

THE PERCEPTIONS OF PRE-SERVICE ELT TEACHERS
ON DIFFERENT MODES OF PEER FEEDBACK AND
ITS RELATION TO TEACHER EFFICACY

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ABSTRACT

THE PERCEPTIONS OF PRE-SERVICE ELT TEACHERSON DIFFERENT MODES OF PEER FEEDBACK ANDITS RELATION TO TEACHER EFFICACY

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The purpose of this study was to find out the perceptions of pre-service ELT teachers on different modes of feedback (i.e. written and oral peer feedback) and its relation to teacher efficacy. For this reason, a mixed-method design was used in order to answer different research questions. EFL Teacher Efficacy Scale (ETES) was used in order to find out efficacy levels of pre-service teachers before and after they were given different modes of peer feedback. E-journals and semi-structure group interviews were also used to identify the perceptions of pre-service teachers on peer feedback. Quantitative data obtained from ETES scale were analyzed through using inferential statistics regarding the research questions. Qualitative data were analyzed through content analysis.

The findings of the study suggested that peer feedback has a powerful impact on teacher efficacy of pre-service teachers, regardless of the mode it was given.

However, it was reported that oral peer feedback provided a more effective impact on their teacher efficacy when compared to written peer feedback. No significant difference was found between two groups before and after being subjected to peer feedback in terms of their teacher efficacy. Both groups had higher levels of positive attitudes towards peer feedback and regarded peer feedback as objective and reliable, yet they both had concerns about negative feedback delivery. They experienced similar challenges throughout the process, expressed similar benefits of peer feedback and similar attitudes about employing feedback in their future career.

Keywords: Pre-Service Teacher Education, Teacher Efficacy, Peer Feedback, Mixed Method Design

ÖZ

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMEN ADAYLARININ FARKLI BİÇİMLERDEKİ AKRAN DÖNÜTLERİNE YÖNELİK ALGILARI VE ÖĞRETMEN YETERLİKLERİ İLE İLİŞKİSİ

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Bu çalışmanın amacı, İngiliz Dili Eğitimi bölümü öğretmen adaylarının farklı biçimlerdeki (yazılı ve sözel akran dönütü) akran dönütlerine yönelik algılarını ve bunun öğretmen yeterlikleri ile ilişkisini ortaya çıkarmaktır. Bu sebeple karma araştırma deseni kullanılmıştır. Çalışmada öğretmen adaylarının farklı akran dönütlerine maruz kalmadan önceki ve kaldıktan sonraki öğretmen yeterlik seviyelerini bulmak için İngilizcenin Yabancı Dil Olarak Öğretiminde Öğretmen Yeterlilik Ölçeği (ETES) kullanılmıştır. Çalışmada ayrıca öğretmen adaylarının akran dönütü hakkındaki algılarını ortaya çıkarabilmek için e-günlük ve yarı-yapılandırılmış grup görüşmelerinden yararlanılmıştır. ETES ölçeğinden elde edilen nicel veriler araştırma soruları ile bağlantılı olarak çikarsamalı istatistik analizi kullanılarak analiz edilmiştir. Elde edilen nitel veriler ise içerik analizi yapılarak değerlendirilmiştir.

Bu çalışmanın sonucunda akran dönütünün öğretmen adaylarının öğretmen yeterlikleri üzerinde hangi biçimde verildiğine bakılmaksızın güçlü bir etkisi olduğu tespit edilmiştir. Ancak sözel akran dönütünün yazılı akran dönütüne göre öğretmen adaylarının öğretmen yeterlikleri üzerinde daha fazla etkisi olduğu ortaya çıkmıştır. Sözel ve yazılı akran dönütleri arasında akran dönütüne maruz kalmadan önce ve kaldıktan sonra öğretmen yeterlikleri açısından anlamlı bir fark olmadığı gözlemlenmiştir. Her iki grubun da akran dönütüne karşı yüksek düzeyde olumlu tutumları oldukları, her iki grubunda akran dönütünü objektif ve güvenilir buldukları ama her iki grubun da olumsuz dönüt verme konusunda endişeleri olduğu ortaya çıkmıştır. Her iki grubun da bu süreçte benzer zorluklar yaşadıkları gözlemlenmiş, her iki grup da akran dönütünün faydalarını benzer şekilde dile getirmiş ve ilerideki meslek hayatlarında akran dönütü kullanımında benzer tutumlar sergilemişlerdir.

Anahtar Kelimeler: Hizmet Öncesi Öğretmen Eğitimi, Öğretmen Yeterliği, Akran Dönütü, Karma Desen Çalışması

To my Son and my Family

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LIST OF ABBREVIATIONS

MoNE	Ministry of National Education
ELT	English Language Teaching
EFL	English as a Foreign Language
FLTE	Foreign Language Teacher Education
ETES	EFL Teacher Efficacy Scale
OPF	Oral Peer Feedback
WPF	Written Peer Feedback
PQP	Praise-Question-Polish
PF	Peer Feedback
PTE	Personal Teaching Efficacy
GTE	General Teaching Efficacy
LYS	Undergraduate Placement Examination
KPSS	Public Personnel Selection Examination

CHAPTER I

INTRODUCTION

This chapter presents the background of the study in order to provide a better understanding of the research. It also includes the purpose of the study together with research questions, explains the significance of the study and the definition of terms.

1.1. Background to the Study

The ever changing and challenging conditions of education require a heavier burden on teachers. As Gemmel (2003) asserted the changing demographic structure, increasing social, physical, and educational difficulties that students face, require the development of teachers who can address their students' needs and differences so that students can succeed in learning. The changing context of education enforced a change upon the definition and role of teachers. The role of teachers has been redefined and expanded assuming a more active role in the development and implementation of new educational policies (Holmes Group, 1986). Teachers are considered as key stakeholders of development and implementation of educational policies.

Teachers' key role in the success or failure of an education system is a widely accepted fact (Erawan, 2011). Teacher quality has become an important issue not only in Turkey but also around the world. Quality of teacher education is deemed as a means of improving students' success. It is claimed that "teacher quality and

teacher education were the most significant factors in improving student achievement in U.S. schools” (Mason, 2009, p.2). Hence, it can be surmised that teachers make the greatest difference to student achievement (Berry, Daughtery & Wieder, 2010; Pajares, 1995; Reddy, 2012). Therefore, even the smallest investment made in teacher education will affect the lives of many students positively. How well a curriculum is implemented depends on how well the teachers in that program are educated. Thus, the education and training of in-service and pre-service teachers necessitate a much better focus and attention for the success of a program. There has to be a constant effort to improve the professional development of teachers and teacher trainees (Chiang, 2008; James, 2013; Zhan, 2008).

Some people claim that effective teachers are born; they are not made, so the problem is to attract these people into teaching. However, what matters for effectiveness of teaching is the right kind of teacher education. Berry (2010) asserted that it is not only the talent or the enthusiasm of the novice teacher, but the serious preparation of that teacher to be effective in teaching. The research indicates that the right kind of teacher education, especially in pre-service education points to a strong relation between teacher education and student achievement (Berry, 2010; Pajares, 1995).

Reddy (2012) stated that new teachers must be ready to deal with the difficulties in teaching as a profession. They have to take various complex and context-specific decisions while dealing with students and their ever-changing needs. They must keep on motivating their students, keep up with the national curricula, while preparing students for the high stakes nation-wide exams.

Chiang (2008) claimed that new teachers’ education is much more beyond learning the skills of managing a class or planning lessons, nor is it enough to embellish them with pre-packaged professional knowledge or teaching tactics. Pre-service teacher education should also focus on developing trainees’ retrospective thinking and reflective thinking. Foreign Language Teacher Education (FLTE) experiences a change in approach in the last two decades from a transmission of knowledge and skills approach to prospective language teachers developing their own philosophy of

teaching while becoming more reflective on their learning-to-teach processes. Richards (1998) viewed prospective teachers as “active agents of their learning-to-teach processes” (p.65).

According to a study carried out by Erawan (2011), attitudes towards teaching profession, preparation program effectiveness and practicum experience were three significant predictors of teacher efficacy in pre-service teachers, preparation program effectiveness being the strongest. Improving the quality of pre-service teacher education has been the aim of various studies since this period is the most crucial time to help pre-service teachers gain their perspective of teaching, be equipped with the necessary qualifications to become teachers. How they are shaped during this period remains mostly unchanged for the rest of their lives unless they are seriously challenged to think over their perceptions (Hoy & Spero, 2005; Tschannen-Moran & Woolfolk Hoy, 2007). Therefore, what they have picked up during this period and what has become a habit will follow them throughout their profession.

1.1.1. Teacher Efficacy

The changing needs of the society require teachers to follow these changes and become active as lifelong learners. But having the ability and motivation to change continuously necessitates an internal sense of belief in order to motivate our beliefs and accountability (Wood, 2011). Having extensive impacts on education, teacher efficacy requires a much better focus. Protheroe (2008) postulated that there has been a proliferated stress on accountability; therefore, there should be a deliberate focus on teacher efficacy because it is necessary for teachers to believe in their own strengths to deal with the demands of the profession. Teaching should not be considered only as an innate ability.

Considered as a motivational construct, teacher efficacy has been one of the highly researched areas in the field of teacher education. However, it is a very complex and still not fully covered yet construct and there has been no consensus over its definition and underlying constructs (Henson, 2002; Wyatt, 2014). It is one of the

crucial key elements for the success or failure of students' learning which is described as the "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran & Woolfolk Hoy, 2001, p.783).

Teacher efficacy is perhaps simple but the most effective tool that the teacher has about his or her teaching (Akbari & Tavassoli, 2014; Chiang, 2008; Henson, 2002). Tschannen-Moran, Woolfolk Hoy and Hoy (1998) claimed that teacher efficacy has a great impact on student achievement and motivation. Bandura stated that efficacy "... influences how much effort people put forth, how long they will persist in the face of obstacles, how resilient they are dealing with failures and how much stress or depression they experience in coping with demanding situations" (as cited in Tschannen-Moran, Woolfolk Hoy & Hoy, 1998, p.203). Oh (2011) claimed teacher efficacy as having a substantial importance for improving teacher education and improving educational reforms as there is a strong relationship between high teacher self-efficacy and positive student and teacher behaviors.

Erawan (2011) claimed that a teacher's strong sense of efficacy is essential in integrating skills, knowledge and preparation for effective teaching and learning. Raising good quality teachers should start as soon as they embark on their undergraduate program. In her interview with Shaughnessy (2004), Anita Woolfolk Hoy focuses on the importance of the education of prospective teachers. She says that:

Becoming a teacher should be seen as a continuing process, not something that magically occurs after all courses are completed. This means prospective teachers need to assume more and more responsibility for real teaching over the course of their preparation as they gain knowledge and skill. (p.162)

Hence, it is necessary to have a deeper look into how teacher efficacy is formed from the very beginning: pre-service teacher education. The quality of pre-service education provided to the prospective teachers will have an impact on their teaching effectiveness to a great extent. It should support them even after they finish their education by helping them acquire their autonomy, their belief in themselves that

they can achieve no matter what. Teachers have to develop their own professional learning community once they start their profession. They should work and learn together to meet the demands of various individual needs of their students. They can get support from each other. Especially novice teachers could benefit from teacher support in their struggle to survive the daily classroom challenges which would also enhance their efficacy beliefs. Since teaching is considered as a lonely business, this belief should be put aside and opportunities should be provided for teachers to focus on collegiality so as to analyze and think about their teaching which in turn will result in improved instructional practice (Gemmel, 2003). As it is already aforementioned, once efficacy beliefs are set, then they are resistant to change and teacher efficacy beliefs are most malleable while prospective teachers are still trained to become teachers (Hoy & Spero, 2005; Poulou, 2007; Tschannen-Moran & Woolfolk Hoy, 2007). Since their schemata about teaching have not been formed fully and they lack enactive mastery experiences, they need further assistance, motivation and direction with the help of enlightening feedback from their peers to develop their self-efficacy beliefs.

1.1.2. Feedback in Pre-Service Teacher Education

Teaching is considered as a lonely business (Bowman, 1995; Friedman, 2000; Gemmel, 2003; Robbins, 1991). Teachers rarely come out of their shells i.e. their classrooms to see what is happening in other classes, because this is not what they are used to in their education as they also usually work individually, cooperating only with their supervisor or cooperating teacher to guide him or her in his or her experience. James (2013) claimed that teachers have certain perceptions of what is happening in other classes, but when they are given a chance to observe other classes, they realize that their perceptions are false and they can learn new strategies or techniques to be used in their own classes. As Robbins (1991) put forward there are unwritten laws that requires teaching to be carried out in isolation. It is not the norm for teachers to observe each other. Giving advice is considered as bragging or not welcomed by the receiver. Hence, asking for advice is considered as a sign of

weakness not as a chance for development and one rarely sees teachers visiting and observing each other's classes or working collaboratively to improve themselves as it is not the norm. Teachers are not used to planning, implementing and reflecting on instruction with their colleagues. They get very limited or no professional review of other teachers. For teachers who work in isolation, they have a tendency to employ methods that they are familiar rather than using problem-solving strategies when they face problems while trying to address different needs of the students. They do not seek for solutions that provide pedagogical alternatives; instead, they make use of what is familiar and comfortable and avoid looking for help from other colleagues (Gemmel, 2003).

As Holland, Clift, Veal, Johnson, McCarthney (1992) stated, new teachers are often left to figure out how to bridge the gap between theory and practice. Observation or supervision is associated with trouble; therefore, they are not willing to reveal their needs as it is deemed as a sign of weakness. Pre-service teacher education is no different from in-service teaching. In fact, the first steps to work in isolation are taken during this period and attitudes towards collegiality are first formed here. The pre-service teacher education requires them to be autonomous, yet work in isolation rather than collaboration. Hence, the end result is newly graduate teachers who lack and ignore the benefits of collaborative work to improve their teaching.

Holland et al. (1992) claimed that pre-service teacher education is devoid of encouragement for prospective teachers to develop or practice skills and attitudes that are necessary for adults working with other adults as colleagues. On the contrary, it focuses on traditional, hierarchical roles and relationships. Present teacher education curricula lack to promote awareness and a chance on how to work collaboratively on instruction and learning (Bowman, 1995). Given today's challenges that novice teacher's face once they start profession such as problems with classroom management, instructional planning or communication with parents, the focus of pre-service teacher education should be on collaborative professional practices. Holland et al. (1992) surmised that:

Professional inquiry suggests a continuum of skills and habits of mind that link pre-service and in-service programs. Pre-service educators would not only help prospective teachers acquire content knowledge and pedagogical techniques, but would provide them with opportunities for learning to work collaboratively-analyzing contexts of teaching and describing, interpreting and critiquing events of teaching and learning. (p.172)

Therefore, we need to dwell on cooperation through the help of peer feedback training in pre-service teacher education.

As Gemmel (2003) put forward, if novice teachers start profession possessing these collaboration skills, knowledge and experience, then schools may be more open to providing them the implementation of these practices. Gemmel (2003) claimed that “Until greater number of teachers are sent to schools equipped with better disposition toward critical examination of their practice, the culture of teaching and learning is unlikely to change” (p.15). Robbins (1991) claimed that if peer coaching can be well implemented in the work place than the norms of isolation can be changed into norms of collaboration.

Typically in pre-service teacher education, the major source of feedback is university supervisor or cooperating teacher’s feedback during practicum and it is considered usually as one-way, where the teacher trainees are the passive recipients of the given feedback (Tavil, 2014). Unfortunately, supervisors are usually overburdened with loads of school and paperwork, hence sparing limited time to pre-service teachers and unable to provide sufficient feedback for every lesson pre-service teachers teach (Wynn & Kromrey, 1999). The traditional teacher education might result in encouraging the status quo of the individual, believing that what he or she is doing is right and doesn’t need any further change or improvement in different future contexts.

Feedback that is provided to pre-service teachers during their pre-service education has an utmost value to help them gain insight into teaching. In fact, Hattie (as cited in Neighbor, 2012, p.18) stated that “the most powerful single modification that enhances achievement is feedback”. Feedback can make learning visible for the prospective teachers by providing a clear understanding of the expected goals or

desired level to reach, by leading the way to them, showing where they are and what they need to do to reach to their destination, by ensuring self-assessment and reflect critically on their own or their peers' work (Hattie & Gan, 2011).

The studies indicate that, most of the feedback provided abundantly in the classroom is poorly received and rarely used for remedial work (Hattie & Gan, 2011). What trainer presents to the trainee does not necessarily mean what the trainee gets. They might have misunderstood their trainers and assume that they understand it right but, in fact, it is vice versa, and have difficulties in applying what their trainer provides into their learning. Sometimes as a result of unclear goals, and ambiguous expectations, the trainee gets confused. Most of the feedback provided in the classroom context remains untouched by the learners' understanding, because teacher tends to give feedback to the group as a whole, and learners do not take it personally or blame others in the group to take responsibility. Hence, limited rethinking is done over the provided feedback without reflection or thinking critically over their performance about what went well or wrong and why it is so. They find teacher's feedback unclear, devoid of reasons and therefore they are unable to grasp it (Hattie & Gan, 2011).

1.1.3. Effects of Feedback in the Classroom

In their study of a rich variety of meta-analyses on the effects of feedback, Hattie and Gan (2011) revealed two major findings: average effect of feedback is found to be one of the highest in education and the influences of feedback varies most in terms of its effects which indicates that some feedback types are more powerful than others. Another major conclusion drawn from their study is giving lots of feedback does not guarantee that learning will take place. Most of the research on feedback focuses on how to give feedback. Since giving does not necessarily require taking, the perceptions of the feedback takers, i.e. how they perceive feedback should be taken into consideration.

Feedback is an essential element in the education of prospective teachers who lack necessary classroom experiences i.e. enactive mastery experiences according to Bandura's social cognitive theory. Enlightening feedback is of utmost value for them that will clear out the questions in their minds and provide necessary guidance to lead the way. Performance feedback will act as a verbal persuasion for the prospective teachers and assist and encourage them to find their way in the jungle of real classroom atmosphere.

In Turkish context, ELT pre-service teachers go through an intensive teacher education throughout their 4 year of undergraduate study. The program consists of various courses that cover different approaches in language teaching, language acquisition, language teaching methodology, testing, material adaptation etc. During their final year of education, all ELT pre-service teachers have to take compulsory practicum course consisting of two courses: Yİ405MB School Experience course given to pre-service teachers in the fall term and the follow up course, Yİ404MB Teaching Practice course is given to pre-service teachers in the spring term. Yİ405MB School Experience course requires pre-service teachers visit a public school once a week during the whole fall semester and carry out observations on various topics assigned by their instructors. During spring term, pre-service teachers have to teach a real class in the school that they made their observations in the fall term under the supervision of the cooperating teacher and also university supervisor. During their Yİ404MB Teaching Practice in spring term, the university supervisor of pre-service teachers visits the school and observes them once or twice during the whole term depending on the number of pre-service teachers under his or her supervision. The supervisor might provide written feedback that consists of the notes that he or she takes during observation, or oral feedback that includes mini face-to-face conferences with the pre-service teacher that takes place shortly after observation. Hence, it could be claimed that the interaction during these two practicum courses is between the pre-service teacher and their supervisor or cooperating teacher but not usually with their peers.

Even though feedback is generally thought to happen between the teacher and learners, the effect of peers should not be despised. Peer feedback, when compared to

teacher's feedback, encourages the learner to think about the action, welcome different points of views and have different perspectives to look at, develop critical thinking, life-long learning, communication and collaboration among peers (Nilson, 2010). Schunk (1985, 1991) surmised that observing peers and modeling them implicitly makes the observer feel that they also have the necessary skills and capacity to succeed and he also asserted that observation of peer models increase self-efficacy and skills of learners better than observing their teachers as a model. Learners feel more comfortable and approachable with their peers which also provide collegiality among peers (Wynn & Kromrey, 1999). Matsushashi et al. (1989) also claimed that peer feedback is less intimidating than instructor feedback as the feedback receiver has better freedom of communication and they also become a source of feedback as well which opens doors to new possibilities. Gan's (2014, p.128) study stressed the positive impact of "significant others" on the pre-service teachers' role as a teacher. In order to make peer feedback more meaningful and effective, the trainer should deliver deliberate peer feedback training about using appropriate language so that it will provide mutual trust and respect among peers (Gammel, 2003). Trainers should ensure trainees that errors are most welcomed as they are evidences that learning is taking place and that they are the major sources to show what is right and what is wrong rather than consider it as a negative criticism to embarrass the feedback receiver.

There has been controversial research on the quality of peer feedback. While the metaanalysis study carried out by Topping (1998) asserted that peer feedback is generally reliable and valid, a study by Nuthall (as cited in Hattie & Gan, 2011) claims that 80% of the feedback provided by the peers in the class is incorrect. Therefore, there is a critical need for further research on how to train and involve students in peer feedback so that correct feedback that will help the learner to overcome the discrepancy between the present status and desired status is ensured (Nilson, 2010). Hattie and Gan (2011) claimed that:

Teachers who do not acknowledge the importance of peer feedback can be most handicapped in their effects on students, and interventions that aim at fostering peer feedback are needed particularly as many teachers seem reluctant to involve peers as agents of feedback. (p.263)

Feedback provided to pre-service teachers during pre-service education will be very influential in forming their teacher efficacy (Akkuzu, 2014). It is an empowering process for the pre-service teacher who lacks experience in real life classroom situations. Tschannen-Moran and Woolfolk Hoy (2002) claimed that data gathered about how to improve teacher efficacy will help teacher educators, principals and pre-service-teachers to have higher teacher efficacy and make use of the benefits of teacher behavior and student outcomes. While most of the research on feedback mainly focuses on how to give feedback and examines teacher feedback rather than peer feedback, the research on teacher efficacy levels of pre-service teachers and peer feedback is scarce as well (Akkuzu, 2014). There is also a dearth of research on perceptions of feedback receivers in literature as well (Poulos & Mahony, 2008).

1.2. Purpose of the Study

Being among the most influential factors in pre-service teacher education, pre-service teacher efficacy and peer feedback requires a deeper investigation. With this purpose in mind, this study aimed to identify whether there was a significant difference in teacher efficacy levels of pre-service teachers who participated in this study. It also aimed to find out whether there was a significant difference in written and oral peer feedback groups in terms of their teacher efficacy. The study also focused on displaying whether any differences existed or not between these two groups with regards to their teacher efficacy. This study also aimed to find out how different modes (written and oral) of peer feedback were perceived by pre-service teachers. For this reason, a mixed method design study was carried out on senior year students in English Language Teaching Department of Gazi University during their practicum.

The study aimed to answer the following research questions:

1. Is there a significant difference between pre and post efficacy levels of pre-service teachers who were subjected to peer feedback?

2. Is there a significant difference in teacher efficacy level of pre-service teachers who were given different modes of peer feedback?
 - a. Is there a significant difference in teacher efficacy level of pre-service teachers who were given oral peer feedback?
 - b. Is there a significant difference in teacher efficacy level of pre-service teachers who were given written peer feedback?
3. Is there a significant difference between Oral Peer Feedback and Written Peer Feedback groups in terms of their teacher efficacy levels?
 - a. Is there a significant difference between Oral Peer Feedback and Written Peer Feedback groups in terms of their pre-test teacher efficacy levels?
 - b. Is there a significant difference between Oral Peer Feedback and Written Peer Feedback groups in terms of their post-test teacher efficacy levels?
4. What are the perceptions of pre-service teachers on different modes of peer feedback?
 - a. What are the perceptions of pre-service teachers on Oral Peer Feedback?
 - b. What are the perceptions of pre-service teachers on Written Peer Feedback?

1.3. Significance of the Study

Teachers are the most basic pillars of an education system whose endeavors profoundly affect the raising of individual learner. The better qualified teacher has a positive ripple effect on the whole education system affecting the quality of education that learner receives against all odds. For this reason, it is believed that attempts to improve the quality of pre-service teacher education would be significant and meaningful in accomplishing higher quality of education in MoNE (Ministry of National Education) and higher education. The major contribution of this study would be the amelioration of pre-service teacher education.

The ever changing school systems and ever changing needs of the society requires well-educated teachers with high confidence who believe that they can cope with the challenges that these changes bring forward, who believe in themselves, and their

students so that they would never give up and persevere despite the difficulties that they face. Since the present school system of MoNE goes through frequent reforms, the need for teachers who can adapt to these reforms as quickly as possible has become compulsory. It is believed that teachers who believe that they are able and they have the necessary resources within themselves can deal with difficulties much more effectively than those who do not. Therefore, it is believed that this study could serve as a guidance that shows how efficacy beliefs of pre-service teachers could be improved and prolonged with the assistance of peer feedback. The results of the study could make a contribution to embellishing the pre-service teachers with higher efficacy beliefs while they can still be given shape and affected through providing effective peer feedback. As aforementioned, once the efficacy beliefs are set, they are very difficult to change and pre-service teacher education is the most critical period to shape the efficacy beliefs of these teachers (Hoy & Spero, 2005; Poulou, 2007; Tschannen-Moran & Woolfolk Hoy, 2007).

Despite its high quality, the frequency of trainer or supervisor feedback is quite limited due to the high number of trainees in practicum. Therefore, a good quality of peer feedback that is provided to pre-service teachers would be much more effective and influential in terms of following their progress in teaching skills through formative peer feedback. This study could be beneficial for curriculum and program designers adopting a more student-centered rather than teacher-centered approach when the benefits of peer feedback are acknowledged.

It is surmised that the ideas of pre-service teachers in this study would shed light on finding more influential ways of delivering effective peer feedback. It would provide insight to determine the influence of peer feedback on pre-service teachers' efficacy beliefs and enlighten the impacts of different modes (written or oral) peer feedback on pre-service teacher efficacy. The study might provide valuable insight for the program developers and trainers to become aware of the strengths and weaknesses of the peer feedback and its different modes. Hence, it could provide guidance to other course designers to develop more influential peer feedback training programs.

It is believed that exploring the views of pre-service teachers who are the main stakeholders of teacher education has a vital importance in order to develop a more effective teacher education curriculum. In this way, this study could provide necessary improvements for designing a more effective language teacher education program by implementing more peer feedback not only in practicum but also in other methodology classes as well. In this way, the norms of isolation in teaching as a profession would turn into norms of collegiality and the quality of pre-service teacher education would be enhanced, which in return would improve the quality of prospective teachers.

Similarly, the results of the study could also contribute to the prevalence of collegiality and prevent isolation within the professional teaching context in in-service teaching when peer feedback becomes a natural part of teaching community and welcomed not only by supervisors and principals but also teachers as well.

1.4. Definition of Terms

Feedback: “(s)pecific information about the comparison between a trainee’s observed performance and a standard, given with intent to improve trainee’s performance.” (Van de Ridder, Stokking, McGaghi & Cate 2008, p.192).

Formative feedback: Formative feedback is defined as “information communicated to the learner that is intended to modify his or her thinking or behavior to improve learning, that is presented to a learner in response to some action on the learner’s part throughout the course of action, and as not being used for summative and evaluative purposes.” (Shute, 2008, p.154). Feedback in this study is used as formative performance feedback.

Peer Feedback: Peer feedback is described as “Arrangement for learners to consider and specify the level, value or quality of a product or performance of other equal status learners” (Topping, 2009, p.20). In this study, peer feedback includes the formative feedback that is given to pre-service teachers by their peers.

Written feedback: Communicating the feedback message to the receiver in written format. In this study, the written feedback includes trainees describing their partner's performance based on observation of their partner's classroom teaching experience. Trainees write their peer feedback through descriptive chronological order of events while using the format (Praise/Question/Polish) provided to them in their peer feedback training. Then they send their peer feedback through e-mails or hard copy form.

Oral feedback: Communicating the feedback message in oral format. In this study, oral feedback includes face-to-face meetings of partners/buddies after their classroom teaching experience. Trainees describe their partner's performance based on their own observation then give their peer feedback through the descriptive chronological order of events while using the format (Praise/Question/Polish) provided to them in their peer feedback training.

Teacher Efficacy: "a teacher's individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation" (Dellinger, Bobbett, Olivier & Ellett, 2008, p.752).

CHAPTER II

LITERATURE REVIEW

This chapter provides information on relevant theories and research on teacher efficacy and feedback. It also includes a summary of national and international studies on teacher efficacy and peer feedback.

2.1. Self-Efficacy and Teacher Efficacy

Theoretical foundation of self-efficacy is found in social cognitive theory developed by Albert Bandura. According to Bandura's (1977) social cognitive theory, environmental influences or internal dispositions shape and control the behavior. The dynamic interplay between the external, the internal and people's present and past behavior makes people who they are. According to "triadic reciprocal determinism" environmental factors such as feedback has an impact on personal factors such as self-efficacy and behaviors such as teaching performance (Bandura, 1983; Bransford, Brown & Cocking, 2000; Oga-Baldwin, 2010).

Reciprocal causation is a multi-directional model suggesting that our agency results in future behavior as a function of three interrelated forces; environment influences, our behavior, and internal personal factor such as cognitive, affective and biological processes. (Henson, 2002, p.137)

That is to say, while our personal factors and the environment has an impact on our behaviors, the environment is influenced by our behaviors and personal factors, and

likewise our personal factors are influenced by our behaviors and the environment (Dellinger et al., 2008). This relationship has a deep impact on our beliefs that we hold about ourselves and as well as on our choices and actions.

Locke’s (as cited in Akkuzu, 2014, p.39) Mediation-Linking Model claimed that “... self-efficacy belief has a direct influence on teaching performance; on the other hand, motivators of behavior such as feedback affect teaching performance indirectly through an individual’s self-efficacy and personal goals”. According to this model, personal goals and self-efficacy beliefs are “...the most immediate, motivational determinants of teaching performance.... feedback, as a vital part of motivation hub, has an important influence on self-efficacy and teaching performance” (Akkuzu, 2014, p.39). As a result, feedback takes place at the center of social cognitive theory. Figure 2.1. displays the modified version of Locke’s mediation-linking model:

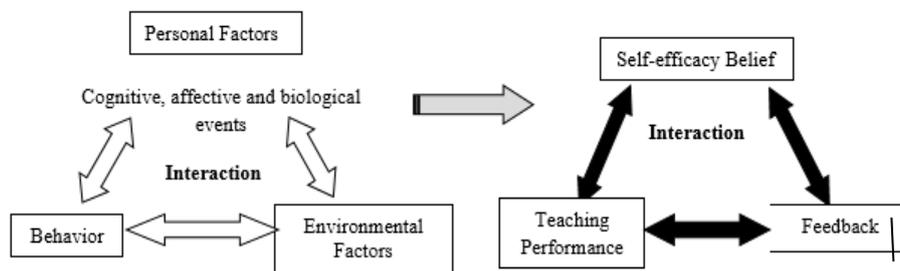


Figure 2.1. Theoretical Model of Triadic Reciprocal Determinism. From “The Role of Different Types of Feedback in the Reciprocal Interaction of Teaching Performance and Self-efficacy Belief,” by N. Akkuzu, 2014, Australian Journal of Teacher Education, 39(3), p.40.

Social cognitive theory asserts that people do not only react to their environment but they actively look for and interpret information. They are “... self-organizing, proactive, self-regulating and self-reflecting. They are contributors to their life circumstances not just products of them” (Bandura, 2005, p.1). According to it,

cognitive, behavioral, personal and environmental factors interact in a way that determines motivation and behavior. Bandura (1986) asserted that people's behaviors can be better predicted from their beliefs about themselves. Self-efficacy beliefs, hold a substantial aspect of motivation and behavior. In other words, people's motivation and behavior are partly determined by their belief about how effective they can be (Bandura, 1982).

People always try to have control over events that influence their lives. By having this power they would feel they are better in realizing their desired futures and prevent undesired ones. According to Bandura (1977) there are two types of expectations that would influence the activities we choose and the effort we spend to achieve our goals: outcome expectancy described as "...a person's estimation that a given behavior will lead to certain outcomes" (Poulou, 2007, p.191) and efficacy expectation which is described as "... the conviction that one can successfully execute the behavior required to produce outcomes" (Poulou, 2007, p.191). Ashton et al. (1982) asserted that "teaching efficacy" is about what the teacher expects as an outcome from the consequences of his or her teaching (outcome expectation) and "personal teaching efficacy" is about his or her beliefs about their ability to carry out specific courses of action in order to achieve the desired goals (efficacy expectation).

Bandura's (1977) social cognitive theory deals with how human beings exercise control over their own lives in different ways. Self-efficacy is central to this exercise of control. Bandura (1977), in his social cognitive theory, identified self-efficacy as "a cognitive process in which people construct beliefs about their capacity to perform at a given level of attainment" (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998, p.203). Bandura (1995) stated that these beliefs deeply impact the way we think, feel and motivate ourselves as well as the way we act. He postulated that the strength of our beliefs would affect our how we would deal with the challenges we face in life i.e. whether to cope them or avoid them. People are likely to avoid threatening situations if they believe that they don't have capabilities to cope with the situation. On the other hand, if they believe they have necessary skills they tend to be more involved and they are assured of themselves and they are more persistent to show effort to succeed. People who insist on their coping efforts in situations that are in

fact relatively safe will get “corrective experiences that reinforce their sense of efficacy, thereby eliminating their defensive behavior. Those who cease their coping efforts prematurely will retain their self-debilitating expectations and fears for a long time” (Bandura, 1977, p.194).

However, one must also be careful about the meaning of self-efficacy and what it covers. “Self-efficacy is a motivational construct based on self-perception of competence rather than the actual level of competence” (Tschannen-Moran & Woolfok Hoy, 2007, p.946. That is to say, it is not one’s real level of competence but rather the perception that one has about his or her own competence (Woolfok Hoy & Spero, 2005).

Pajares (1995) stated that perceptions of efficacy have three impacts on human behavior (p.3)

1. They impact choice of behavior. People prefer tasks that they feel competent and confident and refrain from tasks that they feel opposite.
2. Self-efficacy belief identifies the amount of effort they exert and how long they persist. Higher efficacy means stronger effort, longer perseverance.
3. Self-efficacy belief also has an impact on person’s thoughts and emotional reactions. Low efficacy people believe that things are more difficult than they actually are while high self-efficacy people are calm in approaching challenging tasks.

The concept of self-efficacy was introduced by Albert Bandura (1977). The concept of teacher efficacy, on the other hand, was born with the RAND organization in mid 70s. RAND researchers claimed that teachers could “control the reinforcement of their actions ... whether the control of reinforcement lay within themselves or the environment” (Tschannen-Moran, Woolfok Hoy & Hoy, 1998, p.202). The theoretical framework for teaching and self-efficacy (teaching efficacy) is based on Bandura’s (1977) theory as well. Dellinger, Bobbett, Olivier and Ellett (2008) described teacher self-efficacy beliefs as “a teacher’s individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation” (p.752). This framework is a two-dimensional construct. According to this, the individual’s generalized behavior is based on two different

beliefs. The first belief is about action and outcome i.e. a teacher's ability to bring change depends on factors other than himself such as socio economic status, family background, home environment. The second belief is the personal belief that a teacher's sense of personal teaching efficacy i.e. the belief that they are equipped with necessary skills to bring about student learning not outside factors (Gresham, 2008).

Based on these beliefs, two separate dimensions of teacher efficacy are put forward (Hennessy, 1997; Ng, Nicholas & Williams 2010; Tschannen-Moran & Woolfok Hoy, 2001):

- *Personal Teaching Efficacy (PTE)*: The beliefs that teachers have about themselves i.e. what you feel in terms of being competent as a teacher, which will positively or negatively impact the learners' achievement (Swackhamer, 2003). PTE is related to the levels of organization, planning, teachers' showing fairness, clarity and enthusiasm in teaching. (Tschannen-Moran et al., 1998). Teachers' PTE changes according to the subject matter and specific groups of students they teach.
- *General Teaching Efficacy (GTE)*: It is the "outcomes the individual teacher could expect, given certain actions or means he or she felt capable of delivering" (Tschannen-Moran & Woolfok Hoy, 2001, p.792). It is the ability to overcome external factors, "a teacher's belief that the educational system can work for all students regardless of outside influences such as socio-economic status and parental influence" (Swackhamer, 2003, p.64). If teachers have high self-efficacy beliefs about themselves, they are better in employing wider variety of teaching approaches to meet different students' needs. Therefore, they are more successful in teaching (Tschannen-Moran et al., 1998).

Figure 2.2. displays teacher self-efficacy model by Tschannen-Moran et al. 1998:

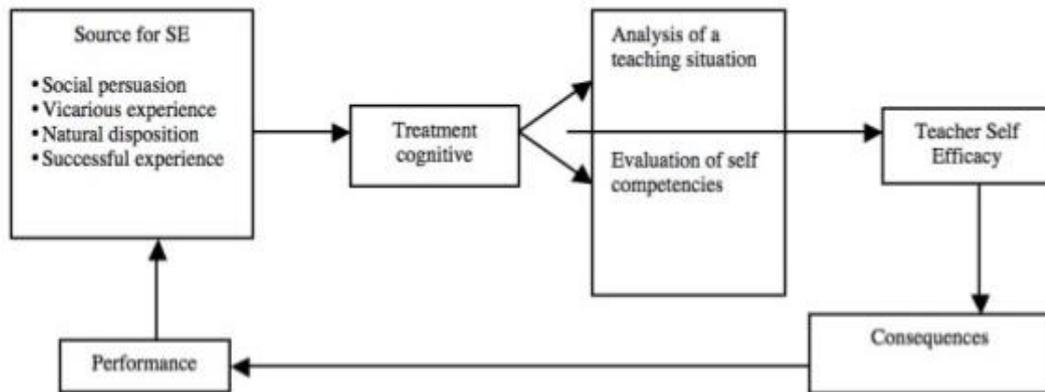


Figure 2.2. Teacher Self-Efficacy Model. From “Teacher Efficacy: Its Meaning and Measure,” by M. Tchannen-Moran, A. Woolfok Hoy and W.K. Hoy, 1998, *Review of Educational Research*, 62 (2), p.228.

The RAND organization focused their items on these two dimensions as well (Tchannen-Moran, Hoy & Hoy, 1998). RAND item 1 says that “*When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment.*” (p.204). This item points at general teacher efficacy (GTE) in which the teacher believes that the success of the student is determined by external factors no matter what the teacher does. RAND item 2 says that “*If I really try hard, I can get through to even most difficult or unmotivated students.*” This item points at personal teaching efficacy in which the teacher believes that he has the necessary skills and resources to help his students succeed. The total score on these two items reflects the teacher efficacy.

Bandura (1997) regarded self-efficacy as one of the critical factors that enforces people to engage in following their goals. It is in a way, empowering yourself and taking control of your life (Bernadowski, Perry & Del Greco, 2013). That is why careful attention must be given to developing and improving the efficacy beliefs of prospective teachers. Hoska (1993) stated that self-efficacy will affect learning because the self-efficacy level of the individual determines the effort he or she exerts on achieving the task. Having a low self-efficacy might be harmful as it might result in the individual focusing on his or her deficiencies and could not live up to the task.

They become concerned about the possible outcome of failure and could not focus on any strategy to solve problems (p.119).

Dellinger et al. (2008), Henson (2001) and Wyatt (2014) focused on the confusion of terms, “muddled” water of concepts (Henson, 2001) in teacher efficacy issues. Teacher efficacy and teacher self-efficacy beliefs are two concepts that are used interchangeably. There has been no consensus over the concept of teacher efficacy which led to confusion among the researchers which also proves further research is needed on the definition of teacher efficacy and its dimensions. Dellinger et al. (2008) stated that Bandura’s self-efficacy theory and teacher efficacy studies commenced around the same time which were combined later by the researchers. Recently, there have been objections on the two dimensions of teacher efficacy (Henson, 2002; Soodak & Pudell, 1996; Wyatt, 2014) and different researches put forward additional dimensions to teacher efficacy framework. However, for the aims of this study, teacher efficacy will be regarded as having two dimensional construct.

2.1.1. Sources of Efficacy

In Bandura’s Social Cognitive Theory (1977, 1997), an efficacy expectation is the belief that one can successfully exert the behavior that is necessary to produce the outcomes. Yet, it is a major determiner of what people prefer or choose to do, how much effort they will put and how long they persist given the appropriate skills and enough incentives (Bandura, 1977). “This “can do” cognition mirrors a sense of control over one’s environment. It reflects the belief of being able to control challenging environment by means of taking adaptive action” (Göker, 2006, p. 242).

The social cognitive theory asserts that teachers show less effort with students whom they believe to be unsuccessful and they tend to exert less effort while they prepare and deliver instruction even though they know some strategies that could help these students (Milner & Woolfok Hoy, 2003). While high-efficacy teachers do not hesitate to go one extra mile to teach difficult students, low efficacy teachers believe that there is not much they can do for difficult students because these students are

negatively affected by their home and environment. They feel that they are unsuccessful to address the academic demands of students (Redmon, 2007). While high efficacy teachers make attempts to find solutions to their problems, low efficacy teachers refrain from facing their problems and deal with the stress the situation creates. When teachers have higher self-efficacy beliefs they show stronger, longer and more positive methods to deal with misbehavior in the classroom. Hence, a more suitable and orderly context that is conducive to learning is provided which in turn, improve the teacher's efficacy and provide better rapport with students. (Atıcı, 1999; Gresham, 2008; Kıınav, 2010). Teachers with higher self-efficacy tend to have students with high efficacy as it effects the way students think about themselves (Saraç, 2012).

Tschannen-Moran and Woolfok Hoy (2001) claimed that there has been a strong relationship between teacher efficacy and a variety of educational outcomes such as teacher persistence, enthusiasm, commitment and instructional behavior together with student outcomes such as achievement, motivation and self-efficacy beliefs. Erawan (2011) stated that teacher efficacy connects knowledge, skills and behavior of the teacher so that they can realize effective teaching. It is believed that a teacher's self-efficacy belief has a deep impact on his or her performance inside and outside the class. Teachers with greater self-efficacy tend to exert more effort in their teaching, their goals, planning and organization. They have an open mind to test new ideas to address their students' needs, they have stronger resilience against drawbacks and persistence in dealing with the problems of the students. These teachers also show a greater enthusiasm and commitment for teaching (Chiang, 2008; Tavail, 2014; Tschannen-Moran & Woolfok Hoy, 2001).

According to Bandura (1977, 1994, 1997; Schunk, 1982) there are four sources of efficacy expectations:

- *Enactive Mastery Experiences*: It is based on personal mastery experiences which increase with success and decrease with failure especially if it happens early in the course of event. Repeated success will lower the negative effect of occasional failures especially if they come later in the course of event.

While success increases the efficacy belief of the teacher, feeling of failure has the opposite effect, increasing the feeling that future attempts will be ineffective (Milner & Woolfolk Hoy, 2003).

Bandura (1977) argued that once enhanced self-efficacy is established, it is likely to be generalized not only to similar situations but also to totally different situations. For instance, when a person having a phobia towards a specific animal copes with his or her fear, then these coping efforts could be transferred into social situations or decreasing fear of other animals. From teacher efficacy perspective, a teacher decreasing his fear in classroom management can transfer his coping mechanisms to other issues in the classroom. According to Bandura (1997), pre-service teachers are also enactive learners who are learning by accomplishing specific tasks. This enactive learning yields feedback for the pre-service teacher about his or her performance which in turn, helps them to see the consequences of their actions. A successfully accomplished task would increase their self-efficacy.

Labone (2004) asserted that enactive mastery experiences are the strongest source of efficacy belief; however, the self-schemata had an impact on the enactive experiences about how the person interprets the experience. Hence, if there is no strong self-schemata constructed yet, then the person cannot form his or her beliefs strongly about something. This explains the reason for pre-service teachers who are most malleable in terms of their efficacy beliefs because they haven't formed strong self-schemata during the development of a new skill or a teaching method yet. However, it should be noted that these mastery experiences are not the only source of efficacy beliefs and they have to include cognitive, behavioral and self-regulatory tools in order to become a source of efficacy. If a person can manage to turn difficult situations into their advantage then their coping abilities are improved, and they believe that they are equipped with what is necessary to succeed. However, if one person always manages easy tasks then they develop false beliefs about themselves and their capabilities which might later turn into disappointment (Bandura, 1977).

- *Vicarious Experiences*: This is another source of efficacy expectation which can be considered as modeling. When people see that other people who increase their efforts and continue them in threatening activities without failure, they also develop expectancy that they can also do it. If the model, whom the teacher identifies him or herself with, exhibits successful performance, then the teacher feels that his or her efficacy is enhanced. However, if the model exerts failure then feeling of efficacy will be diminished. The effect of social modeling depends on how similar the model is to the individual. The effect increases with the degree of similarity. The more the similarity, the deeper and more significant the effect will be (Bandura, 1997).

Vicarious experiences are especially effective when individual has limited previous experience to base their efficacy beliefs on, which means this is especially important for pre-service teachers. People also develop higher efficacy beliefs when they model their peers rather than their superiors (Labone, 2004). In teaching context, vicarious experiences take place when pre-service teacher observes others who are also displaying their teaching performance related to observer's goals. However, this source of efficacy is less dependable and weaker and more likely to change as it is inferred from social comparison, not direct experience. (Bandura, 1977; Milner & Woolfok Hoy, 2003).

- *Verbal Persuasion (Social persuasion)*: It is the most widely used source of efficacy belief as it is already available and easy to use. It is the verbal interaction that teachers have with administrators, colleagues, parents etc. about his or her performance. If the person receives support from other people that they are capable of coping with problems, then this will increase their efficacy beliefs. Through verbal persuasion, it is suggested that the individual can deal with the situation successfully that has overwhelmed them before. The feedback that is given to the teacher by his or her colleagues, students, supervisors etc. based on his specific performance is also a kind of

verbal persuasion. The effect of performance depends on the “credibility, trustworthiness and expertise of the persuader” (Milner & Woolfok Hoy, 2003, p.265). An atmosphere of appreciation, encouragement and praise results in a socially supportive environment, while lack of response, feedback or neglect can result in an unsupportive environment. This persuasion should be realistic because otherwise the individual will soon quit the task if she realizes that the task is beyond his or her capabilities (Bandura, 1997). It is most effective when it is related to enactive mastery experiences. From a pre-service teacher education perspective, it is considered as providing positive and elaborate verbal persuasion i.e. feedback (Schunk & Pajares, 2001) so as to encourage self-efficacy (Schunk, 1991) and improve pre-service teachers’ teaching performance. The source of verbal persuasion could be the pre-service teachers’ peers, supervisors or cooperating teachers. Wand and Wu (2008) claimed that pre-service teachers who received verbal feedback at a high cognitive level showed improvement in their teaching performance. Feedback i.e. verbal persuasion that depends on their actual classroom performance i.e. enactive mastery experiences could have a strong potential and effect to improve his or her teaching performance. However, when the individual doesn’t have direct, authentic experience or doesn’t infer them from his or her own accomplishments, this is also weaker than other sources. (Bandura, 1977; Milner & Woolfok Hoy, 2003).

- *Physiological and Emotional State:* How one interprets his or her physiological and psychological mood will affect their efficacy belief to complete a task. Positive interpretation will increase perceived efficacy belief, but negative interpretation such as being stressful will cause a counter effect (Bandura, 1997). When people find themselves in stressful or threatening situations, their personal efficacy belief will be affected from it. If the teachers’ level of anxiety or excitement increases or decreases, so does his or her level of mastery or incompetence. Anxiety arousal will cause avoidance of stressful activities which will negatively affect the coping skills of the individual. If emotional arousal is decreased avoidance behavior can be

diminished as well (Bandura, 1977; Milner & Woolfok Hoy, 2003). Akkuzu (2014) described these sources of self-efficacy in the pre-service teaching context as pre-service teacher experiencing positive thoughts and feelings in the face of success or experiencing negative thoughts of feelings in the face of stress and anxiety during observation or performing a teaching task. Having positive experience affects their future teaching in the positive direction while having negative experience diminishes their belief in their ability to perform successful teaching performance.

Figure 2.3 displays the relationship between self-efficacy beliefs and their resources.



Figure 2.3. Self-Efficacy Sources of Information. Confluence, 2015, Self-efficacy and social cognitive theories case study section. Retrieved from <https://wikispaces.psu.edu/display/PSYCH484/Fall+2015+-+Group+2+-+Self-Efficacy+and+Social+Cognitive+Theories+Case+Study>

According to Bandura's (1997) social cognitive theory, the most powerful source of efficacy belief is mastery experiences that consist of one's successes and failures in life. Based on their previous life experiences, the individual decides whether he or she can manage a task successfully or not. If the teacher thinks of his or her performance as success then his or her efficacy belief will increase. Hence, it will

affect the future performance of the teacher positively, whereas if he or she considers his or her performance as failure then expectation that the future performance will also fail would increase. Vicarious experiences, on the other hand, involves learning by taking someone as a model, observing them and discussing in the form of feedback. Social cognitive learning theory asserts that these two types of experiences work together as learning is not only an individual process, there has to be social connections for learning to be more effective (Woods, 2011). Hence, it can be said that inexperienced pre-service teachers who have little mastery experiences would be more affected by vicarious experiences, social persuasion, and physiological and emotional states, than experienced teachers who have more mastery experiences (Malinen et al., 2013).

It should be underlined that peer feedback process bears all of these efficacy sources. Firstly, teaching practice provides enactive mastery experiences for the pre-service teacher. Secondly, observing their partners in order to give peer feedback would provide vicarious experience for them, in this way, they could establish better empathy with their partner as they share similar experiences and backgrounds. They could take their partner as a model to learn from. Thirdly, the feedback that they provide to their partners acts like verbal persuasion. When given in appropriate style, peer feedback would motivate them profoundly as it provides formative evaluation when compared to supervisor feedback which is rather scarce and provides summative evaluation. As Richardson (2000) claimed, formative evaluations are less intimidating and more productive when compared to summative evaluation. Lastly, peer feedback can also be a support for physiological and emotional state. Sharing the same experience with a partner might increase their confidence or decrease their stress. It is believed that there is a continuous interaction between feedback, self-efficacy and teaching performance (Akkuzu, 2014). Feedback should be considered as a bolster for pre-service teachers' self-efficacy and teaching performance.

2.1.2. Pre-Service Teacher Education and Teacher Efficacy

Woolfok Hoy and Spero (2005) claimed that pre-service teacher education period is perhaps the most critical period for the long term development of teacher efficacy as it can be most effectively and easily shaped early in learning. Hence, further attention is needed to examine factors that improve the development of strong sense of efficacy among pre-service and new teachers.

There is evidence that once that feeling of efficacy is formed, it is resistant to change and the impact of the input given during education is different than the impact of the input once teacher starts teaching (Hoy & Spero, 2005; Tschannen-Moran & Woolfok Hoy, 2007). Henson (2001) claimed that experienced teachers' self-efficacy beliefs are difficult to change as they are internally formed and sustained with experience and time. Unless the experienced teacher faces a situation that leads them to critically reflect or think about his or her beliefs, they are unlikely to go through change (Williams, 2009).

The studies reveal that while the efficacy beliefs of pre-service teachers are high during their practicum, the novice teacher experiences a reality shock because of their "unrealistic optimism" since they have difficulty in coping with the demands and expectations of the real classroom (Friedman, 2000; Knoblauch & Woolfok Hoy, 2008). Thus, their efficacy beliefs decrease if they cannot experience a supportive environment. Yet, if new teachers have high levels of efficacy then they experience greater satisfaction in teaching, have less stress, be more optimistic about the possibility of their accomplishments when compared to teachers with low efficacy beliefs (Milner & Woolfok Hoy, 2003; Woolfok Hoy & Spero, 2005). Providing effective feedback can aid pre-service teachers experience a supportive environment and improve their self-efficacy beliefs when they cooperate with their colleagues (Redmon, 2007).

Redmon (2007) claimed that first experiences are likely to determine the professional growth, therefore; teacher education programs should be designed in such a way that they should develop powerful feelings of teacher self-efficacy and keep these

feelings throughout their education. Beginning teachers are generally assigned to the least desirable contexts to teach difficult students. When these challenges are combined with weak perception of self-efficacy, it leads to inevitable failure or frustration and impairment of self-confidence resulting in low performance. Just telling the students that they will be good teachers but not providing them chances for real success in real classrooms is “recipe for failure” (Bandura, 1977; Redmon, 2007). With the lack of continuous social support, enough resources and structured success in authentic teaching contexts, novice teachers embark on their profession with the belief that some students are beyond reach, cannot be taught and any effort spend on them will be in vain (Tchannen-Moran & Woolfok Hoy, 2001).

In his study, Redmon (2007) made use of real teaching experiences of pre-service teachers to build feelings of teacher self-efficacy. They aimed to show pre-service teachers that no matter how challenging the students may be, they can make a difference in order to raise teachers who believe they can teach any children at any school. He claimed that in order to establish strong teacher efficacy, meaningful field experiences are essential. In order to achieve this, there should be more focus on putting more effort to social support and structured success to encourage self-efficacy. Peer observations and peer feedback can provide this support to the pre-service teacher.

2.2. Feedback

Feedback is an essential element of student learning. It is described as “lifeblood of learning” (Rowntree, 1987, p.24). Many other definitions can be found for feedback. Feedback is “(s)pecific information about the comparison between a trainee’s observed performance and a standard, given with intent to improve trainee’s performance.” (Van de Ridder et al., 2008, p.192). “Feedback is essential for the student’s growth, provides direction and helps boost confidence, increase motivation and self-esteem ... an interactive process which aims to provide learners with insight into their performance.” (Clynes & Raftery, 2008, p.405-406). Regular performance

feedback is crucial for the learner to benefit from the experience to its full potential. Feedback should embellish the learner with the current trends and present a practical guide for them to improve their performance (Clynes & Raftery, 2008). It "...provides learners with a comparison of their performance to educational goals with the aim of helping them achieve or exceed their goals." (Schartel, 2012, p.77).

Tower (as cited in Akkuzu 2014, p.36) described feedback in terms of teacher education as "...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." It is believed that not having efficient feedback during teaching practice might result in pre-service teachers' being oblivious to their weaknesses and strengths and thus being confused about their performance and experience difficulty in real classroom teaching. Feedback serves as a bridge between pre-service teachers' pedagogical and content knowledge and their application in the real classroom by providing explanations about their performance and ensuring aid to solve their problems.

Feedback is also essential for teacher success. According to various studies (Kumar; Scheerens & Bosker & Walberg as cited in Wood, 2011), if effective feedback and goal setting were employed in the classroom for students, then their academic achievements increased up to 41%. The same strategies and goal setting could also be used to improve teachers' efficacy, success and motivation. It is surmised that low-efficacy and job satisfaction might be as a result of a lack of proper teacher evaluation system and feedback practices.

Success builds a strong sense of efficacy belief. But failures weaken it especially before the sense of efficacy is established. Therefore, it is crucial to guide pre-service teacher about how to succeed in real life classrooms rather than leaving them in a sink-or-swim situation. Bruning, Schraw, Norby and Ronning (2004) revealed that both performance and self-efficacy are determined by feedback because it is directly related to self-regulation and meta-cognition. Low self-efficacy could be as a result of internal or external factors, continuous failures, not being able to see improvement or not having clear goals. However, feedback can provide a path to their goals; help

them to evaluate their performance according to set criteria which will help them create positive learning experiences. Feedback can reinforce new teachers to focus on self-reflection and identify what goes well and what needs improvement. It will guide the recipient towards the goal and motivates him or her to endeavor to reach to the goal. This will lead to a feeling of success, improving the self-efficacy of the pre-service teacher.

2.2.1. The Nature of Feedback

Hattie and Gran (2011) described four psychological perspectives that provide frameworks necessary for describing different views of learning as well as the nature of feedback:

1. Objectivism:

It is based on the view that “reliable knowledge about the world” exists (Jonassen as cited in Hattie and Gan, 2011, p.250). The instruction is regarded as “receptive-transmission”. Objectivism is considered as “a mirror image or reality created by the mind and these representations of the real world constitute the way of knowing” (Lakoff, as cited in Hattie and Gran, 2011, p.250). Behaviorism adopts this perspective. According to Behaviorism, learning means conditioning in which the desired behavior is followed by a reinforcer so that the probability of the occurrence of the desired behavior will increase. According to this perspective, feedback is also considered as a reinforcer that aims to help the learner move from simple to more complex tasks. The source of feedback is external, i.e. the teacher who is considered as reliable. Feedback serves as a motivator or incentive for the learner in order to improve the frequency of the occurrence of the desired accurate behavior. However, this sort of feedback is generally regarded as concrete reinforces such as praise or stars in the real classroom which leads students to extrinsic rewards, more focus on evaluation and competition. Intrinsic motivation, on the other hand, will lead to improved engagement in

learning. Feedback, according to this perspective, presents the learner a reinforce if the learning is right or presents the correct information and serves as a corrector if the learning exerted as a behavior is wrong, or misinterpreted.

2. *Information Processing Perspective*

This perspective serves as a transition from behaviorism to socio-culturalism. There is a shift from external view to internal view. According to this perspective, it is believed that the individual has got the cognitive ability to use information actively in the learning process. Feedback functions as providing correct information to the learner to correct him/herself. “The feedback-as-information position asserts that correction and analysis of errors is a crucial component of learning and feedback acts as a verification of a learner’s response certitude or level or certainty” (Kulhavy & Stock as cited in Hattie & Gan, 2011, p.252).

According to the Response Certitude Model suggested by Kulhavy and Stock (as cited in Hattie & Gan 2011) the instructional feedback includes two components: verification and elaboration. Verification is a dichotomous judgment verifying that the response is either right or wrong. Elaboration, on the other hand, includes useful information to help the learner for correcting his or her errors. There are three different types of elaboration *i. task-specific elaboration* (it is the restatement of the correct answer or providing multiple-choice alternatives) *ii. Instruction-based elaboration* (provides reasons for the correct answer) *iii. Extra-instructional elaboration* (new examples or analogies that are not present in the instructional text)

This perspective also inserts that the major issue in order to unleash the power of feedback should be focusing on the task rather than the individual. Butler and Winne (1995) claimed that feedback should involve internal and external feedback that will influence the self-regulated cognitive engagement with tasks and find out how different forms of engagement affect achievement. They believe that feedback has a multidimensional role in the

construction of knowledge. When learners realize that there is a difference between their present status and the desired goal, internal feedback kicks in and encourages learner to decide whether to spend extra efforts, change the plan or totally leave the task.

Feedback that acts as a self-regulation acknowledges the interaction between information that feedback presents and the receiver of the feedback. It also stresses that learners should actively look for cues, monitor and evaluate their own performance so that he or she can correctly overcome the discrepancy between the present status and the desired status which is also known as calibration i.e. the “accurate association between the cues and the achievement” (Butler & Winne, 1995, p.251). Butler and Winne (1995) also asserted that learners’ past beliefs, knowledge and background plays an essential role and acts like a filter affecting how the learner perceives both external and internal feedback. Unlike objectivism that treats learners as passive recipients of feedback, information processing perspective considers learners as participants actively interpreting feedback with the help of self-regulatory processes and they are able to be responsible for their own learning.

3. *Socio-culturalism*

This perspective derives from the work of Vygotsky (1978) who asserted that when individuals interact socially with others in the community, knowledge and understanding are constructed through these social interactions. When the individual engages himself in the cultural life of the community, then he or she is in a kind of cognitive apprenticeship that helps him or her acquire the cultural tools of the society. This will lead the learner into a more advanced level of thinking and conscious control over his mental processes. Vygotsky believed that intra-mental reflection and logical reasoning are based on the internalized processes of interaction between the learner and others. Hence, learning and development is formed through the “dialectical relationship between interpersonal and intrapersonal processes (Hattie & Gan, 2011, p.256).

4. *Visible Teaching and Learning Models of Feedback*

Traditional classrooms witnesses teachers as the giver and mostly the only source of feedback. However, the social context of learning in the classroom should not be ignored and teachers should be seeking ways to promote peer feedback in the classroom. This requires a movement from “transmissive and verification process to dialogic and elaborative process in a social context” (Hattie & Gan, 2011, p.257).

Hattie and Gan (2011) asked the major question of whether the feedback given to the learner is meaningfully received and then interpreted by the learner. Based on the previous three major models, they suggested a further model in order to make the visibility of teaching and learning obvious to the teacher and the learner as well. This models claims that feedback becomes most powerful when it makes learning visible to the teacher i.e. the teacher needs to build such an environment and design such activities that creates such an atmosphere of making the learning of the student visible to the teacher. What matters is not when or how feedback is given but when and how it is received by the learner.

2.2.2. The Features of Effective Feedback

Teacher belief is a major part of teacher identity. The behaviors of teachers are directly affected by their beliefs. They influence the way teachers conceptualize their teaching. Beliefs are also in action when the teacher comes across with a new phenomenon and how she or he interprets it. They are considered as multidimensional as they ripe with experiences and reflect the education and home-life while there is still space for change (Ng, Nicholas & Williams, 2010). With the help of proper feedback, these beliefs can be positively formed and long lasting effects can be ensured throughout teacher’s profession.

Effective feedback needs to address all of the following three questions (Hattie & Gan, 2011). The first question “Where am I going?” is about goals. When students

perceive how to succeed correctly then feedback becomes much more powerful. If the learner does not bear such an understanding then feedback becomes confusing, even irrelevant, that might result in the learner ignoring feedback. The second question “How am I going?” is about progress feedback including information about the past, present and how to progress forward. It involves a comparison with a set standard or previous performance and/or whether learner is successful on a specific part of the task or not. The third question is “Where to next?” This type of feedback requires a deeper understanding of the task, different strategies to employ, more self-regulation on the process of learning, better fluency and automaticity, and further information on what is clear and not so clear for the learner.

According to Clynes and Raftery (2008), Quilligan (2007) and Schartel (2012) giving effective feedback includes:

- being highly specific i.e. referring to the specific performance behavior of the trainee
- being descriptive in nature that includes clear examples from practice
- being delivered in a proper setting
- focusing on the performance of the trainee, not on his or her character
- being based on direct observation or objective data
- clarifying the actions and getting the learner to offer plans for improvement
- Establishing an appropriate interpersonal climate that provides cooperation between trainer and trainee
- Eliciting the learner’s thoughts and feelings
- Offering the right amount of feedback
- Giving well-timed feedback and allowing the learner the opportunity to try again

Effective feedback involves “someone’s thoughts on another person’s performance that are delivered in a form that enables the recipient to listen to what is being said, receive it constructively, reflect on what has been said and consider how to take actions as a result.” (Henderson, Ferguson, Smith & Johnson, 2005, p.2). In their study, Schunk and Lilly (1994) found that receiving clear, well-prepared

performance feedback had a positive effect on the self-efficacy beliefs of learner. Poor feedback, on the other hand, can produce counter results, that prevents students engaging effectively with the learning process and reflective practice. Trainees should be asked to assess themselves before they are given feedback. Hence, a better insight into trainee's ability to evaluate his or her performance could be gained.

There are some barriers to feedback, i.e. the receiver cannot benefit from the feedback to its full potential to the following reasons: inadequate supervisor training and education, unfavorable wording, unfavorable learning conditions, insufficient time spent with trainees.

Multiple factors are included in the effective delivery of feedback. The trainer should be competent in delivering effective feedback. The context, time and duration of feedback, language and format used in giving feedback and the readiness level of the trainee also affect the effectiveness of feedback (Clynes & Raftery, 2008).

There might be a discrepancy between feedback given and feedback received. Rapport between trainer and trainee is important. One should note that the reactions to feedback is essential as Moore and Kuol (2005) suggested "individual reaction to performance feedback ... has a more direct bearing on any subsequent efforts to improve, sustain, enhance or develop performance" (p.61). If the trainee regards trainer as a reliable and competent source of knowledge then he or she values the feedback she or he receives (Clynes & Raftery, 2008). In order to give effective feedback, the feedback process work as follows:

Stage1. Provide a description of current behaviors that you want to reinforce and redirect to improve situation.

Stage 2. Identify specific situations where these behaviors have been observed.

Stage 3. Describe impacts and consequences of the current behaviors.

Stage 4. Identify alternative behaviors and actions that can be taken.

(Jerome as cited in Clynes & Raftery, 2008, p.409)

2.2.3. Types of Feedback

Various types of feedback exist in literature. In terms of modes of feedback there are two different types as oral and written. Oral feedback is described as teacher-student or student-student conferences in a constant reciprocal negotiation (Bahçe, 1999). Written feedback is the feedback provided to the subject in written format. Both feedbacks aim at informing the subject about their performance.

In terms of sources of feedback there are three types: teacher feedback, peer feedback and self-feedback. Teacher feedback is the information given to the learner about his performance by his or her teacher. Peer feedback involves the response that the subject gets from his or her peers about their performance. Finally self-feedback involves the individual assessing one's own performance and reflecting on it so that they can correct themselves.

In terms of reference, feedback is divided into three as norm-referenced feedback and criterion-referenced feedback and self-referenced feedback. Norm-referenced feedback provides information about the learner's performance with regards to his peers in his or her group whereas criterion-referenced feedback involves information about the performance of the learner with regard to a pre-set criteria. Self-referenced feedback, on the other hand, involves student focusing on his/her own success and comparing his or her performance with his or her previous performance and concentrating on achieving his or her goal i.e. self-improvement (Chan & Lam, 2010).

Formative and summative feedbacks are evaluative feedbacks. Formative feedback includes the description of the learner's performance with regard to the set criteria, what needs to be done to reach to the criteria. Summative feedback, on the other hand, focuses on the outcome without helping learner achieve his or her goals (Chan & Lam, 2010).

2.2.3.1. Peer Feedback

Topping (2009) described peer feedback as “Arrangement for learners to consider and specify the level, value or quality of a product or performance of other equal status learners” (p.20). It helps learners to become active in their learning rather than passive recipients of knowledge, become managers of their learning process, improve their self-assessment skills and become a competent learner in the subject matter. It is also understood that learners tend to receive quicker and more feedback from their peers who are their equal rather than the teacher who has a superior role. Gemmel (2003) identified the benefits of peer feedback as follows: decrease of isolation through enhancing collaborative work such as sharing ideas, problem solving skills, dealing with instructional problems together and put them into practice, enhance reflective thinking, and helping teachers to see themselves as change agents who can control and shape instructions. Damon and Phelps (1989) also claimed that peer feedback also helps learner become aware that there are opinions other than their own which in turn forces them to reevaluate and rationalize the validity of their own point of view. They have to interact with their peers and communicate their message across thoroughly to make the validity of their views acceptable.

According to Nuthall (as cited in Hattie & Gan, 2011), students’ learning is formed through their experiences within three different worlds: “The public world structured by the learning activities and routines the teacher designs and manages, the semiprivate world of ongoing peer relationships; and the private world of the child’s own mind” (p.263). Therefore, it is not only the learner’s own experience of this world by himself, but the surrounding world of their peers and their status among this world. The teacher should acknowledge the importance of the influence of the peer world as most of the students’ learning is rooted from their peers. The teacher should get familiar with the peer culture and build a culture where everyone respects and cooperates with each other and establish a feeling that everyone has got equal chance of contributing to the activities in the classroom and takes responsibility for their own learning (Hattie & Gan, 2011).

According to social cognitive learning theory, our learning takes place within our environment. Vygotsky's (1978) theory of "zone of proximal development" displayed the need for social learning. Bransford, Brown and Cocking (2000) stated that the data gathered from the research revealed that "learning is most effective when people engage in deliberate practice that includes attempts to seek and use feedback about one's progress" (p.59). Since pre-service teachers spend most of their time with their peers and interact mostly with each other rather than their trainer, the major source of feedback in the classroom is the peers not the trainer. However, studies showed that peer feedback can be unreliable (Nuthall, as cited in Hattie & Gan, 2011). Hence, it is trainer's responsibility to train pre-service teachers on how to give proper feedback and create an atmosphere that would welcome errors so that everyone will feel relaxed and is not afraid of making mistakes. When trainees feel guilt-free of making mistakes then they will be more open to learning and this will improve their efficacy level as well.

Feedback is considered as verbal persuasion which is a source of efficacy belief. Since pre-service teachers lack mastery experiences which are the major source of efficacy belief, they need to rely on other sources of efficacy beliefs to establish their teacher efficacy. Feedback can provide this missing source to help them built their own schemata about teaching. In peer feedback, the lack of superior (teacher, trainer etc.) might relax the trainee. It would also give more responsibility to the trainee to observe his or her partner in a more serious fashion, be more alert to actions in the class.

Sluijsmans et al. (2003) stated an increasing demand for self and peer evaluation in teacher education institutes. However, most of these studies on this issue were quantitative rather than qualitative, comparing trainer's scores with peer scores. Peers find it difficult to criticize their friends, and find peer evaluation not reliable (Nilson, 2010).

Nusbaum (as cited in Hattie & Gan, 2011) surmised that peers provide rich feedback to each other by taking different points of views into consideration and making connections between their ideas and their previous knowledge as well. However, in

order to ensure such quality feedback, trainers need to spend extra effort to teach effective feedback giving skills to their trainees so that peers benefit from each other accurately and transparently. Studies showed that deliberate peer feedback training resulted in a more detailed, concrete, accurate and comprehensible feedback by the peers in the class (Hattie & Gan 2011; Nilson, 2010; Paulus, 1999).

Peer feedback has positive educational outcomes for teachers who need assistance. It helps the feedback giver to learn different instructional strategies and models and it motivates continuous dialogue about teaching (Richardson, 2000; Wynn & Kromrey, 1999). Peer feedback should not have an evaluative value in order not to associate negative connotation to it. The peer feedback training provided to the participants of this study, aimed to give this perspective to pre-service teachers and from the e-journals it was understood that the training achieved its aim to a great extent.

2.2.4. Levels of Feedback

According to the model suggested by Hattie and Timperley (2007) feedback that is given to learners operates at four different levels: task level, process level, self-regulation level and self-level.

Feedback at the *task level* includes information about the correct response; it is also known as corrective feedback. It is rather at the surface knowledge level, giving information about the achievement level of the task or the product. It is mostly used in the classrooms by the teachers. It is quite powerful for the new learner. If the feedback is moving from simple to complex, providing additional information for the learner and coming from an experienced and reliable source then it is more powerful. The teacher generally provides group feedback in the classroom in this nature. However, the individual student regards this feedback not addressed to him or her thus irrelevant to him or her, hence not receiving the given feedback (Hattie & Gan, 2011).

Feedback at the *process level* focuses on task processing strategies and cues for information search. It emphasizes processes that are used to create the product or how to accomplish the task. It can lead to "... alternative processing, reduction of cognitive load, providing strategies for error detection, reassessment of approach, cueing to see more effective information search and employment of task strategies." (Hattie & Gan, 2011, p.260). It requires a deeper learning than the task level feedback. Studies that are carried out on process feedback have shown that when process feedback is interacted with goal setting then it improves the quality of people's task strategies and information search. It also improves the task confidence and self-efficacy level of learners.

Self-regulation level feedback involves skills on self-regulation, improving effort in task-engagement or looking for more information in feedback. This type of feedback improves the self-esteem of the learner to strive further efforts to spend on the task, helps to look for, receive and accommodate feedback information, ensuring reflective questions to get conditional knowledge about the task, improves learner's ability to give internal feedback and self-evaluate himself or herself, and develop internal attributes about success or failure rather than external attributes (Hattie & Gan, 2011).

Self-level feedback is the kind of feedback that does not really include any information about the achievement level, can be considered as praise for example "well done". It does not focus on the task, process or self-regulation. It provides comfort to a certain level, but it hardly ever improves success or learning, directs learners to goals or improves their self-efficacy. In order to make feedback more powerful, it should present the learning task or goal that is at or above the learner's present functioning level (Hattie & Gan, 2011).

2.2.5. Feedback and Teacher Education

The present study will make use of formative feedback that is described as:

Information communicated to the learner that is intended to modify his or her thinking or behavior to improve learning, that is presented to a learner in response to some action on the learner's part throughout the course of action, and as not being used for summative and evaluative purposes (Shute, 2008, p.154)

It is the "... information obtained about performance in a system in order to maintain movement towards a goal, with the need for structure and planning in order to meet goals" (Wood, 2011, p.26). Formative feedback is considered as a part of best learning practices because it helps the learner how to use the information learned and then put this information into practice in many different circumstances.

Bandura's study in 1977 revealed that "performance-based procedures are proving to be the most powerful for effecting change" (p.191) and internal change and beliefs can be changed to a great extent with the help of experience and success. Wood (2011) acknowledged that the use of formative feedback is a performance-based procedure where teachers can receive, use and change based on formative feedback with the goal of growth, learning, accountability, and satisfaction.

Formative feedback is essential for scaffolding, goal setting and self-regulated learning which would also improve the self-efficacy of the learner (Schunk & Rice, 1993). Most of the researches on formative feedback have a summative structure (Wood, 2011). Formative evaluation involves longer experiences that provide a better image to the teacher to evaluate/improve him or herself (Chan & Lam, 2010). Social cognitive theory asserts that there has to be a continuous collaboration between the individual, the learning environment and specific behaviors. If formative feedback is based on what is observed, and related to teaching context, when the connection between teacher performance and students' performance are connected, then this results in positive behavioral change by both teacher and students. If formative feedback is provided to the teachers throughout the year, then teachers collaborate, organize and reflect on the feedback for improving themselves continuously. The continuous growth of the teacher requires them to be goal-oriented. Formative feedback provides the information necessary for the teacher to evaluate themselves and identify their goals and needs. It will motivate teachers towards their goals (Wood, 2011).

Even though pre-service teachers display a successful performance in micro-teaching sessions many of them find teaching practice very challenging and difficult (Wynn & Kromrey, 1999). During their practice, pre-service teachers make mistakes and this causes them to evaluate themselves, reflect on their actions and formative feedback provides them guidance so that they can learn from their mistakes which will influence their affective state involving perceptions of self-efficacy as well. Wood (2011) claimed that there have been many studies about the use of formative feedback and its influence on teachers' performance. However, few studies focus on teachers' perceptions of feedback and self-efficacy. Formative feedback is very important to increase the desire for personal learning. Since teachers with high self-efficacy and satisfaction have more desire to learn, it will feed this desire and direct the teacher to goals. Formative feedback that is based on clear goals and present performance helps increasing self-efficacy, effort and learning from mistakes. It will help learners to become active who want to learn and achieve goals.

One should remember that feedback that is provided to the teachers is one of the few elements that can be controlled in and out of school context. Hence, this valuable tool should be used wisely to produce effective results. Formative feedback can provide professional growth (Hattie & Gan, 2011).

Attention must be paid on appropriate delivery of feedback. Feedback is more likely to be accepted and the results are much more fruitful in terms of practice if it is presented in a positive manner with appropriate words to the trainees (Nilson, 2010). "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." (Tschannen-Moran et al., 1998, p.230). It helps the pre-service teacher to establish a social comparison information about whether the performance is good enough, producing desired outcomes or not. If the feedback provided to the pre-service teacher is quite general and harsh, this might lead to a decrease in the self-efficacy belief of the pre-service teacher (Tschannen-Moran et al., 1998). High self-esteem trainees receive feedback positively, appreciate comments and they realize that the information they receive is related to the performance not their personality. However, low self-esteem trainees regard

constructive feedback more personally and they perceive them as personal in nature (Clynes & Raftery, 2008).

Hattie and Gan (2011) asserted that most of the studies that are carried out so far have considered feedback as something given rather than something received. Yet, one should remember that if feedback is not received by the learner than it would have no effect on learning. More research is needed on how learners receive and perceive feedback so that the effects of it could be enhanced which in turn will improve the performance of the receiver.

2.3. Studies on Feedback and Teacher Efficacy

There has been an increasing interest in self-efficacy research (Wyatt, 2014). Malinen et al. (2013) asserted that one reason behind this is the cyclical nature of the subject. Stronger self-efficacy beliefs of teachers cause stronger efforts shown by teachers which results in better performances which in turn provides information to find out how to form higher efficacy evaluations. Various studies carried out on different aspects of teacher efficacy including experienced, novice and pre-service teachers.

William's (2009) study is an example for how experienced teachers change their efficacy beliefs after their mastery experiences. In her study, Williams focused on a less-searched source of efficacy belief: Emotional Arousal. The study aimed at shedding light on the effects of emotions and external factors that are not in the immediate environment of the teacher on shaping the efficacy beliefs of the teachers. The success of getting a degree had a profound effect on experienced teachers' self-efficacy beliefs. Teachers who were hesitant and who have low self-efficacy beliefs about their teaching have become confident in their teaching and they were more willing to try new ways of teaching and taking risks once they were challenged to change their belief systems. As Tchannen-Moran and Woolfolk Hoy (2001) asserted, these teachers who have increased their self-efficacy beliefs become more ready to experiment with new ways of teaching.

In their study, Swackhamer et al. (2009) examined in-service teachers' self-efficacy levels and their change over time. The study was funded by a 5-year-project named RM-MSMSP, which aimed to improve the quality of especially middle level teachers. The project provided opportunities for teachers to take courses from K-12 faculty, education faculty and math and science faculty that cooperate with each other with a focus on pedagogical perspective. They wanted to find out whether completing courses in mathematics and science together with acquiring content knowledge with pedagogy had any effect on in-service teachers' Personal Teaching Efficacy (PTE) and General Teaching Efficacy (GTE) level. 88 participants involved in the study. They were given a questionnaire that measures their PTE and GTE efficacy beliefs. Science Teaching Efficacy Belief Instrument (STEBI-B) was also used. First of all, two groups of teachers were formed according to the number of content courses they took: teachers taking low number of courses (1-3) and teachers taking high number of courses (4 and above). GTE score of teachers in the high number of courses group were higher than the teachers in the low number of courses while there is no difference between two groups in terms of PTE scores. It is claimed that the reason for this is because these teachers were mostly experienced teachers who have reached a certain level of PTE and what they lack was the content knowledge that can help them reach different students in the most appropriate way.

Chan's study (2008) investigated general collective and domain-specific teacher self-efficacy of four teacher groups: prospective teachers with no teaching experience, prospective teachers with one-month teaching practice, novice teachers with 1-2 years of teaching experience and relatively experienced teachers. 273 participants were included in the study. They were required to complete three scales: one for general teacher efficacy, one for collective efficacy and one for domain-specific efficacy. The results displayed that experienced teachers have the highest level of general collective and domain-specific teacher self-efficacy which suggests that as teachers become more experienced their self-efficacy beliefs increase as well.

According to a study carried out by Friedman (2000), new teachers experienced a major disappointment in terms of their idealist performance and they complained about being isolated, having work overload, not receiving any appreciation, receiving

criticisms from their colleagues all of which were considered as sources of stress and hence threatening their efficacy beliefs. Experienced teachers, on the other hand, had higher teacher self-efficacy levels than novice teachers. While experienced teachers' self-efficacy was based mainly on mastery experiences, novice teachers tend to rely more on contextual factors such as interpersonal support or availability of teaching resources. Experienced teachers' efficacy beliefs were more stable than new teachers' as they have more mastery experiences. Since pre-service teachers lack mastery experiences they were more affected by other sources of teacher efficacy. Therefore, more research is needed to learn and find out how these sources be better employed when educating pre-service teachers such as vicarious experiences, verbal persuasion etc. (Woolfolk Hoy & Spero, 2005).

One study that can serve as a proof for the malleability of teacher efficacy belief is by Ng, Nicholas and Williams (2010). They claimed that it is essential to carry out research on the changing beliefs of pre-service teachers so that they can develop themselves as "self-regulated, critically reflective professionals" (p.278). The final analysis proved that beliefs of pre-service teachers are likely to change according to their teaching experience even though some beliefs are more resistant to change disregarding age and gender. This implies that well-designed teacher education programs which actively engage their students and their beliefs can improve their teacher efficacy through such engagement.

Another study was carried out by Şahin and Atay (2010) in order to find out the developmental change of Turkish prospective teachers from student teaching till the end of their first induction year, at three different times: Before Student Teaching (BST), After Student Teaching (AST) and at the end of Induction Year (IY). They focused on their efficacy in student engagement, instructional strategies and classroom management. The results displayed that there was a significant difference between BST and AST yet there was no significant change between AST and IY. As participants gathered more experience, they became more competent in employing instructional skills. Vicarious experience and social persuasion were also influential in novice teachers' sense of efficacy. It was claimed that enactive mastery experiences that student teachers had during practicum, vicarious experiences by

observing cooperating teachers and verbal persuasion given by peers and mentor teachers might increase the participants' sense of efficacy. It was suggested that no change in sense of efficacy beliefs' of novice teachers might be overcome by support and encouragement (verbal persuasion).

Another study with similar results is by Lin and Gorrel (2001). They carried out a research in Taiwan to find out about pre-service teachers' teacher efficacy. They made use of Gibson and Dembo's (1984) teacher efficacy scale. However, the results of the scale were inconsistent implying that social and cultural differences may cause these differences as the original scale was constructed in America. 714 pre-service teachers participated in the study forming two groups: beginning pre-service teacher who were at the beginning of their program and who were at the end of the program. Beginning pre-service teachers had higher teacher efficacy beliefs than ending pre-service teachers. However, Lin and Gorrel claimed that this decrease should not be regarded as decrease in sense of efficacy, but a realization and perception of teacher's role as they got more experienced in teaching.

It is claimed that one of the greatest challenges in the classroom for novice or pre-service teachers is providing classroom discipline and motivating students. Teachers with high sense of efficacy exert more positive and humanistic ways to deal with students in the class. Gencer and Çakıroğlu (2007) aimed to investigate Turkish pre-service teachers' efficacy and classroom management beliefs and interrelationship between these beliefs. The results showed that while pre-service teachers prefer non-interventionist style on people management, they preferred interventionist style on instructional management. Teachers with higher sense of efficacy tend to prefer less interventionist procedure on people management; however, they were more interventionist in instructional management i.e. they preferred to be strict and control student behavior

In her study, Ülkümen (2013) wanted to find out the predictors of the self-efficacy beliefs of English instructors at preparatory schools in terms of classroom management, instructional strategies and student engagement. The study wanted to find out whether university type, years of teaching experience, mastery experience,

undergraduate major, colleague support and administration support would predict teachers' efficacy beliefs. The results indicated that mastery experience, years of teaching experience, administration support and university type were significantly predicting the efficacy of instructional strategies that EFL teachers use. The significant predictors for student engagement was found as mastery experience, administration support and university type. The significant predictors of classroom management were mastery experience and years of teaching experience. Undergraduate major and support from the colleagues were not found significant.

Another study was done by Tschannen-Moran and Woolfok Hoy (2007) on sources of teacher efficacy beliefs. Bandura claims that a teacher's efficacy belief is context specific rather than a generalized expectancy (Tschannen-Moran and Woolfok Hoy, 2007). Hence, school level variables such as the climate and how the school is structured (positive atmosphere in the school), the leadership characteristics of the principal (flexible and able to create a unifying purpose), the culture of the school or how it affects the collective efficacy (addressing teachers' needs and encouraging innovation) will influence the level of teacher efficacy. Tschannen-Moran and Woolfok Hoy's study aimed to find out whether there were any differences between novice and experienced teachers in terms of their sources of efficacy beliefs. 255 teachers were asked to complete "Teachers' Sense of Efficacy Scale" (TSES) which was developed by Tschannen-Moran and Woolfok Hoy (2001). The study revealed that novice teachers tend to have lower self-efficacy beliefs than experienced teachers in terms of efficacy for instructional strategies and efficacy for classroom management, yet no significant difference in terms of efficacy for student engagement. While experienced teachers' self-efficacy was based mainly on mastery experiences, novice teachers tend to rely more on contextual factors such as interpersonal support or availability of teaching resources. Experienced teachers' efficacy beliefs were more stable than new teachers' as they had more mastery experiences. It was suggested that if malleability of teachers' efficacy beliefs early in their education and if these efficacy beliefs are resistant to change once set can be confirmed then pre-service and novice teachers should be given the necessary support that they need to create strong self-efficacy beliefs.

Woolfolk Hoy and Spero (2005) aimed to report what changes pre-service teachers go through from the early years of their teacher education till their induction. Gibson and Dembo's Teacher Efficacy Scale, Bandura's assessment of Instructional Efficacy were employed as multiple quantitative assessments of efficacy. An instrument was also designed to find out about the specific context and goals of the preparation program studied. 53 prospective teachers participated in the study. The efficacy levels of the participants were assessed at the beginning of their preparation program, at the end of student teaching and finally at the first year of their profession as a teacher. It was found out that while prospective teachers' teacher efficacy beliefs increase significantly during their practice, they significantly decrease during the first year of teaching. This decline was related to the contextual factors i.e. the level of support that new teachers receive. Since pre-service teachers also lack mastery experiences they are more affected by other sources of teacher efficacy. Therefore, more research is needed to learn and find out how these sources be better employed when educating pre-service teachers such as vicarious experiences, verbal persuasion etc.

Knoblauch and Woolfolk Hoy (2008) conducted a comprehensive study to find the relationship between the setting, collective teacher efficacy and pre-service teachers' efficacy beliefs. They wanted to find out how pre-service teachers' efficacy beliefs change after the practicum and how it varies according to the school context as well as the effects of schools' collective teacher efficacy beliefs and cooperative teacher's efficacy beliefs' effects on pre-service teachers' efficacy belief. 102 participants completed the study. They were given Teacher Sense of Efficacy Scale (TSES, Tschannen-Moran & Woolfolk Hoy, 2001) and Collective Efficacy Scale for identifying the perceptions of pre-service teachers about the collective teacher efficacy of the school. They also completed the Perceived Cooperating Teacher's Efficacy Scale. Pre-service teachers were divided into three groups: those who are teaching in rural, urban and suburban schools. It was hypothesized that urban school pre-service teachers will have lower self-efficacy beliefs due to lack of resources and challenging conditions. However, it was found that their efficacy beliefs also improved like pre-service teachers in suburban and rural schools that have a more

supportive context. It was claimed that when difficult tasks are successfully mastered then this increases the efficacy belief of the pre-service teacher. All groups' efficacy beliefs increased at the end of the practicum. Urban school pre-service teachers showed significantly lower perceived collective efficacy and perceived cooperating teacher's efficacy was found positively related to pre-service teachers' efficacy beliefs and its predictor as well.

Aslan (2013) and Tunç Yüksel (2010) investigated the relationship between language teachers' proficiency levels and self-efficacy beliefs and a positive correlation was found between the two variables. Pekkanlı Egel (2009) conducted a study on pre-service teachers' efficacy beliefs. She wanted to find out about student teachers' efficacy mastery and their mentor and cooperating teacher's role in the development of their efficacy. The results showed that students' efficacy beliefs are also affected by their mentor teacher's behavior. They were influential for representing an ideal model for student teachers for vicarious experiences.

Another study on pre-service teachers was carried out by Rakıcioğlu (2005) on 456 prospective EFL teachers from different universities. The study aimed to identify the epistemological beliefs and efficacy beliefs of pre-service teachers and whether there was a relationship between them. Two different scales were used for these different kinds of beliefs. It was revealed that there was a significant relationship between gender, year at school and teacher efficacy; however, prospective teachers do not find themselves ready for the teaching profession. There was no significant relationship between their personal epistemological beliefs and age, gender and year at school. Finally, it was found out that these two beliefs can affect each other positively or negatively.

Bernadowski, Perry and Del Greco (2013) conducted a study to see the effects of service learning on pre-service teachers' efficacy when they participated in course-connected activities and when they participated voluntarily in service learning projects. The sample in the study consisted of 37 full time undergraduate early childhood education majors. The participants formed three groups depending on the course they choose. All of the participants were given a self-efficacy questionnaire

before and after the course. They were also required to write a reflection on their experience at the end of the course. The results revealed that when pre-service teachers were given the opportunity to reflect on learning and connect what they learnt in the course to real life situation they benefited far better than they could when there was no transfer of knowledge, no reference or relationship made between the content, teaching strategies or skills they learnt in the classroom. Hence, their efficacy beliefs increased higher than those pre-service teachers who attended voluntary projects with a slight chance of transferring what they know into real life. Hence, it is of vital importance that pre-service teacher education curriculum should provide reflection on the experience for the students and relating knowledge to experience consciously.

Some studies on peer evaluation and perceptions of feedback receivers also exist in literature. Sluijsmans et al. (2002) aimed to find out the effects of peer assessment training on pre-service teachers' performance. The experimental group received training in defining performance criteria, giving feedback and writing assessment reports while control group received no such training. The experimental group outperformed the control group in terms of the quality of assessment skill.

Another study by Sluijsmans et al. (2003) carried out a study on training students on self and peer evaluation among first year students of a primary teacher training college in Netherlands. They wanted to find out whether students' assessment skills and writing reflection paper skills improved after training. The results were significant. Students developed a positive attitude towards different aspects of instruction and evaluation.

In her qualitative study, Gemmel (2003) searched for the effects of peer coaching process that is implemented with traditional supervision model on ten pre-service teachers' reflective and instructional practices and their collaboration skills. It also focused on the difficulties faced during the process in order to make necessary changes to improve it. The results suggested that peer coaching process could provide substantial contribution to teacher education programs as it encompassed profound affective support for pre-service teachers, giving them a chance for

reflective interactions. Peer observation helped them improve their effectiveness in teaching, and develop their pedagogical skills. Peer feedback acted as a complementary resource for pre-service teachers together with the feedback they received from their mentor teachers and resource staff. Most of the participants in the study had positive perceptions towards peer coaching experience. The results revealed a need for further training on how to give negative critical feedback so that they could be more honest with their peers.

Research has shown that feedback given on mastery of learning strategies positively affected students' self-efficacy beliefs (Zimmerman & Martinez-Pons, 1990). Schunk and Rice's study (1993) focused on the effects of feedback and goals on students' self-efficacy. The results revealed that progress feedback accompanied by learning goals is useful for their self-efficacy.

Chan and Lam (2010) aimed at gathering empirical evidence on how teacher's feedback influences self-efficacy of students. In their study they focused on the effects of different types of feedback on Chinese students' self-efficacy in English vocabulary acquisition. Feedback in this study was considered as an important source of students' mastery experiences and social persuasion which are two major sources of self-efficacy beliefs. It was claimed that if students developed a strong sense of self-efficacy then they were better embellished to progress with their own initiatives. In their study, different types of feedback and their impact on self-efficacy were investigated. They carried out two studies. In the first study, effects of summative and formative feedback on self-efficacy were investigated. It was found out that even though different feedback types (summative and formative) didn't affect the performance of Chinese students' vocabulary learning performance, it actually affected their self-efficacy levels. Students in the formative feedback group had higher self-efficacy than students in the summative feedback group. The second study focused on self-referenced and norm-referenced feedback. Although there was no difference in performance level of the students in both groups, students in self-referenced feedback group scored higher levels of self-efficacy than students in the norm-referenced group. The results of this study suggest that teachers' use of formative feedback can improve students' self-efficacy. Teachers should try to

present strategies to improve themselves rather than just summarizing their weaknesses and strengths at the end of their performance. They can make use of verbal persuasion, giving pep talk to students and convince students that they are capable of succeeding.

In her study, Wood (2011) studied formative feedback between the classroom teachers and administrators. It was claimed that the influence of feedback on teacher education could help to improve the desires and success level of teachers. Feedback is essential for continuation of teacher education. Wood (2011) asserted that “if teachers do not receive the feedback needed to develop goals and achieve in the career, the challenge to do what it takes to make changes that lead to success could become avoided.” (p.2). This might result in decrease in motivation and satisfaction that also leads to failure in teaching. Wood tried to display the predictive relationship of formative feedback to teacher efficacy and job satisfaction. She also focused on the predictive relationship of self-efficacy of teachers to their job satisfaction. The results showed that there was a significant predictive relationship between job satisfaction and the style of feedback for new and experienced teachers. Multiple regression analysis revealed a significant relationship between self-efficacy and effect of formative feedback for experienced teachers but no significant relationship for new teachers. Teachers with high efficacy had significantly higher means of job satisfaction. She emphasized for further use of formative feedback to increase teacher efficacy and satisfaction.

According to Fajet et al. (2005), pre-service teachers, who have 12 years of schooling experience before coming to university, hold strong beliefs about teaching profession. Hence, it was crucial to investigate their perceptions so that necessary changes can be made to align the pre-service teacher education curriculum. In this way, you can embellish them with pedagogical practices that they need when they start teaching. Since people teach in the way they learn, it can be said that their pre-service learning experiences shape the way they perceive how teaching should be.

Tavil’s (2014) study included 40 pre-service teachers doing their practicum. The study wanted to find out the effects of keeping reflective e-journals on pre-service

teachers' self-efficacy. The results revealed that e-journals helped students to increase their self-confidence, become more reflective which helped them embellish with more effective teaching strategies. Tavil (2014) also stated that classical practicum takes place as pre-service teachers get their feedback on their performance from their trainers, without thinking about their experiences. The trainer has a very dominant role and considered as the only source feedback. Reflection paves the way to gain insight about teaching experiences. Peer feedback will also help gaining this insight as the feedback giver should reflect not only on their partner's performance but also their own as well. The participants in her study took responsibility for their own learning, increase their self-awareness, merge theory with practice with a deeper understanding, and their efficacy was enhanced.

In her study, Neighbors (2012) wanted to find out about the effects of consistent observational feedback provided to elementary school teachers who were working in schools labeled as "in need of improvement" because of their low academic performance. How their efficacy and motivation are affected to improve their instructional delivery was studied. She claimed that when consistent observation is embedded with consistent feedback, it becomes the most effective type of feedback intervention. She aimed to highlight the relationship between efficacy, feedback and motivation and how feedback could be used to improve the performance of teachers. She found out that there was a significant relationship between feedback, self-efficacy and motivation. When consistent feedback is provided to the participants, it was internalized by them and helped them focus on their strengths, become aware of what is expected from them and thus their efficacy level increased which in turn motivated them to make necessary changes to improve their performance.

Göker (2006) conducted a study on the effects of peer coaching on pre-service teachers' self-efficacy beliefs and development of a number of identified instructional skills. The control group received no training on peer coaching and experienced traditional supervising visits during their practicum. On the other hand, the experimental group received training in peer coaching. Both groups received training in instructional skills. Both groups have taken Bandura's General Efficacy Scale as a pre and post-test. The results revealed a significant difference. Students in

the experimental group exerted a better development in giving instructions and their self-efficacy was significantly higher in post-test because peer coaching allowed more focus and reflection on action, promoting autonomy and more freedom for the pre-service teacher.

Akkuzu (2014) who studied Bandura's sources of efficacy beliefs as different types of feedback conducted a research on the role of feedback based on self-efficacy belief sources in the reciprocal interaction of teaching performance and self-efficacy beliefs. Carrying out a case study with six volunteer pre-service chemistry teachers, she found out that different types of feedback which were based on self-efficacy belief sources (mastery experiences, vicarious experiences etc.) had a direct influence on participants' self-efficacy beliefs and teaching performance asserting that this type of practice helped participants gained a better understanding of their and other teachers' performance.

Even though various studies were carried out on peer feedback and pre-service teacher efficacy, no study has been found on how different modes of feedback (written and oral) were perceived by pre-service teachers or how different modes of peer feedback influence teacher efficacy levels of pre-service teachers during their practicum. Practicum gives pre-service teachers a chance to get to know about one's personal capabilities. Yet, if the pre-service teacher's experience is a sink-or-swim situation, it would be harmful to his or her self-efficacy belief. They might be over-friendly with students and lose the control of the class or be very strict and end up disliking themselves as a teacher. They cannot grasp the complexity of the teaching task at hand and their ability for multi-tasking. They are discouraged by the discrepancy between the standards they have and their present performance. They might end up lowering their standards to overcome this discrepancy. Therefore, pre-service teacher education should involve increasing level of task difficulty in different contexts and challenge them to gain mastery experiences while providing them with the necessary feedback (Tschannen-Moran et al., 1998). Training on giving effective peer feedback would help and motivate them to think about their actions, identify their weaknesses and strengths and encourage them to cope with the challenges they face. When they are trained in giving and receiving peer feedback,

they will be more willing to cooperate and look for feedback from their colleagues when they start their profession.

This study aimed to identify whether the efficacy beliefs of pre-service teachers would change after peer feedback, whether there was a difference in both groups' teacher efficacy levels, whether there was a difference between two groups who received different modes of feedback. It also aimed to find out how written or oral peer feedback given to pre-service teachers during their practicum is perceived by pre-service teachers.

2.4. Summary of Literature Review

Various studies have been carried out on feedback and efficacy. A glance at the literature revealed that quite a few studies focused on the changing efficacy beliefs of teachers. As it was aforementioned, the efficacy beliefs of pre-service and new teachers are most likely to change when compared to experienced teachers. Studies by Knoblauch and Woolfok Hoy (2008), Lin and Gorrel (2001), Ng, Nicholas and Williams (2010), Şahin and Atay (2010) and Woolfok and Spero (2005) demonstrated that inexperienced teachers' efficacy beliefs improve as they become more experienced. Pekkanlı Egel (2009) also put forward the effect of mentor teacher on pre-service teachers' efficacy belief, claiming that it was influential in forming their beliefs. On the other hand, Ng, Nicholas and Williams' study also revealed that experienced teachers' general teacher efficacy belief could also be enhanced when proper training is provided. Hence, it could be stated that efficacy beliefs of teachers could be subject to change whether they are experienced or not, however, early years of teachers are more suitable for altering their beliefs.

On the other hand, some of the studies in literature focused on comparing the efficacy beliefs of experienced and inexperienced teachers (Chan, 2008; Friedman, 2000; Şahin & Atay, 2010; Tschannen-Moran & Woolfok Hoy, 2007). According to these studies, experienced teachers' efficacy beliefs are based on their mastery experiences. In fact, the more experienced they are the higher their efficacy beliefs become. On the other hand, inexperienced teachers' efficacy beliefs are mainly based

on vicarious experiences as they lack mastery experiences. They have to dwell on the context to improve their beliefs as well. Therefore, verbal persuasion such as support from colleagues and principals play a vital role for them to improve their efficacy beliefs.

The presented literature also included various studies on the relationship between feedback and efficacy (Akkuzu, 2014; Chan & Lam, 2010; Göker, 2006; Neighbors, 2012; Wood, 2011). They focused on the effect of feedback on self-efficacy beliefs of students and pre-service teachers. It was concluded that continuous formative feedback increases the efficacy beliefs of feedback receivers.

Other factors that improve the efficacy beliefs are reflection on teaching experience (Bernadowski, Perry & Del Greco, 2013; Tavail, 2014); competency in content knowledge (Aslan, 2013; Swackhamer et al., 2009; Tunç Yüksel, 2010) and quality of pre-service teacher education (Fajet et al., 2005). Sluijsmans et al. (2002, 2003) and Gemmel (2003) also highlighted the importance of peer feedback training on forming positive attitudes towards feedback and improving assessment skills.

Hence, it could be stated that even though there have been various studies on teacher efficacy and feedback, few studies focus on peer feedback and how it was perceived and studies on peer feedback and its relation to efficacy is scarce as well.

CHAPTER III

METHOD

In this chapter, the research method will be described. With this aim in mind, information about the overall research design, research questions, sampling, data sources, data collection instruments, data collection procedures, and data analysis are provided in detail to get a better understanding of the present research. Finally, the limitations of the study are introduced.

3.1. Overall Design of the Study

In this study, there were a number of purposes aimed to be achieved. The first purpose of the study was to find out whether there was a significant difference in teacher efficacy levels of participants after they received peer feedback. Another purpose was to identify whether there was a significant difference in teacher efficacy levels of participants according to their peer feedback groups (OPF/WPF). It also aimed to find out whether there was a significant difference between these two peer feedback groups in terms of pre-service teachers' teacher efficacy before (pre-test) and after (post-test) receiving peer feedback. The final purpose of this study was to find out what the perceptions of pre-service ELT teachers were on different types of peer feedback received (written and oral).

In order to answer these questions, the study employed a concurrent embedded design, which is a type of mixed-methods design. There has been a growth of interest

in mixed-methods research (Creswell, 2003; Creswell, 2012; Cohen, Manion, & Morrison, 2003; Fraenkel & Wallen, 2009). Creswell (2012) described mixed-method approach strategies as:

...collecting data either simultaneously or sequentially to best understand the research problem. The data collection also involves gathering both numeric information (e.g. on instruments) as well as text information (e.g. interviews) so that the final database represents both quantitative and qualitative information. (p.21)

It is claimed that when both methods are combined together, they can provide a better and comprehensive understanding of the research problem at hand than one of the methods alone, and a more “ ‘complex’ picture of the phenomena’ can be developed (Green & Caracelli as cited in Creswell, 2012, p.535). This type of design provides a deeper understanding of the relationship between variables (Fraenkel & Wallen, 2009). Creswell (2012) described concurrent embedded design as a type of mixed-methods design, whose aim is “to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data” (p.544). In the process of embedded study work, the researcher gathers both quantitative and qualitative data (e.g. experimental or correlational study), then these data sets are analyzed separately dealing with different research questions. This design’s strength lies within combining the advantages of both quantitative and qualitative data. Recording the outcomes of the experiment can better be done with quantitative data. And these two data bases cannot be compared because they are addressing different research questions (Creswell, 2012). Figure 3.1. displays the research design of the study.

The first three research questions consisted of the quantitative part of the study. In order to answer these research questions, quantitative data obtained from EFL Teacher Efficacy Scale (ETES) were statistically analyzed. Chiang’s (2008) ETES scale was used to measure the self-efficacy of pre-service language teachers (Appendix B). This scale includes aspects of foreign language teaching (such as vocabulary or grammar teaching); therefore, it is more suitable for the context of the study when compared to other scales that were prepared for general teaching practices.

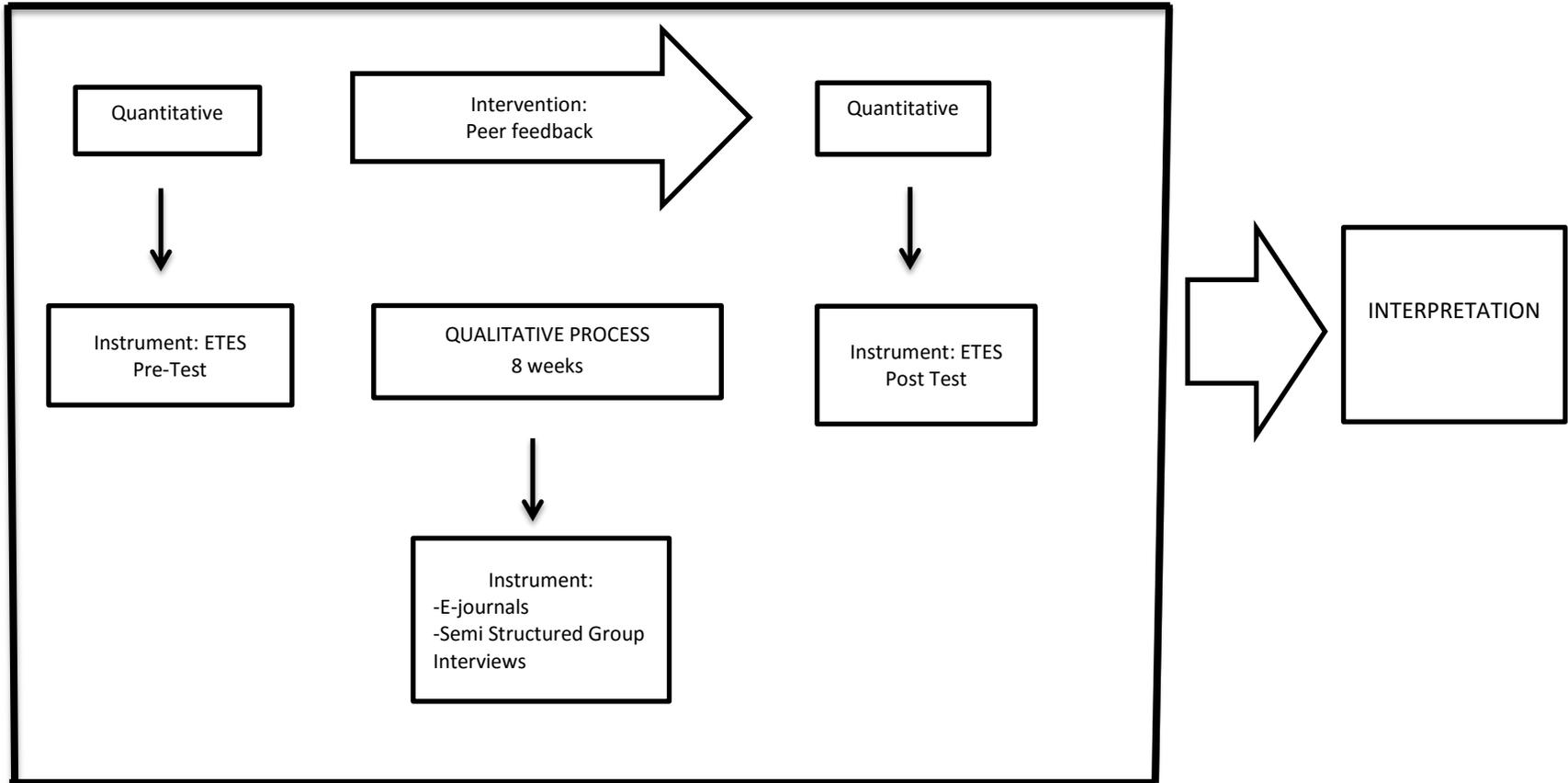


Figure 3.1. Research Design: Concurrent Embedded Design

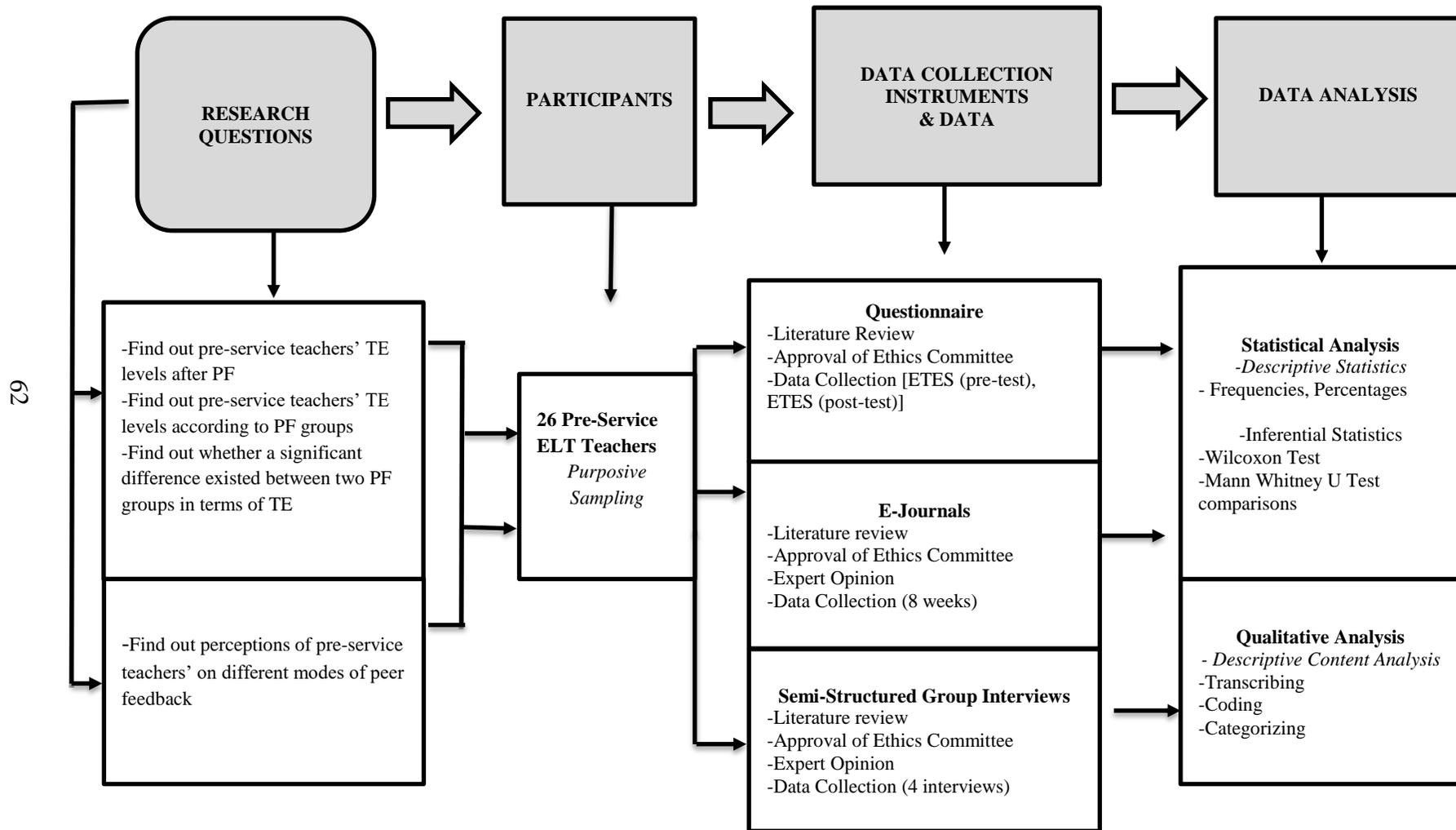


Figure 3.2. Procedure of the Study

The last research question aimed to identify how pre-service teachers perceived different modes of peer feedback, whether there was a difference in the way they perceive written or oral peer feedback. Qualitative data was collected through two different research instruments, i.e. e-journals that participants kept during their teaching practice and semi-structured group interviews after participants completed their teaching practice. The questions in e-journals and semi-structured group interviews were prepared and determined in line with the literature and expert opinions. In this way, the views of participants were obtained in order to identify their perceptions about different modes of peer feedback.

The overall design of the study is presented in Figure 3.2. It was believed that including both qualitative and quantitative data resources provide multiple perspectives and a deeper insight to the research problems. It will also provide triangulation of the research as well.

3.2. Research Questions

For this reason, the following research questions are formulated:

1. Is there a significant difference between pre and post efficacy levels of pre-service teachers who were subjected to peer feedback?
2. Is there a significant difference in teacher efficacy level of pre-service teachers who were given different modes of peer feedback?
 - a. Is there a significant difference in teacher efficacy level of pre-service teachers who were given oral peer feedback?
 - b. Is there a significant difference in teacher efficacy level of pre-service teachers who were given written peer feedback?
3. Is there a significant difference between Oral Peer Feedback and Written Peer Feedback groups in terms of their teacher efficacy levels?
 - a. Is there a significant difference between Oral Peer Feedback and Written Peer Feedback groups in terms of their pre-test teacher efficacy levels?

- b. Is there a significant difference between Oral Peer Feedback and Written Peer Feedback groups in terms of their post-test teacher efficacy levels?
4. What are the perceptions of pre-service teachers on different modes of peer feedback?
 - a. What are the perceptions of pre-service teachers on Written Peer Feedback?
 - b. What are the perceptions of pre-service teachers on Oral Peer Feedback?

3.3. Research Context

This study took place in ELT department of Education Faculty of Gazi University in Ankara, Turkey. It is a state university that has a one-year compulsory English preparatory class for language proficiency and four year English Language Teacher education program. It aims to educate English Language teachers for private and public schools for K-12 as well as English instructors for private and state universities. The students who enroll in this program are accepted to this department through taking LYS (Lisans Yerleştirme Sınavı/Undergraduate Placement Examination), a nation-wide high stakes university entrance exam, by getting the required score. This exam focuses on the language proficiency of the students. The majority of the students are female and they mostly come from Anatolian Teacher High Schools and Anatolian High Schools.

During the school year of 2014-2015, the researcher taught a year-long compulsory practicum course that was given to senior year classes, consisting of two courses: Yİ405MB School Experience course was given to pre-service teachers in the fall term and the follow up course, Yİ404MB Teaching Practice course was given to pre-service teachers in the spring term. During the fall semester, pre-service teachers were required to visit a public school in Ankara. They visited the school for three hours every week, observing different classes and their cooperating teachers and carrying out tasks related to their observation, for instance, examining the exam or worksheet that the cooperating teacher prepared and analyzed it according to

students' level or needs, or discussed the exam results, observed cooperating teacher in terms of classroom management and identified problem solving behaviors etc.

In Yİ404MB Teaching Practice course that took place during the spring semester, pre-service teachers were required to attend to real classes and teach real students. Teaching Practice was the final phase of the teacher education programs in which pre-service teachers took responsibility of a real class under the supervision of the cooperating teacher and university supervisor. During Yİ404MB Teaching Practice lesson, the prospective teachers had a chance to integrate knowledge and experience and relate theory with practice.

Yİ404MB Teaching Practice course is described as “Acquiring teaching skills in real classrooms and teaching a planned lesson well by spending one full day or two half days a week.” It also includes two hours weekly teaching practice seminar to share teaching experiences and helps relating teaching practice to theory (“İngiliz Dili Eğitimi Anabilim Dalı” n.d. Yİ404MB Öğretmenlik Uygulaması section, para.1). All of the pre service teachers had a chance to teach for one hour at a specific class each week for 12 weeks. The cooperating teacher from the public school and the supervisor from the university work together with the pre-service teacher during the course. The cooperating teacher observed the pre-service teacher every week, giving feedback to the pre-service teacher about their weekly performance, helping and guiding them to prepare lesson plans. The university supervisor observed all of the participants at least once or twice during the whole term while they were teaching in the class and gave them feedback in both written form right after teaching performance and face-to-face form in the following seminar lesson at the education faculty.

3.3.1. Peer Feedback Training

Participants in this study went through a special peer feedback training which was considered as fundamental and indispensable part of the study. The aim of the training was teaching participants about the effective use of peer feedback and

guiding them to use deliberate and influential language while giving feedback. After each group and their participants were determined, a three-week (9 hours) peer feedback training was provided to them (Appendix F). Sluijsmans, Moerkerke, Van Merriënboer and Dochy (2001) asserted that training was necessary to overcome evaluation errors. PPT slides were prepared, and class notes were provided to participants before the training starts. The first week of the training included theoretical background for the study, participants were introduced to the definition of feedback, the difference between criticism and constructive criticism, what should be included in feedback content and what the effective feedback strategies were (timing, amount, content and focus, comparison, function, and valance). The second week of the training focused more on practice and included information on how to give effective feedback (clarity, specificity and tone), giving feedback at different levels (task level, process level, self-regulation level and self-level) and the elements of giving peer feedback which consisted the most important part of training. It was based on the study of McAllister and Neubert (1995, pp.84-87). They defined four elements in giving feedback:

1. *Praise comments*: They are the statements of approval. It is about what the teacher did well related to the skill chosen and observed and why this teaching behavior is effective. They explain why some specific behavior is praised, providing reason for the success of that behavior. They improve the ego of the pre-service teacher. For example: *“The positive reinforcement you used throughout the lesson was good. It encouraged the students to participate in the discussion.” “I also thought that discussing vocabulary words before the story helped students understand the reading material better.”*
2. *Clarifying Questions*: These are the questions that the feedback giver asks to feedback receiver because he or she doesn’t understand something that happened during the lesson or during the peer feedback session. It requires the pre-service teacher to reflect on why they choose to do something, and forces them to give a reason/rationale for their behavior. In some cases, asking clarifying questions helps the feedback receiver realize that his or her

behavior/plan/activity was not appropriate for that class as his or her partner asks for the reason of his specific behavior.

3. *Leading questions:* These questions are the feedback giver's suggestions or recommendations for improvement as something happened in the class was not as good as it was expected. But they are stated in question form because the aim is to encourage not to command. *"Do you think ...?" "What would happen if ...?" "Could you have ...?"*
4. *Eliciting Questions:* They are the questions that feedback giver asks to encourage the feedback receiver explore alternatives or options. They are designed to encourage the pre-service teacher to be an active learner and to reflect on choices. They are especially useful to encourage pre-service teachers to remember instructional strategies they have learned in methodology classes. Eliciting questions often begins like the following: *"Is there another way you might have...?" "Did we learn any strategies in our methodology courses that might be appropriate/useful for ...?" "Is there anything you might have done differently if you were to repeat the lesson?" "How else might the students ..."*

All of these elements form PQP (Praise-Question-Polish) format: Praise includes praise comments, Question includes clarifying and elicitation questions, and Polish includes leading questions. Participants were provided with real-case scenarios in which there were rich descriptions and examples of PQP format. The language that was used during peer feedback was especially highlighted and some worksheets were provided to participants so that they can practice and identify the elements (whether they are praise comments, clarifying, elicitation or leading questions) of peer feedback. They were also given poor examples of PQP format and asked to change and improve the statements.

Last week of the training especially focused on hands-on experience in which pre-service teachers watched videos of previously presented demos in other methodology classes. By using Thinking Aloud Protocol (TAP), the instructor modeled PQP format for the participants. As they were watching the video, the instructor identified the teaching performances that required PQP feedback. By saying her thoughts out

loud, she exemplified which behaviors to focus on, described the event objectively, then she displayed the language necessary while using PQP format. Then the participants watched other videos on which they practiced PQP format together with the trainer. First, they make their own version of peer feedback, then they worked in pairs, then pairs compared their work with other pairs, finally they shared their peer feedback with the class. The whole class discussed on the group's feedback and gave suggestions to improve feedback if needed. In this way, it is believed that participants were given a chance to have hands-on practice by observing micro teaching sessions and providing actual feedback to these sessions. Appendix F provides the lesson plan for peer feedback training.

3.4. Participants

In order to answer the research questions, purposeful sampling was used:

In purposive sampling, often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample, on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build a sample that is satisfactory to their specific needs. (Cohen, Manion & Morrison, 2007, pp.114-115)

Among purposeful sampling types, homogeneous sampling was employed. In homogenous sampling participants "... possess a similar trait or characteristic ... the researcher purposefully samples individuals or sites based on the membership in a subgroup that has defining characteristics" (Creswell, 2005, p.206). Since the research focused on the pre-service teachers' teacher efficacy levels and their perceptions on peer feedback during practicum, the researcher had a specific population in mind possessing these characteristics. It is believed that this specific group will provide necessary data for the research (Fraenkel & Wallen, 2009).

In this study, the target group was pre-service ELT teachers who are in their final year of study and were taking practicum courses. Among the 12 senior year ELT classes and their students who registered to Yİ404MB Teaching Practice Course

during 2014-2015 education year in spring term at Gazi University, Ankara, one of these 12 classes included 26 pre-service ELT teachers who were at their senior year at Gazi University, Ankara.

The research was conducted during 2014-2015 spring term, when the participants were taking their Yİ404MB Teaching Practice Course, which was a follow-up course to Yİ405MB School Experience course and it provided real classroom experience to pre-service teachers. There were actually 30 students in this class. However, 3 of the students were repeating the class and they did not want to participate in the study. Since participation was not compulsory, they were excluded. As the study was based on pair work and there were an odd number of participants in the study, one student who was also a pair to one of the repeating students didn't participate in the study, but carried out his practicum together with his partner who was a repeat student. The other two repeat students also carried out their practicum, but they did not attend to peer feedback training or did not perform the tasks required during the study. They only accomplished the requirements of Yİ404MB Teaching Practice course.

There were a total of 4 male students and 22 female students in the present study. The participants were generally in their early twenties, however, there were older students in the class as well. None of the participants had a teaching experience prior to the study.

In order to determine OPF and WPF groups, participants were grouped into two sub-groups depending on their GPA scores. Those students whose GPA score were above 3.00 consisted one group (GPA high, $n = 11$) and those students whose GPA scores were below 3.00 consisted another group (GPA low, $n = 13$). However, there were two Farabi exchange students in the class whose GPA scores were unknown as they were coming from other universities. Therefore, they were not included in these groups and they form one pair by themselves. The names of the students from each group (GPA high and GPA low) were put into two different boxes. GPA high group was asked to draw their partner's names from the box that consisted of the names of students from GPA low group. In this way they randomly chose their partners. The reason for this kind of matching was based on the research findings that the

outcomes are more positive when peers form a dyadic relation with a less competent partner and a competent partner. In other words, when there are asymmetrical interactions as Vygotsky proposed, a more competent development is ensured (as cited in Wentzel & Watkins, 2011). As the number of students in each group was not even, one pair of students were both from GPA low group while all the other pairs consist of one GPA high and one GPA low student except for the Farabi exchange students' pair.

After the pairs were formed according to their GPA levels, 14 strips of papers were prepared, 7 of them said 'Written' and the other 7 said 'Oral'. There were a total of 13 pairs, however, in order to provide equal chance of selecting either 'Written' or 'Oral' group, 14 strips were prepared. GPA low students were invited to draw their lot from the box. In the end, there were 7 Written Peer Feedback pairs and 6 Oral Peer Feedback pairs i.e. there were a total of 12 pre-service teachers, in the OPF group, and there were 14 pre-service teachers in WPF group, reaching to a total of 26 participants.

3.5. Data Collection Instruments

In this study, the data were collected through EFL Teacher Efficacy Scale (ETES), e-journals and semi-structured group interviews in order to answer the research questions.

3.5.1. Teacher Efficacy Scale

The main data collection instrument to find out about the teacher efficacy levels of pre-service teachers was decided upon choosing among various teacher efficacy scales. There are various scales that have been developed and used to identify the efficacy levels of teachers (Ashton, Buhr & Crocker, 1984; Bandura, 1997; Gibson & Dembo, 1984; Guskey, 1981; Rose & Medway 1981, Rotter, 1966; Tchannen-Moran & Woolfok Hoy, 2001). The teacher efficacy scale studies carried out so far all

focus on measuring teacher efficacy bearing general expressions applicable to all practices of teaching. Some of these scales were adapted depending on the purpose of the researcher (Gencer & Çakıroğlu, 2007). However, a detailed review of literature and the meta-analysis study carried out by Wyatt (2014) on more than a hundred researches on teacher efficacy revealed that Chiang's (2008) EFL Teacher Efficacy Scale (ETES) was the most suitable one for the present study as it covers items related to both general teacher and language teacher efficacy. It had been specifically and purposefully developed for use with foreign language teachers. Chiang's scale includes items that addresses field-specific issues, i.e. expressions cover language teaching related issues such as "Teach vocabulary effectively and interestingly", "Connect English with students' life", "Give students concrete experiences in learning English". Therefore, being the most suitable scale for the purpose of this study, Chiang's (2008) ETES scale was chosen as an instrument to assess the teacher efficacy levels of pre-service teachers in this study.

The ETES scale consists of 30 items and 3 subscales: Management (8 items), Planning (11 items) and Instruction (11 items) (Appendix B). The sample items for each dimension are respectively "Control disruptive behaviors in class," "Give students concrete experiences in learning English," and "Implement a variety of language teaching strategies". The items are to be rated on a 4 point Likert Scale ranging from "strongly disagree (1)" to "strongly agree (4)". Cohen, Manion and Morrison (2007) stated that rating scales like Likert scales are "...very useful device for the researcher as they build in a degree of sensitivity and differentiation of response while still generating numbers" (p.325). Rating scales are quite common in research because:

...they combine the opportunity for a flexible response with the ability to determine frequencies, correlations and other forms of quantitative analysis. They afford the researcher the freedom to fuse measurement with opinion quality and quantity. (Cohen, Manion, and Morrison, 2007, p.327)

Despite these advantages, there have been a number of limitations as well. One of the limitations of rating scales is, that there is no way we can check whether the participant is telling the truth or not (Cohen, Manion, and Morrison, 2007). This

limitation was tried to be overcome by the use of e-journals that participants wrote. A difference in their efficacy could also be detected in the incidents, ideas, feelings they were reflecting on in e-journals. Another limitation of rating scales is participants generally have a tendency to choose the mid-point, wishing not to be extremists on either side in odd-number items (Cohen, Manion, and Morrison, 2007). Even though it is quite common to see odd number options in Likert scales it is also possible to see them in even numbers (Clason & Dormody, 1994; Jamieson, 2004). ETES Scale was designed in 4 point Likert scale, so this limitation was avoided as well.

Chiang (2008) found a high reliability for the overall scale (0.92). Tavit (2014) also employed this scale in her study in Turkey which included 40 pre-service EFL teachers doing their practicum. In fact, the study was carried out in the same department that the researcher is working. The study wanted to find out the effects of keeping reflective e-journals on pre-service teachers' self-efficacy. Since the scale was already used in Turkish context, even in the same context with the researcher of this study, no pilot study was carried out to measure the reliability of the scale.

3.5.2. Validity and Reliability of ETES

Some precautions were also taken into consideration as evidence for validity. In order to avoid internal validity threat, same procedures were provided at the administration of both pre and post-test ETES (Fraenkel & Wallen, 2009). First of all, when questionnaires were administered, researcher was at present to clarify questions in participants' minds. A relaxed atmosphere was created so that they felt free to ask questions. Participants were given enough time to complete the questionnaire comfortably. It was ensured that all the participants took ETES scale in both occasions in order to avoid mortality threat as the sample size is small (Fraenkel & Wallen, 2009). It was believed that researcher's engagement in the field with participants was long enough so that she was regarded as a natural part of the context which increased the credibility and validity of the data (Cohen, Manion & Morrison, 2003).

3.5.3. E-Journals

Journal is a valuable data collection type as it provides data that participants focus on and gives thought about it (Creswell, 2003). All of the participants in this study were asked to keep e-journals. The pre-service teachers in both OPF and WPF groups were required to write reflections about their feedback giving/receiving experience in their e-journals for 8 weeks that they taught.

In order to prepare the questions in e-journals, a review of literature was carried out about the effects of journals on learners and how it helped them improve themselves and become more reflective in their learning (Lee, 2007; Tavil, 2014). Then a list of questions was formed keeping the research questions in mind. These questions were reviewed by two instructors working at the ELT department who were familiar with pre-service teacher education. Necessary changes were made to avoid repetitions. Face validity is described as "...whether the questions asked look as if they are measuring what they claim to measure" (Cohen, Manion, Morrison, 2007, p.150). So these questions were reviewed by an instructor at Turkish Language Teaching department in order to check for clarity and improve the face validity as the questions were in Turkish. The participants were assured that neither themselves nor their partners would be assessed according to their e-journals so that participants would not give favorable answers to pass the course. It must be noted that validity in qualitative research could be dealt with "honesty, depth, richness and the scope of the data achieved" (Cohen, Manion & Morrison, 2003, p.105), yet a certain level of subjectivity is expected no matter what. The absence of the researcher while participants were writing their e-journals, and the prolonged process (for 8 weeks they taught) of writing them might provide a certain degree of validity and reliability of the journals.

The pre-service teachers were provided with a list of questions that consisted of two parts (Appendix D). The first part of the questions deal with the peer feedback giving experience in which participants were asked about whether they refrained from giving peer feedback to each other. The aim was to identify how open and willing they were to give peer feedback to each other. Another question was about their

feelings in order to find out how the peer feedback giving experience made them feel and whether there had been a change in their feelings throughout the research. The final questions dealt with the peer feedback focus and the reason for that focus. The aim was to find out what pre-service teachers pay attention to most while giving peer feedback and what was the underlying reason behind it i.e. whether they can rationalize their preference such as they think their partner needs to improve herself or himself on a specific point.

The second part of the e-journal deals with feedback receiving experience. It was believed that as participants assume a more active role and they are more in control in giving feedback, on the other hand, it was believed that receiving feedback requires a passive role. The aim was also finding out about their perceptions about peer feedback. The first question dealt with participants' feelings about receiving peer feedback. Another question asked participants their opinion about peer feedback. The aim was to ensure that participants evaluate their partner's peer feedback critically and explain which part of peer feedback they found useful or not useful. The final question dealt with whether the participant would make any difference in their teaching with regards to the peer feedback they received. It was believed that the participants would be made to think about the peer feedback and how they might put it into practice if they found it beneficial rather than leave it in theory, or rationalize themselves about not exploiting the peer feedback that they found not useful.

There were a total of 206 e-journal entries (8 e-journals for each of 26 pre-service teachers). However, one pair in OPF group didn't give their last OPF and week 8th e-journal because they had personal problems with each other and asked not to give their final peer feedback, and their e-journals which will be discussed later. These journals helped pre-service teachers reflect on their teaching experiences, and most importantly, to reflect on what they thought and how they felt while giving written or oral feedback to their peers.

3.5.3.1. Trustworthiness

In qualitative research, trustworthiness is evaluated by two interrelated criteria “First, does the study conform to *standards for acceptable and competent practice*? Second, has it been *ethically conducted* with sensitivity to the politics of the topic and setting?” (Rossman & Rallis, 1998, p.43). Even though reliability, validity, generalizability and objectivity are concepts within the quantitative research, qualitative research also has its standards for practice: “the accuracy of what is reported (its truth value), the methodology used to generate findings (its rigor), and the usefulness of the study (its generalizability and significance)” (Rossman & Rallis, 1998, p.44). One of the ways to ensure the truth claims of qualitative research is to collect data over a period of time rather than just once in time. It was believed that e-journals could fulfill this as they were collected over a 14 week-period. Participants kept an e-journal entry for each week that they taught reaching to a total of 8 weeks. Hence, a better glimpse of their perception was recorded extending over a period of time rather than being collected in one shot manner (Rossman & Rallis, 1998).

Secondly, e-journals were thoroughly read a number of times to be able to accurately report the data. Codes were formed when repeating patterns or ideas were identified. And categories were formed according to each question given in e-journals. After the categories were formed codes were checked again to avoid overlapping. The reliability of the data obtained from the e-journals were checked by using inter-coder reliability. It is defined as “a measure of agreement among multiple coders for how they apply codes to text data” (Kurasaki, 2000, p.179). Fifteen of the journals were randomly selected and they were given to two other colleagues. The codes and categories that they created were also compared to researcher’s. A high parallelism and similarity existed across the coders. Suggestions made by other coders were also taken into consideration and necessary alterations were made to change the names of some of the codes and categories that represented the data better. Some codes were made redundant as they were found irrelevant to answer the research questions. As meaningful data chunks were identified, isolated, grouped and regrouped for close examination, the final results were reached (Creswell, 2003).

Thirdly, the researcher also shared all the codes and categories obtained from the e-journals with the supervisor. Their appropriateness and propriety were checked and whether these codes and categories had high-inference and reflection or not was identified. During the reporting of the results, quotes from these e-journals were used evidences to support the analysis (Bogdan & Biklen, 2007).

Descriptive validity (Maxwell as cited in Cohen, Manion & Morrison, 2003) was ensured by giving the factual accuracy of the account of events in the e-journals without making it up. Selective use of data was avoided and all ideas that were repeated or worth mentioning no matter whether they were negative or positive in the e-journals were represented in the results.

3.5.4. Semi-Structured Group Interviews

Another instrument that provided fundamental source of data was the semi-structured group interviews that were conducted with prospective teachers in order to get a deeper and more comprehensive understanding of the perceptions of pre-service teachers' on peer feedback. They are considered necessary for evaluation since the interactions in group interviews provide a richer and deeper insight to the data obtained than the data obtained from one-to-one interviews (Cohen, Manion & Morrison, 2003). An advantage of group interviews is there is a higher probability for discussion to develop, therefore, producing a wide range of responses. It also helps the researcher avoid being seen as an authority figure (Cohen, Manion & Morrison, 2003). Although Creswell (2003) listed one of the limitations of group interviews as “ ‘indirect’ information filtered through the views of the interviewee” (p.186). This is deemed as an advantage rather than a limitation, since the aim of the study is to portray the perceptions of the prospective teachers on peer feedback. How the concept of peer feedback is identified through their lenses is aimed to be revealed. Furthermore, the semi-structured nature of data collected from group interviews ensured a flexible structure and provided researcher a chance to explore further information when needed (Yıldırım & Şimşek, 2006).

In the first stage, questions were formed by the researcher, the total number of questions was twenty keeping the research questions and related literature in mind. The type of questions included in the interview were *experience questions* (to identify participants' experience in relation to peer feedback process), *opinion questions* that aimed to reveal their thoughts about peer feedback experience, *feelings questions* that tried to find out their emotional responses to peer feedback process (Fraenkel & Wallen, 2009). Since the number of participants was quite limited, no pilot study was carried out, and the questions could not be given to other students in the department as they did not have peer feedback experience. Therefore, this limitation was tried to be overcome by expert opinions. These questions were shown to two instructors, under their supervision, some of the questions were made redundant in order to avoid repetitiveness and some of them were reworded and the number of questions was decreased to ten questions (Appendix E). Then another colleague from Turkish Language Teaching department was consulted as the interview questions were in Turkish to check for clarity and to find out whether the questions were easily understood in the same way by each interviewee. The wording of the questions was especially checked to ensure that they are free of bias or favoring a specific attitude.

The aim of the questions was to reveal a deeper understanding of the perceptions of participants on peer feedback and triangulate the data gathered from other sources. The steps are presented below:

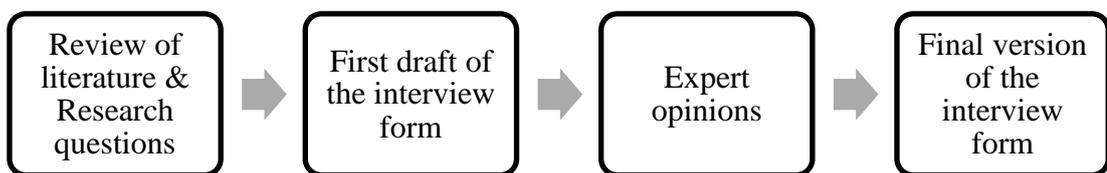


Figure 3.3. Development of Interview Process

The interview consisted of ten open-ended questions that aimed to answer the last research question by identifying each group's participants' perceptions about peer feedback (Appendix E). The questions required participants to evaluate the whole experience, state their attitudes towards peer feedback, whether they benefited from the experience or not, their suggestions for improvement, future willingness for peer feedback and preference for feedback type. The first question of the interview required participants to evaluate the whole experience. The aim of asking this question was to find out about the changing perspectives of prospective teachers and make a comparison with the beginning and end of the semester. The second question asked about the difficulties that participants faced while giving and receiving peer feedback while the third question dealt with whether they had benefited from giving and receiving peer feedback. The reason for asking these questions was to clarify the struggles that they experienced during the process that was associated with peer feedback and also to identify whether they had gained benefit from this experience or not and if so determine what these benefits might be. Fourth and fifth question asked participants to express what they liked the most and the least about giving and receiving peer feedback. The aim of asking these questions was to specify the positive and negative beliefs that they held about peer feedback after this experience. The sixth question dealt with identifying the effect whole experience on participants' teaching performance. The reason for asking this question is to designate how they perceived peer feedback's effect on their teaching. The seventh question aimed at getting the suggestions of the participant for the design of the procedure if they have any. It is believed that the answers obtained from this question would be beneficial in terms of improving the quality of the peer feedback experience for future studies. The eighth question asked participants whether they would be willing to give and receive feedback from their colleagues when they start their profession. The aim of asking this question is to clarify whether participants hold a positive or negative stance towards peer feedback and find out about their future orientations for it. The ninth question asked about the participants' ideas about different types of feedback such as teacher feedback when compared to peer feedback. The aim of asking this question was to find out about their perceptions about peer feedback and how they

placed or valued peer feedback when compared to other types of feedback. The last question dealt with further comments that participants would like to make.

The semi-structured group interviews were carried out with 4 different groups. Before the interview, all participants were asked to join to it. One of the participants stated that she couldn't attend for personal reasons; another one stated that she had some health problems and couldn't participate on the day of the interview and another one missed the interview as she remembered the hour of the interview incorrectly, and could not be reached before the interview. There were 2 interviews with OPF group ($n = 5+6 = 11$) and 2 interviews with WPF group ($n = 6+6 = 12$). The interviews were designed in such a way that no participant was in the same group with their partner so that they could answer questions honestly without feeling ashamed or hesitant to answer the questions in the presence of their partner which also increases the reliability of their answers. The interviews were semi-structured so that there could be room for asking additional questions in order to get in depth information. Each interview lasted approximately 75 minutes.

3.5.4.1. Trustworthiness

For the trustworthiness of the study, validity and reliability of the interview were handled with care. Validity is ensured when findings accurately or objectively describe the phenomena being researched (Cohen, Manion & Morrison, 2003). However, it must be noted that qualitative data bears an inevitable degree of subjectivity as the subjects give their opinions, attitudes and perspectives which creates a certain level of bias. Therefore, validity should be regarded as a matter of degree rather than a certainty (Cohen, Manion & Morrison, 2003). For qualitative studies, reliability is described as “a fit between what they (researcher) record as data and what actually occurs in the setting under the study.” (Bogdan & Biklen, 2007, p.40).

In order to ensure validity and reliability, some steps were taken during the interview process. The researcher's professional position as a collector of data could have

caused the participants to regard her as an evaluator and potentially not showing their true colors. In order to avoid this situation, a good rapport between the researcher and participants was ensured. Since the researcher had been the instructor of the participants for over 2 years in various methodology and language courses, they were familiar with her. Hence, it was believed that the reduction of observer effects was ensured by staying in the situation long enough so that the researcher's presence was taken for granted in order to strengthen the internal validity (Cohen, Manion & Morrison, 2003). The researcher spent quality time with participants as well in and out of the school context and conversed informally with them. In this way, the difference between the researcher and the participants tried to be minimized. Besides, as the researcher had been teaching in the department for approximately thirteen years she was able to understand and interpret participants' behavior as she was familiar with the process (the courses they took, the challenges they face during their education etc.) they have been through. All the interviews were carried out in the same meeting room that was away from various noises or sources of disruption. It is believed that these circumstances improved the credibility of the data.

Before each interview, the interviewees were made sure that their names would be kept anonymous and confidential during the reporting of the study. During the interviews, an honest and welcoming approach to all types of answers and attitudes was adopted in order to make participants feel at ease and give honest results, not favoring the researcher. It was carried out in a conversational style in order to refrain from creating a sense of hierarchy. It was believed that employing such an approach would encourage them to reveal their ideas, thoughts and feelings candidly. The answers obtained from the participants were believed to reflect the truth as participants expressed both positive and negative aspects of the process as well as their struggles, burden of the process on them, what they liked or did not like about the process. The same questions were asked to all groups in the same order. The attitudes towards interviewees were neutral. Each interviewee was given a chance to answer the questions; if they did not want to comment on the question they were not forced. Further questions were asked to clarify the points where the answers they gave were not clear (Bogdan & Biklen, 2007; Yıldırım & Şimşek, 2006).

The researcher paid attention to use a clear language and create such an atmosphere that participants could say what they wanted to say in its entirety and in their own time and way. In order to have the role of good interviewer, she held a sensitive approach using emphatic responses; she communicated her personal interest and attention to the participants using non-verbal language such as nodding or mimics and gestures and made use of active listening skills (Bogdan & Biklen, 2007). She was alert in case the topic went off the point and helped the interviewees to return back to the point during the interviews. She tried to be critical, questioning the reliability of what interviewees said and remembered, related and restated what had been said earlier in interviews, and interpreted by asking questions in order to clarify, confirm or disconfirm what they had said (Cohen, Manion & Morrison, 2003).

All transcripts were carried out by the researcher herself in order to avoid missing information. During the transcription process, each interview was titled; the date and each interviewee's name in every group were noted in order not to confuse interviews with each other and to identify who attended the interviews.

After the transcriptions were finished, the researcher browsed through transcriptions a number of times. During these browses, certain words, expressions, ways of thinking and events reoccurred throughout the text. Specific phrases that subjects used to describe their perspectives were designated. These repeated expressions and patterns were identified and their frequency was counted. These items were put into codes. A large number of codes were obtained and then these codes were put under a smaller number of categories. Some of these codes were made redundant as they did not fall under any categories. After codes were formed, the transcripts were browsed again and checked once more to assign codes clearly under specific categories, to avoid overlapping codes and to identify which part of the text belongs to which category better.

Upon the completion of transcribing and creating codes and categories, inter-coder reliability was also checked for the data obtained from the interviews. One of the interviews was randomly selected and its transcription was shared with two other colleagues. The codes and categories that they created were compared to the

researcher's codes and categories to check for consistency. It was found out that a high parallelism and similarity existed across the coders. Depending on the results obtained from other coders, the name of some of the codes and categories were changed several times when better ones were found that represented the data more precisely after comparing the results with other coders.

The researcher also shared all the codes and categories obtained from the semi-structured group interviews with the supervisor in order to check for their appropriateness and propriety and find out whether they had high-inference and reflection. During the reporting of the results, quotes from these interviews were used as evidences to support the analysis (Bogdan & Biklen, 2007).

Lastly, for external validity, in order to provide comparability and transferability of the study to other contexts a detailed and in depth description of the research was provided so that if anyone was interested in transferability, then they would have a solid framework so that they could make a comparison (Cohen, Manion & Morrison, 2003, Creswell, 2003)

3.6. Data Collection Procedures

First of all, permission was obtained from Ethics Committee of METU Graduate School of Social Sciences for application of the ETES, e-journal and interview questions (Appendix B). Then permission from professor Chiang was obtained in order to use ETES scale in the research.

At the beginning of the term the participants received a three-week peer feedback training that consisted of three hours of training every week reaching to a total of nine hours. The detailed description of the training will be explained in the coming section.

For each observation they made, the participants were asked to choose a specific focus. Since they are neophytes in doing observation, it was thought it would be better for them to choose a focus for observation so that they would not be lost in the

myriad of events in the classroom. Robbins (1991) asserted that it should be teachers who decide on the focus, otherwise, some aspects of the lesson that the teacher was curious about might be left unaddressed. Brinko (1990) also claimed that choosing a focus for feedback helps avoiding a superficial analysis of teaching. For effectiveness and sustainability, feedback should have a deliberate focus that matters personally to the teacher. They were not forced to choose a specific focus but a list of topics for classroom observation was provided to participants in case they needed some direction (Appendix C).

Pre-service teachers had to take notes during the lesson while they were observing their partner. They made use of these observation notes to give feedback to their partners both in oral and written groups. At the very beginning of the term, it was planned that the pre-service teachers would video tape their partner during their teaching experience in Teaching Practice lesson so that they can observe their partner freely during the lesson and return back to the video so as to take notes for their peer feedback more comfortably and notice things that they missed during their observation in the class. However, according to the recent decision of MONE numbered 63055260/10/6928168 dated 25.12.2014, the use of video and voice recordings is totally forbidden in the classrooms. Therefore, they had to take notes during classroom observation.

During the training, participants were required to give a summary of the chronological order of events that happened in the classroom in their feedback. Since they were not allowed to use video recording, it would be difficult to remember all of the events in the classroom. It was believed that following this format would help them remember or visualize the events better. They also had to make use of the PQP (Praise-Question-Polish) format in their peer feedback to write or talk about things happened in the class that went really well, that needs further improvement, which was unclear for the observer or that forced the performer look for alternatives of their own actions.

Participants were provided with instructions on how to carry out the peer feedback process. A detailed description of the process was provided (the amount and

frequency of peer feedback, sharing of lesson plans before the lesson, determining feedback focus, taking notes etc.) with an emphasis on using PQP format.

The duration of the study was planned as ten weeks. Unfortunately, there were a lot of official holidays (23rd of April National Sovereignty and Children's Day, 1st of May, Labor Day, 19th May The Commemoration of Atatürk, Youth and Sports Day). Since the study was conducted in an Anatolian High School, there were common exam days on which other lessons are cancelled. The cancellation of school lessons for the common exams was quite a common case in English classes as well. There were also meetings or conferences held at school that students had to participate; therefore, students didn't attend to the classes or most often English lessons were cancelled as well (For instance, 18th March, Celebration of the Victory of Çanakkale War). Hence, it was very difficult to reach to the same number of observations for every pair. For this reason, the feedback sessions were kept to a minimum of eight hours for each pair in all of the groups. While some pairs taught more than eight hours, all of the pairs were required to have a minimum of 8 peer feedback sessions for the lessons they taught both in OPF and WPF groups.

Each pair taught two hours every week i.e. every pre-service teacher taught one hour weekly. While they were spending one hour teaching, they spent the second hour observing their partner and taking their notes at the same time. They carried out a feedback session for every lesson they taught reaching to the total of 8 hours of teaching practice and 8 corresponding feedback sessions.

Pairs in OPF group both videotaped and voice recorded their feedback sessions for every lesson they taught. They made use of their notes that they took during the lesson they observed their partners. As it was already stated above, they followed a chronological order of events, while following PQP format in their feedback. These voice recordings and videotapes were handed to the researcher during and at the end of the term for transcription and analysis. As each pair had a schedule of their own (due to delays, exams, conferences, and cancelled lessons) these recordings could not be collected on weekly basis regularly, but gathered as soon as pairs finished their work that week. These feedback sessions were held in L1. It is believed that the

participants would be more comfortable carrying out the session in L1 as they could express their thoughts, and feelings much better in L1 than in L2. Research also has shown that learners are more competent in L1 when they give feedback to their partners (Dağkiran, 2010). Unfortunately one of the pairs in OPF group had difficulty in getting along with each other. They found it very difficult and disturbing to give face-to face feedback to each other. One of the partners insisted on not doing the final peer feedback session and they were not forced to do so. Hence, one OPF group has only seven OPF sessions and seven corresponding e-journals.

Pairs in WPF group, on the other hand, also followed a similar schedule. For every lesson they taught and observed, they wrote down their peer feedback while making use of their classroom notes. They also employed PQP format while noting events down in a chronological order. These written feedbacks were also in their native language in order provide a better atmosphere for participants to express themselves.

All of the pre-service teachers also kept an e-journal. These e-journals gave participants a chance to reflect on their teaching experiences and their peer feedback giving/receiving experiences. The participants answered a list of questions provided by the instructor (Appendix D). There were two sections of questions. The first part consisted of questions that tried to elicit the answers about feedback giving experience while the second part focused on feedback receiving experience. These e-journals were also handed to the researcher in soft copy form for every week. They were also written in L1. These e-journals were also examined for content analysis as well.

Chiang's (2008) ETES scale was administered two times during the second term in the education year of 2014-2015 to senior year students at ELT Department at Gazi University. The participants were ensured that their names and results would be kept confidential. Pre-test ETES was administered at the beginning of the second term before participants went to Anatolian High School for teaching practice in February and post-test ETES was administered at the end of the second term after participants finished their practice at the end of May (Appendix A). In this way, it was possible to identify the pre-service teachers' sense of efficacy at the base line (pre-test

ETES), before they were introduced to two different modes of feedback (Oral Peer Feedback and Written Peer Feedback), and after they were provided two different modes of peer feedback (post-test ETES). The aim was to find out whether there were any significant differences in their teacher efficacy level at the end of the second term after they were subjected to two different modes of feedback.

At the end of Y1404MB Teaching Practice course, both OPF and WPF groups were interviewed through semi-structured group interviews. For this reason, each group was divided into two sub-groups in such a way that no participant was interviewed in the same group with his or her partner. The reason behind this plan was to get more honest and reliable answers from the participants in the absence of their partners, when there was no urge to give favorable answer or no worry about hurting their partner's feelings. This worked well for the interviews as one of the partners in OPF group revealed how disturbed she was while giving oral peer feedback to her partner and described it as "torture" in her own words. There were three students missing from the interviews because of personal or health reasons. There were a total of 4 group interviews. In this way, it was believed that all participants had a chance to be heard, to express their opinions and ideas. These interviews were voice recorded and then these tapes were also transcribed for content analysis.

3.7. Data Analysis

After the completion of data collection, as the first step of the analysis questionnaires (pre/post-test ETES) were entered to SPSS by the researcher. Secondly, all the interviews and e-journals were organized and then interviews were transcribed by the researcher herself. Hence, both quantitative and qualitative data were prepared for analysis.

The data obtained through ETES scale was analyzed using SPSS 21. Inferential statistics were used in order to answer the first three questions. The dependent variable was the teacher efficacy levels of participants while the independent variable was the mode of feedback (Oral/Written). First of all, the data were screened and

checked for missing values and it was found out that no missing values existed. Since the number of participants in this study was quite small and did not meet the assumptions of parametric test, non-parametric statistics were employed (Pallant, 2007). The alpha level was set for .05 for each of the analysis.

As a start, in order to answer the first three research questions which involved the quantitative part of the study, statistical analyses were carried. Firstly, Wilcoxon Signed-Ranks test was employed, in order to find out whether there was a significant difference in teacher efficacy level of participants in three subscales of ETES (Planning, Instruction and Management) after peer feedback experience. This test is a non-parametric alternative to paired samples t-test and it is used when subjects are measured on two occasions. Instead of comparing the means, Wilcoxon Signed-Ranks test converts scores to ranks and makes a comparison between Time 1 and Time 2 (Pallant, 2007, p.223). For this reason, pre-test scores (pre-test ETES) and post-test scores (post-test ETES) of all the participants were compared in all of the subscales.

The second research question aimed to find out whether there was a difference in efficacy levels of participants in each group individually for each subscale. Wilcoxon Signed-Ranks Test was employed for each group (WPF and OPF) separately in order to find out whether there had been a significant difference in their teacher efficacy levels (Planning, Instruction, Management) from pre-test ETES to post-test ETES.

Finally, the third research question dealt with whether there was a significant difference between the two groups in terms of their teacher efficacy in all subscales of ETES. For this reason, Mann-Whitney U test was used as the sample size is small for a parametric test. This test is the non-parametric alternative to independent-samples t-test. It is "... designed to use the data from two separate samples to evaluate the difference between two treatments (or two populations)" (Gravetter & Wallnau, 2007, p.641). Mann-Whitney U Test compares the medians of two groups rather than comparing the means of the groups. The scores on continuous variables in both groups are converted to ranks. Then whether a significant difference exists

between two groups' ranks are determined. Since the scores are converted to ranks, the actual distribution of the scores is not important (Pallant, 2007).

As for the last research question, qualitative analysis was carried out. The qualitative analysis necessitates a planned and systematic method of careful organization, getting familiar with the data, looking for and identifying patterns, synthesizing and reaching to conclusion from the obtained data in a meaningful way (Rossman & Rallis 1998). For this part of the study, the data was gathered from e-journals throughout the term until the term was finished, and the data from semi-structured group interviews were gathered at the end of the term after Y1404MB Teaching Practice course was finished. Content analysis was used to analyze the data obtained from interviews and e-journals. Content analysis is described as "... identifying coherent and important examples, themes, and patterns in the data" (Patton, 1987, p.149). It is "a multi-purpose research method developed specifically for investigating a broad spectrum of problems in which the content of communication serves as a basis of inference, from word counts to categorization" (Travers, 1969 as cited in Cohen, Manion & Morrison, 2003, p.164). The analysis should reflect the nature of the document and categories are formed following the first examination of the documents (Cohen, Manion & Morrison, 2003).

First of all, the organization of documents gathered from e-journals was commenced at the beginning of the study the carried out throughout the whole term. The documents were grouped under two files as OPF and WPF group. For each week a different file was formed as 'Week 1, Week 2' etc. Under these files, two separate files were created for OPF and WPF groups. Within each file, every participant's e-journal was named after his or her name and number of the week such as 'Participant X-e-journal 1, Participant Y-e-journal 4 etc.' Figure 3.3 displays the organization of e-journals. However, another document was prepared showing the members in each group together with their partners. Each participant was given a number as P1, P2, P3 etc. and during the reporting of the results these numbers were used as codes in presenting quotes such as 'P12W7' meaning 'Participant 12, week 7'.

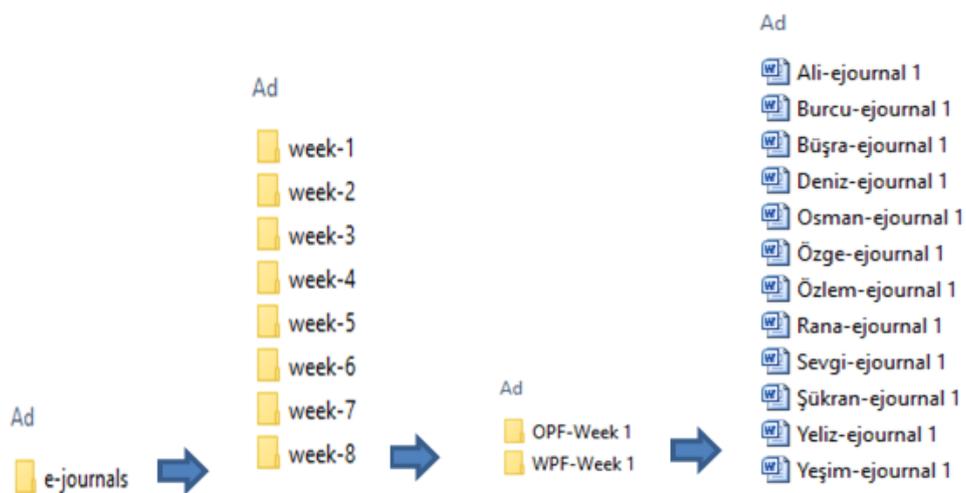


Figure 3.4. Organization of E-Journals.

These e-journals were printed out and hard copies of each group were filed under each week. Each question found in e-journals was examined in detail throughout the eight weeks one by one and repeating patterns, expressions and ideas were identified. This data coding process is described as “... making sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes” (Creswell, 2005, p.237).¹⁵ randomly selected e-journals were given to two other colleagues which they also coded. The codes and categories obtained from content analysis were compared with the ones that two other colleagues created in order to ensure inter-coder reliability. Based on the feedback, some codes and categories’ names are changed as it was believed that they represented the data better.

The hard copies of interviews and e-journals were used to code the data. As Saldana (2013) acknowledged, the researcher felt that “There is something about manipulating qualitative data on paper and writing codes in pencil that give you more control over and ownership of the work” (p.22). The first time the data was read, a pre-coding was done which meant highlighting or underlining words or expressions that got the attention of the researcher (Saldana, 2013). Some quotes were also circled as they were found worth mentioning later during the reporting of the results.

The second reading involved writing codes for everything the researcher found worth coding. For this, highlighters or crayons with different colors were used and notes were taken on the right margin of the paper so that they can be easily followed. A separate list was formed to keep the track of the codes (which code existed on which page) and used as an aid to categorize the codes. The third reading included the organization and sorting of the codes to be grouped under different categories, some codes were made redundant as they did not belong to any of the categories, or when they existed only once throughout the data, therefore not worth including as a code under a category. Some codes were revised and renamed in order to represent the data better. Some codes were recategorized as they were overlapping under two different categories. They were reconsidered and put under the category they represented best. The cyclical format of the coding required the researcher to read and reread the data, and after initial coding a second and a third reading of the data resulted in naming and renaming of the codes and categories until the salient features of the data were identified and the final codes reflected and represented the data comprehensively (Saldana, 2013).

The organization stage of the interviews was as follows: Each interview was named under the group it belonged (OPF or WPF). Then these interviews were transcribed by the researcher meticulously by using the software *Express Scribe*. During the interview, the date of the interview and the names of the interviewees were mentioned in order to avoid misunderstandings. A table was formed to identify which interviewee was present in which interview together with their codes to make it easier when reporting results with quotations. The transcription of the semi-structured group interviews was a time-consuming process, yet it provided the researcher to get familiar with the data and form initial codes in her mind. A rigorous and thorough transcription was carried out, not missing a single word or phrase (Saldana, 2013). While transcribing the interviews, quotations that researcher found worth mentioning for reporting the results were highlighted. These quotations were translated into English. The same quotations were also given to another colleague to be translated. Then both translations were compared to check for clarity and correctness. Necessary changes were made. The repeated expressions and ideas that

were present in the interviews helped the researcher forming the codes and categories in her mind. After the transcription of the interviews was completed, codes and categories were identified as it was described above (Appendix H). For reliability concerns, one of the interviews was given to two other colleagues so that they will form their own codes and categories. After the researcher completed identifying her codes and categories, they were shown to two other colleagues in order to make a comparison to provide inter-coder reliability. In this way, interpretive validity was also ensured by working together with colleagues during the analysis of data i.e. e-journals and semi-structured group interviews. It provided multiple perspectives to interpret data and catch meanings or intentions of the participants correctly (Saldana, 2013).

Based on the feedback that colleagues provided, necessary changes were made in codes and categories when an agreement was reached among three colleagues including the researcher (Yıldırım & Şimşek, 2006). The results were presented in Appendix G. Then these repeating codes and categories were organized, interconnected and reported in order to answer the research questions.

3.8. Limitations

This study aimed to identify the perceptions of pre-service teachers towards peer feedback and enlighten its relation to teacher efficacy. However, it bears some limitations that other researchers should take into account if they consider using the findings of this study.

3.8.1. External Validity Threats

Although this study might shed light on some important and unexplored issues in terms of teacher education it is only limited to participants of this study. As the study collected data from interviews and e-journals, it reflects only their personal perspective, experience and stance towards different modes of peer feedback.

Similarly, the study also reflected teacher efficacy levels of pre-service teachers who participated in this study. Had it been applied to other faculties of education in other departments, universities and cities, the results might have been different. Therefore, the results of the study are not generalizable to other contexts.

3.8.2. Internal Validity Threats

Subject characteristics, data collector characteristics and implementation are considered as internal validity threats for this study. Firstly, one of the limitations of the study might result from subjects interpreting and answering the data collection tools differently from one another. Participants' responses might also have been influenced by social desirability which is not controlled in this study. It was assumed that participants would provide honest feedback to their partners. Some peers might feel disturbed giving peer feedback in face-to-face or written format. In order not to hurt their partner's feelings they might give favorable answers to them or avoid giving feedback. Therefore, to strengthen the validity of the data gathered from peer feedbacks all of the participants were asked "Is there anything that you would like to tell/write your friend but you couldn't? What has prevented you from doing this?" in their e-journals. According to Fiarman, Johnson, Munger, Papay and Qazilbash (2009) peer feedback may not be totally honest and it could be watered down in order to avoid conflicts with colleagues which affect the effectiveness of feedback. However, this is mainly related to the negative connotation that is attached to feedback regarding it for evaluative purposes. In order to avoid this weakness, peer feedback training was given to participants to clarify the real purpose of feedback i.e. helping to improve themselves and their partners.

The study might also bear data collector characteristics and bias threat since the researcher and the supervisor are the same person in this study. In order to avoid this threat, the researcher socialized with participants in and out of the class, so that participants felt neutral when communicating with her. Similarly, the researcher carried out all the data collection procedures herself, the procedures carried out in

this study were standardized. The scale used in this study was collected at the same time under same circumstances for both groups, a neutral attitude was held throughout the interviews for the entire interview groups, feedbacks were collected in the same way for both groups. Implementation was another threat to this study. However, it was tried to be controlled by following the same procedure for each group by providing both groups the same peer feedback training. The time and location that interviews were held were also the same for all groups, away from outside noise and disturbance.

CHAPTER IV

RESULTS

This chapter presents the results of the study. The results are presented according to four main research questions in the study; and the results of these questions are presented one by one. First of all, the teacher self-efficacy levels of pre-service teachers after their experience with peer feedback in YI404MB Teacher Practice course is presented. Secondly, teacher self-efficacy levels of each group are presented. Thirdly, each group's (OPF and WPF) teacher self-efficacy levels were compared to display the difference between two groups. The last research question elaborated on how pre-service teachers perceive peer feedback. Lastly, both quantitative and qualitative results were summarized at the end of the chapter.

4.1. Teacher Self-Efficacy Level of Pre-Service Teachers (Research Question 1)

The first research question was whether there was a significant difference between pre-service teachers' pre-test ETES and post-test ETES teacher efficacy levels after peer feedback experience. In order to answer this question Wilcoxon Signed-Ranks test was carried out to compare the pre-test and post-test ETES teacher efficacy scores of the participants. Since the number of participants was small ($N = 26$), a non-parametric test was suitable to carry out analysis (Green, Salkind & Akey, 2000). Wilcoxon Signed-Ranks test, which is a non-parametric test alternative to paired sample t-test, is used when we want to compare two sets of scores that come from the same participants (Field, 2005).

Table 4.1.

Results of the Wilcoxon Signed-Ranks Test to Compare the Pretest-Posttest Teacher Self-Efficacy Scores of the Participants.

Teacher Efficacy						
Posttest-Pretest		<i>n</i>	Mean Rank	Sum of Ranks	<i>z</i>	<i>p</i>
Post-pre planning	Negative Rank	4 ^a	7,5	30,00	3,299	0,001
	Positive Rank	19 ^b	12,95	246,00		
	Equal	3 ^c				
Post-pre instruction	Negative Rank	5 ^a	9,80	49,00	2,893	0,004
	Positive Rank	19 ^b	13,21	251,00		
	Equal	2 ^c				
Post-pre management	Negative Rank	3 ^a	12,00	36,00	3,418	0,001
	Positive Rank	22 ^b	13,14	289,00		
	Equal	1 ^c				

a. post < pre

b. post > pre

c. post = pre

The examination of Wilcoxon Signed-Ranks test results showed that, there was a statistically significant difference between the pre-test and post-test Planning scores of the participants ($z = 3.299$, $p = .001 < .05$, $r = -.46$) indicating for a medium to large effect size which is between the Cohen's criteria of .3 and .5 for a medium and large effect, respectively (Field, 2005, p.32). Since SPSS does not calculate the effect size, it was hand-calculated by using the formula $r = \frac{z}{\sqrt{N}}$ (Rosenthal, as cited in Field, 2005, p.532). The sum of their negative ranks in terms of Planning was found 30.00, while their sum of positive ranks was 246.00 which displayed a change in favor of positive ranks, i.e. post-test Planning scores of the participants. The median score on ETES increased from pre-test ETES ($Md = 34.5$) to post-test ETES ($Md = 38$) in terms of Planning scores.

There was also a significant difference between the pre-test and post-test Instruction scores of the participants ($z = 2.893$, $p = .004 < .05$, $r = -.40$) indicating for a medium

to large effect size. The sum of negative ranks in terms of Instruction was found 49.00, while the sum of positive ranks was found 251.00. Given the sum of ranks for the difference scores, the observed difference was in favor of positive ranks, i.e. post-test scores of Instruction. The median score on ETES increased from pre-test ETES ($Md = 33$) to post-test ETES ($Md = 35.5$) in terms of Instruction scores.

Finally, there was a statistically significant difference between pre-test and post-test Management scores of the participants ($z = 3.418, p = .001 < .05, r = -.47$) indicating for a large effect size. The sum of their negative ranks in terms of Planning was found 36.00, while their sum of positive ranks was 289.00 which signified a change in favor of positive ranks, i.e. post-test Management scores of the participants. The median score on ETES increased from pre-test ETES ($Md = 23$) to post-test ETES ($Md = 25.5$) in terms of Management scores.

Hence, it can be said that there was a significant difference between pre-test ETES and post-test ETES scores of participants in all of the subscales (Planning, Instruction and Management) of teacher efficacy who were subjected to peer feedback. In other words, peer feedback increased teacher efficacy levels of pre-service teachers in both OPF and WPF groups.

4.2. Teacher Self-Efficacy Level of Pre-Service Teachers according to Different Modes of Peer Feedback (Research Question 2)

The second research question focused on identifying whether there was a significant difference in teacher self-efficacy level of participants in two groups: OPF and WPF. Therefore, Wilcoxon Signed-Ranks Test was run separately for each group to find out their teacher-self efficacy levels according to subscales of Planning, Instruction and Management.

4.2.1. Teacher Self-Efficacy Level of Pre-Service Teachers in OPF Group

The research aimed at finding the answer to the following sub-question, “Is there a difference in teacher efficacy level of pre-service teachers who were given oral peer feedback?” In order to answer this question, Wilcoxon Signed-Ranks test was carried out, which is a non-parametric test alternative to paired sample t-test, to compare the pre-test ETES and post-test ETES teacher efficacy scores of participants in OPF group since the number of participants was small ($n = 12$).

Table 4.2.

Results of the Wilcoxon Signed-Ranks Test to Compare the Pretest-Posttest Teacher Efficacy Scores of the Participants in OPF Group

Teacher Efficacy Posttest-Pretest	OPF group	n	Mean Rank	Sum of Ranks	z	p
Post-pre planning	Negative Rank	2 ^a	2,75	5,50	2,449	0,014
	Positive Rank	9 ^b	6,72	60,50		
	Equal	1 ^c				
Post-pre instruction	Negative Rank	1 ^a	3,00	3,00	2,669	0,008
	Positive Rank	10 ^b	6,30	63,00		
	Equal	1 ^c				
Post-pre management	Negative Rank	1 ^a	3,00	3,00	2,852	0,004
	Positive Rank	11 ^b	6,82	75,00		
	Equal	0 ^c				

a. post < pre

b. post > pre

c. post = pre

The examination of Wilcoxon Signed-Ranks test results revealed that there was a statistically significant difference between pre-test and post-test Planning scores of participants in OPF group ($z = 2.449$, $p = .014 < .05$, $r = -.49$) indicating a large effect size. The sum of their negative ranks for the OPF group participants' teacher efficacy in terms of Planning was found to be 5.50, while their sum of positive ranks was 60.50. Given the sum of ranks for the difference scores, the observed difference was in favor of positive ranks, i.e. the post-test Planning scores OPF group. The median

score on ETES increased from pre-test ETES ($Md = 33.5$) to post-test ETES ($Md = 39$) in terms of Planning scores.

Similarly, the results displayed a significant difference between pre-test and post-test scores for Instruction in OPF group ($z = 2.669$, $p = .008 < .05$, $r = -.54$) signifying a large effect size. The sum of negative ranks for OPF group participants' teacher efficacy in terms of Instruction was found 3.00 and the sum of positive ranks was found 63.00. The results indicated a difference in favor of positive ranks or in other words, the post-test Instruction scores of OPF group. The median score on ETES increased from pre-test ETES ($Md = 31.5$) to post-test ETES ($Md = 37$) in terms of Instruction scores.

The results also revealed that there was a statistically significant difference between the pre-test and post-test scores for Management in OPF group ($z = 2.852$, $p = .004 < .05$, $r = -.58$) indicating a large effect size. The sum of their negative ranks for the OPF group participants' teacher efficacy in terms of Management was found to be 3.00, while their sum of positive ranks was 75.00. Given the sum of ranks for the difference scores, the observed difference was in favor of positive ranks, i.e. the post-test Management scores OPF group. The median score on ETES increased from pre-test ETES ($Md = 23$) to post-test ETES ($Md = 27$) in terms of Planning scores.

Thus, it can be said that there was a significant difference between pre-test ETES and post-test ETES scores of OPF group in terms of Planning, Instruction and Management. On the basis of the results obtained, it could be asserted that the use of peer feedback during Teaching Practice significantly increased the teacher efficacy levels of OPF group in terms of Planning, Instruction and Management.

4.2.2. Teacher Self-Efficacy Level of Pre-Service Teachers in WPF Group

In order to answer the second sub-question of the second research question: "Is there a significant difference in teacher efficacy level of pre-service teachers who were

given written peer feedback?”, Wilcoxon Signed-Ranks test was carried out, which is a non-parametric test alternative to paired sample t-test, to compare the pre-test ETES and post-test ETES teacher efficacy scores of participants in OPF group since the number of participants was small ($n = 14$).

Table 4.3.

Results of the Wilcoxon Signed-Ranks Test to Compare the Pretest-Posttest Teacher Efficacy Scores of the Participants in WPF Group

Teacher Efficacy Posttest-Pretest	WPF group	n	Mean Rank	Sum of Ranks	z	p
Post-pre planning	Negative Rank	2 ^a	5,25	10,50	2,262	0,024
	Positive Rank	10 ^b	6,75	67,50		
	Equal	2 ^c				
Post-pre instruction	Negative Rank	4 ^a	7,00	28,00	1,229	0,219
	Positive Rank	9 ^b	7,00	63,00		
	Equal	1 ^c				
Post-pre management	Negative Rank	2 ^a	9,00	18,00	1,935	0,053
	Positive Rank	11 ^b	6,64	73,00		
	Equal	1 ^c				

a. post < pre

b. post > pre

c. post = pre

The examination of Wilcoxon Signed-Ranks test results revealed that there was a statistically significant difference between the pre-test and post-test scores for Planning in WPF group ($z = 2.262$, $p = .024 < .05$, $r = -.42$). The sum of their negative ranks for the WPF group participants’ teacher efficacy in terms of Planning was found to be 10.50, while their sum of positive ranks is 67.50. Given the sum of ranks for the difference scores, the observed difference is in favor of positive ranks, i.e. the post-test scores for Planning in WPF group. The median score on ETES increased from pre-test ETES ($Md = 35$) to post-test ETES ($Md = 37.5$) in terms of Planning scores.

However, when the results for teacher efficacy scores for Instruction is examined, no significant difference between pre-test and post-test scores for Instruction in WPF group was found ($z = 1.229$, $p = .219 > .05$, $r = -.23$) displaying a small effect size. The sum of negative ranks for the WPF group participants' teacher efficacy in terms of Instruction was found 28.00 and the sum of positive ranks was found 63.00. The median score on ETES increased from pre-test ETES ($Md = 34$) to post-test ETES ($Md = 35$) in terms of Planning scores. However, the difference was not significant.

The results also revealed that there was no statistically significant difference between the pre-test and post-test scores for Management in WPF group ($z = 1.985$, $p = .053 > .05$, $r = -.37$) displaying a medium effect size. The sum of their negative ranks for the WPF group participants' teacher efficacy in terms of Management was found to be 18.00, while their sum of positive ranks was 73.00. The median score on ETES increased from pre-test ETES ($Md = 23$) to post-test ETES ($Md = 25$) in terms of Planning scores, but the difference was not significant.

On the basis of the results obtained, it could be claimed that the use of peer feedback during Teaching Practice significantly increased the teacher efficacy levels of WPF group in terms of Planning but there was no significant increase in their teacher efficacy in terms of Instruction and Management.

4.3. The Difference between OPF and WPF groups' Teacher Self-Efficacy Levels (Research Question 3)

The third main question of the study was "Is there a significant difference between the Oral Peer Feedback Group (OPF) and Written Peer Feedback Group (WPF) in terms of teacher efficacy levels?" In order to answer this question, pre-test and post-test teacher efficacy scores of the participants in OPF group and WPF group were compared using Mann Whitney U Test, a non-parametric alternative to independent-samples t-test since the number of participants was small (Pallant, 2007). Both groups' pre-test ETES and post-test ETES scores were compared one by one with each other under each subscale (Planning, Instruction and Management) in order to

find out whether there was a significant difference in their teacher self-efficacy scores.

Table 4.4.

Results of the Mann Whitney U Test to Compare OPF and WPF Group's Pre-Test ETES Teacher Efficacy in Planning, Instruction and Management

Test	Group	<i>n</i>	Mean Rank	Sum of Ranks	U	<i>z</i>	<i>p</i>
Planning	OPF	12	11,38	136,50	58,500	1,317	0,188
	WPF	14	15,32	214,50			
Instruction	OPF	12	11,75	141,00	63,00	1,088	0,276
	WPF	14	15,00	210,00			
Management	OPF	12	13,00	156,00	78,00	0,310	0,756
	WPF	14	13,93	195,00			

An examination of the findings in Table 4.4. revealed the results of Mann Whitney U test for pre-test ETES teacher efficacy scores of the participants in OPF and WPF groups. The pre-test results in Planning showed no significant difference between OPF ($Md = 33.5$, $n = 12$) and WPF group ($Md = 35$, $n = 14$), $z = 1.317$; $p = 0.188 >.05$, $r = -.26$, indicating a small effect size. The rank average of the pre-planning scores of OPF group was 11.38 while the participants in WPF group had a rank average of 15.32.

As for pre-test scores in Instruction, no statistical difference was found between OPF ($Md = 31.5$, $n = 12$) and WPF group ($Md = 34$, $n = 14$), $z = 1.088$; $p = .276 >.05$, $r = -.21$, indicating a small effect size. The rank average of pre-instruction scores of OPF group was 11.75, while the mean ranks of WPF group was 15.00.

Finally, pre-test scores in Management also revealed no significant difference between OPF ($Md = 23$, $n = 12$) and WPF group ($Md = 23$, $n = 14$), $z = 0.310$; $p = .756 >.05$, $r = -.06$, displaying a small effect size. The participants in OPF group had

a rank average of 13.00 while the participants in WPF group had a rank average of 13.93.

The close rank averages of the groups' pre-test teacher efficacy scores indicated that before the peer feedback process OPF and WPF groups had somewhat equal pre-test teacher efficacy levels in terms of Planning, Instruction and Management.

Mann Whitney U test was used again in order to identify whether there was a significant difference between the two groups in three of the subscales after the peer feedback process. The results are displayed in Table 4.5.

Table 4.5.

Results of the Mann Whitney U Test to Compare OPF and WPF Group's Post-Test ETES Teacher Efficacy in Planning, Instruction and Management

Test	Group	<i>n</i>	Mean Rank	Sum of Ranks	U	<i>z</i>	<i>p</i>
Planning	OPF	12	15,25	183,00	63,00	1,090	0,276
	WPF	14	12,00	168,00			
Instruction	OPF	12	15,46	185,50	60,50	1,222	0,222
	WPF	14	11,82	165,50			
Management	OPF	12	14,38	172,50	73,50	0,545	0,586
	WPF	14	12,75	178,50			

An examination of the findings in Table 4.5. displayed the results of Mann Whitney U test applied to post-test ETES teacher efficacy scores of participants in OPF and WPF groups. It was found out that there was no statistically significant difference between OPF ($Md = 39, n = 12$) and WPF group ($Md = 37.5, n = 14$), in terms of post-test scores for Planning ($z = 1.090, p = .276 > .05, r = -.21$), indicating a small effect size. The rank average of the post-test teacher efficacy scores of OPF group was 15.25, while the participants' rank average in WPF group was 12.00 in terms of their teacher efficacy post-test Planning scores.

There was also no statistically significant difference in terms of post-test Instruction scores ($z = 1.222$, $p = .222 > .05$, $r = -.24$) between OPF ($Md = 37$, $n = 12$) and WPF group ($Md = 35$, $n = 14$), displaying a small effect size. The rank average of OPF group was 15.46 while the rank average of WPF group was 11.82 in terms of their teacher efficacy post-test scores for Instruction.

In terms of post-test scores for Management, there was also no statistically significant difference between OPF ($Md = 27$, $n = 12$) and WPF group ($Md = 25$, $n = 14$), as well ($z = 0.545$, $p = .586 > .05$, $r = -.10$), indicating a small effect size. The participants in OPF group had a rank average of 14.38 while the participants in WPF had a rank average of 12.75 in terms of teacher efficacy post-test scores for Management.

The results indicated that the rank averages of OPF and WPF groups in post-test teacher efficacy were close to each other, meaning there was no significant difference between OPF and WPF group in terms of their teacher efficacy after the peer feedback process is provided to participants.

4.4. Perceptions of Pre-Service ELT Teachers on Different Modes of Peer Feedback (Research Question 4)

The fourth research question dealt with how pre-service teachers perceive different modes of peer feedback. The following research questions were investigated: “What are the perceptions of pre-service teachers on different modes of peer feedback?” as the main research question and “What are the perceptions of pre-service teachers on oral peer feedback?” and “What are the perceptions of pre-service teachers on written peer feedback?” as sub-questions.

In order to reveal their perceptions, two different instruments were used and analyzed: e-journals and semi-structured group interviews. It is believed that, while the e-journals provided a bottom-up perspective to follow the changes in their perception in a formative manner, semi-structured group interviews provided a top-

down perspective, encouraging participants to reflect on the process in a summative manner. That is to say, e-journals provided information continuously throughout the term so that it was possible to follow the progress or changes that participants experienced during the peer feedback process. On the other hand, interviews gave a chance to participants to reflect on the process as a whole. Therefore, the results from two different instruments are complementary to each other. The following part explains perceptions of both OPF and WPF groups on their peer feedback experiences that were based on the data gathered from both e-journals and semi-structured group interviews. Eight different main categories, their sub-categories and codes were reached after the analysis of instruments: Focus of PF, Rationale for PF Focus, Orientations towards PF, Actions to be Taken after PF, Social Relations, Challenges of PF Process, Benefits of PF and Future Orientations. The categories and codes obtained from the analysis of e-journals and interviews are presented in Appendix G. The results were presented according to these main categories, sub-categories and their codes through referencing the questions that were employed in research instruments.

4.4.1. Perceptions of OPF Group

4.4.1.1. Focus of Peer Feedback

In their e-journals, the participants were asked “*When you think about the feedback that you give to your friend, what have you focused on most, for instance, classroom management, instructional planning, student engagement etc?*”(E-Journal Question A.3.). The aim of asking this question was to have participants think about their feedback content and become aware of and rationalize their decisions. Another aim was to identify what issues prospective teachers focus on most as peer feedback focus. All 94 e-journals were examined and answers were coded under four groups as *Planning, Instruction, Management* and *Overall Observation*. Planning included issues like arranging activities to create a smooth and integrated lesson, finding and adapting materials that will address students’ needs in the class etc.; Instruction

included issues like involving students in the lesson, teaching vocabulary, grammar etc., employing different teaching strategies, using intonation and body language effectively; Management include issues like managing and controlling disruptive student behavior in the class, getting the attention of uninterested students.

94 e-journals were examined and a total of 121 feedback focuses were found as there might be more than one focus per each peer feedback. Out of 121 focuses, 14 of them were on *Planning* (11.6%), 54 of them on *Instruction* (44.6%), 50 of them on *Management* (41.2%), and 3 of them was *Overall Observation* (2.6%). Figure 4.1. displays the distribution of frequencies of peer feedback focus per each week:

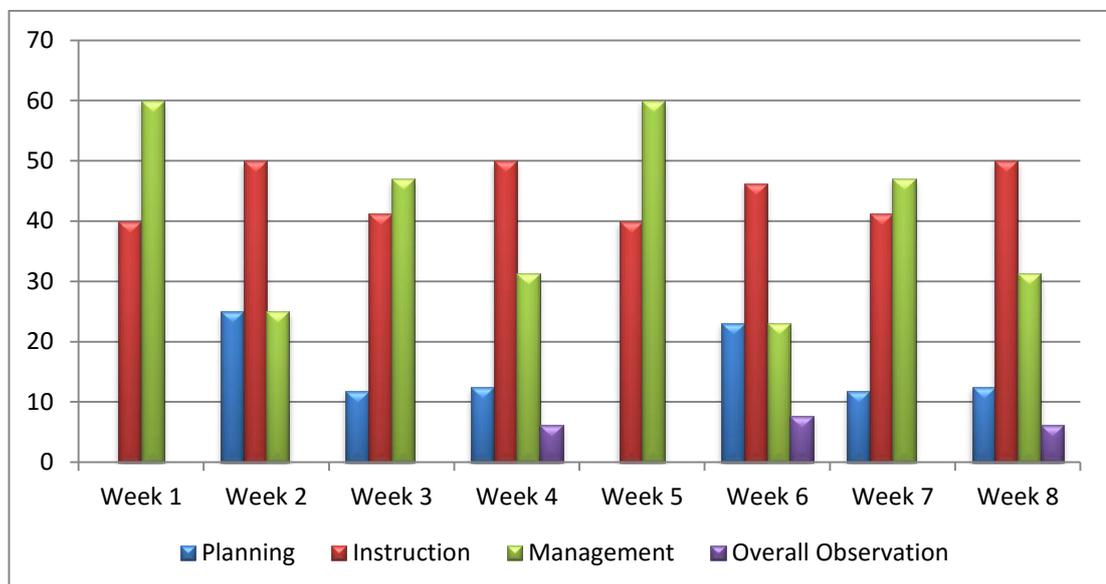


Figure 4.1. OPF Group: Focus of PFB

As it can be understood from the figure, the major focuses were on Management and Instruction (85.8% of the total), and a small percentage was on planning while overall observation seemed to be the focus through the middle of the process with a very small percentage. It could be concluded that OPF group preferred to focus on a specific aspect every week and very few pairs chose overall observation as a focus as they might not found themselves competent enough to focus on more than one thing at a time.

4.4.1.2. Rationale for PF Focus

Following the focus of peer feedback the next question to be asked to the participants was to identify their reasons for choosing their peer feedback focus. The participants were asked “*Why do you think you have focused on this aspect? Do you think you could have focused on other aspects as well?*” (E-Journal Question A.4.). The reason for asking this question was providing partners a chance to rationalize their preference for peer feedback focus, pushing them to make a conscious effort to analyze their preference rather than making a random selection.

When all 94 e-journal entries were studied, 6 different codes were formed: *Important Topic*, *Partner’s Performance*, *Check Competence*, *Mutual Agreement*, *Other* and *No Reason*. *Important Topic* implied that the participants considered feedback focus as a fundamental topic to look at in Teaching Practice. *Partner’s Performance* had dichotomous meaning: if one of the partners had a very successful performance during the lesson this would get the attention of the other partner and he or she considered it worth mentioning or choosing it as a feedback focus. Similarly, if the partner showed a poor performance, the other partner considered it suitable for feedback focus. *Check Competence* meant when pairs wanted to find out how well they were performing or to what extent they improved themselves in a specific skill during teaching practice. *Mutual Agreement* meant that pairs mutually agreed on a specific skill together, therefore observe each other accordingly. *Other* involved other reasons that are small in frequency to be counted as a category such as “differing to a great extent with the partner on a specific skill” caused one participant to choose it as a feedback focus. There were also pairs who didn’t have a reason to choose their feedback focus.

There was a total 117 reasons identified for choosing peer feedback focus in OPF group. It should be noted that there could be more than one reason to identify a focus for feedback, for instance, both partners could mutually agree on a topic as they found it important, or they might want to find out about their performance. Figure 4.2.shows the distribution of the frequency of the reason for peer feedback focus:

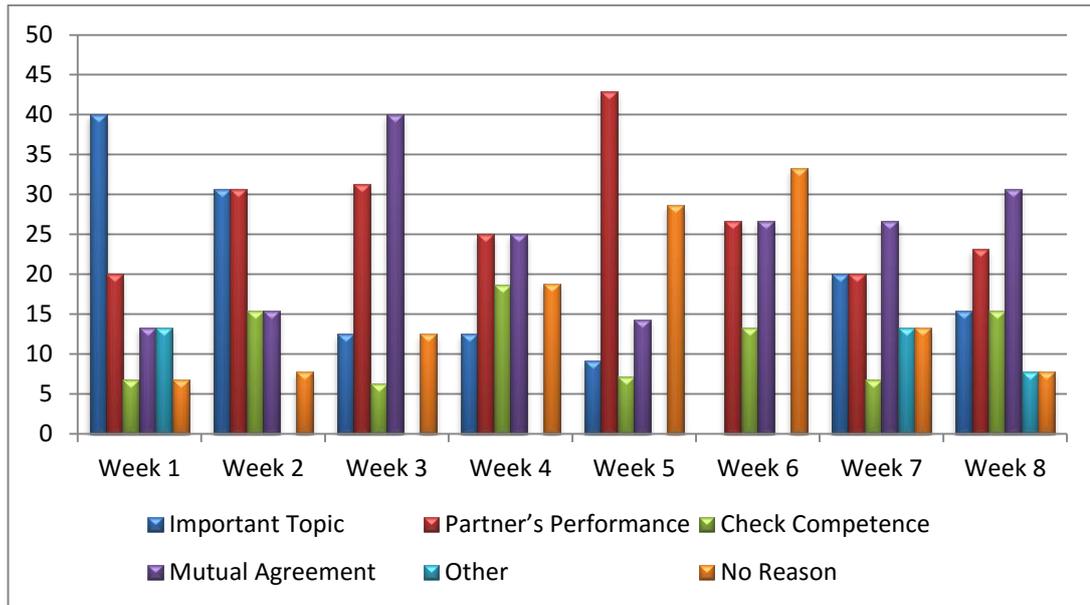


Figure 4.2.OPF Group: Rationale for PFB Focus

Out of 117 given rationales, 20 of them were about *Important Topic* (17.1%), 32 of them were about *Partner's Performance* (27.4%), 13 of them were about *Check Competence* (11.1%), 28 of them were about *Mutual Agreement* (23.9%), 5 of them belongs to *Other* (4.3%) and 19 of them had *No Reason* (16.2%) for peer feedback focus. As it can be understood from the distribution, *Partner's Performance* got the highest percentage meaning that participants on their partner's weaknesses and strengths most in their observation. *Mutual Agreement* was the second highest peer feedback focus showing that the partners were in touch with each other in order to determine the focus. The next one is *Important Topic*, implying that they chose topics that they considered as an important aspect of teaching so they wanted to focus on it. Some of the participants focused on an aspect without thinking about its reasons. A tenth of the reasons were about *Checking their Competence* in a skill that they either wanted to find out about their performance or they wanted to see how they improved themselves through the end of the experiment.

4.4.1.3. Orientations towards PF

During interviews and collection of e-journals, the participants were asked different questions to describe peer feedback experience. The data gathered from these instruments showed four subcategories and their codes for this major category as follows: Positive Orientations (*Positive Attitude, Objectivity and Use of Appropriate Language*); Negative Orientations (*Concerns about Negative FB, PF Burnout and Questioning the Value of PF*); Feelings towards PF (*Positive, Negative, Both Positive and Negative and Neutral/Other*); Level of Readiness (*Willingness and Avoidance*). Positive Orientations were about the positive ideas and perspectives that participants had about peer feedback. *Positive attitude* implied having positive thoughts, while *Objectivity* signified that peer feedback was free from subjectivity, and *Use of Appropriate Language* was the language that participants used while giving feedback to their partners while making use of PQP format. Similarly, negative attitudes implied having negative thoughts or ideas associated with peer feedback. *Concerns about Negative Feedback* were about the worries participants had about receiving or giving negative criticism. *Peer Feedback Burn Out* expressed the tiredness of participants about this process while *Question the Value* designated the reliability of peer feedback. Feelings towards peer feedback were about whether they had *Positive, Negative* or *Other* types of feelings about it. Finally, the *Level of Readiness* was about the participants desire to give feedback. While willingness signified a desire to give feedback, avoidance meant refraining from giving feedback for various reasons.

4.4.1.3.1. Positive Orientations

In the interview, participants were asked “*You have been giving and receiving feedback to your partner for 8 weeks. What is your opinion of giving and receiving feedback at the very beginning of the semester and at the end of the semester?*” (Interview Question 1). They were also asked “*What did you like most about giving and receiving feedback?*” (Interview Question 4). It resulted in three different codes *Positive Attitude, Objectivity and Use of Appropriate Language*. The aim of asking

this question was to get participants describe and summarize the whole experience from the very beginning of the term. Another aim was to identify the positive attitudes towards peer feedback if there were any.

Positive Attitude: Participants in OPF group ($n = 8$) mentioned about various things that revealed they had a positive attitude towards peer feedback. They describe the process as “a beautiful experience” (P5). One of the participants stated that “I have always regarded feedback as something good because I believe it is based on helping each other.” (P3). Eight participants identified positive feelings in relation to peer feedback stating that they felt comfortable and relaxed during the process. Seven members consider it as beneficial. One participant expressed that: “... But when she says that, it is very beneficial. I wish it would be like this in every moment of my life. (I wish) someone would say “Wouldn’t it be better in this way?” It was beneficial.” (P19).

Three of the participants stated that peer feedback gave them a chance to get to know themselves better and improved their teaching skills when compared to other senior year classes in their ELT department who are also taking Y1404MB Teaching Practice Course. One participant expressed his desire to give peer feedback all the time, another participant talked about how deeply he valued his partner’s peer feedback stating that it was “as valuable as gold” (P19)

Objectivity: Almost half of the participants in OPF group ($n = 5$) expressed that they believe that they received from or gave objective feedback to their partners. They said that they reflected what they saw during the observation and listed the account of events in a chronological order while talking about good aspects (Praise), unclear aspects (Question) and problematic aspects (Polish) of the lesson. They did not consider it as negative criticism, on the contrary, it was a descriptive account of events like “a camera recording” actions happened in the classroom as one participant (P9) stressed. They believed that their partners observed them fairly and they also told everything they wanted within the limits of PQP format. One participant stated that:

.. She was explaining as she was telling so that I can visualize it in my mind like you told us. Even though I couldn't remember it I could visualize it when she says 'This happened and you did like this.' She was telling me by explaining what I did. If she only asked 'Why did you do it like that?' I may not remember it because I cannot remember what I did in 40 minutes, but she observed me well. She was telling objectively. She was narrating then telling its result, asking her questions. (P25)

On the other hand, through the end of the process, one participant believed that even though her partner gave good feedback, they were repeating themselves and she was focusing mainly on positive aspects; therefore, she reminded her to be more objective.

Use of Appropriate Language: Interview results showed that among 12 participants in OPF group 10 participants stated that their partner or themselves used appropriate language while giving or receiving feedback. They made use of PQP (Praise-Question-Polish) format as suggested during peer feedback training. This made it easier for them to accept peer feedback, found it useful without offending their partner or being offended. They expressed the effectiveness of using such a style while providing feedback. One group member expressed: "... I could have been very stressed or wouldn't like to get that feedback but, as I have said before, even though there was something very negative she managed to give it an a nice appropriate language." (P25). Some of the participants believed that that using such a style improved their communication skills in both academic and personal life. One participant stated that she was relaxed as her partner was blending both positive and negative things in a nice manner.

4.4.1.3.2. Negative Orientations

Participants were also asked various questions to describe their experience about peer feedback during interviews and e-journals. "*What were the difficulties of giving and receiving feedback?*" (Interview Question 2). "*What did you like least about giving and receiving feedback?*" (Interview Question 5). "*Would you prefer to make any changes in the design of this procedure of giving and receiving feedback? If so, what would be your suggestions?*" (Interview Question 7). "*Is there anything that you would like to tell/write your friend but you couldn't? What has prevented you from*

doing this?” (E-journal Question A.1.). The questions resulted in three different codes: *Concerns about Negative FB*, *PF Burnout* and *Questioning the Value of PF*. The aim of asking these questions was to find out whether participants experienced anything negative during this process. If so, identify what they were.

Concerns about Negative Peer Feedback: More than half of the participants ($n = 7$) worried about hurting their partner while they were giving peer feedback. They were concerned when they delivered negative feedback on their partner’s performance. A participant expressed his worry about hurting his partner like this:

Even though I felt uncomfortable whether I hurt the person before me or not, actually (I know) she won’t be hurt, but even so you think about it not to upset her. While I was giving feedback I was really going through circuitous ways in order not to hurt her. It was a little difficult but very good. I could do it without hurting. Therefore, it was difficult but nice. (P11)

Four of the participants experienced conflicts with their partners about the negative feedback they received or gave. One of the participants stated that her partner was very upset when she received negative feedback. Resisting to accept the negative feedback, her partner pulled a long face and stopped the video recording during the feedback session to ask about it. She stated that “I found it very nonsense that she stopped the video. It really tensed me up and I didn’t say quite a lot of things in my notes.” (P8). Other four participants showed resistance to accept unfavorable feedback and preferred an offensive behavior towards partner. Three of the participants expressed their anxiety about receiving negative feedback. A few of the participants expressed that they felt upset when they heard about their mistakes. While two of the participants stated that they felt embarrassed when they realized their mistakes, one of the participants expressed her anxiety and resistance to accept negative peer feedback in detail:

It is very difficult to accept that you couldn’t do it at the very beginning,... to be criticized It was very difficult to talk about it, but as time went by, I got along really well with my partner ... But after some time, she was really talking about my mistakes and she did it in a very nice way. Therefore, I got

over this feeling after a point. I have understood I had fear of facing feedback. (P5)

PFB Burnout: One third of the group members ($n = 4$) in this group experienced some tiredness starting from the mid-process. They all complained that especially initiating from the fifth week, peer feedback started to repeat itself, causing tiredness and boredom among them. This even caused some of them to question the reliability of peer feedback as it is to be explained in the next section. Participants doubted their observation and peer feedback giving skills. One participant pointed out that:

The first five was good, but especially in the last three of them, the voice recordings were just five minutes and we were telling the same things, we were repeating ourselves. We sat down and thought wondering whether we couldn't do observation or not and what we could do about it. (We have said to ourselves) Are we only doing these in a forty minute-lesson? Why isn't it longer than five minutes, why are we telling the same things? We started to think the number of peer feedback sessions is too many. We really fell into too many repetitions. (P25)

Questioning the Value of Peer Feedback: Three of the participants in this group had some doubts in their minds about the value of peer feedback. One of the participants stated that through the end of term she and her partner were reiterating what they said which caused them to think whether they were doing observation appropriately or not, finally reaching to the conclusion that there were too many peer feedback sessions that caused them repeat themselves. They did not find the feedback provided at the end of the process useful.

At this point, the researcher would like to point out that one of these participants who did not find peer feedback useful, had problems with her partner as already aforementioned. This pair could not meet properly every week due to their problems and gave most of the peer feedback ($n = 5$) at the end of the term. She stated that the delayed feedback was not useful for her as it was too late to correct her mistakes. Secondly, as her partner was focusing mainly on negative things she did not pay attention to her feedback even though her partner was telling positive things. Even though she benefited from peer feedback to some extent she did not believe in the usefulness of it, describing the process as tiresome and very stressful.

Lastly, another participant found her partner's feedback too short and devoid of suggestions or alternatives for the problems she experienced. On the other hand, she believed that she provided very detailed feedback, full of solutions and alternatives when compared to her partner's. Therefore, even though she found some of her partner's feedback useful at the very beginning, she had her doubts after some time, questioning the usefulness and the value of peer feedback.

4.4.1.3.3. Perceptions of How They Felt about PF

Two questions that took place in e-journals were "*How did you feel while you were giving feedback to your friend?*" (E-journal Question A.2.) and "*How did you feel while you were receiving feedback from your friend?*" (E-journal Question B.1.). The aim of asking these questions was to find out about the feelings they held when giving and receiving. It was believed that having positive feelings towards something lead to positive attitudes while having negative feelings lead to a negative stance. A close examination of 94 e-journals displayed that OPF group members held four different types of feelings towards PF while they were giving and getting peer feedback. Four different codes emerged for this category: *Positive*, *Negative*, *Both Positive and Negative*, And *Neutral/Other*. Firstly, the descriptive statistics was provided for the frequency of occurrence, then possible underlying reasons were explained for why they felt like that while giving and receiving peer feedback.

Participants in OPF Group mainly experienced positive feelings while they were giving peer feedback. Out of 94 e-journals throughout the 8 weeks 67% of the entries ($n = 67$) expressed *Positive* feelings such as "*I felt very comfortable.*" "*I felt good.*" while giving peer feedback; 17% of the entries ($n = 16$) expressed *Negative* feelings such as "*I didn't feel comfortable.*"; 4.3% felt *Both Positive and Negative* ($n = 4$) saying "*I felt good and bad.*"; and 11.7% of them ($n = 11$) stated other feeling that can be neither classified as positive nor negative i.e. *Neutral/Other* feelings saying "*I felt normal.*" "*I felt surprised.*" Figure 4.3.below summarizes how participants in

OPF group felt while they were giving feedback to their partners throughout the 8 weeks.

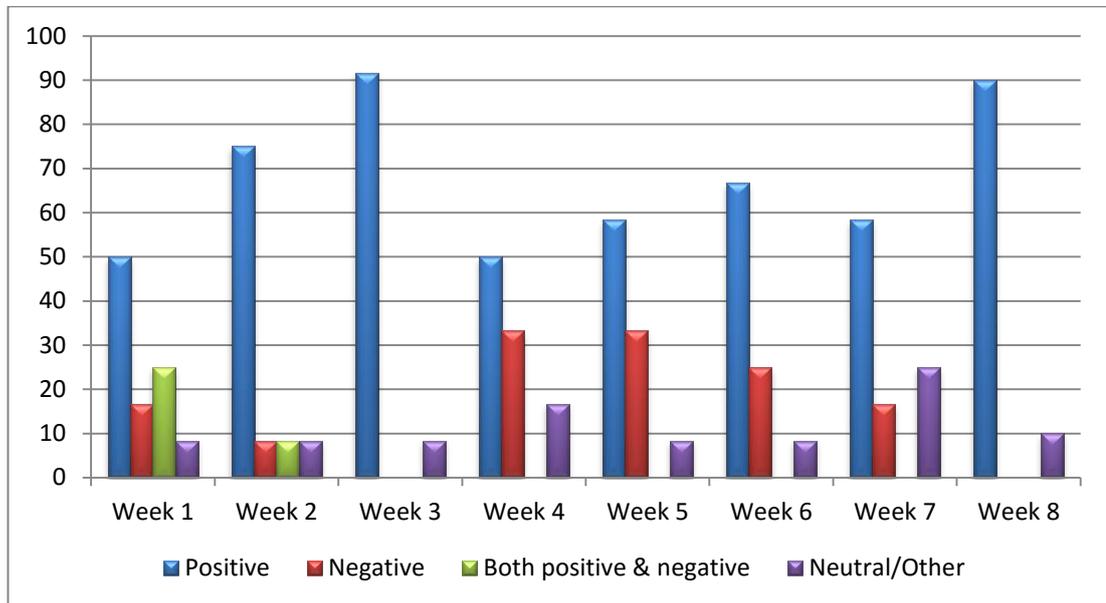


Figure 4.3. OPF Group's Perceptions on How They Felt about Giving PFB

In their e-journals, participants were also asked to describe how they felt while they were receiving peer feedback. While they were giving feedback they were in an active role and in control of the feedback they wanted to give. It is believed that while they were receiving feedback they were in a more passive role and they had a chance to look at things from another perspective which also caused them experience various feelings.

The 94 e-journals were closely examined and it was found out that a majority of the participants held *Positive* feelings towards receiving peer feedback ($n = 67, 71.3\%$) in OPF group stating that they felt good or comfortable. A minority of the entries included *Negative* feelings about receiving peer feedback ($n = 11, 11.7\%$) while only a small percentage ($n = 7, 7.4\%$) of them included *Both Positive and Negative* feelings. Finally, almost one tenth of the entries ($n = 9, 9.6\%$) included *Neutral/Other* feelings related to feedback receiving. Figure 4.4., displays the distribution of

frequencies of feelings that OPF group experienced while receiving peer feedback week by week.

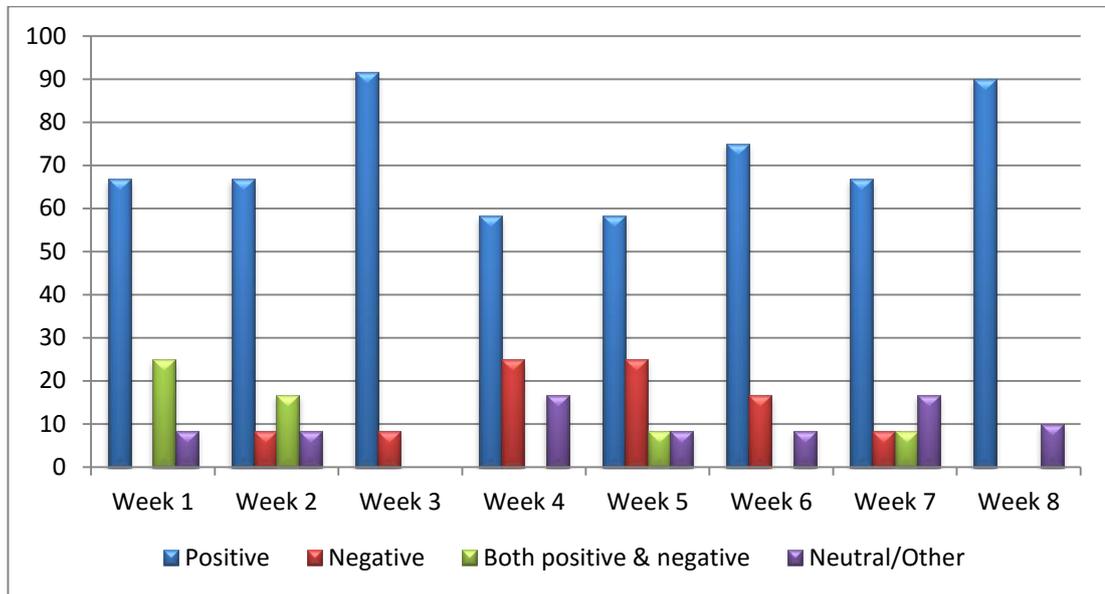


Figure 4.4. OPF Group's Perceptions on How They Felt about PFB

Positive Feelings: When e-journals were analyzed further, the underlying reasons of their feelings could be identified to some extent. A majority of the participants had positive feelings while they were giving feedback and regard it as an improvement. One participant stated that:

When I am giving feedback it feels as if I am not criticizing the person right before me but chatting with a friend about how I can help her get better. After all, our aim is not criticizing, but it felt like we are healing each other with question-answer format. (P10,W3)

Just like giving feedback for the first time, participants also felt tense while they were getting feedback for the very first time as they don't have any previous experience. However, they got over their negative feelings once they found out what feedback getting experience is like as they also did while giving feedback. One participant noted that "I was much more relaxed this last time. I realized that I am used to getting feedback when compared to very beginning. There was no problem." (P13, W8). Another participant stated that:

It was my first feedback. I got a little tense at the very beginning even before giving feedback. Because I am a resentful person and I was afraid that I won't be able to accept what my friend would say. But I got over it and there was no problem. (P9, W1)

Some of the participants expressed positive feelings because they regarded feedback as a chance to overcome their deficiencies, providing them a chance to improve themselves. One participant expressed that:

I felt quite good. My partner told me things that I didn't realize doing and it made me feel safe because my partner note things down that I couldn't control and he told me these. I will pay attention to these in my future lessons. (P3, W1)

When participants believe that they had a successful teaching experience they looked forward to getting feedback from their partners. "As I had a better lesson when compared to previous week I was excited to get feedback, wondering what I have missed" (P21, W2).

Negative Feelings: Some of the e-journal entries in OPF group (17%) also included negative feelings while giving peer feedback. There were a number of underlying reasons for feeling negative. One of the reasons was the difficulty of talking about what went wrong in the lesson. Participants did not feel comfortable; they even felt very tense while talking about deficiencies in the classroom. They were afraid of hurting their partner or did not want to discourage them so they felt upset about it. "I paid more attention to what I said to my friend when compared to previous weeks. As there was a little problem in the lesson I tried to be careful in order not to be misunderstood so I felt a little tense." (P13, W6). As the weeks advanced the stress of the first week was replaced by boredom starting from the fourth week. Quite a few students started to complain about repeating themselves during peer feedback sessions and said they were bored as they were talking about the same things again and again. They also restated this incident in the semi-structured group interviews as well. "Our topics are always about the same things and we are bored. We started to make fun of each other like "Are you going to tell the same things again this week?" (P25, W5).

When participants also got unexpected feedback on deficiencies they were not aware of they got upset. As one participant said “As we tell each other everything that is good or bad after the lesson I feel relaxed unless I face an unexpected question while receiving feedback.” (P25, W2). In other words, knowing what to expect comforts the feedback recipient but unexpected feedback makes them feel stressful.

The occasions when feedback recipient experiences negative feelings were when they had a bad teaching experience during teaching practice. Just like when the feedback giver felt stressful to give feedback on negative aspects of the lesson, the feedback receiver did not want to go over a badly experienced lesson. One participant stated that “I was in such a mood that I wanted to finish the feedback of a lesson that we don’t want to remember as soon as possible.” (P25, W4).

Both Positive and Negative Feeling: Figure 4.4. also reveals that few of the entries (4.3%) included mixed feelings at the very beginning of peer feedback experience, then participants differentiate their feelings as either positive or negative. This is due to being novice in peer feedback and not knowing what to expect from the process. However, as the participants got more experienced they got over their anxiety and hesitation was replaced by confidence. One of the participants said that: “I picked my words carefully in order not to hurt my friend while giving feedback at the very beginning. Then I felt relaxed and presented my feedback really well.” (P11, W1). One of the participants stated that even though she felt comfortable while receiving feedback she was disappointed about her partner’s feedback a little because while she was giving a very detailed and long feedback about her partner’s performance while her partner’s feedback was shorter than she expected.

Neutral/Other Feelings: Some of the participants expressed feelings that cannot be described as negative or positive. An example for this is as one of the participants wrote: “Strange. Seeing what you have done from someone else’s eyes is really strange. It is strange that there are things that I’m not aware of...” (P6, W1)

One of the pairs in OPF group had a problem with each other. Misunderstandings took place during the feedback session and starting from the third week a tension

developed between the two. They regarded feedback as something to criticize each other and each week the tenseness between the partners grew. In the final week of the process, one of the partners consulted to the researcher insisting that she did not want to have a peer feedback session with her partner anymore even though they observed each other. She stated that she felt quite tense and she believed she was always misunderstood by her partner. For ethical reasons in order not to cause a psychological problem for the participant, the researcher allowed the participants not to have another peer feedback session for the final week.

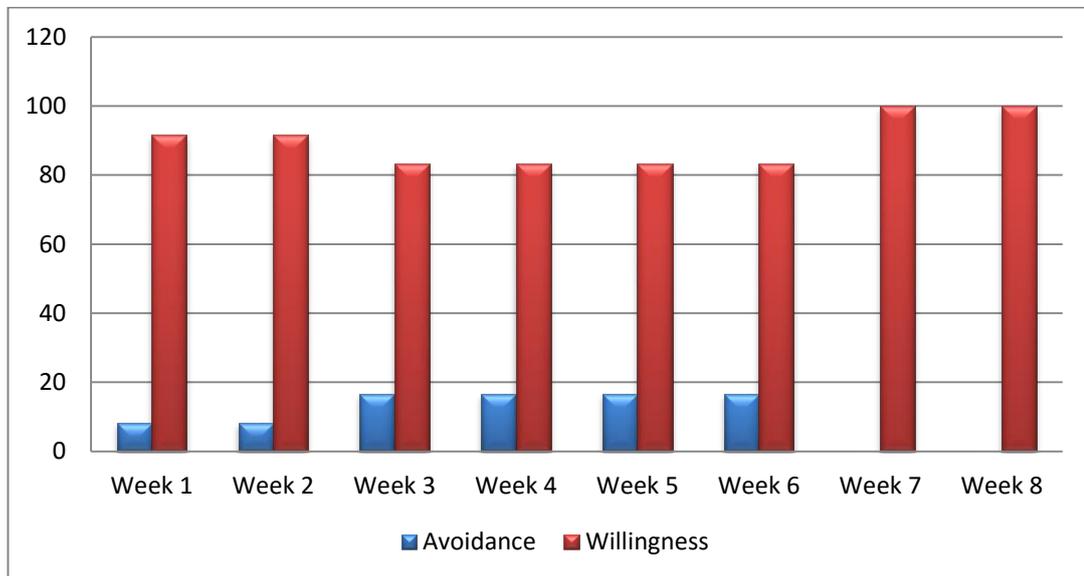
4.4.1.3.4. Level of Readiness

The participants were also asked “*Is there anything that you would like to tell/write your friend but you couldn't? What has prevented you from doing this?*” (E-journal Question A.1). Two codes emerged for this sub-category: *Willingness* and *Avoidance*. The aim of asking this question was to find out whether they were willing to give feedback no matter what they would say, or they would avoid telling things because of some reasons. If they avoided then the possible reasons for this were aimed to be found. Two codes were established for this:

Willingness: All of 94 e-journals were examined in detail in OPF group. The results revealed that a high percentage of participants ($n = 89, 87.5\%$) were willing to give peer feedback to their partners openly, without refraining from telling anything. “I told everything I wanted”, “I told everything comfortably to my partner.”, “There is nothing I refrained from telling my partner.” etc. were the most commonly used expressions in their e-journals. The participants expressed their sincerity in giving peer feedback. One participant stated that: “No such thing happened, because I believe I told everything frankly and my friend also talked openly while giving feedback to me. This is how we can become better teachers.” (P9, W1).

As it can be understood from Figure 4.5.below, the participants in OPF group mainly preferred to give their peer feedback openly to their partners

Avoidance: There were very few occasions that they avoided giving peer feedback to their partners. The total number of incidents that participants avoided giving peer feedback throughout the 8 weeks was 14 (12.5%).



*Figure 4.5.*OPF Group's Level of Readiness

A closer examination of the e-journals revealed that there were a number of reasons why participants avoided giving peer feedback to their partners. Participants mostly refrained from saying something negative in OPF group. They hesitated when they saw a problem with their partner's teaching and had difficulty in telling this to their partner because they either did not want to discourage their partner or they were stressful about the response that they would get from their partners. Therefore, they preferred to dwell on the positive aspects rather than the negative aspects of the lesson. One participant stated that:

As she was tense and indecisive about the process of the lesson, she also realized the aspects that I have observed. Therefore, I didn't want to push her any further and tried to focus on her positive behaviors. She also focused on her deficiencies as well. (P20, W3)

Another one said that:

There was one thing I wanted to say to my friend but I couldn't this week. When one of the students made a mistake, she kind of made fun of this student causing other students in the class made more fun of this student. I felt that this student was a little hurt. I couldn't express this well to my friend. Because as I attempted to tell it, she started defending herself. I didn't want to dwell on it more in order not to be misunderstood. I just asked what could be done in a situation like that. (P10, W6)

One of the participants stated that she felt uncomfortable having a face-to-face interaction while she was talking about a problem. Another reason a participant could not tell what she wanted to say was because he or she didn't know how to say it appropriately.

As it can be understood participants mainly refrained from talking about negative aspects of the lesson while giving peer feedback. There was only one reason that they refrained from giving feedback about positive things. If the partners had a successful experience that was repeated throughout the 8 weeks, then they avoided giving positive feedback about the issue because they did not want to repeat themselves or they accepted it as something normal and no need to dwell on it any more.

Some of the participants also mentioned about the stress during the first weeks due to not knowing their partners very well or not knowing exactly what to expect from the process made them stressful; therefore, they avoided giving feedback. However, as the weeks enhanced they overcame this stress and felt comfortable while giving peer feedback. One participant stated that:

I was quite comfortable while giving feedback and told whether there is a deficiency or good aspect. I abstained from giving feedback a little at the very beginning in case I hurt my partner as it was the very first week but I expressed myself better in the advancing hours and felt relaxed. (P9, W1)

It might be said that participants in OPF group were open to giving peer feedback to a great extent. Almost all of the participants were honest about their peer feedback and told whatever they wanted to their partners. There were a few occasions that they did not want to give feedback to their partners. The major reason to avoid giving peer feedback was talking about negative aspects of their partner's teaching experience as they did not want to demotivate their partners or they did not feel comfortable about

the response that they received from their partners when they attempted to talk about what went wrong in the lesson. They also did not want to mention about the things that started to go well in the lesson as they did not want to repeat themselves. As the new experience of giving peer feedback made them stressful, they also didn't feel comfortable during peer feedback session and avoided giving feedback to some extent until they got used to the procedure.

4.4.1.4. Actions to be Taken after PF

A question that was asked to the participants in their e-journals was “*What will you do differently according to the feedback you received from your friend in the next lesson?*” (E-journal Question B.3.). The rationale behind asking this question was to make them think about the feedback they received, reflect on it and to find out whether they will take any actions with regards to the peer feedback. It was believed that this question enforced participants to think about what to do with the feedback they received which otherwise might be left to one side without pondering about it much for the next teaching experience. In this way, it could also be understood that whether they value the peer feedback to the extent that they are putting it into practice or not. Besides, we could understand on which subscale they had the highest preference for the application of peer feedback. The e-journals revealed five different codes in terms of changes to be made according to the peer feedback: *Planning, Instruction, Management, Other* and *No Change*. The coverage of planning, instruction and management were aforementioned. “Other” signifies changes that participants wanted to make in their teaching performance other than these three aspects. “No change” means they did not want to make any changes with regards to peer feedback.

There were a total of 117 changes that were planned to be made in 112 e-journals after receiving peer feedback as some participants wrote more than one change for each e-journal. Out of 117 changes, 37 of them (31.6%) stated that they would make changes in their *Planning* according to the feedback they received. 29 of them

(24.8%) said they would prefer making changes in *Instruction*, while 28 of them (23.9%) prefer to make changes in *Management*. Only 1 of the entries stated a change in a different category (*Other*). A total of 22 entries mentioned that they would change nothing (*No Change*) in their teaching (18.8%). The biggest reason that they did not want to make any changes in their future lesson is because they had a successful lesson ($n = 16$); therefore, they believed that they did not want or need to change anything according to the peer feedback. Besides it should be noted that in their peer feedback they also received praise from their partners. Hence there was no need to make changes. Some entries stated that they did not find their partner's feedback useful ($n = 5$) and one participant disagreed with her partner on the feedback. Figure 4.6 reflects the distribution of the preferences of OPF group in terms of the changes that they would make according to peer feedback they got.

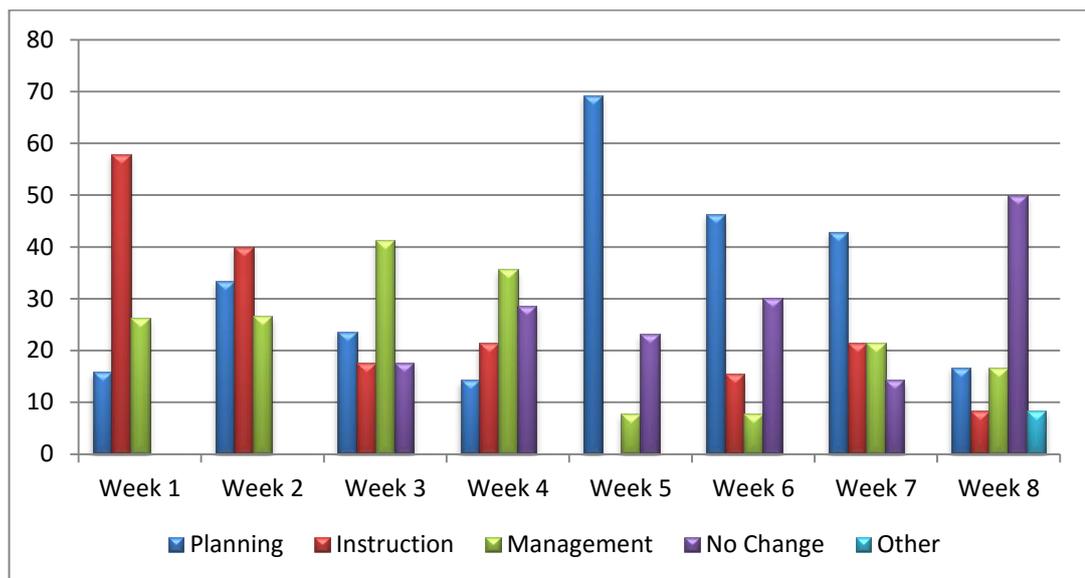


Figure 4.6. OPF Group: Action to be Taken After PFB

4.4.1.5. Social Relations

During the interviews, the participants were also asked “*What do you think about peer feedback when compared to other types of feedback such as teacher feedback or self-feedback?*” (Interview Question 9). The data revealed how they would react to

different sources of feedback and it was found out that having different social status affect their response and ideas about the feedback they received. The results yielded two subcategories and their codes: Equal Status (*Feeling Empathy, Sharing Same background and Feeling Relaxed*); Superior-Subordinate (*Reliable Source of FB and Feeling Stressful*)

4.4.1.5.1. Equal Status

Equal Status designated people who had the same social status with the participants, in other words, their peers. Empathy meant participants or their partners' putting themselves into each other's shoes. Same background signified sharing the same education, taking the same course, being students etc. Relaxed meant that the feeling they felt while giving and receiving feedback from their partners. When they were asked to compare peer feedback with other types of feedback in the interviews, six participants stated that they would prefer to employ peer feedback for various reasons.

Feeling Empathy: Participants ($n = 5$) expressed that giving feedback to their peer makes them feel empathy towards their partner. One participant noted that: "... she always told me that "The same thing could happen to me as well. Look, the same thing happened to me last week.' When she said that then I say 'Ok. I'm not alone. She does the same things, She is aware that she did it.'" (P20)

Sharing Same Background: They regarded their social relations with their peers as equal status as in "going through the same road" ($n = 5$). Therefore; since they knew each other better, they believed they could understand each other better as well when compared to supervisor or cooperating teacher feedback. Sharing similar experiences such as taking same courses, going through same difficulties make them feel closer to each other. One participant pointed out that:

Like my friend has said, as peers who have been through the same road, we may not have taken each other's feedback seriously if we had been from different classes or had taken different methodology classes. But we have

been through the same road, we usually think about the same things, how they are supposed to be. We understand each other better. (P25)

Feeling Relaxed: One participant stated that he feels much more relaxed when compared to other types of feedback, and wouldn't regard it as an attack.

4.4.1.5.2. Superior-Subordinate

Superior-Subordinate signified the relationship between the participants with people of a higher status such as their university supervisor or cooperating teacher. Reliable source of information signified participants' regarding university supervisor or cooperating teacher feedback as more elaborate and detailed since they are competent and experienced in their field, hence, more reliable when compared to their peer's feedback. Feeling stressful meant participants' experiencing stress when they were interacting with their superiors i.e. supervisor or cooperating teacher.

Reliable Source of FB: Two of the participants expressed preference for cooperating teacher feedback because they believed that these teachers were reliable sources of information, who knew students best, hence could give them a better feedback about their performance in the classroom.

Feeling Stressful: One of the participants expressed how she experienced difficulty, and had stress while she was getting feedback from her cooperating teacher as she had a rebuking behavior towards her.

Even though two members showed preference for peer feedback, they pointed out that they would like to have all types of feedback believing that every type of feedback had a different benefit for him or her.

4.4.1.6. Challenges of Peer Feedback Process

The participants were asked the following questions in order to identify the challenges of peer feedback process: “*What were the difficulties of giving and receiving feedback?*” (Interview Question 2) and “*What did you like least about*

giving and receiving feedback?” (Interview Question 5). The analysis of the interviews revealed three codes for the challenges of this process: *Getting Used to*, *Balancing Delivery* and *Inequality among Classes*. Getting used to signified the difficulty of becoming familiar with peer feedback process. Balancing delivery meant participants’ having difficulty in how to deliver both positive and negative aspects of the lesson or how to put these into words. Inequality among classes was about participants complaining about their workload when compared to other classes who were taking the same course with far less workload.

Getting Used to: More than half of the participants in OPF group ($n = 7$) held some reservations at the very beginning of the process. Two of the participants stated that they did not feel so comfortable before facing the first feedback and they thought that the process would be very challenging and time-consuming. Three of the participants expressed their anxiety as they did not know what to expect from the process. They also mentioned about their concerns of hurting their partner, getting negative feedback or feeling tense for the first feedback. One of the participants narrated:

At the very first lesson, we wrote down everything into the smallest detail... worked on it a lot. We said we could not handle this. We really exaggerated. Then we met (for peer feedback). We were stressed at the first peer feedback... We tried not to smile at the cameras ever. ...Sometimes there were aspects that we didn’t like in each other, but we agreed on it and we told them directly... The first feedback was stressful but then, later on, as it settled down it was comfortable. (P25)

Balancing Delivery: Three of the participants in OPF group expressed that they had difficulty in giving peer feedback. Their major challenge was how to put their feedback into words so that they would not be misunderstood or they would not hurt their partners’ heart. One of them stated that:

The difficulty of peer feedback is not to be understood personally (subjectively) while you are making sentences. I was comfortable but even so I was trying to write my sentences properly so that she won’t be affected negatively. Maybe if I state something wrongly then she might completely give it up or won’t do it (P13)

Inequality among Classes: Almost half of the participants in OPF ($n = 5$) group mentioned about the misbalance of workload among classes. One participant complained about the lack of meetings in other classes and burden of KPSS exam, and pointed out that their reaction towards peer feedback would be much more positive if it weren't for KPSS exam. Some of them complained about how few hours their friends in other classes taught in Yİ404MB Teaching Practice Course. One participant claimed that: "There is a huge gap between our work load and theirs. They do nothing. There are some who only comes to teach once or twice. When we see them we cannot help but get upset. We strive very hard." (P11)

On the other hand, as a result of the process, four of the participants stressed that they felt superior when compared to other classes. They did much more practice than others. They pointed out that they felt much more ready to teach once they start their profession when compared to other classes.

4.4.1.7. Benefits of Peer Feedback

Various questions were asked in e-journals and interviews to find out how participants benefited from peer feedback. Three subcategories and their codes emerged: Usefulness of PF (*Useful, Not Useful and Both Useful and Not Useful*); Professional Empowerment (*Professionalization, Becoming Aware, Increased Attention, Putting Theory into Practice, Modeling Partner, Correcting Mistakes and Solution/Alternative Oriented*); Personal Empowerment (*Improvement in Personal Life and Improved Confidence*).

4.4.1.7.1. Usefulness of PF

The participants were required to answer the following question from e-journals every week: "What do you think about the feedback that you received from your friend? Which aspects of the feedback that you receive you find useful/not useful?" (E-Journal Question B.2.) The reason behind asking this question is to reveal how

participants regard peer feedback and whether they value their partner's feedback. Since learners usually consider their teachers or supervisors as a source of authority and a reliable source of information, they value the feedback coming from a higher status than theirs. Receiving feedback from the same or similar status may not be considered as valuable as the feedback coming from a higher status. Therefore, finding peer feedback useful was considered as a sign that participants value it and regard it as beneficial. A close look at the answers revealed three different answers: *Useful*, *Not Useful* and *Both Useful & Not Useful*. Useful means participants found peer feedback beneficial for their performance in the classroom, Not Useful means participants thought that they didn't gain any benefit from the peer feedback that they received and Both Useful & Not Useful means that even though participants found some aspects of the peer feedback beneficial there are some other aspects that they thought not so beneficial.

When OPF group participants were asked what they thought about the peer feedback they received from their partners and which aspects of it they found useful, a great majority of them stated that they found peer feedback useful. Out of 94 e-journal entries 78 of them (83%) expressed that they found peer feedback useful.

Almost one tenth of the journals said they didn't found that week's peer feedback useful ($n = 11$, 11.7%) and a very small percentage stated that they found some parts useful but some parts not useful ($n = 5$, 5.3%). Three of the entries found peer feedback useless as they disagree with their partner's ideas or suggestions in feedback, four entries stated that feedback was what they expected and what they were already aware of, therefore, they didn't find it useful. Two entries stated that the feedback was repeating itself hence they could not benefit from it. One entry did not find it beneficial while one expressed that it was focusing on unnecessary details. Three entries made no explanation for not finding it useful. Figure 4.7. Represents the distribution of OPF participants' perception about the usefulness of peer feedback throughout 8 weeks:

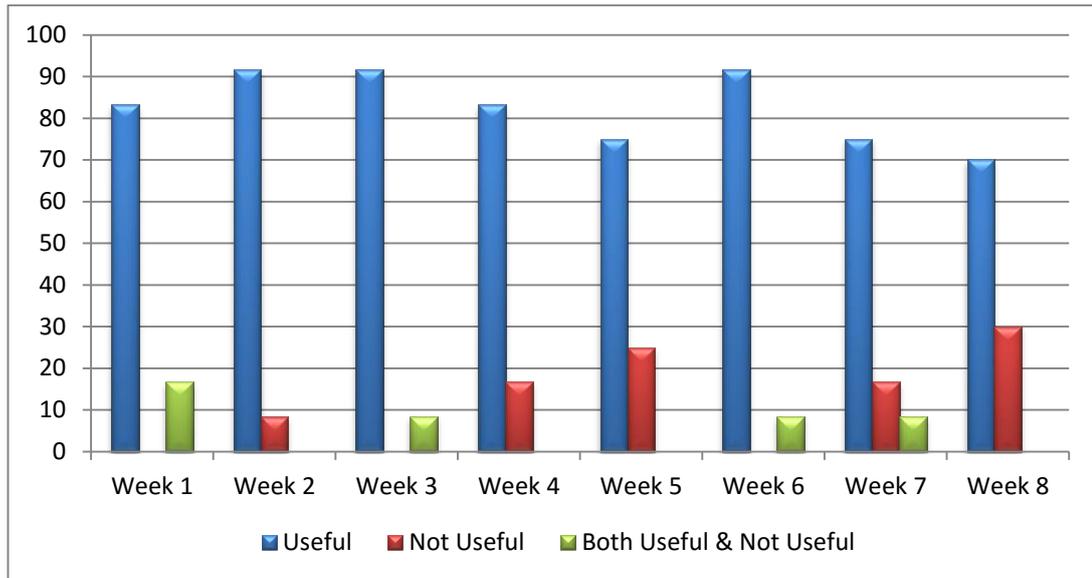


Figure 4.7. OPF Group: Usefulness of PFB

Further analysis, revealed why they found peer feedback useful. Some of the entries ($n = 7$) describe peer feedback as being beneficial. One participant expressed that: “There was nothing that was not useful about what my friend said, because she focuses on only important aspects, therefore everything she said was to the point and beneficial.” (P5, W1).

The e-journals also revealed that peer feedback is motivating for partners ($n = 6$). Peer feedback helped them to realize their strengths. One participant expressed her content like this:

The feedbacks that I have got from my friend are very important for me. Because they guide me when I do something wrong therefore they are every beneficial for me. Besides, they are very good in terms of improving my deficiencies and motivating me for the things I am good at. (P13, W3)

4.4.1.7.2. Professional Empowerment

During the interview the participants were asked: “How do you think you benefited from giving and receiving feedback?” (Interview Question 3), “When you look at the

whole experience, how do you think giving and receiving feedback from your partner have affected your teaching skills?”(Interview Question 6). The aim of asking these questions was to signify the effect of peer feedback on participants. The results yielded seven different codes: *Professionalization, Becoming Aware, Increased Attention, Putting Theory into Practice, Modeling Partner, Correcting Mistakes* and *Solution/Alternative Oriented*. Professionalization meant that participants thought they became more experienced and improved themselves in their teaching performance and peer feedback. Becoming aware signified that with the help of peer feedback, participants became aware of their weaknesses and strengths which would normally went unnoticed if it weren't for the peer feedback. Increased attention implied that participants were able to notice things happening in the classroom more than before at the end of the process. Putting theory into practice can be explained by participants making use of their knowledge that they had learnt during their pre-service teacher education in their Y1404MB Teaching Practice course. Modeling partner signified that observing their partner guided participants about what worked best what didn't and helped them improved their performance. Correcting mistakes meant that with the help of peer feedback they were able to correct their mistakes. Solution/Alternative oriented meant that the use of PQP format which required participants to give solution and looked for alternatives helped them to focus on them rather than focusing only on the problem.

Only the participant who had conflict with her partner stated that she didn't see a significant effect of peer feedback on her teaching skills though she had learnt things during the process. Two other participants stated that they found peer feedback beneficial to some extent, but they improved themselves considerably.

Professionalization: Nine of the prospective teacher in OPF group expressed that they felt they had become more professional in terms of both peer feedback and teaching skills as they approached to the end of the process. Giving and getting feedback became easier for them as they got used to it and they overcame their problems in teaching, thus focusing on positive aspects in the final stages of process. One of the participants stated that:

At the very beginning, it (feedback sessions) lasted too long, reaching to 20 minutes.... But last feedback lasted for 9 minutes. After some time, as my classmate said, we became professionalized. We gain practice and tell everything comfortably. Actually, after some time, you never talk about the things you said before, because they are all done. After some time, there is no need to say 'You should do instruction checking.' because it is already done. And there is not much left to say. We mention about positive things. (P11)

Another participant stated that they became more experienced. During the interview, a participant described how he improved his feedback giving skills:

P19: ...There is a huge difference now between the feedback I gave at the beginning and at the end of the term.

R: Like what?

P19: I have improved, more professionalized. It is not in vain, it is in a better way.

R: You mean in a deliberate way?

P19: Yes, in a deliberate way.

R: Then when I come to think of it, consider the feedback that you gave to each other during the methodology classes. How were they?

P19: They were non-sense.

P13: We actually didn't give real feedback then.

P19: We have improved ourselves in terms of this for now. We can perceive things better.

Becoming Aware: Another major benefit of this process was to help participants become aware of themselves. Peer feedback helped them to see their mistakes, their deficiencies or strengths, what they are good at. In the group interviews, eight of the participants in OPF group pointed out that, at various times during peer feedback; they have realized some aspects of their teaching performance that they were not aware of. One participant noted that:

... It was a very beneficial process. In the end, a second eye is always observing you. We can't be aware of some of the things. Even a hand gesture during the lesson could be wrong. But when she (his partner) says that, it is very beneficial. I wish it was like this in every moment of my life. Some would say 'Wouldn't it be better if you did it like this?' That's how I think. (P19)

Participants stated that they were not aware of their behavior while they were teaching in the classroom. As they had to pay attention to various things at the same time, this caused them miss especially some of their mistakes, or deficiencies in their

performances. However, peer feedback helped prospective teachers to uncover these mistakes and assisted them to recognize them. One of them expressed that:

My first feedback was about the lesson which I was really prepared. Therefore, I was lucky; I had a good command on the subject. But my partner told me that I was always teaching in front of the board and could not extend monitoring over the classroom. When I watched the video, I couldn't agree more. I never walked around the class and stayed there all of the time. So you become aware of some of the things. (P20)

Similar ideas were also represented in the e-journals of OPF participants. Almost one fourth of the e-journal entries ($n = 23$, 24.5%) stated that they found feedback useful because it helped them to become aware of their weaknesses and strengths. The same participant noted in her journal that:

I believe that these feedbacks are a great chance for me to become aware of myself. Because if it were up to me, I had a wonderful lesson but when I saw my deficiencies I am surprised to see what I have done and I pay attention to be more careful. I find all of the ideas very good and guiding. (P20, W3)

Increased Attention: Very few participants ($n = 2$) mentioned about the increased attention as a result of peer feedback. As the process forced participants to observe their partners carefully so that they can give feedback to them, it improved their attention to details in the classroom. One of them said that she paid a lot of attention to different points during the lesson thinking about what to do about them and how to do it. As most of the pairs chose a feedback focus, they had to pay more attention to these aspects. On the other hand, if they were to spend this process by themselves, they wouldn't be paying much attention to their performance. However, experiencing such a process forced them to be more careful as they are supposed to give feedback.

Putting Theory into Practice: They also talked about how this process helped them put their theoretical knowledge into practice ($n = 4$). They stressed that giving peer feedback required them to be knowledgeable about the topic they were providing feedback for; hence their knowledge was tested in practice. They said that this process was an effective way of blending their theory with realities of the classroom. One participant expressed her satisfaction "... We have been taking lessons for many

years. Realizing that I was able to learn them and doing observation from their perspective was really nice.” (P5) Another on said that “What I liked most about giving feedback is not seeing the deficiency of the person I am giving feedback but being able to see something went wrong. This showed that I knew that it shouldn’t be done...” (P11)

Modeling Partner: Another major benefit of peer feedback was that participants modeled their partner or they learned from their partners’ behavior (right or wrong) during teaching practice. Participants ($n = 7$) stated that as they were observing their partner in order to prepare their feedback, they have learned from their partners’ performance. When they realized what their partner did was not working in the classroom, they decided to use a different approach or an alternative that might work, or if something worked really well in that classroom they also decided to use it in their classes as well. When they recognized their partner’s mistakes they avoided doing the same mistakes in their lesson as well. One participant expressed that:

I also made use of the feedback I gave to my partner. When I saw that an activity was not working, I did not do it myself. Or when I saw the kids were not participating the warm-up without a reward, I thought whether they would join if there was a reward. I observed many times that no answers were given to the questions in warm-up activities. I asked to myself whether I should introduce it in a different way, not orally but with a video. That’s how I benefited. (P8)

Correcting Mistake: OPF members also mentioned that peer feedback provided them a chance to correct their mistakes. Six of them stated that after receiving feedback about their mistakes or deficiencies, participants showed effort to correct or overcome them in the following weeks. They did their best to avoid repeating the same behavior. One prospective teacher stated that her low tone of voice is acknowledged by her classmates; however, with the help of her partner, she managed to use her voice and managed her class effectively at the end of 8 weeks. Another one said that:

For instance, I always approached students who gave answers first without noticing. My partner told me this two, three times, started saying one after another. Then whenever I gave word to students, I remember what my partner said and started stepping backwards. (P5)

Solution/Alternative Oriented: A majority of the participants in group interviews ($n = 9$) pointed out that peer feedback encouraged them to look for solutions to the problems that they faced, or search for alternative to improve their teaching. Participants stated that they enjoyed being provided by different solutions or alternatives. They were exchanging ideas with each other and testing it in the following lessons to find out whether it was working or not. One participant stated that when her partner provided solutions for her mistakes in her performance, it helped her to lighten up the negative feeling that she failed. Another one found it very self-improving. One participant said that:

Speaking for myself, it (peer feedback) improved me a lot. Because as my partner also gives extra ideas, after some time one starts to think of your own extra alternatives. We might think about the same things 'I could do this or I could do that as well.' You realize that in time. I believe it was a beneficial process. (P13)

Some of the e-journal entries ($n = 6, 6.4\%$) also stated that peer feedback was useful because it provided options or suggestions for their lesson. In one entry a participant wrote that:

When I think about the feedbacks that I have received from my friend, they are very useful in general. Because the good things encourage me and the suggestions that she provides for my deficiencies and the ideas that we exchange about them are very beneficial to improve myself. (P13, W2)

4.4.1.7.3. Personal Empowerment

The answers that participants gave to the question "*How do you think you benefited from giving and receiving feedback?*" (Interview Question 3) revealed how they benefited from peer feedback personally. It yielded two codes: *Improvement in Personal Life* and *Improved Confidence*.

Improvement in Personal Life: Members in OPF group also mentioned about how peer feedback process helped them improve themselves in their personal life as well. Nine of the participants stated that they felt the effect of peer feedback on themselves. Six of the participants pointed out that they started using the same

language that they used while giving advice to their family and friends, saying “Wouldn’t it be better if you did it like this?” They said that this process “softened” the way they communicated with other people. One of them explained that:

I think I have started using more ‘I language’ rather than ‘You language’. When they say something to me I answer them, but I say ‘In my opinion, to my mind’. Previously, I used to say ‘You did this. You did that’. For instance, I normally used to have problems with some people in my daily life. When I approach them now, instead of saying ‘You did this.’ I say ‘This happened and because of that I think like this.’ When you say it like that you are softening it more. And the person before you starts not defending herself but trying to explain what he was thinking as he did that. I think arguments have decreased in my life and I get a long more and better. (P20)

A few of the participants stated they became more open to criticism in their personal life. One of them expressed that she became more patient when dealing with people or students. She also became more solution-oriented as well.

Improved Confidence: Almost half of the members in group interviews ($n = 5$) pointed out that peer feedback assisted them to enhance their self-confidence. Two participants pointed out that with the help of this process they became more certain of their skills in teaching; their partners assured them that they could succeed in teaching. Another one stressed that she felt competent in terms of her skills in both giving feedback and teaching. One partner explained that:

... For instance, when I do something that does not worked in the class I really feel bad at that moment in the class..... when my partner brings me a new solution and says ‘Look, Could you have done it in this way? or You had better did it that way.’ It feels like he overcomes those negative feelings a little. I saw that there is really a solution and it becomes evident that I can do it better. Therefore, I think it was one of the biggest pluses of peer feedback. (P3)

A few of the entries in e-journals ($n = 5$, 5.3%) also mentioned feedbacks as useful for improving themselves or their confidence. Their partner’s feedback made them feel better and thought highly of their teaching skills increasing their belief that they would be good teachers.

4.4.1.8. Future Orientations

In order to find out how they would react towards peer feedback in the future they were asked “*When you start teaching as a profession, do you think you will be willing to give feedback to and receive feedback from your colleagues? Why?*” (Interview Question 8). Future orientations were about participants’ attitudes about getting peer feedback from their colleagues when they started profession. Interview results showed that there was one subcategory and two codes for this main category as follows: Willingness (*Intention of FB Source* and *Background of FB Source*).

4.4.1.8.1. Willingness

Willingness meant whether participants were willing to give and receive feedback from their colleagues when they started profession. Intention of feedback sources implied whether the source of feedback had an aim to criticize and humiliate the feedback receiver or help them to improve themselves. While sharing the same background with the feedback source would be a preference for the participants, having different backgrounds might cause misunderstandings according to them.

When the answers of the participants were analyzed it was realized that they were more willing to take rather than give feedback to their colleagues in the future. Seven of the participants stated that they would be willing to take feedback from their colleagues while five of them stated that they would be willing to give feedback to their colleagues. Some of the participants ($n = 5$) pointed out that they would be hesitant to give or get feedback from their colleagues.

Intention of FB Source: The reasons why participants were hesitant to take feedback can be listed as the intention of the feedback giver i.e. whether they would give destructive or constructive criticism ($n = 3$). As it was stated before, not knowing how to use appropriate language and style during feedback might be because participants felt offended. One of the participants stated that: “For me, it depends on

the style of feedback. I could be frustrated if someone says ‘How could you do it like that?’ But if he gives feedback in a nice way, such as giving feedback through ‘leading’ then I would perceive it positively.” (P11)

Background of FB Source: The background of feedback source would affect their desire for peer feedback as well ($n = 3$). If the colleague was experienced then some of the participants preferred not to give feedback to them, regarding them as their superior. They also believed that having different backgrounds with the colleague would affect feedback negatively as they had different perspectives to perceive events in the classroom, or topics discussed during feedback. They stated that since their colleagues would not know about the peer feedback training they received, they might not know how to handle the process therefore, misunderstandings might occur. One of the participants said that:

I would take feedback. About giving feedback... I don't know. I don't think it will be like this when we start the profession. Because of different schools, we probably will have learnt differently. And like my friend has said, there will be differences in experience, or there could be age difference.... In the end, we (classmates) all accepted it as we all studied together and started doing something like this. But not everyone may welcome it. Therefore, I have my doubts about giving feedback. But I would like to get feedback. Because I saw it is beneficial for me.... (P13)

4.4.2. Perceptions of WPF Group

4.4.2.1. Focus of Peer Feedback

When participants were required to answer “*When you think about the feedback that you give to your friend, what have you focused on most, for instance, classroom management, instructional planning, student engagement etc?*” (E-Journal Question A.3.), 112 e-journal entries were examined in WPF group. 118 items were identified for peer feedback focus as participants could choose more than one focus at a time. The focus of peer feedbacks was coded as *Planning, Instruction, Management and Overall Observation*. It was found out that out of 118 items 24 of them were about *Planning* (20.3%), 21 of them were about *Instruction* (17.8%), 47 of them were

about *Management* (39.8%) and 26 of them were *Overall Observation* (22.1%). Figure 4.8. shows the overall frequency of peer feedback focus throughout 8 weeks.

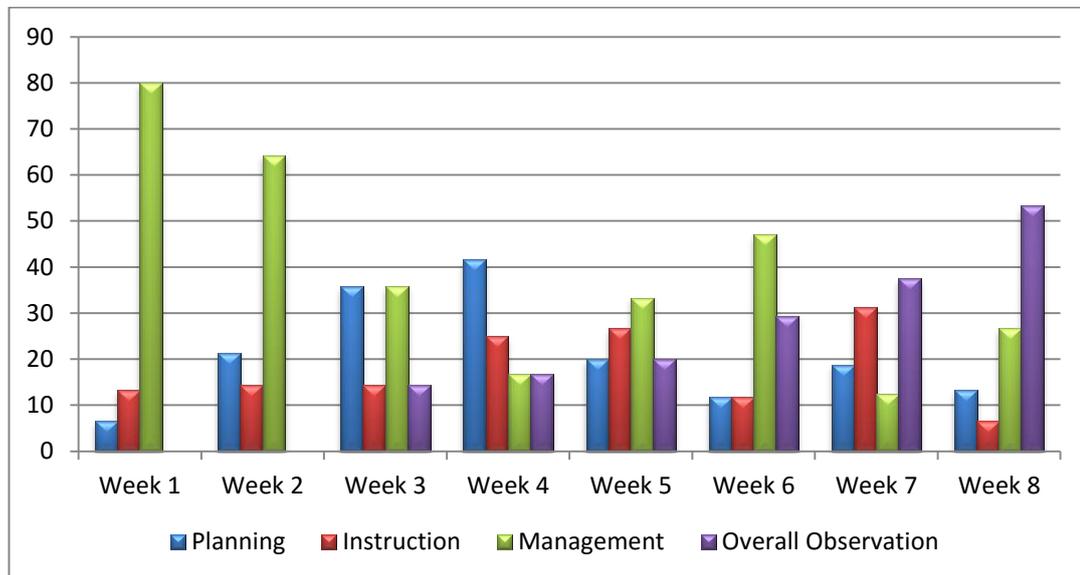


Figure 4.8. WPF Group: Focus of PFB

It can be understood that Management had the highest preference as a feedback focus whereas instruction had the lowest preference. Planning and Overall Observation had similar percentages of preferences. It could also be concluded that Overall Observation was a preference for WPF group starting from the middle of the experiment and reaching to its peak in the final week.

4.4.2.2. Rationale for Peer Feedback Focus

When WPF group answered “*Why do you think you have focused on this aspect? Do you think you could have focused on other aspects as well?*” (E-Journal Question A.4.) six different codes were also formed about how they rationalize their peer feedback focus: *Important Topic, Partner’s Performance, Check Competence,*

Mutual Agreement, Other and No Reason. There were 142 rationales given for peer feedback focus in WPF group. Out of them, 8 were given as *Important Topic* (5.6%), 22 of them were given as *Partner's Performance* (15.5%), 10 of them were about *Check Competence* (7%), 52 of them were about *Mutual Agreement* (36.6%), 9 of them had *Other* reasons (6.3%) and 41 of them had *No Reasons* (28.9%).

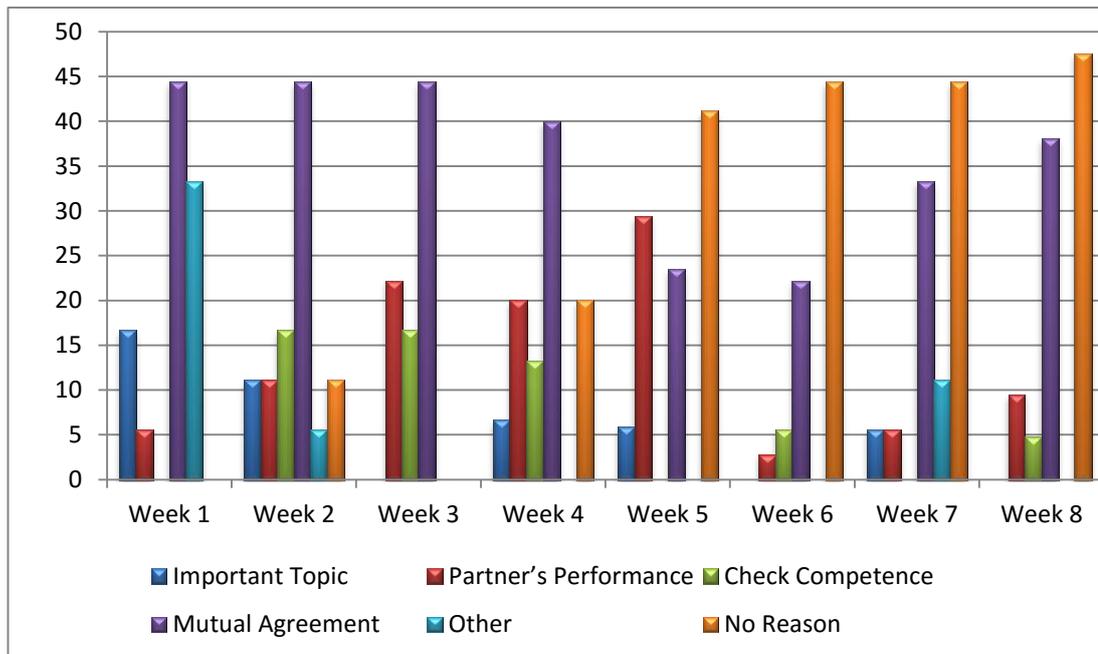


Figure 4.9. WPF Group: Rationale for PFB

The highest percentage of reason was mutual agreement, implying that partners in WPF group were in touch with each other to identify their peer feedback focus. However, the second highest reason was having No Reason, i.e. there was no reason to choose it as a focus, and they just felt like deciding on that topic and acted accordingly. Partner Performance was the third highest reason, implying that participants preferred to focus on the actions of their partners. Check Competence, Other Reasons and Important topic were preferred the lowest. One can conclude that WPF group members dwelled on the reasons for their feedback focus, or gave

thought on rationalizing their choices to a limited extent. Figure 4.9 represents the distribution of reasons for peer feedback focus throughout 8 weeks.

4.4.2.3. Orientations towards PF

The interview questions' results [*"You have been giving and receiving feedback to your partner for 8 weeks. What is your opinion of giving and receiving feedback at the very beginning of the semester and at the end of the semester?"* (Interview Question 1); *"What did you like most about giving and receiving feedback?"* (Interview Question 4)] showed that participants hold both positive and negative orientations, and different feelings towards peer feedback. Categories and their codes are: Positive Orientations (*Positive Attitude, Objectivity and Use of Appropriate Language*); Negative Orientations (*Concerns about Negative FB, PF Burnout and Questioning the Value of PF*); Feelings towards PF (*Positive, Negative, Both Positive and Negative and Neutral/Other*); Level of Readiness (*Willingness and Avoidance*).

4.4.2.3.1. Positive orientations

Three different codes were established under this sub-category: *Positive Attitude, Objectivity and Use of Appropriate Language*.

Positive Attitude: Most of the participants in WPF group ($n = 9$) mentioned about positive attitudes towards peer feedback. Half of the participants ($n = 7$) pointed out that they were comfortable while providing peer feedback to their partners. They also believed that peer feedback mainly focused on positive aspects even the parts that included negative aspects of the lesson helped them correct their mistakes. Half of the participants ($n = 7$) also stressed that peer feedback was beneficial for them both professionally and personally which will be discussed in detail in the forthcoming sections. One participant said that:

I have realized that when I am observing someone continuously it also contributed to me. When I was evaluating (my partner) I was thinking like ‘Aaa, this is a good idea, I could also use it’ or ‘OK, when she does this she gets this kind of response’ it was also beneficial for me, that is to say, (it) contributed to myself. (P23)

Participants noted that peer feedback was effective because it was guiding and helping them to take action for their deficiencies. It made them feel that they were valued by their partners. It also helped them to get to know themselves better. One participant noted that “Being appreciated was really a beautiful feeling. Your ego is really satisfied.” (P26). Another one stated that:

Someone observing you means a little like someone caring for me. She always focuses on you and tries to help you by caring about you. And you like it, in a way. Maybe we also have negative aspects and you are made to face them, but someone is sparing time for you and observes you continuously and cares about what you do. Therefore, you feel the need to tidy up yourself more. (P23)

Objectivity: Half of the participants in WPF group ($n = 7$) believed that they gave and were given objective peer feedback. Even though they had some concerns about hurting their partner, they tried to refrain from subjectivity and did their best to adhere to objectivity. Some of them believed that they received a detailed peer feedback. Two of the participants in WPF group also thought that they were using descriptive language in the belief that it would be beneficial not only for them but also for their partner as well. One participant underlined that her partner did not favor her by writing only positive things but she also learned about her deficiencies through constructive and objective peer feedback.

Use of Appropriate Language: Among 14 participants in WPF group, 5 of them stated that they paid attention to using appropriate feedback or their partner used a similar language. They believed that the style chosen in peer feedback caused no hard feelings among them even though they were talking about negative aspects of the classroom. On the contrary, it was quite useful to see their deficiencies without getting hurt. They stated that they had learnt to use it in their professional and personal life. One participant said that:

... (We have learnt) to be both unbiased and look from a critical perspective. We were able to elude from our work during the lesson and focus on that moment and got into the mode by saying 'I am doing observation right now and I will give feedback in a moment.' (We have learnt) how to make criticism. We have understood that criticism doesn't mean telling everything bluntly. We have learnt that, in the future, while we are making criticisms in various stages of our lives, we need to use more appropriate words, (make) appropriate sentences. (P14)

4.4.2.3.2. Negative Orientations

This sub-category also possessed three different codes: *Concerns about Negative FB*, *PF Burnout* and *Questioning the Value of PF*.

Concerns about Negative Peer Feedback: More than half of the group members ($n = 8$) in WPF group had some concerns about negative peer feedback i.e. feedback that participants gave to or received from their partners about their deficiencies or mistakes in their teaching performance. A major concern of participants ($n = 6$) was about negative feedback. They experienced a certain level anxiety about receiving or giving negative feedback. Consequently, some of them were worried about being misunderstood by their partner. One of them said that:

At the very beginning, while I was writing about negative things I was hesitant about creating a perception when I said 'You had forgotten to walk around the class.' What if my partner would say 'Haven't you forgotten it yourself? Have you done everything so well?' But then, later on, as a requirement of the format, thinking that telling negative things would be useful for both of us, I got over this in the later feedbacks. (P14)

Even though participants pointed out that they held an open stance towards peer feedback, some of them expressed their disappointment in reading about their mistakes. They wanted to hear about what they were good at. They were astonished to find out about their mistakes or felt embarrassed. They were not so welcoming; on the contrary, they were resistant to accept negative peer feedback. One of the participants stated that "Even though my partner wrote 99% positively, when I saw something negative, I inwardly say 'Wouldn't it be better you didn't write about it?'" (P24)

Another major concern about giving negative peer feedback was worries about hurting partners' feelings. Three of the participants mentioned about their stress and anxiety while writing about deficiencies in their reports. One participant narrated that:

...While I was writing (I was thinking) what if I would hurt her or what if I exaggerated or what if my sentences were misunderstood?... I thought (about feedback) but when I put my thoughts on paper I erased my sentences again saying I shouldn't write it like this in order not to hurt my partner. (P7)

PFB Burnout: Only one participant in WPF group stated that she experienced a certain level of burnout during this process. She also believed that there were too many peer feedbacks like the participants in OPF group and claimed that the number of peer feedbacks should be limited as she was iterating herself especially after fifth week. She stated that:

I was telling that I already wrote this last week and it repeated this week. Should I write it this week? I was torn between them and when I repeat myself I got bored of it. Then I say 'I am repeating myself' wondering whether I am showing enough care. 'Can't I see something different?' (P22)

Questioning the Value of Peer Feedback: Five participants in WPF group had questions in their minds about the value of peer feedback. One participant's questions were related to how the theory that they have learnt at school could be put into practice in teaching experience realistically and whether peer feedback can reflect this appropriately or not. Two of the participants had some initial reservations about peer feedback at the very beginning of the term. One of them explained that:

At the very beginning I wondered what could be the aim of working with a pair. I thought about what could be beneficial or harmful about it. I thought that she knows what I know, she sees what I see. There was a question mark in my mind about how she could provide help to me as she is a friend.

Two of the participants also expressed their disappointment in the shortness of their partner's feedback. While they were providing long and detailed feedback, they were dissatisfied with the briefness of their partner's feedback. This caused them show a preference for supervisor feedback which will be discussed later. Lastly, one

participant argued about the reliability of peer feedback, questioning its trustworthiness:

... For example.... There might be a problem... whether what my friend has seen is related to my profession or has she seen it correctly? You doubt about it. When you or another instructor gives feedback we approach it more confidently. Here there is a problem, whether my friend has seen it wrong. In the end she is your friend. If you know her why would she say something bad? In fact, there is both an aspect that you trust and another aspect that you do not. (P1)

4.4.2.3.3. Perceptions on How They Felt about PF

The analysis of e-journals in WPF group also revealed the same four codes for this category: *Positive*, *Negative*, *Both Positive and Negative*, and *Neutral/Other*. Participants in WPF group also mainly held positive feelings about giving peer feedback. Out of 112 e-journal entries in WPF group, 76% of them ($n = 85$) expressed positive feelings towards giving peer feedback; only 2.7% of them ($n = 3$) expressed negative feelings; 8% of them ($n = 9$) included both positive and negative feelings at the same time; and 13.3% of them ($n = 15$) included entries that could be counted as neither positive nor negative but neutral/other feelings. Figure 4.10 below summarizes how participants in WPF group felt while they were giving feedback to their partners throughout the 8 weeks.

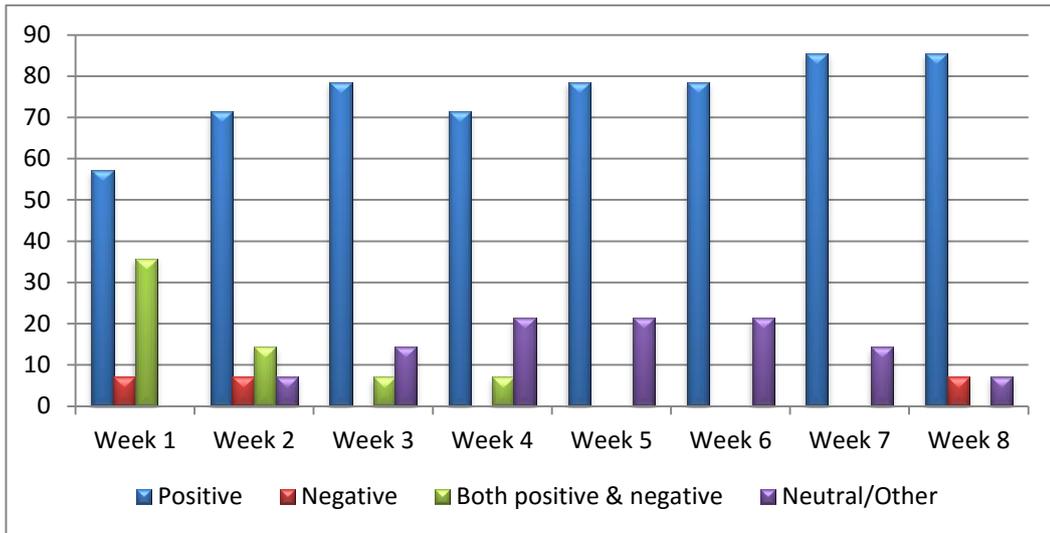


Figure 4.10. WPF Group's Peer Feedback Giving Experience throughout 8 weeks

Among 112 e-journals in WPF group, a very high percentage of them ($n = 92$, 82.1%) of them constituted positive feelings while receiving peer feedback. A very small percentage of them ($n = 3$, 2.7%) had negative feelings, while a small percentage included both positive and negative feelings ($n = 8$, 7.1%). almost one tenth of the participants ($n = 9$, 8%) had neutral/other feelings for peer feedback. Figure 4.11. displays the distribution of frequencies of feelings that WPF group experienced while receiving feedback week by week.

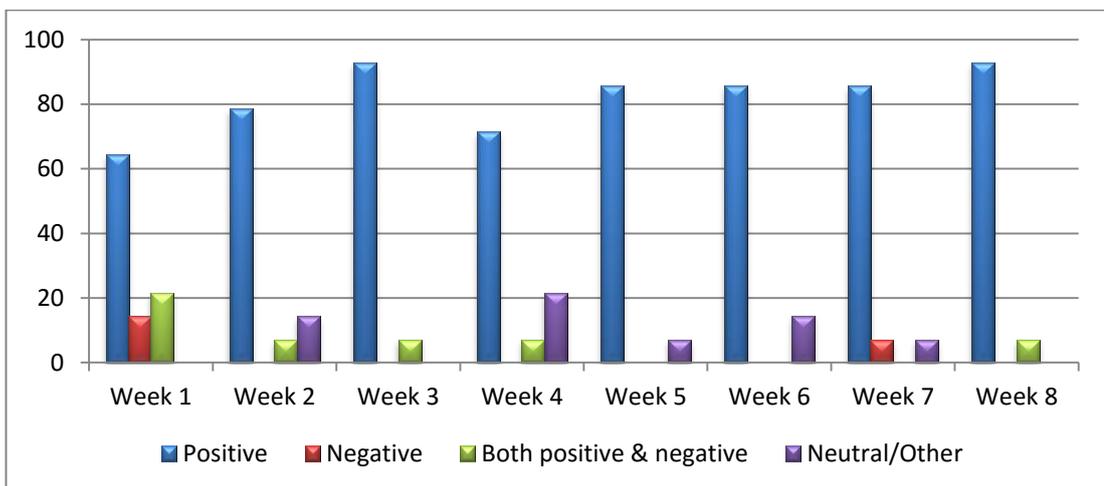


Figure 4.11. WPF Group's Perceptions on How They Felt about Receiving PFB

Positive Feelings: A closer look at the e-journals shed light on some of the underlying reasons why the participants felt the way they do. A majority of participants expressed positive feelings while they were giving peer feedback. When their partner had a successful teaching experience they felt happy while they were writing feedback to their partner. One participant said that “My partner’s lesson this week was one of the best so far. Therefore, I wrote with great happiness and enthusiasm.” (P7, W7). Several of the participants mentioned about their positive feelings because they believe that giving feedback to their partners also contributed to their own development:

I believe my partner and I complement each other with the feedback that we give to each other. As we don’t have any offensive approach, it helps us improve ourselves and support each other continuously. We learn useful and creative ways of teaching every week. Actually, we teach only for one hour but we observe our partner’s lesson and evaluate it which contributes to our development as if we taught that lesson as well. Seeing that my partner is transferring things from my observation to her teaching life makes me happy. (P23, W 6)

Negative Feelings: Very few participants expressed negative feelings while giving peer feedback ($n = 3$, 2.7%). One of the participants stated their discomfort while giving peer feedback as “I don’t feel comfortable/good.” While one of the participants expressed her discomfort by expressing her confusion about how to use appropriate language, another participant expressed her being upset because she envied her partner’s successful performance. Similarly, very few participants expressed negative feelings while receiving peer feedback. Two of the participants stated their discomfort while giving peer feedback as “I don’t feel comfortable/good.”

Both Positive and Negative Feelings: A minority of the participants ($n = 9$, 8%) expressed both positive and negative feelings. A few of the participants in WPF group also expressed a concern for their first experience with peer feedback. They were hesitant or tense and facing the unknown made them stressful. The participants had a mix feeling of positive and negative during the first weeks having a fear for the unknown as one participant said:

As it was the first feedback and I couldn't guess how my partner would react and I had to pay attention to what I would write. Therefore, I felt tense. Listening to my partner effectively made me follow the lesson more carefully. However, I enjoyed myself with the hope that what I wrote would lead her the way and make her question and correct herself. (P7, W1).

Neutral/Other Feelings: Several participants had neutral feelings towards giving peer feedback. While one participant regarded feedback free from criticism, several participants stated that their feelings were neutralized as they got used to giving feedback, starting from the third week. One participant said that "Honestly, I started to feel ordinary when compared to first weeks." (P14, W3) Another participant stated that: "I can't say I feel something different. This is not criticizing; it is just helping each other see our deficiencies. Therefore, I think giving feedback is beneficial." (P18, W1).

4.4.2.4. Level of Readiness

Two codes were formed under this category: *Willingness* and *Avoidance*.

Willingness: The participants in WPF group were also asked to answer the same questions in e-journals. One of the questions dealt with whether there was anything that they would like to write their friend but they couldn't and what prevented them from doing this.

The results revealed that almost all of the participants in WPF group were willing while they were giving feedback and they didn't hold back. Out of 112 e-journal entries 107 (94.7%) of them stated that they expressed what they wanted to say to their partners. The participants who held an open stance toward peer feedback talked about everything that they wanted and did not refrain from mentioning their own or their partner's weaknesses so that they can overcome them throughout the whole 8 weeks. One of the participants said that: "No, I don't think I have refrained from telling something. I openly mentioned about what happened and aspects that could be improved." (P 7, W 1)

Avoidance: While almost all of the participants were willing to give peer feedback, as it can be understood from Figure 4.12 below, there were very few occasions when participants refrained from giving peer feedback. The total number of incidents that participants avoided giving peer feedback throughout the 8 weeks was 5 (5.3%).

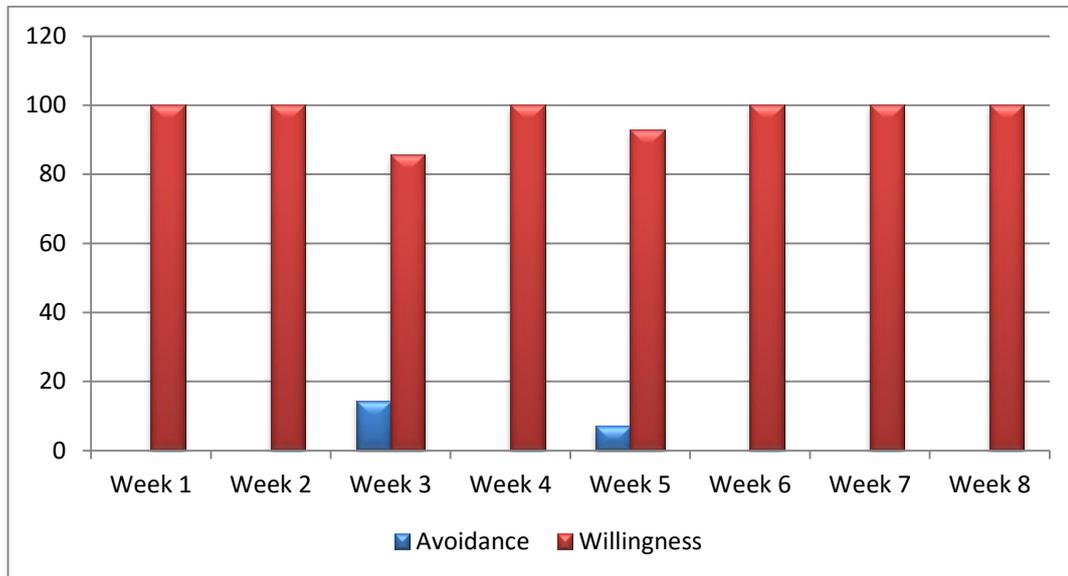


Figure 4.12. WPF Group's Level of Readiness

A detailed analysis of e-journals in WPF group revealed that participants in WPF group also abstained from giving feedback on various situations. One of these reasons was because one of the partners felt shy to say something to her partner as she didn't want to hurt her feelings. Or there might be a disagreement between partners as what one considered to be a problem could be an unnecessary detail for the other partner; therefore, he or she remained silent and did not make any comments on it. As one of the partners stated that "... I feel like the pace of the lesson is a little slow, it might be because of his monotonous tone of voice. I didn't want to say this as my partner might not consider it as a problem." (P4, W3)

There were a few reasons why participants in WPF group refrain from giving peer feedback. WPF group participants held back if they thought they saw a problem with their partner's teaching but they could not say it as they didn't want to hurt their

partner's feelings. Another reason they avoided giving feedback was the disagreement between partners.

4.4.2.5. Action to be Taken after PF

Five codes emerged in WPF journals about whether they would take any actions after their peer feedback: *Planning*, *Instruction*, *Management*, *Other* and *No Change*. There were a total of 134 changes mentioned in 112 e-journals as participants decided to make more than one change according to the received peer feedback. Out of 134 changes, 37 of them (27.6%) were about *Planning*, 40 of them (29.9%) were about *Instruction*, and 16 of them (11.9%) were about *Management*. A small number of them ($n = 6$, 4.5%) were changes they want to make in *Other* areas. Actually these areas should not be considered as changes to be made but the benefits of peer feedback. They stated that peer feedback helped them improve themselves, correct their mistakes or become aware of themselves. Finally, 35 of the entries (26.1%) stated that they did not want to make any changes (*No Change*) according to the given feedback. One the reasons for not making any changes according to peer feedback was having a successful lesson ($n = 26$), hence, not needing to make any changes. It was observed that through the final weeks, especially week 7 and week 8, the number of participants who believed they had a successful lesson; therefore, they did not want any changes in their next lesson increases sharply. It can be said that as the weeks passed they became more experienced and confident in their teaching; they had fewer mistakes in their classes. The other few reasons for not making any changes according to peer feedback included disagreement with partner or not finding the given feedback important or focusing on unnecessary details. Figure 4.13.below summarizes the distribution of changes that participants would like to do according to the peer feedback they received.

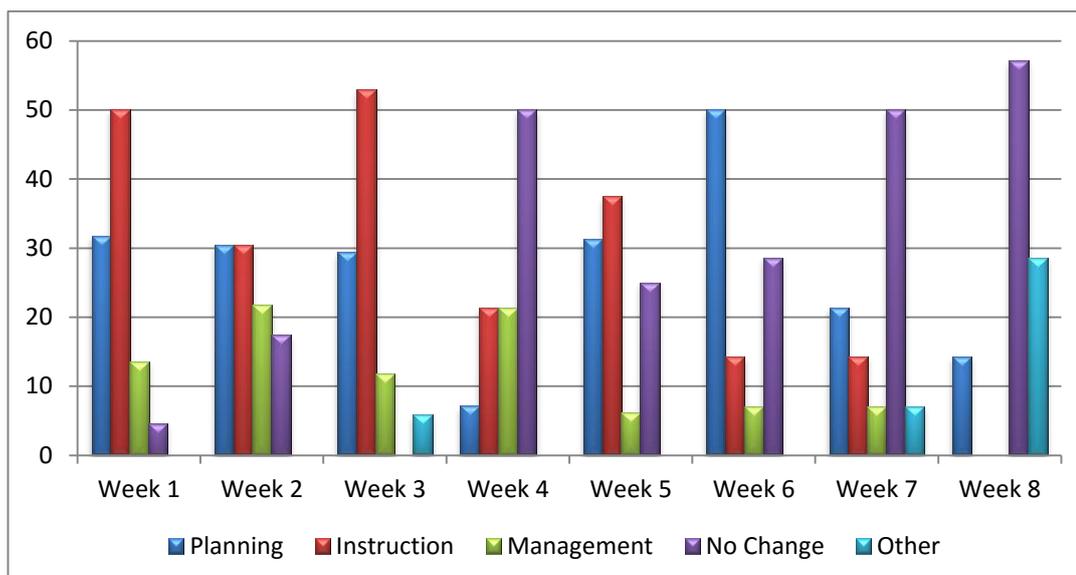


Figure 4.13. WPF Group: Action to be Taken After PFB

4.4.2.6. Social Relations

There were two categories and their codes: Equal Status (*Feeling Empathy, Sharing Same Background and Feeling Relaxed*); Superior-Subordinate (*Reliable Source of FB and Feeling Stressful*).

4.4.2.6.1. Equal Status

Feeling Empathy: Six of the prospective teachers stated that they felt empathy towards their partners. Other types of feedback may not provide empathy for the participants. One of them expressed that:

She (her partner) knows what you are feeling and to me it is what matters most because more or less she goes through the same things. It is very difficult for you (supervisor) to feel the same way. For instance, I would know where my friend would have got stuck.... You might not feel it that much. (P2)

Sharing Same Background: Five members mentioned about having same background with their partners. They especially stressed they went through same stages in their

teacher education. One participant stated that having same background has a deeper effect on them. She said: “We know a lot of things and we have learnt a lot in methodology classes but we didn’t know how we can reflect these into the real classroom atmosphere. When someone who has the same knowledge sees this, it has a greater impact on us.” (P14)

Feeling Relaxed: A majority of the participants ($n = 7$) stated that they would prefer peer feedback because they felt relaxed with their partners like one participant said “... getting feedback from my partner helped me to relax...” (P23). They described their peer feedback as having equal conditions; therefore, they would feel much more relaxed when compared to other types of feedback. Another one explained that:

Now, we are in a process. We are trying to get used to being a teacher and getting in front of the students. Now, as we are going through this process, we have a chance to observe someone who has been through the same processes like us. If we were to go to these classes by ourselves we wouldn’t be having such a chance. We have seen what it is that happened to me and I saw the same thing happening to my friend. We experienced the feeling of success together. (P1)

4.4.2.6.2. Superior-Subordinate

Reliable Source of FB: Participants in this group pointed out that both cooperating teachers and supervisors are reliable sources of information when compared to peer feedback ($n = 2$).

Feeling Stressful: However, this type of feedback made participants stressful ($n = 6$), therefore placing peer feedback as their favorite type of peer feedback. One participant said that: “Peer feedback would be better, because I feel more comfortable with my friend. When you (supervisor) came, being monitored by a professional unavoidably causes uneasiness. My friend is like me. You feel that comfort, therefore it was good.”(P15) Two prospective teachers expressed their concern for supervisor feedback as they would get a grade for her performance.

4.4.2.7. Challenges of Peer Feedback Process

Getting Used to: Seven of the participants talked about their initial reservation at the very beginning of the experiment. Four of the participants pointed out that they had various emotional reactions. One participant expressed her fear about her ability to succeed in the process, while another stated her anxiety for first feedback. Some held worries about negative feedback for the first lesson while others were concerned about hurting their partner. One participant said that: “(At first) I thought she only wrote negative things about me. I was annoyed, felt strange. Then I put the things that I was not aware of (during the lesson) to a side and said ‘Oh, I had better did it like that.’ Then it (feedback) sounded plausible to me.” (P7)

One participant pointed out that she thought the process would be much more challenging than it actually was. Another one stated that at first she thought it was a waste of time, and then she realized she became professionalized during the process.

Balancing Delivery: Six members in this group stated that they experienced problems in finding the right balance in their feedback. When participants were asked about the difficulties of the process, they pointed out that they were concerned about being misunderstood. One participant said that: “Find the right weight, to find the balance between negative and positive criticisms, not to be offending. Because we are not only together in this teaching practice, but we are together non-stop... Just in case, it could be understood as something personal.” (P17)

Another great challenge for them was to use the appropriate style while they are writing. Another participant said that:

While I was writing I had difficulty in picking up my sentences. I was close with my partner but I have never thought of leaving anything out. As she especially asked from me to tell her everything, I thought I should tell even the smallest mistake at least once so that at least she would bear it in her mind. Nevertheless, expressing that in a beautiful sentence was challenging ... finding the right style. It was difficult at the very beginning then after I got used to it, it wasn't difficult. (P23)

Inequality among Classes: Three participants in WPF group also complained about the work load when compared to other classes. While one participant complained about inequality among classes, one of them stated that:

... We only had this problem: While we were striving hard, working hard, making preparations, other teacher candidates were not spending this much effort. After hearing about them, seeing them, we were demoralized. Therefore, it (the process) started to feel very challenging. (P17)

However, they also stressed out that that as a result of this process they also felt superior to most of the other classes as well in terms of their teaching skills such as lesson planning or classroom management.

4.4.2.8. Benefits of Peer Feedback

There were three subcategories and their codes: Usefulness of PF (*Useful, Not Useful* and *Both Useful and Not Useful*); Professional Empowerment (*Professionalization, Becoming Aware, Increased Attention, Putting Theory into Practice, Modeling Partner, Correcting Mistakes* and *Solution/Alternative Oriented*); Personal Empowerment (*Improvement in Personal Life* and *Improved Confidence*).

4.4.2.8.1. Usefulness of PF

Participants in WPF group were also asked about their opinions about the usefulness of peer feedback they received. Three codes emerged: *Useful, Not Useful* and *Both Useful & Not Useful*. Out of 112 e-journals, they expressed a very high percentage saying that they found peer feedback *Useful* ($n = 98, 87.5\%$). WPF group's reasons for finding peer feedback useful were more descriptive in nature when compared to OPF group. The number of e-journals saying that peer feedback was *Not Useful* was very low ($n = 8, 7.1\%$), and participants who stated that they found some aspects of feedback useful but some aspects not were also very few i.e. *Useful & Not Useful* ($n = 6, 5.4\%$). The reasons that they found peer feedback useless were similar to OPF

group. Four of the entries stated that they disagree with their partner, so they didn't think it was useful. Five entries said that feedback was what they expected, what they already knew; therefore, they did not benefit from it. Figure 4.14 below represents the distribution of opinions of WPF about the usefulness of peer feedback throughout 8 weeks. Three participants found the given feedback unnecessary to focus on. One entry stated participant's disappointment as she found feedback short and not very detailed when compared to the feedback that she gave.

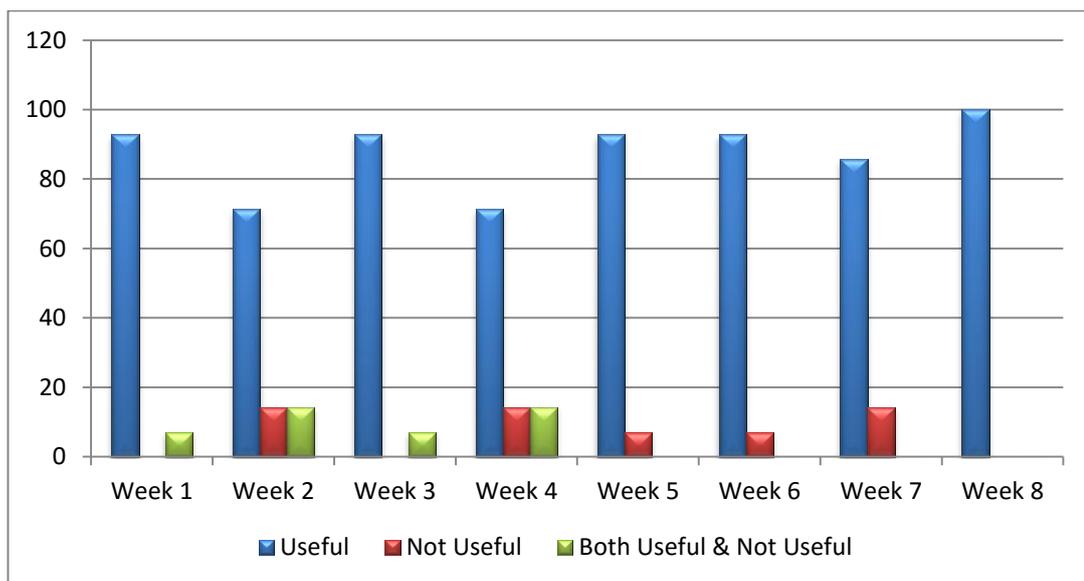


Figure 4.14. WPF Group: Usefulness of PFB

4.4.2.8.2. Professional Empowerment

Seven codes emerged under this sub-category: *Professionalization, Becoming Aware, Increased Attention, Putting Theory into Practice, Modeling Partner, Correcting Mistakes* and *Solution/Alternative Oriented*

Professionalization: Participants in WPF group also talked about how they improved themselves on their teaching skills and peer feedback skills ($n = 9$). They explained that this process gave them the opportunity to look at things from a professional i.e. teacher perspective. Teaching practice course made a significant contribution to their

development. One of the participants described the process of professionalization in providing feedback as follows:

At the very beginning, you are shy about it, look at it emotionally, you cannot evaluate it from a professional perspective.... Then as time passed it (feedback) became more like something we would like. We didn't look at it emotionally such as getting offended anymore; we tried to behave more professionally. (P17)

The vantage point of feedback changed in time and with the help of the process, their perspective changed from that of a student to teacher's perspective. Another student noted that:

At the very beginning, I was thinking about it (peer feedback) as a waste of time. Then we put the criteria of previous term into practice this term. We observed every moment of the lesson according to those criteria or we taught the lesson while we were aware that we were being observed which made us become more automatized, how can I say, ... in a good way. I think that it helped us to take control, become automatized and look at things more professionally. Therefore, it was good. (P22)

Becoming Aware: Another major benefit of peer feedback was participants' becoming aware of their actions i.e. their weaknesses and strengths. A majority of the prospective teachers in this group ($n = 10$) pointed out that feedback assisted them to realize or recognize their mistakes, or deficiencies. As they were anxious during the lesson, they were unaware of their actions. Participants expressed their surprise when they found out about their behavior in peer feedback. One of them stressed that peer feedback created awareness in their behaviors. Another one defined peer feedback as a nice experience to see their deficiencies. One participant remarked that "... like my friend has said, when we saw something that we haven't recognized before we respond like "Aaaah, Have I really done that?" It is something sweet and an (sweet) atmosphere is created when we become aware of ourselves." (P14)

Increased Attention: WPF members ($n = 6$) also stated that this process increased their attention. As they were supposed to give feedback to their partners, this required them to be much more careful with a deeper focus on their partner's

behavior in the class. One participant stated that if it weren't for the peer feedback process, they wouldn't pay much attention to the lesson, and thus missing a lot of important points in the lesson. Another one pointed out that she overcame her focus problem with the help of this process. One of them stated how peer feedback enforced them to spend increased attention on the lesson and how it provided opportunity for improvement:

One of the beauties of giving feedback is you and your partner talk about different things. As you are supposed to give feedback, you have to listen to the lesson carefully. In my opinion, even just seeing how a topic is told, what kind of materials is used is very beneficial. (P26)

Putting Theory into Practice: A great number of participants ($n = 9$) also stated that peer feedback process helped them put their theoretical knowledge into practice. They stated that they did their best to put their knowledge into practice as they were writing peer feedback, which helped them to discover how much they knew. One participant said that "First and foremost, we tested how well our theoretical knowledge and methodology knowledge are, we have found out that. Other than that, we have found out to what extent we can and cannot do their application...." (P1) And they stated that feedbacks helped them whether they were good at the practice of the theory or not. One of the participants stated that this process helped her to see that theory at school can be applicable to real life.

Modeling Partner: Participants ($n = 9$) also mentioned about how they learnt from their partners. Just like in OPF group, while they were observing their partners, they recognized what worked well and what didn't work in the class. They used their partner as a model and learnt from them. One member expressed that:

... Later on I realized that observing someone continuously also contributed something to me as well. When I evaluated (my partner) thinking that 'Aaaa, this is a good idea, I can use this as well' or 'Hmmm, when she does this, she may get this response' it was also beneficial for me, I mean contributed to myself. (P23)

Correcting Mistakes: A majority of the members in this group ($n = 9$) also pointed out that peer feedback helped them overcome their mistakes and deficiencies. Because of their anxiety during the lesson, they failed to notice their mistakes. They

expressed their astonishment by their mistakes in their feedback. They all regarded being corrected by their partner positively and worked on their mistakes and deficiencies to correct or improve them. One prospective teacher stated that:

But I don't know whether I focused on the negative aspects or not. I tried really hard in order not to check my lesson plan during the lesson (while I was teaching) so that my partner would not repeat that criticism, make no negative criticism. But this is in a good way. I focused on that (mistake) a lot in the following weeks, tried not to repeat that mistake. (P22)

Solution/Alternative Oriented: Very few participants ($n = 2$) mentioned about peer feedback helping them to look for solutions or alternatives in the face of problems. One participant said that “When you are getting feedback you see your deficiencies. Your friend gives you ideas about what to do about the mistakes in the lesson. This provides you a perspective, therefore, it is good.” (P12)

4.4.2.8.3. Personal Empowerment

This sub-category included two codes: *Improvement in Personal Life* and *Improved Confidence*.

Improvement in Personal Life: A majority of the members ($n = 9$) in this group also pointed out that peer feedback enhanced their personal life as well. One participant stressed that she was able to establish empathy in her personal life due to this process. Four participants noted that they became more tolerant and open to negative criticism. One of them said that “It teaches you the necessity of being more tolerant towards criticism. What you used to look at vehemently, you start to become more tolerant of it.” (P2)

One said he got to know himself better about how to communicate with students. Another one said she realized what it was like to give constructive criticism in various stages of her life, how to establish sentences appropriately.

Improved Confidence; Eight of the participants noted that peer feedback had a positive effect on their self-confidence. One of them expressed that whatever subject

she received positive feedback, her self-confidence about that issue improved afterwards. Another participant stated that:

There is such a thing; for instance, she praises you about classroom management. After knowing the positive criticisms, you go out teaching with a boosted self-confidence, try to improve your classroom management excitedly. For instance, you say like 'I did this.' increasing your power. (P17)

They expressed that their partner enlightened them about their mistakes and indicated their improvement in their mistakes which gave them self-confidence. One participant narrated how her partner encouraged her about her teaching, enhancing her self-confidence: "When you are ripping yourself up 'No, I couldn't do it.' about the things you managed to do, someone says to you 'No, this was good, but you have this deficiency.' showing you by minimizing it, gave me more self-confidence."

Another point that participants expressed in WPF group was peer feedback motivated them to push themselves harder and to go one step further when they receive positive feedback from their partner. Peer feedback encouraged them to take further action. Believing in their skills in teaching after receiving praise, prospective teachers were motivated to perform better. One participant pointed out: "... I take pains to prepare something and come up with a product and she tells me the positive aspects of it. I say "So it was worth it, I should prepare a new one, a better one for next week.' The idea that it was worth it increases one's appetite."

4.4.2.9. Future Orientations

There was one subcategory and two codes for this main category: Willingness (*Intention of FB Source* and *Background of FB Source*).

4.4.2.9.1. Willingness

The participants in this group were also indecisive about feedback in their future profession. While four of the participants stated that they were willing to take

feedback from their colleagues when they started profession, four participants also stated that they were willing to give feedback as well. Five of the participants, on the other hand, pointed out that their willingness to take and give feedback depended on their colleague. One of them expressed her anxiety of being misunderstood by her colleague during this process.

Intention of FB Source: The intention of the colleague was one of the major factors that affect their attitude ($n = 2$). One of the participants pointed out that: “If he comes to give support it will be great. But if he has an ulterior motive such as finding fault and criticizing me, then definitely not.” (P17)

Background of FB Source: The background of fb source also affected their willingness for peer feedback ($n = 5$). A participant said that:

... I don't want to be misunderstood; however, I would have a look at the person, who is saying this (giving me feedback). Is it the principal or vice principal who is not aware of anything (about language teaching)? Does he tell this because he wants to annoy me, or because our ideas clash, or is it my colleague (English teacher) who really tries to help me improve? Who said that and how he said it, why he said it is also important... (P14)

They stated that, after having such a peer feedback experience, they became more open to getting feedback from their participants. One participant noted that “... I am more open to taking (feedback). More open to criticism whether it is positive or negative. I am more open to comfortably taking someone else's opinions.” (P23)

4.4.3. Comparison of OPF and WPF Groups' Perceptions

In this part, a comparison between OPF and WPF groups' results were made in order to have a better understanding of each group's preferences, thoughts and ideas about peer feedback.

4.4.3.1. Focus of PF: OPF & WPF

Both groups were compared in terms of their preference for the focus of their feedback. Figure 4.15. shows how the content of peer feedback is distributed across the groups and throughout 8 weeks.

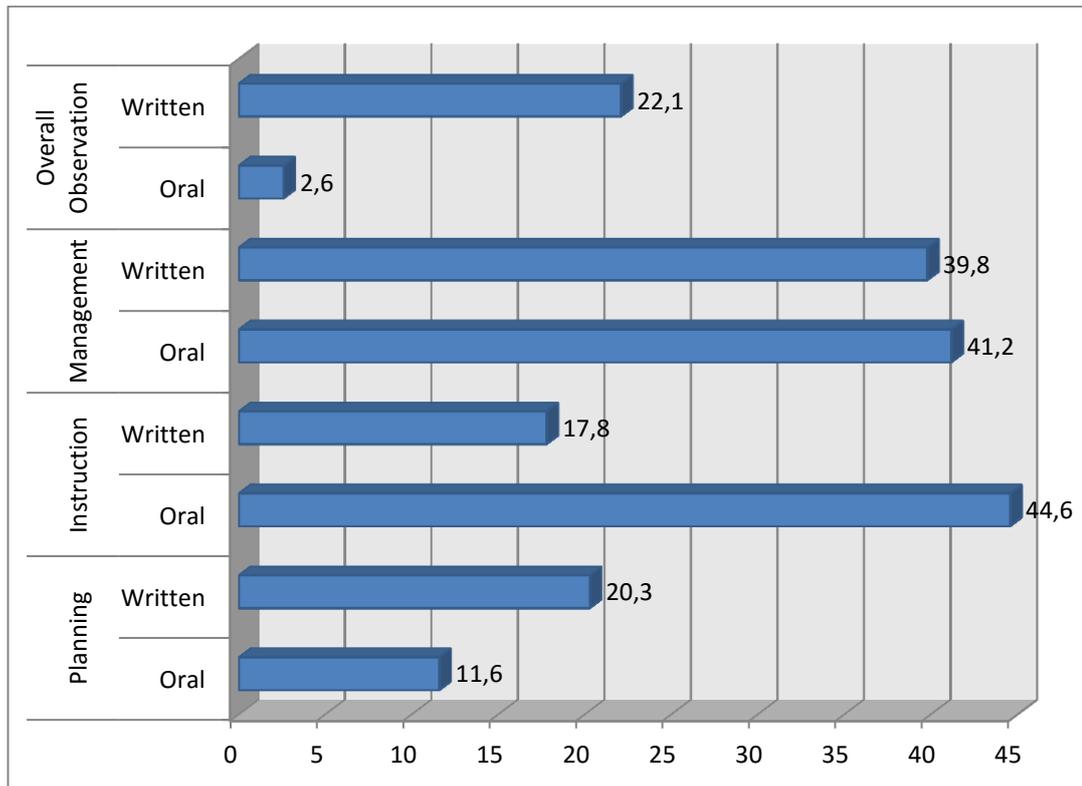


Figure 4.15. Comparison of OPF and WPF Group's Focus of PF

In terms of *Planning*, while OPF group preferred it as 11.6%, WPF group's preference doubled in size and reached to 20.3%. In terms of *Instruction*, OPF group (44.6%) differed with WPF group (17.8) to a great extent. In terms of *Management* both groups had similar preferences, while OPF group's preference for Management made up 41.2% of the total; it took up 39.2% of WPF group. In terms of *Overall Observation*, the groups also differed to a great extent as well. OPF group had a much lower preference (2.6%) than WPF group (22.1%).

4.4.3.2. Rationale for PF Focus: OPF & WPF

A comparison was made between OPF and WPF group in terms of the reasons they gave as a peer feedback focus. 17.1% of the entries in OPF group stated that they chose the feedback focus as they found it important (*Important Topic*) whereas it was 5.6% in WPF group. 27.4% of the entries stated that their *Partner's Performance* caused them to choose that focus for feedback in OPF group whereas 15.5% stated like that in WPF group. Both groups had similar preferences to some extent for *Check Competence*: OPF group 11.1%, WPF group 7%. OPF group had slightly higher tendency to find out about their performance and follow their development. *Mutual Agreement* was the highest preference for WPF group with 36.6%, whereas it was 23.9% in OPF group. Both groups counted for *Other* reasons to choose as a peer feedback focus: 4.3% in OPF group and 6.3% in WPF group. However, having *No Reason* to choose a peer feedback focus in OPF group was almost half the size (16.2%) of WPF group (28.9%). Figure 4.16 shows the total frequency distribution throughout the 8 weeks according to two different groups.

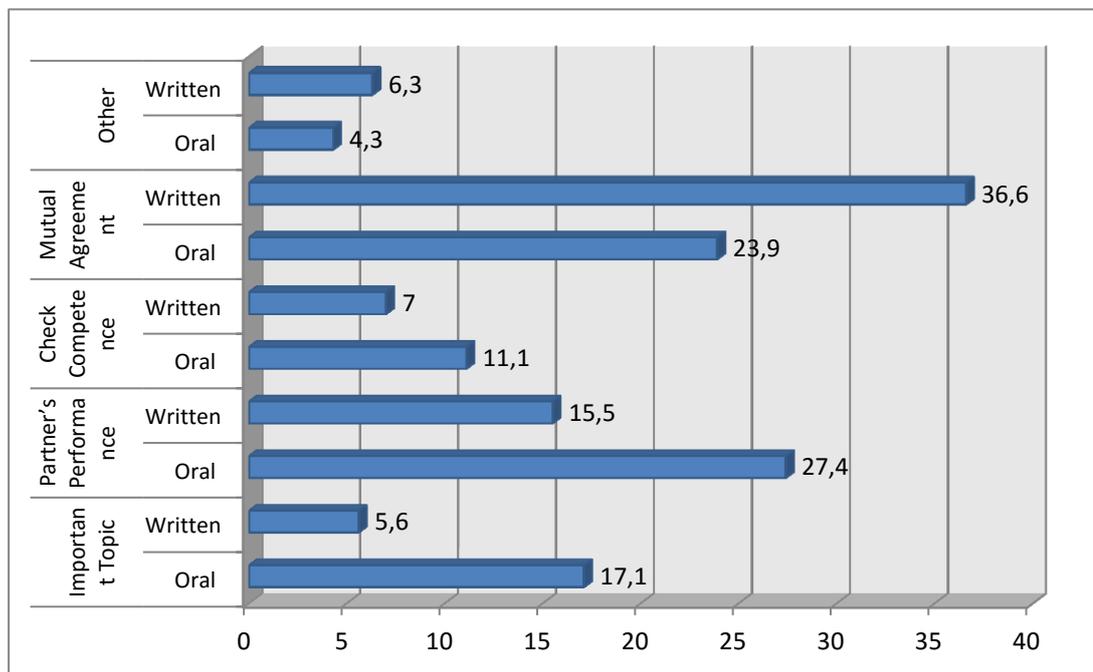


Figure 4.16. OPF and WPF Group's Rationale for PF Focus

4.4.3.3. Orientations towards PF: OPF & WPF

4.4.3.3.1. Positive Orientations

Both OPF and WPF participants had a *Positive Attitude* towards peer feedback. While 8 (66.7%) of the participants in OPF group talked about having positive thoughts and feelings about peer feedback, 9 participants (64.3) in WPF group expressed similar things. In both groups, almost half of the group members (OPF, $n = 5$ (41.7%); WPF, $n = 7$, 50%) described peer feedback as being *Objective*, free from personal feelings and ideas. Both groups mentioned about the *Use of Appropriate Language* during feedback sessions (OPF group, $n = 10$, 83.3%; WPF group, $n = 5$, 35.7%).

4.4.3.3.2. Negative Orientations

The concerns that both groups experience about negative peer feedback were common (*Concerns about Negative PFB*: OPF, $n = 7$, 58.3%; WPF, $n = 8$, 57.1%). While 4 participants (33.3%) complained about issues related *Peer Feedback Burnout* in OPF group, only 1 participant (7.1%) expressed a similar thing in WPF group. Participants in both groups questioned the value they gave to peer feedback (*Questioning the Value of PFB*: OPF, $n = 3$, 35.7%; WPF, $n = 5$, 35.7%)

4.4.3.3.3. Perceptions on How They Felt about PF

A comparison was made between OPF and WPF groups in order to find out how they felt while they were giving peer feedback to their partners. Figure 4.17.below represents the distribution of the total number of frequencies throughout 8 weeks in both groups' feelings as they gave peer feedback.

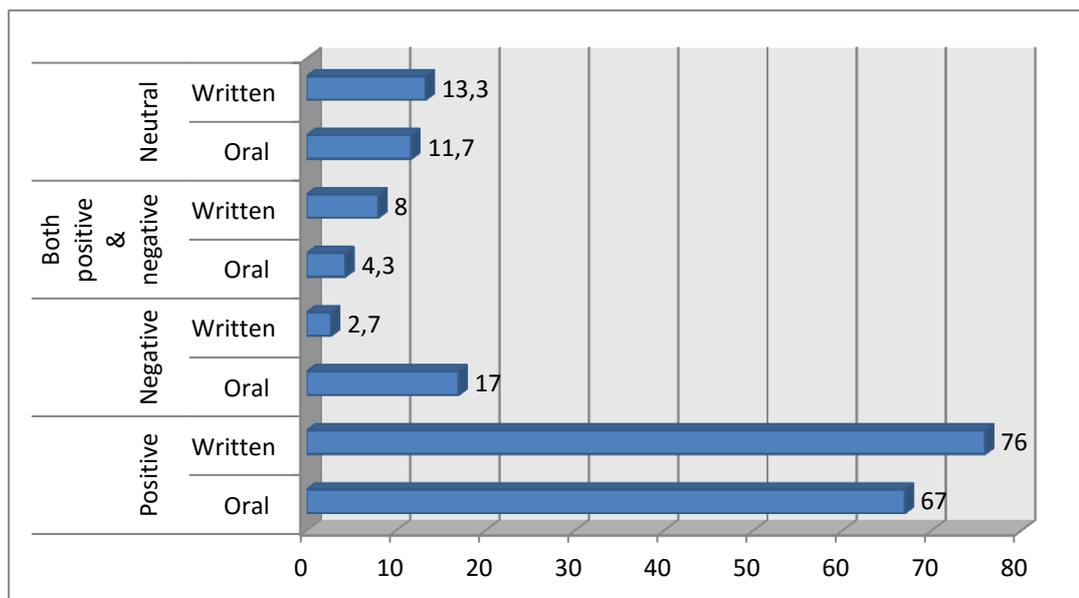


Figure 4.17. Comparison of OPF and WPF Groups' Perceptions on How They Felt about Giving PF

The total number of entries that participants expressed *Positive* feelings while giving peer feedback was 63 out of 94 consisting of 67% of the entries in OPF group, while it was 85 out of 112 entries consisting of 76% of the total entries included positive feeling in WPF group. 16 entries that consisted of 17% of the total entries included negative expressions in OPF group, while only 3 entries consisting 2.7% of the total entries were about *Negative* feelings in WPF group. A very small number of participants in OPF group had *Both Positive and Negative* feelings at the very beginning of the term with 4 e-journal entries i.e. 4.3 % of the total. Only 9 journal entries consisting of 8% of total entries in WPF group had both positive and negative feelings during the first few weeks. 11 journal entries that took up 11.7% of the total included *Neutral/Other* types of feelings in OPF group, while 15 entries that took up 13.3% of the total entries included neutral or other feelings in WPF group.

OPF and WPF groups were compared about how they felt while receiving peer feedback from their partners. Some similarities and differences were revealed. As it can be seen from Figure 4.18.both groups had higher levels of positive feelings while receiving feedback. Out of 94 entries 67 of them (71.3%) had *Positive* feelings in

OPF group, and out of 112 entries 92 of them (82.1%) included positive feelings showing that WPF group had slightly higher levels of positive thought and feelings while receiving peer feedback. On the other hand, 11 of the entries (11.7%) involved *Negative* feelings in OPF group whereas there were only 3 entries in total (2.7%) in WPF group. The number of entries that had *Both Negative and Positive* feelings was quite similar to each other in both groups. While there were only 7 entries in OPF group (7.4%), there were 8 entries (7.2%) in WPF group. Entries that involved *Neutral/Other* feelings in OPF group were 9 (9.6%) and it was 9 (8%) in WPF group. Figure 4.18 displays the distribution of frequencies of how participants felt while getting peer feedback throughout the 8 weeks.

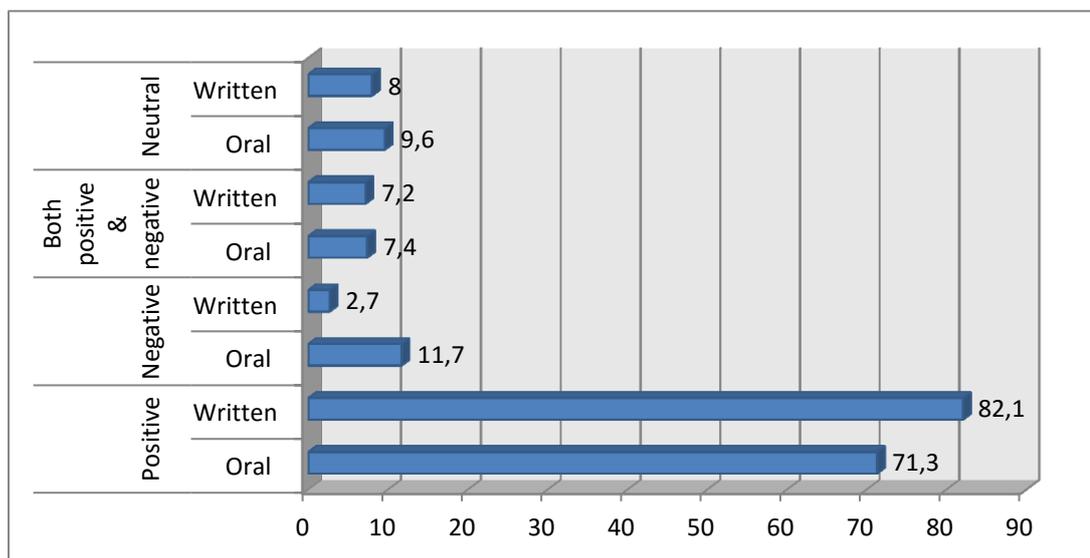


Figure 4.18. Comparison of OPF and WPF Groups' Perceptions on How They Felt about Receiving PF

4.4.3.3.4. Level of Readiness

A comparison between OPF and WPF groups in terms of their willingness to provide peer feedback revealed some similarities and differences between the two groups. Both groups had a very high percentage of *Willingness* to provide giving peer feedback, i.e. they held an open stance to give peer feedback focusing on both strengths and weaknesses of their partner's teaching. In OPF group 87.5% of the e-

journals stated that they were willing to provide peer feedback to their partners. On the other hand, WPF group had a higher percentage (94.7%) of willingness to provide peer feedback.

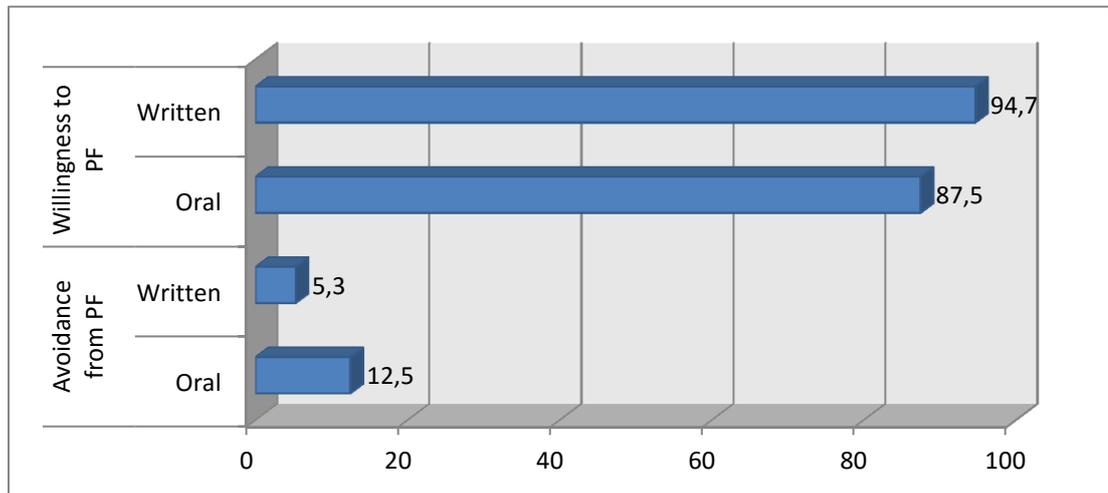


Figure 4.19. Comparison of OPF and WPF Groups' Level of Readiness

The total number of incidents in which participants in OPF group reported that they avoided giving peer feedback throughout 8 weeks is 14 out of 96(Avoidance). It consists of 12.5% of the total of e-journals. On the other hand, only 5 out of 112 incidents of refraining from giving peer feedback were reported in WPF group throughout 8 weeks that consisted of 5.3% of the total number of e-journals, almost two times less than OPF group.

4.4.3.4. Actions to be Taken After PF: OPF & WPF

The two groups' results were compared in terms of the actions they would take according to the received peer feedback. OPF group was slightly different than WPF group in terms of *Planning*, OPF group's percentage is 31.6% and WPF group's percentage is 27.6%. There was also a slight difference between the two groups in terms of *Instruction*. OPF group's percentage was 24.8 while WPF group's percentage was 29.9. In terms of *Management*, the percentage of OPF group (23.9)

doubled the percentage of WPF group (11.9). While there was only one action they would take in *Other* fields in OPF group (0.9%) there were more changes to be done in other fields in WPF (4.5%). There was a difference between the two groups in terms of *No Action*. OPF group decided to make no changes according to peer feedback with 18.8%, while it was 26.1% in WPF group. Figure 4.20 displays the difference between the two groups.

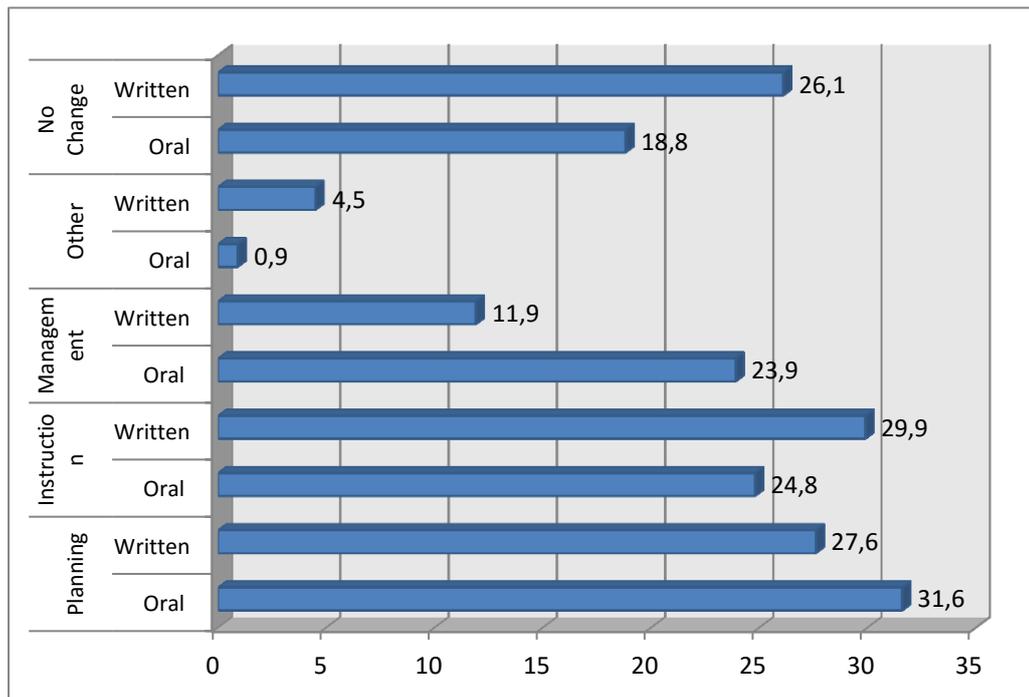


Figure 4.20. OPF and WPF Groups: Action to be Taken After PF

4.4.3.5. Social Relations: OPF & WPF

4.4.3.5.1. Equal Status

Both groups' members talked about the similar perceptions about the effect of social relations on feedback. Half of the group members in both groups stated that they would prefer peer feedback when compared to other types of feedback. 5 participants (41.7%) in OPF group stated that they empathize with their partner in peer feedback while 6 participants (42.9%) thought so in WPF group (*Feeling Empathy*). 5 participants in both groups (OPF, 41.7%; WPF, 35.7%) talked about having the same

background with their partners while giving peer feedback (, *Sharing Same Background*). While only one participant in OPF group (8.3%) mentioned about feeling relaxed while giving peer feedback, 7 participants (50%) talked about feeling comfortable during peer feedback (*Feeling Relaxed*).

4.4.3.5.2. Superior-Subordinate

While only 2 participants (16.7%) stated that they would prefer all types of feedback including supervisor, cooperating teacher or self-feedback in OPF group, 4 participants (28.6%) in WPF group stated that they would prefer feedback from their supervisor or cooperating teacher. They regarded them as a *Reliable Source of Information*, more experienced than their peers and knew the class better than them. However, they also pointed out that this type of feedback makes them *Feel Stressful* (OPF, $n = 1$, 8.3%; WPF, $n = 2$, 14.3%). They wouldn't prefer to receive feedback from their supervisors or cooperating teacher because of their anxiety as they will be graded.

4.4.3.6. Challenges of PF Process: OPF & WPF

Both group members expressed their anxiety, fears and worries about the first feedback session. They worried about breaking their partner's feelings, they were anxious about not knowing what to look for or what to expect before the first feedback session. OPF group members experienced more difficulty in adapting this process ($n = 7$, 58.3%) than WPF group members ($n = 7$, 50%). Both group members, however, after going through the adaptation process, got over these feelings once they got used to the process (*Getting Used to*).

It was found out that participants in WPF group experienced more difficulty ($n = 6$, 42.9%) while trying to find the right balance in their feedback (*Balancing Delivery*) i.e. how to state both positive and negative aspects of lesson so as not to offend their

partner, or not to be misunderstood when compared to OPF group members ($n = 3$, 25%).

Both groups shared the view that peer feedback process was challenging but fruitful. However, there was frustration among them upon seeing the way the other classes carried out teaching practice course with a much lighter workload. While 5 participants (41.7%) in OPF group complained about inequality among classes, 3 participants (21.4%) in WPF group complained about it (*Inequality Among Classes*).

4.4.3.7. Benefits of PF: OPF & WPF

4.4.3.7.1. Usefulness of PF

While 83% of the e-journals in OPF group stated that they found that week's peer feedback *Useful*, 87.5% of the e-journals in WPF group stated the same thing. While 11.7% of the e-journals in OPF group stated that they found the feedback *Not Useful*, 7.1% of the e-journals in WPF group reported the same thing. Finally, both groups expressed that some parts of peer feedback were useful but some parts were not useful (*Both Useful & Not Useful*) (OPF 5.3% and WPF 5.4%).

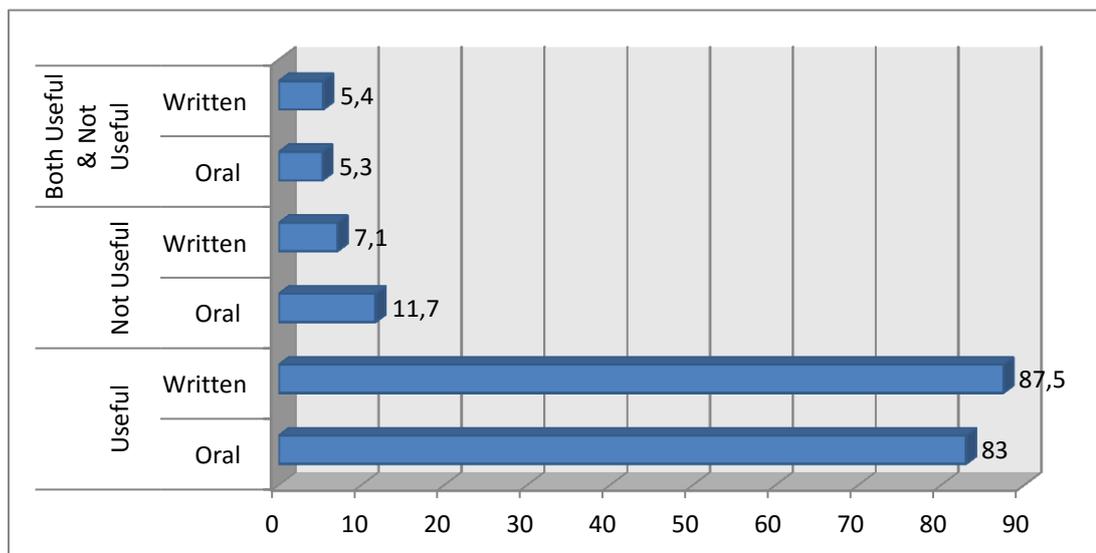


Figure 4.21. OPF and WPF Groups: Usefulness of PF

4.4.3.7.2. Professional Empowerment

Participants in both groups acknowledged various benefits of peer feedback. 9 participants in both groups (OPF, 75%; WPF, 64.3%) stated that after this process their peer feedback giving and receiving skills improved. They also showed progress in their teaching skills as well. Both improvements contributed to their feeling professional (*Professionalization*). They both believed that with the help of peer feedback they became aware of their weaknesses and strengths (*Becoming Aware*: OPF, $n = 8$, 66.7%; WPF, $n = 10$, 71.4%). Only 2 participants (16.7%) in OPF group mentioned about their attention getting increased whereas 6 participants in (42.9%) WPF group mentioned about *Increased Attention* as a result of peer feedback. While one third of the participants ($n = 4$, 33.3%) in OPF group stated that they *Putting Theory into Practice* with the help of peer feedback, a majority of the WPF group members ($n = 9$, 64.3%) also gave a similar statement. Both groups expressed that their theoretical knowledge is tested and put into practice during this process (OPF, $n = 4$, 33.3%; WPF, $n = 9$, 64.3%). Both groups' members also acknowledged that their partners have become a model for them to learn from (*Modeling Partner*: OPF, $n = 7$, 58.3%; WPF, $n = 9$, 64.3%). 6 participants (50%) in OPF group peer feedback helped them to correct their mistakes, while 9 participants (64.3%) stated that they corrected their mistakes that were mentioned in their feedback (*Correcting Mistakes*). While 9 participants (75%) in OPF group pointed out that peer feedback process helped them look for solutions when faced with problems or look for alternatives to try new ways in teaching, there were only 2 participants (14.3%) in WPF group (*Solution/Alternative Oriented*).

4.4.3.7.3. Personal Empowerment

Participants in both groups mentioned about the impact of peer feedback on their personal development (*Improvement in Personal Life*). Both group members stated that they have begun to use similar language that they used in peer feedback while communicating with other people and giving them advice pointing out their communication improved. 9 participants in both OPF (75%) and WPF group (64.3%) mentioned about improvements in personal life. Furthermore, 5 participants in OPF group (41.7%) and 8 participants in WPF group (57.1%) expressed how their confidence improved after working with a partner (*Improved Confidence*).

4.4.3.8. Future Orientations: OPF & WPF

4.4.3.8.1. Willingness

Even though both group members stated that they are more open to peer feedback they had some reservations about giving and taking feedback from their colleagues once they start the profession. Both group members listed same reasons for their reservations. 4 participants (33.3%) in OPF group and 2 participants (14.3%) claimed that the *Intention of The Feedback Source* had a significant effect on their willingness for peer feedback. Similarly, 3 participants (25%) in OPF group and 5 participants (35.7%) in WPF group surmised that *Background of The Feedback Source* would determine whether to work collegially with peer feedback.

4.4. Summary of Quantitative Findings

Wilcoxon Signed Ranks test was used by comparing participants' pre-test ETES and post-test ETES scores in order to find whether their efficacy level changed after peer feedback. The summary of the findings are presented below.

Table 4.6.

Summary of ETES Results of the Participants According to Subscales

ETES Subscales	Group	<i>z</i>	<i>p</i>	<i>r</i>
Planning	OPF	2.449	.014	-.49
	WPF	2.262	.024	-.42
Instruction	OPF	2.669	.008	-.54
	WPF	1.229	.219	-.23

The findings revealed that participants who went through peer feedback experienced significant increase their teacher efficacy in all of the subscales: Planning, Instruction, Management ($p < .05$), indicating medium to large effect size ($.30 > r > .50$) (Field, 2005).

Wilcoxon Signed Ranks was run again. However, this time the test was carried out separately for each group (OPF/WPF) so as to find out whether there was a change in each group's teacher efficacy levels according to the subscales of ETES. The findings are summarized in Table 4.7 below:

Table 4.7.

Comparison of OPF and WPF Groups According to Subscales of ETES

ETES Subscales	Group	<i>z</i>	<i>p</i>	<i>r</i>
Planning	OPF	2.449	.014	-.49
	WPF	2.262	.024	-.42
Instruction	OPF	2.669	.008	-.54
	WPF	1.229	.219	-.23
Management	OPF	2.852	.004	-.58
	WPF	1.985	.053	-.37

As it can be understood from the table, while there was a significant difference in OPF group's teacher efficacy scale regarding Planning, Instruction and Management ($p < .05$), indicating a large effect size ($r > .50$) (Field, 2005), there was only a significant difference in WPF group's result in Planning ($p < .05$, $.30 > r > .50$),

indicating a medium to large effect size. There was no significant increase in WPF group's scores in Instruction ($p > .05$, $r < .30$), indicating a small effect size. There was also no significant increase in their Management scores ($p > .05$, $r > .30$), indicating a medium effect size.

Table 4.8.

Summary of Mann Whitney U Pre-test/Post-Test Results

Subscale	Test	<i>U</i>	<i>p</i>	<i>r</i>
Planning	Pre	58.50	0.188	-.26
	Post	63.00	0.276	-.21
Instruction	Pre	63.00	0.276	-.21
	Post	60.00	0.222	-.24
Management	Pre	78.00	0.756	-.06
	Post	73.50	0.586	-.10

As it can be understood from the table above, There was no significant difference between OPF and WPF groups Pre-test scales in Planning, Management and Instruction ($p > .05$, $r < .30$) indicating a small effect size. Similarly, when the test was run again for Post-test scores, no significant difference was found between OPF and WPF groups' teacher efficacy scales in Planning, Management and Instruction ($p > .05$, $r < .30$), indicating a small effect size.

4.5. Summary of Qualitative Findings

Table 4.9. summarizes the qualitative results gathered from three-journals and group interviews. As it could be understood from the table, OPF group had a higher preference for a specific feedback focus, while WPF group preferred to focus on the lesson in general. While OPF group identified their reasons more specifically for the selection of their topics, almost half of the observations in WPF group showed no reason to choose feedback focus. As for orientations towards PF, both groups held

similar ideas, feelings and beliefs about peer feedback that are positive. Yet OPF group seemed to have a higher usage of appropriate language while giving and receiving feedback. Both groups had concerns about giving and receiving negative feedback. OPF group seemed to experience a much higher burnout than WPF group at the end of this process. Although both groups looked like they had similar feelings towards feedback, it was understood that OPF group was experiencing more negative feelings than the WPF group. In terms of level of readiness, WPF group was more willing to give feedback than OPF group, hence, OPF group had a higher avoidance percentage. Both groups had similar preferences for taking an action depending on the feedback they received, yet OPF group would take actions about Management, almost double times more than WPF group. A higher number of WPF participants decided not to make a change in their teaching due to peer feedback they received. As for Social Relations, both groups shared similar ideas about their peers who had equal status with them. However, a higher number of WPF participants used the term “relaxed” when working with their partners. Both groups had lower preference for getting feedback from a superior when compared to peers, even though they regarded it as a more reliable source of information. Both groups experienced similar challenges and needed time to get used to the process. WPF group claimed to have more difficulty in balancing their feedback delivery to their partners, while a higher number of participants in OPF group complained about inequality among other classes. Both groups had similar beliefs about the usefulness of peer feedback. A very high percentage of participants in both groups found it useful, while a small percentage of them found it not useful or some aspects useful but some not. Both OPF and WPF groups mentioned about professional empowerment of peer feedback process. More than half of the participants in both groups felt more professional, became aware of their actions and correcting their mistakes. However, a higher number of WPF participants mentioned about putting theory into practice (doubling OPF group). On the other hand, OPF group claimed that they had become more solution and alternative oriented, whereas only one fifth of the WPF group expressed this belief. While OPF group stated a higher level of improvement in personal life, WPF group stated a higher level of improvement in their confidence. Both groups talked about their future orientations about peer feedback depending on the intention

of the feedback source and the background of the feedback source. More participants in OPF group mentioned about the importance of the intention of the feedback source than WPF group.

Table 4.9.

Summary of Qualitative Results

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Category	Oral Peer Feedback Group	Written Peer Feedback Group
Focus of PF	Planning (<i>n</i> = 14, 11.6%) Instruction (<i>n</i> =54, 44.6%) Management (<i>n</i> =50, 41.2%) Overall Observation (<i>n</i> =3, 2.6%)	Planning (<i>n</i> = 24, 20.3%) Instruction (<i>n</i> =21, 17.8%) Management (<i>n</i> = 47, 39.8%) Overall Observation (<i>n</i> = 26, 22.1%)
Rationale for PF Focus	Important Topic (<i>n</i> = 20, 17.1%) Partner's Performance (<i>n</i> = 32, 27.4%) Check Competence (<i>n</i> = 13, 11.1%) Mutual Agreement (<i>n</i> = 28, 23.9%) Other (<i>n</i> = 5, 4.3 %) No Reason (<i>n</i> = 19, 16.2%)	Important Topic (<i>n</i> = 8, 5.6%) Partner's Performance (<i>n</i> = 22, 15.5%) Check Competence (<i>n</i> = 10, 7%) Mutual Agreement (<i>n</i> = 52, 36.6%) Other (<i>n</i> = 9, 6.3%) No Reason (<i>n</i> = 41, 28.9%)
Orientations towards PF		
<i>Positive Orientations</i>	Positive Attitude (<i>n</i> = 8, 66.7%) Objectivity (<i>n</i> = 5, 41.7%) Use of Appropriate Language (<i>n</i> = 10, 83.3%)	Positive Attitude (<i>n</i> = 9, 64.3%) Objectivity(<i>n</i> = 7, 50%) Use of Appropriate Language (<i>n</i> = 5, 35.7%)
<i>Negative Orientations</i>	Concerns about Negative FB (<i>n</i> = 7, 58.3%) PF Burnout (<i>n</i> = 4, 33.3%) Questioning the Value of PF (<i>n</i> = 3, 25%)	Concerns about Negative FB (<i>n</i> = 8, 57.1%) PF Burnout (<i>n</i> = 1, 7.1%) Questioning the Value of PF(<i>n</i> = 5, 35.7%)
<i>Perceptions on How They Felt about Towards PF</i>	Positive (<i>n</i> = 67, 67%) Negative (<i>n</i> = 16, 17%) Both Positive and Negative (<i>n</i> = 4, 4.3%) Neutral/Other (<i>n</i> = 11, 11.7%)	Positive (<i>n</i> = 85, 76%) Negative (<i>n</i> = 3, 2.7%) Both Positive and Negative (<i>n</i> = 9, 8%) Neutral/Other (<i>n</i> = 15, 13.3%)
<i>Level of Readiness</i>	Willingness (<i>n</i> = 89, 87.5%) Avoidance (<i>n</i> =14, 12.5%).	Willingness (<i>n</i> = 107, 94.7%) Avoidance (<i>n</i> = 5, 5.3%)

Table 4.9. (cont'd)

Actions to be Taken after PF	Planning (<i>n</i> = 37, 31.6%) Instruction (<i>n</i> = 29, 24.8%) Management (<i>n</i> = 28, 23.9%) Other (<i>n</i> = 1, 0.9%) No Change (<i>n</i> = 22, 18.8%)	Planning (<i>n</i> = 37, 27.6%) Instruction (<i>n</i> = 40, 29.9%) Management (<i>n</i> = 16, 11.9%) Other (<i>n</i> = 6, 4.5%) No Change (<i>n</i> = 35, 26.1%)
Social Relations		
<i>Equal Status</i>	Feeling Empathy (<i>n</i> = 5, 41.7%) Sharing Same background (<i>n</i> = 5, 41.7%). Feeling Relaxed (<i>n</i> = 1, 8.3%)	Feeling Empathy (<i>n</i> = 6, 42.9%) Sharing Same background (<i>n</i> = 5, 35.7%) Feeling Relaxed (<i>n</i> = 7, 50%)
<i>Superior-Subordinate</i>	Reliable Source of FB (<i>n</i> = 2, 16.7%) Feeling Stressful (<i>n</i> = 1, 8.3%)	Reliable Source of FB (<i>n</i> = 4, 28.6%) Feeling Stressful (<i>n</i> = 2, 14.3%)
Challenges of PF Process	Getting Used to (<i>n</i> = 7, 58.3%) Balancing Delivery (<i>n</i> = 3, 25%) Inequality among Classes (<i>n</i> = 5, 41.7%)	Getting Used to (<i>n</i> = 7, 50%) Balancing Delivery (<i>n</i> = 6, 42.9%) Inequality among Classes (<i>n</i> = 3, 21.4%)
Benefits of PF		
<i>Usefulness of PF</i>	Useful (<i>n</i> = 78, 83%) Not Useful (<i>n</i> = 11, 11.7%) Both Useful & Not Useful (<i>n</i> = 5, 5.3%)	Useful (<i>n</i> = 98, 87.5%) Not Useful (<i>n</i> = 8, 7.1%) Both Useful & Not Useful (<i>n</i> = 6, 5.4%)
<i>Professional Empowerment</i>	Professionalization (<i>n</i> = 9, 75%) Becoming Aware (<i>n</i> = 8, 66.7%) Increased Attention (<i>n</i> = 2, 16.7%) Putting Theory into Practice (<i>n</i> = 4, 33.3%) Modeling Partner (<i>n</i> = 7, 58.3%) Correcting Mistakes (<i>n</i> = 6, 50%) Solution/Alternative Oriented (<i>n</i> = 9, 75%)	Professionalization (<i>n</i> = 9, 64.3%) Becoming Aware (<i>n</i> = 10, 71.4%) Increased Attention (<i>n</i> = 6, 42.9%) Putting Theory into Practice (<i>n</i> = 9, 64.3%) Modeling Partner (<i>n</i> = 9, 64.3%) Correcting Mistakes (<i>n</i> = 9, 64.3%) Solution/Alternative Oriented (<i>n</i> = 2, 14.3%)
<i>Personal Empowerment</i>	Improvement in Personal Life (<i>n</i> = 9, 75%) Improved Confidence (<i>n</i> = 5, 41.7%)	Improvement in Personal Life (<i>n</i> = 9, 64.3%) Improved Confidence (<i>n</i> = 8, 57.1%)
Future Orientations		
<i>Willingness</i>	Intention of FB Source (<i>n</i> = 4, 33.3%) Background of FB Source (<i>n</i> = 3, 25%)	Intention of FB Source (<i>n</i> = 2, 14.3%) Background of FB Source (<i>n</i> = 5, 35.7%)

CHAPTER V

DISCUSSION AND IMPLICATIONS

This chapter presents the discussions and implications in relation to the study. Firstly, research questions' results are briefly given and discussed in detail. The discussion also contains related research and literature about feedback and teacher efficacy. Finally, implications for educational practice and implications for future research are presented in relation to peer feedback and teacher efficacy.

5.1. Discussion of the Results

As a result of analyzing the findings of this study, the following conclusions were reached. First of all, for the first research question on whether there was a significant difference between pre and post-test efficacy levels of pre-service teachers who were subjected to peer feedback indicated that peer feedback had a significant effect of pre-service teacher's teacher efficacy belief. The participants who were subjected to peer feedback experienced a significant level of increase in their teacher efficacy in terms of Planning, Instruction and Management. Thus, it could be concluded that peer feedback has a potent impact on prospective teachers' teacher efficacy. The results of this study are in line with Bowers' (1999), Gemmel's (2003) and Göker's (2006) findings. In her study, Bowers, studied peer observation and feedback and how teachers perceive them. Teachers stated that their teaching is validated by peer feedback. The results reported an increase in teachers' confidence and self-efficacy. Gemmel wanted to identify the effects of peer coaching which also included

observation and peer feedback and she found that it improved the efficacy of pre-service teachers profoundly. On the other hand, Göker wanted to find out about the difference between experimental group who received peer coaching and control group who didn't get any peer coaching in terms of their efficacy beliefs. There was a significant difference between the two groups, experimental group had a higher efficacy than control group. The results were confirming Bandura's (1977) social cognitive theory as well. The findings of the study suggested that feedback which is considered as an environmental factor has a deep impact on self-efficacy (a personal factor) and the behavior of the individual i.e. teaching performance.

As for the second research question on whether there was a significant difference in teacher efficacy level of pre-service teachers who were given different modes of peer feedback showed that there was no significant difference between pre and post test results of OPF and WPF group in terms of their teacher efficacy levels. Both groups' efficacy levels were the same when they started the study and their efficacy levels were also similar when they finished the study. Hence, it could be claimed that peer feedback had similar effects on pre-service teachers' teacher efficacy regardless of the mode it was provided. As this study employed no control groups it was not possible to make a comparison. No significant differences between two feedback groups might be related to the effectiveness of peer feedback on pre-service teachers' teacher efficacy regardless of the mode it was given. These findings are similar to the findings of Erdemli's study (2006). In her study, Erdemli worked on the differential effects of feedback delivery methods: written feedback versus written plus verbal feedback on the rater and the ratee in a military context. There was no significant difference in terms of participants' utility and affective reactions as well as job performance between the two groups. Hence, based on these results it could be claimed that whether it is written or oral, peer feedback has an influential potential to improve pre-service teachers' efficacy levels.

However, the third research question on whether there was a significant difference between OPF and WPF groups in terms of their pre and post-test scores also revealed that OPF affected teacher efficacy of pre-service teachers more than WPF. The results indicated that while participants in OPF group significantly increased their

teacher efficacy levels in all the subscales of ETES (Planning, Instruction, Management), WPF group had a significant increase in only Planning and there was no significant increase in Instruction and Management. Thus, it could be claimed that oral feedback has a deeper impact on pre-service teachers' efficacy than written feedback. Since the findings of the statistical analysis did not enlighten the reasons for this result, e-journals and semi-structured group interviews were used to identify the reasons. The following part that focused on the last research question also aimed to enlighten the underlying reasons for the difference between OPF and WPF group in terms of their teacher efficacy levels.

The final research question aimed to identify the perceptions of pre-service teachers on different modes of peer feedback. As it was already presented in results section of this study, eight different categories and their codes were determined according to the analysis of research instruments: Focus of PF, Rationale for PF Focus, Orientations towards PF, Actions to be Taken after PF, Social Relations, Challenges of PF Process, Benefits of PF and Future Orientations. The detailed analysis of e-journals and semi-structured group interviews revealed some similarities and differences between OPF and WPF group in terms their perceptions towards peer feedback. The discussion will be carried out according to these eight main categories and their codes.

Focus of PF: First of all, there was a difference between the two groups in terms of peer feedback content. The results of the study revealed that even though OPF group was smaller in size, their number of peer feedback focus ($n = 121$) was greater than WPF group ($n = 118$). This could be as a result of having face-to-face interaction where they had a chance to reflect on each other's feedback at that moment and focus on more than one thing at a time and came up with more ideas spontaneously during the course of oral feedback session. On the other hand, WPF group's communication was one way, where they didn't have a chance to respond to their partner, limiting the options for developing new topics of focus that might stem from mutual discussion over the observation.

The content analysis of the e-journals revealed that there were four different codes in terms of peer feedback content: *Planning*, *Instruction*, *Management* and *Overall Observation*. WPF group showed a much higher preference for Overall Observation than OPF group (2.6% vs 22.1%, respectively). Most of the Overall Observation took place mostly after the mid-point of the process i.e. 4th feedback. The difference between the two groups could be as a result of lack of two-way interaction between pairs in WPF groups. It can be said that having face-to-face interaction might cause better communication between the OPF partners, having a chance to discuss over what they would like to focus on and why, while written interaction may lack such a correspondence resulting in participants focusing on general aspects of the lesson. As a result of high level of communication, OPF group pairs had a higher variety for feedback focus than WPF group. Written communication led to fewer topics to be covered in peer feedback, and a tendency to focus on overall observation when compared to OPF group.

Rationale for PF Focus: The detailed analysis of research instruments also yielded results for the rationale of the peer feedback focus. It was found out that OPF group could identify and present a more varied and balanced rationale for the focus of feedback preferences when compared to WPF group. For instance, more participants in OPF group believed that some issues were very important to dwell on for observation (*Important Topic*) and as some participants expressed, they were a “must” for a teacher to have, and therefore they wanted to find out their performance about that skill. Similarly, *Partner’s Performance* and *Check Competence* in OPF group were also higher than WPF group. When OPF group’s rationale for peer feedback focus was analyzed, 60% of their preference had a specific reason. On the other hand, WPF group had a much lower specificity (38%). One third of the preferences in WPF group had no specific reason to choose a focus. This could be again considered as a result of better correspondence between OPF partners, such as consulting each other and talking over the content of observation, or a deeper sharing of ideas before the observation to determine and clarify feedback focus.

Orientations towards PF: The results of the study revealed that both OPF and WPF participants had a *Positive Attitude* towards peer feedback Both groups described

peer feedback as “beneficial” in terms of personal and academic development. Furthermore, both groups stated that peer feedback helped them get to know about themselves and their teaching skills better and helped them overcome their deficiencies. Hence, it could be said that both OPF and WPF groups held similar positive attitudes towards peer feedback. Gemmel’s (2003) study revealed a similar result as well. After being subjected to peer coaching, most of the participants in her study developed a positive attitude towards this experience. Rauch and Whittaker (1999) carried out an exploratory study on the perceptions of pre-service teachers on peer observation and feedback. The results indicated that participants also held positive perceptions towards peer feedback. The findings of this study and the literature claimed that peer feedback bears a positive value for feedback givers and takers, proving itself to be beneficial from the perspective of its users. Similarly, the results of the study showed that both group members regarded peer feedback as reliable. As Acheson and Gall (1997) claimed, if peer feedback process is properly executed and proper training is provided on how to carry out the feedback conferences, then the feedback would consist of objective data and decreases the risk of hurting partners. Both OPF and WPF participants described peer feedback as being objective (*Objectivity*). To illustrate, almost half of the group members in both groups stressed that peer feedback included descriptive account of events that kept it away from subjectivity and even the negative aspects that they received were welcomed as they believed in the objectivity and benefit of peer feedback. Hence, it could be said that both group members regarded peer feedback as a reliable source of information, reflecting the true performance of the individuals. Only two participants in OPF group and one participant in WPF group had concerns about the reliability of peer feedback. One of the participants in OPF had problems with her partner who usually focused on the negative aspects of the lesson. Another participant warned her partner not to focus too much on the positive aspects of the lesson and dwell on the negative aspects as well. However, it should be noted that in this case, the participant in question, reported this incident through the end of the process when they felt that they were repeating themselves which will be discussed later in this part. One of the suggestions to improve the quality of peer feedback process was to change partners at least once during the term. In this way, recurrence will be avoided. One participant

in WPF group implied that supervisor's feedback was more reliable than peer's feedback which would be discussed further. However, it should be underlined that pre-service teachers generally described peer feedback as a reliable and objective source information as a result of receiving proper training on peer feedback just like Acheson and Gall (1997) claimed.

The results of the study also demonstrated that peer feedback training worked effectively on the participants. As it was previously explained, peer feedback training focused heavily on using PQP format that helps participants to focus on the performance not the performer and describe their observation and feedback in the most objective and constructive manner which are considered as features of effective feedback (Clynes & Raftery, 2008; Quilligan, 2007; Schartel, 2012). Both OPF and WPF members in this study mentioned about the *Use of Appropriate Language* during feedback sessions. The appropriate style used in peer feedback helped them accept even the negative aspects of the lesson easily as it was given in an objective and constructive manner. Similarly, the participants reflected on peer feedback as being reliable, describing the flow of the events, and constructive as it represented the observation of the action together with suggestions or asking for ideas, focusing on the performance not performer as aforementioned. Various studies also stressed the importance of proper feedback training. Rauch and Whittaker (1999) underlined the importance of providing a guideline to participants so that they would focus on identifying their strengths, talking over the points they disagreed, solving problems and looking for alternatives and setting goals so that a meaningful discourse would be created. According to the study by Gemmel (2003), training on giving peer feedback, especially how to give negative critical feedback was crucial. In her study, Gemmel worked on the effects of peer coaching. The results of the study indicated that participants experienced difficulty and hence refrained from giving feedback to their partners when they were talking about negative aspects of the lesson. Therefore, Gemmel stressed the need for further training on peer feedback that focused on using appropriate language so that participants could be more honest with their partners. Likewise, Erdemli (2006) also claimed that if performance feedback was to be used as an integral part of education, then feedback training programs were needed in

order to carry out a more effective education. Neighbors' (2012) study also found that when feedback was given in a constructive way, it affected the performance of the feedback receiver i.e. teacher. They felt secure, believed in the benefits of peer feedback. Hence, the importance of using appropriate language should be an integral part of teacher education programs. The researcher, definitely believes in the exploitation of peer feedback. When the users once realize in the objectivity and reliability of peer feedback, they could be more willing to use it and use it more effectively. As Gan (2014) also claimed in his study, the impact of peer feedback training resulted in the mutual trust and respect among peers which are similar to the findings in this study. The results of this study conform with similar studies in the field, revealing the importance of proper feedback training. Such training is fruitful in obtaining objective feedback that is easy to accept by the pre-service teacher whether it is negative or positive.

The results also revealed that the number of participants mentioning the use of appropriate language in OPF group doubled the number of WPF group members.. It could be concluded that selection of words and expressions when accompanied with face-to-face interaction and non-verbal language matter more for OPF group members than WPF group members. It is not that WPF group members used language that was not appropriate in peer feedback. However, having face-to-face communication could have affected OPF group members' attention more about the way they used language. They experienced immediate reaction of their partners', therefore; they might feel more pressure to pay more attention to the language they used. On the other hand, WPF group members wrote down their ideas without knowing or noticing their partner's response. The stress of interlocutor's reaction does not exist in written communication especially when talking about negative aspects of the teaching performance. Hence, it could be stated that OPF group members were more concerned about their use of words or expression in peer feedback when compared to WPF group members.

The results of the study also pointed that both OPF and WPF group members went through similar worries (*Negative Orientations*) about being misunderstood by their partners especially when they were about to give and receive negative feedback

(*Concerns about Negative FB*). They were not so welcoming towards negative feedback at some point during the process or they had worries about hurting their partner's feelings. However, it was noted that two of the participants in OPF group pointed out that they were embarrassed to find out about their mistakes and got annoyed by it. This could be as a result of face-to-face interaction with partners. Having oral communication bears the risk of losing face when compared to written communication.

The results of the study also indicated that participants avoided confrontation with their peers especially when there was a negative aspect to be discussed or they were discontent about something. Instead of discussing it openly with their peers they preferred to talk implicitly about it and hoped that their partners would get the hint, or they totally abandoned the idea of talking about it. This was considered to be an impact of eastern culture focusing on harmony and avoiding individualism and confrontation. Liaw's study (1999) also found a similar result in which teachers who participated in the study avoided face-to-face interactions while discussing classroom issues. All in all, it could be stated that the major concerns that participants in both groups had were about giving or receiving negative feedback. They showed resilience to accepting negative feedback, they had worries about hurting their partner's feelings or they were afraid of facing resistance or denial from their partners.

The results of the study also showed that OPF and WPF participants experienced burnouts at different levels (*PF Burnout*). Some of the members in OPF group expressed their dissatisfaction with peer feedback process. For instance, they pointed out that these sessions were prone to repeat themselves especially after fourth week, causing discontent, weariness and boredom among some of the pairs. They felt like not benefiting from peer feedback and had their doubts about their observation and feedback skills. Only one participant in WPF group mentioned about a similar burnout. The higher levels of burnout in OPF group might be due to face-to-face interaction again. Only participants in OPF group mentioned about the time they spent on feedback sessions ranging from five minutes to half an hour. WPF group members had no mention of how much time they spent on writing their feedback.

Oral communication might lead the participants to be more aware of the repeated mutual discussions, unlike WPF group members who had one-way interaction i.e. monologue over the same issues. They might prefer to express same things in different ways which might lead them think there was not much repetition. A solution was put forward to this problem by the participants. During the interviews, when they were asked about their suggestions to improve the peer feedback process, partners in both groups suggested that they could change their partners on a regular basis. Changing partners every week was not considered as an optimal solution, since they could not follow each other's progress if their partners change every week. Instead, it was suggested that they can have at least two or three partners throughout the whole term. In this way they could also have a chance to observe different classes as well as different teachers. However, it should be noted that this is quite challenging given the constraints of the situation. Preparing a suitable program that fits the prospective teachers, cooperating teacher and university supervisor is very compelling, yet it is worth the results. Meticulous preparation is needed to work up the schedule, but the results would be fruitful. Repetition and boredom would be avoided. Every new partner would be a step closer to develop collegiality among pre-service teachers. When they start their profession, they have to work with colleagues of all kinds. Therefore, being equipped with necessary social skills to cooperate and collaborate with different people is a pre-requisite for all pre-service teachers. Working with different peers might provide improvement in this skill.

Furthermore, it might also be a natural outcome for OPF group members to experience higher levels of burnout because some of the participants mentioned about the difficulty of finding a suitable place to shoot the video and voice recordings. As most of the prospective teachers were staying at the dormitory, it was a challenge for them to find a convenient place. They pointed out that their peer feedback sessions were interrupted quite often by intruders. Moreover, they also complained about arranging a specific time in their heavy schedule to meet with their partners. WPF group members, on the other hand, experienced no such challenge, but just write down their peer feedback whenever they wanted. The only challenge as one participant put forward was to wait for their feedback. This finding was similar

to Bowers' (1999) study to some extent. Participants in her study also expressed a concern for the time spent for giving feedback, however, as participants got used to the process, they got over their concerns.

The results also indicated that participants in both groups questioned the value they gave to peer feedback for various reasons (*Questioning the Value of PF*). They mainly questioned the validity of the peer feedback to some extent. First of all, participants had initial concerns about the validity of peer feedback at the very beginning of the term. This could be as a result of being used to getting feedback from the supervisor because it was the norm. Peer feedback was questioned in terms of validity as one participant put forward her partner knew no different from her, so how she could give her feedback. However, as time went by and participants got used to the process, they overcame their initial reservations. Secondly, giving feedback on general issues and not elaborating on details or alternatives and solutions caused participants to question the validity of peer feedback. This was mainly due to the participants' disappointment in their partner's feedback. One participant from each group reported that they gave very detailed feedback, spending much time and effort on it. However, their partners' feedback was short and devoid of suggestions. Yet, when both participants were further asked whether they told their concerns about the shortness of their partners' feedback in the group interviews, they both said that they avoided confrontation with their partners, and used indirect expressions, implying that they were looking for longer and more detailed feedbacks. This could be due to the rapport between participants, as both pairs were not so close with each other they might refrain from talking about their concerns. If they were close, that might not be the case. Similarly, not confronting with their partners could be an impact of Turkish context, a stereotype of eastern culture, where confrontation is avoided and indirect implies are preferred to state dissatisfaction (Liaw, 1999). Thirdly, one of the participants complained about not receiving feedback on time therefore, could not benefit from it as much as she wanted. As Clynes and Raftery (2008) stated giving well-time feedback is one of the features of effective feedback. It could be claimed that not receiving feedback in time debilitates the effect of peer feedback. Finally, the rapport between the partners affects the way they believe

whether the feedback was useful or not. The pair having a negative relationship throughout the practicum stated that they did not benefit from the feedback to some extent. Thus it could be claimed that having negative experiences with partners might result in devaluing peer feedback, not taking it into consideration. This finding concurs with the findings of Clynes and Raftery (2008) who stressed the importance of rapport between the trainer and trainee and determines whether the feedback receiver values the feedback given or not. Similarly, Rauch and Whittaker (1999) studied peer observation and peer feedback and they found out that when some of the participants felt uncomfortable while working with their peers and they claimed that they did not learn from observing their peers. In our case, one participant stated that she did not benefit from her partner's feedback as she felt uncomfortable with her, but she was able to benefit from observing her peer. Yet it should be noted that Rauch and Whittaker's study employed the observation of peers only one time. Had it allowed more occasions to observe their partners, they might have had a chance to benefit from their observations. It should also be stressed that none of the participants denied benefiting from peer feedback to various extents. It is suggested that further studies should be carried out in order to prevent these problems and design a well-developed peer feedback training program.

The results gathered from e-journals revealed both groups' feelings towards peer feedback (*Perceptions on How They Felt about Towards PF*). A comparison was made between OPF and WPF groups in order to find out how they felt while they were giving peer feedback to their partners. Both OPF and WPF groups had a very high percentage of *Positive* feelings towards peer feedback, i.e. they held an open stance to give peer feedback focusing on both strengths and weaknesses of their partner's teaching, expressing affirmative feelings such as feeling "good" or "comfortable" about peer feedback, believing in the benefit of it.

On the other hand, there was a significant difference between the two groups in terms of the frequency of expression of *Negative* feelings. Participants in OPF group expressed a much higher frequency of their negative feelings (four times higher than WPF group) due to fear of hurting or discouraging their partner when talking about negative aspects of the lesson, or they stated that they were bored as they were

repeating themselves especially beginning from the middle of the process. WPF group had a much lower frequency of reporting negative feelings related to peer feedback. This could be again as a result of having face-to-face interaction among OPF participants where they were more conscious of themselves and their participants' verbal and non-verbal language whereas WPF group participants lack this interaction, thus had a more care-free behavior as they were reading their partner's written feedback. Besides, poor writing skills of the feedback giver and poor reading skills of the receiver may affect his or her interpretation and feelings, and may result in not understanding the implied criticism in written feedback. Similarly, misinterpreting the non-verbal signs might also lead to misunderstandings in OPF group, causing groundless frustration and negative feelings Liaw's study (2009) focused on group discussions that were carried out in teaching practice course and its relation to teacher efficacy. An unexpected outcome was the majority of the participants' resistance to share their opinions and comments in face-to-face group discussions whereas no such avoidance was experienced in online discussion where participants did not see each other. The reason underlying such a behavior was related to the nature of Chinese culture, where commenting on someone's work was considered as an uncomfortable and stressful situation. Such eastern culture pays respect to politeness and avoids confrontation. It values group harmony rather than individualism. A similar eastern culture exists in Turkish context. Stating ideas openly, especially about negative aspects of a situation is deemed as uncomfortable even disturbing for both of the interlocutors. Hence, a direct confrontation is generally avoided if possible. This could also be considered as the in-service teachers' resistance towards getting or giving feedback to another colleague. It may even be regarded as an attack to the personality of the colleague. Hence, utmost attention should be spent on how to deliver feedback. OPF group's higher frequency to avoid talking about negative aspects of the lesson might be a result of the impact of eastern culture.

Similarly, in terms of their orientations towards providing peer feedback, some similarities and differences between the two groups were revealed (*Level of Readiness*). Both OPF and WPF group members had a very high percentage of

Willingness to provide giving peer feedback, i.e. they held an open stance to give peer feedback focusing on both strengths and weaknesses of their partner's teaching. The results revealed that despite the fact that there were more participants in WPF group (14 participants) than OPF group (12 participants), the participants in OPF group had a higher frequency (almost tripled) of refraining from giving feedback to their partners (*Avoidance*) when compared to participants in WPF group. One reason for this might be as one of the participants stated in OPF group that they might feel stressed as they are having feedback sessions one-on-one. Since participants in WPF group gave their feedback on the paper and did not experience the paralinguistic features of communication such as eye contact, facial expressions, body language, intonation etc. they might be more relaxed while writing their feedback without regarding their partner's reaction as much as participants in OPF group. On the other hand, OPF group participants, experienced everything in the immediate context and have to consider their partner's reaction while giving their peer feedback. All in all, as it was mentioned a number of times, being in OPF group causes participants to be more alert to the feelings of their partner, hence, experiencing a certain level of distress and negativity associated with peer feedback. However, this is quite limited when compared to positive experiences they had.

Another point that got the researcher's attention is the way the participants' feelings fluctuated throughout the 8 weeks. When bar graphs' of OPF group (Figure 4.3 and Figure 4.4) and WPF group (Figure 4.10 and Figure 4.11) were examined closely, it was noticed both groups experienced a decrease in their positive feelings in fourth week. This could be the point where participants expressed their concern about how they were repeating themselves and questioning the value of the peer feedback. They felt bored or burnout as a result of reiterating themselves. Hence, it could be concluded that 3 or 4 weeks is the optimal period of time for pairs to spend together. Then they need to change partners to freshen up their perspectives and avoid recurrence.

The results also denoted that when participants did not know what to expect from the peer feedback process, they experienced a certain level of anxiety. Participants in both groups expressed both positive and negative feelings at the very beginning of

the semester as they had some adaptation period for the procedure. One of the participants suggested that it could have been better if they were shown a video on how two partners gave feedback to each other during peer feedback training. In this way, they could have a better idea of what was expected from them. However, as the weeks passed participants in both groups got used to the procedure, the anxiety for the unknown totally disappeared as they reached to the final weeks. It should be noted that peer feedback training mainly focused on the language that should be used while giving feedback. Written examples in the form of sentences, dialogues or journals were provided to the partners. Furthermore, they also watched videos of pre-service teachers performing in micro-teaching sessions. They were asked to give feedback to them. However, no material was provided to them displaying how the process could go between the two partners. Hence, the designers of the teacher education programs should implement the use of such materials, to help pre-service teachers get familiar with the process and overcome their distress.

Actions to be Taken after PF: The results also identified what participants would like to change in their lessons or teaching performance after peer feedback. It was found out that both groups had a higher preference to make changes in their Planning and Instruction. On the other hand, WPF group had a higher preference for making no changes according to peer feedback when compared to OPF group. Both groups stated having successful teaching experiences through the final weeks and their peer feedback was filled with praise for the performance. Therefore, they did not want to make any changes in their following lessons. It could be said that as the weeks passed they became more experienced and confident in their teaching; they had fewer mistakes in their classes. Among the other reasons why they did not want to make any changes in both groups were: not finding peer feedback useful, or disagreeing with their partner. Thus, it could be said that both groups hold similar reasons for not making any changes according to peer feedback.

Social Relations: The results of the study demonstrated that both groups' members exhibited similar views about peer feedback in terms of social relations. Both OPF and WPF group members stated a higher preference for peer feedback when compared to other types of feedback (*Equal Status*). There were various underlying

reasons for this. First of all, with their peers, they felt more emphatic (*Feeling Empathy*). They believed that they could understand each other better when compared to cooperating teacher or their supervisor. As the pre-service teachers struggled to survive in the real classroom atmosphere and forming their teacher identities, they provide substantial emotional support to each other. They thought collaboratively and established empathy with each other in a way their families or friends could not do (Gemmel, 2003). Brinko (1990) also asserted in her metaanalysis that feedback becomes more effective when the feedback provider assumes the role of collaborator and facilitator and when he or she is perceived as emphatic, supportive and non-judgmental by the feedback receiver. Even though Liaw's study (2009) did not focus directly on peer feedback, it included teaching practice and group discussions in relation to pre-service teachers' teacher efficacy. In group discussions, pre-service teachers were required to reflect on their experiences, talked about their problems and solutions. The results of the interviews' analysis revealed that participants mainly talked about the establishment of the sense of empathy, the feeling of "I am not alone" (p.179) as a result of feedback they received in group discussions. Rauch and Whittaker's (1999) study that focused on peer observation and peer feedback also found a similar result. When peers spent time to discuss over their observations, they valued the instructional and emotional support that can only be given by someone who had similar experiences by them, not by their supervisor or cooperating teacher. It provided a shared empathy which assisted them to discuss over their strengths, failures and challenges. This kind of emotional support was regarded as critical as instructional support. Here, it could be claimed that peer feedback works as a verbal persuasion which is a source of efficacy belief. Participants encouraged each other and provided support in a way that supervisor and classroom teacher could not do. Receiving such a support made them believe that they can succeed in teaching which also contributed to their teacher efficacy.

Secondly, coming from the same educational background and sharing the same social status created a bond between peers, causing to believe that they understand how their experiences made them feel (*Sharing Same Background*). This finding concurs with Wynn and Kromrey's (1999) study. It was claimed that when peers

received feedback from each other, having the same social status and background improved their bonding and collegiality, providing support for each other. Gemmel's (2003) study also claimed that participants valued the collaboration with a peer as they were sharing the same professional status. Sharing the same status and looking at things from the same stand point made them feel reassured and made them believe that they are "... on the 'right track' in terms of their individual development, or empowered them to strive for a more advanced level of teaching." (Gemmel, 2003, p.82).

Finally, participants in both groups felt more relaxed with peer feedback when compared to supervisor or cooperating teacher feedback (*Feeling Relaxed*), because the presence of supervisor or cooperating teacher bears the element of evaluation (a passing or failing grade) which stresses the participant out. The findings of this study concurs with the findings of the studies by Hawkey (1995), Matsuhashi et al (1989), Rauch and Whittaker (1999), and the study by Wynn and Kromrey (1999) who asserted that learners feel much comfortable and approachable with their peers, providing collegiality among them. They found peer feedback less intimidating when compared to feedback coming from a higher status. They learnt better from their peers rather than their supervisors. Brinko's (1990) metaanalysis claimed that feedback should also come from someone who is at the same level or lower than the feedback recipient. Feedback coming from a higher status might cause some problems and result in opposite reaction. Participants in this study expressed their content about receiving feedback from an equal status, whereas feedback from a higher status caused anxiety (*Feeling Stressful*). Hence, it could be concluded that peer feedback has a deeper impact on the pre-service teachers when compared to other types of feedback (cooperating teacher, supervisor feedback etc.) Because peer feedback establishes strong bonds between them and make them feel stronger. When they see their partners experiencing the same difficulties, it helps them to overcome their fears and make them believe in their abilities.

The results of the study also revealed and stressed the formative nature of peer feedback. Participants in both groups reported that they were able to follow each other's progress as they were observing each other every week. They could see

whether their partner took their advice or overcame their deficiencies that were mentioned in their feedback. Hence, they underlined the formative nature of peer feedback. However, participants described supervisor feedback as having summative nature. Since the supervisor was able to observe participants only once or twice, they said that their supervisors could not follow their progress. They described it as a “one-shot evaluation”. It could be claimed that peer feedback provided a better sense of achievement for the participants. As one of the participants stated, when the supervisor observed the pre-service teacher she might not be having a good day or something might go wrong for that lesson. However, the prospective teacher would not have a second chance to demonstrate that he or she was able to overcome that problem. However, their peers had a chance to follow their progress. Therefore, it might contribute to their teacher efficacy better than the supervisor’s feedback. This finding compromises with Wynn and Kromrey’s (1999) study that highlighted the importance of consistent and immediate peer feedback. It could assist university supervisor and cooperating teacher’s feedback that are rather intermittent and delayed. Brinko’s (1990) metaanalysis also asserted that in order to achieve a change in teacher’s behaviors and perceptions, feedback should be repeated rather than being a one-shot case claiming that the more frequent the feedback, the more effective it becomes. Chan and Lam (2010) also found that formative feedback improved participants’ self-efficacy better than summative feedback. Gemmel (2003) also surmised that the continuous nature of peer feedback allowed participants in their study to follow and admire their partner’s progress. Neighbors’ study (2012) also focused on the consistent observational feedback provided to elementary school teachers. She found that when consistent observation was accompanied by continuous feedback then it became the most effective type of feedback and increased the efficacy level of teachers. Similarly, the study carried out by Wood (2011) also studied the effect of formative feedback on teacher efficacy as a part of her study and she also found that formative feedback was effective in terms of developing teachers’ efficacy. Therefore, it could be claimed that since peer feedback provided more continuous formative feedback when compared to supervisor or cooperating teacher feedback, it also made better contribution to teacher efficacy

levels of pre-service teachers. They experienced higher levels of achievement and progress in their teaching when compared to other types of feedback.

Similarly, the results indicated that participants had a lower preference for cooperating teacher or supervisor feedback i.e. feedback coming from a higher status (*Superior-Subordinate*). Even though they regarded them as a reliable source of information (*Reliable Source of FB*), and they believed that they are more experienced than their peers and knew the class better than them, they also pointed out that this type of feedback makes them feel stressful (*Feeling Stressful*). As Milner and Woolfok Hoy (2003) already put forward in their study, “the credibility, trustworthiness and expertise” (p.265) of the supervisor or cooperating teachers as verbal persuasion were acknowledged by the participants in this study as well. However, participants in both OPF and WPF groups wouldn’t prefer to receive feedback from their supervisors or cooperating teacher even though they were more credible because of their anxiety as they will be graded. It was stated that having feedback from supervisor was fine, but receiving continuous feedback every week from them would be undesirable. Being observed by a superior might cause them think about feedback as having evaluative rather than supportive value (Wynn & Kromrey, 1999). As one of the participants stated, supervisor could not share the same joy or challenges like their peers did. Hence, it could be said prospective teachers have a higher preference for peer feedback rather than supervisor or cooperating teacher feedback that have an evaluative value. This result is contradictory with the results of Rauch and Whittaker’s study (1999). They found that pre-service teachers felt most comfortable in receiving feedback from their cooperating teacher. Some of the participants felt more comfortable with their peers. However, it should be underlined that participants in this study were given a chance to observe and be observed only once by their peers whereas they were interacting with their cooperating teachers on a daily basis. Therefore, the researchers claimed that it was a natural outcome for participants to feel more comfortable with their cooperating teachers rather than their peers or supervisors.

Challenges of PF Process: The study also revealed that both groups experienced challenges during this process to some extent. They had initial reservations that were

mainly emotionally-oriented at the very beginning of the study. Both group members expressed their anxiety, fears and worries about the first feedback session, yet after finding out about the procedures and having first-hand experience, they got over these feelings and got used to the process. Hence, it can be said that both groups' participants gave similar reactions to peer feedback at the very beginning of the process, but as time went by, they got over the challenges and got used to it successfully (*Getting Used to*). Gemmel (2003) and Neighbor's (2012) studies on effects peer coaching and consistent observational feedback also mentioned about participants' going through an adaptation period until they got familiar with the process. At the very beginning, participants found their peers intimidating; however, as the education year progressed, they formed bonds with their partners and got familiar with the procedures, their overall anxiety diminished. Hence, it could be claimed that stepping into an experience that they had never had before made participants felt concerned and distressed as they didn't know what they would face. This adaptation period should be considered as a normal part of the process and pre-service teachers should be assured of their worries. One of the participants in our study stated that with the researcher's assurances that they could handle the situation, they were able to overcome their initial anxiety.

Moreover, the results also demonstrated another difficulty that both OPF and WPF members experienced: putting their ideas into words and expressing them in such a way that would not offend their partners (*Balancing Delivery*). However, it was noticed that WPF group members had reported more difficulty in expressing themselves in their feedback. As participants in WPF group were required to write down their peer feedback they had to spend more time thinking about how to put their observation into appropriate sentences. On the other hand, OPF group members took down their notes and might not spend as much effort as WPF members put forward to state their ideas. One feature of written feedback is it is permanent. Therefore, it might require participants to think more carefully and cautiously about his or her sentences because their partner had a chance to read it again and again. Oral feedback, on the other hand, is not lasting, hence leaves not much burden on the feedback giver once the words are spoken out. It could be concluded that WPF group

members spent more time on planning and thinking about their feedback and how to put them into words than OPF group. They might care more about the wording and the style of the feedback when compared to OPF group.

Another issue that was highlighted in the study by both OPF and WPF participants was the impact of KPSS exam (Kamu Personeli Seçme Sınavı/Public Personnel Selection Examination) that is specific to Turkish context. It is an official exam that all teacher graduates have to take if they are to work for MoNE and assigned to various parts of Turkey to start their profession. The higher their scores, the better places or schools they can be assigned to. The content of the exam covers not only field-specific tests but also a wide range of topics such as General Culture, General Ability, Turkish, History, Geography, Turkish Civics, Current Issues etc. which necessitates a heavy work load for prospective teachers apart from their undergraduate study. It is believed that having such an impact on teacher education, KPSS exam has a negative washback effect. As Özoğlu (2010) asserted in his analysis on the evaluation of the system of teacher education in our country, KPSS deteriorates the education given at universities. Furthermore, it does not involve the GPA scores of prospective teachers which in turn devalues the education that they receive in pre-service education. Prospective teachers are spending more time on studying for KPSS exam and less time on their undergraduate courses. The final year of teacher education is considered as having utmost importance where they need to relate theory and practice. However, as participants in both groups already stated, prospective teachers preferred to spend more effort on getting ready for KPSS. There was frustration among them upon seeing the way other classes carried out teaching practice course with a much lighter workload. Both group members complained that their peers in other classes spent less time in practicum, and got ready for KPSS exam whereas they had to work hard and got prepared for their teaching practice course (*Inequality among Classes*). They believed that their friends would get higher scores in KPSS and would be assigned to better places. One of the participants even stated that, their attitude towards peer feedback would be more positive if it weren't for KPSS. Yet it must be underlined that despite the challenges they had during this peer feedback process, both group members stressed that they felt more superior in

terms of their teaching skills when compared to other classes. Moreover, they even stated that their friends had an appreciation for their skills in planning and designing lessons and they helped their peers in other classes to develop lesson plans and solve their problems. It might be concluded that even though participants in both groups complained about the workload of peer feedback process, their admiration for the benefit and the value of peer feedback cannot be denied.

Benefits of PF: The results of the study indicated that peer feedback had a rich variety of benefits for the prospective teachers in both groups. They share similar ideas about the *Usefulness of PF* that they received. A very high percentage of participants in both groups stated in their e-journals that they found their peer's feedback *Useful* and a small percentage *Not Useful*. In addition to this, both group members put forward similar reasons for not finding peer feedback useful. Among these reasons are: feedback focusing on unnecessary details, disagreeing with partner and feedback was what they already knew and expected. Hence, it could be claimed that whether someone was in OPF or WPF group, they both found peer feedback beneficial and the delivery mode of peer feedback did not affect their beliefs.

The results of the study indicated that both OPF and WPF group members experienced a certain level of improvement in their teaching skills, observation skills feedback skills and other various skills that contribute to them professionally (*Professional Empowerment*). They felt they improved themselves professionally in terms of their teaching performance and peer feedback giving skills (*Professionalization*). Furthermore, the results also demonstrated an increase in participants' awareness of weaknesses and strengths (*Becoming Aware*). Tower (1999, as cited in Akkuzu, 2014, p.36) described feedback in terms of teacher education as "making the experiences and actions of students visible" As it can be understood from this quote, peer feedback also helped participants realize what was missed out. It was claimed by the participants that the absence of a peer in teaching practice course would result in the fossilization of mistakes as they were not acknowledged by them. Therefore, they would be repeating their mistakes. The findings of Bowers (1999) also support this finding. In her study, Bowers tried to find out about the perceived benefits of peer feedback on teachers. The participants

reported gaining insight into their teaching, increasing their understanding of teaching behavior, increasing their awareness in their actions and events in the classroom as well as identifying their weaknesses and strengths. This also concurs with Gemmel's (2003) finding. In her study, Gemmel wanted to identify the effects of peer coaching on teacher education program. She found that after peer coaching, participants also reported higher levels of awareness in terms of their teaching style, their weaknesses and strengths. Another study was carried out by Ballantyne, Hughes and Mylonas (2002). The study included a large number of students ($n = 1654$) evaluating their peers' performance. The participants also reported higher levels of awareness in terms of their knowledge of the lesson content and a realistic assessment of their abilities. They regarded peer assessment as "awareness raising exercise" (p.434). Another benefit of peer feedback was *Increased Attention* for details and their behaviors. Choosing a focus for peer feedback especially helped them carry out careful observation. It was found out that more participants in WPF group stated that their attention increased when compared to OPF group participants. However, the researcher could not come up with a plausible explanation for this. Spending time on writing and elaborating on details of observation might cause this difference but it is not for certain. As it can be understood the findings of this study concur with the literature. Thus, it could be denoted that continuous observation of a peer makes them more alert to their partners' behaviors, that results in increased attention and awareness and being more sensitive to actions in the classroom which otherwise would be left unnoticed in the absence of a peer.

In the results of the study, both groups expressed that their theoretical knowledge is tested and put into practice during this process (*Putting Theory into Practice*). Observing and evaluating their partner enforced them to find out about their knowledge in methodology and apply it in real teaching. However, more participants in WPF group claimed to have such a benefit than OPF group members. Yet no plausible explanation could be given for such a difference. It might be due to the small number of participants in the study. Another major conclusion to be drawn from the results was peers learning from each other. Holland, Clift, Veal, Johnson, McCarthy (1992) stated that new teachers are usually left by themselves to figure

out how to apply their knowledge into the real classroom. However, in this study, the results revealed that participants were taking their partners as models (*Modeling Partner*). They provided very similar statements about their learning experience. Members in both groups acknowledged that continuous observation of their partners assisted them realize what worked well and what did not. They took it as an example for their own teaching experiences. This is in line with Vygotsky's (1978) "zone of proximal development" theory. According to this theory, an individual is capable of performing better when he or she works collaboratively with another individual who has more knowledge than him or her than working in isolation. Bowers' (1999) and Rauch and Whittaker's study (1999) also found that participants in their study learned from each other through peer observation. Observing someone assisted participants to realize how they could handle in a specific instructional situation and focus on the differences in style. They regarded this comparison having an utmost relevance to their own teaching since they had been through the same road, sharing the same knowledge and context (p.75). Ballantyne et al.'s (2002) study on peer assessment also reported peers learning from their peers' efforts as an important outcome of their study. This finding is also in congruence with Gemmel's (2003) findings. She reported that the participants in her study had greater benefits while observing their partners rather than just receiving peer feedback. While observing their partners, they were absorbing another person's ideas, strategies like a "sponge" (p.76). When they realized that their peers were also going through the same challenges, they used it as source about what they would do or how they would react in those situations, helping them gain insight into their own teaching. This finding is also in line with Schunk's studies (1985, 1991). Schunk (1985, 1991) surmised that when participants observe their peers, they model them implicitly. It makes them feel that they also have the necessary skills and capacity to succeed. Modeling their partners improves self-efficacy and skills of learners better than observing their teachers as a model. Peer feedback is considered as a sort of vicarious experience which is a source of efficacy belief according to Bandura's social cognitive theory. As it was already mentioned before, it was considered as modeling where the individual identifies himself or herself with someone else. She or he increases his or her attempts to succeed when they see their model succeeding, feeling that their

efficacy is also enhanced. Hence, it could be claimed that use of peer feedback could provide assistance to both pre-service and new teacher, instead of leaving them in a sink-or-swim situation. Thus, in line with similar findings in the literature, observing peers causes participants to identify themselves with their peers and regard them as a model to learn from that acts as vicarious experience to increase their self-efficacy.

The results of the study also demonstrated that after receiving feedback on the poor aspects of their teaching performance, participants in both OPF and WPF groups spent extra effort to avoid making those mistakes and did their best to correct them (*Correcting Mistakes*). In this way, it could be claimed that peer feedback worked as reinforcement and a source of motivation for the participants to advance their efforts so that they can flourish their teaching skills.

A significant difference was found between the two groups in terms of being *Solution/Alternative Oriented*. The results demonstrated that a much higher number of participants in OPF group expressed that they looked for alternatives or solution when they faced problems, when compared to WPF group participants. As the peer feedback training required participants to provide suggestions for their partners in the face of problems, they were given the motivation to think about and look for solutions or alternatives rather than just recognizing and stating problems to their partners. This is quite crucial in terms of effective teaching as teachers have to face unlimited problems in every day teaching. Being solution-oriented is considered to be one of the features of effective teachers. It might be claimed that OPF members spent more time on discussing over solutions and alternatives and develop new ideas spontaneously during feedback sessions whereas members in WPF group spend this process alone by themselves. Even though they got their partner's suggestions, there was no mutual discussion about what might work and what not. The participants in this study became more alternative-oriented as a requirement of PQP format. In Bowers' study (1999), participants became more willing to take risks and started to experiment with their teaching after peer feedback process. The study by Gemmel (2003) also put forward that when peers work together, the absence of evaluation and no need to prove mastery of skills, new teacher become more willing to take risks and try out new ways of teaching. Although this was not mentioned by the

participants in this study, it could be a latent benefit of peer feedback, since the participants also stated their willingness to try something different even though they experienced no problem in a teaching situation. All in all, the present literature and the findings of the study indicated that absence of evaluation in peer feedback encourages participants to be risk takers and willing to try alternatives and new methods in teaching.

The results of the study pointed out that participants in both groups experienced the impact of peer feedback not only in their educational life but also personal life (*Personal Empowerment*). They stated that they were using similar expressions that they used (PQP format) when they were in conflicting situations with their family and friends. What's more, they also remarked that they became more tolerant of negative criticism. Peer feedback made them become aware that there were certain things in their lives that they did not notice but other people might notice. Hence, it made them think about this possibility and respond more mildly to other people's comments and criticisms (*Improvement in Personal Life*). However, it was an unplanned effect of this process, yet it is also another evidence that peer feedback training was potent, influencing participants in every aspects of their lives.

Another contribution of peer feedback to participants was feeling more confident in terms of their teaching skills (*Improved Confidence*). Peers in both OPF and WPF groups reported that they supported each other in the face of failures and challenges and reassuring each other about their abilities, and making each other believe that they could succeed. It is believed that receiving such support from someone with equal status could be more effective as they established empathy. Seeing their partners succeed could also make them believe that they could succeed. Bandura (1997) asserted in vicarious experiences that when people see other people who increased their efforts to succeed, they also develop a belief that they can succeed as well. Furthermore, this effect increases depending on the degree of similarity between the individual and the one she or he takes as a model. Since peers have a very high degree of similarity, this belief becomes more effective when compared to taking supervisors or cooperating teachers as a model. Similarly, peer feedback made them believe in their abilities and increased their efficacy. If they received support

from a higher status, for instance from a supervisor, it might not be so efficacious and realistic for them. Labone's study (2004) also found that when people took their peers as a model rather than their superiors, their efficacy beliefs increased higher. Most important of all, improved confidence affects the self-efficacy of the participant. Liaw's study (2009) also revealed that participants experienced an increase in their confidence. After getting feedback from their peers during group discussions, this process made them believe whatever they thought could not be done became possible as a result of exchanging experiences and suggestions. The participants involved in this study also might have developed deeper beliefs about their abilities in teaching as a result of peer feedback. Further researches are needed to do follow-up study on the efficacy beliefs of participants after peer feedback process. Both OPF and WPF participants also stressed that lack of peer feedback would result in inelaborate preparation of lesson plans. Discussing with partner about the content of the lesson, which exercises and activities to prepare for the students motivated them to work harder when compared to working alone.

Future Orientations: The results of the study demonstrated that both OPF and WPF participants had their doubts about the use of peer feedback when they started their profession. They would have various concerns about cooperating with a colleague and giving feedback to each other (*Willingness*). They stated that the intention and background of the feedback source would determine their attitude towards peer feedback (*Intention of FB Source, Background of FB Source*). The reason for this might be the participants' short acquaintance with peer feedback. For them, collegiality has not become a life style yet. During the study, they went through the same processes with their peers which made it easier for them to accept and be willing to share each other's feedback. If they were subjected to peer feedback as soon as they commenced their education, then their attitudes towards it might have been different. As it was aforementioned, collegiality is not the norm of teachers. Bringing down the walls of isolation is a long and challenging process. Therefore, there is a need to start from the very beginning, pre-service teacher education. As Shaughnessy (2004) and Erawan (2011) pointed out, starting from the first grade, pupils should be exposed to peer feedback, and they should be trained in giving

proper feedback. In this way, when they become senior year students, it could become a norm of their education. Their beliefs about peer feedback will be anchored, and collegiality will become a norm for them.

Finally, it could be claimed that peer feedback process encompassed all the sources of efficacy beliefs. The professional empowerment that peer feedback bears is a potent source for pre-service teachers' teacher efficacy. As they possess limited enactive mastery experiences for teaching, they have to depend on other sources of efficacy beliefs, such as verbal persuasion (peer feedback), vicarious experiences (observing peers) and physiological/emotional state (support from peers can make them feel better, reduce anxiety). In fact, teaching practice also provided them mastery experiences to some extent. When the limited mastery experiences were accompanied by other sources of efficacy through positive gains, then they became a very powerful foundation for the pre-service teachers' efficacy belief. It is believed that all of the benefits and contributions of peer feedback as mentioned above had a positive impact on pre-service teachers' teacher efficacy. Pre-service teachers who were having vicarious experiences to a great extent while they were observing their partners were also affected deeply by their peers. According to Bandura (1997), vicarious experiences are most effective when the person sees himself or herself similar to the person whom he or she takes as a model. Since the pre-service teacher and his or her peer are at the same social status, they felt more similar to each other hence affecting each other deeper than a supervisor could do. They can provide better encouragement in the face of difficulties to their partner as they can establish empathy in a way that a supervisor could not do.

Erawan's (2011) study claimed that attitudes towards teaching profession, teaching practice and teacher preparation program are three significant predictors of teacher's efficacy, effectiveness of the program being the strongest. It is believed that this study was able to employ all these three elements. At the end of the study, due to being exposed to peer feedback, participants acknowledged that they felt professional, and competent to be an effective teacher when compared to their peers who did not participate in this study. It could be stated that effective peer feedback training as a complementary element in teacher education also affected their efficacy

as well. The results of the analysis of the interviews indicated that they held positive attitudes towards teaching. Peer feedback was embedded into practicum assisting to establish positive attitudes towards teaching by getting and giving support to each other, creating solutions against problems, increasing options for different teaching situations. Instead of going through an isolated experience of practicum, peer feedback provided them collegiality and empathy as well as establishing a sort of comradeship, creating a shared background. Thus, it could be said that peer feedback was able to establish positive attitudes towards teaching and teaching practice and had a positive impact on teacher preparation program, which in turn contributed to the efficacy level of pre-service teachers.

As Robbins (1991) suggested the aims of peer coaching are:

Reduce isolation among teachers; build collaborative norms to enable teachers to give and receive ideas and assistance, create a forum for addressing instructional problems, share successful practices; transfer training from the workshop to the work place; promote the teacher as the researcher; encourage reflective practice (p.8)

It is believed that this study also achieved these aims. First of all, as participants worked together their feeling of isolation was diminished. Secondly, the results of the data analysis revealed that peer feedback process encouraged participants to look for different ideas and solution, providing support to each other. They also shared their successful practices as well as their failures. Almost half of the participants expressed that they were able to employ their theoretical knowledge in the real classroom.

Finally, this process made participants to think about their own and their partner's performance and reflect on it through peer feedback. When pre-service teachers worked together they were exposed to different perspectives, had a chance to compare their ideas with the ideas of others, experienced a certain level of cognitive dissonance, reflected on their partner's and their own thinking, and they refined and created their perspective in the fine-tuned form.

The results of the study revealed that peer feedback is a potent source of teacher efficacy. Given the constraints of present education system such as heavy schedule of supervisors, having too many students per academic staff, peer feedback has the potential to overcome this problem when combined with other types of feedback. It is surmised that oral peer feedback includes a wider and richer content when compared to written feedback. The mutual interaction between peers is conducive to wider range of topics to be covered during feedback sessions. In fact, a study by White (2007) asserted that participants deemed spoken feedback more beneficial than written feedback. However, written feedback was also considered as effective and useful. White postulated that whether the feedback was written or oral what mattered most for the feedback receiver was the specificity of the feedback, directing at a teaching behavior, focusing on the action. The participants preferred the blending of written and oral feedback as the most effective type of feedback, meeting their needs 90% most of the time. Although peer feedback is deemed to be time consuming and requiring more effort on the shoulders of pre-service teachers, it is worth the outcomes.

The aim of this study was to reveal the teacher efficacy levels of pre-service teachers after peer feedback and perceptions of pre-service teachers on different modes of feedback. It was a profound experience to enlighten the impact of peer feedback on pre-service teachers. It is believed that peer feedback should be embedded not only into practicum but also other methodology classes until it becomes the norm for pre-service teachers. As Bandura (2005) and Akkuzu (2014) asserted, feedback has a central role in social cognitive theory. There is a dynamic and reciprocal play among teaching performance, self-efficacy belief and feedback. As the results of this study and other studies put forward (Tavil, 2014; Wynn & Kromrey, 1999), supervisor feedback is limited but peer feedback is not. When students are provided the right kind of training, it is believed that peer feedback can serve as the most immediate and abundant source and a powerful foundation for efficacy beliefs of pre-service teachers. However, it should be stressed out that peer feedback should not be considered as sole source feedback. On the contrary, feedback is more effective when it comes from different sources such as supervisor, cooperating teacher and

self-feedback. As Brinko (1990) stated in her metaanalysis, feedback that comes from a variety of resources at any context is more effective than feedback coming from only one source. These sources work as complimentary, each having a different role and value for the pre-service teacher. As Redmon (2007) put forward, teacher education programs should be designed in such a way that pre-service teachers are embellished with powerful feelings of teacher self-efficacy and continue to develop these feelings throughout their education. When they are assigned to teach in adverse conditions, they should be equipped with the necessary skills to teach against all odds.

5.2. Implications for Educational Practice

The findings of this study have a number of implications for future practice in terms of enhancing the quality of peer feedback training as well as the quality of pre-service teacher education.

First and foremost, a well-designed and implemented peer feedback training is of utmost importance for the success and benefit of peer feedback. The results indicated that peer feedback training had an impact on not only the participants' educational life but also their personal life as well. The training should focus on the importance of objectivity. Most of the participants mentioned about the objectiveness of peer feedback. Including a flow of events like a camera recording ensured that the feedback focused not on the performer but the performance. It also helped the participants remember the events in the classroom as they had no chance to record their teaching performance. Peer feedback training should also focus on using appropriate language (PQP format). This means the order of events is described then it should be accompanied by praise that involves its reason, that is to say why the feedback giver finds a certain aspect of performance worth praising. It should also be followed by questions that require suggestions or explanations from the feedback receiver for the parts that are unclear or not so well done. Hence, the feedback is not dictated, on the contrary, it becomes a mutual communication and a platform for

exchanging of ideas between the partners. In this way, the feedback receiver is more willing to accept the feedback given in an objective and constructive manner. Therefore, careful planning and guidance should be made for peer feedback training.

The peer feedback-training should also be centered around being solution and alternative oriented. Given the fact that most of the pre-service teachers would be assigned to most disadvantageous districts, they should have the necessary qualifications to cope with adverse conditions. Instead of learned helplessness and blaming the context and the situation they find themselves in, novice teachers should be trained to look for alternatives and how they could make the most under difficult conditions. Establishing strong foundations for teacher efficacy beliefs of pre-service teachers is crucial for them to survive their induction year. Being solution or alternative orientedness could provide them the encouragement to deal with difficult students and their varied needs.

Another implication would be paying attention to the timeliness of peer feedback. In this study, one of the pairs could not provide feedback in time which diminished the effect of peer feedback. When she got her peer's feedback, it was too late to correct her mistakes or too difficult to remember what had happened during the lesson. Hence, the feedback lost its impact on the receiver who had no recall of the events. More strict rules as enforcement could be followed to collect peer feedback from pre-service teachers in time. Handing feedback timely could also be a small part of evaluation so delays could be avoided.

Pre-service teacher education and peer feedback training could also include further focus on group discussions. Small groups of pairs or even the whole class could come together weekly or bi-weekly and discuss about their experiences during the teaching practice course. They could do it face-to-face or on online platforms. They could form forums to talk about their ideas and give feedback to each other. In this way, it is believed that a further sense of collegiality not only among pairs but also among the class is encouraged and promoted. Cooperation and collaboration should become the norm of teaching practice. When they start their profession, they will

work in groups according to their field. Employing group feedback sessions would be the first step to establish positive collegiality experiences.

Peer feedback should be embedded into all levels of pre-service teacher education. The study revealed that participants were hesitant to employ peer feedback when they start their profession even though they reported the benefits of peer feedback to a great extent. It is believed that this is a result of not adopting peer feedback as a norm. Supervisor or cooperating teacher feedbacks are considered as a natural part of teaching practice. Therefore, as it was already aforementioned, peer feedback should be used in pre-service education as soon as the students embark on their education, so that it becomes a norm of educational life for them when they finish their undergraduate study. Hence, they would be embellished with necessary qualifications for collegiality when they start their profession. They could be more willing to cooperate and more open to peer feedback.

Another result that was found by the study was the importance of changing partners during the peer feedback process. Especially OPF group participants complained about peer feedback process repeating itself and not gaining benefits as a result of it. It was suggested by the participants that partners should be changed regularly. Changing partners every week was not considered as an option as it would not be possible to follow each other's progress. Therefore, each partner should spend at least three weeks or more with each other and then exchange their partners afterwards. It would give them a chance to see different perspectives, different classes and teachers. Participants believed that each partner had a different thing to offer. As it was already stated before, observing others provided an effective model for learning for the participants. However, it is not necessarily the partner's perfect performance that is an ideal model for learning, but the enlightenment that observation brought about what to do and what not to do in the classroom while observing their partner's imperfect performance. It gives an idea to the observer about what works well and what does not, what could be done instead if something unexpected happens etc. Different partners mean a richer source of observation and model for the pre-service teacher.

The results obtained from the study also revealed the importance of pre-conferences before observation. In this study, pre-conferences were held simple where participants only come together and identified their focus for observation. However, it was found that OPF group who had a chance to discuss about the content of feedback and lesson had a richer and well-balanced content for feedback. Therefore, it was concluded that a certain amount of time for the pre-conference must be spent and specific guidelines should be provided to students in order to identify focus of observation, sharing lesson plans and activities and discuss on what might work well for the students.

Similarly, pre-service teachers should be encouraged to choose a specific focus for observation for every week and avoid overall observation for peer feedback. WPF group's tendency to choose overall observation resulted in less varied peer feedback content, and limited rationalization for their preferences. Students could be guided on their focus of observation; however they should not be forced to do a specific observation. They should be allowed to make a choice according to their own needs which would make it more effective, addressing their needs. The last two weeks could be used for overall observation, after pre-service teachers have a rich number of observations consisting of different topics and skills.

Arranging a specific place where pairs would not be disturbed during their feedback session could provide a certain level of convenience and comfort for the pre-service teachers and their burnout levels could be decreased to some extent.

Journals should also be an indispensable part of peer feedback process where participants are given a chance to reflect on not only their teaching experience but also peer feedback experience as it was utilized in this study. Reflection on action is crucial for internalization of peer feedback, providing critical thinking for the participants.

As peer feedback was found to have a significant effect on pre-service teacher's teacher efficacy regardless of the mode it was provided, the strengths of both modes could be embedded into the training program. In this way, under the guidance of the

findings of this study pre-service teachers could receive ultimate benefit from it. The result of this study revealed that written feedback has some drawbacks due to the lack of mutual communication between pairs. OPF group had a richer variety in terms of content and being solution or alternative oriented due to participants debating over the performance and sharing their ideas. Similarly, OPF group experienced a certain level of anxiety during face-to-face interaction while talking about negative aspects. It is believed that both of these problems could be addressed by employing a new style of interaction. Pre-service teachers could meet in an online platform where they could hold discussions in forums and share their ideas, mutually interacting with each other. In this way, they could overcome their anxiety when talking about negative aspects of the lesson, and a more fruitful outcome could be achieved as they are discussing and sharing their experiences using written communication.

In conclusion, pre-service teacher education program that includes all types of feedback (i.e. supervisor feedback, classroom teacher feedback, peer feedback and self-feedback) should be designed and put into practice. In this way, the weaknesses of each feedback type would be overcome by another, resulting in an influential and competent pre-service teacher education.

5.3. Implications for Further Research

In this part, the implications of the present study for further research related to peer feedback and teacher efficacy are presented. In this way, it is believed that guidance will be provided to educational researchers for their further studies on pre-service teacher education, their efficacy and peer feedback. The implications are listed below.

Having no control group in this study bears a potential threat for the internal validity of the study. Similarly, this makes it difficult to determine whether the increase in teacher efficacy of pre-service teachers were a result of practicum experience or peer feedback process. However, the qualitative findings supported that peer feedback

positively affected their teacher efficacy. If there were no peer feedback, then as the participants put forward they could not follow their progress and their mistakes could become fossilized. Yet, it is suggested that future studies that employs true experimental design with control group should be carried out to compare different modes of peer feedback and their relation to teacher efficacy and identify the impact of practice teaching on teacher efficacy as well.

A follow up study could be beneficial to find out about pre-service teachers' teacher efficacy level after they started their profession. Whether there is a difference between two groups in terms of their teacher efficacy levels could be identified. Similarly, a follow up study could also be beneficial to find out whether peer feedback still exists within the repertoire of in-service teachers, to what extent they are employing feedback professionally could be found out. The reasons for not employing feedback could be identified if they are not using it. Similarly, if they are using peer feedback how the process is working for them could be identified as well and what could be done to employ it better could be enlightened. A further investigation could be finding out about the reactions and attitudes of teachers who are cooperating with teachers using peer feedback.

As Knoblauch and Woolfok Hoy's (2008) surmised, a supportive environment leads an increase in teacher efficacy. Use of peer feedback would be effective in forming a shared language and a common understanding among teachers (Bowman, 1995). If the use of peer feedback which ensures collegiality among teachers becomes a norm with the help of pre-service teacher education, then it is believed that a more supportive environment for in-service teachers would become possible in the future. A phenomenological study that aims to identify what contributes to the establishment of collegiality among pre-service teachers, in-service teachers in their induction year and new teachers could be beneficial for studies of teacher efficacy and collective teacher efficacy.

Even though written feedback was found to be limited in terms of content, richness and variety, further studies should be carried out to make written feedback more interactive such as online dialogue journals, or where participants meet in virtual

world and discuss classroom issues in pairs or small groups where they have a chance to carry out detailed forums. It is believed that in this way, some of the problems faced in oral feedback such as anxiety for losing face or refrain from talking about negative aspects of the lesson could be avoided. Similarly, the mutual interaction provided in written communication might result in a richer and fruitful outcomes. An experimental design that included OPF group as described in this study and WPF group that uses online interaction for peer feedback could be used to make a comparison and identify which mode of feedback is more effective and which one comprises richer content and more fructuous outcomes.

The results also revealed that when there was a conflict or negative feedback involved, then participants avoided confrontation, they mentioned the issue implicitly, or totally refrained from telling it. This was believed to be a result of eastern culture that augments harmony and stigmatizes confrontation. Further studies could be carried out about the impact of eastern culture on the reception of negative feedback between participants of equal status or sharing similar backgrounds. Under which circumstances they would feel more open to give and receive negative feedback could be identified. The results could be used to strengthen the impact of peer feedback in giving and receiving negative criticism.

This study was carried out with pre-service teachers. A similar study could be carried out with new teachers in their induction year. The effects of peer feedback on their teacher efficacy as well as their perceptions about peer feedback could be identified. How they could form their norms of collegiality could be identified.

This study focused on the perceptions of pre-service teachers peer feedback provided to them in different modes. As it was acknowledged before, the teacher efficacy of pre-service teachers are not their real performance but their perceptions of their teaching performance. Hence, a similar study could be carried out in order to identify the effects of different modes of peer feedback on the actual performance of pre-service teachers. Observations of peers, cooperating teachers, supervisors and researchers could be employed to identify the improvement in pre-service teachers' teaching performances in relation to Planning, Instruction and Management.

Interviews could be carried out with instructors and cooperating teachers to obtain more data about their performance as well.

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TIME TABLE OF THE STUDY

Spring Term Experimental Study Tasks	1st week	2nd week	3rd week	4th week	5th week	6th week	7th week	8th week	9th week	10th week	11th week	12th week	13th week	14th week	15th week
Peer Feedback Training	X	X	X												
Oral peer feedback				X	X	X	X	X	X	X	X	X	X	X	X
Written peer feedback				X	X	X	X	X	X	X	X	X	X	X	X
Journal keeping				X	X	X	X	X	X	X	X	X	X		
Semi-structured group interviews														X	X

Tasks	February	March	April	May	June	July	August	September	October	November
ETES pre/post-test	X				X					
Peer Feedback Training	X	X								
Collection of data (e-journals)	X	X	X	X						
Collection of data (interviews)				X	X					
Data Analysis	X				X	X	X	X	X	X

APPENDIX B
ETES SCALE

Dear Participant,

This scale is a part of a PhD study. It is designed especially for pre-service English Language Teachers to measure their teacher self-efficacy levels. The results of the study will be kept confidential. Your name will be kept anonymous. Where appropriate, please cross (X) the number that most closely corresponds to your opinion. Thank you for taking the time to answer the questions.

Name& Surname:	
Age:	
Gender :	<input type="radio"/> Male <input type="radio"/> Female

1= Strongly disagree 4= Strongly agree

Example items for Planning:

I am confident in my ability to

- ...write a coherent and comprehensive lesson plan
- ...incorporate different activities and curricula into English teaching
- ...connect English learning with students' life

Example items for Instruction:

- ...teach vocabulary effectively and interestingly
- ...implement a variety of language teaching strategies
- ...evaluate student understanding of what i have taught

Example items for Management:

- ...control disruptive behaviors in the class
- ...motivate students who show very little interest in English

APPENDIX C

SOME OF THE TOPICS COVERED IN METHODOLOGY CLASSES

1. Preparing effective lesson plans (use of authentic materials, material design and evaluation etc.)
2. Teaching grammar (grammar teaching techniques, elicitation, concept questions, mechanical, meaningful, communicative activities etc.)
3. Teaching vocabulary (vocabulary presentation techniques, concept checking questions etc.)
4. Teaching Listening (subskills for listening, listening for the gist, listening for specific information, making inference etc.)
5. Teaching Reading (subskills for reading, reading for the main idea, reading for specific information, making inference etc.)
6. Teaching Speaking (communication strategies, accuracy versus fluency, communicative activities)
7. Teaching Pronunciation (phonetic alphabet, stress, intonation etc.)
8. Teaching Writing (unity, coherence, cohesion etc.)
9. Error correction (teacher/peer/self-correction; immediate/delayed correction etc.)
10. Designing warm-up activities
11. Classroom management (dealing with disruptive behaviors, unexpected problems in the class etc.)
12. Smooth transition between different phases of the lesson
13. Giving clear instructions (instruction check etc.)
14. Use of L1 and L2 in the classroom
15. TTT (Teacher Talking Time) versus STT (Student Talking Time)
16. Involving students in classroom activities (Group configurations: individual student/pair/ group work)
17. Effective use of non-verbal behavior (body language, use of voice etc.)
18. Effective use of classroom materials (whiteboard, smart board, use of technology)
19. Effective design and use of lesson materials (visuals, realia, authentic materials etc.)
20. Motivating student

APPENDIX D
E-JOURNAL QUESTIONS

A. Thinking about the feedback that you GIVE to your friend:

1. Is there anything that you would like to tell/write your friend but you couldn't? What has prevented you from doing this?
2. How did you feel while you were giving feedback to your friend?
3. When you think about the feedback that you gave to your friend, what have you focused on most, for instance, classroom management, instructional planning, student engagement etc?
4. Why do you think you have focused on this aspect? Do you think you could have focused on other aspects as well?

B. Thinking about the feedback that you RECEIVE from your friend:

1. How did you feel while you were receiving feedback from your friend?
2. What do you think about the feedback that you received from your friend? Which aspects of the feedback that you received you find useful / not useful?
3. What will you do differently according to the feedback you received from your friend in the next lesson?

APPENDIX E

SEMI-STRUCTURED INTERVIEW QUESTIONS (English Version)

Hello! As you all know I am doing PhD at the Department of Educational Sciences at the Middle East Technical University. I am carrying out a study on the perceptions of pre-service ELT teachers on different modes of peer feedback and its relation to teacher efficacy. The information you provide will contribute to the effectiveness of the Y1404MB Teaching Practice course developed for pre-service ELT teachers in our department and play a crucial role in increasing the quality of this course. I would like to highlight a few points before the interview.

All the information you provide will be kept confidential and your name will not be used in any report. Pseudonyms will be used when necessary. I would like to record the interview with your permission to have an accurate account of the interview. Do you have any questions before you begin? The interview will last around an hour. If you are ready, let's begin the interview.

1. You have been giving and receiving feedback to your partner for 8 weeks. What is your opinion of giving and receiving feedback at the very beginning of the semester and at the end of the semester?
2. What were the difficulties of giving and receiving feedback?
3. How do you think you benefited from giving and receiving feedback?
4. What did you like most about giving and receiving feedback?
5. What did you like least about giving and receiving feedback?
6. When you look at the whole experience, how do you think giving and receiving feedback from your partner have affected your teaching skills?
7. Would you prefer to make any changes in the design of this procedure of giving and receiving feedback? If so, what would be your suggestions?
8. When you start teaching as a profession, do you think you will be willing to give feedback to and receive feedback from your colleagues? Why?
9. What do you think about peer feedback when compared to other types of feedback such as teacher feedback or self-feedback?
10. Is there anything that you would like to add or comment on?

YARI-YAPILANDIRILMIŞ GRUP GÖRÜŞME SORULARI (Turkish Version)

Merhabalar. Hepinizin de bildiği gibi Orta Doğu Teknik Üniversitesi'nin Eğitim Bilimleri Bölümünde doktoramı yapmaktayım. Hizmet öncesi İngilizce Öğretmenliği Bölümü öğrencilerinin farklı akran dönütü modlarına yönelik algılarını ve bunun onların öğretmen yetkinlikleriyle olan ilişkileriyle ilgili bir çalışma yürütüyorum. Bana sağlayacağınız bilgiler, bölümümüzdeki hizmet öncesi İngilizce öğretmenleri için geliştirilmiş Yİ405MB Öğretmenlik Uygulaması dersinin daha etkin bir şekilde yürütülmesi ve bu dersin kalitesinin artırılması ile ilgili önemli katkıda bulunacaktır.

Vereceğiniz bütün bilgiler saklı kalacaktır ve isimleriniz raporda kullanılmayacaktır. Gerekirse takma isimler kullanılacaktır. Sizin de izninizle görüşmenin akışını doğru şekilde yansıtabilmek için görüşmeyi kayıt altına almak istiyorum. Başlamadan önce sorusu olan var mı? Görüşmemiz yaklaşık bir saat sürecektir. Hazırsanız, başlayabiliriz.

1. Sekiz hafta boyunca partnerinize dönüt verip, dönüt aldınız. Dönemin en başında ve dönemin sonundaki dönüt alma ve dönüt verme ile ilgili fikirleriniz nelerdir?
2. Dönüt alma ve vermenin zorlukları nelerdir?
3. Sizce dönüt alma ve vermeden nasıl faydalandınız?
4. Dönüt alma ve vermenin en çok nesinden hoşlandınız?
5. Dönüt alma ve vermenin en çok nesinden rahatsız oldunuz/hoşlanmadınız?
6. Tüm bu deneyimlere baktığınızda, sizce partnerinizden dönüt alma ve verme sizin öğretmenlik becerileriniz nasıl etkiledi?
7. Dönüt alma ve dönüt verme yöntemi ve tasarımında herhangi bir değişiklik yapmak ister miydiniz? Eğer öyleyse, önerileriniz nelerdir?
8. Öğretmenlik mesleğine başladığınızda, sizce meslektaşlarınızdan dönüt almaya ve onlara dönüt vermeye istekli olur musunuz? Neden?
9. Öğretmen dönütü, kendine dönüt verme vs gibi diğer dönüt çeşitleriyle karşılaştırıldığında akran dönütü hakkında ne düşünüyorsunuz?
10. Başka eklemek ya da yorum yapmak istediğiniz herhangi bir şey var mı?

APPENDIX F
SYLLABUS FOR PEER FEEDBACK TRAINING

Duration: 3 weeks (3 hours per week, a total of 9 hours)

Participants: 31 senior year ELT students at Gazi University

Training goal: Acquiring formative performance peer feedback skills in a constructive way

Learning objectives: at the end of this training, the pre-service teachers will be able to

- exhibit necessary skills to give formative performance peer feedback in a constructive way.
- exhibit necessary skills to give performance peer feedback

Learning methods /activities: Lecture, classroom discussions, hands-on practice, think-aloud-protocols

Materials: Videos, laptop, power point presentation, hand outs

Resources:

- Brookhart, S.M. (2008). *How to Give Effective Feedback to Your Students*. USA: ASCD (Association for Supervision and Curriculum Development).
- Hattie, J. & Gan, M. (2011). *Instruction Based on Feedback*. Ed. Mayer, R.E. & Alexander, D. A. Handbook of Research on Learning and Instruction. New York: Routledge, Taylor Francis Group.
- McAllister, E.A., & Neubert, G.A. (1995). New Teachers Helping New Teachers). Report. ERIC. EDINFO Press. USA.
- Schartel, S.A. (2012). Giving Feedback-An Integral Part of Education. *Best Practice & Research Clinical Anesthesiology*. 26, 77-87.

Evidence of learning: Pre-service teachers think aloud protocols

Evaluation: Assessing pre-service teachers' think aloud protocols on giving peer feedback.

Peer Feedback Training

Week 1

Duration: 3 class hours

Method: Presentation, Lecture, Class/group discussions

Materials: Laptop, PPT Presentation, whiteboard, hand-outs

Aims:

- Introducing the definition of feedback and different types of feedback.
- Raising subjects' awareness in giving effective peer feedback.
- Introducing what the content of effective feedback covers
- Introducing the language that is used in a constructive written/oral feedback

Learning Objectives:

At the end of the lesson, the participants will be able to:

- describe what feedback is and list different types of feedback
- identify the difference between criticism and constructive criticism
- identify what to include in feedback content
- identify what the effective feedback strategies are
- display and state their understanding of effective and constructive feedback through group work and classroom discussions

Lesson Plan:

Students will be introduced to the concept of feedback and what it means. They will be asked for the difference between feedback and criticism. They will also be

introduced to different types of feedback (written/oral feedback, formative/evaluative feedback, teacher/peer/self-feedback etc.) focusing especially on peer feedback. The students will be given information about what feedback covers i.e. the content of feedback (focus, comparison, function, valance, clarity, specify and tone), the amount of feedback, feedback focus, kinds of comparison used in feedback, function of feedback, feedback valance). Then the students will be introduced to how to write effective written and oral feedback. Feedback clarity, feedback specify, feedback tone and choice in written and oral feedback will be explained. After this theoretical part, the students will be given examples of feedbacks. They will work in groups and decide whether the example feedbacks given are effective or not. Then they will be asked to give their reasons.

Week 2

Duration: 3 class hours

Method: Presentation, Lecture, Class/group discussions

Materials: Laptop, PPT Presentation, whiteboard, hand-outs, graphic organizers

Aims:

- Introducing the ground rules for peer feedback
- Introducing feedback at four levels (task level, process level, self-regulation level and self-level)
- Introducing students to how to give effective feedback (clarity, specificity and tone)
- Introducing students to the elements of peer feedback (praise comments, clarifying questions, leading questions, eliciting questions)

Learning Objectives:

At the end of the lesson, the participants will be able to:

- Identify the rules for giving effective peer feedback
- Identify feedback at four different levels
- Identify and use elements of peer feedback (PQP format)

Lesson Plan:

The lesson will start with talking about peer feedback. The students will be asked to describe the features of effective feedback in their own words. Then the students will be introduced to the features of effective feedback (clarity, specificity and tone) and giving feedback at different levels (task level, process level, self-regulation level and self-level). Lastly, students will be presented with the elements of giving peer feedback (praise comments, clarifying, eliciting and leading questions). They will be given real case scenarios to read examples of elements of giving peer feedback. The students are asked to work in small groups. They will be asked to make suggestions to improve the feedback examples and make them more effective. Then they practice worksheets identifying the different elements of PQP format. They work in pairs to provide alternatives or suggestions to improve given feedback.

Week 3

Duration: 3 class hours

Method: Hands-on practice, TAP (Think Aloud Protocol), Class/group discussions

Materials: Laptop, video, whiteboard

Aims:

- Demonstrate the procedure of giving performance peer feedback through TAP
- Provide hands-on experience on how to give performance peer feedback while using PQP format

- Evaluate their instructor's, their partner's and their own written and oral performance feedback

Learning Objectives:

At the end of the lesson, the participants will be able to:

- Identify the procedure and elements of giving performance peer feedback while using PQP format
- Display their understanding of performance peer feedback through TAP
- Evaluate their instructor's, their partners' and their own performance in terms of giving effective written and oral performance peer feedback

Lesson Plan:

The students will be asked to watch three different videos that belong to junior year students' demonstration in methodology classes. In the first video they watch, the instructor will make use of TAP (think aloud protocol) and exhibit what she focuses on the performance, what kind of language she uses and how she would present the feedback to the learner by using PQP format. Then they carry out a classroom discussion about the feedback, talk about the strengths and weaknesses, identify how to use PQP format while giving peer feedback on that performance. Then they will watch a second video. They work in pairs. This time the students take notes about the video, and then they carry out their own TAP about giving performance feedback with their partners based on their notes. The last time they watch a video, they work individually. They write their own performance peer feedback. Then they work in pairs, they evaluate their own performance and then their partner's performance on giving written performance peer feedback. Then they work in groups. Finally, all the groups compare their feedback and make suggestions.

APPENDIX G
CATEGORIES AND CODES OF THE STUDY

Category 1: Focus of PF

- Code 1.1. Management*
- Code 1.2. Planning*
- Code 1.3. Instruction*
- Code 1.4. Overall Observation*

Category 2: Rationale for PF Focus

- Code 2.1. Important topic*
- Code 2.2. Partner's performance*
- Code 2.3. Check competence*
- Code 2.4. Mutual agreement*
- Code 2.5. Other*
- Code 2.6. No reason*

Category 3: Orientations towards Peer Feedback (PF)

Subcategory 3.1. Positive Orientations

- Code 3.1.1. Positive Attitude*
- Code 3.1.2. Objectivity*
- Code 3.1.3. Use of Appropriate Language*

Subcategory 3.2. Negative Orientations

- Code 3.2.1. Concerns about Negative PFB*
- Code 3.2.2. PFB Burn Out*
- Code 3.2.3. Questioning the Value of PFB*

Subcategory 3.3. Perceptions on How They Felt about PF

- Code 3.3.1. Positive*
- Code 3.3.2. Negative*
- Code 3.3.3. Both Positive and Negative*

Code 3.3.4. Neutral/Other

Subcategory 3.4. Level of Readiness

- Code 3.4.1. Willingness*
- Code 3.4.2. Avoidance*

Category 4: Actions to be taken after PF

- Code 4.1. Planning*
- Code 4.2. Instruction*
- Code 4.3. Management*
- Code 4.4. Other*
- Code 4.5. No Action*

Category 5: Social Relations

Subcategory 5.1. Equal Status

Code 5.1.1. Feeling Empathy

Code 5.1.2. Sharing Same Background

Code 5.1.3. Feeling Relaxed

Subcategory 5.2. Superior-Subordinate

Code 5.2.1. Reliable Source of fb

Code 5.2.2. Feeling Stressful

Category 6: Challenges of PF Process

Code 6.1. Getting Used to

Code 6.2. Balancing Delivery

Code 6.3. Inequality among Classes

Category 7: Benefits of PF

Subcategory 7.1. Usefulness of PF

Code 7.1.1. Useful

Code 7.1.2. Not Useful

Code 7.1.3. Both Useful & Not Useful

Subcategory 7.2. Professional Empowerment

Code 7.2.1. Professionalization

Code 7.2.2. Becoming Aware

Code 7.2.3. Increased Attention

Code 7.2.4. Putting Theory into Practice

Code 7.2.5. Modeling Partner

Code 7.2.6. Correcting Mistakes

Code 7.2.7. Solution/Alternative Oriented

Subcategory 7.3. Personal Empowerment

Code 7.3.1. Improvement in Personal Life

Code 7.3.2. Improved Confidence

Category 8: Future Orientations

Subcategory 8.1. Willingness

Code 8.1.1. Intention of FB Source

Code 8.1.2. Background of FB Source

APPENDIX H
EXCERPT FROM THE CODED SEMI-STRUCTURED GROUP
INTERVIEWS

<p>R: Peki, dönüt vermenin en çok nesini sevdiniz, en keyifli gelen kısmı neydi dönüt verirken?</p> <p>P3: Benim için zaten feedback yapmak gerçekten güzel bir şey. Feedback almayı da vermeyi de gerçekten seviyorum bence iyi bir şey yani.</p> <p>R: <i>Var mı aklınızda bir şey.</i></p> <p>P20: Ortak fikirler üretmek bence.</p> <p>P9: Ortak fikir oluyordu mesela dediğim gibi biz şey yapıyorduk böyle yapsam daha iyi olur değil de böyle yapsak ne olur. ya da şey yapmıştık biz, mesela videolarda da görürsünüz, tamam bu çok iyi işledi ama şöyle bir şey olsaydı, işlemeseydi ... Hadi işlemeseydi. Bunun için bir şeyin var mıydı, b planın var mıydı diyorduk mesela. Ya da o sordu hatta bana öyle böyle yaptın, işledi çok güzel herkes her şeyin cevabını verdi. İşlemeseydi bunun cevaplarını göstermek için ne yapacaktın? Dedim yoktu planım, videodan cevap falan yoktu yani. Ama ben onu düşündüm ondan sonra demek ki artık böyle bir aktivite yaparsak buna dikkat ederim gibisinden bir düşünce oldu.</p> <p>P20: Bir de karşıdakinin ne yaptığını gördükçe sen de onu yapabileceğini düşünüyorsun. Benim de o monitoring eksik kaldı ama onun gayet iyi yaptığını gördüm. Ben onun feedback ini verirken ben de yapabilirim diye düşündüm mesela.</p> <p>P5: Ben feedback verirken onlardan biraz daha farklı yeni fikirler üretmek bir şey üzerine konuşmak güzel falan ama bunca yıl ders aldık, onları öğrenebildiğimi ve onların şeyinden bakıp gözlemleyebildiğimi görmek güzeldi.</p> <p>R: <i>Anladım.</i></p> <p>P9: Çok profesyonel ya da teoriği pratiğe dönüştürmek...</p> <p>P5: Onlar açısından bakabilmeyi görmek güzeldi yani.</p>	<p>Orientations towards Peer Feed</p> <ul style="list-style-type: none">• Positive Orientations <i>-Positive Attitude</i> <p>Benefits of PF</p> <ul style="list-style-type: none">• Professional Empowerment- <i>Solution/Alternative Oriented</i> - <i>Modeling Partner</i> - <i>Putting Theory into Practice</i> - <i>Putting Theory into Practice</i> <p>Social Relations</p> <ul style="list-style-type: none">• Equal Status- <i>Feeling Empathy</i>
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APPENDIX I
APPROVAL FROM METU ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
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10 Haziran 2015

Gönderilen : Prof.Dr.Meral Aksu
Eğitim Bilimleri Bölümü

Gönderen : Prof. Dr. Canan Sümer
IAK Başkan Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Bilimleri bölümü doktora öğrencisi Burtay Hatice Ince'nin "İngilizce Öğretmenliği Bölümü Öğretmen Adaylarının Farklı Çeşitlerdeki Akran Dönütlerine Yönelik Algıları ve Bunun Öğretmen Yetkinliğiyle İlişkisi" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

10/06/2015

Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
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APPENDIX J
CURRICULUM VITAE

PERSONAL INFORMATION

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Sarıgöz, İ.H. et al. (2008). *Simply business English*. ADCOESP. Leonardo da Vinci, Type B Project, Language Competency. He-Art: Ankara.

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APPENDIX K
TURKISH SUMMARY

TÜRKÇE ÖZET

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMEN ADAYLARININ FARKLI
BİÇİMLERDEKİ AKRAN DÖNÜTLERİNE YÖNELİK ALGILARI VE
ÖĞRETMEN YETERLİKLERİ İLE İLİŞKİSİ

Giriş

Her gün değişen ve gittikçe zorlaşan eğitim sisteminin şartları öğretmenlerin omuzlarına git gide ağırlaşan sorumluluklar yüklemektedir. Gemmel'in (2003) de belirttiği gibi değişen demografik yapı, öğrencilerin yüzleşmek zorunda olduğu ve gittikçe artan sosyal, fiziki ve eğitsel zorluklar, öğretmenlerin daha donanımlı bir hale gelerek kendilerini yetiştirmelerini ve geliştirmelerini zorunlu hale getirmiştir. Eğitimin değişen şartları öğretmenlerin sahip olduğu roller üzerinde de yeni tanımlamalar ve kapsamaları da beraberinde getirmiştir. Buna göre öğretmen rolünün kapsamı daha da genişlemiş ve eğitim politikalarının geliştirilmesi ve uygulanmasında daha aktif bir role sahip olmalarına yol açmıştır (Holmes Group, 1986).

Öğretmenlerin eğitim politikalarının başarısında ya da başarısızlığındaki anahtar rolü yadsınamaz (Erawan, 2011). Öğretmen eğitiminin kalitesinin öğrencilerin başarısı üzerinde en etkili etmen olduğu söylenebilir (Berry, Daughetry & Wieder, 2010; Pajares, 1995; Reddy, 2012). Bu nedenle öğretmen eğitiminin kalitesini artıracak en küçük bir yatırım bile onlarca öğrencinin hayatını olumlu yönde etkileyecektir. Yeni bir eğitim müfredatının başarılı bir şekilde uygulanması o müfredatı öğreten öğretmenlerin de ne kadar iyi eğitildikleriyle ilgilidir. Bu yüzden hem hizmet öncesi ve hizmet-içi öğretmenlerin eğitimi, herhangi bir eğitim programının başarısı açısından kilit bir önem taşımaktadır.

Hizmet öncesi öğretmenlik programlarının kalitesini artırmak birçok araştırmanın konusu olmuştur. Çünkü bu dönem öğretmen adaylarının öğretmenlik mesleği hakkında bir bakış açısına sahip olmalarını ve öğretmen olabilmek için gerekli becerilerle donatılmalarını sağlayacak en önemli zaman dilimidir. Bu süreçte bakış açıları nasıl şekillendiyse herhangi bir zorlukla karşılaşmadıkları sürece aynı bakış açıları onları meslek yaşamları boyunca takip eder (Hoy & Spero, 2005; Tschannen-Moran ve Woolfolk Hoy, 2007). Eğitim hayatında bu kadar derin ve önemli etkilere sahip öğretmen eğitime çok daha fazla odaklanmak gerekmektedir. Motivasyonel bir yapı olarak düşünülen öğretmen yeterliği ise öğretmen eğitimi araştırmaları alanında en fazla araştırılan alanlardan biridir. Buna rağmen oldukça karmaşık bir yapısı olduğu için hala tamamıyla keşfedilmiş bir yapı değildir. Tanımı ve alt yapıları üzerinde hala bir fikir birliği mevcut değildir (Henson, 2002, Wyatt, 2014). Öğrencilerin öğrenmede başarılı veya başarısız olmaları konusunda kilit rol oynayan öğretmen yeterliği inancı ‘zor ve motivasyonu düşük öğrencilerin bile katılımı ve öğrenimini sağlayarak istenilen sonuçlara ulaşmada sahip olunan yetenekler hakkındaki yargı gücü’ olarak tanımlanmıştır (Tschannen-Moran & Woolfolk Hoy, 2001, p.783).

Öğretmen yeterliği inancı, bir öğretmenin sahip olduğu basit ama en etkili araçtır (Henson, 2002; Chiang, 2008; Akbari & Tavassoli, 2014). Tschannen-Moran, Woolfolk Hoy and Hoy’a (1998) göre öğretmen yeterliği ‘... kişilerin ne kadar emek sarf edeceklerini, zorluklar karşısında ne kadar fazla dayanabileceklerini, başarısızlıklar karşısında ne kadar dirençli olacaklarını, zorlu durumlarla başa çıkarken ne kadar stres ve depresyon yaşadıkları’ nı etkilemektedir. Güçlü bir yeterlik hissi, etkili bir öğretim ve öğrenme için beceri, bilgi ve hazırlıkların bir araya getirilmesi açısından gereklidir (Erawan, 2011).

Öğretmen adaylarına sunulan hizmet öncesi eğitimin kalitesinin öğretmen yeterliğine olan etkisi çok önemlidir. Eğitimleri bittikten sonra bile otonomi kazanımları sağlamalı ve her türlü durum karşısında başarılı olabilecekleri konusunda olan inançlarını desteklemelidir. Öğretmenler mesleğe başladıklarında kendi profesyonel öğrenme zümrelerini oluşturmalıdırlar. Birlikte çalışıp öğrencilerinin farklı kişisel ihtiyaçlarını karşılamayı öğrenmelidirler. Özellikle yeni öğretmenler birbirlerinden

destek olarak gündelik sınıf hayatında karşılaştıkları problemler karşısında hayatta kalma becerilerini geliştirip, kendilerine olan inançlarını sağlamlaştırabilirler.

Öğretmenlik mesleği, içinde çeşitli zümreleri barındırsa da genel olarak yalnız yapılan bir iştir. Fakat bu inanç kolektif bir birliğe odaklanan ve öğretmenlerin öğrettikleri üzerinde düşünüp analiz yaptıkları bir duruma dönüştürülmelidir. Öğretmenler genelde mesleklerini tek başlarını sürdürmeyi tercih ederler ve çok nadir de olsa kendi sınıflarından başka sınıflarda neler olduğunu görmek için çıkarlar. Çünkü aldıkları hizmet öncesi eğitim sırasında da yalnız başına çalışmaya alışmışlardır. James'e (2013) göre öğretmenlerin diğer sınıflarda neler olup bittiğiyle ilgili belirli inançları vardır. Ancak bir fırsat verildiğinde ve diğer sınıfları gözlemlediklerinde bu inançlarının yanlış olduğunun farkına varıp, kendi sınıflarında kullanmak için yeni strateji ve teknikler kullanmaya başlarlar. Robbins (1991) öğretmenlerin mesleğini izole bir şekilde yürütmeleri gerektiği ile ilgili yazılmamış kurallar bulunduğunu belirtmiştir. Öğretmenlerin birbirlerini gözlemlemesi alışlagelmiş bir norm değildir. Tavsiye vermek, böbürlenmek gibi düşünülüp hoş karşılanmamaktadır. Bu yüzden, tavsiye istemek kendini geliştirmek için bir fırsat olarak değil zayıflık işareti olarak görülmektedir. Dolayısıyla, öğretmenlerin kolektif bir şekilde çalışıp birbirlerinin gelişimine katkıda bulunmak için beraber çalıştıkları çok nadir görülür.

Holland, Clift, Veal, Johnsan ve McCarthney'e (1992) göre, yeni öğretmenler teori ve uygulama arasındaki bağlantıyı kurmak için genellikle tek başına çalışmak zorunda kalırlar. Hizmet öncesi eğitimde atılan temeller de bunu desteklemektedir. Öğretmenlik Uygulaması sırasında da öğretmen adayları genellikle tek başına çalışırlar. Halbuki mesleki dayanışmanın ilk temelleri burada atılmaktadır. Gemmel'in (2003) de ileri sürdüğü gibi mesleğe yeni başlayan öğretmenler eğer işbirliği yapma beceri, bilgi ve tecrübesine sahip olurlarsa, karşılaştıkları problemlerin çözümünü tek başına değil, daha tecrübeli öğretmenlerden aldıkları yardımlarla daha rahat yapabilirler.

Öte yandan, öğretmen adaylarına eğitimleri sırasında sağlanan dönüt onların öğretmenliğe yönelik algılarını oluşturmada çok önemli bir değere sahiptir. Dönüt,

öğretmen adayına ulaşılması gereken amaçları net bir şekilde anlamasını sağlayarak istenilen seviyeye ulaştırarak ya da onlara yolu göstererek nerede olduklarını, ve hedeflerine ulaşmaları için ne yapmaları gerektiğini, kendilerini değerlendirmelerini sağlayarak ve akranlarının yaptıkları üzerinde kritik olarak yansıtıcı düşüncelerine neden olarak öğrenmeyi somut hale getirir. Öğretmen adaylarına sağlanacak olan dönüt onların öğretmen yeterliklerine ilişkin algıları oluşturmada oldukça etkilidir.

Her ne kadar dönütün öğretmen ve öğrenci ilişkisi arasında geçtiği düşünülse de akran dönütünün etkileri yadsınmamalıdır. Schunk'a (1985, 1991) göre akranları gözleme ve onları model olarak alma, gözlem yapan kişinin kendisinin de başarmak için gerekli beceri ve kapasiteye sahip olduğuna inanmasını sağlar. Schunk aynı zamanda da öğretmen adaylarının akranlarını model almasının, öğretmeni model almaktan daha fazla öz-yeterlilik inançlarını artırdığını ileri sürer. Öğrenciler akranlarıyla kendilerini çok daha rahat ve ulaşılabilir hissederler. Bu durum aynı zamanda onlar arasında dayanışmayı sağlar (Wynn & Kromrey, 1999) Ayrıca akran dönütünün dönütü alan kişinin akranıyla daha özgürce iletişim kurduğu için öğretmen dönütünden daha az korkutucu olduğu ileri sürülmüştür (Matsushashi ve diğerleri, 1989). Ancak akran dönütünün etkili ve anlamlı olabilmesi için eğitmenin dönüt içerisinde karşılıklı saygı ve güven geliştirmek için nasıl uygun bir dil kullanmak gerektiğiyle ilgili bir eğitim vermesi gerekmektedir. Eğitmenler yapılan hataların hoş karşılanması gerektiğini çünkü onlara öğrenmenin gerçekleştiğini gösteren kanıtlar olarak bakmaları gerektiğini göstermelidirler. Aynı zamanda da bu hataların dönüt alan kişiyi utandıracak olumsuz eleştirilerden ziyade neyin doğru neyin yanlış olduğunu gösterecek bir ana öğrenme kaynağı gibi düşünülmesi gerektiğini öğretmelidir.

Bu sebeple, hizmet öncesi öğretmen eğitimi sürecinde öğretmen adaylarına sunulacak dönüt eğitimi onların öğretmen yetkinliklerinin oluşturulmasında oldukça etkili olacaktır. Gerçek sınıf tecrübesinden yoksun öğretmen adayları için onları güçlendirip yetkinleştirecek bir süreçtir. Tschannen-Moran ve Woolfolk Hoy'un (2002) da ileri sürdüğü gibi bu konu hakkında yapılacak olan araştırmalardan elde edilecek bilgi öğretmen eğitmenleri ve müdürlerin öğretmenlerin yeterliklerini

artırmaları ve öğretmen davranışları ve öğrencilerin gelişimi açısından yardımcı olacaktır.

Hizmet öncesi eğitimde en etkili etmenlerden olan öğretmen yeterliği ve akran dönütü üzerinde daha derin bir araştırmaya ihtiyaç vardır. Bu amaçla bu çalışmada akran dönütüne maruz kalan öğretmen adaylarının öğretmen yeterliği seviyelerinde anlamlı bir değişme olup olmadığına bakılmıştır. Bu çalışmada aynı zamanda sözel ve yazılı akran dönütü grubunda bulunan katılımcıların öğretmen yeterlik seviyelerinde herhangi bir anlamlı değişme olup olmadığına bakılmıştır. Her iki grup arasında öğretmen yeterliği açısından herhangi bir fark olup olmadığına da bakılmıştır. Bu çalışmanın bir diğer amacı da farklı şekillerdeki akran dönütlerinin öğretmen adayları tarafından nasıl algılandığını ortaya çıkarmaktır. Bu sebeple Gazi Üniversitesi İngiliz Dili Eğitimi Bölümü son sınıf öğrencileri üzerinde karma yöntem kullanılarak bir çalışma yürütülmüştür. Bu amaç çerçevesinde araştırmaya yön vermesi bakımında 4 temel araştırma sorusu ve bu sorulara ait alt sorular oluşturulmuştur.

1. Akran dönütüne maruz kalan öğretmen adaylarının ön-test son-test öğretmen yeterlikleri arasında herhangi bir fark var mıdır?
2. Farklı şekillerde akran dönütü alan öğretmen adaylarının öğretmen yeterlik seviyelerinde anlamlı bir değişiklik var mıdır?
 - a. Sözel akran dönütü alan öğretmen adaylarının öğretmen yeterlik seviyesinde anlamlı bir değişiklik var mıdır?
 - b. Yazılı akran dönütü alan öğretmen adaylarının öğretmen yeterlik seviyesinde anlamlı bir değişiklik var mıdır?
3. Sözel akran dönütü ve yazılı akran dönütü alan iki grup arasında anlamlı bir farklılık var mıdır?
 - a. Sözel ve Yazılı akran dönütü gruplarının ön-test sonuçları arasında anlamlı bir fark var mıdır?
 - b. Sözel ve Yazılı akran dönütü gruplarının son-test sonuçları arasında anlamlı bir fark var mıdır?
4. Farklı şekillerdeki akran dönütüne yönelik öğretmen adaylarının algıları nelerdir?
 - a. Öğretmen adaylarının sözel akran dönütüne yönelik algıları nelerdir?

b. Öğretmen adaylarının yazılı akran dönütüne yönelik algıları nelerdir?

Çalışmanın Önemi

Bireyin yetişmesini en derinden etkileyen öğretmenlerin çabaları eğitim sisteminin temel yapı taşlarıdır. Bir öğretmenin daha kaliteli bir eğitim anlayışıyla gösterdiği çabalar, dalga dalga yayılan pozitif bir etki halinde bütün eğitim sistemini ve bütün zorluklara rağmen öğrenciye sağlanan eğitimin kalitesini de artıracaktır. Bu sebeple hizmet öncesi öğretmen eğitimi kalitesinin artırılması yolunda atılacak adımlar MEB ve yüksek öğretimdeki eğitimin de daha kaliteli hale gelmesini sağlayacaktır.

Sürekli değişen okul sistemleri ve toplumun değişen ihtiyaçları iyi eğitilmiş, özgüveni yüksek ve bu değişimlerin getirdiği zorluklarla başa çıkabileceğine ve bu zorluklar karşısında asla vazgeçmeyip yoluna devam edecek öğretmenler tarafından karşılanabilir. MEB'in mevcut okul müfredatı ve eğitim sistemi sık sık reformlara uğramaktadır. Bu yüzden bu reformlara hızla ayak uydurabilecek öğretmenlere ihtiyaç duyulmaktadır. Başarabileceklerine ve yeterli öz kaynaklara sahip olduklarına inanan öğretmenler karşılaştıkları zorluklarla başarıyla başa çıkabileceklerdir. Bu nedenle, bu çalışmanın sonuçları öğretmen adaylarının yeterlik inançlarının akran dönütü yardımıyla nasıl geliştirilip sürdürülebileceği ile ilgili bir kaynak sağlayabilir. Öğretmen adaylarının yeterlik inançları henüz tam oluşmamış ve şekil verilmeye müsaitken onların daha yüksek bir inanca sahip olmaları sağlanabilir. Öğretmen adaylarının bu çalışmada sağladığı fikirlerle akran dönütünün öğretmen yeterlik inançlarını nasıl etkilediği ortaya çıkartılarak daha etkili bir öğretmen eğitimi programı yapılabilir. Öğretmen eğitiminin temel bireyleri olan öğretmen adayları için daha fazla ortak çalışmaya yönelik bir eğitim anlayışı sağlanarak onların mesleği tek başına yürütme anlayışlarından kurtulması sağlanabilir. Kolektif bir çalışma anlayışı, öğretmenlerin verdiği eğitimi daha kalite bir hale getirebilir.

Yöntem

Araştırma Deseni

Bu çalışmada nicel ve nitel araştırma desenlerinden oluşan iç içe karma desen kullanılmıştır (Creswell, 2012). Buna göre bu desen ‘araştırmacının verileri geleneksel ve nitel desenler içinde topladığı ve çözümlediği durumlardan oluşur... İç içe karma desende, destekleyici aşama, genel deseni bir şekilde geliştirmek amacıyla eklenir.’ (Creswell & PlanoClark, 2014, p.80). Öğretmen adaylarının yeterlik düzeylerini belirlemek amacıyla veri toplama kaynağı olarak anket kullanılmış, öğretmen adaylarının akran dönütüne yönelik algılarını belirlemek üzere de e-günlük ve yarı yapılandırılmış grup görüşmelerinden faydalanılmıştır.

Evren ve Örneklem

Araştırmanın evrenini Gazi Üniversitesi Eğitim Fakültesi İngiliz Dili ve Eğitimi son sınıf öğrencileri oluşturmaktadır. Araştırmanın örneklemini ise araştırmanın yürütüldüğü dönemde mevcut olan 12 şubeden bir tanesi oluşturmaktadır. Buna göre amaçlı örnekleme kullanılarak örneklem seçilmiştir. Çalışmanın amacına uygun olarak katılımcıların son sınıf öğrencisi olup, Yİ405MB Okul Deneyimi dersini 2014-2015 eğitim yılı güz döneminde başarıyla tamamlayıp, 2014-2015 bahar dönemi Yİ404MB Öğretmenlik Uygulaması dersine kayıt olmaları gerekmektedir. Örneklem olarak seçilen sınıf, araştırmacının da 2014-2015 öğretim yılında staj dersleri olarak anılan okul deneyimi ve öğretmenlik uygulaması derslerine öğretim elamanı olarak girdiği sınıftır. Sınıfta toplam 30 öğrenci mevcuttur. Ancak üç öğrenci dersi alttan aldıkları için çalışmaya katılmak istememişlerdir. Çalışmaya katılım gönüllülük esasına bağlı olduğu için bu öğrencilerin isteği kabul edilmiştir. Ancak çalışma eşli olarak yürütülmek zorunda olduğunda dersi alan bir öğrenci eşsiz kaldığı için o da çalışma kapsamına alınmamıştır. Bu nedenle çalışmaya katılan aday öğretmen sayısı 4 erkek ve 22 kadın olmak üzere toplam 26 olmuştur. Katılımcıların hiç birinin daha önce herhangi bir öğretmenlik deneyimi bulunmamaktadır.

Veri Toplama Aracı

Çalışmada kullanılan anket Chiang (2008) tarafından geliştirilen ve İngiliz dili eğitimi öğretmenleri için kullanılan ETES (EFL Teacher Efficacy Scale) ölçeğidir. Eğitim araştırmaları alanında pek çok öğretmen yeterlik ölçekleri bulunsa da bu ölçekler bütün öğretmenlik alanlarına yönelik olup dil öğretmenliğine özgün içerikleri barındırmamaktadır. Örneğin ‘Kelimeleri etkili ve ilginç bir şekilde öğretir’ ‘İngilizceyi öğrencilerin gündelik hayatlarıyla bağdaştırır’ gibi ifadeler alanda ilk defa geliştirilen ve üç alt başlıktan oluşan (Planlama, Öğretim ve Yönetim) ETES ölçeğinde kullanılmıştır. Bunun dışında, öğrencilerden e-günlükler tutmaları istenmiştir. Öğretmen adaylarından, Öğretmenlik Uygulaması dersi boyunca en az sekiz kere derse girip ders anlatmaları istenmiş ve her bir deneyim için toplam sekiz adet günlük girişi tutmaları istenmiştir. Bu günlüklerde sorulan sorular literatür taraması yapılarak araştırmanın içeriğe uygun şekilde hazırlanmıştır. Yarı-yapılandırılmış grup görüşmeleri için hazırlanan sorular da aynı şekilde literatür taramasının sonucunda ve araştırmanın kapsamı göz önünde bulundurularak ortaya çıkmıştır. Hem e-günlükler hem de görüşmeler için uzman görüşlerine başvurulmuş, onlardan alınan dönütler ışığında bazı sorular değiştirilmiş, kimileri tamamıyla çıkartılmış ve gerekli düzeltmeler yapılmıştır.

Veri Toplama Süreci

Araştırmanın kapsamında veri toplama süreci yaklaşık 5 ay sürmüştür ve bizzat araştırmacının kendisi tarafından yapılmıştır.2014-2015 bahar dönemi boyunca nitel ve nicel veriler toplanmıştır. Bu süreç içerisinde ODTÜ Uygulamalı Etik Araştırma Merkezi’nden hem anketin hem de e-günlük ve grup görüşmelerinin formlarının etik açıdan uygun olup olmadığına yönelik onay alınmıştır. Profesör Chiang’dan da ETES ölçeğinin bu araştırma kapsamında kullanılması için gerekli izin alınmıştır. Dönemin en başında katılımcılara haftada 3 saatten toplam 3 hafta, yani 9 saat süren etkili dönüt verme eğitimi uygulanmıştır. Eğitimde teori ve uygulamaya yönelik bir yol izlenmiştir. Katılımcıların birbirlerine dönüt verirken uygulamaları gereken

format öğretilmiş ve bu uygulamanın pratiği yapılmıştır. Dönemin en başında öğretmen adayları Öğretmenlik Uygulaması dersine başlamadan önce ön-test ETES ölçeğini ve dönemin en sonunda ders tamamlandıktan sonra son-test ETES ölçeğini doldurmuşlardır. Dönem içerisinde uygulama dersi boyunca öğretmen adaylarından uygulama yaptıkları en az sekiz ders için ayrı birer günlük girişi tutmuşlar ve bu günlükleri tamamladıkça araştırmacıya teslim etmişlerdir. Dönemin en sonunda, uygulama dersi tamamlandıktan sonra ise her bir grupla ayrı ayrı grup görüşmeleri ayarlanmış, ve hiçbir katılımcının kendi partneriyle aynı grupta olmamasına özen gösterilmiştir. Bu şekilde her bir grupla ikişer tane olmak üzere toplam dört adet grup görüşmesi yapılmıştır. Görüşmelerin her biri yaklaşık 75 dakika sürmüştür. Görüşmeler bütün gruplar için aynı şartlar altında yürütülmüştür. Katılımcıların isimlerinin gizli kalacağı belirtilmiş ve görüşmeler ses kayıt cihazıyla kaydedilmiştir. Görüşmelerde her bir grup için sorular aynı sırada sorulmuş, her bir görüşmeciyeye soruları cevaplaması için süre verilmiş, ve bütün gruplara kendilerine yöneltilen sorulara eklemek istedikleri bir şey olup olmadığı sorulmuştur. Görüşmeler, herhangi bir gürültüden uzak bir toplantı odasında gerçekleştirilmiştir.

Verilerin Analizi

Bu çalışmada iki türde veri toplanmıştır. Toplanan nicel veriler SPSS 21'e aktarılmış ve 26 katılımcıdan elde edilen veriler analiz edilmiştir. ETES ölçeği için güvenilirlik analizi yapılmamıştır çünkü aynı ölçek bu çalışmanın yürütüldüğü üniversitede Tavil (2014) tarafından yapılan bir çalışmada da kullanılmıştır. Veriler (ön-test ETES ve son-test ETES) çıkarsamalı istatistik analizi yapılarak değerlendirilmiştir. Araştırma sorularına göre e-günlük ve grup görüşmelerinden toplanan nitel veriler ise içerik analizi yöntemiyle çözümlenmiştir. Araştırma kapsamında yapılan analizler aşağıda Tablo 1'de verilmiştir.

Tablo 1. *Verilerin Analizi*

Araştırma Sorusu	Kullanılan Veri	Veri Analizi
1. Akran dönütüne maruz kalan öğretmen adaylarının ön-test son-test öğretmen yeterlikleri arasında herhangi bir fark var mıdır?	Nicel Veri	Çıkarsamalı İstatistik: Wilcoxon Signed-Ranks Testi
2. Farklı şekillerde akran dönütü alan öğretmen adaylarının öğretmen yeterlik seviyelerinde anlamlı bir değişiklik var mıdır?		Çıkarsamalı İstatistik:
a. Sözel akran dönütü alan öğretmen adaylarının öğretmen yeterlik seviyesinde anlamlı bir değişiklik var mıdır?	Nicel Veri	Wilcoxon Signed-Ranks Testi
b. Yazılı akran dönütü alan öğretmen adaylarının öğretmen yeterlik seviyesinde anlamlı bir değişiklik var mıdır?		
3. Sözel akran dönütü ve yazılı akran dönütü alan iki grup arasında anlamlı bir farklılık var mıdır?	Nicel Veri	Çıkarsamalı İstatistik: Mann-Whitney U Testi
4. Farklı şekillerdeki akran dönütüne yönelik öğretmen adaylarının algıları nelerdir?	Nitel Veri	İçerik Analizi:
a. Öğretmen adaylarının sözel akran dönütüne yönelik algıları nelerdir?		Kategoriler ve Kodlar
b. Öğretmen adaylarının yazılı akran dönütüne yönelik algıları nelerdir?		

Bulgular

Araştırma Sorularına İlişkin Bulgular

Akran Dönütünden sonra Öğretmen Yeterlikleri ve Dönüt Çeşidine Göre Öğretmen Yeterliklerinin Değerlendirilmesi

Araştırmanın birinci sorusu akran dönütüne maruz kalan öğretmen adaylarının ön-test ve son-test öğretmen yeterlikleri arasında anlamlı bir fark olup olmadığı ile ilgilidir. Bunun için parametrik olmayan Wilcoxon Signed-Ranks istatistik analizi kullanılmıştır. Zira katılımcı sayısı az olduğu için parametrik istatistik analizi yapmak uygun bulunmamıştır (Green, Salkind & Alley, 2000). Analizden elde edilen

bulgulara göre ETES ön-test ve son-test sonuçları arasında öğretmen adaylarının Planlama ($z = 3.299, p = .001 < .05, r = -.46$), Öğretim ($z = 2.893, p = .004 < .05, r = -.40$) ve Yönetim ($z = 3.418, p = .001 < .05, r = -.47$) değerleri açısından anlamlı bir farklılık bulunmuştur.

İkinci araştırma sorusunda ise her iki grup için ayrı ayrı Wilcoxon Signed-Ranks testi yürütülmüş ve farklı şekillerde yani sözel ve yazılı olarak akran dönütü alan öğretmen adaylarının, ön-test ve son-test öğretmen yeterlik seviyelerinde anlamlı bir değişiklik olup olmadığına bakılmıştır. Analizlere göre ise sözel dönüt grubundaki katılımcıların Planlama ($z = 2.449, p = .014 < .05, r = -.49$), Öğretim ($z = 2.669, p = .008 < .05, r = -.54$) ve Yönetim ($z = 2.852, p = .004 < .05, r = -.58$) değerleri açısından anlamlı bir fark bulunmuştur. Ancak yazılı akran dönütü grubuna bakıldığında ise Planlama değerleri açısından ($z = 2.262, p = .024 < .05, r = -.42$) anlamlı bir fark bulunmuş olsa da, Öğretim ($z = 1.229, p = .219 > .05, r = -.23$) ve Yönetim ($z = 1.985, p = .053 > .05, r = -.37$) değerleri açısından anlamlı bir fark gözlemlenmemiştir.

Üçüncü araştırma sorusu, sözel ve yazılı akran dönütü grupları arasında ön-test ve son-test sonuçlarına göre anlamlı bir fark olup olmadığına bakılmıştır. Bunun için yine parametrik olmayan Mann Whitney U Testi analiz yapmak için kullanılmıştır. Her iki grubun ilk önce ön-test sonuçları her üç alt başlık açısından da karşılaştırılmıştır. Sonuçlara göre Planlama açısından ($z = 1.317; p = 0.188 > .05, r = -.26$), Öğretim açısından ($z = 1.088; p = .276 > .05, r = -.21$) ve Yönetim açısından da ($z = 0.310; p = .756 > .05, r = -.06$) her iki grup arasında anlamlı bir fark gözlemlenmemiştir. Aynı şekilde her iki grubun son-test sonuçları da üç alt başlık açısından karşılaştırılmıştır. Buna göre Planlama açısından ($z = 1.090, p = .276 > .05, r = -.21$), Öğretim açısından ($z = 1.222, p = .222 > .05, r = -.24$) ve Yönetim açısından da ($z = 0.545, p = .586 > .05, r = -.10$) her iki grup arasında anlamlı bir fark bulunmamıştır. Sonuçlar sözel ve yazılı akran dönütü grupları arasında hem ön-test hem de son-test sonuçları açısından anlamlı bir fark olmadığını göstermiştir.

Araştırmanın son sorusunda katılımcıların hem akran dönütüne olan algıları hem de farklı şekilde verilen akran dönütüne yönelik algıları tespit edilmeye çalışılmıştır.

Bunun için öğrencilerin tuttuğu e-günlükler ve yarı-yapılandırılmış grup görüşmelerinden yararlanılmıştır. Elde edilen veriler içerik analizi yapılarak değerlendirilmiş ve çeşitli kodlara ve kategorilere ulaşılmıştır.

Sözel Grubun Akran Dönütü Algıları

Buna göre sözel grup açısından elde edilen sonuçlar şunlardır: Akran Dönütünün Odak Noktası kategorisinde *Planlama*, *Öğretim*, *Yönetim* ve *Genel Gözleme* olarak dört kod belirlenmiştir. 94 e-günlükten elde edilen 121 dönüt odağından 14 tanesi *Planlama* (%11.6), 54 tanesi *Öğretim* (%44.6), 50 tanesi *Yönetim* (%41.2), ve 3 tanesi de *Genel Gözleme* (%2.6) olmuştur. Buna göre bu grupta dönüt odak noktası olarak en fazla *Öğretim* ve *Yönetim* konularına ağırlık verilmiştir.

Akran Dönütü Gerekçesi kategorisinde 6 farklı kod oluşturulmuştur: *Önemli Konu*, *Partnerin Performansı*, *Yetkinliği Kontrol Etme*, *Karşılıklı Anlaşma*, *Diğer Gerekçeler* ve *Hiç Gerekçe Göstermemek*. Buna göre Sözel grubun sonuçları şunlardır. Bu grupta günlüklerde gösterilen toplam 117 gerekçeden 20 tanesi *Önemli Konu* (%17.1), 32 tanesi *Partnerin Performansı* (%27.4), 13 tanesi *Yetkinliği Kontrol Etme* (%11.1), 28 tanesi *Karşılıklı Anlaşma* (%23.9), 5 tanesi *Diğer Gerekçeler* (%4.3) ve 19 tanesi de *Hiç Gerekçe Göstermemektir* (%16.2). Buna göre en fazla *Partnerin Performansı*, *Karşılıklı Anlaşma* ve *Önemli Konu* gerekçe olarak gösterilmiştir.

Bir diğer kategori ise Akran Dönütüne Karşı Yönelimler başlığı altındadır. Buna göre dört alt kategori ve kodları oluşturulmuştur: *Pozitif Yönelimler (Pozitif Yaklaşımlar, Objektiflik ve Uygun Dilin Kullanılması)*, *Negatif Yönelimler (Negatif Dönüt Hakkında Endişeler, Akran Dönütü Tükenmişliği ve Akran Dönütünün Değerini Sorgulama)*, *Akran Dönütüne Yönelik Duygular (Pozitif, Negatif, Hem Pozitif Hem Negatif ve Nötr ve Diğer Duygular)* ve *Hazır Bulunuşluk Seviyesi (İstekli Olma ve Kaçınma)*.

Buna göre yapılan grup görüşmelerinde sözel grupta toplam sekiz öğrenci akran dönütü hakkında olumlu yönelimlere sahip olduklarını ve akran dönütünü alırken kendilerini rahat hissettiklerini belirtmişlerdir. Toplam beş kişi aldıkları akran

dönütünün negatif bir eleştiri yerine olayların akışının tıpkı bir kamera objektifinden yansır gibi anlatıldığını söyleyip akran dönütünün objektifliğini vurgulamışlardır. Sözel gruptaki toplam on katılımcı verilen dönütün uygun bir dil kullanılarak verildiğinden bahsetmişlerdir. Hatta bir öğrenci şöyle demiştir: ‘.. Çok stresli olabilirdim ya da dönütü alamayabilirdim, ama daha önce de söylediğim gibi, çok olumsuz bir şey olsa bile onu uygun bir dille vermeyi başardı.’ (P25).

Bu pozitif yönelimlerin yanı sıra, akran dönütü ile ilgili negatif yönelimlerin de olduğu gözlemlenmiştir. Sözel gruptaki katılımcıların yarısından fazlası dönüt verirken akranlarını incitmekten korktuklarını belirtmişlerdir. Bazı katılımcılar ise negatif bir dönüt aldıklarında üzüldüklerini, ya da aldıkları negatif dönütü kabullenmekte zorlandıklarını belirtmişlerdir. Aynı şekilde 4 kişi, özellikle dönem ortasından itibaren yorulduklarını ve tükenmişlik yaşadıklarını, bir süre sonra dönütlerin kendi kendini tekrar ettiğini söylemişlerdir. Bu durum toplam üç katılımcının akran dönütünün güvenilirliğini sorgulamalarına neden olmuştur. Dönem sonuna doğru aldıkları dönütlerin faydalı olmadığını belirtmişlerdir.

Sözel gruptaki katılımcıların e-günlüklerinden elde edilen verilere göre akran dönütü verirken farklı duygular besledikleri anlaşılmıştır. Buna göre 8 hafta boyunca toplanan 94 e-günlükten %67 si dönüt verirken ‘Kendimi çok rahat hissediyorum’ ‘Çok iyi hissettim.’ gibi *Pozitif Duygular* a sahip olduklarını ($n = 67$) ; %17 si ($n = 16$) ‘Kendimi rahat hissetmedim’ gibi *Negatif Duygular*; %4.3’ü ‘Kendimi hem iyi hem kötü hissettim.’ gibi *Hem Pozitif Hem Negatif Duygular*($n = 4$); ve %11.7’si ‘Kendimi normal hissettim.’ ya da ‘Şaşırdım.’($n = 11$) gibi *Nötr ve Diğer Duygular* ifade etmişlerdir.

Aynı şekilde katılımcılar e-günlüklerinde akran dönütü alırken de farklı duygular beslediklerini söylemişlerdir. Katılımcıların çoğunluğu akran dönütü alırken ($n = 67$, %71.3) *Pozitif Duygular*; katılımcıların azınlığı dönüt alırken *Negatif Duygular* ($n = 11$, %11.7), çok az bir kısmı *Hem Pozitif Hem Negatif Duygular* ($n = 7$, % 7.4), ve yaklaşık onda biri ise ($n = 9$, %9.6) *Nötr ve Diğer Duygular* hissettiklerini ifade etmişlerdir.

Buna göre katılımcıların pozitif duygular hissetme sebepleri arasında akran dönütüne kendilerini geliştirmek ve hatalarının üstesinden gelebilmek için bir fırsat olarak bakmaları ya da başarılı bir sınıf deneyimi geçirdiklerinde arkadaşlarından dönüt almayı sabırsızlıkla beklemeleri gösterilebilir. Aynı şekilde akran dönütüne karşı olumsuz hisler beslemelerinin sebepleri arasında eksik yanlarından bahsetmek konusunda kendilerini rahatsız hissetmeleri, negatif bir dönüt verirken arkadaşlarını incitmekten korkmaları sayılabilir. Dönemin sonlarına doğru dönütlerin kendisini tekrar etmesi de sıkılmalarına yol açmıştır. Hem pozitif hem negatif duygulara sahip olmalarının sebebi ise ilk başta süreci nasıl işleyeceğini bilmedikleri için hissettikleri endişelerinin yerini sürece alışınca rahatlığa bırakmasıdır. Nötr ya da diğer duyguları hissedenlerden bir tanesi duygularını şu şekilde ifade etmiştir: ‘Tuhaf, kendini başkasının gözünden görmek gerçekten tuhaf. Farkında olmadığım şeylerin olması tuhaf.’ (P6, W1)

Bir diğer alt kategori ise *Hazır Bulunuşluk Seviyesidir*. E-günlükler incelendiğinde büyük bir çoğunluğun akran dönütü vermeye istekli olduğu ($n = 89$, %87.5) görülmüştür. ‘Partnerime her şeyi söyledim.’, ‘Partnerime söylemekten kaçındığım bir şey yok.’ gibi ifadeler kullanmışlardır. Öte yandan akranına dönüt vermekten kaçınma sıklığı 14 (%12.5) çıkmıştır. Daha yakın bir incelemede bunun sebepleri araştırılmış ve dönüt vermekten kaçındıkları başlıca durumlar arasında negatif bir durumdan bahsetmek olduğu anlaşılmıştır. Partnerlerini incitmekten korkan katılımcılar dönüt vermekten kaçınmışlardır. Sadece tek bir olumlu yani aynı olumlu şeylerden tekrar bahsetmek istemedikleri için bu konuda dönüt vermek istemediklerini belirtmişlerdir.

Bir diğer ana kategoriyi Akran Dönütünden Sonra Atılacak Adımlar oluşturmaktadır. Buna göre beş farklı kod oluşturulmuştur: *Planlama*, *Öğretim*, *Yönetim*, *Başka Alanda Değişiklikler* ve *Hiçbir Değişim Yapmamak*. Buna göre e-günlüklerde toplam 117 değişimden bahsedilmiş ve bunların 37 tanesi (%31.6) *Planlamada*, 29 tanesi (%24.8) *Öğretimde*, 28 tanesi (%23.9) *Yönetimde*, sadece 1 tanesi başka bir alanda değişiklik yapmak istediğini belirtmiştir, son olarak toplam 22 (%23.4) günlük girişinde ise herhangi bir değişiklik yapmak istemedikleri belirtilmiştir.

Grup görüşmelerinde Sosyal İlişkiler ana kategorisine göre iki tane alt kategori belirlenmiştir: *Eşit Statü* ve *Üst-As İlişkileri*. *Eşit Statü* alt kategorisi akranlar arasındaki ilişkiyi kapsamaktadır. Bu kategoride *Empati*, *Benzer Geçmiş* ve *Rahatlık* olarak kodlar belirlenmiştir. Grup görüşmelerinde toplam altı katılımcı akran dönütünü diğer dönüt çeşitlerine tercih ettiklerini söylemişlerdir. Katılımcıların beş tanesi, partnerlerine karşı empati hissedip kendilerini onların yerine koyduklarından bahsetmişlerdir. Yine beş diğer katılımcı da dersin öğretim görevlisi ya da sınıf öğretmeni yerine akran dönütünü tercih ettiklerini çünkü akranlarıyla aynı ya da benzer bir geçmişe sahip oldukları için birbirlerini daha iyi anladıklarından söz etmişlerdir. Bir tane katılımcı ise diğer dönüt çeşitlerine bakıldığında akran dönütünde daha rahat olduğunu söylemiştir. *Üst-As İlişkileri* alt kategorisinde dersin öğretim üyesi ya da stajdaki sınıf öğretmeniyle öğretmen adayı arasındaki kastedilmektedir. Bu kategoride *Güvenilir Dönüt Kaynağı* ve *Stresli Olmak* kodları bulunmaktadır. Buna göre iki tane katılımcı sınıf öğretmenin verdiği dönütü tercih ettiklerini çünkü onların derslerine girdikleri sınıfları çok daha iyi tanıdıkları için daha güvenilir bir dönüt kaynağı olduğunu belirtmişlerdir. Bir tane katılımcı ise akran dönütüne göre öğretmen dönütünün daha stresli olduğunu söylemiştir.

Yapılan grup görüşmelerinde, katılımcıların Akran Dönütü Sürecinde Yaşadıkları Zorluklar kategorisi ortaya çıkmıştır. Buna göre *Alışmak*, *Dengeyi Sağlamak* ve *Sınıflar Arası Eşitsizlik* zorluklar olarak belirlenmiştir. Katılımcıların yarıdan fazlası ($n = 7$) sürecin en başında bazı tereddütleri olduğunu belirtip, sürecin nasıl işleyeceğini bilmedikleri için kendilerini rahatsız hissettiklerini ve sürecin çok zor ve fazla zaman alacağını düşünmüşler, bazıları bu konuda stres yaşamışlardır. Üç katılımcı dönüt verirken zorlandıklarını dönütü kelimelere dökerken olumlu ve olumsuz konular arasında denge sağlarken zorlandıklarını, partnerleri tarafından yanlış anlaşılmaktan korktuklarını belirtmişlerdir. Ayrıca 5 katılımcı da öğretmenlik uygulaması sırasındaki iş yüklerinin diğer sınıflara göre çok fazla olduğundan şikayet etmiş, sınıflar arasında haksızlık olduğunu iddia etmişlerdir. Bir katılımcı ‘Onların iş yüküyle bizim iş yükümüz arasında dağlar kadar fark var. Onlar hiçbir şey yapmıyor, Bazıları sadece bir iki kere derse girdi. Onları görünce elimizde olmadan bozuluyoruz. Biz çok çabalıyoruz.’ diyerek durumu dile getirmiştir. Burada

belirtilmesi gereken bir durum söz konusudur. Katılımcıların asıl şikayet konusu KPSS sınavının onlar üzerinde yarattığı strestir. Katılımcılar diğer sınıfların KPSS sınavı odaklı çalışmalar yürütürken onların öğretmenlik uygulamasına odaklanmalarının kendilerinde bu haksızlık hissini yarattığını belirtmişlerdir. Hatta bir katılımcı KPSS sınavının yükü olmadığında akran dönütüyle ilgili çok daha olumlu tepkiler verebileceklerini belirtmiştir.

Araştırmadan elde edilen bir diğer kategori ise Akran Dönütünün Faydalarıdır. Buna göre üç alt kategori ve kodları oluşturulmuştur: *Akran Dönütünün Yararı (Yararlı, Yararsız, Hem Yararlı Hem Yararsız), Profesyonel Güçlendirme (Profesyonelleşme, Farkındalık Yaratma, Artan Dikkat, Teoriyi Pratiğe Dönüştürme, Partneri Modelleme, Hataları Düzeltme, Çözüm/Alternatif Odaklı Olma), Kişisel Güçlendirme (Kişisel Hayatta Gelişme, Artan Güven)*

Akran dönütünün yararları açısından, günlüklerden elde edilen sonuçlara göre toplam 94 günlük girişinden 78'inde (%83) katılımcılar aldıkları akran dönütünü *Yararlı* bulduklarını, 11 tanesi (%11.7) *Yararsız*, 5 tanesi ise (%5.3) *Hem Yararlı Hem Yararsız* şeyler bulduklarını belirtmişlerdir.

Odak grup görüşmelerinde profesyonel güçlendirme açısından 9 tane katılımcı hem öğretmenlik becerileri hem de dönüt verme becerileri açısından kendilerini dönemin en başına göre profesyonel hissettiklerini söylemişlerdir (*Profesyonelleşme*). 8 katılımcı bu süreç sonunda kendi zayıf ve güçlü yönlerinin, yaptıkları hataların farkına vardıklarını belirtmişlerdir (*Farkındalık Yaratma*). Sadece 2 katılımcı dikkatlerinin arttığını belirtmiştir (*Artan Dikkat*). 4 katılımcı bu sürecin teorik bilgilerini uygulamaya dökmekte yardımcı olduğunu, dönüt verirken bu bilgilerden faydalandıklarını söylemişlerdir (*Teoriyi Pratiğe Dönüştürme*). Katılımcıların yarısından çoğu ($n = 7$) partnerlerini gözlemlerken onları model alarak birçok şeyi öğrendiklerinin altını çizmişlerdir (*Partneri Modelleme*). Katılımcıların yarısı ($n = 6$) aldıkları dönüte bağlı olarak hatalarını düzelmek için çaba sarf ettiklerini belirtmişlerdir (*Hataları Düzeltme*). Katılımcıların büyük çoğunluğu ($n = 9$) akran dönütünün kendilerini durum ya da sorunlar karşısında çözüm ya da alternatif bulmaya yönlendirdiğini belirtmişlerdir (*Çözüm/Alternatif Odaklı Olma*).

Kişisel güçlendirme açısından katılımcıların çoğunluğu ($n = 9$) akran dönütünün kişisel hayatlarında da kendilerini etkilediğinden bahsetmişlerdir. Altı katılımcı bu süreçte öğrendikleri dili gündelik hayatta, kişisel ilişkilerinde de kullanmaya başladıklarını söylemişlerdir. Katılımcıların yaklaşık yarısı ($n = 5$) ise akran dönütünün kendilerine olan güvenlerini artırdığını belirtmişlerdir. Partnerlerinin kendilerini iyi hissettirdiğini ve öğretmenlik becerilerinde başarılı olabilecekleri konusunda düşünmeye teşvik ettiğini belirtmişlerdir.

Son ana kategoriye ise Geleceği Yönelik Yaklaşımlar oluşturmaktadır. Bir alt kategori başlığı *İsteklilik* ve kodları *Dönüt Kaynağının Niyeti* ve *Dönüt Kaynağının Geçmişi* olmuştur. Buna göre dönütü veren kişinin niyeti yani dönütü yapıcı mı yoksa kırıncı bir şekilde verdiği ve nasıl verdiği katılımcıların dönüt konusundaki isteğini belirlemektedir. Aynı şekilde katılımcılar dönüt veren kişiyle farklı geçmiş alt yapılardan gelmenin onların dönüt konusundaki isteklerini etkileyeceğini, çünkü farklı geçmişleri olan kişilerin birbirlerini anlamakta zorlanacaklarını, bu kişilerin aynı akran dönütü eğitimini almadıklarından olayları algılama şekillerinin farklı olacağını savunmuşlardır.

Yazılı Grubun Akran Dönütü Algıları

Akran Dönütünün Odak Noktası kategorisinde 112 e-günlükten elde edilen 118 dönüt odağından 24 tanesi *Planlama* (%20.3), 21 tanesi *Öğretim* (17.8%), 47 tanesi *Yönetim* (%39.8), ve 26 tanesi de *Genel Gözlemleme* (%22.1) olmuştur. Buna göre bu grupta dönüt odak noktası olarak en fazla *Yönetim* ve *Genel Gözlemleme* konularına ağırlık verilmiştir.

Akran Dönütü Gerekçesi kategorisinde bu grupta günlüklerde gösterilen toplam 142 gerekçeden 8 tanesi *Önemli Konu* (%5.6), 22 tanesi *Partnerin Performansı* (%15.5), 10 tanesi *Yetkinliği Kontrol Etme* (%7), 52 tanesi *Karşılıklı Anlaşma* (%36.6), 9 tanesi *Diğer Gerekçeler* (%6.3) ve 41 tanesi de *Hiç Gerekçe Göstermemektir* (%28.9). Buna göre en fazla *Hiç Gerekçe Göstermemek*, *Karşılıklı Anlaşma* ve *Partnerin Performansı* gerekçe olarak gösterilmiştir.

Odak grup görüşmelerinde Akran Dönütüne Karşı Yönelimler kategorisinde *Pozitif Yönelimler* alt kategorisinde katılımcıları çoğu ($n = 9$) akran dönütüne karşı *Pozitif Yaklaşımları* olduğunu belirtmiş, dönüt verirken kendilerini rahat hissettiklerini, ve dönütü yararlı bulduklarını anlatmışlardır. Katılımcıların yarısı ($n = 7$) *Objektif* bir şekilde dönüt alıp verdiklerinin altını çizmişlerdir. 5 katılımcı ise dönüt alıp verirken *Uygun Dilin Kullanılmasından* bahsetmiştir.

Negatif Yönelimler alt kategorisinde ise katılımcıların yarısından çoğu ($n = 8$) *Negatif Dönüt Hakkında Endişeler* taşıdıklarını belirtmiştir. Her ne kadar akran dönütüne karşı açık bir tutum sergilese de özellikle olumsuz dönüt alma konusunda tereddütleri olduğu görülmüştür. Bir katılımcı “Her ne kadar partnerim % 99 olumlu şeyler yazsa da, olumsuz bir şey gördüğüm de içimden ‘Bunu da demesen olmaz mıydı?’ diyordum.” (P24) diye olumsuz dönüt hakkındaki fikrini belirtmiştir. Bu grupta sadece bir tane katılımcı *Akran Dönütü Tükenmişliği*nden bahsetmiştir. O da sözel gruptaki katılımcılar gibi akran dönütünün özellikle beşinci haftadan itibaren tekrara düştüğünü vurgulamıştır. Katılımcılardan beş tanesinin *Akran Dönütünün Değerini Sorgulama* konusunda bir takım tecrübeler yaşadıkları görülmüştür. İki katılımcı aldıkları dönütün kısalığı hakkında hayal kırıklığına uğradıklarını belirtmişler, birkaç katılımcının da sürecin en başında akran dönütünün güvenilirliği ile ilgili endişeleri olduğu belirlenmiştir.

E-günlüklerde *Akran dönütüne Yönelik Duygular* alt kategorisinde de bu grupta dönüt alırken farklı duygular besledikleri ortaya çıkmıştır. Katılımcıların çoğunluğu akran dönütü alırken ($n = 85$, %76) *Pozitif Duygular*; katılımcıların çok küçük bir kısmı dönüt alırken *Negatif Duygular* ($n = 3$, %2.7), çok az bir kısmı *Hem Pozitif Hem Negatif Duygular* ($n = 9$, % 8), ve yaklaşık onda biri ise ($n = 15$, %13.3) *Nötr ve Diğer Duygular* hissettiklerini ifade etmişlerdir. Aynı şekilde katılımcılar akran dönütü alırken de farklı duygular beslemişlerdir. Katılımcıların çok büyük bir kısmı akran dönütü alırken ($n = 92$, %82.1) *Pozitif Duygular*; katılımcıların çok az bir kısmı dönüt alırken *Negatif Duygular* ($n = 3$, %2.7), az bir kısmı *Hem Pozitif Hem Negatif Duygular* ($n = 8$, %7.1), ve yaklaşık onda biri ise ($n = 9$, % 8) *Nötr ve Diğer Duygular* hissettiklerini ifade etmişlerdir.

Buna göre katılımcılar eğer kendileri ya da partnerleri başarılı bir sınıf performansı sergilemişlerse mutlu olduklarını belirtmişlerdir. Fakat bunun tam tersi bir durumda dönüt almak ve vermekten hoşlanmadıklarını vurgulamışlardır. Hem olumlu hem olumsuz duygulara sahip olmalarının başlıca sebebi, sürecin en başında kendilerini neyin beklediğini bilemedikleri için karmaşık duygular içinde olmalarıdır. Nötr ve diğer duygulara sahip olanlardan bir katılımcı ise şöyle demiştir: ‘Farklı bir şey hissettiğimi söyleyemem. Bu eleştiri değil, bu sadece birbirimizin eksikliklerini görmemiz için yardım etmek. O yüzden bence dönüt vermek yararlı.’ (P18, W1)

Hazır Bulunuşluk Seviyesi alt kategorisinde ise 112 e-günlük girişinin çok büyük bir çoğunluğu ($n = 107$, %94,7) dönüt alıp verme konusunda *İstekli Olduklarını* belirtmiş, sadece çok küçük bir kısmı ($n = 5$, %5.3) dönüt vermekten *Kaçındıklarını* yazmışlardır.

Bir diğer ana kategori olan Akran Dönütünden Sonra Atılacak Adımlar’da alınan akran dönütüne göre yapılması öngörülen toplam 134 değişimden 37 tanesi (%27.6) *Planlamada*, 40 tanesi (%29.9) *Öğretimde*, 16 tanesi (%11.9) *Yönetimde*, 6 tanesi (4.5%) başka bir alanda değişiklik yapmak istediğini belirtmiştir, son olarak toplam 35 (%26.1) günlük girişinde ise herhangi bir değişiklik yapmak istemedikleri belirtilmiştir.

Grup görüşmelerinden elde edilen Sosyal İlişkiler ana kategorisinde altı öğrenci *Eşit Statü* alt kategorisinde arkadaşlarına karşı *Empati* beslediklerinden bahsetmiştir. Aynı şekilde beş katılımcı da akranlarıyla *Benzer Geçmişe* sahip olmanın önemini vurgulamışlar, katılımcıların yarısı ($n = 7$) akranlarıyla kendilerini daha *Rahat* hissettiklerinin altını çizmişlerdir. *Üst-As İlişkileri* alt kategorisinde ise iki katılımcı öğretmenlik uygulaması dersinin öğretim elamanının ya da sınıf öğretmenin *Güvenilir Dönüt Kaynağı* olduğunu belirtmiş ancak altı katılımcı bu kişilerden dönüt almanın kendilerinde *Stres* yarattığını belirtmişlerdir.

Yapılan grup görüşmelerinde, bu gruptaki katılımcıların da Akran Dönütü Sürecinde Yaşadıkları Zorluklar ortaya çıkmıştır. Buna göre katılımcıların yarısı ($n = 7$) süreç *Alışmak* konusunda bazı sıkıntılar yaşamışlardır. Bazıları alacakları ilk dönüt için

endişelenmiş, bazıları da olumsuz dönüt almaktan çekindiklerini belirtmişlerdir. Altı katılımcı dönüt verirken pozitif ve negatif eleştiriler konusunda *Dengeyi Sağlamakta* zorlandıklarını belirtmişlerdir. Sözel grupta olduğu gibi yazılı grup da bu süreçte iş yükü açısından *Sınıflar Arası Eşitsizlik* olduğunun altını çizmişlerdir. Ama yine de bu sürecin sonunda kendilerini diğer sınıflara göre öğretmenlik becerileri açısından daha üstün hissettiklerini vurgulamışlardır.

Bir diğer kategori ise Akran Dönütünün Faydalarıdır. *Akran Dönütünün Yararı* alt kategorisi açısından, günlüklerden elde edilen sonuçlara göre toplam 112 günlük girişinin büyük bir çoğunluğu ($n = 98$, %87.5) aldıkları akran dönütünü *Yararlı* bulduklarını, yaklaşık onda biri ($n = 8$, % 11.7) *Yararsız* bulduklarını, 6 tanesi ise (%5.4) *Hem Yararlı Hem Yararsız* şeyler bulduklarını belirtmişlerdir.

Profesyonel Güçlendirme alt kategorisinde toplam 9 katılımcı olaylara daha profesyonel bir bakış açısıyla bakmaya başladıklarını belirtmişlerdir (*Profesyonelleşme*). Katılımcıların büyük bir çoğunluğu ($n = 10$) bu sürecin kendilerinde *Farkındalık Yarattığını*, dönüt aldıklarında sınıf içerisindeki davranışlarını daha iyi fark ettiklerini belirtmişlerdir. Yine aynı şekilde 6 katılımcı bu süreç sonunda dikkatlerinin çoğaldığını ve sınıf içindeki davranışlarına daha fazla dikkat ettiklerini söylemişlerdir (*Artan Dikkat*). Bir katılımcı eğer öğretmenlik uygulaması dersini akran dönütü olmadan geçirseler sınıftaki birçok şeyi gözden kaçıracaklarını belirtmiştir. Katılımcıların büyük çoğunluğu ($n = 9$) bu sürecin kendilerine *Teoriyi Pratiğe Dönüştürme* açısından yardımcı olduğunu belirtmişlerdir. Yine aynı şekilde büyük bir çoğunluk ($n = 9$), *Partneri Modelleme* yoluyla çok fazla şey öğrendiklerini vurgulamışlardır. Akran dönütü sürecinin *Hataları Düzeltme* açısından da katılımcıların büyük bir kısmına destek sağladığı bulunmuştur ($n = 9$). Ancak sadece iki katılımcı bu süreç sonunda *Çözüm/Alternatif Odaklı Olduklarını* söylemişlerdir.

Bu süreç *Kişisel Güçlendirme* alanında da katılımcılara katkıda bulunmuştur. Buna göre dokuz katılımcı *Kişisel Hayatta Gelişme* yaşadıklarını belirtmiş ve olaylara ve kişilere karşı daha fazla tolerans geliştirdiklerinden bahsetmişlerdir. Aynı şekilde sekiz katılımcı da *Artan Güven* yaşadıklarını söylemişlerdir. Akran dönütü

sonucunda farkına vardıkları hataları ve eksiklikleri düzeltmek onların güvenlerini artırmıştır.

Son ana kategoriye ise *Geleceğe Yönelik Yaklaşımlar* oluşturmaktadır. Buna göre gelecekte öğretmenlik mesleğine başladıklarında akran dönütüne karşı *İsteklilik* konusunda bazı tereddütler yaşandığı tespit edilmiştir. *Dönüt Kaynağının Niyeti* onların tutumlarını etkilemektedir. Sadece iki katılımcı bundan bahsetmiş ve eğer dönüt veren kişinin amacının sadece eleştirmek olduğunu tespit ederlerse dönüt almak istemediklerini belirtmişlerdir. *Dönüt Kaynağının Geçmişi* de katılımcıların tutumunu etkilemektedir ($n = 5$). Aynı eğitim geçmişine sahip olmamanın meslektaşlar arasında yanlış anlaşılmaya sebep olabileceğini belirtmişlerdir.

Tartışma ve Öneriler

Çalışmanın analizinden elde edilen bulgularla şu sonuçlara ulaşılmıştır: Öncelikle akran dönütünün öğretmen adaylarının öğretmen yeterlik inançları üzerinde Planlama, Öğretim ve Yönetim alanlarında anlamlı bir etkisi bulunmuştur. Buradan akran dönütünün öğretmen adaylarının inançları üzerinde oldukça etkili bir güce sahip olduğu sonucuna ulaşılabilir. Bower (1999), Gemmel (2003) ve Göker'in (2006) yürüttüğü çalışmalar da akran gözlemi ve dönütü sonucunda katılımcıların öğretmen yeterlikleri seviyelerinde önemli bir artış olduğunu, katılımcıların kendilerine olan güvenlerinin arttığı belirlemişlerdir.

Çalışmadaki ön-test ve son-testten elde edilen bulgular her iki grup arasında öğretmen yeterlik seviyeleri açısından anlamlı bir farklılık olmadığını göstermiştir. Bu sonuca akran dönütünün etkinliği yol açmış olabilir. Yani önemli olan akran dönütünün verildiği yöntem değil akran dönütüne maruz kalmaktır. Erdemli (2006) de yürüttüğü çalışmasında yazılı ve yazılı artı sözlü dönüt grupları arasında katılımcıların iş performansı ve duygusal tepkileri açısından anlamlı bir fark bulamamıştır.

Ancak sözlü olarak verilen dönütün yazılı olarak verilen dönüte karşı öğretmen adaylarının yeterlik inançları daha fazla etkilediği ortaya çıkmıştır. Buna göre öğretmen adaylarına verilen ETES ölçeği gruplara göre ayrı ayrı değerlendirildiğinde sözel grubun Planlama, Öğretim ve Yönetim alt başlıklarının hepsinde anlamlı bir farka sahip oldukları bulunmuştur. Ancak yazılı dönüt alan grupta sadece Planlama alanında anlamlı bir fark tespit edilmiş, Öğretim ve Yönetim alanında herhangi bir fark bulunamamıştır. Buna göre sözlü akran dönütünün yazılı akran dönütüne göre öğretmen yeterliği inancı açısından daha etkili olduğundan söz edilebilir.

Toplanan e-günlük ve grup görüşmelerinden elde edilen bulgular iki grup arasında akran grubuna yönelik algıları açısından çeşitli benzerlik ve farklılıkların olduğunu ortaya koymuştur. Buna göre akran dönütünün içeriği açısından sözel grubun akran dönütünün katılımcı sayılarının yazılı gruba göre daha az olmasına rağmen daha zengin ve çeşitli bir içeriğe sahip olduğu bulunmuştur. Buna göre yüz yüze görüşmede bulunmanın daha fazla fikir ve tartışmaya yol açarak daha zengin bir içerik sağlayabileceği düşünülmüştür. Öte yandan yazılı grubun iletişimi tek yönlü olduğundan ve herhangi bir görüş alışverişi olmadığından daha kısıtlı bir içerikle sonuçlandığı düşünülmüştür.

Çalışmanın sonuçlarına göre hem sözel hem de yazılı gruplar akran dönütüne karşı olumlu bir tutum içerinde oldukları belirlenmiştir. Her iki grup da akran dönütünün kişisel ve akademik gelişim açısından faydalı olduğunu düşünmüş, öğretmenlik becerilerinin geliştiğini iddia etmişlerdir. Whittaker (1999) ve Gemmel (2003) de yaptıkları çalışmalar da katılımcıların akran dönütüne karşı olumlu algılarının olduğunu tespit etmişlerdir.

Aynı şekilde her iki grup da akran dönütünün güvenilir olduğunu düşünmektedirler. Katılımcılar aldıkları akran dönütü eğitiminden sonra akran dönütünün objektif olduğunu özellikle vurgulamışlardır. Çünkü verilen dönüt yorumlardan uzak ve objektif tespitlere sahip olduğundan partnerleri incitme riskini de azaltmaktadır. Katılımcılara sağlanan eğitimin etkisi katılımcılar tarafından onaylanmıştır. Bu sayede olumsuz yönleri bile yapıcı bir şekilde partnerlerine ilettiklerinin altını çizen katılımcılar akran dönütünün güvenilir olduğunu vurgulamışlardır. Rauch ve

Whittaker (1999), Gemmel (2003), Erdemli (2006) ve Neighbors'ın (2012) yürüttüğü çalışmalar da katılımcılara akran dönütüne yönelik uygun bir eğitim ve kılavuz sağlanmanın ve bunun daha etkili bir öğretim için müfredatın ayrılmaz bir parçası olması gerektiğini savunmuşlardır.

Sözel grupta dönüt verirken kullanılan dilin uygunluğundan bahseden katılımcı sayısı yazılı grubun iki katı olarak bulunmuştur. Buna sebep olarak sözel grupta yüz yüze görüşme yapıldığı için katılımcıların ne söylediklerine daha fazla dikkat ettikleri gösterilebilir. Çünkü partnerlerinden o anda alacakları tepkileri de göz önünde bulundurmaları gereklidir ancak yazılı grupta böyle bir durum söz konusu değildir. Her iki grubun da özellikle negatif dönüt verirken ve alırken benzer endişeler yaşadığı tespit edilmiştir. Olumsuz dönütü kabullenmekte direnç göstermişler ya da partnerlerinin hislerini incitmekten korkmuşlardır.

Çalışmanın sonucuna göre iki grup farklı seviyelerde tükenmişlik duygusu yaşamışlardır. Sözel grup özellikle de beşinci haftadan itibaren dönütlerin kendisini tekrar ettiğini ve bundan sıkıldıklarını belirtmiş, dönütlerden faydalanamadıklarını söylemiştir. Yazılı grup da benzer süreçlerden bahsetmiştir. Ancak sözel grup yüz yüze olduğu için, tek yönlü iletişim yaşayan yazılı grubun bu durumdan sözel grup kadar şikayet etmedikleri görülmüştür. Ancak, akran dönütü verirken uygun bir mekan arama ve zaman bulma sözel grup için oldukça sıkıntılı olmuştur. Dönütlerin birbirini tekrar etmesine çözüm olarak, katılımcılardan fikir alınmıştır, ve bunun sonucunda en uygun partnerleri değiştirmek olarak bulunmuştur. Buna göre her 3 ya da 4 haftada bir partner değişikliğine gidilmesi uygun bulunmuştur.

Her iki grup da akran dönütünün değerinin çeşitli sebeplerle sorgulamışlardır. Sürecin en başında her iki grup da dönütün güvenilirliği konusunda tereddüt etmiş ama zaman geçtikçe bu fikirleri olumlu yönde değiştirmiştir.

Araştırma sonuçlarına göre her iki grubun da akran dönütüne yönelik olumlu hisleri olduğu bulunmuştur. Ancak olumsuz duygular sözel grupta 4 kat daha fazla çıkmıştır. Bunun sebebi olarak yazılı grupta yüz yüze görüşmenin getireceği bir takım stresli durumların eksikliğinden dolayı daha fazla kaygısız oldukları

düşünülmektedir. Yine aynı şekilde iki grup arasında dönüt vermeye isteklilik açısından bazı benzerlikler ve farklılıklar bulunmaktadır. Buna göre sözel grupta yaklaşık 3 kat daha fazla öğrenci partnerine dönüt vermekten çeşitli sebeplerden dolayı kaçınmışlardır. Buna sebep olarak sözel gruptaki katılımcılar yazılı gruptakilere göre kendilerini partnerlerinin tepkileri açısından daha fazla stresli hissetmiş ve bu yüzden bazı şeyleri söylemekten kaçınmış olabilecekleri gösterilebilir. Her iki grup da ilk bir iki hafta sürecin nasıl işleyeceğini bilemediklerinden belirli bir seviyede endişe hissettiklerini belirtmişlerdir.

Sosyal ilişkiler açısından iki grup da benzerlikler göstermiştir. Hem sözel hem de yazılı gruplar, akranlarından dönüt alırken kendilerini daha rahat hissettiklerini, aynı ortak eğitim geçmişine sahip olmanın önemini, birbirilerine empati yaparak duygusal destek sağladıklarını ifade etmişlerdir. Brinko (1990), Gemmel (2003) ve Liaw (2009) akran dönütünün yarattığı empatinin diğer dönüt çeşitleri ya da diğer kişilerin (aile, çevre) vereceği destekten çok daha etkili olduğunu vurgulamışlardır. Öte yandan dersin öğretim üyesi ya da sınıf öğretmeninin sağlayacağı dönütü daha az katılımcı tercih etse de bu dönütü daha güvenilir bulduklarını belirtmişlerdir. Ancak akran dönütüne göre üstlerden alınan dönütün daha fazla stres yarattığını vurgulamışlardır. Öte yandan yazılı grup sözlü gruba göre dönütlerini hazırlarlarken çok daha fazla sıkıntı çektiklerini söylemişlerdir. Yazılı grubun hazırladığı dönüt kalıcı olduğundan, sözlü grubun ise dönüt bir kere ağızdan çıktı mı kalıcılığını yitirdiğinden iki grup açısından bir farklılık yaşanmasına sebep olduğu düşünülmektedir.

Bu süreç sonunda her iki grup da kendilerini profesyonel olarak geliştirdiklerini belirtmiş, farkında olmadıkları hatalarını düzelttiklerini, güçlü ve zayıf yönlerinin farkına vardıklarını, dikkatlerinin arttığını, öğrendikleri teorik bilgileri pratiğe döktüklerini söylemişlerdir. Eğer bu süreçten geçmeseler bu hataların düzelmeyerek kalıplaşacağını vurgulamışlardır. Bu sonuçlar Gemmel (2003) ve Ballantyne, Hughes ve Mylonas'ın (2002) sonuçlarıyla da uyumludur.

Araştırmanın bir diğer önemli bulgusu da akranların birbirlerinden öğrenmeleridir. Schunk (1985, 1991), Bowers (1999), Rauch ve Whittaker's (1999), Ballantyne ve

diğerlerinin (2002) ve Gemmel (2003) gibi birçok arařtırmacının yürüttüğü çalışmalarında da bulunduđu gibi akranlar birbirlerine sadece dönüt verirken deđil, birbirlerini gözlemlerken de çok fazla şey öğrenmişlerdir. Beraber çalışırken, herhangi bir not tasası olmadan sadece birbirini geliřtirmek üzere atılan adımların dersin öğretmeninden alınan dönütlere göre çok daha etkili olduđu bulunmuřtur. Bu süreç öğrencilerin kendilerine olan güvenini çok daha fazla artırmıřtır. Akranlarını model olarak alan öğrenciler bu çalışmada olduđu gibi Labone (2004) ve Liaw'un (2009) da çalışmalarında daha fazla güven kazandıklarını ve daha fazla başarılı olabileceklerine inanmışlardır.

Ancak çalışmaya katılanların her ne kadar akran dönütüne yönelik açık bir tutum sergileseler de ilerideki meslek hayatlarında dönüp alıp verme konusunda tereddütlü oldukları tespit edilmiştir. Her iki grupta dönüt alışverişinde bulunacakları kişilerin niyetlerinin ve geçmişlerinin önemli olduđu tespit edilmiştir. Bu da katılımcıların henüz akran dönütünü bir norm olarak kabul etmediklerini göstermektedir. Yılların getirdiđi alışkanlıkları beř aylık gibi bir süreçte silmenin mümkün olmadığı belirlenmiştir.

Arařtırmada ulařılan sonuçlara göre bazı önerilerde bulunulmuřtur. Buna göre öncelikle akran dönütü eğitime ađırlık verilip öğretmen adaylarının eğitim hayatının bir parçası haline getirilmelidir. Akran dönütü eğitimi, çözüm ve alternatif odaklı hale getirilip öğretmen adaylarının eleřtirel düşünmeleri geliřtirilmelidir. Bu şekilde zor řartlar altında çalışacak olan yeni öğretmenlerin sorunlarla daha etkili bir şekilde başa çıkmalarına yardımcı olunabilir.

Çalışmada katılımcıların olumsuz dönüt verme konusunda zorlandıkları tespit edilmiştir. Akran dönütü eğitimi konusunda özellikle bu alana odaklanıp dönüt konusundaki algılar daha olumlu hale getirilmelidir. Arařtırmada katılımcıların sürecin en başında yaşadıkları endişeleri azaltmak için daha fazla akran dönütü örneđi, çeřitli videolar, aktiviteler ya da dramalar eřliğinde verilebilir. Beklentilerin açık hale getirilmesi onları rahatlatılabilir.

Akran dönütü, hizmet öncesi öğretmen eğitiminin sadece son sınıfına değil bütün kademelerine yayılıp bir alışkanlık, bir norm haline dönüştürülmelidir. Bir diğer önemli nokta, öğretmenlik uygulaması sırasında partnerlerin değişimidir. Bu şekilde kendini tekrardan kurtularak daha farklı sınıf ve öğretmenlerle farklı tecrübeler sağlanabilir.

Bu çalışma akran dönütünün öğretmen yeterlikleri üzerine etkisini belirlemeye çalışmaktadır. Ancak unutulmamalıdır ki tek başına akran dönütü yeterli değildir. Ders öğretmeni ve stajdaki sınıf öğretmenin dönütü de etkili bir şekilde bir arada kullanıldığında en etkili dönüt alışımını oluşturmaktadır. Her dönüt çeşidi bir diğerinin eksikliği kapatmaktadır. Bütün dönüt çeşitlerinin en etkili şekilde kullanıldığı bir eğitim sistemi gerçekleştirilmelidir.

APPENDIX L
TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : İNCE

Adı : Burtay Hatice

Bölümü : Eğitim Bilimleri Bölümü (Eğitim Programları ve Öğretim)

TEZİN ADI (İngilizce) :

The Perceptions of Pre-Service ELT Teachers on Different Modes of Peer Feedback and its Relation to Teacher Efficacy

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: