is suggested that peers should also engage in maintenance of dialogue and initiating new beginnings. Considering these points, a suggested data-driven model for dialogic feedback sessions in online synchronous microteaching is provided (Please, see Figure 23).

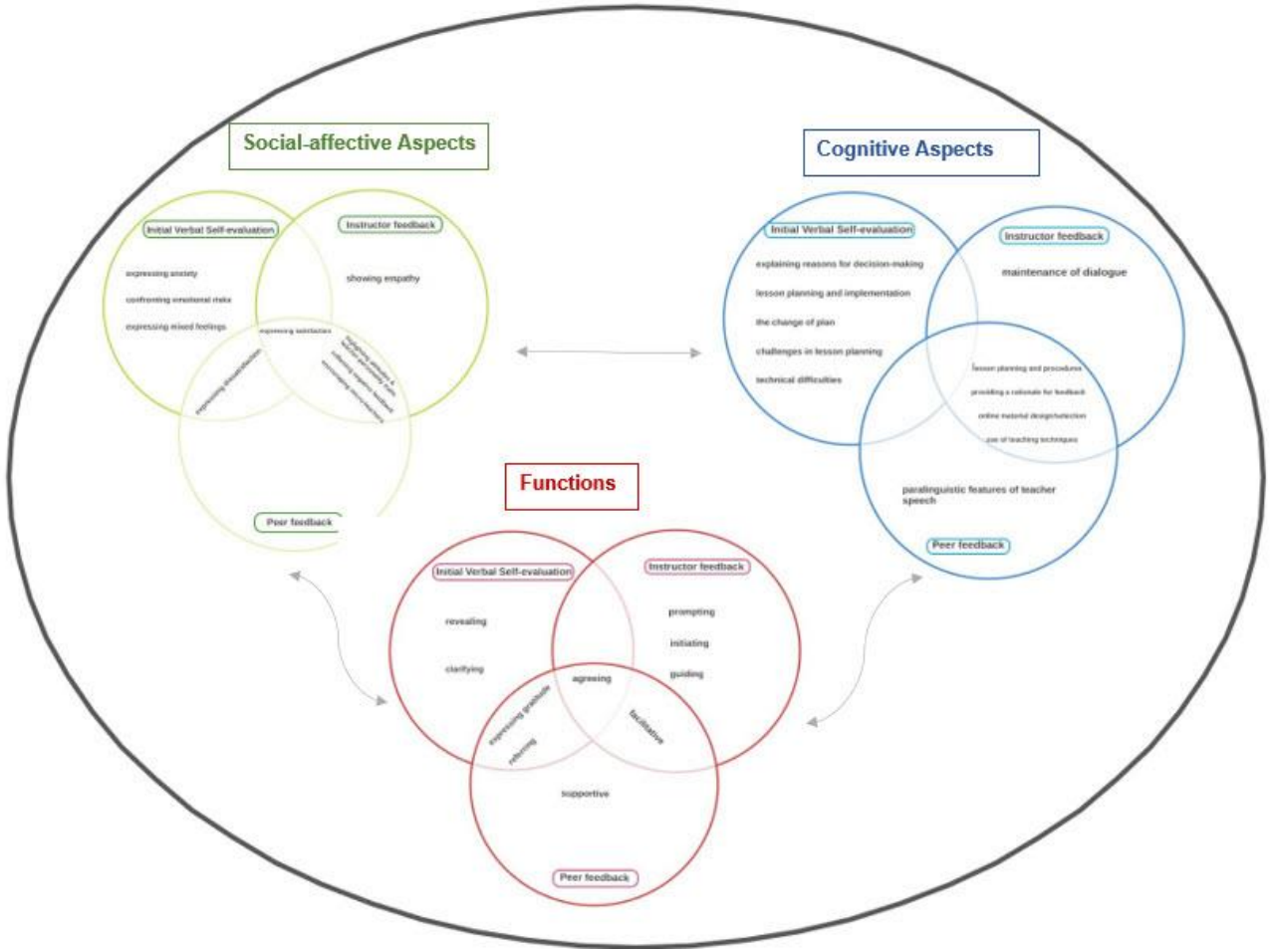

Figure 23. A suggested data-driven model for dialogic feedback sessions in online synchronous microteachings

As Figure 23 illustrates, social-affective aspects, cognitive aspects, and functions of feedback are presented based on different sources of feedback, which are initial verbal self-evaluation, instructor feedback, and peer feedback. In this regard, intersections of different types of feedback are also provided. These intersections can imply the important aspects of feedback for all stakeholders involved in dialogic feedback processes. Accordingly, practitioners can especially consider them to provide effective dialogic feedback in line with the concept of online microteaching

5.12. Implications of the Study

The study's findings, along with relevant literature, have been used to outline implications for both pre-service EFL teacher education and pre-service EFL teachers' feedback practices in online microteaching. Combining online microteaching and dialogic approaches to feedback, the highlights of the study could gain insights into prospective teachers and teacher educators for future practices.

5.12.1. Implications for Pre-service EFL Teacher Education

It is obvious that the growing demand for online education has influenced initial teacher education in various aspects such as expansion in course offerings (Irwin et al., 2021) and challenges in relation to addressing the needs of pre-service teachers (Zalavra & Makri, 2022). Apart from the increasing demand, the pandemic has had a significant impact on online education, leading to a rapid shift from traditional to online teaching contexts. Such a transition required pre-service teacher education programs to manage the challenges caused by the pandemic, create supportive learning environments, and equip PSTs to cope with the uncertainties with regard to teaching. In this respect, Hadar et al. (2020) highlighted the necessity for the teacher education curriculum to be responsive and adaptable in times of crisis through catering to the well-being and social-emotional needs of PSTs. Namely, supporting the development of emotional resilience in PSTs to navigate the complexities of teaching has played an important role in pre-service teacher education, especially during uncertain times.

Considering the presence of online education in pre-service teacher education, examining various online teaching experiences can gain insights into contextual factors and improve future teacher education programs accordingly. To that end, teacher education programmes should offer PSTs opportunities to engage in online teaching practices to train prospective teachers in line with online teaching (Moorhouse & Wong, 2022). The rapid transition to online MT has also led to the need for adaptations to implement the technique in online settings. Similar to the case in this study, the Zoom platform was used for online MT purposes in the previous studies (e.g., Helda & Zaim, 2021; Ngg, 2022; Roza, 2021). In this respect, familiarity with the features of Zoom and digital competencies of PSTs have come to the fore.

Despite offering convenience and flexibility during the pandemic, the utilization of the platform for online MT sessions also resulted in some challenges such as navigating the chat box, screen sharing, the use of breakout rooms, session recording, etc. in addition to the problems depending on unstable internet connection. For this reason, it can be suggested that they should be provided with training sessions to use such platforms effectively before implementing online teaching practices. The challenges experienced by the PSTs regarding the use of technology in their MT sessions imply that future teachers should be trained to incorporate information and communication technologies (ICTs) into online education. To that end, Lemon and Garvis (2016) maintain that "during pre-service teacher education, it is assumed that beginning teachers will develop positive teacher self-efficacy, leading to future teacher effectiveness in teaching technology" (p.389). Similarly, Drummond and Sweeney (2017) emphasize that teacher education programs worldwide should prepare future teachers to effectively incorporate technology into their classrooms.

Kessler (2006) argues that although many teacher education programs focus on digital literacy concerning instructional technologies, this approach merely enables teachers to use technology rather than training them to apply it specifically for language teaching. With regard to foreign language teaching and learning, the growing influence of information and communication technologies (ICTs) has led to many studies examining the potential of technology in this field (e.g., Luo & Yang,

2018). Likewise, the findings of the study in relation to social-affective and cognitive aspects of different feedback types have pointed out that there is a need for putting emphasis on the effective use of ICTs in pre-service EFL teacher education. Moreover, it can be deduced that establishing positive relationships within an online community is important. Since technical difficulties influenced the flow of the MT sessions, the PSTs tended to feel discouraged depending on the problems arising. Therefore, they should be also reminded to stay calm and come up with solutions in case of problems occurring in the online learning environment. At this point, teacher educators should serve as guides to inform them about the distinctive features of online education and strategies for coping with possible challenges. Furthermore, they should be in search of additional platforms for online teaching purposes to meet the needs of PSTs both as learners and prospective teachers. For instance, due to the presence of breakout rooms, using the Zoom for lessons based on speaking skill and interactive small group discussions could be more practical.

5.12.2. Implications for Pre-service EFL Teachers' Feedback Practices in Online Microteaching

With regard to pre-service EFL teachers' feedback practices in online MT, the study has several implications. First, the importance of feedback interwoven with dialogue was highlighted. Implementing MT sessions synchronously, the MTrs had the chance of receiving immediate feedback from different channels, including the instructor and peers unlike the situation in the study of Lee et al. (2023). As regards those PSTs, they stated that the absence of interaction in the online MT tasks diminished the overall effectiveness of the experience. In this regard, one disadvantage of online MT was indicated as the lack of immediate feedback in another study (Ergül, 2023). In view of participants' views in the study, Wilcoxen& Lemke (2021) also maintain that teacher education departments need to reconsider feedback practices for PSTs as more frequent conversations could provide clearer guidance and better support for fostering practices and reflection. In light of these, it can be deduced that dialogic feedback processes have an important role in relation to the implementation of online MTs.

Second, it can be argued that feedback practices are not solely based on cognitive aspects, which deal with strengths and areas of improvement pertaining to teaching performance. Instead, social-affective aspects have been influential in dialogic feedback practices. In other words, giving feedback cannot be considered as separate from social-affective aspects, which concern emotions included in feedback processes. Therefore, both instructors and PSTs should pay attention to provide feedback in a constructive way. Third, power relations could become even more effective concerning dialogic feedback since it requires one-to-one interaction as different from written feedback and oral feedback. In other words, interlocutors are expected to be actively involved in feedback practices and respond to each other. Nonetheless, unequal power dynamics in dialogic instruction, the lack of engagement from less active students, and the insufficiently collaborative environment have not been thoroughly addressed (Tam,2021). For this reason, they might need to be more attentive regarding the ways of delivering feedback and the use of face-saving strategies.

Fourth, dialogic feedback processes might facilitate the understanding of whether feedback messages are successfully received or not. Namely, instructors and PSTs can employ several strategies to ensure that feedback is not only received but also understood and acted upon effectively. To that, functions of feedback such as clarifying, elaborating, guiding, etc. can serve as a means of strengthening feedback. In this respect, the findings of the study also suggest that instructors and PSTs should be more aware of the functions of feedback. Considering the existing literature, there is a need to put a much stronger emphasis on defining the functions of feedback. Moreover, in line with such requirements, the inclusion of training sessions on how to provide feedback dialogically is necessary within the scope of language teacher education programs.

Fifth, one of the highlights of the study was the lack of negotiation of feedback between peers, which contradicts with the dialogic nature of feedback. However, it is equally crucial to create opportunities for pre-service teachers to collaboratively interpret feedback and show how they use it to enhance their future teaching (Carless& Boud, 2018). In this regard, peers should be encouraged more to negotiate

feedback with each other rather than being situated as relatively passive participants. Moreover, they should be supported to initiate new beginnings and maintain dialogue in dialogic feedback sessions. Garrison and Cleveland-Innes (2005) suggest that instructors should actively lead discussions to encourage deep learning and the construction of knowledge among students. Nonetheless, instructors should also engage in the balance of power in relationships since perceived power imbalance might lead to PSTs' hesitance to actively contribute to the negotiation of feedback.

Dialogic feedback sessions could also play an important role in fostering self-reflection. Being essential within the dialogic process, self-inquiry and self-awareness enable students to critically reflect on and understand their personal and social realities related to their teaching abilities (Sanal-Erginel, 2022). The analysis of the self-reflection reports also demonstrated that PSTs mostly referred to the comments and instances in dialogic feedback sessions as well as watching the video-recordings of their MT sessions. Hence, similar to the previous studies (Ledger et al., 2019; Ledger & Fischetti, 2020), it can be put forward that recorded teaching videos and feedback sessions were essential for promoting reflective practices. Finally, despite a number of typologies regarding feedback, further research is needed since the content of feedback is relatively controversial (Panadero& Lipnevich, 2021). Considering the integration of dialogic approaches to feedback into teacher education programs, feedback models addressing the needs of prospective teachers and enhancing types of reflection in practical courses should be devised.

5.12.3. Implications for Administrators and Curriculum Developers

The study has also offered several implications for administrators and curriculum developers. The existing literature has pointed out the considerable potential of teacher evaluation and administrators to improve the quality of teaching practices and student performance via purposeful feedback (Murphy, 2004; Stronge, 2010). Teacher evaluation needs to be a top priority for district leadership, with sufficient resources and time to ensure the process is effective for both teachers and administrators (Walker, 2014). To that end, administrators should put an emphasis on

providing clear guidelines, opportunities for professional development, and constructive feedback.

Being recognized as one of the most essential practices of instructional leaders, delivering high-quality feedback to teachers is equally important as giving feedback to students (Sorenson, 2010). In other words, such an approach empowers foreign language teachers to improve their teaching methods, enabling administrators to make knowledgeable decisions. Notably, in light of the findings of the study, different sources of feedback and negotiation of meaning came to the fore. Therefore, administrators and teachers should be more conscious of the significance of teacher evaluation and its potential impact on teacher and student achievement (Davis-Washington, 2011).

Previous research indicates that although most teachers appear to favor feedback from administrators, they consider the received feedback not useful for the improvement of their practice (Anderson, 2016; Clark & Duggins, 2016). Hence, the underlying factors influencing the effectiveness of feedback should be investigated. Instead of transmissive feedback delivered via reports etc., dialogic approaches to feedback should encompass a wider range of teacher evaluation procedures. Through regular classroom observations, administrators can contribute to enhanced teaching practice on the condition that they are implemented in a "positive, respectful way, providing constructive feedback" (Muhonen-Hernandez, 2005, p. 108). Moreover, school districts can employ expert teachers and teams with specialization in dialogic feedback. As regards training PSTs, policymakers can collaborate with academics and school principals. Since PSTs engage in the practicum process, training of mentor teachers in feedback-giving practices also plays an important role in the professional development of PSTs. Therefore, involving academics as well as mentor teachers and PSTs, focus groups can take place to discuss the strengths and weaknesses of teaching performance. That is to say, collaboration between EFL teachers and administrators, the development of common ground, professional development, and self-assessment are fundamental components in useful evaluation practices (Walker, 2014).

With regard to the implications for curriculum developers, it should be noted that PSTs are in need of quality feedback, preferably immediate feedback provided on their teaching performance. Accordingly, the number of courses with practical components can be increased or at least the content on dialogic feedback processes can be integrated into the scope of courses. Considering the rise of online education, they can introduce online teaching and learning materials to be used effectively so that teacher educators and PSTs can alleviate the challenges in online teaching. In this regard, they can also collaborate with language teacher educators, administrators, policymakers, and other stakeholders to foster 21st century skills in PSTs and address their diverse needs. As the pandemic has demonstrated, the greatest difficulty has been experienced regarding the practical aspects of the teacher education programs. For this reason, they should offer solutions to the problems associated with the implementation of practical online courses.

Furthermore, curriculum developers should highlight the necessity of syllabus design in line with the use of technology for teaching and learning purposes, thereby facilitating the cognitive and social-affective growth of PSTs. Likewise, the illustration of concepts through examples and applications in online settings should be emphasized since PSTs might need more instructional guidance due to the lack of face-to-face interaction. In this respect, they can also advise teacher educators on ways of improving their teaching techniques as role models of PSTs and delivering feedback in a dialogic manner.

CHAPTER 6

CONCLUSION

Within the scope of this chapter, initially a summary of the study is given. Following the summary, the limitations of the study are presented. Finally, suggestions for further research are given.

6.1. Summary of the Study

The COVID-19 pandemic had a significant impact on higher education, leading to a shift from traditional face-to-face classes to online formats. This change involved both synchronous and asynchronous teaching methods to meet various needs and circumstances. In teacher education programs, online micro-teaching became an essential tool. Online micro-teaching has become prevalent in teacher education programs in order to compensate for the lack of practicality as a result of the lockdown. With the emergence of COVID-19, there have been several attempts to investigate online micro-teaching practices in different educational contexts (e.g., Buttler& Scheurer, 2023; Lee et al., 2023; Ngg, 2022; Roza, 2021). In a similar vein, the phenomenon has been investigated in the Turkish context as well (e.g., Ergül, 2023; Ersin et al., 2020; Sanal-Erginel; 2022; Öksüz-Zerey & Cephe, 2023).

Research on feedback in teacher education is scarce and distinct from that in higher education (Hinojasa, 2022). In higher education, feedback is commonly seen as a transmission activity and is usually given during the final assessment phase (Er et al., 2021). Despite being deemed effective, the way students receive and interpret feedback depends on factors such as their perceptions, motivation, and ability (Carless et al., 2011). In this respect, Wilcoxen and Lemke (2021) state that "pre-service teachers request explicit, quality feedback, but there is a clear disconnect between this concept and the PSTs perceptions of the purpose of the feedback

provided" (p.15). In light of these points, the concept of 'dialogic feedback' originated mainly due to the limitations found in feedback practices within higher education, such as students not comprehending the feedback, finding it challenging to apply, and receiving it too late (Steen-Utheim & Wittek, 2017).

Combining dialogic approaches to feedback and online MT technique, this study aimed to investigate the cognitive and social-affective aspects of feedback coming from instructor, peer, and self-evaluation in relation to the online microteaching component of an ELT Methodology course. In addition, it attempted to examine the functions of feedback provided by the instructor and peers on the micro-teachers' online lessons. It also focused on the responses of the instructor and micro teachers to peer feedback as well as the micro-teachers' responses to instructor feedback.

The theoretical framework underpinning this study was the situated learning theory (SLT). Having adopted an embedded mixed-methods research design, the quantitative data collected through the surveys were embedded within qualitative data gathered from observations of online micro-teaching sessions and self-reflection reports. In other words, the secondary data type played a supplementary role within the design based on the qualitative data. The study was carried out within the scope of a course called 'ELT Methodology I' delivered online during the Fall 2020 semester. The participants were 57 prospective EFL teachers in their third or fourth year of a pre-service language teacher education program at a state university in Turkey. The participants engaged in the implementation of online MT sessions on vocabulary, listening, and speaking skills. Accordingly, data were collected through online video recordings, an online survey, and self-reflection reports. A discourse analysis approach was used to analyze the online feedback given by the instructor and peers in addition to the MTrs' responses. As regards the analysis of the content of online instructor and peer feedback as well as initial verbal self-evaluation and written self-evaluation, cognitive and social-affective dimensions were taken into consideration in line with the model called 'the feedback triangle' (Yang& Carless, 2013). During the coding process, apart from the analysis based on the feedback triangle, four quality dimensions of dialogue (Steen-Utheim& Wittek, 2017) also gave clues for naming the emergent codes. Furthermore, to ensure consistency in the

meanings that were attached to the data, the participants' self-reflection reports were also analyzed via content analysis in the same manner.

The analysis of 57 online MT feedback sessions demonstrated that functions outweighed cognitive aspects both in IVSE and IF, followed by social-affective aspects. However, considering PF, cognitive aspects were the most prevalent component, followed by functions and social-affective aspects. In a similar vein, with regard to WSE, cognitive aspects had the highest frequency in the analysis of self-reflection reports. Nonetheless, it was found that functions were more frequent than social-affective aspects.

To start with, in the IVSE, the MTrs engaged in *expressing satisfaction*, *expressing anxiety, confronting emotional risks*, *expressing mixed feelings*, and *expressing dissatisfaction.* Expressing their feelings and impressions regarding online MT performance just after the implementation, they referred to cognitive aspects (CAs) such as *explaining reasons for decision-making, lesson planning and implementation, challenges in lesson planning*, *technical difficulties, lack of time, participation and interactivity*, etc. The analysis yielded several functions of the IVSE such as *expressing gratitude*, *revealing*, *referring*, *clarifying*, and *agreeing*.

Concerning the social-affective aspects (SAAs) of instructor feedback (IF), she engaged in *expressing satisfaction, highlighting attitudes and teacher personality traits, softening negative feedback, encouraging micro-teachers, showing empathy, showing sensitivity to micro-teachers' emotional responses*, *instructor reassurance*, and *expressing dissatisfaction*. Moreover, in line with the cognitive aspects of (IF), *lesson planning and procedures, providing a rationale, maintenance of dialogue, online material design/selection/adaptation, use of teaching techniques, comparing micro-teaching and real classroom context, paralinguistic features of teacher speech, bringing new knowledge into dialogue*, and *extending the scope of peer feedback* came to the fore. Several functions of IF emerged from the dialogic feedback sessions. The functions in relation to the SAAs and CAs of IF mostly pointed out *prompting self-reflection, initiating, prompting peer reflection, agreeing, facilitative, directive,* and *guiding*.

Furthermore, the SAAs of PF were similar to IF in terms of the emergent codes such as *highlighting attitudes and teacher personality traits*, *expressing satisfaction*, *softening negative feedback*, *encouraging micro-teachers*, *expressing dissatisfaction*, *showing sensitivity to micro-teachers' emotional responses*, and *showing empathy*. In this regard, they tended to emphasize teacher attitudes and personality traits to a considerable extent; however, *teacher reassurance* was not available in the list as opposed to IF. Also, it is important to note that PF did not show any instances of *maintenance of dialogue*, *bringing new knowledge into dialogue*, *extending the scope of peer feedback*, *rephrasing peer feedback*, and *engaging beyond the task*. As regards the functions of PF, *facilitative, expressing gratitude, agreeing, supportive, and referring* appeared. Contrary to IF, it is also important to note that PF did not consist of the functions such as *directive*, *disagreement*, *prompting self-explanation* and *self-reflection*, *assessing*, and *elaborating*.

As regards the social-affective aspects of written self-evaluation (WSE), the list of codes emerging from the IVSE stage remained the same with an additional item, which was the emergence of *highlighting attitudes and personality traits*. In this regard, *expressing satisfaction*, *expressing dissatisfaction*, and *highlighting attitudes and personal traits* occurred more frequently *than expressing anxiety*, *expressing mixed feelings*, and *confronting emotional risks*. Moreover, considering CAs, the MTrs mostly referred to *use of teaching techniques*, *explaining reasons for decision-making*, *lesson planning and procedures*, *lesson planning and implementation*, *online material design/adaption/selection*, *paralinguistic features of teacher speech*, and *participation and interactivity*. Lastly, the main codes regarding the functions of feedback were *adjusting*, *realizing*, *revealing*, and *referring*.

Apart from these, based on the survey investigating the MTrs' perceptions of online feedback, there was an emphasis on the beliefs about fairness of instructor's comments on MT performances of PSTs. The participants also had a high opinion of the role of online instructor feedback in improving their teaching performances, clarifying the criteria and expected standards regarding a good performance, and explaining the gaps in their understanding of quality teaching. Nonetheless, the results demonstrated a lower tendency to perceive online instructor feedback as a

facilitator of self-assessment. Furthermore, the mean scores indicated that PSTs felt motivated and encouraged to teach upon receiving online instructor feedback. Likewise, there was a reliance on the fairness of peers' comments on the evaluation of micro-teaching performances and the presence of peer feedback as an essential component of the process. However, the PSTs relied less on the role of online peer feedback in self-assessment and in terms of leading them to more appropriate teaching practices.

6.2. Limitations of the Study

Despite being conducted thoroughly at each phase, it should be noted that there are certain limitations concerning the study. First, it involved one instructor's dialogic feedback practices in relation to social-affective and cognitive aspects as well as functions of feedback. However, the inclusion of more than one instructor could yield a more comprehensive view of patterns pertaining to dialogic feedback in online MT context. In other words, the emergence of possible additional aspects due to differences in feedback styles could facilitate the understanding of the concept in a better way. Moreover, identifying similarities and discrepancies with regard to instructors' feedback practices might highlight prominent constituents to be included in dialogic feedback processes.

Second, the present study was conducted based on the data collected within a course during one semester. However, the continuation of that course focusing on reading, writing, and grammar skills took place in the upcoming semester. In this regard, the dialogic feedback sessions consisted of comments on vocabulary, listening, and speaking MT lessons. Hence, depending on language skills, social-affective and cognitive aspects in addition to functions of feedback could have been more varied in the second semester, implying a need for longitudinal study. Third, in a similar vein, observing the same MTrs' lessons in the second semester based on different language skills could have provided more consistent results regarding the aspects and functions involved in dialogic feedback processes. It could have also contributed to the understanding of MTrs' development of teaching skills and internalization of types of feedback in time.

Fourth, the online survey included items concerning the perceptions of MTrs with regard to the online instructor and peer feedback component of the course. However, it could have also had items related to online MT experience, reasons for engaging or not engaging in dialogic feedback practices, and the feasibility of using Zoom for MT purposes. Although a few items on familiarity with Zoom features, online teaching experience, etc. were included in demographic questions, they could have been involved in Likert-scale questions and open-ended items. Also, a large-scale survey encompassing more MTrs would have been implemented.

Fifth, peer comments in the chat box were incorporated in dialogic peer feedback. The rationale behind this approach was the inclusion of such written feedback in the scope of feedback dialogues. The instructor checked the chat box constantly, read peer comments aloud, and commented on them. However, it could be still controversial to consider written peer feedback as a part of dialogic feedback processes. Therefore, it would have been more appropriate to analyze them separately and come up with interpretations accordingly. Apart from these, the lack of an anonymous platform might have had an impact on fair feedback, especially for peers. Namely, they could have been more critical of each other's MT performance in an anonymous platform compared to synchronous dialogic feedback sessions.

Finally, another limitation can be indicated with respect to the framework called the feedback triangle (Yang& Carless, 2013), serving as a starting point for this research. Considering the framework, although social-affective and cognitive aspects of dialogic feedback were included in the study, the structural dimension was excluded. Being associated with the timing, organization, and modes of feedback, that dimension would have been also effective in terms of explaining the dynamics of dialogic feedback. However, instead of the structural dimension, functions of feedback were explored in line with the purpose of the study.

6.3. Suggestions for Further Research

In light of the study and its limitations, suggestions for further research can be put forward. In dialogic feedback sessions within the scope of online MT, the impact of

equal and unequal power relations on the contributions of interlocutors can be investigated. The results of the present study implied that relationships of equal power between peers might influence objective peer comments on MT performance considering lack of negotiation of feedback and disagreement with PF. Likewise, unequal power relations between the instructor and MTrs could affect how they respond to IF. In this regard, MTrs' responses to IF and PF can be compared in terms of content and functions of feedback, which could provide clues regarding the role of power relations in dialogic feedback processes. Therefore, reasons for taking or not taking part in dialogic feedback interactions should be better understood. Moreover, face-saving strategies of instructors and MTrs depending on giving and receiving feedback can be explored.

Research can also focus on dialogic feedback practices of several instructors in a comparative way. Accordingly, their feedback can be examined in terms of cognitive and social-affective aspects in addition to functions. To that end, demographics of instructors such as gender, age, years of experience, and so on can be taken into consideration. Moreover, further studies can be conducted to examine asynchronous dialogic feedback in online MT contexts as an attempt to understand the ways of delivering feedback and feedback uptake. The emphasis can be put on factors influencing MTrs' instructor and peer feedback uptake as well. Considering possible similarities and differences, the dynamics of synchronous and asynchronous online MT need to be under investigation. Despite previous attempts in this respect (e.g., Ergül, 2023), the issue should be handled with regard to dialogic feedback processes.

Furthermore, studies can concentrate on not only PSTs' perceptions but also instructors' perceptions of online MT. Being a relatively new concept, online MT technique should be evaluated by all stakeholders based on its advantages and disadvantages. For instance, concerning the shift from face-to-face MT to online MT, Zalavra and Makri (2022) assert that "the forced online transition heavily compromised the vividness of microteaching–a technique inherently connected to face-to face interaction" (p. 270). On the other hand, PSTs in the study of Ryanti (2021) maintain that online MT is quite similar to face-to-face MT, which can be

implemented as a replacement of traditional MT. Hence, a more comprehensive picture is required to interpret the phenomenon in terms of all aspects. In a similar vein, feelings of instructors with regard to being engaged in dialogic feedback can be studied. Although the present study provided the social-affective aspects of IF, they emerged as a result of the instructor's catering for the MTrs' emotional needs when providing feedback. However, instructors might also feel anxious and experience challenges due to delivering negative feedback to PSTs. For this reason, in addition to surveys, focus groups and individual interviews could occur to gain insights into their emotional states triggered by dialogic feedback.

Apart from these, the social-affective and cognitive aspects in addition to functions of dialogic feedback can be examined adopting language skill-based approach. Namely, it can be investigated whether MT lessons based on different language skills differ in aspects and functions of feedback. Likewise, further studies can be conducted to inquire whether the perceptions of the teacher candidates differ by some demographic variables such as sex, age, familiarity with Zoom features, online teaching experience etc. Vyas et al. (2022) suggest that the utilization of Zoom's breakout rooms might foster positive communication and contribute to interactions between instructor and students. Accordingly, in further studies, the implementation of online MTs via separate breakout rooms in small groups instead of the main Zoom room can be investigated. It could facilitate the uptake of dialogic feedback, create opportunities for more personal interactions, and encourage peers to participate more actively in feedback sessions.

With regard to the use of feedback functions in teacher education, there is a dearth of research. Therefore, it is essential to conduct studies examining the functions of feedback for language teacher education purposes. In this regard, there is a need to shed light on dialogic feedback functions in online MT contexts. As a final suggestion, considering contextual differences, a feedback model to be used in asynchronous online MT contexts can be devised.

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APPENDICES

A. SELF-REFLECTION REPORT TEMPLATE AND QUESTIONS

ELT METHODOLOGY I (Instructor Name)

Micro Teaching Reflection Report

Please, watch the video-recording of your Micro-teaching and write your reflections on your performance by answering the questions below (Arial-11,1.5 spacing, ***between 3 and 4 pages****). In addition,* ***do not forget to include page numbers, copy the table and questions and write your answer below each question****).*

MT's Name Surname:	
Group Members' Names Surnames	
Course code/Section	
Teaching Skill:	
Topic:	
Level of Learners:	
Age of Learners:	
Date of Micro-teaching:	

QUESTIONS

1. Which parts of your teaching did you like the most? Please, give specific examples and state why?
2. Which parts of your teaching did you like the least? Please, give specific examples and state why?
3. What kinds of new things that you discovered about yourself as a teacher or presenter after you watched the recording? Please, give specific examples and comment on your teaching in relation to:
    a. Classroom management

b. Smooth transition between activities
c. Interactivity among you and your learners
d. Engagement of learners
e. Teaching enthusiasm

4. Were you able to follow the lesson as you planned earlier? If not, please give examples and state possible reasons for those.
5. If you were to do the same lesson again, what would you differently? Why?
6. Watch the recording of your teaching again and identify the mistakes that you made with clear examples on
    a. Vocabulary
    b. Grammar
    c. Pronunciation
7. What are the benefits of teaching online?
8. What are the challenges of teaching online?
9. What are your suggestions for teaching online?
10. Which comments of your instructor and peers on your online teaching do you remember?
11. Which comments did you find useful for improving your teaching?
12. Any other comments

B. QUESTIONNAIRE ITEMS RELATED TO THE IMPORTANCE OF FEEDBACK AND PERFORMANCE (Adcroft, 2011)

Students

What is believed about feedback

- Feedback is a crucial element of my whole learning experience

Why is it believed about feedback

- Feedback plays a crucial role in improving my performance
- Feedback is important because it clarifies for me what good performance is through the establishment of criteria and expected standards
- Feedback explains to me the gaps in my knowledge and understanding
- The feedback I receive directs me towards the most appropriate study practices
- The feedback I have received has helped to identify the gap between my current and hoped for performance
- As a result of the feedback I receive, I can accurately self-assess and self-correct my performance
- The feedback I receive is a mechanism for self-reflection and self-development
- I am motivated and encouraged in my studies as a result of the feedback I receive

C. DESIGN OF THE QUESTIONNAIRE AND ADAPTED ITEMS

Items written by the researcher (Part A: 1-11)
Items adapted from Adcroft (2011)
Items adapted from Seifert& Feliks (2019)

Online Feedback Survey

This study is part of the study conducted by Res. Assist. Esra Karakuş and supervised by Assoc. Prof. Dr. Perihan Savaş. It aims to investigate the micro-teachers' perceptions of online instructor and peer feedback component of an EFL Methodology course at METU, the Department of Foreign Language Education.

The survey below consists of two parts including several demographic questions, Likert-scale questions and open-ended items that ask you to elaborate on your online feedback experiences. It will take approximately 10 minutes to complete. Your participation is voluntary, and you are free to withdraw at any time without consequences of any kind. Thank you for your time.

By clicking the consent button on this form, I agree to participate in the study.

☐ I consent

PART A

1. What is your age?

_____

2. What is your gender?

☐ Male ☐ Female

3. What is your year of study?

_____

4. Is this the first time you have taken ELT Methodology I course?

☐ Yes ☐ No

5. Have you taken ELT Methodology II course?

☐ Yes ☐ No

6. Have you implemented any synchronous online teaching before except for your micro-teaching? If yes, please specify your teaching experience.

☐ Yes _____ ☐ No

7. Have you ever used Zoom for online teaching except for your micro-teaching?

☐ Yes ☐ No

8. How familiar were you familiar with Zoom features for online teaching (e.g. screen sharing, breakout rooms etc.) as a learner before your micro-teaching?

☐ Not at all ☐ To a small extent ☐ To some extent ☐ To a moderate extent ☐ To a large extent

9. Please indicate the lesson focus (teaching point) of your micro-teaching

☐ Vocabulary ☐ Listening ☐ Speaking

10. How do you evaluate your own micro-teaching performance?

☐ Not effective ☐ Somewhat effective ☐ Effective ☐ Very effective

11. How satisfied are you with your micro-teaching?

☐ Not satisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

PART B	**(1) Strongly Disagree**	**(2) Disagree**	**(3) Neutral**	**(4) Agree**	**(5) Strongly Agree**
1- Online instructor feedback is a crucial element of my micro-teaching experience.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
2- Online instructor feedback plays a crucial role in improving my teaching performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
3- Online instructor feedback is important because it clarifies for me what good performance is through the establishment of criteria and expected standards.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
4- My instructor's comments on my micro-teaching performance were fair.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
5- Online instructor feedback explained to me the gaps in my understanding of teaching.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
6- Online instructor feedback directs me towards more appropriate teaching practices.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
7- Online instructor feedback on my micro-teaching has helped to identify my current and hoped for performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
8- As a result of online instructor feedback, I can accurately self-assess and self-correct my performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
9- Online instructor feedback I received is a mechanism for self-reflection and self-development.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
10- I feel motivated and encouraged to teach as a result of online feedback I received from my instructor.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
11- Online peer feedback is a crucial element of my micro-teaching experience.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
12- Online peer feedback plays a crucial role in improving my teaching performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
13- Online peer feedback is important because it clarifies for me what good performance is through the establishment of criteria and expected standards.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
14- My peers' comments on my micro-teaching were fair.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
15- Online peer feedback explained to me the gaps in my understanding of teaching.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
16- Online peer feedback directs me towards more appropriate teaching practices.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
17- Online peer feedback on my micro-teaching has helped to identify my current and hoped for performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
18- As a result of online peer feedback, I can accurately self-assess and self-correct my performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
19- Online peer feedback I received is a mechanism for self-reflection and self-development.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
20- I feel motivated and encouraged to teach as a result of online feedback I received from my peers.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**

Any additional comments on online instructor and peer feedback component of the course?

Any other suggestions or questions?

D. ONLINE FEEDBACK SURVEY

Online Feedback Survey

This study is part of the study conducted by Res. Assist. Esra Karakuş and supervised by Assoc. Prof. Dr. Perihan Savaş. It aims to investigate the micro-teachers' perceptions of online instructor and peer feedback component of an EFL Methodology course at METU, the Department of Foreign Language Education.

The survey below consists of two parts including several demographic questions, Likert-scale questions and open-ended items that ask you to elaborate on your online feedback experiences. It will take approximately 10 minutes to complete. Your participation is voluntary, and you are free to withdraw at any time without consequences of any kind. Thank you for your time.

By clicking the consent button on this form, I agree to participate in the study.

☐ I consent

PART A

12. What is your age?

_____

13. What is your gender?

☐ Male ☐ Female

14. What is your year of study?

_____

15. Is this the first time you have taken ELT Methodology I course?

☐ Yes ☐ No

16. Have you taken ELT Methodology II course?

☐ Yes ☐ No

17. Have you implemented any synchronous online teaching before except for your micro-teaching? If yes, please specify your teaching experience.

☐ Yes _____ ☐ No

18. Have you ever used Zoom for online teaching except for your micro-teaching?

☐ Yes ☐ No

19. How familiar were you familiar with Zoom features for online teaching (e.g. screen sharing, breakout rooms etc.) as a learner before your micro-teaching?

☐ Not at all ☐ To a small extent ☐ To some extent ☐ To a moderate extent ☐ To a large extent

20. Please indicate the lesson focus (teaching point) of your micro-teaching

☐ Vocabulary ☐ Listening ☐ Speaking

21. How do you evaluate your own micro-teaching performance?

☐ Not effective ☐ Somewhat effective ☐ Effective ☐ Very effective

22. How satisfied are you with your micro-teaching?

☐ Not satisfied ☐ Neutral ☐ Satisfied ☐ Very satisfied

PART B	**(1) Strongly Disagree**	**(2) Disagree**	**(3) Neutral**	**(4) Agree**	**(5) Strongly Agree**
1- Online instructor feedback is a crucial element of my micro-teaching experience.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
2- Online instructor feedback plays a crucial role in improving my teaching performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
3- Online instructor feedback is important because it clarifies for me what good performance is through the establishment of criteria and expected standards.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
4- My instructor's comments on my micro-teaching performance were fair.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
5- Online instructor feedback explained to me the gaps in my understanding of teaching.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
6- Online instructor feedback directs me towards more appropriate teaching practices.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
7- Online instructor feedback on my micro-teaching has helped to identify my current and hoped for performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
8- As a result of online instructor feedback, I can accurately self-assess and self-correct my performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
9- Online instructor feedback I received is a mechanism for self-reflection and self-development.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
10- I feel motivated and encouraged to teach as a result of online feedback I received from my instructor.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
11- Online peer feedback is a crucial element of my micro-teaching experience.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
12- Online peer feedback plays a crucial role in improving my teaching performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
13- Online peer feedback is important because it clarifies for me what good performance is through the establishment of criteria and expected standards.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
14- My peers' comments on my micro-teaching were fair.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
15- Online peer feedback explained to me the gaps in my understanding of teaching.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
16- Online peer feedback directs me towards more appropriate teaching practices.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
17- Online peer feedback on my micro-teaching has helped to identify my current and hoped for performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
18- As a result of online peer feedback, I can accurately self-assess and self-correct my performance.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
19- Online peer feedback I received is a mechanism for self-reflection and self-development.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
20- I feel motivated and encouraged to teach as a result of online feedback I received from my peers.	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**

Any additional comments on online instructor and peer feedback component of the course? _____

Any other suggestions or questions?

E. CODING SHEETS FOR ONLINE DIALOGIC FEEDBACK SESSIONS

a) Initial Verbal Self-Evaluation

1 MTr13: I was kind of nervous thinking that I may run out of battery.

2 I: I thought you would run out of battery in the last activity because the other ones were a little bit you know going fast. Do you still have some battery left?

3 MT: Yes, Hocam, actually %84 percent right now.

4 I: OK, then we can give you feedback in a relaxed way. Ersin, how do you feel about the overall lesson? Was it according to your plan?

5 MTr13: Yes, actually. I tried to apply my plan and I could apply it. I think it was nice, Hocam. Because everyone could participate in the lesson. I put a lot of emphasis on everyone's attendance. I guess I could do

6 that.

I: Yes, especially in the last activity. Normally, I would support that activity because you gave turns to each student to say something. That's really important in a real classroom. In

7 terms of your teaching, how did you feel?

MTr13: Since it's the first time I've been teaching, of course I was a little bit nervous

8 but I think it went well.

I: I think it was quite well considering that it

9 was your first teaching.

MTr13: Thank you, Hocam.

I: So, let's ask your friends. What do you think about your friend's teaching and the

10 activities? Let's start the things that we

11 liked.

12 WP1 (written): well planned

13 P1: I liked the song most.

14 I: I was dancing to it!

P1: Me too, hocam.

I: Over the years, I heard a lot of weather condition songs. This was quite fun. In a real

1/4

clasrroom, you can ask the students to sing
..agreeing 15 with you.
16 MT: Yes, Hocam. It could be better.
17 I: Anything else, Buse?
P1: I liked the last activity too, because we
18 were discussing the weather conditions.
19 I: Thank you so much. Others?
20 WP2 (written): He was so
21 calm
WP3(written): He didn't seem excited or
22 nervous.
23 WP4(written): His accent was so clear that we could understand the words.
P2: I liked the variety of the activities.
I: I also liked that there was variety but also, I really liked the pace at the beginning. I think there was enough time for the students to learn the words and also his speech was
24 very clear, not too fast not too slow so that it
25 was very appropriate for the students. They could easily get help from the flash cards. I really liked it.
..expressing gratitude MTr13: Thank you. That's nice.
I: In the middle, it was like a little bit rushing.
26 For example, I'm not sure about sentence completion. Sentence completion can be a
27 little bit difficult for them. You already had so many wonderful activities in your lesson pla.
..clarifying MT: Yes, Hocam. Maybe it could be homework, right?
I: I think that could be a contingency and it's a little bit harder than the other activities. For
28 example, asking about weather conditions is more important for them to do in the classroom, so that should be prior to sentence completion.
One thing that I'd like to recommend to you is actually what Elif Hoca said earlier in the

other microteachings. Pay attention to the transitions btw the activities. When we say that "OK, the next activity" or "we're going to do another activity",

it becomes a little bit mechanic and autonomous. So, we try to give them the rationale and give examples rather than just saying "This is an activity, finish it and then we're going to check it" It's a little bit mechanical for the students and they cannot do it. Your friends can do it, but real young learner students need some guidance and examples. As elementary level teachers, we always do the first item in the activity ourselves first as a teacher and then ask the students. It gives them some guidance, so that's my main recommendation to you. Avoid using "now we have another activity". Instead, you can say "Thank you so much, so let's check if you understood and then look at the pictures/ words. Now it's your turn" kind of explanations, but I must say that I'm very much impressed by your teaching voice.

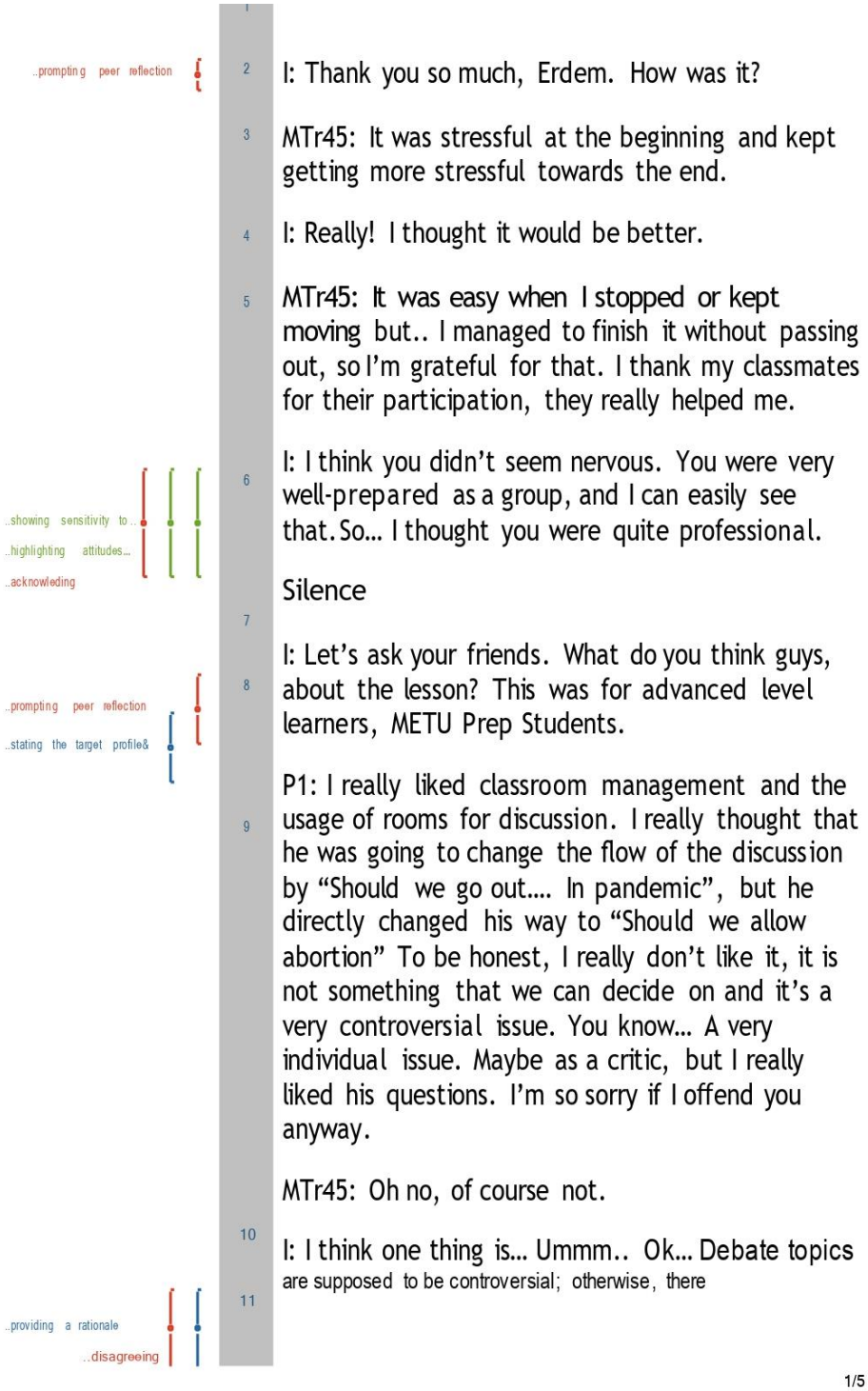
29 Sometimes, like I was listening to a textbook. I think you can be a great person when it
30 comes to recording. You have a very distinct voice. I think you can pay attention to varied intonation a little bit more/live it up a little bit more.

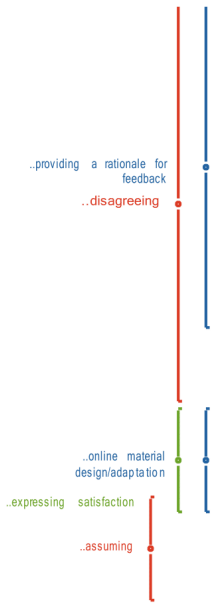
..expressing gratitude MTr13: Thank you, hocam.

I: You were also very kind. You were saying "well done, thank you" to your students. This is very important, you were encouraging them. Something that I'd like to repeat for you as well "try to smile". Smiling helps and also makes you enjoy the lesson as a teacher.

3/4

b) Instructor Feedback





won't be any debate. I think the selection of the topic was OK, because different people obviously have different ideas, so as English language teachers, it's not really important what we come up with at the end, but it's a way to encourage our students to use English and argue their supporting points in a civilized manner and with good English proficiency. That's why debate topics are open-ended and controversial. When you are in a group for example, the teacher puts you in a group, but you can be in a group which you don't support. That's Contingency was a great idea to give the students to really write what they really think about the issue. I don't know... Maybe Meryem thought that the transition was not very good here at that point.

12 P1: No, it's just about the discussion topic, but I would literally give my heart to participate more if we just talk about it in pandemic situation. But I'm not saying that.... He was a really good teacher. He was clear in instructions and their hard work, not just Erdem but his teammates as well. I really don't want to be misunderstood.

13 I: No, no, I got what you said. You meant that attending a protest during the pandemic situation. Would it be okay, why/why not? That was more appealing to you.

14 P1: Yeah.

15 WP1: The topic is a very important one and open to talk about more and more, creating adebate about it was a good idea, but it's a very sensitive topic as well, Erdem's teaching was good,and he gave very clear instructions.

2/5

16 P1: Actually, the whole abortion issue is appealing to me, but I don't think that it's not something that we can discuss in very short time. … I was in the opposite side of the group, and I couldn't participate because of that. So, I'm sorry if I offend anyone.

..teacher reassurance

17 I: I don't think that you offended anyone, Meryem, We're learning here.

18 WP2 (written): The theme was up to date and important to get the importance of protests, I really appreciated it, and Erdem led the session smoothly and was enthusiastic about listening to us.

19 WP3 (written): He was very calm, and it was a daily conversation, not a stressful class.

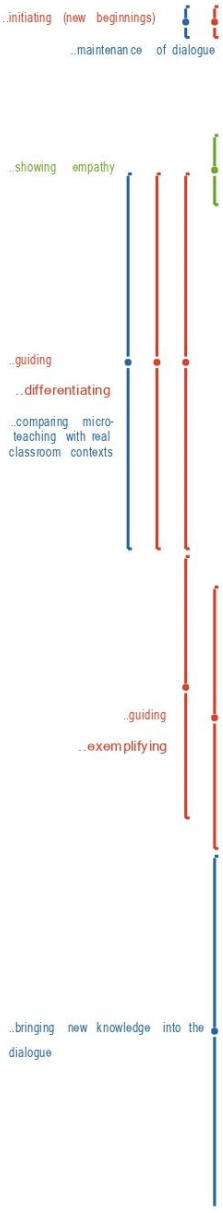
20 MTr45: And the contingency plan was very good for you.

21 P1: I really appreciate your hard work and I really liked your lesson plan. The activities are good. I have a little issue about whole abortion issue, so I'm a little bit obsessed, I'm so sorry…

..showing empathy
..maintenance of dialogue
..initiating (new beginnings)

22 I: It's OK. Any other ideas or suggestions? Yes, Güzin.

23 P2: Also, I really liked the topic because it's up-to-date and you can discuss it even in corona virus issue, you can think in different perspectives. It's very helpful for students to think creatively. I think this debate topic is very important to teach those debate manner to the students because you can learn how to support a friend or how to disagree with your friend in a kind manner.



24 His instructions were very clear. It wasn't like a lesson. I felt that it's quite a discussion atmosphere. Thank you.

25 WP4 (written): The contingency plan is brilliant, and I loved the energy.

26 I: Thank you Gülçin, anyone else?

27 Silence

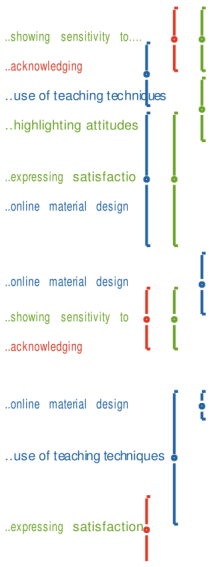
I: I also think that I mean in micro-teachings you have limited time. In a real classroom, what we do is for example… Actually, we have numbers for breakout rooms, but for setting up the debate we divide the lesson into two and we say 'a and b' And then later, we give numbers to each individual student in the group. We say 1-2-3-4… And then what happens is when we have the reporting of ideas, each student can take turns to speak. First ones, seconds, etc. to make sure that everyone has a say in the debate, but here in breakout rooms, it's not always possible. Maybe we can just say "as soon as you go to breakout rooms, assign yourself some letters instead of numbers because we have one and two. Then they can be "a,b,c,d,…." And take turns to speak but despite the actually kind of challenges related to online environment, as Gülçin said, and sometimes as a teacher we don't give our own opinions at the beginning of the debate not to discourage any group. What we do is we show two sides of the.. I don't know two different stands in relation to the debate topic and then we ask them to take part in the debate. I don't know if you have done debates, any debates before in high school.
These debates are generally to practice language.

They also gave a very good list for stating their ideas. I think that would be very very helpful for real students. Our main concern is to give them a reason to speak. Any other ideas?

28 WP5 (written): Topic choice was very good, because it is an all-time hot issue. Your presence was also great, Erdem.

29 Silence

c) Peer feedback



I: How was it, Eda?
MTr22: Actually, it was good, but I was so excited, even I was shaking. I'm sorry if I didn't smile enough and made mistakes.
I: Actually, you did very well.
MTr22: I don't know.
I: You seemed calm, and you seemed very much in control. I really liked the way that you taught the lesson. Even if you were feeling nervous inside, it didn't come across to us like that. I think you did quite well, Eda.
MTr22: I had a problem with the chat box. I couldn't see the chat box firstly. That's all, but it was good.
I: Yes, it was great. I mean I really liked the story anyway. It's one of everybody's favorite. I think your teaching presence was very good as well. Let's ask your friends. What do you think guys? What did you like about the lesson?
silence
I: Any comments?
P1: I think Eda didn't seem to be that excited. I didn't feel that. I think she was managing good enough. She was friendly towards us. Also, I liked that she used a material that we already know very well from our childhood. It is good for the age level of the students.
WP1 (written): I think it was great. Audiovisuals were very interesting. I enjoyed the class. She didn't seem nervous at all.
I: Yes, it was elementary for young learners.
P1: And then the visuals were quite well. She explained everything clearly so that we didn't have any in our minds while we were doing the activities. I'm glad for that and thank you,

1/3

..expressing satisfaction
..expressing gratitude
..approving
..online material design
..supportive
..encouraging micro-teacher
..highlighting attitudes and teacher personality traits
..expressing gratitude

Eda.

14 MTr22: Thank you.

15 WP2 (written): Activities were very appropriate for the level, I had fun.

16 WP3: The topic was chosen well for elementary level and Eda was great.

17 I: Activities were very appropriate for the level, again something that I wrote. The pictures were very clear. Also, you went over the pictures to help them. I think that was a good technique. And also, the pace of your speech and audio recording was good. I mean the video was good. You have a very nice teaching voice as well. You were trying to encourage the students all the time. You were praising them. I specifically liked your instructions. Like Çağla said, we knew what we're supposed to do as learners. In terms of lesson plan, the lesson plan itself is very good, well-written. I'd like to thank you and your group members for designing it in such a detailed way and at the same time in a very well-organized manner. It can even be like a sample lesson plan. The activities were correctly placed. Technically, the lesson plan looked like a very effective one for young learners. I don't know if you have any other

18 comments, guys.

I: Anything for improvement, for example.

MTr22: Also, I want to thank Elif Hoca. We take

19 suggestions from her for the post-listening part.

I: I think your students will enjoy your teaching

20 a lot, Eda. You can be a very good young

21 learner teacher.

MT: Thank you, Hocam.

22 WP4(written): She was very kind.

F. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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29 OCAK 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Perihan SAVAŞ

Danışmanlığını yaptığınız Esra KARAKUŞ'un "Types of Online Reflection and Dialogic Feedback Practices regarding Preservice EFL Teachers' Online Synchronous Microteaching Experiences" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **021-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

[redacted]

Prof. Dr. Mine MISIRLISOY
İAEK Başkanı

G. EXPLICIT CONSENT STATEMENT FORM

MIDDLE EAST TECHNICAL UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

EXPLICIT CONSENT STATEMENT FORM AS PER DATA PROTECTION LAW No. 6698

Personal data owners who are defined as the relevant persons in Law on Personal Data Protection no. 6698 are entitled to certain rights regarding the processing of their personal data in the article 11 of the Law.

Within the scope of ELT Methodology I course during Fall 2020 semester, I have given my explicit consent that my personal data obtained from online micro-teaching video recordings can be processed, used, and shared only for research purposes for which data are processed, and stored for the required time period.

I Agree ☐

I Disagree ☐

Name-Surname:

Date:

Signature:

H. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name : Karakuş, Esra
Year of Birth [redacted]
Place of Birth : [redacted]
E-mail : [redacted]
ORCID Identifier: : https://orcid.org/0000-0001-7120-0083

EDUCATION BACKGROUND

Degree	Institution	Year
PhD	Middle East Technical University, *English Language Teaching*	2018-2024
MA	Middle East Technical University, *English Language Teaching*	2015-2018
BA	Middle East Technical University, *English Language Teaching*	2009-2013

RESEARCH INTERESTS

Language Teacher Education, EFL Classroom Discourse, Pre-service EFL teacher education, Materials Development & Adaptation for Language Teaching

FOREIGN LANGUAGES

English (C2), Spanish (A2)

WORK EXPERIENCE

Year	Institution	Job Title
2015-2024	Middle East Technical University, Faculty of Education, Department of Foreign Language Education	Research Assistant
2015-2015	Nigde Omer Halisdemir University, Faculty of Education, Department of Foreign Language Education	Research Assistant
2013-2014	CEIP José Luis Villar Palasí - Vélez-Málaga	EU-Comenius Assistantship

PUBLICATIONS & OTHER ACADEMIC WORK

MA Thesis

Karakuş, E. (2016). *Types of questions posed by EFL teacher candidates and their potential role in fostering communication in language classrooms* (Unpublished master's thesis). Middle East Technical University.

Journal Articles

Rutkienė, A., Kaçar, I. G., Karakuş, E., Baltacı, H. Şerif, Altun, M., Şahintaş, Z. A., Barendsen, R., Wierda, R., & Crespo García, B. (2023). The impact of flipped learning on students' engagement and satisfaction development: A cross-country action research study, *Pedagogika, 147* (3), 253–281. https://doi.org/10.15823/p.2022.147.12

Karakuş, E. (2021). A systematic review of the representation of cultural elements in English as a foreign language textbooks. *Language Teaching and Educational Research (LATER), 4*(1), 13-29.

Karakuş, E. (2017). The preferences of Turkish EFL learners in using phrasal verbs or one-word synonymous words. *International Journal of Language Academy, 5*(5), 216-225.

Karakuş, E. & Ünlüer, Z. (2017). Collaboration among English language learners on a smart phone based instant messaging platform. *International Journal of Language Academy, 5*(5), 194-207.

Book Chapters

Coşgun Erdem, G. & Karakuş, E. (2023). Fish out of water: Pre-service EFL teacher professional identity via metaphor. In S. Karpava (Ed.), *Handbook of Research on Language Teacher Identity via Metaphor*. IGI Global.

Kaçar, I. G., Karakuş, E., Baltacı, H. Ş. & Altun, M. (2023). Online flipped tasks and universal design for learning: A means to an inclusive and motivating EFL learning environment. In D. Tafazoli & M. Picard (Eds.), *Handbook of CALL Teacher Education and Professional Development*. (pp. 293-311). Springer.

Projects

Project Member (researcher)- Flipped Impact (Flipped Learning), Erasmus + Program- No: 2018-1- TR01- KA201- 059386

Conference Presentations

Coşgun Erdem, G. & Karakuş, E. (2022). *Metaphors: A window into EFL teacher candidates' professional identity* [Paper presentation].14th METU ELT Convention, June 17-19, 2022.

Karakuş, E., Eren-Gezen, E., Aysan Şahintaş, Z. (2019). *Investigating Turkish pre-service EFL Teachers' professional identity through the use of metaphors as a Representation of Their Teaching Selves* [Paper presentation]. 5th Çukurova International ELT Teachers Conference: "Glocalization Issues and Trends in EFL/ESL", Adana, Turkey, April 18-20, 2019.

Eren Gezen, E., Aysan Şahintaş, Z., Karakuş, E. (2019). *The Relationship among Writing Critical Reflective Journals, Critical Thinking Skills and Writing Skills* [Paper presentation]. ILTERG Conference, Antalya, Turkey, April 8-10, 2019.

Aysan Şahintaş, Z., Karakuş, E., Eren Gezen, E. (2019). *Linguistically and Culturally Responsive Teaching: Pre-service ELT Teachers in the Turkish Context* [Paper presentation]. ILTERG Conference, Antalya, Turkey, April 8-10, 2019.

Karakuş, E. & Gürbüz, N. (2017). *The impact of foreign language speaking anxiety on the use of speaking strategies* [Paper presentation]. VII. Uluslararası Eğitimde Araştırmalar Kongresi Çanakkale, Turkey, April 27-29 2017.

Karakuş, E. (2017). *The preferences of Turkish EFL learners in using phrasal verbs or one-word synonymous words* [Paper presentation]. 3rd Cukurova International ELT Teachers Conference, Adana Turkey, April 20-21, 2017.

Karakuş, E. & Ünlüer, Z. (2017). *Collaboration Among English language learners on a smart phone based instant messaging on a smart phone based instant messaging platform: Case Study* [Paper presentation]. 3rd Cukurova International ELT Teachers Conference, Adana Turkey, April 20-21, 2017.

I. TURKISH SUMMARY / TÜRKÇE ÖZET

1. GİRİŞ

Yüz yüze eğitimden çevrim içi uzaktan eğitime geçiş ani bir şekilde gerçekleşti. Pandeminin zorunlu kıldığı çevrim içi eğitim ortamlarına geçiş, dil öğretimi de dahil olmak üzere öğretmen eğitimi programlarının uygulamalarını köklü bir şekilde dönüştürmeyi gerektirdi Bu bakımdan, pandemi salgını öğretmen eğitimi programlarının yakın geçmişte karşılaştığı önemli bir zorluk olarak değerlendirilebilir. COVID-19 pandemi sürecinin bir sonucu olarak, öğretmen yetiştirme programlarında en büyük zorluk, pratik içerikleri olan derslerde yaşandı (Flores ve Gago, 2020; Rice ve Deschaine, 2020). Bir başka deyişle, uygulama ve mikro öğretim tekniğinin entegrasyonuna dayalı dersler, kısıtlamaların etkisiyle ciddi şekilde etkilendi. Bu nedenle, COVID-19 pandemisi sırasında edinilen çeşitli deneyimlerin de gösterdiği gibi, derslerin uygulanmasına teknolojiyi entegre etmek ve çevrim içi materyaller kullanmak kaçınılmaz hale gelmiştir.

Bu hususlar göz önünde bulundurulduğunda, öğretmen eğitiminde dijital yetkinliğin geliştirilmesi, mesleki gelişim açısından i önem taşıyan 21. yüzyıl becerilerinden biri olarak kabul edilmektedir. Bilgi ve iletişim teknolojilerinin artan etkisi nedeniyle, teknolojinin yabancı dil öğretimi ve öğrenimindeki potansiyel rolüne ışık tutmak için çeşitli girişimlerde bulunulmuştur (Luo ve Yang, 2018). Bununla birlikte, eğitim teknolojilerinin kullanımına yönelik olarak öğretmen adaylarını hazırlama açısından, dil öğretmeni yetiştirme programları gerekli becerileri kazandırmakta eksik kalabilmektedir (Uzun ve Golz, 2016). Birçok akademisyen (örneğin, Fullan ve Langworthy, 2014; Hargreaves ve Fullan, 2012; Illeris, 2014), öğretmenlerin teknoloji destekli öğretme ve öğrenme stratejilerini anlamalarına ve bunlar üzerinde çalışmalarına yardımcı olma ihtiyacının altını çizmiştir. Bu bağlamda, en son teknolojinin mikro öğretim tekniğine entegrasyonu da öğretmen adaylarının olası zorlukları eğitim teknolojileri aracılığıyla gidermeleri ve daha fazla değişikliğe uyum sağlamaları düşünülerek tercih edilmiştir (Thomas, 2013).

Çalışmanın çıkış noktalarından birini oluşturan, kişilerarası dinamiklere dayanan bir yapı olan diyalog kavramının tanımı olarak ise, "bireyciliğe odaklanmış bir benlik anlayışından ziyade, diğerleriyle ilişki içinde ve bu ilişki aracılığıyla sürekli olarak ortaya çıkan bir benlik anlayışı" (Cissna ve Anderson, 1998, s. 65) denilebilir. Diyalog, başka bir kişiyle ilişki kurmayı, onun tüm varlığını ve benzersizliğini tanımayı gerektirir; bu sayede kişi başkalarını dinleme ve yanıt verme konusunda kabul ve isteklilik gösterir (Friedman, 1960). Diyaloğu tanımlamak için aşağıdaki özellikler sıralanmıştır:

- yargının askıya alınması;
- belirli bir sonuca ulaşmaya olan ihtiyacın serbest bırakılması;
- temelde olan varsayımların incelenmesine yönelik bir sorgulama;
- özgünlük;
- konuşmacılar arasında sessizlik ile daha yavaş bir etkileşim hızı;
- kolektif anlam için kendini ve diğerlerini derinlemesine dinleme (Ellinor ve Gerard, 1998, p. 26).

Dahası, Bakhtin (1984) tarafından tanıtıldığı üzere, diyalojizm hayatın tüm yönlerinin "diyalog, yani diyalojik karşıtlık" içerdiğini öne sürer (Bakhtin, 1984, s. 42). Bir başka deyişle, diyalojizm başkalarıyla bağlantı kurmaya ve bir tür anlaşmaya varılabilecek ortak alanlar bulmaya dayanır. Diyalojizm, öğrenmeye elverişli alanlar yaratan duygusal ve kişiler arası yönlere odaklanır (Habermas, 1991). Bu alanlar, bilgi oluşturma diyalogları yoluyla öğrenmeyi teşvik edebilir (Scardamalia ve Bereiter, 2003). Diyalojizm uygulama merkezlidir, bireyler ve bağlamlar arasında sürekli bir müzakere sürecini içerir (Linell, 1998).

Diyalojizm kavramından hareketle, geribildirime yönelik diyalojik yaklaşımlar ön plana çıkmış ve bu yaklaşım geribildirim araştırmalarının yeniden kavramsallaştırılması açısından önemli görülmüştür (Carless, 2006; Nicol, 2010; Yang ve Carless, 2013). Diyaloğun, yükseköğretimdeki öğrencilere yönelik geri bildirim sürecinin bir parçası olması için birçok öneri bulunmaktadır (Price vd., 2011; Blair ve McGinty, 2013; Steen-Utheim ve Hopfenbeck 2019). Yükseköğretimde geribildirim çalışmalarına ilişkin gecikmeli geri bildirim (Higgins vd., 2001), geri bildirimin anlaşırlığı (Weaver, 2006) ve geri bildirimin karmaşıklığı

(Gibbs, 2006; Poulos ve Mahony, 2008) gibi dezavantajlar böyle bir yeniden kavramsallaştırmayı gündeme getirmiştir. Bu sebeple, Evans (2013) bu tür dezavantajları azaltmak için etkileşimli söyleşimsel geri bildirimin öğrenme sürecine anlamlı bir şekilde katkıda bulunan "yüksek kaliteli değişimlerden" oluşması gerektiğini vurgulamaktadır (Crook vd., 2012; Thompson ve Lee, 2012).

Öğretmen eğitiminde geri bildirim üzerine yapılan araştırmalar sınırlı olmakla birlikte yükseköğretimde yapılan araştırmalardan farklılık göstermektedir (Hinojasa, 2022). Bir aktarım faaliyeti olarak geri bildirim uygulamaları düşünüldüğünde, yükseköğretimde geri bildirim genellikle nihai değerlendirme aşamasında verilmektedir (Er vd., 2021). Verilen geri bildirimin etkili olduğu düşünülse de, öğrenciler tarafından alınması ve yorumlanması; algılar, motivasyon ve yetenek gibi çeşitli faktörlere bağlıdır (Carless vd., 2011). Önceki araştırmalar, değerlendirme kriterlerine göre performanslarını yorumlama ve gelişimlerini gösterme açısından öğrencilerin kapsayıcı olan kaliteli geri bildirime ihtiyaç duyduklarını göstermektedir (örneğin, Rowe, 2011). Geri bildirimin anlamının müzakere edilmesi yoluyla öğrenme faydaları artırılabilir. Ancak, bazı durumlarda bu tür etkileşimli süreçlere dahil olma fırsatı bulunmadan öğrenciler ve öğretmen adayları pasif olarak konumlandırılmaktadır. Dahası, diyalojik yaklaşımlar iletişim süreçlerinin bir parçası olarak hizmet etmesine rağmen geri bildirim içindeki potansiyel kullanımları yeterince keşfedilmemiş olabilir (Dann, 2015).

Wilcoxen ve Lemke'ye (2021) göre, "öğretmen adayları açık ve kaliteli geri bildirim talep etmektedir, ancak bu kavram ile öğretmen adaylarının verilen geri bildirimin amacına ilişkin algıları arasında açık bir kopukluk vardır" (s.15). Dolayısıyla, geri bildirim verme pratiği ile alıcının yorumu arasındaki boşluk mevcut literatürde vurgulanmaktadır (örn. O'Connor ve McCurtin, 2021). Öğretmen adaylarının hedefledikleri öğretim uygulamalarını hayata geçirebilmeleri için, aldıkları geribildirim ile öğretim uygulamalarını geliştirme yolları arasında bağlantı kurmaları gerekir. Kişiselleştirilmiş, erişilebilir, anlaşılabilir ve ilgili konuda harekete geçilebilecek şekilde sağlandığında (Ferguson, 2011), geri bildirim öğretmen adaylarının öğretim stratejilerini hayata geçirme ve uygun hale getirme konusundaki güven ve motivasyonlarını artırabilir (Hinojasa, 2022). Öğretmen adayları,

hedeflenen öğretim uygulamalarını hayata geçirebilmek için ders planlarına ilişkin yazılı geri bildirimlerin ötesine geçen desteğe ihtiyaç duymaktadır (Hinojasa, 2022).

Ayrıca, COVID-19 salgınına benzer şekilde, yakın gelecekte sosyal yaşamı ve yüz yüze eğitimi etkileyecek başka potansiyel salgınlar da ortaya çıkabilir. Bu nedenle, dil öğretmeni eğitimcileri, öğretmen eğitimi programlarının mikro öğretim ve öğretmenlik uygulaması gibi pratik yönlerini çevrim içi ortamlara uyarlama konusunda hazırlıklı olmalıdır. Pandemi sürecinde yansıtıcı öğrenmenin azlığına dikkat çeken Kid & Murray (2020), öğretmen eğitimcilerinin öğretmen adaylarını "uygulama esnasında değil "uygulama hakkında" öğrenmeleri için destekleyebildiklerini iddia etmektedir (s. 552). Bu sebeple, öğretmen adaylarının eğitimine ilişkin olarak, öğretmen eğitimcilerinin yüz yüze ortamlardan bağımsız olarak çevrim içi mikro öğretim deneyimleri için fırsatlar yaratma yolları konusunda literatürde hâlâ bir boşluk bulunmaktadır (Lee vd., 2023). Mikro öğretim bir kavram olarak literatürde birkaç kez tanımlanmış olsa da, çevrim içi mikro öğretim pandemi durumundan dolayı ortaya çıkmış nispeten yeni bir kavramdır. Pham'ın (2022) belirttiği gibi, "literatürde çevrim içi mikro öğretimin belirli bir tanımına rastlanmamaktadır" (s.49). Bu anlamda, geleneksel mikro öğretim kavramı üzerine yapılan çok sayıda çalışmaya rağmen (Ryanti, 2021), özellikle öğretmen adaylarının bakış açılarıyla ilgili olarak çevrim içi mikro öğretim üzerine yapılan araştırma sayısı azdır.

Bu bilgilerin ışığında, bu çalışma bir ELT Metodolojisi dersinin çevrim içi mikro öğretim bileşeniyle ilgili olarak öğretim üyesi, akranlar ve ilk sözlü öz değerlendirmeden elde edilen geri bildirimin sosyal-duyuşsal ve bilişsel yönlerini araştırmayı amaçlamaktadır. Buna ek olarak, mikro öğretmenlerin çevrim içi eşzamanlı dersleriyle ilgili olarak sağlanan üç farklı geri bildirim türünün işlevlerini incelemeye çalışmaktadır. Ayrıca, öğretim üyesi ve mikro öğretmenlerin akran geri bildirimine verdikleri yanıtların yanı sıra mikro öğretmenlerin öğretim üyesi geri bildirimine verdikleri yanıtlara da odaklanmaktadır. Benzer şekilde, sosyal-duyuşsal ve bilişsel yönlerin yanı sıra yazılı öz-değerlendirmenin işlevleri de araştırılmaktadır. Bu doğrultuda aşağıdaki araştırma soruları formüle edilmiştir:

İngilizce öğretmen adaylarının bir metodoloji dersinde videoya kaydedilen çevrim içi eş zamanlı mikro öğretim oturumları aşağıdakiler açısından neleri göstermektedir:

a. İlk sözlü öz değerlendirme, öğretim üyesi geri bildirimi ve akran geri bildiriminin sosyal-duyuşsal yönleri
b. İlk sözlü öz-değerlendirmenin, öğretim üyesi geri bildiriminin ve akran geri bildiriminin bilişsel yönleri
c. İlk sözlü öz-değerlendirme, öğretim üyesi geri bildirimi ve akran geri bildiriminin işlevleri
d. akran geri bildirimine öğretim üyesi tepkileri
e. mikro-öğretmenlerin öğretim üyesi ve akran geri bildirimine verdikleri yanıtlar?

2. İngilizce öğretmen adaylarının çevrim içi mikro-öğretimleri uyguladıktan sonra sundukları öz-yansıtma raporları aşağıdakiler açısından neleri göstermektedir?
   a. Yazılı öz-değerlendirmenin sosyal-duyuşsal yönleri
   b. Yazılı öz-değerlendirmenin bilişsel yönleri
   c. Yazılı öz-değerlendirmenin işlevleri
3. İngilizce öğretmen adaylarının çevrim içi mikro-öğretimlere ilişkin çevrim içi öğretim üyesi geri bildirimi ve akran geri bildirimleri ile ilgili algıları nasıldır?

2. ALAN TARAMASI

Bu çalışmanın temelini oluşturan kuramsal çerçeve durumlu öğrenme kuramıdır. Öğretmen adaylarını hazırlamak için uygulanan birçok geleneksel ve yeni yaklaşım, durumlu öğrenme teorisine (Lave & Wenger, 1991) ve yansıtıcı uygulama ilkelerine (Schön, 1983) dayanmaktadır. Hem durumlu öğrenme teorisi hem de yansıtıcı uygulama, bilginin deneyimleyerek edinildiği fikrini desteklemektedir (Kemmis, vd., 2014). Bu bağlamda, Saigal (2012) "yerleşik öğrenme perspektifinin öğrenmeyi yalnızca bilişsel bir bilgi edinme süreci olarak değil, sosyal olarak aracılık edilen ve belirli bir bağlamda yer alan bir süreç olarak gördüğünü" belirtmektedir (s.1010). Durumlu öğrenme kuramı işbirliğine dayalı öğrenme faaliyetlerine ek olarak sosyal ve kültürel etkileşimlere de vurgu yapar (Su ve Zou, 2020).

Öğretmen eğitimi programlarında yaygın olarak kullanılan bir teknik olan mikro öğretim, yansıtıcı uygulama ve durumlu öğrenme yaklaşımlarından oluşmaktadır (Ledger ve Fischetti, 2020). Yerleşik öğrenme teorisi ile bu çalışma arasındaki bağlantı göz önünde bulundurulduğunda, öğretim elemanı ve öğretmen adayları, mikro öğretim deneyimleri ve çevrim içi mikro öğretim uygulamalarına ilişkin geri bildirimler yoluyla ve diyalog yardımıyla birlikte öğrenme sürecine katılmışlardır. Söyleşimsel geri bildirim oturumlarında 'uzman' olan öğretim üyesi ile 'acemi' olan mikro-öğretmenler arasında iki yönlü etkileşimler gerçekleşmiştir. Dahası, sadece öğretim üyesi değil, akranlar da ortak öğretim hedeflerini paylaşarak ve birbirlerinin mesleki gelişimine katkıda bulunarak bir öğrenme topluluğunun oluşturulmasında aktif rol oynamıştır. Dolayısıyla, hem sırasıyla mikro-öğretmen rolünü üstlenmeleri hem de geri bildirim sağlayıcı olarak hizmet etmeleri nedeniyle bu bağlamda 'acemi' olarak da konumlandırılmışlardır.

Mikro öğretim, öğretmen eğitimi programlarının kapsamına entegre edilmiş yaygın bir öğretmen eğitimi tekniğidir. Tanımı olarak "bir öğretmenin durumunun sistematik bir şekilde azaltıldığı veya basitleştirildiği bir eğitim bağlamı"(Wallace, 1991, s.87) verilebilir. Stanford Üniversitesi'nde 1960'larda mikro öğretimin ortaya çıkmasıyla birlikte yansıtıcı işbirlikçi uygulamalar ön plana çıkmıştır (Cooper ve Allen, 1970). İlk başlangıçta mikro ders planları sunmak ve sınıf yönetimi stratejilerini uygulamak için okul öğrencilerinden oluşan küçük grupları içeriyordu. Ancak, okul öğrencileriyle deneme derslerinin zorluğu nedeniyle sorunlu olduğu ortaya çıkınca, üniversite akranları öğrenci olarak rol yapmaya başladı (Allen, 1980). Mikro öğretim tekniğinin özellikleri aşağıdaki gibi tanımlanmaktadır:

> ... Sıklıkla, bir mikro öğretim bölümü bir dersin öğretilmesini ve öğretmenin etkinliği hakkında anında geri bildirim verilmesini içerir. Bu geri bildirim video ya da ses kayıtlarından, danışmanlardan, öğrencilerden, meslektaşlardan ya da öğretmenlerin kendi algılarından gelebilir. Mikro öğretim tekniğinin değişken yönlerinden bazıları dersin uzunluğu, öğrenci sayısı, denetimin miktarı ve türü, video ya da ses kaydı kullanımı ve öğrenci sayısı ve türleridir (Cooper ve Allen, 1970, s.1).

Mikro öğretim tekniğinin öne çıkan özelliklerinden biri, alternatif geribildirim biçimlerinin sağlanmasıdır (Benton-Kupper, 2001). Mikro öğretim tekniği sayesinde

öğretmen adaylarının geri bildirim alma olanakları artar (Wilkinson, 1996). Geribildirim kaynaklarıyla bağlantılı olan üç değerlendirme türü; öğretim üyesi değerlendirmesi, akran değerlendirmesi ve öz değerlendirmedir. Tschannen-Moran ve diğerlerine (1998) göre, "danışmanlardan ve hatta öğrencilerden alınan özel performans geri bildirimleri, bir öğretmenin beceri ve stratejilerinin belirli bir öğretim görevinin talepleriyle nasıl eşleştiği konusunda güçlü bir bilgi kaynağı olabilir." (s.230).

Teknolojinin mikro öğretim tekniğine entegrasyonu, yani çevrim içi araçların kullanımı, pandemi sürecinden önce bile uygulanabilir bir haldeydi (örneğin Kusmawan, 2017; Kelleci vd. 2018; Kirby ve Hulan, 2016); Ledger ve Fischetti, 2020). COVID-19 salgını sırasında birçok yükseköğretim kurumu senkron (eş-zamanlı) ve asenkron (eş-zamansız) çevrim içi öğretime geçti. Karantinanın bir sonucu olarak, pratiklik eksikliğini telafi etmek için çevrim içi mikro öğretim öğretmen eğitimi programlarında yaygınlaştı. Bu nedenle farklı eğitim bağlamlarında çevrim içi mikro öğretim uygulamalarını araştırmak için çeşitli girişimler olmuştur (Buttler ve Scheurer, 2023; Handayani ve Triyanto, 2022; Helda ve Zaim, 2021; Kokkinos, 2022; Roza, 2021). Bu dönemden önce mikro öğretim uygulamaları genellikle Kusmawan'ın (2017) tanımladığı gibi "geleneksel uygulamalar ile" (s.43) ilişkilendirilebilecek fiziksel ortamlarda gerçekleştiriliyordu. Bir yandan bazı araştırmacılar çevrim içi mikro öğretimin avantajlı yönlerine dikkat çekerken (Bodis vd., 2020; Ledger ve Fischetti, 2020; Pham, 2022), diğer yandan bazıları da dezavantajlarının altını çizmiştir. Örneğin, böyle bir değişimle ilgili memnuniyetsizliklerini dile getiren Zalavra ve Makri (2022), "zorunlu çevrim içi sisteme geçişin, doğası gereği yüz yüze etkileşime bağlı bir teknik olan mikro öğretimin canlılığından büyük ölçüde ödün verdiğini" savunmaktadır (s. 270).

İngilizce öğretmen adaylarının çevrim içi mikro öğretim uygulamaları üzerine yapılan çalışmalar içerik bakımından çeşitlilik göstermektedir. Bu amaçla, bir video konferans platformunun mikro öğretim uygulamaları için kullanılmasıyla ilgili görüşlerinin araştırılması (Ryanti, 2021), katılımcıların çalışmalarını yüklemelerine ve geri bildirim almalarına olanak tanıyan asenkron (eş-zamansız) bir bilgisayar aracılı bir iletişim aracından yararlanılması (Bodis vd., 2020), çevrim içi mikro

öğretimin uygulamalarına ilişkin bakış açılarının incelenmesi, eş zamanlı ve eş-zamansız mikro öğretimin öğretmen adaylarının öz yeterlikleri ve yansımaları üzerindeki etkisi (Lee vd., 2013) ve İngilizce öğretmen adaylarının mikro öğretim uygulamalarına dair teknolojik pedagojik içerik bilgilerinin değerlendirilmesi (Ngg, 2022) gibi araştırmalar yer almıştır. Çevrim içi mikro öğretim olgusunu Türkiye bağlamında da inceleyen çeşitli girişimler olmuştur. Örneklendirmek gerekirse, gönüllü katılımcıların yüz yüze uygulama eksikliğine çare olarak çevrim içi video konferans platformu aracılığıyla mikro öğretim uygulamalarına katılımının incelenmesi (Derin vd., 2020), çevrim içi konsept ile ilgili özellikleri ve yaşanan zorlukları anlama girişimi (Öksüz-Zerey ve Cephe, 2023), yüz yüze ve çevrim içi mikro öğretim deneyimlerinin karşılaştırılması (Ergül, 2023), İngilizce öğretmen adaylarının süreçteki deneyimlerinin araştırılması (Sanal-Erginel, 2022) gibi amaçlarla araştırmalar gerçekleştirilmiştir.

Nelson ve Schunn (2009) geri bildirimin bilişsel ve duyuşsal boyutları arasında bir ayrım yaparak, bilişsel geri bildirimin; gözden geçirilen çalışmanın yönlerini özetleme, tanımlama ve açıklama yoluyla çalışmanın içeriğiyle ilgilendiğini belirtmektedir. Bilişsel boyutun temel özellikleri göz önüne alındığında, "bir kavram, strateji, teknik, prosedür veya öğrenci çalışmasının kalitesinin diğer yönlerinin tartışılması" ile ilişkilidir (Yang ve Carless, 2013, s. 288). Bu bağlamda, bilişsel boyutun etkileşimsel özellikleri arasında soru sorma, kendini ifade etme, fikirlerin yeniden çerçevelenmesini teşvik etme, eleştirel değerlendirmeyi teşvik etme ve mevcut görevin ötesinde katılım gerçekleştirme yer alır. Bilişsel geribildirim, etkileşimi ve bilgi oluşumunu teşvik ederek, daha iyi öğrenme performansına yol açması bakımından etkili kabul edilmektedir (Hoey, 2017). Geri bildirimin sosyal-duyuşsal boyutu, olumlu gurur veya memnuniyet gibi olumlu veya kaygı veya öfke gibi olumsuz tepkiler, olumlu öğretmen tepkileri, eleştirel yorumlara açık ve duyarlı olma ve akran desteği ile ilgilidir (Pekrun vd., 2002). Destekleyici bir ortamın sağlanması söyleşimsel etkileşimler için elverişlidir (Struyven vd., 2006). Olumlu geribildirim engelleri ortadan kaldırabilir, akran baskısını azaltabilir ve akran geri bildirimini pekiştirmek için bir işlev görebilir, ayrıca etkili ekip çalışmasına ve sosyal etkileşimlere katkıda bulunabilir (Tam, 2021). Bu bağlamda, duygusal duyarlılık, empati ve güven temelinde destek sağlanması geri bildirim süreçlerini

güçlendirebilir (Hill vd., 2021). Geri bildirim diyaloğundan kaynaklanan olumlu duygular, öğretim görevlilerinin öğrencilerin çabalarının farkına vardığı, saygıyı artırdığı ve öğrenen kimliklerinin gelişimine katkıda bulunduğu güven ve özene bağlı olarak nitelendirilir (Hill vd., 2021b). Süreç boyunca olası olumsuz duyguların uyarılması nedeniyle, söyleşimsel geri bildirim bir dereceye kadar savunmasızlığı gerektirir ve bu da öğrenciler ile eğitmen arasında güvenin kurulmasına yardımcı olur (Saunders, 2020). Bu bağlamda, öğretim görevlileri kendileri ve öğrenciler arasında var olan güç dengesizliğini azaltmakla yükümlüdür. Aksi takdirde, diyaloğa katkıları bir tehdit olarak algılanabilir ve öğrencilerin anlam yaratma sürecinin bir gereği olarak savunmasızlığı deneyimlemelerini engelleyebilir.

Bununla birlikte, alanda geri bildirimin işlevlerinin tanımlanmasına çok daha güçlü bir vurgu yapılması gerekmektedir. Daha önceki girişimlere bir örnek olarak, Black ve William'a (1998) göre, geri bildirimin iki ana işlevi yönlendirici ve kolaylaştırıcı olarak tanımlanmıştır. Yönlendirici geri bildirim neyin düzeltilmesi ya da gözden geçirilmesi gerektiğini belirtirken, kolaylaştırıcı geribildirim ise öğrencilerin kendi başlarına gözden geçirme ve kavramsallaştırmalarına yönelik yorum ve önerilerle ilişkilidir. Yükseköğretim kapsamında, değerlendirmeye ilişkin performansların çok yönlü doğası ön plana çıkmaktadır (Price vd., 2010). Öğretmen adaylarının mesleki gelişimine katkıda bulunacak çok sayıda çerçeve ve etkileşim göz önünde bulundurulduğunda, geri bildirim bir bileşen olarak çeşitli işlevleri yerine getirir (Evans, 2013). Mesela karşılıklılığı teşvik edebilir, kabul ve minnettarlık yardımıyla nezaket, empati ve iş birliği gibi davranışları geliştirebilir (Rowe, 2013). Ayrıca, öğretmen adaylarının üniversite öğretim görevlilerinin gözetiminde öğretim yöntem ve tekniklerini analiz etmelerini ve yeniden analiz etmelerini sağlayarak öz-düşünümlerini teşvik etmeyi amaçlar (Wilcoxen ve Lemke, 2021). Bu bağlamda, geri bildirim, öğretmen adaylarının gelişimini ve öğretim performansını gözlemleme, değerlendirme ve kayıt tuma aracı olarak işlev görür (Price vd., 2010). Ayrıca, hakim bakış açısına uygun olarak, geri bildirim, 'ileri besleme' olarak adlandırılan gelecekteki görevlere de atıfta bulunur (Gibbs ve Simpson, 2004). Bunların dışında, programın amaçları ve hedefleri verilen geri bildirim ve değerlendirme yöntemleriyle uyumlu olduğunda teori ve uygulama arasındaki boşluğu doldurabilir (Grossman, vd., 2008; Vasquez, 2004). Narciss (2008) tarafından ortaya konan bir tipolojiye

göre, geri bildirimin bilişsel (örn. bilgilendirici), üstbilişsel (örn. bilgilendirici, yol gösterici) ve motivasyonel (örn. cesaretlendirme, öz yeterliliği arttırma) olmak üzere üç işlevi olabilir.

3. YÖNTEM

Bu çalışmada karma yöntem araştırma benimsenmiştir. Dörnyei (2007) karma yöntem desenini "araştırma sürecinin bir veya daha fazla aşamasında iki yaklaşımı bütünleştirmeye yönelik bazı girişimlerle birlikte tek bir çalışmada hem nicel hem de nitel verilerin toplanmasını veya analiz edilmesini içeren bir desen" (s. 164) olarak tanımlamaktadır. Karma araştırma yöntemi "nicel verilerden elde edilen sayısal eğilimleri ve nitel verilerden elde edilen belirli ayrıntıları bir araya getirerek karmaşık bir olgunun daha iyi anlaşılmasını sağlar" (Dörnyei, 2007, s.45). Venkatesh ve diğerleri (2013), karma araştırma yaklaşımının özellikle araştırmacıların "mevcut araştırmaların parçalı, sonuçsuz ve belirsiz olduğu bir olguyu bütüncül bir şekilde anlamak istediklerinde" faydalı olduğunu öne sürmektedir (s.36). Karma yöntem tasarım türleri kapsamında, bu çalışmada bir çalışmanın nicel ya da nitel bir ek veri setiyle zenginleştirildiği gömülü karma yöntem araştırma tasarımı kullanılmıştır (Creswell vd., 2003).

Bu çalışmanın araştırma ortamı, Türkiye'de bulunan ve eğitim dili tamamen İngilizce olan bir devlet üniversitesidir. Uluslararası araştırma iş birliklerinin kapsamı ve çeşitliliği göz önüne alındığında, Türkiye'nin en iyi üniversitelerinden biri olarak kabul edilmektedir. Genişleyen çember ülkesi olarak adlandırılan kategoride yer alan Türkiye'de (Kachru, 1992), İngilizce resmi dil olarak belirlenmemiş, anadil ya da ikinci dil yerine yabancı dil olarak konumlandırılmıştır. Yükseköğretim Kurulu'na (2016) göre, eğitim dili kısmen İngilizce (derslerin %30 'u İngilizce) ya da tamamen İngilizce olan bölümler, üniversitelerin Yabancı Diller Yüksekokulu aracılığıyla bir yıllık hazırlık programları sunmaktadır. Çalışma, Güz 2020 döneminde çevrim içi olarak verilen 'İngilizce Öğretim Yöntemleri I' adlı ders kapsamında gerçekleştirilmiştir. Bahsi geçen ders, Ekim 2020 itibarıyla COVID-19 salgını nedeniyle geçici olarak çevrim içi sunum formatında başlatılmıştır. Bu ders, dil öğretiminin teorik yönlerinden pratik yönlerine doğru yumuşak bir geçişi

amaçlamaktadır. Başka bir deyişle, pedagojik içerik bilgilerini ve öğretim becerilerini geliştirmeleri beklenmekte. Öğretmen adaylarına temel sunum teknikleri ve ders planlama, kelime öğretimi, dinleme ve konuşma ile ilgili çeşitli alıştırmalar ve uygulamalar verilmekle birlikte, sunulanların pekiştirilmesi ve birebir uygulanmasına yönelik görevler tanıtılmaktadır.

Çalışmaya katılımcı seçmek için amaçlı ve kolayda örnekleme yöntemleri benimsenmiştir. Başka bir deyişle, araştırma katılımcıları çalışmanın amacı doğrultusunda ve çevrim içi mikro öğretim kavramı olarak deneyimin benzersizliği göz önünde bulundurularak seçilmiştir. Ders, üç farklı bölümde kayıtlı 85 İngilizce öğretmen adayı tarafından alınmıştır. Fakat, mikro-öğretmenlerin sayısı dönem sonunda geri bildirim uygulamalarıyla ilgili ankete katılanların sayısına göre belirlenmiştir. Çalışmanın amacı doğrultusunda mikro öğretim geri bildirim oturumları analiz edilen katılımcılar, Türkiye'deki bir devlet üniversitesinde dil öğretmeni eğitimi programının üçüncü veya dördüncü yılında olan 57 İngilizce öğretmeni adayıydı. Haftada üç saat süren internet tabanlı eş zamanlı derslere katılmışlardır.

Bu çalışmada hem nicel hem de nitel veri toplama yöntemleri uygulanmıştır. Veriler çevrim içi video kayıtları, çevrim içi bir anket ve öz yansıtma raporları aracılığıyla sekiz hafta boyunca toplanmıştır. Bu amaçla, çevrim içi mikro öğretim oturumlarının video kayıtları gerçekleştirilmiştir. Video tabanlı mikro öğretim, öğretmen adaylarının öğrenme ortamının yanı sıra kendi eylemlerini ve akranlarını gözlemlemelerini sağlayarak, gözlem ve analizleri üzerinde olumlu bir etkiye sahiptir (So, 2009). Çevrim içi mikro öğretim oturumlarının uygulanması Kasım 2020 ile Ocak 2021 tarihleri arasında gerçekleştirilmiştir. Her ay, öğretim üyesi hedef dil becerileri hakkında teorik bilgi vermek ve buna uygun bir demo dersi uygulamak için bir hafta ayırdı. Daha sonra katılımcılar ikili ya da üçlü gruplar halinde ders planlarını hazırladılar. Bir mikro-öğretmen planlanmış bir dersi uygularken, her gruptaki diğer üyeler ekran görüntüsü almaktan ve mikro öğretim seanslarını kaydetmekten sorumluydu. Öğretmen rolünü simüle eden aday, katılımcıların gerçek K-12 öğrencilerinden oluştuğunu varsaymıştır. Öğretmen adayları, mikro öğretim videoları, kanıtlara dayalı tartışmalar ve yansıtıcı süreçler sayesinde mesleki

gelişimleriyle ilgili gelişim alanlarını belirleyebilirler (Masats ve Dooly, 2011). Geri bildirim oturumlarının çevrim içi video kayıtlarının sayısı ve ders odağı, anket katılımcılarının yanıtları dikkate alınarak belirlenmiştir. Kelime bilgisi (*n*=20), dinleme (*n*=15), konuşma (*n*=16) ve iki dil becerisine (*n*=6) dayalı mikro öğretimlerin uygulandığı bildirilmiştir. İlk mikro öğretim deneyimi olan kelime becerisine dayalı ders planlarının içeriği sadece başlangıç seviyesi dikkate alınarak hazırlanmıştır.

Öğretmen adayları mikro öğretim videolarını üniversitenin öğrenme yönetim sistemine yüklemiş ve videolara yalnızca öğretim üyesi ve ders asistanının erişimine izin vermiştir. Videolarını bireysel olarak izledikten sonra ise, normal ders gerekliliğinin bir parçası olarak mikro-öğretim performansları hakkında öz-yansıtma raporları yazdılar. Mikro-öğretmenler, yönlendirici sorular yardımıyla sınıf yönetimi, etkinlikler arasında yumuşak geçişi sağlama, öğrencilerin katılımı, öğrencilerle etkileşim ve öğretme hevesi gibi belirli noktaları göz önünde bulundurarak, öğretmen adayı olarak kendileri hakkında keşfettikleri yeni yönleri yansıtmışlardır. Ayrıca, çevrim içi öğretime geçişle uyumlu olarak, çevrim içi öğretimin faydaları ve zorlukları, çevrim içi öğretim için öneriler ve söyleşimsel geri bildirim süreçlerine ilişkin algılarla ilgili birkaç soru eklenmiştir. Ayrıca kelime bilgisi, dilbilgisi ve telaffuzla ilgili hatalarını belirlemeleri istenmiştir. Mikro öğretimin çevrim içi yönüyle ilgili olarak, uygulamanın faydalarına ve zorluklarına da değinmişlerdir. Dönem sonuna doğru öğretim üyesi, akran ve öz değerlendirmelere dayalı maddelerden oluşan çevrim içi bir anket uygulanmıştır. Çevrim içi anketin tasarımı ile ilgili olarak, dokuz madde Adcroft (2011) tarafından oluşturulan anketten alınmıştır. Çalışmanın bağlamına uygun olarak maddelere küçük eklemeler yapılmıştır. Ayrıca, akran değerlendirme boyutuna uygun olarak, Seifert ve Feliks (2019) anketi göz önünde bulundurularak ankete bir madde daha eklenmiştir

Kaydedilen mikro öğretim derslerinin geri bildirim oturumları, her video birkaç kez izlendikten sonra yazıya dökülmüştür. Mikro öğretim geri bildirim oturumlarının toplam süresi 472 dakikadır. Videoların uzunluğu ortalama 8,5 dakika olmak üzere yaklaşık 7 ila 10 dakika sürmüştür. Mikro-öğretmenlerin yanıtlarına ek olarak eğitmen ve akranlar tarafından verilen çevrim içi geribildirimleri analiz etmek için

söylem analizi yaklaşımı kullanılmıştır. Ortaya çıkan kategoriler, kavramsal kodlama doğrultusunda benzerlik veya farklılıkları bulmak için karşılaştırılmıştır. Kavramsal kodlama, "araştırmacıların daha büyük bir veri setinden belirli bir analizle ilgili olabilecek verilere hızlı bir şekilde erişmesini sağlayan bir etiketleme ve indeksleme aracı olarak işlev gören" soru tabanlı bir kodla ilişkilidir (Namey vd., 2008, s.141). Bu bağlamda, araştırma sorularının içeriğinden türetilen kodlar (yani bilişsel yönler, sosyal-duygusal yönler ve geri bildirimin işlevleri) alıntıların analiziyle ilişkilendirilmiştir. Daha sonra göreli sıklık uygulanmıştır. Başka bir deyişle, belirli bir kodun toplam oluşuma karşı oluşma sıklığı ölçülmüştür. Örneğin, ilk sözlü öz değerlendirmenin sosyal-duyuşsal yönlerinin toplam sıklığı içerisinde, bu geri bildirim türüne ait 'memnuniyet ifade etme' kodunun yüzdesi belirlenmiştir.

Söylem analizi ile ilgili olarak 'geri bildirim üçgeni' (Yang ve Carless, 2013) olarak adlandırılan kavramsal çerçeve başlangıç noktası olarak dikkate alınmıştır. Buna göre etkili geri bildirim uygulamaları için üç boyut; bilişsel, sosyal-duyuşsal ve yapısal boyutlar olarak sıralanmaktadır. Başlangıçtaki sözlü öz-değerlendirmeye ek olarak çevrimiçi öğretim üyesi ve akran geri bildirimlerinin içeriğinin analizinde bilişsel ve sosyal-duyuşsal boyutlar dikkate alınmıştır. Bilişsel boyut, bir kavram, strateji, teknik, prosedür veya öğrenci çalışmasının kalitesinin diğer yönlerinin tartışılması, becerilere veya görev tamamlama stratejisine odaklanma, öz düzenleme kapasitelerinin nasıl artırılacağı, bilgi ve becerileri uygulamalarına rehberlik etme ve mevcut ve istenen performans arasındaki boşluğun değerlendirilmesine yardımcı olma ile ilişkilidir. Bu bağlamda, bilişsel boyutun etkileşimsel özellikleri arasında soru sorma, kendini ifade etme, fikirlerin yeniden çerçevelenmesini teşvik etme, eleştirel değerlendirme ve görevin ötesinde katılımı teşvik etme yer almaktadır. Öte yandan, sosyal-duyuşsal boyut olumlu veya olumsuz tepkiler, olumlu öğretmen tepkileri, eleştirel yorumlara açık ve duyarlı olma ve akran desteği ile ilgilidir.

Sosyal-duyuşsal ve bilişsel boyutlara ek olarak, verilerden ortaya çıkan kodlar da analiz için kullanılmıştır. Bununla birlikte, çalışmanın amaçları doğrultusunda, geri bildirimin yapısal boyutları analiz kapsamından çıkarılmıştır. Kodlama sürecinde, geri bildirim üçgeninden (Yang ve Carless, 2013) türetilen analiz modelinin yanı sıra, Steen-Utheim ve Wittek (2017) tarafından önerilen diyaloğun dört boyutu da

dikkate alınmıştır. Bu model, özellikle öğretim üyesi sorular sorarak ve etiket soruları kullanarak mikro-öğretmenin performansı hakkında akranları yorum yapmaya davet ettiğinde ve söz alımlarını düzenlediğinde etkili olmuştur. Bunların haricinde, geri bildirim türlerinin işlevlerini belirlemeye ilişkin olarak, Black ve William (1998), Narciss (2008) ve Steen-Utheim & Wittek (2017) gibi araştırmacıların önerdiği kategorilerin yanı sıra veri analiziyle elde edilen işlevler dikkate alınmıştır. Ayrıca, tutarlılık sağlamak için, katılımcıların öz-yansıtma raporları da geri bildirim üçgenine dayalı içerik analizi yoluyla analiz edilmiştir. İlk olarak, tüm raporlar birkaç kez okunmuştur. Ardından ortaya çıkan kodlar belirlenmiş ve sınıflandırılmıştır. Sınıflandırma sürecinin ardından, ortaya çıkan kodlar sosyal-duyuşsal yönler, bilişsel yönler ve işlevler olmak üzere daha geniş ana temalar halinde gruplandırılmıştır. Son olarak, çevrimiçi anketler aracılığıyla toplanan veri seti, ortalama puanları ve standart sapmayı yorumlamak için tanımlayıcı istatistikler aracılığıyla analiz edilmiştir.

4. BULGULAR

Elli yedi çevrim içi mikro öğretim geri bildirim oturumunun analizi hem ilk sözlü öz değerlendirme hem de öğretim üyesi geri bildiriminde işlevlerin bilişsel yönlerden daha ağır bastığını ve bunu sosyal-duyuşsal yönlerin izlediğini göstermiştir. Bununla birlikte, KF göz önüne alındığında, bilişsel yönler en yaygın bileşen olmuş, bunu işlevler ve sosyal-duyuşsal yönler izlemiştir. Benzer şekilde, öz-yansıtma raporları ile ilgili olarak, öz yansıtma raporlarının analizinde bilişsel yönler en yüksek sıklıkta olarak belirlenmiştir. Bununla birlikte, işlevlerin sosyal-duyuşsal yönlerden daha sık olduğu bulunmuştur.

İlk sözlü ön değerlendirmenin sosyal-duyuşsal yönleri ile başlamak gerekirse, mikro-öğretmenler *memnuniyetlerini ifade etme*, *kaygılarını ifade etme*, *duygusal risklerle yüzleşme*, *karışık duygularını ifade etme* ve *memnuniyetsizliklerini ifade etme* faaliyetlerinde bulunmuşlardır. Uygulamadan hemen sonra çevrim içi mikro öğretim performansına ilişkin duygu ve izlenimlerini ifade ederken, *karar verme nedenlerini açıklama*, *ders planlama ve uygulama*, *ders planlamadaki zorluklar*, *teknik zorluklar*, *zaman yetersizliği*, *katılım ve etkileşim* gibi bilişsel yönlere atıfta bulunmuşlardır.

Analiz sonucunda ilk sözlü ön değerlendirmenin *minnettar olma, açığa vurma, aynı fikirde olma, atıfta bulunma* ve açıklığa kavuşturma gibi çeşitli işlevleri ortaya çıkmıştır.

Eğitmen geribildiriminin sosyal-duyuşsal yönleri ile ilgili olarak, *memnuniyeti ifade etme, tutumları ve öğretmen kişilik özelliklerini vurgulama, olumsuz geribildirimi yumuşatma, mikro-öğretmenleri cesaretlendirme, empati gösterme,* mikro-öğretmenlerin duygusal *tepkilerine duyarlılık gösterme, güvence verme* ve *memnuniyetsizliği ifade etme* ile ilgilenmiştir. Ek olarak, bilişsel yönler doğrultusunda, *ders planlaması ve prosedürleri, gerekçe sunma, diyaloğun sürdürülmesi, çevrim içi materyal tasarımı/seçimi/uyarlaması, öğretim tekniklerinin kullanımı, mikro öğretim ve gerçek sınıf bağlamının karşılaştırılması, öğretmen konuşmasının paradilsel özellikleri, diyaloğa yeni bilgi getirme* ve *akran geri bildiriminin kapsamını genişletme* ön plana çıkmıştır. Söyleşimsel geri bildirim oturumlarında öğretim üyesi geri bildiriminin çeşitli işlevleri de ortaya çıkmıştır. Sosyal-duyuşsal ve bilişsel yönler ile bağlantılı ile bu işlevler çoğunlukla *öz-düşünüm, başlatma, akran yansımasını teşvik etme, aynı fikirde olma, kolaylaştırma, yönlendirme* noktalarına işaret etmiştir.

Akran geri bildiriminin sosyal-duyuşsal yönlerine gelince ise, *tutumları ve öğretmen kişilik özelliklerini vurgulama, memnuniyeti ifade etme, olumsuz geri bildirimleri yumuşatma, mikro öğretmenleri cesaretlendirme, memnuniyetsizliği ifade etme, mikro öğretmenlerin duygusal tepkilerine duyarlılık gösterme* ve *empati gösterme* gibi ortaya çıkan kodlar açısından öğretim üyesi geri bildirimi ile benzerlik göstermektedir. Bu bağlamda, akranlar öğretmen tutumlarını ve kişilik özelliklerini önemli ölçüde vurgulama eğilimindedirler, ancak öğretim üyesi geri bildiriminin aksine *güvence verme* yer almamıştır. Akran geri bildiriminin bilişsel yönleriyle ilgili olarak, *ders planlama ve prosedürleri, çevrim içi materyal tasarımı/seçimi/uyarlaması, öğretim tekniklerinin kullanımı* ve *geri bildirim için gerekçe sunma* ön plana çıkmıştır. Fakat, bu tür geri bildirimde bilişsel açılardan *diyaloğu sürdürme, diyaloğa yeni bilgi katma, akran geribildiriminin kapsamını genişletme, akran geri bildirimini yeniden ifade etme* ve *mevcut görevin ötesine geçme* örneklerine rastlanmadığını belirtmek önemlidir. Akran geri bildiriminin

işlevlerine gelince, *kolaylaştırıcı*, *minnettar olma*, *aynı fikirde olma*, *destekleyici* ve *yönlendirici* işlevler ortaya çıkmıştır. Öğretim üyesi geri bildiriminin aksine, akran geri bildiriminin içeriğinin *yönlendirme*, *karşı çıkma*, öz-yansıtma ve kendini açıklamayı *teşvik etme*, *değerlendirme* ve *detaylandırma* gibi işlevlerden oluşmadığını belirtmek de önemlidir.

Yazılı öz-değerlendirmenin sosyal-duyuşsal yönleri açısından, ilk sözlü ön değerlendirme ile tutum ve kişilik özelliklerinin vurgulanmasının ortaya çıktığı ek bir madde ile aynı kalmıştır. Bu bağlamda, *memnuniyeti ifade etme*, *memnuniyetsizliği ifade etme* ve *tutum ve kişilik özelliklerini vurgulama*; *kaygıyı ifade etme*, *karışık duyguları ifade etme* ve *duygusal risklerle yüzleşmede* yönlerinden daha sık ortaya çıkmıştır. Ayrıca, bilişsel yönler göz önüne alındığında, mikro-öğretmenler çoğunlukla *öğretim tekniklerinin kullanımı*, *karar verme nedenlerini açıklama*, *ders planlama ve prosedürleri*, *ders planlama ve uygulama*, *çevrim içi materyal tasarımı/uyarlaması/seçimi*, *öğretmen konuşmasının paradilsel ögeleri* ve *katılım ve etkileşime* atıfta bulunmuştur. Son olarak, geri bildirimin işlevlerine ilişkin olarak bulunan başlıca kodlar *düzeltme, farkına varma*, *açığa vurma* ve *yönlendirme* olmuştur.

Bunların haricinde, sağlanan çevrim içi geribildirim türleriyle ilgili mikro-öğretmen algılarını araştıran ankete göre, öğretmenlik performanslarına ilişkin öğretim üyesi tarafından yapılan yorumların adil olduğuna dair inancın olduğu vurgulanmıştır. Ayrıca, çevrim içi öğretim üyesi geri bildiriminin; öğretim performanslarını geliştirmede, iyi bir performansa ilişkin kriterleri ve beklenen standartları netleştirmede ve etkili öğretim anlayışlarındaki boşlukları açıklamadaki rolüyle ilgili yüksek oranda olumlu görüşlere sahip oldukları belirlenmiştir. Ek olarak, kendilerini motive olmuş ve öğretmeye teşvik edilmiş hissettiklerini göstermiştir. Ancak sonuçlar, çevrim içi öğretim üyesi geri bildiriminin gelecekte daha uygun öğretim uygulamalarına yönlendirmedeki rolünü ve ayrıca öz değerlendirme ve öz-düzenleme konusunda itici güç olarak algılama eğiliminin nispeten daha düşük olduğunu göstermiştir. Bununla birlikte, yine de mikro-öğretmenlerin çevrim içi öğretim üyesi geri bildirimini kendilerini daha uygun öğretim uygulamalarına yöneltmesi açısından önemli buldukları söylenebilir. Mikro-öğretmenler ve öz

değerlendirme hususuna ilişkin madde en düşük ortalama puana sahip olsa bile, halen bu geri bildirim türünün öz değerlendirme sürecindeki kolaylaştırıcı rolüne ilişkin fikir birliğine işaret etmektedir**.**

Benzer şekilde, mikro öğretim performanslarının değerlendirilmesinde akran yorumlarının adilliğine ve sürecin önemli bir bileşeni olarak akran geri bildiriminin varlığına güven duyulduğu belirlenmiştir. Ayrıca, sonuçlar çevrim içi akran geri bildirimi aldıklarında kendilerini motive olmuş ve öğretmeye teşvik edilmiş hissettiklerini göstermektedir. Öğretim üyesi geri bildirimine benzer şekilde, öğretmen adayları akran geri bildirimine de öz-düşünüm ve kişisel gelişim mekanizması olarak algılama, etkili öğretim performansının özelliklerini netleştirme ve öğretim performansı anlayışlarındaki boşlukları açıklama açısından değer vermiştir. Bununla birlikte, öğretmen adayları mevcut ve arzu ettikleri performanslarını belirlemede, öz değerlendirme konusunda ve kendilerini daha uygun öğretim uygulamalarına yönlendirme konusunda çevrim içi akran geri bildiriminin rolüne daha az güvenmişlerdir. Ayrıca, öğretim üyesi geri bildiriminden farklı olarak, çevrim içi akran geri bildirimine ilişkin görüşlerin tarafsızlığı ile ilişkili maddeler mevcuttur.

5. TARTIŞMA VE ÖNERİLER

İlk baştaki sözlü öz değerlendirme ile ilgili olarak, mikro-öğretmenler *dersin düzgün akışı*, *zaman yönetimi*, *öğretim tekniklerinin kullanımı*, *derse katılım düzeyi* gibi faktörlere bağlı olarak birçok durumda memnuniyetlerini ifade etmişlerdir. Önceki çalışmaların bulgularına benzer şekilde (ör. Ergül, 2023; Ersin vd., 2020, Kokkinos, 2022; Öksüz-Zerey ve Cephe, 2023), bazıları çevrim içi mikro öğretim deneyiminin doğasına bağlı olarak endişeli, bunalmış ve cesareti kırılmış hissetme gibi duygusal zorluklar yaşamıştır. Bununla birlikte, birçoğu dersi tamamladıktan hemen sonra çevrim içi mikro öğretim performanslarından memnun olduklarını belirtmiştir. Saunders (2020) tarafından belirtildiği gibi, çevrim içi söyleşimsel geri bildirim oturumları, süreç sırasında olası olumsuz duyguların uyandırılması nedeniyle savunmasızlığa da yol açmaktadır. Bu nedenle, birkaç öğretmen adayı, *çevrim içi öğretim performanslarının eleştirilmesi* ve *öğretim tekniklerinin kullanımı*, *öğretmen*

konuşmasının özellikleri vb. açısından eksikliklerinin ortaya çıkarılması yoluyla duygusal risklerle karşı karşıya kalmıştır.

Öğretim üyesi, öğretmen adaylarının mikro-öğretimleri hakkında geri bildirim vermek için sandviç tekniğini kullanmıştır. Şöyle ki, bilişsel geri bildirim vermenin yanı sıra öncelikle minnettarlığını ifade ederek, mikro-öğretmenleri cesaretlendirerek ve empati göstererek mikro-öğretimin olumlu yönlerinden bahsetmiştir. Bu bağlamda, memnuniyetini "iyi iş", "çok teşekkür ederim", "mükemmel" vb. ifadelerle dile getirmiştir. Bu bakımdan, Pitt ve Norton (2017) tarafından önerildiği gibi, mikro-öğretmenlerin endişelerini yatıştırmak ve çevrim içi öğretim performanslarıyla ilgili olarak kendilerine duydukları kuşkuyu gidermek için onlara destek sağlamayı amaçlamıştır. Dolayısıyla, Zhao ve diğerlerinin (2022) argümanının aksine, geri bildirim diyaloglarının akışı, öğretim üyesinin çatışma yaşama çekincesi nedeniyle diyalog kurmaktan kaçınmadığına işaret etmektedir.

Akranlar tarafından sağlanan geri bildirimin doğası ile ilgili olarak, öğretim üyesi geri bildiriminin dinamiklerinin aksine akran geri bildiriminin güç ilişkilerinden daha az etkilendiğini söylemek mümkündür (Finn & Garner, 2011). Potansiyel güç dengesizliklerinin olmaması nedeniyle, akranlar öğretim üyesine kıyasla daha az eleştirel olmaya yatkındır. Bu bağlamda, eşit şekilde konumlandırıldıkları ve benzer eğitimlere sahip oldukları için çoğunlukla memnuniyetsizliklerini ifade etmekten kaçınmışlardır. Bu eğilim, akran geri bildiriminin özgüvenle ilgili algılar üzerindeki potansiyel olumlu etkileriyle bağlantılı olabilir (Theising vd., 2014). Mikro-öğretmen olarak sırayla görev aldıklarından, cesaret kırıcı olmaktan ziyade yardımcı ve destekleyici olmayı amaçlamışlardır. Bu nedenle, mikro-öğretmenlerin eksikliklerine ilişkin hassasiyetlerini dikkate alan ve kabul eden bir şekilde geri bildirimde bulunmuşlardır.

İlk sözlü öz değerlendirme aşamasında, *ders planlaması*, *etkinliklerin uygulanması*, zaman *yönetimi* vb. ile ilgili *karar verme* nedenlerini açıklama eğilimindeydi. Ayrıca, özellikle eğitmenin diyaloğu sürdürmek için yönelttiği sorular sayesinde, ders planlaması ve uygulamasına ilişkin tutarsızlıklardan da bahsetmiştir. Derin ve diğerlerinin (2020) çalışmasındaki bulgulara benzer şekilde, teknik sorunlara, çevrim

içi bir ortamda sınıf yönetiminin zorluklarına ve başlangıçta yaşanan endişe düzeyine rağmen böyle bir deneyimin benzersizliğine atıfta bulunmuşlardır. Ayrıca, Ergül'ün (2023) çalışmasına paralel olarak, katılım ve etkileşim, sosyal etkileşim eksikliği ve kameraları kapalı olan akranların varlığı nedeniyle sözel olmayan ipuçlarının yetersizliği gibi etmenlere değinilmiştir. Dolayısıyla, Sanal-Erginel'in (2022) de belirttiği gibi, eş zamanlı derslerdeki kısıtlı etkileşim, özellikle internet bağlantısıyla ilgili teknik sorunlar, yetersiz dijital yeterlilikler ve deneyimin yapay doğası nedeniyle duygusal zorluklar da yaşamışlardır.

Öğretim üyesi ders planlama aşamasına büyük önem vermiştir; bu nedenle prosedürleri ya onaylamış ya da iyileştirme önerilerinde bulunmuştur. Bireysel geri bildirimin yanı sıra, özellikle ileriye dönük mikro öğretim uygulamalarının tasarımında dikkate alınması gereken noktalarla ilgili olarak tüm sınıfa geri bildirimde bulunmuştur. Çevrim içi öğretim ortamının koşulları, öğretim üyesi ve öğretmen adaylarını öğretim materyallerinin esnekliğini ve kullanılabilirliğini değerlendirmeye itmiştir. Ayrıca, öğretim üyesinin geri bildirim için bir gerekçe sunmayı tercih etmesi, somut geribildirim sunma ihtiyacına bağlanabilir, bu da mikro-öğretmenlerin uygun eylemi gerçekleştirmelerini sağlamak için geri bildirimi spesifik, eyleme geçirilebilir ve açık hale getirir. Bu amaçla, Charteris'in (2016) belirttiği gibi, akranları mikro-öğretim performanslarının farklı yönlerine yanıt vermeye ve yorumlarını daha da detaylandırmaya davet ederek geri bildirimleri yorumlamıştır. Yani, diyaloğu sürdürmek amacıyla dikkatli dinleme ve aktif sorgulama (Nehring vd., 2010) yapmıştır. Bu bağlamda, eğitmenler için gerekli olduğu düşünülen (Garrison ve Cleveland-Innes, 2005) bilginin inşa edilmesi ve derin öğrenmeye dahil olmaları için konusunda mikro-öğretmenleri yönlendirerek geri bildirim oturumlarında liderlik etmiştir.

Tam (2021) tarafından yapılan ve öğrenci inisiyatifini içeren çalışmanın bulgularının aksine, akran geri bildiriminde diyaloğun sürdürülmesine ilişkin bir girişim bulunmadığını belirtmek önemlidir. Bunun yerine, konuşmak ve geri bildirim oturumlarına katkıda bulunmak için sırayla söz almayı tercih etmişlerdir. Bu durum, öğretim üyesi ile aralarındaki güç ilişkilerine meydan okumaktan çekinmelerinden kaynaklanmış olabilir. Benzer şekilde, *diyaloğa yeni bilgi getirme, akran geri*

bildiriminin kapsamını genişletme, *akran geri bildirimini* yeniden ifade etme ve *mevcut görevin ötesine geçme* gibi faaliyetlerde de bulunmamışlardır. Yani, mikro öğretim uygulamalarının değerlendirilmesiyle ilgili olarak birbirlerinin görüşlerine özen göstermişlerdir. Bu durum, akranlar arasındaki güç dengesine işaret edebilir ve bu da birbirlerinin bakış açıları hakkında daha fazla yorum yapma konusunda isteksiz olmalarına yol açmış olabilir. Sosyal-duyuşsal yönlerinden elde edilen sonuçlara ek olarak, analizden elde edilen bilişsel yönler de akran geri bildiriminin güç dinamiklerinden etkilenmediğini göstermektedir (Finn ve Garner, 2011).

Üç geri bildirim türünün işlevleri göz önüne alındığında bazı ortak noktalar tespit edilmiştir. Öncelikle, minnettarlık ifadesi en yüksek olarak ilk sözlü ön değerlendirme aşamasında olmakla birlikte tüm geri bildirim türlerinde yer almıştır. Mikro-öğretmenlerin minnettarlık ifadesini öğretim üyesi ve akran geri bildirimine yanıt olarak kullandıkları görülmüştür. Yani, kibarlığın bir parçası olarak düşünerek, genellikle "teşekkür ederim" ifadesini kullanmışlardır. Ayrıca, geri bildirim oturumları sırasında genellikle derin konuşmalara girmekten kaçınmışlar, bu nedenle de teşekkür ederek konuşmayı sonlandırma eğiliminde olmuşlardır. Buna paralel olarak, açıklığa kavuşturma işlevi ilk sözlü ön değerlendirmede daha fazlaydı. Bu durum muhtemelen öğretmen adaylarının ders planları ve öğretim performanslarıyla ilgili değişiklikleri uygulamak için geri bildirim mesajlarını anlamlı bir şekilde yorumlamayı amaçlamalarından kaynaklanmaktadır. Bu amaçla, akranlar da sorular sorarak açıklığa kavuşturma işlevini yerine getirerek öğretmen adaylarına sağlanan geri bildirimlerden faydalanmaya çalışmışlardır. Öte yandan, öğretim üyesi bu işleve yalnızca ders planlarını ve prosedürlerini kendisi için açık hale getirme aracı olarak ihtiyaç duymuştur. Yönlendirme işlevi ise özellikle akranlar için mikro öğretim oturumlarından kanıtlar sunarak geri bildirimi desteklemek amacıyla kullanılmıştır. Ayrıca akran geri bildiriminin yönlendirme işlevini içermediğini belirtmek önemlidir, bu da iyileştirme alanlarıyla ilgili olarak öğretim üyesi kadar açık ifadeler kullanmadıklarını göstermektedir. Bununla birlikte, öğretim üyesi geri bildiriminde yönlendirici işlevinden ziyade kolaylaştırıcı işlevine daha fazla başvurulduğu göz önünde bulundurulmalıdır.

Öz-yansıtma raporlarının sosyal-duyuşsal yönler açısından analizi, ilk sözlü öz-değerlendirme ile benzer sonuçlar vermiştir. Yazılı öz-değerlendirme ile ilgili olarak,

memnuniyet ifade etme, ilk sözlü ön değerlendirmede olduğu gibi en yaygın kod olarak bulunmuştur. Ancak, öz-yansıtma raporlarında memnuniyet ifade etme sıklığı çok daha yüksektir ve bu da mikro öğretim uygulanmasından duyulan memnuniyet düzeyinde bir artışa işaret etmektedir. Bu bulgu, mikro öğretmenlerin çevrim içi ortamda geri bildirim aldıktan ve video kayıtlarını izledikten sonra kendilerine karşı daha az eleştirel olma eğiliminde oldukları anlamına gelebilir. Yazılı öz değerlendirmenin bilişsel yönleri ilk sözlü ön değerlendirmeye ilişkin tüm kodların yanı sıra ek kodları da içermektedir. Bu açıdan, öz-yansıtma raporları bilişsel yönler açısından daha kapsamlıdır. Özellikle karar verme nedenlerini açıklama yönünde eğilim göstermişlerdir. Bu nedenle, Kuter ve diğerleri (2012) tarafından belirtildiği gibi, kaydedilmiş öğretim oturumlarını izlemenin ve diyaloglara katılmanın öğretmen adaylarına öğretim becerileriyle ilgili düşünme becerilerini geliştirme fırsatları sunduğu söylenebilir.

Ortaya çıkan işlevler göz önüne alındığında, *düzeltme* sıklıkla görülmüştür. Ayrıca, *pişmanlık duyma* işlevi daha yaygın olarak ortaya çıkmıştır. Bu durum, öğretmen adaylarının geri bildirimi içselleştirdikten sonra öğretim performanslarıyla ilgili olarak kendilerini daha fazla eleştirmelerinden ve öz-yansıtma sürecinde bulunmalarından kaynaklanıyor olabilir. Bunların dışında, *şüphe duyma* ve *empati kurma* da yazılı öz değerlendirmenin ek işlevleri olarak ortaya çıkmıştır; öğretim yöntem ve tekniklerinin öğretim üyesi gözetiminde değerlendirilerek, öz yansıtma becerisini geliştirmeyi gösterebilir. (Wilcoxen ve Lemke, 2021). Diyalog eksikliği nedeniyle, açıklığa kavuşturma ve rehberlik isteme işlevlerinin yazılı öz değerlendirmede içerilmemesi beklenen bir durumdur. Benzer şekilde, *minnettarlık duyma* da ilk sözlü ön değerlendirme göre çok daha az sıklıkta görülmüştür. Ayrıca, *özür dileme* ifadesine hiç yer verilmemiştir. Bu bulgular, geri bildirimin bazı işlevlerinin yazılı geri bildirimden ziyade söyleşimsel geri bildirim süreçlerine özgü olduğunu göstermektedir.

Anket sonuçları ise, önceki çalışmalara benzer olarak, öğretim üyesi tarafından verilen geri bildirimin üstünlüğüne ilişkin bir fikre sahip olma eğiliminde olduklarını öne sürmüştür (Dochy vd., 2007, Ertmer vd., 2007; Filius vd., 2018; Gielen vd., 2010; Yang vd., 2006). Benzer şekilde, ankette yer alan açık uçlu maddelere göre,

akran geri bildirimi daha az objektif olması nedeniyle öğretim üyesi geri bildirimi kadar etkili bulunmamakla birlikte yine de gerekli görülmüştür. Benzer bir şekilde, Hewett (2000) ve Tuzi (2004) çevrimiçi ortamlarda akran geri bildiriminin önemini vurgulamıştır. Bu bulgular ışığında, mikro öğretmenlerin farklı geri bildirim türlerine ihtiyaç duydukları ileri sürülebilir. Şöyle ki, Pham (2022) tarafından yapılan çalışmanın bulguları doğrultusunda, eğitmen ve akranlardan alınan geri bildirim, öğretim becerilerinin ve dijital yetkinliklerin geliştirilmesine katkıda bulunan etkili bir faktör olarak görülmüştür.

Çalışmanın bulguları ışığında, daha ileri araştırmalar için öneriler sunulabilir. Örneğin, çevrimiçi mikro-öğretim kapsamında söyleşimsel geri bildirim oturumlarında, eşit ve eşit olmayan güç ilişkilerinin muhatapların katkıları üzerindeki etkisi araştırılabilir. Araştırma aynı zamanda birkaç eğitmenin söyleşimsel geri bildirim uygulamalarına karşılaştırmalı bir şekilde odaklanabilir. Bu doğrultuda, eğitmenlerin geri bildirimleri işlevlerinin yanı sıra bilişsel ve sosyal-duyuşsal açılardan da incelenebilir. Bu amaçla, eğitmenlerin cinsiyet, yaş, deneyim yılı gibi demografik özellikleri dikkate alınabilir. Ayrıca, geri bildirim verme ve geri bildirim alma yollarını anlamaya yönelik bir girişim olarak, çevrim içi mikro öğretim bağlamlarında eş-zamansız söyleşimsel geri bildirimi incelemek için daha fazla çalışma yapılabilir. Öğretmen adaylarının eğitmen ve akran geri bildirimi alımını etkileyen faktörler üzerinde de durulabilir. Olası benzerlikler ve farklılıklar göz önünde bulundurulduğunda, senkron ve asenkron çevrim içi mikro öğretim dinamiklerinin araştırılması gerekmektedir.

Farklılıklara rağmen, söyleşimsel geri bildirim oturumları kapsamındaki üç geri bildirim türü arasında ortak noktalar bulunmuştur. Çalışmanın bulguları doğrultusunda, İngilizce öğretmen adaylarının eğitiminde çevrim içi eşzamanlı mikro öğretim ile ilgili söyleşimsel geri bildirim için veri odaklı bir model önerilmektedir. Kapsamlı bir model önermenin gerekçesi, sürece dahil olan tüm muhataplara; yani öğretmen adayları, öğretim üyesi ve akranlara, kapsayıcılık ve pratiklik açısından hitap etmektir.

Ayrıca, çalışmalar yalnızca öğretmen adaylarının değil, eğitmenlerin de çevrimiçi mikro öğretim uygulamalarına ilişkin algılarına odaklanabilir. Nispeten yeni bir

kavram olan çevrim içi mikro öğretim tekniği, tüm paydaşlar tarafından avantajları ve dezavantajları temelinde değerlendirilmelidir. Benzer bir şekilde, eğitmenlerin söyleşimsel geri bildirime dahil olma konusundaki duyguları da incelenebilir. Bunların dışında, dil becerisi temelli bir yaklaşım benimsenerek, söyleşimsel geri bildirimin işlevlerinin yanı sıra sosyal-duyuşsal ve bilişsel yönleri de incelenebilir. Yani, farklı dil becerilerine odaklı derslerin geri bildirimin boyutları ve işlevleri açısından farklılık gösterip göstermediği araştırılabilir. Benzer şekilde, öğretmen adaylarının algılarının cinsiyet, yaş, video konferans platformu özelliklerine aşinalık, çevrimiçi öğretim deneyimi gibi bazı demografik değişkenlere göre farklılık gösterip göstermediğini sorgulamak için ek çalışmalar yapılabilir. İleriki çalışmalarda, söyleşimsel geri bildirimin benimsenmesini kolaylaştırma, kişisel etkileşimler için fırsatlar yaratma ve akranları geri bildirim oturumlarına daha aktif katılmaya teşvik etme faktörlerinin incelenmesi bakımından çevrim içi mikro öğretimin küçük gruplar halinde uygulanması araştırılabilir. Öğretmen eğitiminde geri bildirim işlevlerinin kullanımıyla ilgili olarak araştırma eksikliği söz konusudur. Bu nedenle, dil öğretmeni eğitimi amacıyla verilen geri bildirimin işlevlerini inceleyen çalışmaların yapılması elzemdir. Son bir öneri olarak, bağlamsal farklılıklar göz önünde bulundurularak, eş-zamansız çevrim içi mikro öğretim bağlamlarında kullanılabilecek bir geri bildirim modeli geliştirilebilir.

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