

**ACTION RESEARCH: VIDEO-ASSISTED WRITTEN
CONSTRUCTIVIST FEEDBACK OF ELT STUDENT TEACHERS IN MICRO-
TEACHING SESSIONS**

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To teacher educators

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**EYLEM ARAŞTIRMASI: İNGİLİZCE ÖĞRETMEN ADAYLARININ
MİKROÖĞRETİMDE VIDEO DESTEKLİ YAPILANDIRMACI YAZILI
GERİBİLDİRİMLERİ
(Yüksek Lisans Tezi)**

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ÖZ

İngilizce öğretmeni yetiştirme programları ve öğretmen yetiştirme alanındaki araştırmalar mikroöğretim tekniğinin önemini vurgulamaktadır. Mikroöğretim uygulamasından sonra gerçekleşen geribildirim toplantıları öğretmen adaylarının mesleki gelişimleri açısından büyük önem taşımaktadır. Ancak, Türkiye bağlamındaki İngilizce Öğretmenliği bölümlerinde uygulanan mikroöğretim deneyimlerine geribildirim verme süreçleri konusunda alanyazında sınırlı sayıda çalışma olduğu gözlemlenmektedir. Bu eylem araştırması, mikroöğretimde video destekli yazılı yapılandırımcı geribildirim uygulamasının öğretmen adaylarının katılımı düzeylerinin ve geribildirim algılarının belirlenmesini amaçlamaktadır. Sürekli karşılaştırmalı içerik analiziyle, Sakarya Üniversitesi İngilizce Öğretmenliği bölümünde öğrenim gören 40 öğretmen adayından toplanan nitel veriler analiz edilmiştir. 6 haftalık uygulamanın sonucunda, bu geribildirim yönteminin etkili olduğu bulunmuştur. Ayrıca, öğretmen adaylarının geribildirim süreçlerine katılımlarının arttığı ve geribildirim algılarında değişiklik olduğu da gözlenen sonuçlar arasındadır.

Bilim Kodu :
Anahtar Kelimeler : Mikroöğretim, Geribildirim, Yapılandırımcılık, Öğretmen Adayları, İngilizce Öğretimi. Hizmet Öncesi Öğretmen Eğitimi.
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**Elif Bozyiğit
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ABSTRACT

Language teacher education programs and research on effective teacher education programs highlight the importance of micro-teaching technique. Feedback sessions following micro-teaching practices provide opportunities for professional development of student teachers. However, literature on effective feedback sessions following micro-teaching experiences in the ELT departments in Turkish context is limited. This action research is conducted to find out effectiveness of video-assisted written constructivist feedback session in micro-teaching practices in increasing student teachers' participation in feedback provision and in altering their perceptions of feedback sessions. Constant comparison method of content analysis of the qualitative data gathered from 40 student teachers in ELT department at Sakarya University was conducted. The results of the 6-week implementation indicate the effectiveness of this type of feedback session. It was found out that student teachers' participation increased, and their perceptions of providing and receiving feedback were positive.

Science Code :

Key Words : Micro-teaching, Feedback, Constructivism, Student Teachers, English
Language Teaching, Pre-Service Teacher Education.

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LIST OF ABBREVIATIONS

ECTS	European Credit Transfer System
EFL	English as a Foreign Language
EHEA	European Higher Education Area
ELT	English Language Teaching
EU	European Union
FLTE	Foreign Language Teacher Education
GPA	Grade Point Average
HEC	Higher Education Council
IOF	Instant Oral Feedback
LTE	Language Teacher Education
MONE	Ministry of National Education
SLTE	Second Language Teacher Education
ST	Student Teacher
TEYL	Teaching English to Young Learners
VAWCF	Video-Assisted Written Constructivist Feedback
YÖK	Yüksek Öğretim Kurumu (Higher Education Council)
ZPD	Zone of Proximal Development

CHAPTER I

INTRODUCTION

Introduction

This chapter covers background to the study by briefly including review of literature, problem and importance, aim of the study, overview of the methodology, assumptions and limitations, along with organisation of the study.

Background to the Study

English language possesses a high significance as being the lingua franca which is used as the means of communication amongst non-native speakers of that language (Knapp and Meierkord, 2002). Teaching of English has been the focus of many studies throughout the history in international and nation-wide research (Burns and Richards, 2012; Celce-Murcia, Brinton, and Snow, 2014; Demirel, 2003; Doff, 1990; Kumaravadivelu, 2006; Long & Doughty, 2009; Nunan, 2003; Senior, 2006), and researchers have discussed several approaches, methods, and techniques for the teaching of English language (Celce-Murcia, Brinton, and Snow, 2014; Larsen-Freeman, 1998; Richards and Rodgers, 2002). Hence, history reflects lots of developments in this field; however, teaching how to teach a language also needs scrutinizing. As Lima (2012) reports, English Language Teaching (ELT) puts main emphasis on methodology along with language level of pre-service teachers. Thus, the need for proficiency in all four language skills is regarded to be significant in ELT; however, the major role of methodology, is asserted to bear as much importance as linguistic competence.

With the help of the data gathered from the research, ELT departments at universities have reformed in many aspects (Schulz, 2000). To illustrate, Schulz (2000) states that at early years of the development of ELT programmes, teaching profession was believed to be an innate skill rather than acquired knowledge. However, with the later insights, the shift from theoretical emphasis on how to teach English to positivist paradigm has revealed the changes in the curriculum of the ELT departments (Johnson, 2009). That is, the field of foreign language teacher education, firstly, changed its direction from the transmission modes to the dialogical and reciprocal inquiries in which the student-teachers' identity construction and their teaching experiences were based on the practicality principle of language teaching (Richards, 2008). This change of perspective has directed English Language Teacher Education programmes to draw attention to sociocultural perspectives and situational understanding of practice in terms of constituting a cognitively-driven process accompanied with reflective teaching in a 'critical classroom' setting (Kumaravadivelu, 2012; Richards, 2008; Singh and Richards, 2006).

The need and the emphasis on teaching practice caused the emergence of the term *micro-teaching* (Allen, 1965), and it has started to be the basic element of not only second language teacher education programs but also all educational fields. Among many contributory features of micro-teaching sessions, video-taped teaching experiences provide the student-teachers with a chance to reflect upon their own practices (Amobi and Irwing, 2012; Benton-Kupper, 2001; Can, 2009; Kavas and Özdener, 2012; Randall and Sutton, 1972; Savaş, 2012). With the help of the feedback provided by means of observing the classroom practices, reflectional teaching offers mutual benefit both for the teacher educator and the student teacher. Kumaravadivelu (2012) suggests that

Given the importance of seeing what happens in the classroom, teacher education programs have a responsibility to introduce to student teachers classroom observation frameworks that offer new possibilities of and for procedures for seeing the classroom with clarity and creativity (p.118).

The feedback provided only by the teacher educator is suggested to be inadequate as reflection requires the student-teachers to observe and analyse themselves, and learn from their own teaching process. Bailey (2006) agrees with this idea and adds that reflection is a matter of teachers' reflecting on themselves as it is defined as mainly personal although it may be '*verbalized and shared*'.

With this aim, the researcher of this study intended to include the student-teachers along with their peers into a reciprocal process in which they all reflected on the teaching processes by

observing the situational contexts with the help of video-taped micro-teaching sessions and feedback forms.

Problem and Importance of the Study

As the nature of English Language Teaching programs, micro-teaching sessions are mainly included in the third and fourth years of teacher training programs (YÖK, 2007). Micro-teaching sessions provide the prospective teachers with the opportunity to experience the real teaching in an artificial setting in the minimum level (Canbazoglu, 2008; Shulman, 1987; Sims and Walsh, 2009). Through the feedback provided by the teacher trainers, the teacher trainees learn lessons from their lessons (Sims and Walsh, 2009). However, the quality and the quantity of the feedback provided by the peers have been questioned by several researchers (Amobi, 2005; Cloes and Premuzak, 1995; Remesh, 2013). With the aim of providing a deeper and constructivist way for implementation of micro-teaching and effective feedback sessions, the researcher tried to seek the potential effects of using video assisted constructivist feedback provided by instructor, peers, and selves in micro-teaching through an action research. As its nature requires, action research provides a great opportunity for the instructors to conduct a research in the classroom environment. Literature bears various studies on micro-teaching conducted as action research (Amobi and Irwing, 2012; Ekşi and Aşık 2015; Kuter, Gazi, and Aksal, 2012). Although some researchers decry that action research is too limited and cannot be generalised, the results of it can be re-implemented, and its effects can be observed and might be used (Koshy, 2005). That is, the results of this action research can be transferred to other contexts. For the use and inclusion of action research in literature related with English Language Teaching, Bailey (2006) suggests viability of action research as its goals are depicted as consistent with objectives of language teacher education programs in promoting teacher development.

However, when the literature is reviewed, it is observed that the studies conducted in Turkey generally focus on pre-service teachers' attitudes towards micro-teaching integration in methodological courses and effects of integrating micro-teaching on teacher training (Arsal, 2015; Aydın, 2013; Bağatur, 2015; Bulut, 2012; Can, 2009; Karçkay and Sanlı, 2009; Kartal, Öztürk, and Ekici, 2012; Kılıç, 2010; Ögeyik, 2009; Saban and Çoklar, 2013; Şen, 2010). These studies put emphasis on the effectiveness of micro-teaching sessions and pre-service

teachers' positive perceptions of integration of micro-teaching. However, the literature lacks adequate number of research scrutinizing the links between micro-teaching and effective feedback sessions. Only a few researchers (Can, 2009; Ekşi, 2012; Ögeyik, 2009) in Turkey mention the effective ways of integrating successful feedback sessions in courses requiring micro-teaching.

The researcher observing the reluctance of pre-service teachers reviewed the related literature and realized the niche in literature in terms of feedback sessions of micro-teaching. From this point forth, this problem and gap in the literature directed the researcher in conducting the current study. The researcher humbly believes this research bears significance for other ELT departments should they, face the same problems of inadequate participation of pre-service teachers in feedback sessions following micro-teaching performances.

Aim of the Study

In this research, the researcher aimed to determine the applicability and usefulness of the use of written constructive feedback with the help of video records of the micro-teaching, and to see any potential effects of this type of feedback on the student teachers' use of feedback in their feedback and their peers' feedback. To fulfill this aim, the researcher asked the student teachers to reflect on their micro-teaching performance and provide feedback to their peers while watching the video record of the micro-teaching. Not only the student teachers but also the instructor provided feedback for every one of the micro-teaching, to enlarge the scope of provided feedback. Thus, the researcher sought the answers to the following questions throughout the research:

- 1) Do student teachers participate in feedback session in micro-teaching demonstrations actively?
- 2) What are the factors refraining student teachers from active participation in feedback sessions?
- 3) Does the video-assisted written constructivist feedback increase participation in discussion sessions for micro-teaching?
- 4) Have the student teachers' perceptions of feedback altered after the implementation of video-assisted written constructivist feedback?

- 5) Do student teachers wish to receive and provide video-assisted written constructivist feedback in future micro-teaching sessions?

Overview of the Methodology

To seek answers to the aforementioned research questions, the researcher observed and conducted the current study with 40 pre-service teachers who were third grade students at Sakarya University, English Language Teaching Department. With the aim of identifying the problem of this study, the researcher conducted interviews with two lecturers of methodological courses in Sakarya University.

After ensuring the existence of the problem which was the pre-service teachers' being reluctant in feedback provision, the researcher provided a questionnaire with 1 Likert-type question and 4 open-ended questions for the student teachers. Following the gathering of written answers of the participants, a semi-structured interview was conducted with the same participants to fortify the existence and reasons for the problems faced during feedback sessions. Content analysis of the data led the researcher into the second stage of this action research; *planning a change*. The researcher, by getting help from literature review and lecturers of methodological courses in ELT departments, planned a feedback session which included watching video recordings of performances and provision of written constructivist feedback.

The implementation of video-assisted written constructivist feedback took place for 6 weeks, and the implementation was carried out in Teaching English to Young Learners course which requires micro-teaching and feedback sessions. During the implementation, the student teachers were first asked to actively participate in the micro-teaching performances, and then watch the video recordings of the performances and observe the micro-teaching demonstration in detail. For the observation process, the pre-service teachers had a feedback form designed by Ekşi (2012). The observation process was three-faceted; self-reflection, peer feedback, and instructor feedback. The performers reflected firstly on their performance immediately after micro-teaching sessions, secondly while watching the video recording of micro-teaching, and finally after gathering and reading the feedback forms filled out by their peers and instructor. The peer observers provided feedback only while watching the video recordings. The content of the feedback forms were excluded from the scope of the current study as the study focused on finding out problems that occur in discussion sessions following micro-teaching

performances and planning a change to eliminate the problems. Thus, the content and consistency of the individual feedback forms do not serve the aim of the study.

The questionnaire used before the implementation was re-conducted after the 6th week of implementation to identify possible changes of participation frequencies and of perceptions of the participants. A reflection report was also designed and distributed to the participants to determine their ideas on the use of video-assisted written constructivist feedback. To fortify the data gathered from these two qualitative instruments, a semi-structured interview was conducted with the pre-service teachers. By analyzing the data through content analysis, the researcher completed the last stage of the current action research.

Assumptions and Limitations

The researcher carried out this research with 40 English language pre-service teachers at third grade in Sakarya University, English Language Teaching Department. The researcher notes that the results of the research may show differences, should it be conducted in a different university with different students as the perception of providing and receiving feedback might vary from region to region and from culture to culture. The researcher assumed that the subjects answered the questions in the interviews, questionnaires, and the reflection report sincerely, and conducted everything as informed by the instructor/researcher. The researcher finds it necessary to highlight the fact that the background features of the subjects were not taken into consideration while analyzing the results of the implementation.

Organization of the Study

The current study is comprised of five chapters: Introduction, Literature Review, Methodology, Findings, Discussion and Conclusion. The first chapter sets the background to the study, depicts the problem and importance of the current study, defines the aims in conducting this study and research questions whose answers are sought throughout the study, briefly summarizes the overview of the methodology, and finally asserts assumptions and limitations that should be taken into consideration. The second chapter, Literature Review, covers the shifts in foreign language teacher education, the role of micro-teaching in teacher education programs, the studies conducted on micro-teaching international and nation-wide, roles and

importance of reflection and feedback in teacher education and language teacher education, and studies conducted on reflection and feedback in teacher education programs. The Methodology chapter includes details of overview of methodology, setting, participants, study design, data collection, and data analysis. In the fourth chapter, findings, the results of data analysis are presented. The last chapter covers the overall results of the study, concludes the action research, and indicates the implications of the study and suggestions for further research. Each chapter starts with a brief introduction and ends with a conclusion of the chapter to inform the reader about the contents, except for the last chapter. The Conclusion chapter does not include a conclusion section.

Definitions of the Terms

- a. Student-teacher: The students who are studying at the third or fourth grade of a department of educational faculty are named as student teachers as they are also called as prospective teachers, pre-service teachers, teacher trainees, and teacher candidates.
- b. Micro-teaching: A teacher training technique providing the opportunity of improving teaching skills in a real teaching situation (Allen and Cooper, 1970).
- c. Peer feedback: Feedback provided by the peers of the performer of micro-teaching.
- d. Self-reflection: Individuals' commenting on, assessing and evaluating their personal experiences.
- e. Instructor feedback: Feedback provided by the instructor of performer of micro-teaching.

Conclusion

In this chapter, the importance of English language and English Language Teaching departments was depicted as stated in the related literature. Owing to its importance, several various reforms were observed in these departments throughout the history with the aim of reaching the best way to achieve its success. However, the aim of ELT departments was mentioned to include not only the expertise in all language units but also teacher training practices. In equipping the teacher trainees with the required teaching skills, significance of sociocultural principles and cognitive processes for teaching practices emerged. One of these

teaching practices is called micro-teaching, in which teacher trainees conduct a mini-lesson to have a chance to practice a small unit of language teaching. Through feedback provided for micro-teaching, the teacher trainees construct their own conceptual knowledge of teaching profession. However, the feedback provided only by the instructor is regarded insufficient, and the literature suggests that the peers should also be included in this process. With the paradigmatic shift in language teaching programs, emergence of the term reflection and inclusion of it in teaching process are discussed. The researcher referred to some studies on reflection and feedback, and their importance in ELT was advocated.

Observing reluctance of pre-service teachers in Sakarya University ELT department in feedback provision, the researcher reviewed the literature and found out the fact that the research on feedback integration into micro-teaching sessions is limited in the related literature. Thus, the researcher, who was also an instructor at an ELT department, designed an action research to identify the problems and possible motives behind these problems in the classroom, to find out possible solutions by planning an action, to observe the implementation of these possible solutions, and to reflect on the process by gathering data from pre-service teachers.

The problem and importance of the study were presented in this chapter, and the researcher clarified her aims in conducting this research by presenting her research questions in this chapter as well. Overview of the methodology was also given so as to present basic steps of the research. Additionally, assumptions and limitations were also provided along with a short description of organization of the study.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter covers the history of foreign language teaching, and theoretical shifts having occurred in the domain of foreign language teaching. Studies conducted on the theoretical shifts are included in this chapter. Background to micro-teaching in English language teaching and studies conducted on micro-teaching are presented as the theoretical shifts increased the importance of micro-teaching technique in teacher education programs. Additionally, background information on feedback and reflection, studies on these topics, and their role in micro-teaching experiences are also provided.

Foreign Language Teacher Education

It is a well-known fact that English is the most widely-used foreign language among approximately 5000 languages. By means of economic, political, and educational purposes, English has become a primary language among the people who do not share a common native language. In these countries where English does not have an official value, teaching of English is isolated from social environment which means it is solely limited to classroom practices. Kachru (1986) suggests existence of three different groups of learning contexts: the Inner Circle, the Outer circle, and finally the Expanding Circle. The Inner Circle is for countries in which the sole official and daily used language is English; the Outer Circle covers the multilingual countries where English is used as a second language; the last one, the Expanding

Circle, is for the countries using English as a foreign language. Considering all three language learning contexts, Turkey is included in the Expanding Circle, and English is learnt as a foreign language.

As English is the means for international communication all around the world, learning English as a second or foreign language has been considered significant for decades. Learning of English language equips not only the individuals but also the institutions, foundations, and countries with a valuable skill. The importance and spread of English language have led to emergence of specific fields of English Language Teaching. With regard to teaching of English language, researchers and authorities in education have paid increasing attention to Language Teacher Education (LTE); Second Language Teacher Education (SLTE) for the countries of the Outer Circle and Foreign Language Teacher Education (FLTE) for the Expanding Circle.

Shifts in Foreign Language Teacher Education

Throughout the history, researchers have sought the most effective way of preparing teachers of English and proposed several approaches and methods to be used in language teacher education. The focus on language teacher education followed the criticism of researchers on applying general techniques of teacher education, not specifically language teacher education. Hammadou and Bernhardt (1987) state that foreign language teachers face a different process than teachers of other fields do. Especially in foreign language teaching, teachers try to convey the content of the lesson by means of using that foreign language; thus, ‘the medium is the message’ as the content of the lesson is the same with the language of the lesson. Hammadou and Bernhardt (1987) put forth five reasons for this challenge:

- the nature of subject matter itself,
- the interaction patterns necessary to provide instruction in the subject matter,
- difficulties in gaining increased subject matter knowledge,
- a dearth of colleagues in the same subject matter,
- the problematic nature of outside support for learning the subject matter.

Regarding these challenges and different experiences of language teachers, they suggest the education of language teacher be separated from ‘teacher education’. Namely, equipping

language teachers with principles of teacher education of other fields is regarded as insufficient and ineffective.

The initial focus of language teacher education is observed to be on linguistic competence of language teachers in the very first stages of history of language teacher education. Freeman and Johnson (1998) report that till mid 1970s the focus of teacher training programs was on what language teachers know and what they do in language classes, but then, it shifted to teacher cognition and questioning why teachers do what they do. However, after 1980s, the language teacher education was observed to pay attention to 'personal practical knowledge' meaning the language teachers would construct their knowledge out of what they had experienced as students.

Contributing to the study conducted by Freeman and Johnson (1998), Crandall (2000) overviews the historical development of language teacher education by pointing out the theoretical shifts. He reports that theory of language teacher education altered to constructivist, process-oriented theories from transmission, product-oriented theories. This shift is asserted to enable construction of meaning based on active participation unlike traditional teacher education which regarded language teachers as passive participants receiving transmitted knowledge. Both Crandall (2000) and Freeman and Johnson (1998) agree to disregard considering teachers as 'empty vessels to be filled with theoretical and pedagogical skills' instead they regard teachers as decision-making individuals.

Jones and Brader-Araje (2002) highlight the reason for this theoretical shift in their study and report the pitfalls of behaviourism in teacher education. Teacher educators transmitted certain rules to be followed in language teaching so as to provide opportunity for effective language teachers. The educators focused on 'what' of teacher actions and observe what 'effective' teachers do in their classrooms. These observations were shared with language teachers, and they were expected to reflect their knowledge to their future classrooms. However, Jones and Brader-Araje (2002) criticise this approach as the nature of classrooms differ and have different characteristics. The language teachers are claimed to feel cheated by the system as what they had been taught mismatched with their own classrooms. Thus, the 'what' of effective teacher actions is thought to be misleading as another language teacher trying the same strategies may end up with the failure of students. However, with the shift to constructivism the focus was directed to knowledge as a process which was knowledge as a product earlier. Knowledge is stated to exist with learner not outside of the learner as construction of knowledge occurs with

prior experiences. Additionally, in their study, they explain the reasons that make constructivism appealing in terms of “the role of the individual, the importance of meaning-making, and the active role of the learner” (Jones and Brader-Araje, 2002).

In her book on language teacher education, Johnson (2009) covers the issue of teachers as learners of teaching. Stating that the history of language teacher education was firstly based on positivist epistemological perspective, she explains how teacher education was conducted before. Knowledge about teaching and learning was believed to occur best if transmitted to teachers, and if the teacher candidates received the knowledge by means of “theoretical readings, university-based lectures, and/or professional development workshops which often take place outside the walls of the classroom” (Johnson, 2009, p. 8). On the other hand, the emergence of interpretative epistemological perspective led the teacher educators and researchers in this field to questioning why effective teachers do what they do, unlike the previous perspective which questioned what effective teachers do. Johnson (2009) declares that after questioning what and why of teacher actions, the researchers altered their focus to how teachers learn to teach, which brought out the concept of teacher cognition. Language teachers were believed to construct their knowledge of learning to teach on their prior experiences they had when they had been language students. Johnson also mentions that the new perspective on constructivism and teacher cognition made researchers reconceptualise the traditional knowledge base of language teacher education. She explains knowledge base as “a professional self-definition” which seeks answers to what teachers need to know and are able to do to learn to teach a second or foreign language. She asserts that knowledge-base theory depends on three main issues:

the content of L2 teacher education programs: What L2 teachers need to know; the pedagogies that are taught in L2 teacher education programs: How L2 teachers should teach; the institutional forms of delivery through which both the content and pedagogies are learned: How L2 teachers learn to teach. So the knowledge-base of L’ teacher education is, by definition, the basis upon which we make decisions about how to prepare L2 teachers to do the work of this profession (Johnson, 2009, p. 11)

Tedick (2011) views knowledge-base of language teacher education as an in-depth construct. In her book on second language teacher education, she asserts that knowledge-base theory covers “research and theory on teachers’ knowledge and beliefs, teacher cognition, teacher learning in formal and informal contexts, teachers’ ways of knowing, teacher socialization, reflective teaching, teacher identity, values and ethical dispositions, and the nature of disciplinary

knowledge” (p. 1.). Tedick (2011) also adds that knowledge is constructed in different contexts in which language teacher education occurs, and these contexts have an impact on decision-making process of teacher trainees and probably of teacher trainers. In addition to the contexts of language teacher education, the importance of collaboration in language teacher development is stressed. This collaboration is stated to emerge between individuals and educational institutions including teacher educators.

As Shulz (2000) states, teaching of language is not regarded as an art anymore, and researchers and teacher educators pay great deal of attention to teacher training and development. Teacher training and teacher development are defined by Freeman (1989) as the former including direct intervention of teacher educator in pre-service teachers’ teaching and the latter suggesting teacher educators trigger awareness of language teachers of language teaching aspects. He asserts that “training and development are two basic educating strategies that share the same purpose: achieving change in what the teacher does and why (Freeman, 1989).

The shift from positivist epistemological perspective to constructivist model in language teaching requires pre-service teachers to practice teaching so as to construct their knowledge of effective language teaching way. Crandall (2000) suggests that language teacher education programs have not reached their aim successfully in preparing pre-service teachers for their future experiences, hence, language teacher education programs have started to focus on teacher cognition and practice. Crandall (2000) emphasizes the importance of reflection, practical experiences, teacher narratives, and case studies in his research.

Self-observation and reflection on practice can help teachers move from a philosophy of teaching and learning developed during their 16 or so years as a learner to a philosophy of teaching consistent with their emerging understandings of the language learning and teaching processes (Crandall, 2000).

The need for self-observation and reflection is suggested to help pre-service teachers complete the construction of their knowledge of language learning and teaching in the quotation above. In addition to self-observation, in their study on foreign language teacher education, Hammadou and Bernhardt (1987) stress the importance of and the need for peer-observation skills so as to equip pre-service teachers with effective observation skills that they can use for professional development throughout their teaching career.

English Language Teaching Programs in Turkey

Learning and teaching of English language has been prioritized in Turkey for decades as it is the most preferred language in several fields with regard to globalisation. The importance of English for Turkey stems from its social, economical, and political contributions to the country in the globalised world. With its desire to join the European Union (EU), Turkey has paid great deal of attention to teaching of English and education of current and future English language teachers. Throughout its history, ELT and teacher education have undergone various changes and reforms in Turkey.

The Tanzimat Period in the late 1800s witnessed the entrance of English language to Turkish education system (Kırkgöz, 2005). After its foundation in 1923, the Turkish Republic signified the role of education in modernisation and westernisation. In her study, Atay (2005) explains westernization movement in Turkey:

The westernisation movement in Turkey goes back to the period when the Ottoman Empire started to decline in the 17th and 18th centuries. Discovering the superiority of the West in science and technology, the Ottoman politicians tried to bring new technology into the country by establishing engineering, medical, military and civil service schools with positivist curricula.

As for the entrance of teacher training programs in Turkey, Şimşek and Yıldırım (2001) report that following the foundation of the country, a two-year institution, Gazi Education Institution in Ankara, was founded in 1929 to train teachers especially for upper primary level. After the establishment of this institution, other institutions started to train teachers for special subject areas. Universities and Ministry of National Education (MONE) were in charge of these teacher education institutions. In 1982, government established the Higher Education Council leading to a new concept called as university system which covered all institutes. However, education of teachers followed the principles of positivist approach in higher education institutions to pace with the trends in teacher education in the world. Neglecting constructivism and its tenets as including practice, reflection, and skills formed a basis for a reform in teacher education system. Şimşek and Yıldırım (2001) list issues causing this reform as “academic orientation, duplication of efforts and lack of collaboration, false academic norms, organizational mismatch, inadequate school experience, degraded teaching certificates, and extension of basic education to 8 years”. This reform included a plan of MONE and HEC, ‘the Ministry of Education Development Project’. As Kırkgöz (2007) states, with this reform teaching of English was promoted, and English was decided to be a compulsory course in primary and

secondary schools. Thus, regarding this change, English Language Teaching departments started to train pre-service teachers on how to apply language teaching methodology in their classes with young learners and included a course titled as ‘Teaching English to Young Learners’ to their curriculum following the plan of MONE and HEC in 1997. In 2006-2007, the plan was slightly changed to fix observed problems. With this reform, emphasis on constructivist approach in language teacher education was explicitly stated, and time allocated to teaching practices increased in the new curriculum. However, Seferoğlu (2006) conducted a study on pre-service teachers’ reflections on English teacher education program in Turkey and found out that the pre-service teachers believed that although integration of micro-teaching and teaching practices were beneficial for them, opportunities for teaching practices were limited in their educational program.

Turkey’s intention to join the EU and being a part of the European Higher Education Area (EHEA) which was established in 1998 with the Sorbonne Joint Declaration inspired Turkish authorities to join the Bologna process. By signing the Bologna declaration in 2001, Turkey agreed to integrate and meet the nine main objectives of EHEA. The primary goals of the Bologna Declaration were to include quality assurance, 2-cycle system, and recognition of degrees and periods of study (YÖK, 2007; EHEA, 2010). HEC started to identify the existence and use of these goals in higher education institutions, evaluated the system in use and curriculum, and made it compulsory for the higher education institutions to alter their curriculum according to the Bologna Declaration by announcing it on Official Gazette in 2005 (YÖK, 2007). One of the primary goals of this process as mentioned above is recognition of degrees and periods of study to enable undergraduate and postgraduate students’ mobility and employability in the European Higher Education Area (EHEA, 2010). To meet this goal, higher education institutions made slight changes in their curricula especially in the credits of the courses and suggested increase emphasis on teaching practices for teacher education programs.

Micro-teaching in ELT

All these changes and reforms in teacher education programs in Turkey have shaped the current curriculum and structure of English Language Teaching departments. The approach teacher education programs follow is constructivism requiring pre-service teachers’ practice teaching especially with the micro-teaching technique. This technique is included in the methodology

courses in ELT departments, among the courses in this category, Special Teaching Skills, Teaching Speaking and Listening Comprehension Skills, Teaching Reading and Writing Skills, and Teaching English to Young Learners can be listed. Student teachers start micro-teaching experiences firstly in the second grade and then in the third grade in the aforementioned courses. Apart from these, pre-service teachers have practicum to experience teaching in a real classroom setting in their fourth grade.

Background to Micro-teaching in ELT

First implemented in the School of Education at Stanford University in 1960s by Allen to promote teaching practices for intern teachers, micro-teaching technique has become the focus of many studies. Research in micro-teaching primarily focused on definitions, implementation, and effectiveness of this technique. Teacher education programs and researchers in this field currently place emphasis on use, effects, and contributions of micro-teaching experiences to allow opportunities for better training of teacher candidates.

Amobi (2005) defines micro-teaching as a meaningful activity used to ameliorate teaching skills of student teachers and a beneficial tool to enhance self-analysis and reflectivity of teacher trainees. The researcher regards micro-teaching experiences useful as they offer “the opportunity to practice effective teaching skills, and they provide a safe environment for neophytes to make mistakes and through reflection learn from those mistakes and grow in their teaching capability”. In accordance with Amobi, Bell (2007) highlights the advantage of micro-teaching practices in increasing creativity and risk-taking skills through reflection activities micro-teaching provides. However, in her study conducted to find out interactional characteristics of micro-teaching, including the ways in which students approach the task, Bell (2007) states that teaching practice is regarded as ‘fake teaching’ by prospective teachers, and the participants assume it not as ‘teaching’ but as ‘performance’ or ‘educational requirement’. The researcher asserts that regarding micro-teaching equivalent to real teaching is unrealistic. Notwithstanding this fact, Bell claims that through micro-teaching pre-service teachers could overcome their anxiety in learning to teach and teaching processes.

Cooper and Stroud (1966) put forth three purposes of micro-teaching which is called as a scaled-down experience: “as preliminary experience and practice in teaching, as a research

vehicle to explore training effects under controlled conditions, and as an in-service training instrument for experienced teachers” (p.1). Borg, Kallenbach, Morris, and Friebe (1969) define basic characteristics of micro-teaching in their study as follows:

1. First, a set of specific teaching skills is studied by the intern,
2. Then, the intern attempts to apply the skills in a short lesson, usually 5-10 minutes, with four or five pupils.
3. This lesson is recorded on videotape and immediately after its completion, the intern watches a replay of the lesson.
4. During the replay a specially trained supervisor gives the intern specific feedback on his performance in the skills.
5. The intern then replans the lesson and reteaches it to another group of four or five pupils.

Cooper (1967) regards micro-teaching beneficial as it “provides a useful and constructive setting for the development of specific teaching skills”. These teaching skills were believed to be beneficial in acquisition of a repertoire of teaching skills to implement in real classroom if the teaching act was simplified into easily learned skills (Cooper and Allen, 1970). Bush and Allen (1964) declare that micro-teaching allows opportunity for teachers to practice new skills in a scaled-down classroom rather than in a regular one. Micro-teaching experiences provided opportunities of intense supervision, immediate feedback thanks to video recordings of the micro-teaching, and student feedback (Fortune, Cooper, and Allen, 1965; Cooper and Stroud, 1966).

In her study on enhancing micro-teaching sessions, Wilkinson (1996) lists four major approaches in micro-teaching:

- Focusing on finite skill acquisition through a repeated cycle of practice, feedback, and reteaching
- Focusing on modelling desired techniques followed by analysis of performance and rewards for behaviour modification
- Focusing on teaching as a performance of a collection of teaching skills that needed to be learned through selecting the objectives of the micro-lesson, practice, feedback, and correction
- Focusing on cognitive models where participants’ thinking about teaching is emphasized by exposing the inconsistency between the intent and action of teaching revealed by the videotaped feedback.

Researchers and teacher educators, throughout the history of micro-teaching technique, have made slight changes in the process of micro-teaching, and as MacLeod (1987) expressed some

educators excluded the 'reteaching' part from the whole technique as they did not believe in the effectiveness and value of it (as cited in Wilkinson, 1996).

After the development of micro-teaching technique, researchers tried to verify the effectiveness of this new concept, and emphasized advantages and disadvantages of micro-teaching following implementation of their studies. Kallenbach and Gall (1969), in their study to compare traditional conventional methods with micro-teaching, listed some of the advantages of micro-teaching integration:

The complexities of teaching are simplified and made specific,

It is possible to achieve greater control in selecting the types of pupil whom the intern 'microteachers'

Substantial reductions in time and travel for both staff and interns are achieved

Since the intern's performance is preserved on videotape, the intern and supervisor do not need to rely on memory in reviewing the lesson.

To determine if the interns trained by micro-teaching have superior classroom performance when compared with interns conventionally trained, Kallenbach and Gall conducted a study, and found out no significant difference between the two teaching approaches. However, they state that

micro-teaching is a superior strategy since it achieves similar results when compared with conventional training methods in only one-fifth the time. In addition to economy of time, micro-teaching involves practically none of the administrative problems incurred by faculty and interns in arranging for conventional classroom observation and teacher aide experience. (Kallenbach, Gall, 1969)

The need for videotape feedback has been questioned throughout the history of micro-teaching technique, and most educational institutions find it not necessary to include video recording in their micro-teaching sessions. Borg et al. (1969) asserted that the effectiveness of video tape replaying following micro-teaching was not explicitly proved. Thus, Gall, Dell, Dunning, and Galassi (1971) conducted a study on effectiveness of videotape and audiotape feedback provided for teachers immediately after their micro-teaching and found out no significant difference between audiotape and videotape feedback. However, she suggested that videotape feedback has advantages in including visual elements of the lesson, while audiotape feedback lacks in provision of these for the supervisor to take notice of. Thus, in terms of providing opportunity to observe visual details of a micro-teaching, videotape feedback is believed to be a necessity for teacher education programs.

From a different point of view, Wilkinson (1996) puts emphasis on the effects of being videotaped in terms of the microteacher. By means of video recording of the micro-teaching experience, pre-service teachers have the chance to observe themselves, and this is reported to be a stressful process for trainees. “Even though the self-confrontation that occurs through the videotape playback of the micro-teaching lesson can cause stress to the one videotaped”, Wilkinson (1996) states that feedback provided based on the video recording helps the pre-service teachers identify their teaching skills and leads them to behavioural change.

Kpanja (2001) also conducted a study on the effectiveness of videotape recordings in micro-teaching. In his study, he used two groups of students; control and experimental groups. With the control group, he integrated videotape recordings, and the participants watched their performances after the implementation of micro-teaching experience. The participants of the experimental group performed their micro-teaching without videotape replay following the performances. The results of this study revealed the importance of video recordings in micro-teaching sessions; however, further studies on this issue were suggested to be conducted by the researcher.

Apart from the use of video recording in micro-teaching technique, Wilkinson (1996) studied additional feedback in micro-teaching and found out that pre-service teachers needed feedback from experienced teachers. In her research, Wilkinson states that pre-service teachers, despite the experiences they had as students, lack in identifying good teaching.

Pre-service teachers generally hold unrealistic views of teaching. Even after observing teachers for many years as students, they cannot identify the elements of good teaching. The student concentrates on the content being presented by looking through good teaching as though it were transparent. Most certainly, pre-service teachers have recognized poor teaching because it actually obstructs their understanding the content being presented (Wilkinson, 1996)

Thus, Wilkinson thought of an additional feedback method and implemented it in her study not only for observing a teacher’s course but also for their own micro-teaching. The results of the study indicated that the participants believed in the benefits of administrators’ feedback in terms of shifting their perceptions of teaching skills. Another result of the study was that pre-service teachers thought feedback helped them determine their weakness and strengths; hence, they could change and/or improve their teaching methods. Concluding, Wilkinson believes in the necessity of feedback following micro-teaching experience as it sets the ground for changes in self-perceptions and subsequent behaviour.

Smith (2001) considers micro-teaching from a constructivist angle and puts emphasis on social aspect of constructivism. Vygotsky's and Dewey's theories underlie her views on micro-teaching. Constructivist approach in teacher education suggested teacher trainees construct knowledge based on their prior experiences. These experiences are claimed to be constructed best in a social context. Smith declares that student teachers bridge the gap between what they know and what they do with modelling and direct experiences in line with Lev Vygotsky's imitation and John Dewey's experimenting theories. Vygotsky's Zone of Proximal Development (ZPD) theory stresses social construction of knowledge as learners get help from 'more knowledgeable others' such as teachers, parents, and more experienced others (Smith, 2001). Smith (2001) asserts that ZPD "seeks not only to know what students can do on their own (the classic stance of educational measurement) but also what they can do in collaboration with others". One of the key elements of ZPD, as put forth by Vygotsky, is imitation which is regarded as a relational activity. This theory does not serve as a mechanical activity as learners "are not simply repeating sentences or ideas, they are modelling a whole manner of processing information, conversing with ideas, and approaching the world around them" (Smith, 2001). As for Dewey's ideas on social construction of knowledge, he focuses on students' experiences in learning process, and Smith expresses that on these prior experiences, students construct their knowledge of abstract concepts. Student teaching experiences enable pre-service teachers to construct their knowledge on these practices, in this process, Smith suggests, collaboration of teacher trainer and peers direct trainees more than theories in books do. However, this construction by means of collaboration on practical knowledge is asserted to occur with theoretical knowledge. Thus, the importance of theoretical knowledge is equal to practical knowledge as the two knowledge types are suggested to take place if collaborated.

Studies on Micro-teaching in Turkey

With the latest program renewal by the Higher Education Council (HEC), teacher education programs focused on constructivist approach and increased the importance and hours allocated to teaching practices. Thus, integration of micro-teaching experiences into teacher education programs became inevitable, and this shift led researchers to studying effectiveness and best use of micro-teaching practices. The literature on micro-teaching in teacher education in Turkish context has prospered. When the studies on micro-teaching in Turkey are examined,

main themes of these studies are observed to be the use of video recordings of micro-teaching experiences, pre-service teachers' attitudes and perceptions of micro-teaching, and effects and contributions of micro-teaching in teacher education programs. Not only English Language Teacher education programs but also other teacher education programs also contributed to the literature in terms of studies conducted on micro-teaching.

Use of Video Recordings in Micro-teaching

Can (2009) examined the effectiveness of videotape replay following the student teaching in real classroom and observed that feedback provided after watching video recording of micro-teaching performance enhanced teaching skills of pre-service teachers in the second teaching experience in a real classroom setting. Can conducted this study with 6 pre-service teachers and suggested the effectiveness of video recording replay, continuous and immediate feedback along with students' reflections on their performances.

Another study on the use of video recordings of micro-teaching experiences was carried out by Kavas and Özdener (2012). The researchers conducted a research on effects of a web-based system on teaching skills of pre-service teachers and assessment skills of peers. They used two groups of students in the study; experimental and control group. The effects of video-supported web-based peer assessment on micro-teaching were found to be significant as the experimental group who used this system was more successful with regard to teaching performance and peer assessment than the control group who did not benefit from the web-based system following the micro-teaching performance.

Savaş (2012) also examined the effectiveness of video use in micro-teaching practice in EFL teacher education program and conducted a study with 40 pre-service EFL teachers. Analysis and results of the data collected via a questionnaire indicated that most of the pre-service teachers held positive attitudes towards the usefulness of micro-teaching video recordings. The researcher stated that micro-teaching video recordings helped pre-service teachers enhance their teaching skills and language proficiency.

Attitudes and Perceptions of Micro-teaching

Ogeyik (2009) conducted a study on attitudes of ELT student teachers towards micro-teaching and developed a Likert type scale to collect data from 57 fourth year student teachers in Trakya University. The results of the study indicated that pre-service teachers had positive attitudes towards integration of micro-teaching practices in terms of professional development, self-confidence, material production, and teaching experiences. In accordance with Ogeyik's study, Bulut (2012) conducted a similar study to determine ELT student teachers' attitudes towards micro-teaching in a different university, Mersin University, in the Turkish context. The results of this study paralleled with the results of the study conducted by Ogeyik in that pre-service teachers had positive attitudes towards micro-teaching experiences in English Language Teaching department.

Saban and Çoklar (2013) examined pre-service teachers' perceptions of contributions of micro-teaching experiences to teaching skills. The study was conducted with 10 pre-service teachers in the Computer and Instructional Technology Education department in Necmettin Erbakan University. The researchers found out that micro-teaching practices help pre-service teachers to determine their strengths and weaknesses in teaching skills, and developments of timing, planning, asking questions, classroom management, using different materials and examples were observed at the end of the study.

With the aim of identifying attitudes of ELT pre-service teachers towards micro-teaching, Bağatur (2015) also conducted a study which included quantitative and qualitative analysis of data collected from 72 students in the ELT department at Hacettepe University. Along with attitudes of student teachers, she aimed to find out if gender, GPA, and grade have any impact on student teachers' identified attitudes. The result of the study showed that the pre-service teachers had positive attitudes, and gender, GPA, and grade of the participants had no significant effect on their attitudes.

Effects of Micro-teaching

To examine the effect of micro-teaching practices on pre-service teachers' teacher competency levels, Karçkay and Sanlı (2009) conducted a quantitative study with 76 pre-service early childhood teachers. Before and after the implementation of micro-teaching application, the pre-

service teachers were provided a “Prospective Teacher Competency Sub-Scale” developed by Erişen and Çeliköz (2003). The analysis of pretest and posttest were done, and the results of the study indicated that micro-teaching activities have positive effects on student teachers’ teacher competency levels. The researchers listed four main objectives of micro-teaching integration in teacher training programs. These objectives are:

- to assess the student teachers’ overall teaching skills;
- to identify skills that require improvement;
- to provide a system for practicing the skills;
- to monitor the skill development process .

Şen (2010) studied the effectiveness of micro-teaching on student teachers’ physics teaching skills and conducted a research with thirty nine physics teacher trainees by using a “Teacher Performance Evaluation Form” developed by the researcher. The results of this study proved effectiveness of micro-teaching practices in teaching skills. However, the researcher suggested that the pre-service teachers should repeat their micro-teaching practices after the evaluation of the performances so as to ameliorate the weak points in the performance.

Arsal (2015) investigated effectiveness of micro-teaching experiences in pre-service teachers’ critical thinking dispositions. The study was conducted with 70 pre-service teachers by using a pretest-posttest quasi-experimental design. The results of the study indicated that the pre-service teachers who planned, micro-taught, received feedback on the experience, replanned, retaught, and received feedback for the second time showed significant greater progress with regard to critical thinking when compared to the pre-service teachers in the control group who planned and implemented a micro-teaching performance without assuming the role of a teacher and without receiving feedback.

Feedback in Micro-teaching

As a result of the recognition of the significance of the emotional and social dimension of learning besides its cognitive aspect, language learning has increasingly become a more complex issue to deal with. The dynamic process between language learning and teaching has been supported by a number of processes including feedback. Gipps (1995) considers feedback as an important part of teaching and learning processes in terms of its enabling feature for

individuals and groups of people. Dobric and Sigott (2014) state that teaching is mainly initiated by the instructor providing input for the learners who get the chance to make use of provided input so as to produce output, and finally learners receive feedback from the instructor on their production of the language. According to Askew and Lodge (2000), the usefulness of feedback that learners get depends mainly on its purpose, the assumptions about learning on which it is based and the recognition of the fact that feedback has different purposes. Moreover, it has been recognized that based on their perceptions of learning, people have different views of feedback, its functions and processes it takes. According to the constructivism, which has a huge impact on learning theories and teaching methods in language education, knowledge can be constructed through the accommodation (re-planning mental representation of the external world to match new experiences) and assimilation (incorporating the new experience with the existing one without changing) processes. Hence, the need for feedback strategies which enable learners to form their own questions, to verbalize their reasoning, and to solve the problems has emerged as a result of the need of initiation of the accommodation process by the teacher since constructivist theory suggests that knowledge shaped by learners themselves can be more transferable and useful (Reitbauer and Vaupetitsch, 2013). Brooks and Brooks (1993, p. 103-116) suggest twelve strategies for teachers to use in order to move towards a more constructivist approach to feedback:

- Encourage and accept student autonomy and initiative,
- Use raw data and primary sources, along with manipulative, interactive, and physical materials,
- Use cognitive terminology such as *classify*, *analyze*, *predict*, and *create*,
- Allow student responses to drive lessons, shift instructional strategies, and alter content;
- Inquire about students' understanding of concepts before the teacher shares their own understandings of those concepts,
- Encourage students to engage in dialogue, both with the teacher and with one another,
- Encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other,
- Seek elaboration of students' initial responses,
- Engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion,
- Allow wait time after posing questions,
- Provide time for students to construct relationships and create metaphor,

- Nurture students' natural curiosity through frequent use of the learning cycle model. The learning cycle model involves discovery, concept introduction, and concept application.

Providing students with feedback in the written commentary, error correction, teacher-student conferencing, or peer discussion form has become one of the primary tasks of language teachers not only for its teaching potential, but also for the motivation of learners (Hyland & Hyland, 2006). However, the major research area for the role of feedback has generally been writing skills. There have been several studies on corrective feedback to written products of the students since the early 1980s; nevertheless, there is still no agreement on how teachers can best treat learner errors or at what stage feedback should be provided (Robb, Ross & Shortened, 1986). There are several studies conducted on teacher written corrective feedback in the literature (Ashwell, 2000; Chandler, 2003; Bitchener, 2008; Ellis, 2009; Fazio 2001; Ferris, 1995; Ferris and Roberts, 2001; Hendrickson, 1978; Kepner, 1991; Lalande, 1982; Polio, Fleck and Leder, 1998; Rummel and Bitchener, 2015; Semke, 1984; Sheen, 2007; Sheppard, 1992; Terrel, 1982; Truscott, 1996). The literature is also rich in studies conducted on teacher oral corrective feedback (DeKeyser, 1993; Lochtman, 2002; Loewen, 2004; Lyster and Ranta, 1997). Peer feedback in language skills is also studied by many researchers (Chen, Wei, Wu and Uden, 2009; Diab, 2011; Saito and Fujita, 2004).

The effectiveness of feedback is not solely limited to improving language skills such as writing or speaking. A number of studies conducted about the role of feedback in micro-teaching indicated that feedback given after the performance by peers and lecturers were effective in improving the pre-service language teachers' teaching practice (Douglass & Pfeiffer, 1973; Jerich, 1989; Peck, 1977; Sharpe, So, Mavi, & Brown, 2002). Allen and Eve (1968) defined micro-teaching as a system of controlled practice of teaching. As for the effectiveness of micro-teaching in its early years of implementation, Allen and Ryan (1969) regarded feedback as one of the most significant factors of micro-teaching to correct or guide implementation of teaching practices. In line with their statement, Hattie and Timperley (2007) considered feedback as the primary description of the improvement made based on performance as well. With the help of the information supplied to the pre-service teacher by peers and lecturers through feedback, the pre-service teacher can realize the strengths and weaknesses of his/her performance. In order for the feedback to be effective, the pre-service teacher should be open to criticism focusing on the necessary improvements he/she should make for the future performances. Macy, Squires and Barton (2009) stressed the importance of providing varied and frequent feedback for pre-

service teachers in their training performances. It was reported that students receiving written and oral feedback by peers and lecturers at their practicum settings were able to improve their teaching competencies and their self-efficacy, and consequently their teaching skills became highly positive.

O'Reilly et al. (1992) conducted a study comparing the effectiveness of immediate and delayed feedback procedures focusing on the acquisition of systematic instruction skills by three pre-service teachers. The practicum experience was in classrooms for students with severe disabilities. As a result of the study, it was reported that immediate feedback was more effective for two pre-service teachers than delayed feedback.

Akcan and Tatar (2010) studied the nature of feedback provided for pre-service English teachers by the university supervisors and cooperating teachers through post-observation conferences and written evaluations. The results of this study revealed that cooperating teachers focused on the situations specifically, while the supervisors focused on critical reflection of the pre-service teachers. Another finding of the study was that the cooperating teachers believed they had limited knowledge on how to communicate their feedback. The authors asserted that constructivist feedback by the supervisors and cooperating teachers is a necessity for pre-service teachers.

Communicating constructivist feedback was also studied by Tang and Chow (2007), and the importance of constructivist feedback in professional development of teachers was highly emphasized. The study focused on in-service teacher education programs and ways of feedback communication. The findings of the study indicated that 'learning-oriented assessment' in supervisory post-observation conferences may enhance teacher professional development with the help of 'feedforward' provided in collaboration of the supervisor and the teacher participants. In line with Tang and Chow's emphasis on constructivist feedback, Abbott and Lyter (1998) put forward fourteen techniques to include constructivist criticism in feedback sessions. The authors suggested that effective integration of critical appraisal would enhance the importance and effectiveness of the feedback provided by the supervisors.

Table 1. A Composite of Techniques for Critical Appraisal

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1. Choose language carefully. Instead of “criticism” use terms such as: coaching, critical appraisal, critical evaluation, critical analysis, critical feedback, evaluative feedback, constructive criticism.
 2. Recognize that initial reactions to critical appraisal may be dismay and some students require more time and preparation in adapting.
 3. Give the student time and support but hold the student accountable for performance expectations.
 4. Important supervisor attributes are professionalism and showing appreciation of and encouragement of the student.
 5. The supervisor should model open discussion of difficult topics, model self-critique, and demonstrate mutuality of critique.
 6. An important supervisor method is to highlight and reinforce effective performance, and to “sandwich” identification of deficiencies with identification of competencies.
 7. Using a variety of supervisory teaching approaches will maximize the promotion of evaluation and self-evaluation: lecture, demonstration, discussion, role-play, observation (student of supervisor and supervisor of student), audio and video tapes (of the student and of other professionals), process recording review, and journal recordings by the student.
 8. Instruments help to facilitate evaluation and self-evaluation: learning contract, performance checklist, supervision agenda, and field performance composite evaluation.
 9. Critical appraisal should be provided by the field supervisor in a manner that is consistent and systematic (part of weekly supervision); precise rather than global; specific to the learning contract expectations and goals; honest, accurate, and objective; individualized to student learning needs; nonjudgmental (never harsh or demeaning); and timely (as close in time to the performance as possible).
 10. Supervisors and students should brainstorm solutions together and prepare a plan of action to remediate deficiencies and achieve competencies.
 11. Create opportunities for small group sessions (at school and in the field) where students can engage in mutual learning that includes role playing of anxiety-arousing situations (such as being evaluated), peer supervision, and practicing behaviors that relate to evaluation of competencies and deficiencies.
 12. Incorporate preparation for critical appraisal in the classroom with the creation of an expectancy that critical feedback is part of social work education, teaching students to emphasize critical thinking skills in self-evaluation and self-correction (through written journals, process recordings, discussion, role-play, audio and video tapes, and group experiences).
-

13. Provide the student and supervisor with literature and research support for the importance and implementation of critical appraisal.

14. Incorporate an evaluation module in the field instructor orientation and training to prepare field instructors to use critical appraisal, including how to prepare a learning contract with the student and how to assess the students' learning needs.

(Abbot and Lyter, 1998)

From a different perspective, Atputhasamy (2005) studied the expectations of student teachers for their cooperating teachers and the level of help they had from these teachers in their practicum. According to the results of this study, the student teachers expected help in teaching of the subjects in the curriculum, in classroom management, and in evaluating and providing feedback on their teaching practices. However, the results revealed that the process of the practicum did not meet the expectations of the student teachers in that they received little help in the aforementioned issues. As the results of the study indicated, while 80% of the student teachers regarded help in feedback as highly crucial, less than 60% of the student teachers reported that they received adequate help in terms of evaluation and feedback. The results of this study are observed to be in line with the findings of the study conducted by Wilkins-Canter (1997). She reviewed the literature and conducted the study to observe the role of feedback and reflection in promoting professional development of student teachers. The author pointed to the gap between recommended supervisory feedback and actual feedback provided by the cooperating teachers in student teaching practicum. According to the results of the study, neither the cooperating teachers nor the student teachers were satisfied with the lack of effective feedback.

Emphasizing the importance of feedback in student teaching, Le and Vasquez (2011) studied the strategies mentors followed while providing post-observation feedback and interns' perceptions of the feedback they received from their mentors. Questioning, complimenting before criticisms, advising mildly, helping the interns to notice their own problems, setting a comfortable atmosphere for the feedback conferences, and balancing positive and negative comments were observed to be the strategies used by the mentors. The authors of the study asserted that these strategies contributed to the provision of constructivist feedback interactions.

Moreover, as a result of a number of studies, evidence was gained about the ineffectiveness of changing teacher behaviors without feedback (Joyce and Showers, 1980; Rose and Church, 1998). Hence, the necessity of providing frequent and varied feedback during practicum has

been observed clearly. Additionally, Shantz and Ward (2000) emphasized the necessity of giving positive, helpful feedback to pre-service teachers as constructivist feedback was asserted to have a significant role in enabling pre-service teachers to become effective classroom teachers.

Upon reviewing literature on feedback, Brinko (1993 as cited in Brandt, 2008) suggested effective feedback could take place if certain conditions are met, and Brinko (2008) listed these basic conditions as follows:

1. The setting is psychologically safe.
2. Information is gathered from a number of sources.
3. Information is gathered from oneself as well as others, because information from the self is more valued, better recalled and more credible than feedback from other sources.
4. The feedback is mediated by someone other than the individual who made the evaluative judgment.
5. It is focused and contains relevant, meaningful, concrete information, accurate and specific data and irrefutable evidence.
6. It focuses on behavior rather than the person.
7. It is descriptive rather than evaluative.
8. Recipients voluntarily engage in feedback or actively seek it, and are free to access it or not (though some studies suggest that feedback can be effective if it is a required part of a course).
9. It considers the recipient's amount of experience and the developmental stage;
10. The recipient is able to select the way it is conveyed.
11. It contains a moderate amount of positive feedback with a selected and limited amount of negative feedback.
12. Negative feedback is 'sandwiched' between positive information;
13. Negative information is self-referenced (i.e. it compares one's performance to other measures of one's ability).
14. Positive information is attributed to internal causes.
15. It reduces uncertainty for the recipient.
16. It allows for response and interaction.
17. It relates to goals that are defined by the recipient.

Pajak (2001) affirmed that in the traditional teacher training programs, the pre-service teachers are provided with theoretical courses and micro-teaching practices with a view to equip them with field experience including observations by mentors and inclusion of narrative feedback.

With the developments in technology through which people get the chance to observe their performances and reflect on them afterwards, the use of video recordings during micro-teaching performances was discovered and increasingly employed (Tochon, 2008). Video feedback is reported to have positive effects not only on language learning process but also on the improvement of teaching practices in practicum as feedback about the performance including what was missing, what was unnecessary, and what necessary improvements can be provided in detail.

In another study conducted on the investigation of the effectiveness of the use of video recording in micro-teachings, Ajayi-Dopemu and Talabi (1986) found out that the pre-service teachers whose performances were video recorded had made more significant progress in the improvement of their teaching skills where it was required.

On the other hand, there are studies which reported negative findings related to the use of video-recordings as a means of providing feedback for the performances of pre-service teachers. Linman (1980) stressed the fact that the use of video-recordings may direct pre-service teachers to act unnaturally during their performances and consequently result in poor performances or negative thoughts. In line with that argument, Das, Passi and Singh (1976) pointed out that without the use of video-recordings many teachers improved their teaching skills indicating the lack of the need for video-recordings. Fuller and Manning (1973) argued that the use of video-recordings during the micro-teaching performances may provoke stress and anxiety among pre-service teachers.

The use of technology in order to provide feedback for micro-teaching performances of pre-service teachers is not only confined to video-recordings. Barton and Wolery (2007) investigated the effects of the use of e-mail feedback on pre-service teachers' behaviors. The result of the study indicated that e-mail provided a practical system for delivering feedback as it was already used in university settings widely and provided an online written record of feedback. The researchers stressed the necessity of conducting further research with the aim of determining required personnel preparation strategies of pre-service teachers to be able to use recommended special education practices.

In short, there are controversial findings of the studies conducted on the effectiveness of video-recording in micro-teaching practices of pre-service teachers. While some of them report positive effects of video-recordings, there are others which point out ineffectiveness of video-recordings.

Reflection in Micro-teaching

The origins of the concept of reflection in education go back to Dewey (1910; 1933) who claimed that all individuals can learn from experience to grow. *“Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends”* (Dewey, 1933, p.6). Jay and Johnson (2002) summarized the typology of reflection in their study with a table including questions that each type addresses.

Table 2. Typology of Reflection: Dimension and Guiding Questions

Dimension	Definition	Typical questions
Descriptive	Describe the matter for reflection	What is happening? Is this working, and for whom? For whom is it not working? How do I know? How am I feeling? What am I pleased and/or concerned about? What do I not understand? Does this relate to any of my stated goals, and to what extent are they being met?
Comparative	Reframe the matter for reflection in light of alternative views, others' perspectives, research, etc.	What are alternative views of what is happening? How do other people who are directly or indirectly involved describe and explain what's happening? What does the research contribute to an understanding of this matter? How can I improve what's not working? If there is a goal, what are some other ways of accomplishing it? How do other people accomplish this goal? For each perspective and alternative, who is served and who is not?
Critical	Having considered the implications of the matter, establish a renewed perspective.	What are the implications of the matter when viewed from these alternative perspectives? Given these various alternatives, their implications, and my own morals and ethics, which is best for this particular matter? What is the deeper meaning of what is happening, in terms of public democratic purposes of schooling? What does this matter reveal about the moral and political dimension of schooling? How does this reflective process inform and renew my perspective?

(Jay and Johnson, 2002)

This novel approach to education guided teachers to focus on learning experiences and promote reflective practices for pre-service teachers. A variety of strategies were used by researchers so as to stimulate pre-service teachers' reflective thinking. Hatton and Smith (1995) proposed four categories: a) action research projects; b) case studies and ethnographic studies of students, teachers, classrooms, and schools; c) microteaching and other supervised practicum experiences; and d) structured curriculum tasks. Due to the immense influence of constructivism on teacher training programs, knowledge is claimed to be socially constructed and teacher trainers and pre-service teacher are regarded as active participators of this construction (Putnam and Borko, 2000). Hence, the main aim for learning is considered as

constructing meaning. Teacher education is claimed to be activating pre-service teachers to be alert in their own learning process by becoming aware of their own understanding of teaching and reflecting these onto their teaching practices (Richardson, 1997). Hence, pre-service teachers can make use of reflective approach during their teacher training years evaluating various experiences in relation with the theory and the practice. Namely, reflection has been regarded as the core unit of teacher education programs by teacher educators. Crandall (2000) asserted that pre-service and experienced teachers can benefit from reflecting on their experiences so as to develop more informed practice with new ways of knowing and teaching. For the development of language teaching theory and appropriate language teacher education, teacher inquiry and reflection have become increasingly popular among teacher training programs.

Larrivee (2000) stressed the significance of self-reflection by pointing out that teachers became more increasingly aware of the interaction which took place between teachers and students while they managed diverse classrooms effectively. Self-reflection is defined as “possessing reflection, deliberation, awareness, and insight turned inward” (Larrivee, 2000, p. 298). Supporting the view of Larrivee, Warin, Maddock, Pell and Hargreaves (2006) defined self awareness as an essential tool for teachers and asserted that reflective practice is essential to integrate and make sense of the self for successful teaching practices. Larrivee (2000) proposed a model of self-reflecting in which the meaning of experiences is claimed to result from different factors going through a screening process. As a result of this screening process, different perceptions of circumstances and events result in different interpretations, and subsequently in different responses. The screens demonstrated on the figure below enable individuals to become more aware of how the filtering process takes place effectively in classroom situations eliminating some potential responses while letting others go. Larrivee (1999) pointed out that “past experiences, beliefs, assumptions, and expectations, feelings and mood, and personal agendas and aspirations can either serve to limit or expand the repertoire of responses available to a teacher in any situation”. By becoming more aware of personal screens, teachers can get the chance to increase the number of possible responses to the frequent and challenging classroom situations that they come across each day.

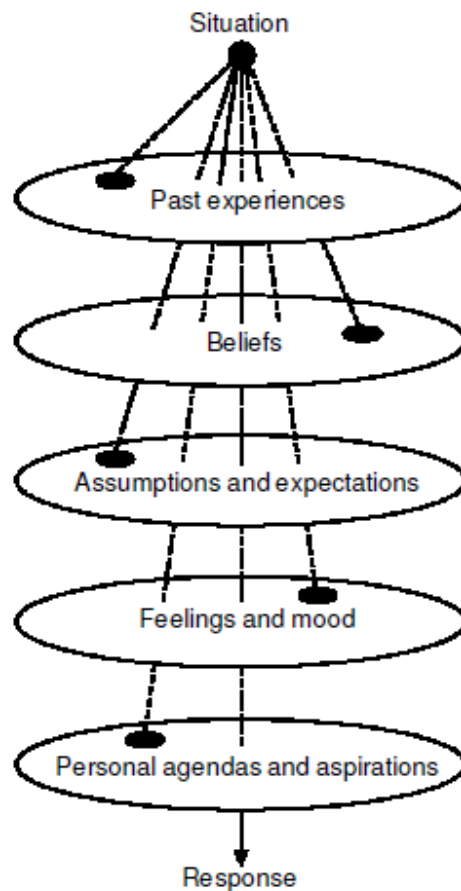


Figure 1. Series of Interpretive filters (Larrivee, 2000)

Cornford (2002) claimed that there are only a limited number of studies which are empirical in nature and examine the effectiveness of reflective teaching or practice in relation with reflective approach. The results yielded by the studies conducted on the effects of reflective thinking programs on pre-service teachers and their classroom performances are regarded as “disappointing” (Cornford, 2002).

Donnelly and Fitzmaurice (2011) carried out a study on the perceived impact of micro-teaching in teaching in higher education in Irish context. The findings of the study indicated that many participants have learnt from their peers and from the reflection they had on their own teaching practices. Moreover, an opportunity for participants was provided by the means of micro-teaching so as to think critically about their teaching practices and classroom activities. The need for the micro-teaching sessions in terms of providing a chance for pre-service teachers to gain insights into their role as teachers, to engage in dialogue, and to find their own voices is

stated firmly by the researchers. As a significant result of their study, the researchers referred to the positive change observed in both tutor's and participants' perceptions of reflection and micro-teaching practices. Therefore, they highlighted the necessity for the development of a framework for future micro-teaching practices and outlined the key features of 'productive reflection' in micro-teaching in a table as demonstrated below. Productive reflection is defined as implementing new ways of reflection in higher education institutions by focusing on the context and purpose of the practice in relation with the fact that reflection can be conducted in such settings where interaction with others takes place rather than focusing on individual learner acts.

Table 3. Productive Reflection within Microteaching

Features of Productive Reflection	Microteaching Context
Organizational rather than individual intent and a collective rather than individual orientation	Emphasis is on reflection through a teaching portfolio that leads to action with and for others; shared interests of the microteaching group are included.
Reflection is necessarily contextualized within work; it connects learning and work	The reflections now lead to interventions into teaching activity to change what is happening on the basis of insights into what occurred previously.
Multiple stakeholders are involved	Processes and outcomes of productive reflections are not confined to one group within the scheme; connections to departments and schools are made.
It has a developmental character	Confidence is built that those reflecting can act together in meaningful ways and develop their own repertoire of approaches to meet future challenges in their institution.
It is an open, unpredictable process, dynamic and changing over time	There are unintended consequences as it deals with matters in the microteaching group that do not always have a ready solution and are not clearly formulated.

(Donnelly and Fitzmaurice, 2011)

Oner and Adadan (2011) examined the development of pre-service chemistry teachers' reflective skills. The pre-service teachers participated in web-based portfolio construction as a part of their teaching practicum course. The frequency and the nature of reflective indicators of participants' replies to the reflection tasks were analyzed. Furthermore, the role of web-based portfolio construction in developing pre-service chemistry teachers' reflective skills was explored. The results were the indicators of high- and low-level reflective skills of pre-service

teachers in each reflection task. Another finding was a statistically significant increase in the frequency of high-level indicators from the first to the second reflection task. Moreover, the perceptions of the pre-service teachers of the web-based portfolios as tools which allow easy access and enable the development of better portfolio artifacts were positive.

Tripp and Rich (2012) pointed out that they came across six key dimensions which differ studies on reflective teaching from each other. These were listed as the following: (1) type of reflection tasks, (2) the guiding or facilitation of reflection, (3) individual and collaborative reflection, (4) video length, (5) number of reflections and (6) ways of measuring reflection. In the table below, the dimensions are defined and the questions which should be asked before designing the study on reflective teaching due to the increasing interest in the use of video for teacher reflection.

Table 4. Dimensions of Video Analysis

Dimension	Definition	Question
1. Reflection tasks	Tasks teachers participated in during or after viewing their teaching: (1) completing codes or checklists, (2) participating in interviews or conferences, (3) writing reflections and (4) video editing.	What type of reflection tasks will I ask teachers to engage in during their video reflections?
2. Guiding reflection	How the reflection process was facilitated. For example, in some studies participants chose their own reflection focus, while in other studies researchers or supervisors guided the teachers' reflections.	Will I provide teachers with a framework to guide their reflections?
3. Individual/collaborative reflection	Individual reflection refers to instances where teachers viewed and reflect on their video individually. Collaborative reflections describe when participants reflected on their videos with supervisors, researchers, peers and/or colleagues	Will I ask teachers to reflect individually, collaboratively, or both?
4. Video length	In past studies the length of video used for reflection varied from 3 minutes to an entire teaching episode.	What length of video will teachers use for reflection?
5. Number of reflections	In past studies the number of times teachers reflected on their videos varied from one to more than three reflections	How many times will teachers reflect on their videos?
6. Measuring reflection	This refers to how studies determined the influence of video on teachers' reflections.	What methods will I use to determine if video was beneficial for teacher reflection?

(Tripp and Rich, 2012)

In another study conducted by Eloma et al., (2014) investigation the effectiveness of video-technology in the appraisal of the performance of pre-service teachers for professional development is studied. The findings revealed that integrating video technology in micro-teaching increased pre-service teachers' interest and enable them to evaluate their own performances without having doubts. The researchers suggested the institutions training pre-service teachers to use of video technology to minimize the arguments or disagreements among

teacher trainers and pre-service teachers. The researchers stated that pre-service teachers can benefit from meaningful reflection by means of carefully designed tasks and a tool which supports easy access and revision.

Conclusion

Structures of teacher education programs have changed with regard to the theoretical shift in teacher education. As it is observed in the related literature, teacher educators and researchers on teacher education altered their focus from positivist epistemological theory to constructivist approach. This paradigm shift led teacher educators and researchers to focus on teaching experiences as knowledge is constructed on prior experiences. Thus, teacher education programs increased the importance allocated to student teachers' teaching practices by including courses requiring micro-teaching and practicum experiences. With the help of micro-teaching, student teachers had the opportunity to monitor their teaching skills in a 'scaled-down' classroom atmosphere. Upon the emergence of micro-teaching technique, researchers conducted studies on the effectiveness of micro-teaching technique and best ways of integrating micro-teaching into methodology courses. English Language Teacher Education programs also allotted more time to teaching practices. The Higher Education Council in Turkey asked educational institutions to alter their programs and attune to the latest developments; thus, integration of micro-teaching into teacher education programs gained importance. This chapter gave background information on theoretical shifts in teacher education programs and their impacts on teacher education programs, especially language teacher education programs worldwide and nationwide. Studies conducted on effectiveness and increasing effectiveness of micro-teaching were presented in this chapter. Feedback and reflection have also attracted researchers' attention, and this chapter included their roles and benefits in micro-teaching sessions.

CHAPTER 3

METHODOLOGY

Introduction

This chapter focuses on the methodology of the study by restating the aims and research questions of the study, explaining the setting in which the study was carried out, describing course distributions and requirements of the ELT program at Sakarya University so as to present an overview of the context of the study, introducing background knowledge on participants of the study, and presenting the research design and overview of the methodology. Additionally, this chapter includes data collection instruments used throughout the study and data collection procedures. Lastly, the researcher explains how the data collected through these instruments were analysed in this chapter.

Aim of the Study

Micro-teaching sessions have a vital role in teacher educating programs, and the teacher trainees are regarded to experience the classroom atmosphere at a certain level. Teacher trainers shape the experiences and competences of the pre-service teachers by means of the feedback provided during and following the micro-teaching sessions. Not only the teacher trainers but also the peers of the performer of the micro-teaching provide necessary feedback related to the

performance. The teacher trainees value these, prepare, and plan their consecutive micro-teaching accordingly.

With the aim of determining participation in and perceptions of pre-service teachers of feedback sessions for micro-teaching performances, the researcher who was also the instructor of an undergraduate English Language Teaching course including micro-teaching performances, planned an action research so as to identify problems and provide solutions to foster effective feedback sessions following micro-teaching performances. To meet this aim, the researcher conducted this study with 40 pre-service teachers studying at the third grade of Sakarya University, English Language Teaching Department. The course including micro-teaching sessions was titled as Teaching English to Young Learners which is one of the key courses of a language teaching program and taught in the second term of third grade (YÖK, 2007). The following research questions guided the implementation of the study, and the researcher tried to seek answers to these questions:

- 1) Do pre-service teachers participate in feedback session in micro-teaching demonstrations actively?
- 2) What are the factors refraining pre-service teachers from active participation in feedback sessions?
- 3) Does the video-assisted written constructivist feedback increase participation in discussion sessions for micro-teaching?
- 4) Have the pre-service teachers' perceptions of feedback altered after the implementation of video-assisted written constructivist feedback?
- 5) Do pre-service teachers wish to receive and provide video-assisted written constructivist feedback in future micro-teaching sessions?

Setting

This research was conducted throughout the second educational semester of 2013-2014 academic year. The results were yielded at the end of the aforementioned term and the analysis of the data was completed at the first and second terms of the following academic year. Another point that the researcher would like to emphasize is that the researcher had planned no cost to conduct this study; thus, any financial support was unnecessary.

English Language Teaching Program at Sakarya University

Founded in 1992, Sakarya University has 517 teaching programs for their undergraduate and postgraduate students. One of these teaching programs is English Language Teaching department which has been perpetuating its educational services since 2010-1011 educational academic year. The course structures of this ELT department had been designed according to the Higher Educational Council's suggested course structures. However, the decision of Sakarya University Senate numbered as 105.99-1366/06310 suggested reconstruction of the course distribution among years and revising their ECTSs on 08.07.2013 with regard to Bologna process supported by HEC. This decision was approved on 18.07.2013, and revisions and reconstructions became valid in 2013-2014 educational year. Finalized course structure is provided in Appendix 1.

The ELT program in Sakarya University included five micro-teaching integrated courses; Teaching Special Methods (ELT 208), Teaching English Speaking and Listening Comprehension Skills (ELT 303), Literature and Language Teaching (ELT 305), Teaching English to Young Learners (ELT 302), Teaching Reading and Writing Skills (ELT 306). The course titled as Teaching Special Methods is taught in the fourth semester, Teaching English Speaking and Listening Comprehension Skills and Literature and Language Teaching courses are lectured in the fifth semester, and Teaching English to Young Learners and Teaching Reading and Writing Skills courses are embedded in the sixth semester.

The researcher sensing the reluctance of pre-service teachers in providing feedback in methodology courses aimed to find out the reasons for this problem and to eliminate it in Teaching English to Young Learners (TEYL) course which also included micro-teaching performances. The processes of micro-teaching sessions in the methodology courses show difference only in the content of the lesson. Thus, the researcher aimed to implement this action research in the TEYL course.

Participants

The participants of the study were 40 third graders in the English Language Teaching Department of Sakarya University. These 40 participants were divided into two groups as the course required micro-teaching sessions, and the performances of 40 pre-service teachers in

one class would be challenging in terms of time constraints of the course in the term. However, the researcher finds it necessary to acknowledge that the two groups received the same processes. Convenience sampling of the study was conducted as the researcher was the instructor of the related methodology course at the same time. The participants were aware of the research process and informed about their tasks during this process. After informing the participants, the student teachers were asked to sign an informed consent form which is presented in Appendix 2. The form included a written explanation of the action research in addition to the oral information. The number of participants was 45 in the beginning of the research; however, because of lack of continuity, data gathered from 5 pre-service teachers were excluded from data analysis. Thus, the number of participants for the current study was 40. The age range of these participants was from 20 to 35. There were 7 male and 33 female participants in the research, which is an average number in English Language Teaching departments of Turkish universities as Erten (2009) reports English Language Teaching departments in Turkey are mostly preferred by female high school graduates. The participants' native language is Turkish, and English is the foreign language they study. They all share the same background related to language proficiency level. The researcher asked them to fill in an informed consent form confirming that they voluntarily participated in the related research. The participants were all familiar with the courses requiring micro-teaching, so it may be quite fair to say the participants did not have any difficulties in getting accustomed to the micro-teaching applications.

Study Design

This research was designed as a participatory action research. Creswell et al. (2007) describe participatory action research as “a qualitative research inquiry in which the researcher and the participants collaborate at all levels in the research process (participation) to help find a solution for a social problem that significantly affects and underserved community (action)”. Kemmis and McTaggart (2000) describe seven key features of participatory action research as social process, participatory, practical and collaborative, emancipatory, critical, recursive, and transforming both theory and practice. While designing the current study, the researcher took each and every feature suggested by Kemmis and McTaggart (2000) into consideration and carried out this action research accordingly.

Koshy (2005) along with McNiff and Whitehead (2006) indicates that the main purpose of action research is to generate knowledge based on the experience of the researcher and the participants leading to professional development. Based on these remarks, the researcher sensing a problem in her teacher training program focused on eliminating the problems and optimizing the situation. Koshy (2005, p. 10) lists basic features of action research as follows:

- involves researching your own practice – it is not about people out there;
- is emergent;
- is participatory;
- constructs theory from practice;
- is situation-based;
- can be useful in real problem-solving;
- deals with individuals or groups with a common purpose of improving practice;
- is about improvement;
- involves analysis, reflection and evaluation;
- facilitates changes through enquiry.

The researcher used the aforementioned features of action research as guidelines while designing this study. Hence, the research included a study on the researcher's own practice as the researcher was also the instructor of the class in which the study was carried out. Teacher trainees participated in all stages of the research (determining the problem(s), finding out solutions, implementation, reflection, and evaluation) which made it participatory. Thus, the researcher aimed to cover all basic features throughout the study.

As its nature, participatory action research is identified among qualitative design types (Creswell, Hanson, Plano, and Morales 2007; Denzin and Lincoln, 2005). Fossey, Harvey, McDermott, and Davidson (2002) describe qualitative research as a means of focusing on social perspectives of meaning, experience, and development of understanding of these dimensions. Flick, von Kardoff, and Steinke (2004, p. 3) suggest that in addition to defining reality and experimenting on anomalies, qualitative research

“makes use of the unusual or the deviant and unexpected as a source of insight and a mirror whose reflection makes the unknown perceptible in the known, and the known perceptible in the unknown, thereby opening up further possibilities for (self-) recognition”.

While planning and designing this qualitative study, the researcher followed the eight criteria suggested to conduct well-designed qualitative research (Tracy, 2010).

Table 5. Eight “Big-Tent” Criteria for Excellent Qualitative Research

Criteria for quality (end goal)	Various means, practices, and methods through which to achieve
Worthy topic	The topic of the research is •Relevant •Timely •Significant •Interesting
Rich rigor	The study uses sufficient, abundant, appropriate, and complex •Theoretical constructs •Data and time in the field •Sample(s) •Context(s) •Data collection and analysis processes
Sincerity	The study is characterized by •Self-reflexivity about subjective values, biases, and inclinations of the researcher(s) •Transparency about the methods and challenges
Credibility	The research is marked by •Thick description, concrete detail, explication of tacit (nontextual) knowledge, and showing rather than telling •Triangulation or crystallization •Multivocality •Member reflections
Resonance	The research influences, affects, or moves particular readers or a variety of audiences through •Aesthetic, evocative representation •Naturalistic generalizations •Transferable findings
Significant contribution	The research provides a significant contribution •Conceptually/theoretically •Practically •Morally •Methodologically •Heuristically
Ethical	The research considers •Procedural ethics (such as human subjects) •Situational and culturally specific ethics •Relational ethics •Exiting ethics (leaving the scene and sharing the research)
Meaningful coherence	The study •Achieves what it purports to be about •Uses methods and procedures that fit its stated goals •Meaningfully interconnects literature, research questions/foci, findings, and interpretations with each Other

(Tracy, 2010)

In designing the study, the researcher grounded this qualitative methodology on the criteria suggested for excellent qualitative research by Tracy (2010). These eight criteria displayed in the table guided the researcher throughout the study.

Overview of the Methodology

The steps of this participatory action research are planned according to the spiral model of action research put forward by Kemmis and McTaggart (2000). The researcher followed each step consecutively throughout the study. The processes the researcher integrated into the study according to the spiral model are presented and explained in detail below.

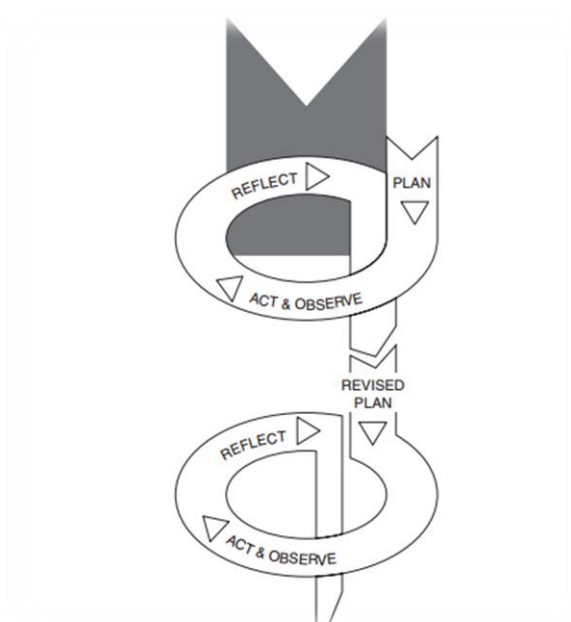


Figure 2. Spiral action research model (Kemmis and MacTaggart, 2000)

Step 1: Plan

The researcher sensing the reluctance of the pre-service teachers in providing feedback following the micro-teaching sessions interviewed two lecturers at Sakarya University, English Language Teaching Department. The researcher chose these lecturers at Sakarya University since the opinions and observations of lecturers at other universities could have been misleading the researcher regarding the background and characteristic features of the pre-

service teachers. The two lecturers were chosen for the interview out of 7 lecturers in the ELT department as they were the only lecturers lecturing courses including micro-teaching sessions. A semi-structured interview was conducted with them separately in English in accordance with their choice. The tapescripts of these interviews are given in the Appendix 3. The language of the interviews was adjusted according to the preferences of lecturers. Constant comparison method of content analysis of qualitative data was conducted for these semi-structured interviews.

The interviews with the lecturers revealed the reluctance of the pre-service teachers in feedback provision, and the researcher implemented a questionnaire which included one Likert-type question and 5 open-ended questions with the aim of identifying the opinions of the teacher trainees regarding the micro-teaching sessions and the rate of their participation in these feedback sessions. The pre-service teachers were informed about the aim of the questionnaire and an informed consent form (Appendix 2) was provided for them to sign. All of the participants agreed to take part in the study. The researcher analysed the responses of the participants by means of content analysis. Following the implementation of this questionnaire, the pre-service teachers were interviewed in two groups, and these interviews were video-recorded. The interviewer clarified the purpose of the interview both for the interviewer and the interviewees as suggested by Polkinghorne (2005). Necessary permission of the participants to record the interview was taken orally. The interviews took place as focus groups interview so as to eliminate the possible occurrence of social pressure to talk for the participants (Altrichter, Posch, and Somekh, 2013). This semi-structured interview was conducted in Turkish to create a stress-free atmosphere for the participants (Barriball and While, 1993; Hopf, 2004). The opinions of the pre-service teachers and the reasons for inadequate participation were aimed to be covered in this interview. The tapescripts of the interviews are provided in the Appendix 4. The content of these semi-structured interviews were analysed later.

Pursuant to the interviews with lecturers and pre-service teachers, the researcher formed an action plan by regarding the possible solutions for the identified problems. The drawbacks of a traditional feedback session taking place during micro-teaching sessions were identified, and the need for adequate time for peers and performer to remember the details of the performance and removal of role confusion for the student-teachers were identified as the most challenging problems for feedback provision. Additionally, being afraid of the reactions of the performer was uttered to be discouraging for the peers while providing feedback. Thus, instead of asking

for oral feedback from the pre-service teachers, use of a written form to provide feedback was thought to be beneficial to eliminate the element of refrainment from peer criticism and discussions at feedback sessions.

Step 2: Act and Observe

In the light of the findings from the interviews and questionnaire conducted, the researcher determined the necessity of written feedback form enabling the pre-service teachers to comment on certain points of a micro lesson by means of a check-list and comment boxes provided next to them. The participants also declared the insufficient time interval between the micro-teaching performance and feedback session. Thus, the researcher modified a feedback form developed by Ekşi (2012).

Participants of the study declared that they had difficulties in understanding their roles as they assumed the role of students of the related lesson and observer at the same time. Allegedly, this problem impacted the quality of the feedback provided by them. Thus, so as to eliminate this problem and help the pre-service teachers to focus on their main roles in these sessions, the researcher thought integration of video records of the micro lessons and feedback session could help them maintain their roles and provide effective feedback. Accordingly, the researcher, who was also the instructor of the course, designed the syllabus by taking the course hours to be allocated for video watching and feedback sessions into consideration in advance. Thus, the instructor would have no difficulty in keeping up with the contents in the syllabus.

The implementation of video-assisted written constructivist feedback in micro-teaching sessions took place for 6 weeks. The pre-service teachers were asked to provide feedback for themselves and their peers, as their instructor supplied the required feedback for them as well. Throughout this process, the pre-service teachers performed their micro-teaching which was recorded, and the performer of the micro-teaching wrote their first impressions of their micro-teaching immediately after the micro-teaching before getting to know others' comments. Other student-teachers provided feedback for the performer while watching the video recordings of the micro-teaching with the help of a rubric, and the performer of the micro-teaching also reflected upon their own micro-teaching for the second time by using the same rubric while watching the video. After collecting all the forms gathered from their peers and the instructor,

the performer read all feedback forms provided for them, and filled in the same feedback form for the third time to be handed to the instructor a day after the micro-teaching.

Step 3: Reflect

At the end of the implementation, the pre-service teachers were given the same questionnaire they had been applied before the implementation so as to seek for any potential differences in the frequency and the perceptions of pre-service teachers for feedback use in micro-teaching. A reflection report was also provided to gather the pre-service teachers' perceptions of the implementation in a written way with the help of open-ended questions. After analysing the answers to the questions in the latest questionnaire and reflection report, a semi-structured interview was designed to have a video recorded discussion session in order to find out the pre-service teachers' perceptions on the implementation. The aim of the researcher conducting semi-structured interviews with the pre-service teachers before and after the implementation was to complete the triangulation of data so as to present credibility of the study (Flick, 2004; Shenton, 2004). Content analysis of the questionnaire, reflection report, and semi-structured interview were carried out to evaluate effectiveness of the implementation. The findings of the data are presented in Chapter 4.

Data Collection

In this study, data collection instruments were a questionnaire, semi-structured interviews, and a reflection report. The questionnaire was used as a survey tool before and after the implementation. The aim in using a questionnaire was to provide a qualitative tool to determine frequencies and perceptions of participants of feedback sessions following micro-teaching performances. The questionnaire was designed by Ekşi (2012). This questionnaire included 1 Likert-type question and 5 open-ended questions. The questionnaire was re-conducted after the implementation to identify whether any changes occurred following the implementation of video-assisted written constructivist feedback.

Secondly, semi-structured interviews took place during the research. Semi-structured interviews were firstly conducted with two lecturers with the aim of determining if the problem

the researcher had observed in her classes existed in their classes as well. The lecturers were also asked about possible reasons for these problems. The researcher planned the content of the interview beforehand, but in the semi-structured interviews, the interviewees were welcomed to share their other observations. Hopf (2004, p. 203) asserts that

because of the possibility of enquiring openly about situational meanings or motives for action, or collecting everyday theories and self-interpretations in a differentiated and open way, and also because of the possibility of discursive understanding through interpretations, open or semi-standardized interviews provide important opportunities for an empirical application of action – theory ideas.

Thus, semi-structured interviews were chosen as data collection tools and distributed to the pre-service teachers in addition to the questionnaire. These interviews were designed as focus groups as their goals are described by Hopf (2004, p. 205) as “to maximize the scope of the topics and to give interviewees an opportunity to invoke points of view that had not been anticipated”. That is, the aim in using these data collection tools was to fortify the analysis of the questionnaire. The topics to be discussed during the interviews were planned beforehand, but the interviewees were encouraged to verbalise their ideas if they were not included in the topic list planned by the researcher. These focus interviews took place before and after the implementation following the conducting of questionnaires.

Lastly, a reflection report was designed and provided for the participants upon the implementation. These qualitative data were composed of 5 open-ended questions and focused on the participants’ perceptions of the implementation of video-assisted written constructivist feedback. Polkinghorne (2005) states that self-reports are required to gain insights of participants’ experiences in a qualitative study.

Data Analysis

As mentioned in the previous section, the study included a questionnaire, semi-structured interviews, and a reflection report as data collection instruments. The questionnaire was comprised of 1 Likert-type and five open-ended questions. The Likert-type question was analysed quantitatively and the frequencies of participation in feedback sessions were determined. Other questions in the questionnaire were firstly analysed by means of constant comparison method. The contents of the questions were identified, coded, and categorized.

Later, the qualitative data was quantified with the aim of receiving frequencies for participants' response and being able to compare these findings with the findings of questionnaire re-conducted after the implementation. Thus, this qualitative study is combined with quantitative data leading to mixed research design.

The semi-structured interviews conducted with the participants before and after the implementation were also content analysed along with the interviews conducted with two lecturers. The findings of the data were processed through a qualitative content analysis; firstly identified, then coded, and finally categorized. The interpretations of the data were based on these processes.

For the analysis of reflection reports, upon gathering the data, the researcher used content analysis, too. The responses of the participants were carefully examined. The aim of the researcher in using a reflection report and semi-structured interviews was to analyse the participants' perceptions of this experience from different perspectives (Polkinghorne, 2005). The triangulation of data (Creswell and Miller, 2000) was prioritized in the current study as Denzin (1978) defines the triangulation process as 'a validity procedure'.

Conclusion

With the aim of determining frequencies and participations of pre-service teachers in ELT feedback sessions following micro-teaching performances, problems hindering the teacher trainees from feedback provision, and efficiency of video-assisted written constructivist feedback in eliminating these problems, the researcher planned a participatory action research. The researcher conducted semi-structured interviews with two lecturers at Sakarya University to check the existence of observed problem in their micro-teaching integrated courses. Pursuant to the content analysis of these interviews, the researcher conducted a questionnaire developed by Ekşi (2012), and the participants carried out the questionnaire to convey their perceptions and appraisal of feedback sessions along with the frequencies of participation. The content of the questionnaire was analysed qualitatively, and as a question in this questionnaire was Likert-type, it was analysed quantitatively. After the analysis process of this questionnaire, the researcher used another data collection instrument; a semi-structured interview. This interview was conducted to verify the responses provided in the questionnaire by the participants and to

provide opportunity for the participants to utter their in-depth thoughts on the feedback procedure. Following the content analysis of this qualitative data, the researcher planned a change, implemented, and observed the action. After the implementation, with the aim of identifying effects of video-assisted written constructivist feedback, the researcher re-provided the questionnaire used before the implementation. In addition to this questionnaire, another qualitative data collection tool was used; reflection reports. The participants were asked to share their perceptions of the conducted implementation. These data collection instruments were content analysed. To complete the triangulation of the data, the researcher interviewed the participants again as focus groups. The findings of this semi-structured interview was also analysed qualitatively, and the results of the data gathered are presented in the next chapter.

CHAPTER 4

FINDINGS AND DISCUSSION

Introduction

This chapter covers the findings of the collected data gathered via a questionnaire before and after the implementation, semi-structured interviews conducted with two lecturers separately and with student teachers before and after the implementation, and reflection reports filled in by the student teachers after the implementation. The content analysis of the data collection tools indicated the findings explained in this chapter. This chapter also includes the discussion with regard to the results of the action research on the use of video-assisted written constructivist feedback in ELT micro-teaching sessions.

Interviews

Throughout the study, 4 semi-structured interviews were conducted, two with lecturers and two with student teachers. One of the interviews conducted with the student teachers was carried out before the implementation, and the other one was conducted after the implementation. However, the interviews with the lecturers took place before the implementation. The findings of these interviews are presented below.

Interviews with the lecturers

With the aim of diagnosing the problem of the current study, the researcher interviewed two lecturers who taught courses including micro-teaching sessions at Sakarya University, English Language Teaching Department. The lecturers were interviewed separately, and the interviews were semi-structured.

Table 6. Content Analysis of Semi-Structured Interviews with Lecturers

Themes	Codes
Procedure of feedback sessions	Instant oral feedback
Observed problems	Limited participation Ineffective self-reflection Ineffective peer feedback
Possible causes for the observed problems	Forgetting the details of micro-teaching Anxiety Being afraid of offending friends Focusing on only negative points
Suggestions	Playing video recordings of micro-teaching performances Creating a stress-free feedback atmosphere

After the lecturers introduced themselves and the course they lecture, they were directed the first question which was to determine if all student teachers participated in the micro-teaching sessions actively. The quotations taken from the lecturers are given below:

Lecturer A: Before the micro-teaching sessions, all students are informed about the process and that they are required to actively participate in these sessions. The performers explain the age and background of the target group, and rest of the class participate in the lesson accordingly.

Lecturer A informed the researcher about the procedure they follow in micro-teaching sessions. The student teachers are expected to actively participate in the lesson according to the background features of the target group.

Lecturer B: Yes, generally speaking they are participating in the activities. There are a few introverted students who are hesitant about participating in activities, but generally speaking yes.

The interview with Lecturer B revealed that not all of the teacher candidates participate actively in micro-teaching sessions, but still they are supposed to take part in the activities. The lecturer

mentioned that some pre-service teachers are introverted which makes them refrain from actively taking part in these sessions.

Procedure of Feedback Sessions

The lecturers were also asked if they had any feedback sessions following micro-teaching performances. They were encouraged to explain the procedure of these feedback sessions in detail if they had any. Both lecturers declared that they had feedback sessions, and the importance of having feedback sessions was stressed by each of them. It is deduced from the interviews that both lecturers had similar feedback sessions; first asking the performer, then the peers to share their comments on the performance. After gathering the comments of the pre-service teachers orally, the instructors would provide the feedback. However, they mentioned some problems they faced during the feedback sessions. The extracts from the answers of the lecturers are provided below:

Lecturer A: When the trainee is asked about the performance right after the micro-teaching, because of the anxiety problem, they cannot express fair judgements about their performance, but I can see whether they are aware of this situation or not. The first reaction I get is that the students can't think reasonably, and they are not aware of the match between the planned and actual lesson.

Lecturer A stated the importance of self-reflection of the performer during the interview; however, it is implied that the lecturer is unsatisfied with the reflection of the performer and believes that instant oral feedback leads to anxiety problems and ineffective feedback. As a result of anxiety, the pre-service teachers cannot overcome the performance anxiety even after the micro-teaching is performed. The lecturer also mentioned that the performer can forget or be unaware of the details of the micro-teaching.

While being interviewed, Lecturer B shared his ideas about feedback sessions and stated its importance. The lecturer thinks of feedback as the most important part of micro-teaching classes so as to create authentic atmosphere and to prepare the student teachers for their future careers. The lecturer also informed the interviewer about how much time he spares for feedback sessions; 15 to 20 minutes. The lecturer also pointed to the procedure of the feedback sessions in which self-reflection is prioritized. For the self-reflection session, the interviewee explained that the performers were expected to evaluate their micro-teaching performances by comparing and contrasting it with the previous ones.

Lecturer B: actually, for most of the time, they do not know what they are doing while performing. I mean they are so concentrating on the performance itself, so I don't think that they are aware of what they are doing.

Observed Problems and Possible Causes of These Problems

Although the lecturer believes in the importance of the feedback sessions and self-reflection, he thinks that the student teachers provide ineffective self-reflection. The lecturer is convinced that the possible reason for this is the fact that the pre-service teachers mostly forget what they have done while performing; thus, they are deprived of the chance to observe themselves. Hence, the lecturer reckons that the pre-service teachers do not provide effective self-reflection.

The interviewees also enunciated their thoughts on peer feedback provided in their courses including micro-teaching sessions. Not only reflections of the performers but also peer feedback provided by the performer's peers are regarded as a significant part of the micro-teaching integrated courses. Both lecturers affirmed that they allocated time for peer feedback and encouraged pre-service teachers to provide oral feedback for the performer after the performance. Peer feedback sessions are claimed to bear a resemblance to self-reflection sessions in terms of occurrence of some certain problems as stated by the lecturers. Extracts from the lecturers' remarks are presented below:

Lecturer A: Yes. We do have peer feedback sessions, especially on presentation, practice, and production dimensions of the micro-teaching are discussed step by step. However, it is a fact that we do not receive effective feedback from peers in this session, either. Of course there are some students who provide effective feedback, but I observe some problems as the performer may not be able to completely comprehend their friends' comments. The presence of an ongoing discussion among the classmates can cause the performer to misunderstand these comments, so I am not in favour of keeping this session too long.

The feedback provided by peers seems to be dissatisfying for the lecturer, and the possible reason for pre-service teachers' ineffective feedback is diagnosed as the result of discussions among classmates. Due to this problematic situation in the classroom, the lecturer abstains from allowing a lot of time for peer feedback. However, it is also understood from the interview with Lecturer A that some students are capable of providing effective peer feedback.

Lecturer B: Not only the student himself but also the other students are sharing their feedback with their friends and with me as the instructor of that course. So, it's also beneficial for the performer,

but all students do not actively participate in feedback sessions because as far as I observe they are hesitant. I mean some students criticize, share their feedback, and focus on the negative sides of the performance, but they are afraid of offending their friends or they do not want to have quarrels. Of course, they do not indicate it explicitly, but as far as I see they think that they may affect the instructor's comments..... Of course, it's my observation, but unfortunately, they are not so willing to comment on others' performances.

Lecturer B complained about student teachers' not participating in the peer feedback sessions. As stated by the interviewee, some pre-service teachers refrain from providing feedback, and reasons for this problem are regarded as solely focusing on missing points, being afraid of offending friends, and causing an impact on the instructor's evaluation. These reasons stated by the lecturer indicate that there are several problematic aspects of peer feedback, and to have an effective feedback session, these problems should be eliminated.

Although both interviewees stressed the importance of peer feedback, they expressed their dissatisfaction about peer feedback received. Possible reasons for this discontent are mentioned during the interviews. Apart from the quantity of peer feedback provided by the pre-service teachers, the interviewees were also asked about the quality of peer feedback. Lecturer A mentioned that the content of the peer feedback was limited to positive aspects of the micro-teaching as negative ones could lead to a discussion. On the other hand, Lecturer B stated an improvement in peer feedback when compared to past, but still he thought of peer feedback provided by the pre-service teachers as *not so professional*:

Lecturer B: Some students, of course they know I force students, I mean I encourage students to share their comments with their friends. So, they think they must comment. Because of that reason, yes, they comment on the performance, but their comments are not so professional, high-quality, for many of the students.

After explaining the importance and process of self and peer feedback, the interviewees highlighted the last step of the feedback procedure; instructor feedback. Both lecturers believe that instructor feedback has the most significant part in feedback session. To eliminate the possibility of having quarrels and conflicts among the pre-service teachers, and to provide more detailed feedback, they spare more time on instructor feedback. Lecturer B's words given below demonstrate his ideas on instructor feedback:

Lecturer B: Actually, of course I'm more dominant, again to be honest; it should be so in my opinion. Yes, the students are more professional but still there is a long way in front of them to follow. Of course, it's also valid for me. When I compare the first performances, there were only a

few students who would like to share their opinions. When I look at those comments, they were not satisfying both for the students and me, but back then I dominated the feedback sessions for most of the time, 70-80 per cent of the feedback sessions belonged to me. However, in this semester, yes again the students are sharing their comments and they are more dominant, if I again indicate a percentage, I dominate half, and the other fifty per cent are shared by the performer and peers' comments.

As it is understood from the interviews, the lecturers believe the pre-service teachers' comments are less professional and inadequate. Hence, the importance and time allotted to instructor feedback is superior to self and peer feedback. Namely, instructor feedback is regarded as more objective and accurate. Thus, the interviewees mentioned that instructor feedback helps the pre-service teachers fix the problems occurring in the micro-teaching, planning of upcoming micro-teaching sessions, and improve themselves. The feedback sessions were conducted orally, so to guarantee the pre-service teachers take notice of the feedback provided during the feedback sessions, the lecturers encouraged the pre-service teachers to take notes of the suggestions and comments. Lecturer B stated that for one term the pre-service teachers were expected to report a reflection paper including every detail of the micro-teaching of their friends. However, the lecturer defined this process as problematic and tiring. According to the interviewee, it was problematic because the student teachers had difficulties in filling out the reports alongside with other assignments, and being a student during the micro-teaching performance made it challenging for the students to observe at the same time. Thus, after a while the pre-service teachers could forget what was done in the performance. It was depicted as a tiring process, and the lecturer explained the reason as reading and evaluating the reports gathered from the pre-service teachers needed too much time and effort. The lecturer's remarks on this issue are as follows:

Lecturer B: I wanted each student to write an observation report on the performance of the student, but after some time, unfortunately, the students got fed up with writing reports, and also they were complaining that while they were observing, they were not able to write their comments. If they focused on the comments, they missed the performance. If they focused on the performance, they were not able to write their comments. Yes, I allocated some time after the performance, but they said they forgot. Due to these problems, I do not want the students to write their comments in this semester. And one more thing, if I want each student to write a report for their friends, to be honest, it's a burden for me to read all these comments.

Suggestions

After determining the possible problems and reasons, interviewees were asked whether they could come up with any solutions for the aforementioned problems. Both lecturers focused on use of video recordings of performances. The idea of showing the performer what s/he has done during the performance appeals to the lecturers. Another suggestion of the lecturers was that the classroom atmosphere should be stress-free. The pre-service teachers should feel comfortable while performing and providing feedback. The instructor's role should be to teach, not to test, and the students' role should be to observe, not to criticise. Beside these suggestions, discussing the hot issues with colleagues and asking for help were also recommended.

In a nutshell, the interviews with two lecturers at Sakarya University, English Language Teaching Department revealed the procedure of micro-teaching and feedback sessions, problems occurring in the feedback sessions, lecturers' perceptions of self, peer, and instructor feedback, the quantity and quality of self and peer feedback, and lastly the suggestions of the lecturers for the mentioned problems. It can be clearly deduced from the interviewees' responses that the pre-service teachers refrain from participating in oral feedback sessions since they hesitate to offend their friends, they forget the details of the micro-teaching sessions, and they feel themselves obligated to feature the positive aspects of the micro-teaching so as not to have an impact on instructor's evaluation. For written feedback, the pre-service teachers were encouraged to take notes of oral instructor feedback for later processes. Although written feedback was tried by one of the lecturers, the results were unsatisfying, and the process was claimed to be tiring and challenging. Following the identification of the problems and causes of these problems, the researcher asked the pre-service teachers to fulfil a questionnaire so as to determine the pre-service teachers' perceptions of feedback. Another aim of conducting this questionnaire was to see if the results were supporting the claims of the interviewees.

Interviews with the student teachers

With the aim of determining the problem of the study, planning a change, and reflecting on the change, the researcher conducted semi-structured interviews with the participants before and after the implementation. The results of these interviews are presented under the subheadings of "Before the Implementation" and "After the Implementation".

Before the Implementation

The interviews with the lecturers helped the researcher to diagnose the problem of the study; however, to ensure the existence of the problem, the researcher asked the pre-service teachers to fill in a questionnaire which included questions on their perceptions and use of feedback. The questionnaire also led the researcher to find out some problems and reasons for the drawbacks of participation in feedback. With the aim of fortifying the findings of the interview with the lecturers and questionnaire responses provided by the pre-service teachers, the researcher conducted an interview with the pre-service teachers, and the findings are presented below:

Table 7. Content Analysis of Semi-Structured Interviews with Student Teachers before the Implementation

Themes	Codes
Feedback procedure	Instant oral feedback Written feedback
Problems and causes	Unwilling to participate Forgetting the details of micro-teaching Mixed roles Repetition of same comments Afraid of negative comments Superficial comments Anxiety afterwards the micro
Suggestions	Afraid of effecting trainer's evaluation Use of a checklist for feedback provision Written observation reports Providing feedback directly to the performer

Feedback Procedure

The first subject discussed with the pre-service teachers was the feedback procedure, and their perceptions of this procedure. The researcher was aware of this procedure as she was also the instructor of the target group, yet she desired to learn the pre-service teachers' feelings and beliefs about the feedback procedure they had. The pre-service teacher stated that they had feedback sessions in which they would fill in a feedback form and hand in it to the instructor. After writing the feedback, performer, peers, and instructor would provide oral feedback in the classroom.

Problems and Causes

The participants were consulted about the shortcomings and benefits of this feedback procedure. No benefit of this procedure was mentioned during this interview. However, the pre-service teachers confessed that the problematic aspects of this procedure made them refrain from providing feedback. One of the shortcomings of this procedure was that the pre-service teachers would forget what was done throughout the performance.

P3: We are observing the micro-teaching, and we have to take notes during the performance. Personally, I forget what we did in the sections of the micro-teaching. Because of forgetting the details, we cannot provide effective feedback....Being a learner and an observer simultaneously is difficult.

The remarks of Participant 3 clearly indicate that student teachers had two missions at the same time. As they had to actively participate in the micro-teaching, being an observer at the same time made it challenging for them to focus on and recall the performance. Thus, the participant believes that their feedback was not effective because of this reason.

Another problem the pre-service teachers claimed was provision of similar comments. The participants declared that to avoid the repetition of the same feedback, they would remain silent even if they had comments.

P21: We have 20 students in the classroom which makes 20 feedback. My friend can provide my feedback before I do. If I repeat that, it will be waste of time. We are all observing the same performer, we of course think of the same things. It would be repeating the same things over and over again. For that reason, I don't always participate. If my comment is provided by someone else, I don't want to repeat it.

P21 puts emphasis on the repetition of similar comments with the quotation above. In oral feedback sessions, the pre-service teachers claimed to have difficulties in providing different comments as the observed lesson led the observers to same comments. The student teachers asserted that their absenteeism in participating feedback sessions was not because they had no comment to make but because they refrained from providing the same comments and wasting feedback time.

Additionally, the pre-service teachers also pointed to the fact that they were afraid of receiving and providing negative feedback. The participants stated that so as not to offend the performer, they would comment only on positive aspects of the micro-teaching.

P24: To be honest, as you know I'm new in this school, and I cannot know who would be offended by what. I don't know you well, either. So, I can't express everything in the classroom freely. I try to abstain from negative comments as much as possible.

The remarks of P24 indicate that her being new in the school and not knowing the peers would keep her from commenting on negative points of the micro-teaching. The participant declared that she hesitated to provide her feedback freely in the classroom as she had the fear of offending her friends in a public setting. Thus, relationship with the peers is claimed to have significant role in content of the provided feedback.

P5: Let's say that she did something wrong, we can never directly say 'you missed this point' or 'you did this wrong'. When we give negative feedback, she thinks like 'oh, you're so perfect that you say so...' she can be offended or hurt so... For example, I can share my ideas with my friends but not always with the performer.

Another extract from the interviewees' comments is provided above. It can be deduced from this extract that the students disregard the efficacy of their feedback, and they believe their comments could be misunderstood or affect their friendship with the performer. Hence, the pre-service teachers ignore the negative aspects of the micro-teaching while providing oral feedback in the classroom, yet they share these only with their close friends. As it can be understood from the comment provided above, the pre-service teachers allegedly could detect the negative aspects of the micro-teaching; however, they would hesitate to utter these in oral feedback sessions in the classroom in front of everyone including the performer and the instructor.

In addition to the problems mentioned above, the pre-service teachers defined their feedback as superficial in contrast to the instructor's and construed this issue as one of the causes making them hesitant to actively take part in oral feedback sessions.

P6: For example, we know that she has done something wrong, she shouldn't have done that, but we don't know what she should have done instead. As we don't know exactly, it is injudicious to criticize her. We know that you (the instructor) are going to say it, so we just leave it to you. We are just focusing on general issues and leaving the details to you.

P6 enunciated her ideas on inefficiency of pre-service teachers' feedback as provided above. The extract clearly signals that the participant comes to a halt when she is dubious about an alternative way to suggest the performer, and she yields the floor for the instructor. During the interview, P6 was supported by her friends on this issue. Thus, the researcher finds it fair to say that the student teachers count on the instructor feedback and withdraw their comments so as

not to mislead the performer, which leads to superficial feedback as stated by the pre-service teachers.

Another problem the pre-service teachers detected for the oral feedback sessions was identified as anxiety and nervousness of the performer after the performed micro-teaching. Two quotations from the remarks of pre-service teachers who pointed to anxiety and nervousness as two of the problems precluding them from providing feedback are provided below:

P11: There is also this, after the micro-teaching, we are so nervous that I don't think we can understand the comments.

P25: Personally speaking I don't think our feedback (performer feedback) is efficient. Because after the micro-teaching, we are nervous, people are taking notes of the performance, and we start to have expectations there. One can't focus on their own performance, so we have concentration problems.

The quotations above signal that there are two facets of problems in relation to performer feedback. Both ideas were based on the fact that the pre-service teachers were anxious and nervous after the micro-teaching as they were going to get feedback from the peers and the instructor as well. The pre-service teachers would be graded on the micro-teaching by the instructor, and this fact was also marked as a reason for their anxiety and nervousness. The first facet of this problem was that the performers of the micro-teaching were unable to comprehend the feedback provided immediately after the performances leading to the conclusion that the aim in having feedback session fails for the performers. The other opinion put forth by Participant 28 indicates that the performers have concentration problems and cannot recall what they have done in the micro-teaching. Thus, they await the comments of peers and instructor. Additionally, seeing their friends and the instructor taking notes throughout the micro-teaching was considered to be one of the problematic aspects of instant oral feedback for the performer.

P7: (During the micro-teaching) We start to write the observation reports and put stress on the performer. What is she writing? What does she think?... The performer is not mentally dedicated to the microteaching, she just thinks about the written comments. Then, the feel of control flies away. Instead of this, just observing is much more reasonable.

As mentioned above, micro-teaching performances were one of the criteria of evaluation for the related course, and the pre-service teachers clearly asserted that this fact had negative impact on their feedback provision. During the interview, the participants claimed that they would stay quiet about their comments so as not to interfere with instructor's evaluation.

P 26: Normally, first we give feedback, and then you provide feedback. You said that our feedback won't have any impact on the grading. Let's say you didn't notice a point, and I saw it as a student. If I express it, you will think about it. Yes, you said it would not affect, but I can't be sure of it. Thus, for most of the time, I refrain from providing negative feedback.

As the extract given above clearly indicates, the pre-service teachers' concern about their possible influence on evaluation process hinders their full participation in the feedback session. Although the participants had been told that the instructor would not take their comments into consideration for the evaluation, the pre-service teachers asserted that they had inevitable trust issues. Allegedly, to avoid this situation, the student teachers based their feedback on only positive feedback and refrained from uttering negative aspects of the performance.

Suggestions

Upon gathering the ideas of the pre-service teachers on problems they faced during oral feedback sessions, the interviewer posed a question to the interviewees with the aim of identifying alternative suggestions for a better feedback session. Following suggestions were put forward by the participants:

P 24: We should have a form and just put ticks on the form so as to save time.

P 23: I think, writing the observation on a paper and delivering it to the performer would be better than her being humiliated in the classroom. Instead of observing during the performance, if we could spare 5 minutes after the micro-teaching and write our comments, it would be better.

P 13: I think, as far as I observed myself and my friends, we don't want to affect the evaluation process. So, giving feedback directly to the performer but not anyone else would be more effective.

The first possible solution suggested by the interviewees is that the pre-service teachers needed a feedback form as a checklist on which they could put ticks. The interviewees stated that they had certain problems in terms of language use. Some pre-service teachers asserted that they commented on the related performance with the same expressions, but they lacked in providing explanation for their comments. To eliminate this problem, the pre-service teachers suggested use of a checklist form for feedback sessions instead of oral feedback.

Secondly, the pre-service teachers voiced a suggestion that instead of commenting on the performance orally in the classroom, observation reports should be filed and handed in to the performer only. Thus, the pre-service teachers would not hesitate to comment on negative

aspects of the performance as the performer would not be offended in front of their friends. Moreover, it was also suggested that the pre-service teachers write their observations after micro-teaching; thus, it would be a solution for the problem of having difficulties in acting as a learner and an observer simultaneously.

Last but not least, the pre-service teachers suggested that the observers give feedback directly to the performer so as to eliminate the fear of influencing the instructor's evaluation process. As mentioned above, the pre-service teachers claimed to have serious concerns about having an impact on instructor's evaluation with their comments. To make the observers feel secure, the idea of providing feedback only to the performer was put forth by the interviewees.

By taking the interviews with lecturers and pre-service teachers and the questionnaire provided to the pre-service teachers into consideration, the researcher could identify the participation of pre-service teachers in oral feedback sessions. The researcher thereupon identified problems and causes of these problems affecting the pre-service teachers' participation and reviewed the literature to seek solutions for the mentioned problems. Regarding all the findings, the researcher planned an implementation for the feedback sessions and applied it for 6 weeks. Pursuant to the implementation, to identify the pre-service teachers' perceptions of the implementation and feedback process, a questionnaire, a reflection report, and a semi-structured group interview were used.

After the Implementation

Following the implementation of Video-Assisted Written Constructivist Feedback, the researcher provided the pre-service teachers with the questionnaire used before the implementation and a reflection report to seek the answers to the research questions. To fortify the answers to the questionnaire and reflection reports, the researcher conducted a semi-structured interview with the participants. During the interview, the interviewees were asked about their perceptions of the conducted implementation of feedback session; the responses of the interviewees were centred on the feedback form used, video recordings, written feedback, and their preferences of feedback type.

Table 8. Content Analysis of Semi-Structured Interviews with Student Teachers after the Implementation

Themes	Codes
Perceptions towards VAWCF	Positive Negative
Advantages and disadvantages	Feedback form Watching video recordings Written feedback form

Perceptions towards VAWCF

When the interviewees were asked about their ideas on the Video-Assisted Written Constructivist Feedback session, they voiced their thoughts on the feedback form used in this process. Although mostly their perceptions were concentrated on positive aspects of this form, negative comments were expressed during the interview, too. Sample extracts for their ideas are provided below:

P 3: When I examined the forms, thinking that we had 5 point criteria, I got at least 2 or 3. Your evaluation was generally 5. Honestly, some friends evaluate like this. Even when they thought the sections were well implemented, they graded with 2 or 3.

One of the participants touched upon the issue of unfair judgments received from the peers as observed in the quotation provided above. The participant claimed that their peers unfairly graded the performers with low marks. The pre-service teachers came to this conclusion by comparing the evaluation of the instructor's and peers' feedback as they had both peers' and instructor's feedback forms after the feedback session. The trainees asserted that their unhealthy friendship with the performer could be a reason for this kind of judgments.

Use of Feedback Forms

The participants also mentioned how feedback forms helped them in the process of feedback provision. They stated that the form guided them with the help of sections it included. The sections were designed for different aspects of a micro-teaching, which means the pre-service teachers had a chance to learn how to provide feedback and on what to focus during observations.

P 27: I think we planned the observation and evaluation parts well as rubric divided the sections and we knew what and how to observe.

P 23: We can say it (the feedback form) guided us. Especially the front page was really explicit, so was the back page. By taking the criteria given there into consideration, we could write our comments. But in previous sessions, we had no guidance for feedback. We were writing our comments just to write. For example, in previous feedback sessions, I had a feedback saying 'it was not good'. Only this was written, and there was no explanation. Right now, we can see at least explanations for the feedback and we can easily alter ourselves accordingly.

The extract above also indicates the efficiency of feedback form as stated by the interviewees. Having a set of certain criteria in the feedback form allegedly helped them give effective feedback. The owner of the remarks above claimed that comparison of feedback received before and during this implementation led her to this conclusion. As the feedback form had space and directions for further explanations of the comments, the pre-service teachers asserted they could get detailed feedback from their peers. The participant also mentioned that they could see and change their weak points thanks to received feedback.

P 25: While filling in the feedback form, we had certain criteria, and we were evaluating according to these criteria. Thus, it made us more objective, and we were far away from being subjective. So, I think this method is much more objective compared to the other feedback sessions.

The quotation above also highlights the importance of the feedback in terms of providing criteria for observation. The participant declared the feedback form enabled the pre-service teachers to provide objective feedback in contrast to the previous subjective feedback session. This idea of the participant was also supported by other interviewees during the interview.

P 12: Well, I did something like this, actually I wouldn't be offended if it was done to me, but I thought whether my friend would be offended if I gave this feedback. If I believed the performer was someone who would be offended or saw it as a problem, I gave superficial feedback and graded accordingly. For the others I gave my true feedback.

For the negative aspects of the use of feedback form, a participant confessed that she would provide feedback according to the performer and her relation with the performer. The participant expressed how she altered her feedback with regard to the emotional mood of the performer. As stated by the participant, if the observer believed the performer would take the comment personally and be offended, she would smooth her feedback.

Additionally, half of the interviewees claimed the feedback form was dense for them as it included two pages and different sections. They informed that they had difficulties in filling in

the form for most of the time, and they left some parts of the feedback form empty. However, other half claimed they had no problem with the density of feedback forms. These pre-service teachers asserted they could easily fill in the forms, and it posed no problem for them to concentrate on different sections of the feedback form.

P 13: We used to think that we didn't know how to give feedback before. Now we know what to do, and we are not that hopeless, so we don't think like that anymore.

Finally, the quotation on feedback forms given above indicates that the pre-service teachers believe they have improved themselves in terms of providing effective feedback. The interviewee compared this feedback session with the previous one which was instant oral feedback, and she came to the understanding that the current feedback sessions guided them and taught them how to give feedback.

Watching Video Recordings of Micro-teaching Practices

Another topic the pre-service teachers touched upon during the interview was advantages and disadvantages of watching video recordings of performances. The interviewees voiced their perceptions of watching video recordings, and both effective and ineffective aspects of this issue were enunciated during the interview. To exemplify ideas of the pre-service teachers, some extracts from the interview are presented below:

P 28: I would like to evaluate the process with regard to performers. For example, providing self-feedback immediately after the performance means making a mistake at that point. I could easily see my mistakes, strong and weak points as my friends also could. It made me more objective. We can forget what we or our friends have done in the micro-teaching, how the warm-up was or wasn't. Watching videos remind us the warm-up and etc. So, we remember and fill in the form accordingly, video recordings make it more informative.

The first quotation given above indicates that watching video recordings of performances made it easy not only for the performers but also for the observers to observe the performances and recall the details of micro-teaching implementations. The interviewees declared that after performing micro-teaching, they could have problems in remembering the performance; thus, providing self-reflection immediately after the performance was stated to be unproductive. On the other hand, watching video recordings was professed to be fruitful in terms of enabling objective self-reflection as the pre-service teachers could recall and observe the performers' weak and strong points in the performances.

P 34:...Sometimes watching the video recording was boring. I mean, we had just seen the performance, we could remember the micro-teaching. I graded the performance by using the form. Yes, I know we can realize our mistakes when we watch ourselves, but it was a little bit boring.

However, as this participant stated, some student teachers mentioned how boring the process was for the pre-service teachers. The researcher found it interesting that even though the participants were unsatisfied with watching the video recordings, they did mention the advantages of watching the performance for the second time, which means they are aware of the benefits of this process but still wish for less boring stage.

P 9: You were also affected by the advantages of this process. We could sometimes think that 'I did everything right, but the instructor gave my negative feedback.', but now you can show us with the video and say 'look, here you did this'. I think this is an advantage for you.

The participant's remarks given above points to the fact that the pre-service teachers' belief of unfair feedback received from the instructor was eliminated with the help of video recordings. As the performers could watch the recordings of their performances, they believed they could justify the instructor feedback. The instructor was believed to have a chance to prove her feedback by using the video recordings as a clear evident. The participant came to this decision by comparing the previous feedback session which was instant oral feedback with the latest session which was video-assisted written constructivist feedback.

P 22: I mentioned this in the previous interview, too. My biggest problem was that we had to be an observer and a learner at the same time. I think this method is the best method because in the first part, we are just learners, then by observing the video recordings we take our notes. I think this is more effective.

P 23: I agree with my friend in that it helped us separating our roles as a learner and an observer into different sections, and it was also a solution for the problem that we didn't feel bad about the comments. For example, in previous feedback session, you were taking notes during the micro-teaching, and I was feeling stressed unavoidably. Seeing no one was taking notes during the micro-teaching comforted me a lot.

The participants' remarks presented above indicate that the pre-service teachers were satisfied with the fact that watching video recordings of the performances enabled them to focus on their missions of being a student during the micro-teaching as they would have separate time to observe the performance all over again. Before the implementation, during the interview conducted to identify possible problems hindering pre-service teachers from providing feedback, it had been stated that the pre-service teachers had a problem with being a student and an observer simultaneously. The trainees were expected to participate in micro-teaching as

a student and to observe the performance during the micro-teaching so as to provide feedback afterwards. However, by watching video recordings of these performances, the participants had the opportunity to actively participate in the performances as a learner, since they would be able to watch them again. The pre-service teachers stated that this fact comforted the performers as they would not be distracted by their peers and instructor. Seeing the observers taking notes of the performance was alleged to be distracting; however, video-assisted written constructivist feedback session eliminated this distraction.

Written Feedback

Another advantage of video-assisted written constructivist feedback was stated by the interviewees as this feedback delivery way eliminated the fear of offending the performer in front of the class. Since the pre-service teachers could convey their comments through written feedback, other student teacher would not hear the negative comments. Before the implementation, the participants pointed this as one of the problems they faced during feedback sessions; however, they asserted that written feedback session helped them overcome this problem. An extract from the interview is presented below to demonstrate the interviewees' perceptions.

P 21: For example, when I wanted to provide feedback to my friend, if I did it orally in the classroom, I would think that my friend would be offended. But with written feedback, everyone can write their comments, and it is much easier for us and our friend.

However, the interviewees also mentioned a disadvantageous aspect of written feedback. They reported the fact that only the performer could see all the feedback provided for him posed a problem for other student teachers. The pre-service teachers stated that they wished to learn what others thought about the related performance; however, with written feedback they lacked this opportunity.

P 29:...I could see only feedback provided for me by my friends and instructor. I would like to see others' feedback as well because I may miss a point and others could have caught it...

As the quotation above indicates the participants are unsatisfied with written feedback as they thought they could learn from others' mistakes, too. Although this aspect of written feedback was regarded beneficial in terms of eliminating the problem of offending the performer, being unable to see the detailed feedback of the rest was viewed as another problem.

Questionnaires

Pursuant to the interviews conducted with the lecturers at Sakarya University, English Language Teaching Department, the pre-service teachers were provided with a questionnaire designed by Ekşi (2012). The questionnaire included 5 questions focusing on the pre-service teachers' perceptions of feedback, frequencies of their feedback provisions, and the underlying reasons of their perceptions. This questionnaire was used to determine the answers of the aforementioned questions before the implementation and to observe the existence of any parallelism between the answers to the interviewed lecturers and pre-service teachers. Following the implementation of video-assisted written constructivist feedback, the researcher asked the pre-service teachers to fill out the same questionnaire to find out whether the implementation had any impact on the frequency of feedback provision of the pre-service teachers and on the perceptions of the participants towards feedback. The questions, tabulated results, and comparative analyses of these results are presented below.

Table 9. STs' Responses for Question 1 of the Questionnaire

Q1. How often do you give feedback to your peers in micro-teaching sessions?				
	Before the implementation		After the implementation	
	n	%	n	%
Never	0	0	0	0
Rarely	12	30	4	10
Often	21	52,5	15	37,5
Always	7	17,5	21	52,5

With the aim of determining the frequencies of ELT pre-service teachers' feedback provisions, before and after the implementation, they were asked to identify how often they provide feedback. The pre-service teachers were expected to choose among four options: never, rarely, often, and always. As it is seen on the table, the number of pre-service teachers who never provide feedback is 0 both before and after the implementation. The number of pre-service teachers who rarely give feedback is 12 (30%) before the implementation; however, it is seen that after the implementation this number decreased to 4 (10%). On the other hand, the number of pre-service teachers who often provide feedback decreased from 21 (52,5%) to 15 (37,5%) throughout the project. However, the biggest increase is seen in the frequency of always which increased from 7 (17,5%) to 21 (52,5%).

Table 10. STs' Responses for Question 2 of the Questionnaire

Q2. Why do you refrain from giving feedback?				
	Before the implementation		After the implementation	
	n	%	n	%
I don't observe the lesson, I'm not interested.	2	5	0	0
I have no idea/nothing to say.	4	10	1	2,5
I do not know what to look for during observation.	3	7,5	2	5
I'm afraid that my friend will lose face in front of the instructor.	18	45	5	12,5
I'm afraid my friend will be offended.	22	55	10	25
Other	7	17.5	3	7,5
No response	8	20	27	67,5

The pre-service teachers were asked to define why they refrain from giving feedback; the most chosen reason is identified as they were afraid to offend their friends 22 (55%) before the implementation. However, it is clearly seen in the Table 8 that the frequency of this reason decreased to 10 (25%). The second most chosen reason is that trainees are afraid of losing face in front of the instructor. The frequency of this reason decreased from 18 (45%) to 5 (12,5 %) throughout the project. Apart from the given reasons, 7 (17,5%) pre-service teachers explained their reasons as being afraid of friends' reactions to given feedback, having bad feelings about their own comments, and avoiding repeating similar comments with the previously provided feedback. The number of the pre-service teachers who explained their reasons separately decreased to 3 (7,5%) at the end of the implementation. The pre-service teachers who claimed they always provide feedback left this question unanswered. The number of these students is 8 (20%) before the implementation and 27 (67,5%) after the implementation. These reasons show the pre-service teachers mostly were afraid of offending their friends. However, a certain decrease is observed on this issue throughout the implementation.

Table 11. STs' Responses to Question 3 of the Questionnaire

Q3. How do you feel when you receive feedback?				
	Before the implementation		After the implementation	
	n	%	n	%
Positive	24	60	33	82,5
Negative	8	20	3	7,5
Both	8	20	4	10

The third question of this questionnaire is to identify how pre-service teachers feel when they receive feedback. As Table 9 clearly indicates, 24 participants (60% of total number) mentioned positive statements about their feelings towards receiving feedback before the implementation. When the table is examined, it is observed that this number increased to 33, which means 82,5% of the pre-service teachers participatory in this study. Before the implementation, the number of the pre-service teachers who shared negative statements about receiving feedback was equal to the number of the pre-service teachers who had both positive and negative feelings in terms of receiving feedback (n=8, 20%). However, as the table displays, after the implementation, the numbers of negative and both positive and negative comments decreased significantly. By taking the increase in the number of positive statements and decrease in negative statements into consideration, it is fair to say the pre-service teachers' feelings towards receiving feedback have changed throughout the implementation. Some main examples from the trainees' statements are tabulated and displayed below:

Table 12. STs' Feelings about Receiving Feedback and Their Reasons before the Implementation

	Feelings about receiving feedback	Reasons for the feelings when receiving feedback
Before the Implementation	Good	Urge to improve
	Fine if feedback is positive	A need for teacher candidates
	Bad if feedback is negative	A tool to see strong and weak points(mistakes)
	Frustrated if too negative	Unfair judgements are counterproductive/disappointing/frustrating
	Nervous	Tactful/polite criticism is needed
	Sometimes offended	

As it is seen on the Table 10, the pre-service teachers' statements collected before the implementation reveal that trainees believe that receiving feedback is important for their career as English language teachers. However, the way of speech, the content of the feedback provided, and prejudices of peers have certain roles in how they feel about the received feedback. Pre-service teachers think of feedback as an important tool to improve themselves by being aware of their strong and weak points. It is suggested by the pre-service teachers that they should be taught how to give feedback professionally so as not to offend the performer. Receiving unfair judgements is stated to be offending for the pre-service teachers as they do not know the underlying reasons for these comments. They think that these stem from their personal relationships. Thus, clarifying the reasons for negative feedback, paying attention to

the way of delivering feedback, approaching feedback provision professionally, and focusing on the advantageous sides of given feedback are suggested to be crucial for the pre-service teachers.

Table 13. STs' Feelings about Receiving Feedback and Their Reasons after the Implementation

After the Implementation	Feelings about receiving feedback	Reasons for the feelings when receiving feedback
	Glad	A chance to correct mistakes
	Satisfied	Criticisms are important in terms of seeing next step
	Relaxed	Harsh feedback is more beneficial
	Good	to see strong and weak points
	Fine if positive	to improve and self-monitor
	Reconsidering the mistakes if negative	a necessary feature of a teacher to learn how to give feedback
	Nervous	

After the implementation, the general views of the pre-service teachers for receiving feedback are as displayed in the Table 11. The pre-service teachers mainly focused on positive feelings as they claim receiving feedback helps them improve themselves professionally and has a crucial role in analysing their performances. Before the implementation, the pre-service teachers had certain hesitations in terms of unfair and judgemental comments from their peers. However, with the help of written feedback form, they could find the reasons supporting peer comments even they had negative thoughts. Yet, minority of the pre-service teachers have some concerns about receiving feedback as they feel nervous when they receive negative feedback (7,5%). However, majority of the group (82,5%) think of feedback as a significant chance to self-monitor and to improve them. The researcher finds it necessary to focus on a statement put forward by some of the pre-service teachers that they believe they need harsh feedback. Not only comments on positive aspects of micro-teaching but also harsh comments focusing on negative points in the performance help them see their inefficient points. As the participants could explain their ideas within the feedback form provided for them, the performer could see the reasons for these harsh comments, analyse, and try to eliminate these weak points in the next performances.

Table 14. STs' Responses to Question 4 of the Questionnaire

Q4. Have you ever felt being unfairly evaluated? If yes, by whom and why?				
	Before the implementation		After the implementation	
	n	%	N	%
Yes	24	60	13	32,5
No	16	40	27	67,5

Before and after the implementation, the participants were asked if they had ever felt being unfairly evaluated, and their answers are tabulated as above. Table 12 indicates that the 60% of the pre-service teachers (n=24) thought of being unfairly evaluated before the implementation. However, it is seen that after the implementation, this rate decreases to 32,5% (n=13). On the other hand, the number of pre-service teachers who claimed they had never felt so is 16 (40%) before the implementation and 27 (67,5%) after the implementation. The researcher finds it clear that this significant decrease is the result of using a written feedback form as the trainees had the chance of exclusively explaining their ideas while providing feedback.

Table 15. Sources of Unfair Feedback

Feedback from	Before the Implementation		After the Implementation	
	n	%	N	%
Peers	9	22,5	12	30
Trainer	12	30	0	0
Both	3	7,5	1	10

The related question also encouraged the pre-service teachers to explain the source of the provided unfair feedback. The 22,5% of the pre-service teachers (n=9) claimed to receive unfair feedback from their peers before the implementation, while the percentage of pre-service teachers claiming that they received unfair feedback from peers increased to 30% (n=12) after the implementation. Before the implementation, 12 pre-service teachers (30%) stated they had received unfair feedback from the trainer; however, after the implementation no pre-service teacher believed the trainer's feedback was unfair. This tremendous decrease clearly shows that the trainees believe to have reasonable explanations for trainer's feedback.

Table 16. Causes of Unfair Feedback

Before the implementation	After the implementation
Directing negative feelings	Peers are inexperienced
Unknown reasons for negative comments	Personal thoughts
Focusing on missing points	Different criterion of evaluation
Criticizing to criticise	
Biased comments	
Mood of feedback provider	
Objectivity and professionalism needed.	

While explaining their reasons for having unfair feedback, the participants centred their ideas basically on the statements given above. Before the implementation, there were some concerns about feedback providers' reflecting their personal negative feelings through the feedback and discussion sessions. It is seen in the Table 14 that, this statement is valid after the implementation. The pre-service teachers believe their peers base their feedback on their personal thoughts. One of the other reasons for unfair feedback is stated as feedback providers' focusing solely on missing points, which is thought to be offending and demotivating for the performer. However, after the implementation, it is seen that the feedback providers could balance the positive and negative comments. Another reason pointed by the pre-service teachers is that they needed professional help for feedback provision in terms of professionalism and objectivity. With the help of the feedback form, the participants had clear directions about on what to focus and how to deliver their feedback. However, when the statements provided after the implementation are studied, it is observed that the trainees believe there is a difference between the feedback provided by the peers and the trainer. They claim their friends and instructor have different criteria and comments on the same performance. On the other hand, more than half of the pre-service teachers (67,5%) claimed they had not felt being unfairly evaluated, and they stated that they had found clearly detailed explanations for the comments they received. Lastly, the pre-service teachers stated they did not know the reason for the judgemental comments before the implementation. On the contrary, when the pre-service teachers were asked the same question after the implementation, they mentioned they could find reasons for these comments.

Table 17. STs' Responses to Question 5 of the Questionnaire

Q5. Do you think the instructor should be the only person to provide feedback?				
	Before the implementation		After the implementation	
	n	%	n	%
Yes	2	5	5	12,5
No	38	95	35	87,5

The other question to analyse the pre-service teachers' ideas for the resource of feedback points to the conclusion that the trainees believe that the instructor of the course should not be the only feedback provider. Almost all of the participants before (95%) and after (87,5%) the implementation claimed that not only the instructor but also the peers and the performers should also provide feedback for micro-teaching performances. However, the number of the pre-service teachers who think the instructor should be the only person to provide feedback is observed to slightly increase from 2 (5%) to 5 (12,5%) throughout the implementation. The reasons and statements of the student teachers for their choice of feedback provider are tabulated below:

Table 18. STs' Reasons for Preferences of Feedback Provider

Before the Implementation	
Yes	Feedback should be provided by professionals. A stranger should provide feedback to avoid discrimination.
No	Peer feedback is needed for different perspectives. Self-evaluation is essential for professional growth. Both peer and instructor feedback is needed, but instructor feedback is more important.
After the Implementation	
Yes	Peers evaluate unfairly. Peers' opinions do not match instructor's, I don't understand their criteria.
No	Peer feedback is important. Trainees should learn how to give feedback. Interaction should be mutual.

When the answers of the participants provided before and after the implementation are examined, it is found out that the pre-service teachers highlight the importance of peer feedback and self-evaluation in terms of reflective teaching. They put emphasis on the importance of having different perspectives and learning how to give feedback properly. Although, the pre-service teachers are aware of the importance of peer and self-reflection, they

do not neglect the importance of feedback provided by the instructor, and they point out the necessity of mutual interaction in terms of feedback. However, the participants who urge for the instructor to be the only feedback resource support their ideas as the peers may not have sufficient professional background for feedback provision and they may reflect their personal thoughts and bias to their feedback which leads to unfair evaluation. It is also declared by the trainees that the comments from the instructor and peers may not match, which makes the trainees question the reliability of the received peer feedback. The reason for this mismatch is claimed to stem from personal relations among participants. Prior experiences in their friendship may have an impact on the feedback they provide each other. This table provides the general view that the pre-service teachers need peer feedback, self-reflection, and instructor feedback.

Reflection Reports

At the end of the implementation, the participants were provided with a reflection report paper which included 5 open-ended questions about the procedure of micro-teaching and feedback sessions. The findings are presented below.

Table 19. Positive Sides of the Implementation

Q1. What went well in this implementation?	N	%
A chance to separate their roles as a learner and an observer	8	20
Beneficial for self-monitoring	5	12,5
A chance to see everything	9	22,5
Detailed objective feedback	10	25
Good for improvement	5	12,5
Good for remembering details of the performances	5	12,5
Feedback form including certain criteria	8	20
Collective feedback session: self, peer, and instructor feedback	5	12,5

Following the implementation, the participants were asked to explain the positive sides of this process. The pre-service teachers' answers were analysed, and the most stated positive side was that this implementation provided detailed objective feedback for the trainees (n=10, 25%). A chance to see everything (22,5%), a chance for separating their roles as a learner and an observer (20%), and having a feedback form including a certain set of criteria were the following most stated positive sides of this implementation. The trainees are obviously satisfied with having time to take part in and to observe performances throughout this implementation.

Besides, having feedback form made it easy for the participants to deliver the feedback successfully and smoothly. In addition to these positive aspects, the pre-service teachers mentioned the importance of receiving video-assisted written constructivist feedback as they had a chance to recall each and every detail of the performance by watching the video. Besides, feedback forms gathered from peers and instructor were claimed to be helpful for their improvement. Including every pre-service teacher, performer and peers into the feedback session as well as the instructor is stated among the positive sides of the implementation (n=5, 12,5%). Some extracts from the pre-service teachers are given below.

“The rubric was really beneficial. It was more professional than the other types of feedback. While we were evaluating the micro-teaching performances, we saw the criteria and we assessed our peers accordingly. It was really informative for us.”

“As a performer, while implementing our micro-teaching, we cannot observe ourselves, but thanks to this implementation, after finishing our micro-teaching, we could observe ourselves. Writing my own feedback within the scope of a certain set of criteria is perfect because I could be more objective to myself.”

“Watching video records of the performances was really nice because while our friends were performing, we couldn’t pay attention to every detail.”

“We can remember every detail, and as a performer I see myself and even find my strong and weak points. During micro-teaching I just concentrate on being a student not an observer. After that, I can observe from video. As a presenter, knowing my friends are just students not observers made me relaxed and comfortable.”

Table 20. Problematic Aspects of the Implementation

Q2. What was problematic and/or missing throughout this implementation? What could be done to improve?	n	%
Time consuming	8	20
Watching micro again was boring	18	45
It was a burden for us with the other courses’ assignments	3	7,5
No problem	17	42,5

In addition to the positive sides, the participants were also asked about the problematic aspects of the implementation, and the results are displayed in the table above. It can be fairly claimed that almost half of the pre-service teachers (45%) thought the feedback sessions were boring for them as they had already watched the performance and watching the same thing again bored them. The second most stated problematic aspect of the implementation was that the feedback

sessions were time consuming (n=8, 20%). 3 out of the 40 participants mentioned that the process was challenging for them to read all the feedback forms from their peers and instructor as they had assignments for other courses. However, the number of pre-service teachers who claimed there were no problematic aspects was 17 (42,5%). These trainees mentioned the effectiveness of the feedback form and the implementation. Interestingly, the participants who claimed the implementation was boring and time consuming also stated that they believe this implementation was beneficial and effective. Below are some parts extracted from the participants' answers:

“We have other responsibilities in our minds and most of the time, it was quite difficult to focus on the videos and feedback forms.”

“I think there are not any problematic or missing things. Everything was interdependent with each other.”

“Watching the video was boring. It was like doing the same micro-teaching again.”

“Watching the micro-teaching again was boring, but the feedback form was good- according to the form, we could evaluate the performances.”

“Watching video sometimes became boring. On the other hand, it was good to watch the video to remember the things we forgot about the performance.”

Table 21. STs' Suggestions for the Observed Problems

Suggestions for eliminating problematic aspects	n	%
Watching video if necessary	1	2,5
Oral feedback sessions	1	2,5

The participants were also asked to propose their own suggestions for these problematic aspects in this question. Although almost half of the participants mentioned some problematic issues having occurred throughout the implementation, the results of this question, as displayed in the table above, shows that they had only two solutions for these problems. Only 5% of the pre-service teachers offered suggestions. The first suggestion was to make pre-service teachers watch the video only if there are missing points or something to criticize. The other is to have oral feedback sessions to be able to discuss the performance altogether. Extracts from the participants are given below:

“Not only can the instructor, but also the fellow trainees give their feedback orally after the evaluation part. Until it is perfect in the light of the evaluations trainees should make the same micro again.”

“We should watch the video if there is need to watch. So, we can see missing points and criticise.”

Table 22. STs’ Perceptions of Receiving VAWCF in the Future

Q3. Would you like to receive feedback in this way again? Why?	n	%
Yes	35	87,5
No	5	12,5

The student teachers were asked if they would like to receive video-assisted written constructivist feedback for their future micro-teaching sessions, and majority of the participants (87,5%) expressed their positive comments about this type of feedback. Only 5 trainees (12,5%) rejected the idea of receiving video-assisted written constructivist feedback. The enormous difference between these percentages points to the fact that this implementation is believed to be beneficial and effective by the student teachers.

Table 23. Participants’ Perceptions of Receiving VAWCF and Reasons of the Perceptions

Perceptions	Reasons	N	%
Positive	Permanent feedback	6	15
	Good for self-monitoring	19	47,5
	Chance to have detailed feedback	11	27,5
	Enjoyable and exciting process	4	10
	Separate roles for performing/being a student and an observer	5	12,5
	Effective feedback form	4	10
Negative	Time consuming	3	7,5
	Preferring oral feedback	1	2,5

For the second part of this question, the participants were expected to explain their perceptions of receiving video-assisted written constructivist feedback. Participants’ both positive and negative perceptions are tabulated above. As it is clearly displayed in the table, almost half of the pre-service teachers (47,5%) believed that this implementation helped them in terms of self-monitoring as they could watch themselves, see their strong and weak points, and have access to these video recordings for future micro-teaching sessions. The second most stated reason (27,5%) is that pre-service teachers believe receiving more detailed and objective feedback by

having and watching video recordings of the performances and written feedback form. Being able to revise the provided feedback whenever they need and wish, being a student for the micro-teaching session and an observer for the feedback session, and having detailed guidelines within the feedback form were other reasons for the pre-service teachers to accept video-assisted written constructivist feedback for future micro-teaching sessions. On the other hand, the participants who were hesitant about receiving video-assisted written constructivist feedback (10%) stated two reasons; the reading of these feedback requires lots of time, oral feedback provides chance to discuss the micro-teaching with the instructor.

“Yes. Because we had a written form, and we could read it again. In time, we forget them, but before another micro-teaching, we can read and fix our problems.”

“Yes. It was really beneficial for me. While I’m presenting my micro-teaching I cannot realize my mistakes and I feel it was good or bad, but while I’m watching, I can fill my observation form more objectively and clearly. My students also behave as a student. It is really helpful and motivating.”

“Not always, because sometimes it could be time consuming. Video-assisted feedback has some advantages for example when we watched ourselves, we can see our mistakes easily.”

“Instead of instant feedback, I would like to receive in this way because after your performance you watch yourself and at least for me I can say that I see my improvement and also gaps. In this way, we can learn our mistakes like a mirror thanks to videos.”

“Actually, it is beneficial for prospective teachers, but it is boring and time consuming. Since it is too long, I wouldn’t like to receive feedback in this way.”

“I prefer oral feedback, want to discuss with the trainer.”

Table 24. STs’ Perceptions of Providing VAWCF in the Future

Q4. Would you like to give feedback in this way again? Why?	n	%
Yes	35	87,5
No	5	12,5

Apart from their perceptions of receiving video-assisted written constructivist feedback, pre-service teachers’ perceptions of providing video-assisted written constructivist feedback was also examined, and similar responses were given. 35 participants (87,5%) are in favour of providing video-assisted written constructivist feedback while 5 trainees (12,5%) were reluctant to give feedback in this way for future micro-teaching sessions.

Table 25. Participants' Perceptions of Providing VAWCF and Reasons of the Perceptions

Perceptions	Reasons	n	%
Positive	Easy to remember the details of the performances	10	25
	Fair and detailed feedback	10	25
	Good for improvement	8	20
	Effective feedback form	8	20
	Good for autonomy	5	12,5
Negative	Boring	3	7,5
	Time consuming	2	5

The underlying reasons for pre-service teachers' perceptions of giving video-assisted written feedback are provided within the table above. As it is displayed in the Table 23, one of the most stated reasons is that this implementation made it easy for the pre-service teachers to remember the necessary details of the performances by watching the video recordings (25%). Another one is that through this implementation, the pre-service teachers believe they provided fair and detailed feedback (25%) as they had a chance to re-watch the performance and they had time for observation. Pre-service teachers also claimed this implementation helped them in terms of self-improvement (20%) as not only the performer but also the observers could learn how to evaluate with the help of feedback form and its details. The role of feedback form in this implementation is believed to be helpful by the student teachers (20%). The trainees stated that this implementation helped them to be autonomous and taught them how to evaluate someone professionally. On the other hand, 5 prospective teachers (12,5%) mentioned their concerns about providing video-assisted written constructivist feedback. This feedback process is regarded as boring and time consuming for the pre-service teachers, and for this reason, they hesitate to give feedback in this way. The pre-service teachers dislike the idea of re-watching the recordings and filling out the feedback forms as it is seen as a long process for them. Some extracts from the pre-service teachers are provided below:

"Definitely, yes. Without that way, I could only say 'it was nice, it was good', but in that way I learnt how to give effective and professional feedback."

"After the micro-teaching, the performer may be too fragile, and it hinders us to offend them with our oral feedback."

"I could fill the feedback form more objectively and clearly while watching the video as I had only one role there; observer."

"No. Because it is time consuming. I do not believe that watching the micro after the actual performance is necessary. The performer can watch but the rest may not."

"No, because in time it began to be boring."

Table 26. Participants' Preference of Feedback Type

Q5. Which one do you think is more advantageous: video-assisted written feedback or instant oral feedback? Why?	n	%
VAWCF	30	75
IOF	5	12,5
Both	5	12,5

When the pre-service teachers were asked about their preferences of feedback type, 75% of the participants expressed their preference as video-assisted constructivist feedback. The percentage of the participants who preferred IOF was the same (12,5%) with the ones who preferred both IOF and VACWF. However, as it is clearly understood from the Table 24, the majority of the participants think the video-assisted constructivist feedback is more advantageous.

Table 27. Reasons for Participants' Preference of Feedback Type

Feedback Type	Reasons	n	%
VAWCF	Beneficial for improvement	3	7,5
	Supplementary for later processes	3	7,5
	More detailed	6	15
	Permanent	6	15
	Good for self-evaluation	4	10
	Fair evaluation	9	22,5
	Effective feedback form	5	12,5
IOF	Chance to discuss performances	1	2,5
	Not time consuming	2	5
Both	Both ways have advantages and disadvantages	4	10

The pre-service teachers explained their reasons for preferences, and their answers are shown in the table above. 22,5% of the participants who believe video-assisted written constructivist feedback is more advantageous claimed this type of feedback leads to fair evaluation thanks to video and feedback form. The student teachers find the feedback form helpful as it has a set of certain criteria, and watching the video recording of the performance makes it easy for them to observe and evaluate every aspect of the micro-teaching effectively. Additionally, this implementation is regarded to be more detailed (15%) and permanent (15%) as the participants have the chance to possess and review the feedback form later on, and to have an effective feedback form (12,5%). However, 3 of the 5 participants who stated that they believe instant

oral feedback is more advantageous explained their reasons for thinking of instant oral feedback as more advantageous. The beliefs of these participants are that in oral feedback sessions they have the chance to discuss the issues related to the performance and it is not as time consuming as video-assisted written constructivist feedback. Lastly, 10 % of the prospective teachers stated that both feedback types have advantages and disadvantages and a mixture type having both oral and video-assisted written constructivist feedback should be designed. Hence, video-assisted written constructivist feedback is thought to be boring but detailed, and oral feedback as less effective but more enjoyable. Some extracts from the answers of pre-service teachers are presented below:

“Oral feedback- less effective, more enjoyable as it’s shorter. Written feedback- more detailed, but boring”

“Video-assisted written constructivist feedback gives us a map for improvement and progress.”

“I prefer video-assisted written feedback because we couldn’t remember every point in oral discussion sessions, so watching video was good. By the help of it, we evaluated every section appropriately. The performer had a chance to see the written feedback of peers. It was really nice.”

“With video-assisted written constructivist feedback, we had time to be learner and time to be feedback provider.”

“There should be a mixture. First watching the video and writing then discussing it in the classroom via oral feedback and talking about what should be done for missing points.”

Conclusion

With the aim of determining the frequency of student teachers’ participation in feedback following the micro-teaching sessions and perceptions of receiving and providing feedback, and identifying problems that hinder pre-service teachers from actively participating in feedback sessions, semi-structured interviews with two lecturers at Sakarya University, English Language Teaching Department and student teachers in the same department were conducted along with a questionnaire filled out by the participants, and findings of these qualitative data are presented in this chapter. The results of the data indicated that pre-service teachers refrained from participating in feedback sessions for several reasons which are provided in the current chapter. The researcher taking notice of these problems and causes of these problems implemented video-assisted written constructivist feedback following the micro-teaching sessions. After the implementation of this type of feedback, the participants of the study again

filled out the questionnaire used before the implementation to identify existence of any changes. To verify the findings of this questionnaire, the student teachers filled out a reflection report and were interviewed. The content analyses of the data were conducted and the findings are displayed in this chapter.

CHAPTER 5

CONCLUSION

Introduction

This chapter focuses on the summary of the findings and discussion of the data collected throughout the study. The summary of the findings and discussion is presented in relation to the research questions of the study separately. Next, concluding remarks on the implementation of video-assisted written constructivist feedback and the results of the study are provided. The implications and limitations of the study and suggestions for further research are presented lastly.

Summary of the Findings and Discussion

The current study aimed to determine student teachers' participation frequencies in and perceptions of feedback sessions following micro-teaching practices, the problems blocking student teachers from actively participating in feedback sessions, effectiveness of video-assisted written constructivist feedback in increasing participations and altering perceptions of pre-service teachers in ELT department. The data collected with qualitative instruments as interviews, a questionnaire, and reflection reports were analysed by means of constant comparison method of content analysis. The previous chapter included the findings of the

study; however, in this chapter, the results of the study are discussed according to the research questions of the study, which were:

- 1) Do pre-service teachers participate in feedback session in micro-teaching demonstrations actively?
- 2) What are the factors refraining pre-service teachers from active participation in feedback session?
- 3) Does the video-assisted written constructivist feedback increase participation in discussion sessions for micro-teaching?
- 4) Have the pre-service teachers' perceptions of feedback altered after the implementation of video-assisted written constructivist feedback?
- 5) Do pre-service teacher wish to receive and provide video-assisted written constructivist feedback in future micro-teaching sessions?

Research Question 1. Do pre-service teachers participate in feedback session in micro-teaching demonstrations actively?

Sensing the reluctance of the student teachers in feedback sessions, as the instructor of the course, the researcher aimed to find out the existence of the problem, and conducted an interview with two lecturers at the same university. The results of these semi-structured interviews showed that the lecturers had the same problem in their own methodology courses, too. The interviewees mentioned how important feedback sessions are in terms of professional development and how much time and effort they allocated to the feedback sessions following the micro-teaching experiences. The interviewees' statements revealed that only a few student teachers actively participated in the discussion sessions, and other students remained silent for most of the time. The lecturers also confessed that they were not satisfied with the reflection feedback provided by these few students.

Following the identification of the problem, the researcher provided a questionnaire for the student teachers and aimed to find out how student teachers think about their participation in the feedback sessions. The results of the questionnaire indicated that more than half of the pre-service teachers (52,5%) *often* involved in the discussion sessions, while only 7 % of the student teachers claimed they always participated in the discussion sessions. To verify the answers of the pre-service teachers, the researchers interviewed the participants after gathering

the data of the questionnaire. When the student teachers were asked the same question this time orally, they exclaimed that they wished not to participate in the oral feedback sessions. Thus, the results of these data answered the first research question of the study; the student teachers did not actively participate in the oral feedback sessions following the micro-teaching experiences.

Research Question 2. What are the factors refraining pre-service teachers from active participation in feedback sessions?

Upon realizing the problem in the methodology course which requires micro-teaching practices, the researcher aimed to eliminate the problem so as to have effective feedback sessions following the micro-teaching practices. In order to eliminate the problem, the researcher found it necessary to determine the causes of this problem. Firstly, the researcher asked the lecturers about their guesses on possible causes of this problem. The interview with the lecturers revealed that the lecturers believed student teachers were afraid of offending their peers while providing feedback, and they forget the details of the micro-teaching performance for most of the time mainly because of the anxiety of being evaluated by the instructor.

The student teachers' answers on the questionnaire indicated that the participants were refraining from providing genuine feedback so as not to offend their peers (55%). Another factor verbalised by most of the participants (45%) was that student teachers were afraid that their friends would lose face in front of the instructor. The researcher observed that the participants hesitated to utter negative comments in order not to harm their friendship and humiliate their friends in front of the instructor. Apart from these factors, the pre-service teachers stated that they would forget, both as a performer and an observer, the details of the micro-teaching after the performance when they were asked orally in the interview about the factors keeping them from providing feedback actively in the classroom setting. The participants also mentioned their challenging experience in assuming two roles during a micro-teaching performance; learner and observer. The student teachers acted like a student of the target group of the micro-teaching, and during the micro-teaching they had to take notes to remember the details later on. However, the participants declared that they had concerns when they saw their friends and the instructor taking notes during the performance, and they would feel anxious. Another issue enunciated by the participants was that the student teachers did not

believe in the effectiveness of the feedback they provided; in other words, they believed they could provide superficial comments. Thus, the pre-service teachers confessed that they would hold their feedback, and be content with the feedback provided by the instructor as she would comment on the necessary points eventually. Lastly, another factor the pre-service teachers stated was the repetition of same comments. As the feedback sessions conducted orally and regarding the population of the classroom, the pre-service teachers had concerns on repeating the comment their friends had shared, which led them to silence. Thus, the answer of the second research question was identified as STs'

- forgetting the details of the micro-teaching performance,
- assuming two simultaneous roles,
- being afraid of harming their friendship with the performer,
- feeling anxious after the performance,
- superficial comments,
- refrainment from repetition of same comments.

Research Question 3. Does the video-assisted written constructivist feedback increase participation in discussion sessions for micro-teaching?

With regard to the findings in terms of factors causing student teachers refrain from actively participating in feedback sessions, the researcher planned a video-assisted written constructivist feedback session, in which the participants would provide feedback and reflection by means of a written constructivist feedback form while watching the video recordings of the micro-teaching performances. The need for a written feedback form emerged upon the pre-service teachers' concerns about offending the performer in public; hence, with the help of a written form, it was aimed to eliminate this problem as the student teachers would provide their feedback directly to the performer and the rest of the class would not witness the feedback provision process or the content of the feedback. The researcher included replaying of video recordings of micro-teaching after the performances as the participants and lecturers claimed the pre-service teachers had difficulty in recalling the details of the performance mainly because of the anxiety they felt and having two simultaneous roles during the micro-teaching practice.

By integrating video-assisted written constructivist feedback, the researcher aimed to eliminate the problem and promote participation in the feedback sessions and alter perceptions of pre-service teachers. Before the implementation the frequency of participation in discussion sessions following the micro-teaching performance was identified, the findings were presented in Chapter 4 and in the previous subheading on the first research question. It was found out that 52,5 % of the participants *often* participated in these discussion sessions, and 7% of the participants *always* participated. However, the results of the questionnaire conducted after the implementation of video-assisted written constructivist feedback indicated a change in the percentage of participation of student teachers in that the percentage of participants who *always* participated in the feedback session increased to 52,5% from 7 %, while the percentage of the participants who *rarely* participated decreased from 30% to 10 %. Thus, the results indicate that the video-assisted written constructivist feedback increased the participation of student teachers in feedback sessions following the micro-teaching practices.

Research Question 4. Have the pre-service teachers' perceptions of feedback altered after the implementation of video-assisted written constructivist feedback?

Student teachers' perceptions of feedback were analysed with regard to their answers to the questions in the questionnaire and interviews. The findings demonstrated that student teachers generally had positive perceptions towards video-assisted written constructivist feedback sessions. Before the implementation of these sessions, the pre-service teachers complained about unfair evaluation of peers, and teacher trainer. They also exclaimed that if the feedback was negative, they felt frustrated, and this effected their future performances in the course. However, after the implementation of the feedback sessions, the teacher candidates stated that they were satisfied with the feedback content as they could see the explanations of the feedback in detail even though some participants still had concerns about their peers' feedback. The peers were believed to reflect their personal feelings to their comments. The percentage of the participants who felt being unfairly evaluated decreased from 60% to 32,5%. One of the participants asserted that with the help of video recordings, the burden on the instructor weakened as the instructor could touch upon the missing points of the performance by showing them on the video.

Receiving and providing feedback along with reflection were stated to be a necessity for teacher candidates, and the student teachers expressed how the feedback they received helped them in terms of self-improvement, self-monitor, and autonomy. Additionally, the participants claimed that with the help of feedback and reflection, they could identify their strengths and weaknesses. Feedback forms used in these sessions were mentioned to be effective in providing the opportunity of receiving and providing detailed fair feedback. Most of the student teachers believed the process was enjoyable and exciting; however, some pre-service teachers did state the process was boring (7,5%) and time consuming (5%). In a nutshell, the results of the study indicated that the pre-service teachers held positive perceptions of video-assisted written constructivist feedback in terms of professional development.

Research Question 5. Do pre-service teachers wish to receive and provide video-assisted written constructivist feedback in future micro-teaching sessions?

With the aim of verifying the student teachers' perceptions of video-assisted written constructivist feedback and determining their choice of feedback type for future micro-teaching performances, the analyses of the data gathered from the questionnaire, semi-structured interviews, and reflection reports were conducted. The results revealed that pre-service teachers had positive attitude towards receiving and providing video-assisted written constructivist feedback in the future. 87,5 % of the participants expressed their wishes to have video-assisted written constructivist feedback in consecutive methodology courses. The pre-service teachers explained their reasons for choosing this feedback type, and these reasons were:

- It is easy to remember details of the micro-teaching performances.
- It provides opportunity for fair and detailed feedback.
- It is beneficial for professional development.
- It provides an effective feedback form.
- It enhances autonomy for students.
- It provides permanent feedback.

Before the implementation, the student teachers complained about forgetting the content of the micro-teaching performances; however, with the help of video recordings, they had the chance to recall the activities and teacher acts in detail. Watching themselves, receiving written feedback by means of the feedback form, and possessing the feedback forms after the

performance were mentioned to be beneficial for their improvement and autonomy. The process was described as beneficial in terms of seeing their strengths and weaknesses, having no questions about the fairness of the evaluation, and being able to scrutinize the feedback whenever they wish so.

On the other hand, 7,5% of the participants did not wish to have video-assisted written constructivist feedback sessions in methodology courses as they believed instant oral feedback was superior to video-assisted written constructivist feedback. These participants regarded the latest feedback session as time consuming and lacking in providing chance to discuss the ideas of peers. However, 10 % of the student teachers believed that both instant oral feedback and video-assisted written constructivist feedback had certain drawbacks and advantages. So as to have effective feedback sessions, they suggested a mixture of these two feedback types.

Concluding Remarks

Theories on teacher education have shifted throughout the study and shaped the current status of these programs (Freeman and Johnson, 1998). Accepting constructivist approach in teacher education, the researchers and authorities pay great deal of attention to teaching practices of student teachers so as to enable them to construct their knowledge of these experiences (Crandall, 2000). This theoretical shift affected language teacher education programs as well as other specific teacher education programs. English language teacher education programs have been focus of the many studies to ameliorate these programs as English language is accepted as lingua franca of communication.

According to learning contexts suggested by Kachru (1986), Turkey is included in the Expanding Circle, which means English is taught and learned as a foreign language in Turkey. To keep up with the latest developments in the teacher education programs in the world, Turkish authorities attuned their programs to constructivist approach and increased the hour and importance allocated to teacher trainee practices. HEC (2007) signed the Bologna Declaration in 2001 and made it compulsory for teacher education programs in educational institutions to alter their programs according to the suggestions of the EHEA, which are based on constructivism and teaching experiences.

These changes have directed researchers to search for effective ways of increasing quality of teacher education programs as well as English language teacher education programs in

universities. As constructivism focuses on prior knowledge of the decision making bodies, the importance of micro-teaching has increased, and it was integrated into language teacher education programs. Micro-teaching experiences require student teachers to practice a minimized lesson by planning, receiving feedback, replanning, and re-receiving feedback from the instructors and peers. To increase the quality of teaching practices, studies on effective feedback sessions are needed. Feedback is regarded as a very beneficial tool in improving student teachers' teaching skills. However, related literature is not rich in the number of the studies conducted on effective feedback sessions in micro-teaching practices, especially in Turkish context.

The researcher of the study, who was also an instructor at Sakarya University, English Language Teacher Education department, observed reluctance of student teachers in participating in feedback sessions and aimed to conduct an action research to find out the problem, causes of the problem, and possible solutions for this problem. 40 pre-service teachers in the ELT department at Sakarya University participated in the current study. The qualitative design of the study included semi-structured interviews, a questionnaire, and a reflection report as data collection instruments. The collected data were analysed through constant comparison method of content analysis.

The results of the data collected from the interviews with two lecturers at Sakarya University revealed that pre-service teachers did not actively take part in oral feedback sessions, and possible causes for this problem were mentioned to be anxiety of student teachers after the performance, student teachers' being afraid of offending their friend, and student teachers' forgetting details of the micro-teaching performance. The interviewees' statements indicated that even though their micro-teaching performances were video recorded, these recordings were not watched in the classroom settings, but pre-service teachers were suggested to watch the recordings. However, only some students asked for the video recording of their performances.

The questionnaire and semi-structured interviews conducted with the student teachers were content analysed, and the results of these qualitative tools showed that pre-service teachers' answers on the factors causing them refrain from providing feedback in micro-teaching sessions were generally similar to the answers of the lecturers. Additionally, the pre-service teachers' answers pointed that they believed their feedback was superficial in contrast to the instructors, and they hesitated to provide feedback so as not to share similar comments as their friends would express the same idea they had. Another cause the pre-service teachers

mentioned was that they had difficulties in assuming the roles of a student and an observer at the same time. Lastly, seeing people taking notes during the micro-teaching was stated as a factor effecting pre-service teachers' perceptions and motivation level.

Following the analysis of the data and determining the problem and causes, the researcher planned a change in feedback sessions by providing a video-assisted written constructivist feedback session in which the student teachers would participate in the micro-teaching performance without taking notes or observing. After the micro-teaching performance, the student teachers including the performer would assume the role of an observer and fill in the feedback form developed by Ekşi (2012) while watching the video recording of the micro-teaching performance. The instructor would also provide feedback by filling in the feedback form and hand in it to the performer. Then, the performer would collect the feedback forms, read their peers' feedback and reflect on their own micro-teaching again by filling in the same feedback form. Thus, self-reflection of the performer was aimed to be promoted, and student teachers would participate in the feedback sessions actively.

After the implementation of video-assisted written constructivist feedback sessions in micro-teaching demonstrations, the pre-service teachers carried out the questionnaire provided before the implementation and a reflection report to reflect on the process of the feedback session. The pre-service teachers were also interviewed to verify the data by completing the triangulation of data. The results of these interviews, questionnaire, and reflection report indicated that the student teachers' active participation in feedback sessions increased, and they held positive perceptions of the integration of video-assisted written constructivist feedback. The pre-service teachers compared this feedback session with the previous one, and their final thoughts pointed to the effectiveness of the latest feedback session. The student teachers did not face the problems they claimed to have before the implementation. The preferences of the participants on feedback type was mostly (75%) video-assisted written constructivist feedback. The results indicated that pre-service teachers believed this feedback session helped them improve their teaching skills, professional development, autonomy, and feedback provision skills.

The feedback form used in the implementation was found to be beneficial and guiding for pre-service teachers. As the pre-service teachers still have the feedback forms they collected from their peers, they have the opportunity to scrutinize their strengths and weaknesses in the future; thus, they may not repeat the same mistakes they made in their micro-teaching in an authentic classroom setting. The results of the study paralleled with the results of the study conducted by

Ekşi (2012) in that feedback forms proved to be helpful for pre-service teachers in terms of providing space for the details to observe in separate divisions. The student teachers had the opportunity to convey their comments without being afraid of offending their friends in front of the instructor and to provide genuine feedback as they did not need to be afraid of repeating similar comments.

Watching the video-recordings of the micro-teaching performances was determined to be helpful in terms of self-monitoring. The pre-service teachers could identify their weak and strong points and had the chance to correct them before repeating them in a real classroom. Video recordings of the performances led student teachers to objective feedback as they did watch themselves as an observer and witnessed their strong and weak skills in teaching practices. This result of the study is parallel to the study conducted by Wilkinson (1996) as both studies determined the effectiveness of video recording replay in displaying strengths and weaknesses of the performers.

In a nutshell, the participants of the study held positive perceptions of video-assisted written constructivist feedback. In addition to the perceptions, it is observed that at the end of the study, the pre-service teachers' participation frequency increased, and the problems they faced in instant oral feedback sessions were generally eliminated. Most of the participants wished to have video-assisted written constructivist feedback sessions in their future methodology courses even though almost half of the participants (45%) stated that this feedback session was boring for them as they had to fill in the forms for every micro-teaching performance.

Limitations

The current study was conducted with 40 student teachers in the ELT department at Sakarya University throughout 6 weeks. The results of the study would change if the number of the participants was not limited to 40 and if the study took place for an educational term or year. The results of the study concerning perceptions of student teachers may vary according to the content of the methodology course, structure of the department, location of the university, and background features of student teachers. Additionally, only seven of the 40 participants were male students, and this unbalanced gender distribution may have an impact on the results of the study; thus, with a different group of participants in which gender distribution is balanced, different results may be found.

Implications and Suggestions

Video-assisted written constructivist feedback provides pre-service teachers the opportunity to reflect on their own and peers' micro-teaching performances. Watching video recordings of the performances helps student teachers observe themselves and their friends objectively and identify their strong and weak teaching skills. With the help of video recordings, the pre-service teachers provide detailed feedback as they have the chance to remember the details of the micro-teaching experience. In addition to video recordings, written constructivist feedback forms eliminate pre-service teachers' concerns on harming their friendship while providing feedback. The feedback forms guide teacher trainees as they include the points to pay attention while filling in the forms. Video-assisted written constructivist feedback sessions enhance professional development of student teachers as they can self-monitor, self-reflect, and provide feedback for peers.

The results of this study proved the effectiveness of video-assisted written constructivist feedback with regard to pre-service teachers' perceptions. To enhance student teachers' teaching practices, professional development, and reflectivity; teacher education programs may benefit from this type of feedback session. As this study was conducted as an action research, generalisation of the results may be questioned; however, this type of feedback session may be re-implemented in a different context, and the results of the study in a different department may be observed (Koshy, 2005).

For further studies;

- this research may be implemented in different departments to identify if backgrounds of the participants, location and structure of the university, and gender distribution have any impacts on the effectiveness of this feedback session.
- the participants of the current study had prior experiences of micro-teaching sessions, a research on this feedback session may be conducted with pre-service teachers who have no prior experience of micro-teaching so as to identify if the results of this study were dependent on prior experiences.
- pre-service teachers may be trained on how to give feedback as the results of this study indicated that pre-service teachers believe in the benefits of feedback sessions, but they claimed they were unsure about the effectiveness of the feedback they provided.

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APPENDICES

APPENDIX 1. Course Structure of ELT Department at Sakarya University

Course Structure & ECTS Credits							
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1. Semester Course Plan							
Code	Course Title	C/E	Lang	L+P Hour	Credits	ECTS	
TUR 101	TURKISH LANGUAGE	Compulsory	Turkish	4+0	4	4	
EBB 101	INTRODUCTION TO EDUCATION SCIENCE	Compulsory	Turkish	3+0	3	5	
ELT 101	CONTEXTUAL GRAMMAR	Compulsory	English	5+0	5	6	
ELT 103	LISTENING AND SPEAKING SKILLS I	Compulsory	English	3+0	3	4	
ELT 105	READING AND WRITING SKILLS	Compulsory	English	6+0	6	7	
ELT 109	LINGUISTICS	Compulsory	English	3+0	3	4	
Total ECTS credits :					30		

2. Semester Course Plan							
Code	Course Title	C/E	Lang	L+P Hour	Credits	ECTS	
EBB 102	EDUCATIONAL PSYCHOLOGY	Compulsory	Turkish	3+0	3	5	
ELT 104	LISTENING AND SPEAKING SKILLS II	Compulsory	English	3+0	3	4	
ELT 106	READING AND WRITING SKILLS II	Compulsory	English	6+0	6	7	
ELT 108	SECOND LANGUAGE ACQUISITION	Compulsory	English	5+0	5	6	
ELT 110	DRAMA	Compulsory	English	4+4	6	8	
Total ECTS credits :					30		

3. Semester Course Plan						
Code	Course Title	C/E	Lang	L+P Hour	Credits	ECTS
ENF 201	BASIC INFORMATION TECHNOLOGY	Compulsory	Turkish	2+1	3	4
EBB 209	INSTRUCTIONAL PRINCIPLES AND METHODS	Compulsory	Turkish	3+0	3	5
EBB 211	TURKISH EDUCATIONAL SYSTEM AND SCHOOL MANAGEMENT	Compulsory	Turkish	2+0	2	5
ELT 201	ENGLISH LITERATURE I	Compulsory	English	4+0	4	5
ELT 205	APPROACHES TO ELT	Compulsory	English	3+0	3	6
ELT 209	ORAL EXPRESSION AND PUBLIC SPEAKING	Compulsory	English	4+0	4	5
Total ECTS credits :					30	
4. Semester Course Plan						
Code	Course Title	C/E	Lang	L+P Hour	Credits	ECTS
ATA 202	PRINC.OF ATATÜRK AND HISTORY OF TURKISH REVOLUTION	Compulsory	Turkish	4+0	4	4
BTE 202	MATERIALS DESIGN AND TECHNOLOGY	Compulsory	English	2+2	3	5
EBB 206	CURRICULUM DEVELOPMENT	Compulsory	English	3+0	3	5
ELT 202	AMERICAN LITERATURE	Compulsory	English	4+0	4	5
ELT 208	ELT METHODOLOGY	Compulsory	English	3+2	4	5
ELT 210	RESEARCH METHODOLOGY IN ELT	Compulsory	English	2+2	3	6
Total ECTS credits :					30	
5. Semester Course Plan						
Code	Course Title	C/E	Lang	L+P Hour	Credits	ECTS
EBB 301	GUIDANCE	Compulsory	Turkish	3+0	3	5
EBB 309	TESTING AND EVALUATION	Compulsory	Turkish	3+0	3	5
ELT 303	TEACHING SPEAKING AND LISTENING COMPREHENSION SKILLS	Compulsory	English	4+4	6	8
ELT 305	LANGUAGE TEACHING THROUGH LITERATURE	Compulsory	English	6+0	6	8
ELT 307	SECOND FOREIGN LANGUAGE	Compulsory	German	4+0	4	4
Total ECTS credits :					30	

6. Semester Course Plan						
Code	Course Title	C/E	Lang	L+P Hour	Credits	ECTS
EBB 340	CLASSROOM MANAGEMENT	Compulsory	Turkish	3+0	3	5
ELT 302	TEACHING ENGLISH TO YOUNG LEARNERS	Compulsory	English	4+4	6	7
ELT 306	TEACHING READING AND WRITING SKILLS	Compulsory	English	4+4	6	8
ELT 310	SCHOOL EXPERIENCE	Compulsory	English	1+4	3	5
OEB 348	SPECIAL EDUCATION	Compulsory	Turkish	2+0	2	5
Total ECTS credits :					30	

7. Semester Course Plan						
Code	Course Title	C/E	Lang	L+P Hour	Credits	ECTS
ELT 401	SCHOOL EXPERIENCE	Compulsory	Turkish English	2+6	5	10
	FREE ELECTIVE OF UNIVERSITY	Common Course Of University	-	2+0	2	5
-	ELECTIVE 1	Elective	-	-	-	5
-	ELECTIVE 2	Elective	-	-	-	5
-	ELECTIVE 3	Elective	-	-	-	5
Total ECTS credits :					30	

7. Semester Course List					
Code	Course Title	Lang	L+P Hour	Credits	ECTS
ELT 407	ENGLISH LANGUAGE TESTING AND EVALUATION	English	4+0	4	5
ELT 409	TEACHING INTEGRATED LANGUAGE SKILLS	English	4+2	5	5
ELT 415	MATERIALS EVALUATION AND DESIGN FOR LANGUAGE TEACHING	English	2+4	4	5
ELT 447	FIELD RESEARCH	English	4+0	4	5
ELT 449	SOCIOLINGUISTICS AND LANGUAGE EDUCATION	English	4+0	4	5

8. Semester Course Plan						
Code	Course Title	C/E	Lang	L+P Hour	Credits	ECTS
ELT 406	TEACHING PRACTICE II	Compulsory	English	2+6	5	10
SAU 012	ENTREPRENEURSHIP AND PROJECT MANAGEMENT	Common Course Of University	-	2+1	3	5
	FREE ELECTIVE OF UNIVERSITY	Common Course Of University	-	2+0	2	5
-	ELECTIVE 1	Elective	-	-	-	5
-	ELECTIVE 2	Elective	-	-	-	5
Total ECTS credits :					30	

8. Semester Course List					
Code	Course Title	Lang	L+P Hour	Credits	ECTS
ELT 440	VARIETIES OF CONTEMPORARY ENGLISH	English	4+0	4	5
ELT 442	LANGUAGE AWARENESS	English	4+0	4	5
ELT 444	DISCOURSE ANALYSIS AND LANGUAGE TEACHING	English	4+0	4	5
ELT 446	PHILOSOPHY OF LANGUAGE	English	4+0	4	5
ELT 448	NEW TRENDS IN ELT	English	4+0	4	5
ELT 450	USING SHORT STORIES FOR LANGUAGE TEACHING	English	4+0	4	5

APPENDIX 2. Informed Consent Form

29.04.2014

INFORMED CONSENT FORM

This study as a part of her thesis is conducted by Elif Bozyiğit who is a student at Gazi University ELT MA Programme.

I, the undersigned, agree that the necessary information about the procedure of this study has been provided, and I have every right to withdraw any time I want without asking for permission from the researcher. I have been informed that my attendance in this study would not be evaluated in terms of my grades in the related course. The researcher has replied all my questions about the procedure of this research. I agree that my participation is voluntarily by signing this form, and the researcher can get use of the results of this study.

Name Surname:

Signature :

APPENDIX 3. Tapescripts of Interviews with Lecturers

Interview with Lecturer A

Araştırmacı: Merhaba hocam, çok teşekkür ederim araştırmama böyle bir katkıda bulunmayı kabul ettiğiniz için zamanınızdan ayırıp. Şimdi, öncelikle hocam kendinizi kısaca tanıtıp buradaki görevinizden ve vermekte olduğunuz derslerden bahsedebilir misiniz?

Görüşülen: Şu andaki durumumdan, geriye doğru istersen bahsedeyim. Sakarya Üniversitesi Yabancı Diller Eğitimi; İngilizce Öğretmenliği programının hem anabilim dalı başkanlığını enstitüye karşı, fakülteye karşı da bölüm başkanlığını yürütüyorum. Alanda yirmi iki yılım bitiyor, bu yirmi iki yılda neler yaptığımızı günümüzden geçmişe doğru aktarırsam. Bir önceki kurumumda yaklaşık üç sene İngilizce Öğretmenliği bölümünü gerçekleştirdik. Yapılanması ve sonrasında da sistemin oturtulması adına çalıştık. Ondan önce de başka bir kurumda Çeviri Bilimi bölümünü, Mütercim Tercümanlık bölümünü kurduk arkadaşlarımızla beraber geliştirmeye gayret ettik. Ondan öncesinde dört yıl boyunca yine bir İngilizce Öğretmenliği bölümünün kuruluşu ve devamı şeklinde ilk mezunlarını verene kadar çalıştık. İngiliz Dil Bilimi bölümü mezunuyum. Lisansım, Yüksek Lisans, yine doktoram aynı bölümde. Uzmanlık alanım Toplum Dilbilim, fakat orda da özellikle asistanlık döneminde Uygulamalı Dilbilim içerisinde o dönem verilen sertifika programı, lisans programı da verildiği için İngilizce öğretime dair derslere de girdim. Uygulamalı olanlara, teorik olanları eğitim bilimlerinden hocalar yürütüyordu.

Araştırmacı: Peki hocam çok teşekkür ederim, şu anda aktif olarak ders veriyorsunuz. Peki bu derslerin kaç mikroöğretimi içeriyor ya da mikroöğretim içeren ders var mı?

Görüşülen: Şuanda üçüncü yılın beşinci ve altıncı yarıyıllarında İngilizce Konuşma Dinleme ve Anlama Eğitimi ve altıncı yarıyıldaki İngilizce Okuma ve Yazma Derslerini veriyorum. Bunların dört artı dört şeklinde, dört saat teorik dört saat uygulama fakat dönem içi planlamayı ben ilk bir ay sekiz saatin sekiz saatini kurama, sonrasında topyekün öğrencilerin uygulamasına ayırıyorum. Bundaki amacımda önce bir kuramsal alt yapıyı ve ne tür etkinlikler yapılabilineceği konusunda öğrencileri önce bilgilendirmek ondan sonra bunları bir örneklem olarak alıp kendilerini daha farklı tasarımlarını sınıf ortamında sunması. Ama özellikle ikinci sınıfın üçüncü ve dördüncü yarıyılındaki İngilizce Öğretime Yaklaşımlar ve Özel Öğretim

Yöntemleri çerçevesinde iki saatlik uygulamalar ya da daha çok yapabileceğine kanaat getirdiğimiz ve istekli olan öğrenci grubu ile de uygulama çalışmaları yapıyoruz.

Araştırmacı: Peki bu mikroöğretim süresinde diğer öğrenciler de aktif olarak katılım sağlıyorlar mı?

Görüşülen: Elbette, bunu en başta şöyle bir açıklama ile öğrencilerden istiyoruz. Sonuçta o tarz micro-teaching yapacak öğretmene, öğrenci olarak destek vermeleri, simülasyon yaratmak adına çok önemli. Tabi bunun öncesinde o adayımız, öğretmen adayımız öğrencilerin yaş grubu, düzeyi ile ilgili bilgilendirmeleri uygulamaya başlamadan yapıyor ve ona göre öğrencilerin davranmalarını bekliyoruz. Hatta bu simülasyon ortamını biraz daha zorlu kılabiliriz zaman zaman. Bu öğretmen adayı yaparken uygulamasını ben arkadan örneğin bilinmeyen kelimelerin sorulmasını istiyorum arkadaşlar, öğrenci pozisyonunda olan öğrenci arkadaşlarımdan ve sonrasında hazırlıksız olarak sınıf yönetimi gerek öğrenci yönetimi, gerek öğrenciden gelecek sorular ile nasıl başa edebileceği konusunda gözlemlerimiz paylaşıyoruz.

Araştırmacı: Peki öğrencilere dönüt sağlıyor musunuz bu mikroöğretimlerle alakalı? Sağlıyorsanız nasıl?

Görüşülen: Evet, tabi işin şu boyutu var. İşin heyecan faktörü olduğu için, öğrencide yada öğretmen adayımızda diyelim. Hemen sunum bittikten sonra kendisini nasıl hissettiğini sorduğumuzda önceki planlamayla uygulama sırasındaki eşdeğerlik veya paralellikleri göremediğini, birden bire o heyecan modundan çıkıp değerlendirmesi biraz zor oluyor açıkçası. Fakat, genel hatlarıyla bunu gözlemleyip gözlemlemediğini görebiliyorum. Ama ilk etapta aldığım tepki şu hep, yani bir şekli ile yaptığı işi hani, durup düşünüp değerlendirip dediğim gibi planladığı gibimi gitti, planmadığı noktalar nelerdi gibi sağlıklı bir düşünce göremiyorum öğrencide. Bunu da video kayıtlarıyla takviye etmeye çalışıyoruz, sonrasında kendini izlediğinde eğer bizim bir hani olanağımız olursa birlikte izlediğimizde ne tür bir öğretmenlik profili çizdiği orda, kendileri de bazen hayretler içerisinde kalabiliyor, ben böylemi davranmışım, böyle mi konuşmuşum; çünkü o uygulama sırasında heyecan faktörü çerçevesinde yaptıklarını çok fazla hatırlayamayabiliyorlar, çok fazla sağlıklı değerlendiremeyebiliyorlar.

Araştırmacı: Peki, diğer arkadaşlarından dönüt alıyormunuz ordaki öğrenci konumundakilerden?

Görüşülen: Evet alıyorum, özellikle hani bu boyutuyla sunum, pratik ve üretim şeklinde ve sonrasındaki yani bütün dersi nasıl topladığı şeklindeki aşamalar konusunda tek tek gidiyoruz fakat öğretmen kesiminde de bu anlamda çok sağlıklı değerlendirmeler alamadığımızı da görüyoruz bu da bir gerçeğimiz. Yapan öğrencilerimiz var evet, artısı ve eksisi ile değerlendirmelerini istiyorum fakat o ruh hali içerisinde sunumu yapan arkadaşlarının bunu ne kadar anladığı konusunda da yine problemler gözlemliyorum. Eğer sınıf içerisinde daha öncesinden gelen bir çatışma ortamı veya istenmedik bir durum varsa bu da yapılabilinecek yorumları malesef uygulamayı yapan tarafından olumsuz algılanmasına neden olabiliyor zaman zaman bu yüzden onu çok yoğun tutamıyorum açıkçası. Orda kendi şahsi öğrencimle ilgili geri dönütlerimi vermek daha sağlıklı olabiliyor diye düşünüyorum. Her ne kadar kendinin farkında olmak şeklinde baştan ne kadar önemli olduğunu vurgulasak da, öğrencilerimizde o heyecan ve endişe faktörü ve sonrasında ortaya çıkabilecek sen beni olumsuz eleştirmiştin ben de seni olumsuz eleştiriyorum gibi süreçleri kontrol altında tedeabilmek adına sınırlı tuttuğumu söyleyebilirim.

Araştırmacı: Peki siz diğer öğrencilerden feedback istediğinizde arkadaşları için hepsi katılıyor mu, katılıyorsa bu nitelik anlamında nasıl oluyor?

Görüşülen: Mümkün olduğunca katılıyorlar. Ama dediğim gibi onların genel, çoğunluk anlamında eğilimi olumlu şeklinde, kullandıkları sıfatlar iyiydi, güzeldi gibi. Hani iyi neden iyi, güzel neden güzel diye sordüğümüzde malesef çok fazla basamaklandırarak ve detaylandıramadıklarını gözlemliyorum. Bu da bana hep şunu hatırlatır; evet kendilerinin kuram bilgisi tamam, sorulduğunda sınavlarda yazılı anlamda evet, veya kendileri uygulamaya geldiğinde farkındalıkları yüksek oluyor fakat aynı uygulama ve kuram bilgisini başkası için değerlendir dendiğinde işte o üçüncü ayağı oluşturmak malesef kendi açılarından belki de arkadaşlık ilişkileri zedelenecek veya aynı olumsuzluk ifadeleri kendileri için de kullanılacak şeklinde bir çekinceden dolayı olmayabiliyor.

Araştırmacı: Peki birtakım sorunlardan bahsettiniz ve kendim feedback vermeyi daha çok önemsiyorum, ona daha çok zaman ayırıyorum dediniz...

Görüşülen: Yani şöyle, sınıfta hemen uygulama sonrasında kendim daha çok yapıyorum. Fakat öğrencinin de özellikle video kaydını cd ye alıp ders planı ve materyelleri ile birlikte sonra getirmesini istediğimde oturup izlediğini ve o konuda da kendisinin daha iyi neyi nasıl yapabileceği konusunda bilincinin oluştuğunu gözlemledim.

Araştırmacı: Peki siz nasıl feedback veriyorsunuz?

Görüşülen: Şimdi ben tekrar baştan alıyorum, ilk girişinden tutup öğretmenin konuyu nasıl sunuyor, nasıl bir giriş yapıyor, sonrasında uygulama aşamasına nasıl geçiyor, üretim aşamasına nasıl geçiyor, tek tek etkinlikleri ele alarak, öğretmenimiz şunu yaptı, şu amaçla yaptı, ders planlarını da takip ettiğim için yanlarına küçük notlarımla beraber işte zamanlamaya uydumu uymadımı orda etkinliği sunuş biçimi nasıl olabiliyor şeklinde baştan sona dersin bir revizyonu, ders diyelim ki otuz dakikaysa yaklaşık on beş dakika bu işin, dersin micro teaching değerlendirmesi şeklinde. Fakat şunu yapabiliyorum bazen, öğretmen adayı dersini anlatırken eğer gerçekten çok vahim bir takım hatalar varsa, orada durduruyorum, parantez açıyorum diyelimki instructionu net vermedi, aynı instruction'ı öğrencinin anlamamasına rağmen ısrar ediyor ama bunun farkında değil orda. Dolayısıyla orada durduruyorum, bu konuya dikkatini çekiyorum ve tekrar yeni baştan alması konusunda, çünkü eğer orda o anlık uyarı olmadığında, kendi farkında olmadığı için diğer etkinlikler de istediği gibi gitmeyeceğini gözlemlediğim için ama bu çok gerekli olduğunda ve sonraki etkinlikleri olumsuz etkileyeceğini farketdiğimde uygulayacağım bir uygulama.

Araştırmacı: Peki, çok iyi. Bunların hepsini sınıf içerisinde veriyorsunuz, diğer öğrenciler de duyuyor. Peki bir öğrenciye bir dönüt verdiğiniz zaman, diyelim ki A sorunu var, bu sorunla ilgili dönüt verdiniz daha sonra başka bir öğrenciden aynı sorunu gördüğünüz oluyor mu?

Görüşülen: Şimdi A sorunu ile ilgili dönüt verirken şunu özellikle vurguluyorum. Bu diyelimki o günkü arkadaşımızın sorunu olmayacak, olmadı hepiniz ilgilendirebilecek çünkü hepsi için geçerli bir durum bu diye, sadece o gün anlatan öğretmen adayımıza değil hepsine yönelik bu açıklamaları yapıyorum ve hepsinden not almasını istiyorum özellikle nelere dikkat etmeleri gerektiği konusunda. Bu daha çok sınıf yönetimi ve etkinliklerin düzenlenişi ile ilgili oluyor. İşte öğrencilere eşit söz hakkı vermiyorlarsa oluyor, eşit miktarda öğrenciyi etkinliklere davet etmiyorsa oluyor, öğrencilerin cevaplarını dinlemiyorlarsa, kendi dertlerine diyeceğim tabiri caizse düştükleri için öğrencinin doğru mu söylüyor yanlış mı söylüyor, yanlış söylüyorsa neden, doğru söylüyorsa neden şeklinde arkasını önünü takip edebilmek adına hepsi için geçerli olan noktaları özellikle vurguluyorum ve not almalarını istiyorum çünkü sonraki sunumlarında hepsi aynı hatalara düşecek, bunu da bildiğim için baştan uymayı tercih ediyorum. Fakat şu yönüyle de beni rahatsız ediyor tabi bunlar, öğrencilerimizin yani öğretmen adaylarımızın uygulamaları esnasında çıkabilen durumlar. Neden rahatsız ediyor, diyelimki her şeyini güzel

planlayacağını düşündüğüm, güzel uygulayacağını düşündüğüm bir öğrenci olsun, ne oluyorsa, istediğim performansı veya benim beklediğim performansı gösterebiliyor. Dolayısıyla yapmayacağı hatayı yapabiliyor. Veya, tam tersi durum yapacağını beklediğim öğrenci yapmayabiliyor. Dolayısıyla, ilk bir hafta veya ilk saatlerdeki uygulamalardaki dikkat edilmesi gerekenlerle sonrasındakiler arasında fark olmaması için eğer, tabi not kaygıları da olduğu için gerçekten bu noktalara dikkat ettiğinde çok daha iyi performans gösterecek öğrencilere başka ikinci bir şansı daha veriyorum. Çünkü o uyarılar sonrakiler için gerçekten değerli uyarılar ve ona göre yapmamak konusunda ve yüksek not alma konusunda baştan bir bonus niteliğinde oluyor. Ama bunlar hep uygulama esnasında çıktığı için ilk yapan arkadaşları da o şekilde tolere edip o bonusu onlara da tanımaya çalışıyorum.

Araştırmacı: Anladım. Anladığım kadarıyla feedback kısımları, sözlü bir şekilde yapılıyor ama siz öğrencilerden not almalarını da istiyorsunuz.

Görüşülen: Evet, ama ben ders planlarını da yazıyorum. Kısa notlar halinde, dikkat etmeleri gereken noktalar şeklinde. Sonrasında bu düzeltilmiş ders planı ellerinde kalıyor bana düzeltilmiş halinin sınav materyali olacağı için cd kayıtlarıyla beraber getirmelerini istiyorum.

Araştırmacı: Bir form kullanmıyorsunuz o zaman, dönüt verebilmek adına rubrik tarzı.

Görüşülen: Rubric tarzında öyle sistematik bir format kullanmıyorum. Bu noktada çünkü özellikle son sınıfta okul deneyimi bir okul deneyimi iki öğretmenlik meslek uygulaması çerçevesinde zaten bir takım ölçütlere göre onlara feedback verilecek. Ben sadece bu üçüncü sınıf derslerindeki feedback'i kendi içlerinde ders planları çerçevesinde ve uygulamaları bazında, aynı son sınıfta alacakları feedback yada ölçütleri kendi kafamda tutarak veriyorum. Ve bunun da uyarısını yapıyorum en başta, neler konusuna dikkat edeceğiz; bir ders planlaması, iki uygun ders materyali seçimi, materyaller veya etkinlikler arasındaki o yumuşak geçişi yapıp yapamadığı, sınıf yönetimi ve başı ile sonu arasında dersin bağlantı kurup kuramadığı, yazı tahtasını kullanıp kullanamadığı, öğrenciye eşit bir şekilde yaklaşp yaklaşmadığı şeklinde temel dikkat etmeleri gereken noktaları baştan uyarıyorum. Sonrasında çıkan sorunlarla beraber tekrar hatırlatıyorum ve uygulamalarımız bu çerçevede devam ediyor.

Araştırmacı: Anladım, çok teşekkür ederim hocam son bir sorum daha var. Belli sorunlardan bahsettik, öğrencilerin birbirine dönüt vermedeki mesela arkadaşlarıyla arasında bir çekişme

varsa bundan dolayı olumsuz olabilir yada arkadaşı ne der diye yapılmayabilir. Peki ne yapılabilir bu konuları güçlendirmek için yani onları da katmak için dönüt kısımlarına?

Görüşülen: Yani dediğim gibi en başta bu işin bir dayanışma ruhu içinde ilerleyeceği bilincini yaratmamız gerektiğini hep baştan beri söylüyorum onlara. Çünkü mezuniyetlerinden sonra da, alanda çalışmaya başladıklarında kendi camiamız içerisinde,, gerek toplantılar, hizmet içi eğitim seminerleri vesaire gibi toplantı veya oluşumlar içerisinde bulunduklarında bu aktif katılımın her zaman bekleneceğini, örneğin bir hizmet içi eğitim seminerine gittiklerinde orda teacher trainer durumunda olan insanın da böyle bir katılımı bekleyeceğini söylüyorum. Dolayısıyla o baştan yarattığımız o olumlu atmosfer eğer ilk etapta diyelimki arkadaşının video kaydı konusunda hemen orda müdahale etmeyen olursa, neden müdahale etmiyorsun bak yarın sen de anlatabilirsin bu konuda çünkü orda o ön hazırlı, uygulama esnasındaki verdiğim örnekte olduğu gibi materyal kağıtlarının dağıtılması bile heyecan faktörü yüksek arkadaşlarda sıkıntı yaratabiliyor. Tabi bütün bu uygulamalar kısa zaman içerisinde olduğu için, orda tek tek diyelimki otuz kişiye dağıtmasının getireceği zaman kayıplarını da önlemek adına bunları minimize etmek el birliği ile mümkün olacağı için hepsini işe koşuyorum açıkçası. Tabi kendi içlerinde gruplaşmalar varsa, o durumda kendi gruplarından arkadaşlarından yardım alabiliyorlar. Dediğim gibi, bugün bir arkadaşın olan yardımın yarın diğer arkadaşın da ihtiyacı olacağını vurgulayarak ve uzun vadede mesleğe başladıklarında da böyle bir dayanışma içerisinde, dayanışma ruhu içerisinde mesleklerini sürdürmeleri gerektiği için şimdiden oluşturmanın önemini bir alışkanlık haline gelmesi, danışarak, beraber kotararak, el birliği ile, yardımlaşarak bu işi öğrenmeleri gerektiğini hep vurguluyorum. Yardımcı olmayan, veya bir şekilde çatışma “banane” tırnak içinde tabiriyle söylüyorum şeklinde yaklaşan arkadaşları en baştan, yeri geliyor çok sert bir şekilde uyararak, bu işin el birliği ile devam etmesi gerektiği konusunda uyarıyorum.

Araştırmacı: Anladım çok teşekkür ederim hocam.

Görüşülen: Bir şey daha var aklımda kalan onu da iletayim. Şimdi, bu video kayıtları asıl ilk başlangıçta nasıldı, dönem sonunda nasıllar. Diyelimki en az iki tane uygulama, veya bu uygulamaların çok önemli olduğunu şu örnekle de veriyorum ben. Tıpkı bir pilotun eğitimde diyelimki iki saatlik uçuş esassa, bizim de öğretmenlik diplomasını alacak arkadaşların her dönem içerisinde onlara şöyle küçük bir matematiksel hesap çıkarıyorum, her derste ikinci sınıftan itibaren başarlarsa, en az bir dersin iki saatlik uygulaması bir öğrenci için üçüncü yarı

yılda iki saat, dördüncü yarıyılıda iki; dört. Dolayısıyla, ikişer saat gidersek, altı, sekiz, son sınıfta zaten dört ve altı saat olacak on. Toplamında on sekiz, sınıflarında otuz kişi varsa çarpı on sekiz böyle bir uygulamanın içinde dahil olmaları, az önceki benzetmede olduğu gibi uçuş saatine denk oluyor. Böyle bir, on sekiz çarpı otuz şeklindeki, yirmi olsa altı yüz saatlik bir uygulamaya tanık olmak demek bu. Altı yüz saatlik uygulama mezuniyetten sonra karşılaştıklarında nerden baksanız en az üç yıllık deneyim demektir. Dolayısıyla, daha önceki kurumlarımda da şöyle bir geri dönüt oldu. Mezun öğrencimiz daha hemen mezuniyetinin akabindeki temmuz ayında göreve başlayıp eylül-ekim gibi okul müdürü beni arayıp iki yıllık öğretmenlik deneyimine sahip mezun yetiştirmişsiniz şeklindeki geri dönütü de onlara anlattığımda hani lisans programı içerisinde bu uygulamaların ne kadar önemli olduğunu sadece kendileri değil, yaparken değil, arkadaşlarının da yaptığı uygulamalarda ne kadar katılımcı ve farkındalıkları yüksek olursa okadar yüksek fayda sağlayacakları şeklinde bir ön açıklama ile giriştiğimizde bunun ne kadar faydalı olduğunu son sınıflardaki stajlarda görüyoruz. Olumlu yada olumsuz, gerçek okullarda, gerçek ortamda karşılaştıkları durumla bizi burda yaptığımız uygulamalar arasındaki farklılıkları çok net görebiliyorlar ozaman. O farkındalığı uygulamanın ne kadar önemli olduğunu ve bunlara öğrencilerimizin ne kadar iyi geri dönüt vereceğini düşündüğümüzde. Hani, bütün programdaki alacakları, sadece kendi uygulamaları değil; arkadaşlarının böyle basit matematiksel hesabıyla düşünceleri ve yaşam deneyimiyle ilgili daha önceki kurumdan böyle bir açıklama geldiğinde uygulamalara çok daha ciddiyle baktıklarını görebiliyorum. Evet başarısızlıklar var, acemilikler var. Özellikle ingilizce konusunda çok büyük sıkıntıları var, çünkü orda tamamen bağımsız bir şekilde sınıf dilini geliştirmeleri gerektiğini kendileri de anlıyorlar. Materyal hazırlama tamam işin önemli bir parçası ama bunun sunumunun esas olduğu konusundaki ordaki beceri kazanımının ne kadar önemli olduğunu uygulamalar çerçevesinde ve son sınıfa geldiklerinde bu uygulama alt yapısının onlara ne kadar büyük kazanç getirdiğini görüyorlar.

Araştırmacı: Çok teşekkür ederim hocam, araştırmama çok büyük bir katkısı olacak bu görüşmenin.

Interview with Lecturer B

*RESEARCHER: Mr ***, Can you please introduce yourself for this record to be used for my thesis?*

INTERVIEWEE: Ok, I'm a research assistant, and I'm working at Sakarya University, the department of English language Teaching. I've been working here approximately for two years, and I graduated from BA in 2011.

RESEARCHER: Do you have any classes here, do you teach any classes here in Sakarya University?

INTERVIEWEE: Yes.

RESEARCHER: Which classes are they?

INTERVIEWEE: Actually, my main branch is literature, and because of that reason I have been teaching here English and American literature classes. Besides, I'm teaching reading and writing classes, but as I am working in the department of ELT, I'm also teaching some skill-based classes. Literature and language teaching classes are among them.

RESEARCHER: Do these classes you mentioned require micro-teaching sessions?

INTERVIEWEE: Yes.

RESEARCHER: So your students perform their micro-teaching?

INTERVIEWEE: Yes.

RESEARCHER: I would like to ask some questions about these micro-teaching sessions.

INTERVIEWEE: Of course, I'll be happy to answer.

RESEARCHER: Thank you. During these micro-teaching sessions, do the students participate in the classes? Not only the presenter but also other students in the classroom?

INTERVIEWEE: Yes, generally speaking they are participating in the activities. There are a few introverted students who are hesitant about participating in activities, but generally speaking yes.

RESEARCHER: Great, what about after micro-teaching sessions? Do you have any feedback sessions? If yes, how do you conduct them?

INTERVIEWEE: Yes, definitely. I think personally feedback might be the most important part of micro-teaching classes because you know main objective of micro-teaching included classes is to create an authentic atmosphere that they will encounter after they graduate from university. So, without feedback it would be meaningless to perform in class because of that reason I allocate time to feedback sessions.

RESEARCHER: How much time do you allocate for feedback?

INTERVIEWEE: Actually, approximately twenty or fifteen minutes after each micro-teaching session because feedback for me does not mean that the lecture is about the performance of the student, but rather-- First of all, I'm asking the student himself or herself what he or she thinks about their performance, and I want him/her to compare and contrast the present performance with the former ones if s/he has – for most of the time s/he has-, as I've been teaching same students approximately for three semesters.

RESEARCHER: So, you had micro-teaching integrated classes before?

INTERVIEWEE: Yes, ELT Methodology and Literature and Language Teaching, and I taught these two courses to the same students. So, they know me, I know them, and they know themselves. Because of this reason, I want them to evaluate their own performances comparatively.

*RESEARCHER: Mr ***, are you satisfied with their answers when they compare their performances?*

INTERVIEWEE: Actually for most of the time, they do not know what they are doing while performing. I mean they are so concentrating on the performance itself, so I don't think that they are aware of what they are doing, but after they complete their performance if they watch the video record, I'm sure they will be able to see what's wrong and what's right.

RESEARCHER: Do they watch the video records?

INTERVIEWEE: Yes, at least they are permitted and encouraged to watch, but of course it depends on the student.

RESEARCHER: So, It's optional for students, you have the video records. If they want, they can get it? Am I right?

INTERVIEWEE: Yes, definitely. If they wish, they get a copy of their micro-teaching performance.

RESEARCHER: Do you get this kind of demands from the students?

INTERVIEWEE: Yes, some of them ask this. They are curious about their performances. They are enthusiastic to improve themselves as far as I can see. When I compare their last performances with the first ones, there is a great improvement. I think that this improvement is thanks to at least twenty-minute feedback sessions. Not only the student himself, but also the other students are sharing their feedback with their friends and with me as the instructor of that course. So, it is also beneficial for the performer.

RESEARCHER: Do all students actively participate in feedback sessions for their friends?

INTERVIEWEE: No, at this point, unfortunately my answer is no because i think as far as i observe they are hesitant. I mean some students criticize, share their feedback, and focus on the negative sides of the performance, but they are afraid of offending their friends or they do not want to have quarrels. Of course they do not indicate it explicitly, but as far as i see, they think that they may effect the instructor's comments. If the instructor does not realize a point, for example, then if a student talks about this point, then the instructor might take a note of it, and it may affect the grade of the performance. Of course, it's my observation, but unfortunately, they are not so willing to comment on others' performances.

RESEARCHER: What about the quality of the feedbacks provided by the observing students?

INTERVIEWEE: Actually, again there is a great improvement between the first and last performances. When i look at the current feedback of my students, I see they are professionals; they are able to recognize what's wrong and what's right, what could be done in order to solve the problem. However, at first, unfortunately they did not have that ability that skill of commenting on the performances. Some students, of course they know that I force students; I mean I encourage the students to share their comments with their friends, so they think they must comment. Because of that reason, yes, they comment on the performance, but their comments are not so professional, high-quality, for many of the students, yes.

RESEARCHER: As I understand from your answer, the feedback sessions are done orally not in a written way? Am i right?

INTERVIEWEE: Yes.

RESEARCHER: Have you ever implemented a written feedback session in any of your classes?

INTERVIEWEE: Yes, in the last semester, while I was teaching Literature and Language Teaching course, I implemented it. There, I wanted each student to write an observation report on the performance of the student, but after some time, unfortunately, the students got fed up with writing reports, and also they were complaining that while they were observing, they were not able to write their comments. If they focused on the comments, they missed the performance. If they focused on the performance, they were not able to write their comments. Yes, I allocated some time after the performance, but they said they forgot. Due to these problems, I do not want the students to write their comments in this semester. And one more thing, if i want each student to write a report for their friends, to be honest, it's a burden for me to read all these comments. Of course if a student does something, then he expects your feedbacks. In this case, due to our work-load and some other factors, I can't do it.

RESEARCHER: You compared the first feedback sessions with the current feedback sessions, and you said they are more professional right now.

INTERVIEWEE: Yes,

RESEARCHER: So, what about yourself? I mean, you as the instructor of these courses, you are providing feedback .When we compare the teacher talking time and student talking time throughout these feedback sessions, what kind of an atmosphere can we get in your classes?

INTERVIEWEE: Actually, of course I'm more dominant, again to be honest, and it should be so in my opinion. Yes, the students are more professionals, but still there is a long way in front of them to follow. Of course it's also valid for me. When I compare the first performances, there were only a few students who would like to share their opinions. When I look at those comments, they were not satisfying both for the student and me, but back then I dominated the feedback sessions for most of the time, 70-80 per cent of the feedback sessions belonged to me. However, in this semester, yes again the students are sharing their comments and they are more

dominant, if I again indicate a percentage, I dominate half, and the other fifty per cent are shared by the performer and peers' comments.

RESEARCHER: You touched upon some problems about feedback sessions, but how can we improve these sessions according to your experiences?

INTERVIEWEE: Actually, it's a bit tough question, because it heavily depends on the instructor, the students' profile and the nature of the course, the time allocated, the materials you are using, and so forth, but generally speaking first of all, you as the teacher must do your best in order to make your students feel more comfortable in your classes. If they feel themselves under pressure, they won't be willing to share their comments. So, the first criterion I guess is making the students feel comfortable in your class. And the second one is that you must prove your students that you have good intentions towards all of your students. Here your aim is not to test your students but rather to teach. If your students perceive micro-teaching as a tool of testing and evaluation, their attitude will unfortunately significantly change. In this respect, if you prove your students that they are performing in order to learn, you are there in order to teach, and the other students are there in order to observe not to criticize- I mean in such a warm classroom atmosphere, all the problems will be solved I guess. Of course another factor which will effect the classroom atmosphere is the relationship between the students. Let's create a scenario here, while a student is performing in the class, he is not able to get along with another student, and that student who is observer is not willing to share his comments even he has because he thinks the performer may misunderstand that student, or there might be a quarrel between them or as they do not speak outside of the class, they do not want to speak also within the classroom setting and so on. Such factors are dominating and you must also show your students that this atmosphere is professional; I mean no personal relationship should have an impact on that atmosphere. The only thing your students will concern should be the atmosphere there. If you establish-maintain such an atmosphere in the classroom, I think this kind of a problem will be solved.

RESEARCHER: Ok, so you suggest a stress-free atmosphere. Do you have another solution to add?

INTERVIEWEE: The other solutions might be discussing the issues with your colleagues. I mean for most of the time you have other teachers teaching other classes with micro-teaching sessions, and if you share your experiences with other instructors if particularly they are more

experienced than you they may also show you some paths. This might be another solution, or expecting the students to use some nicknames for example while sharing their comments could also be another solution. For the oral feedback sessions, this may not be possible of course, you may use some electronic sources here like a web-page and they may share their comments on them by using nicknames, so no one knows one another, but of course it has some side effects. Because your students should be self-confident, they must know how to deal with negative comments and how to use them effectively. However, this way you are directing your students not to feel confident, they hide their identities. As I said earlier, it depends on the students for most of the time.

RESEARCHER: Thank you very much, for your invaluable comments.

INTERVIEWEE: I hope, it will help you and contribute to your research..

RESEARCHER: I believe it has helped me very much right now. Thank you again for sparing your time.

INTERVIEWEE: You're welcome.

APPENDIX 4. Tapescripts of Interviews with Student Teachers (Before the Implementation)

Group A

Araştırmacı: Merhaba arkadaşlar bildiğiniz üzere yüksek lisans tez çalışmamı yapıyorum. Konusu feedbackle alakalı. Şimdi biz sizinle beraber daha önceki dönem Teaching Listening Comprehension and Speaking Skills dersini aldık. Bu dönem de Teaching English to Young Learners dersini alıyoruz. Önceki derste kullandığımız dönüt sistemimiz nasıldı?

Katılımcı 1: Sınıf içerisinde bir form doldurduk.

Araştırmacı: Elimizde bir feedback formu vardı, arkadaşınız sunum yaparken siz yazıyordunuz, aynı zamanda ben de yazıyordum ve en sonunda bunları topluyordum. Ben topluyordum, artık yapan kişi almıyordu. Sadece yapan kişi, “Benim” yani instructor’ın verdiği feedback’i görebiliyordu. Peki sizce bu uygulamadaki eksik noktalar veya artı noktalar nelerdi?

Katılımcı 2: Biz arkadaşlarımızın feedbacklerini bilmiyorduk.

Katılımcı 1: Ama sözlü olarak söylüyorlardı?

Katılımcı 2: Ama yazılı hali, mesela söyledikleri ile yazdıkları tutar mı?

Araştırmacı: Şöyle yapıyorduk, sunum yapıldıktan hemen sonra yapan kişi kendi feedback’ini veriyordu, sınıftan bir kaç kişi sözlü veriyordu, o kısımda herkes konuşuyor muydu?

Katılımcılar: Hayır... Sadece bir kaç kişi söz alıp kendi fikrini söylüyordu.

Araştırmacı: Peki,şimdi ben size bu dağıttığım ankette de gördüğünüz şekilde always seçen çok az kişi var, yani genellikle görüldüğü üzere cevaplar nadiren verildiği yönünde. Sınıf içerisinde mikrodan sonra verilen feedback’in, bunun sebebi ne olabilir sizce?

Katılımcı 3: Hocam ben kendi adıma konuşayım, hani micro-teachingi izliyoruz, bu süreçte not almamız gerekiyor ben şahsen unutuyorum şurada ne yapmıştık, burada ne yapmıştık. Bunlar unutulup gidiyor dolayısıyla sağlıklı bir feedback veremiyoruz.

Araştırmacı: Peki biz form uyguluyorduk, forma yazıyordunuz o zaman nasıldı?

Katılımcı 3: Hani formda da mesela ilk zamanlar tamam yazdım ama sonra dediniz ki; “Önce arkadaşınızı izleyin, bittikten sonra ben size zaman vereceğim o zaman yazarsınız.”

Katılımcı 4 : Bir de şöyle bir şey var ki pre activity bitiyor misal pre activity bittikten sonra biz pre activityi yazmaya çalışıyoruz o arada bir zaman karmaşası oluyor.

Katılımcı 3: Arkadaşımıza da katılamıyoruz böyle olunca, derse de katılamıyoruz.

Katılımcı 5: Mesela bir şeyi eksik yaptı, biz hiçbir zaman direkt olarak şunu yapamadı yapmadı diyemiyoruz. Olumsuz eleştiri yapınca sanki sen çok mükemmelsin yani şey, bir de hani kırılmasın, kırılabilir de o yüzden... Mesela arkadaşlarım arasında söylüyorum bunu şöyle yapsaydık olurdu ama bunu kimse bilmiyor.

Katılımcı 1: Bazen özelden söyleyebiliyoruz yani sınıf içerisinde veya arkadaşlarının yanında rencide olmasın diye özelden şunu şöyle yapabilirdin bunu böyle yapabilirdin diyorum açıkçası.

Katılımcı 6: Hani mesela onun bir yerde kötü bir şey yaptığını biliyoruz, onu yapmamalıydı ama onun yerine ne yapabilirdi onu bilemiyoruz. Tam bilmediğimiz için de sen burda kötü yaptın dememiz yersiz oluyor. Onu siz söylediğiniz için genelde size bırakıyoruz. Biz genel şeylere yöneliyoruz özellikleri size bırakıyoruz.

Katılımcı 3: Mesela siz fikirlerinizi söylüyorsunuz, sizin kaçırdığınız bir şey olabiliyor ben bunu görmüş olabiliyorum ve hoca biraz yanlış anlayabilir diye söyleyemiyorum bazen.

Katılımcı 2: Ben şöyle düşünüyorum mesela prede bir şeyi yapmamış olabilir ama diğerlerinde onu çok güzel tolere ediyorsa prede yapmadığı şeye dikkat çekersem onun motivasyonunu da düşüreceğini düşünüyorum onu hani ya özelden söylüyorum ya da yazarak.

Araştırmacı: Peki özelden söylemek sizce nasıl? Yani bunun olumlu bir şey olduğunu düşünüyor musunuz?

Katılımcı 3: Genelde kendi arkadaş çevremiz var yakın arkadaşlarımızın yüzüne direkt söylerim misal burda biraz eksikliğin vardı, bir dahaki sunumda bunu yapma mesela aynı şekilde onlar da bana söylüyorlar. Bu çok olumlu bence.

Araştırmacı: Çok güzel, arkadaşların bunu öğreniyor daha sonra diğer arkadaşların aynı hataya düşebilir mi?

Katılımcı 3: Yani onlar da kendi aralarında, herkese söyleyemiyorum yani...

Katılımcı 7: Ve genelde micro yapan arkadaşımız da soruyor nasıldım ben bugün, iyi miydim bire bir feedback istiyoruz arkadaşlarımızdan.

Araştırmacı: Peki bire bir feedbackten konuşuyorken madem, sadece öğretmen sunum yapan kişiye feedback verse, diğerlerine vermese nasıl olur?

Katılımcı 3: Az önce de söyledim, bazen sizin göremediğiniz şeyleri başka arkadaşlarımız da görebilir.

Katılımcı 8: Mesela grupta örneği, siz dediniz ki grupta için farklı yöntemler kullanın, hani daha önce yapanlar siz bunu eleştirdikten sonra hiç kimse bunu yapmadı herkes grupta için farklı yöntemlerle, kimisi kağıt yaptırdı kimisi değişik aktiviteler yaptırdı. Sizin bir konuda eleştirdiğiniz şeyi biz görüyoruz, ertesi; kendi performansımızda onu yapmıyoruz ya da daha iyisini yapmaya çalışıyoruz.

Katılımcı 11: Hocam eğer siz o anda bize feedback vermezseniz biz bunu bütün olarak göremeyiz yani mesela arkadaşımız hata yaptı biz bunu biliyoruz ama hani kendi şeyimize uygulayamayız bunu, siz söylemeden biz bilemeyiz.

Katılımcı 11: Bir de şöyle oluyor, ben bir eksikliğini görüyorum arkadaşın, benden önce birisi söylemiş oluyor, tekrar tekrar aynı şeyi söylemeye gerek yok. Bir de şöyle bir şey var, micro ertesinde çok heyecanlı olduğumuz için, olayın stresıyla söylenenler de açıkçası çok anlaşıldığını düşünmüyorum.

Araştırmacı: Bunu sunumu yapan kişi için diyorsun değil mi? Yani sunumu yapan kişi hemen sonrasında algılayamıyor. Peki, benim sunum esnasında not almam konusunda ne düşünüyorsunuz?

Katılımcı 1: Ne yazıyor acaba, hep bakıyordum mesela geçen dönem.

Katılımcı 12: Sunum yapan kişi feedback'in farkına varmıyor belki ama bu sefer arkadaşlar, sunum yapan kişiye yorum yapıyor bundan ben kendime pay çıkarıyorum. Mesela bir dahaki sunumda bak böyle yapmamak gerekiyormuş, hazırlanırken ona dikkat ediyorum ya da daha önceden yaptıysam bunu ben de yapmıştım, böyle yapmam gerekiyormuş diyorum. Kendi yanlışlarımı ya da doğrularımı öğreniyorum.

Katılımcı 7: Bir de hocam, biz not almaya başlayınca sunum yapan ister istemez stres oluyor. Ne yazıyor, ne düşünüyor acaba diye. Tabi böyle olunca kafa gidiyo notlara sunum mikro falan uçuyor akıldan. Odaklanamıyor mikroya. Bunun yerine bence, sadece izlesek mikroyu daha iyi olur.

Araştırmacı: Teşekkür ederim çok güzel, peki var mı başka ekleyeceğiniz bir şey bu konuda son uygulamamız adına? Peki bütün yaptığımız şeylerin artılarını eksilerini konuştuk. Sizce ne yapabiliriz? Daha iyi bir feedback ortamı yaratmak için.

Katılımcı 13: Bence, ben ve diğer arkadaşlarımda da gözlemlediğim hiç birimiz değerlendirme sürecini etkilemek istemiyoruz. Bu yüzden direkt bizim arkadaşımıza vereceğimiz feedback çok daha iyi oluyor gibime geliyor. Belki diğerleri bir fikir sağlamıyor bu şekilde ama kişiyi de eleştirmeye yönelik olan bence direkt o kişiye feedback verilmesi sadece.

Araştırmacı: Hocanın araya girmeden, sadece yapan kişinin alması. Peki, başka var mı fikriniz? (Sessizlik) Peki, dediniz ki biz bütünsel olarak algılayamıyoruz, sadece bir parçasına bakabiliyoruz vesaire. İlk uygulamamızda form vardı. Sizce form kullanmak, form üzerinden gitmek etkili olabilir mi?

Katılımcı 11: Zaten o form da belli bölümlere ayrılmıştı.

Araştırmacı: Çok teşekkür ederim yorumlarınız için, gerçekten faydalı oldu benim için umarım sizin içinde önümüzdeki micro döneminde faydalı olur. Görüşmek üzere...

Group B

Araştırmacı: Merhaba arkadaşlar, hepinize tekrardan teşekkür ediyorum burada olduğunuz için. Bildiğiniz üzere yüksek lisans tezimin bir parçasını oluşturmak için bu görüşmeyi yapıyoruz. Şimdi konunun feedbackle alakalı olduğunu hepiniz biliyorsunuz, söyledim, bir anket düzenledik ve bu ankete baktığım kadarıyla ilk sorunun cevabı olarak, yani ne sıklıkta feedback veriyorsunuzun cevabı olarak çoğunlukla often, rare gibi cevapları gördüm. Always seçeneği çok az işaretlenmişti. Ve bildiğiniz üzere biz geçen dönemden beri birlikteyiz, geçen dönemden beri derse giriyoruz beraber ve bu dersler mikroöğretimli derslerdi, mikroöğretimin sonrasında feedback sessionlarımız oldu. Anketin sonuçları herkesin aktif bir şekilde katılım sağlamadığını gösteriyor. Bunun sebebini sizlerden öğrenmek istiyorum...

Katılımcı 21: Hocam şimdi, sınıfta mesela yirmi kişiyiz ve bu yirmi tane feedback yapar mesela benim söyleyeceğim şeyi arkadaşım benden önce söylemiş olabilir yani. Ben de söylesem, tekrar etmiş olurum. Sonuçta aynı insanı gözlemliyoruz, aynı şeyleri düşünüyoruz. Tekrar tekrar aynı şeyler söylenmiş olur o yüzden ben her zaman katılmam, benim söylendiğim şey söylendiyse tekrar etmek istemem.

Araştırmacı: Peki, tekrara düşmemek adına sessiz kalıyorsun. Başka sebep olabilir mi?

Katılımcı 22: Mesela hocam arkadaşımızı sınıf önünde çok fazla küçük düşürmek istemiyoruz veya benim verdiğim olumsuz feedbackten dolayı hocaların daha düşük not vermesini istemiyorum.

Katılımcı 23: Bir de hocam biz feedback verince olumlu yönleri hocamız zaten bahsediyor ya da arkadaş söylerken şöyle yaptım böyle yaptım diyor, biz genellikle olumsuz yönler üzerine durduğumuz için acaba hep olumsuz hep olumsuz mu eleştiriliyor gözüyle bakılıyor o yüzden de bir tık geride kalmayı tercih ediyorum bazen. Mesela hep olumsuz mu var, hiç olumlu yok mu? Ama zaten olumlular söylenmiş oluyor. Öyle olunca da sıkıntı oluyor.

Katılımcı 24: Dürüst konuşacağım, burda yeniyim hepinizin bildiği gibi kimin neye alınıp neye güceneceğini bilemiyorum, sizi de pek iyi tanımıyorum o yüzden sınıf ortamında her şeyi açık açık söyleyemiyorum. Olumsuzluklardan mümkün olduğunca kaçınmaya çalışıyorum.

Araştırmacı: Teşekkür ederim, başka fikri olan var mı?

Katılımcı 22: Hocam açıkçası şu şekilde bakmamız gerekiyor sanırım; burası profesyonel yaşam, burada olumlu yada olumsuz bir birimiz hakkında söylediklerimiz feedback olarak darılmamamız gücenmememiz gerekiyor tabi ama biz tabi arkadaşlık ilişkilerimiz de olduğu için bunu da hesaba katıp bu yüzden bir adım geride duruyoruz yani.

Araştırmacı: Anladım, teşekkür ederim. Peki ilk mikrolarımızı hatırlıyormusunuz? O zaman nasıl yapmıştık? Form vardı elinizde ve forma göre feedbackinizi yazıyordunuz. Ben de sizinle birlikte feedback yazıyordum. En son ben kendi feedback'imi yapan kişiye teslim ediyordum, ayrıca sözlü de paylaşıyordum. Daha sonra sizin yazdıklarınızı ben alıyorum, bunun artıları eksileri nelerdi?

Katılımcı 25: Artıları eksilerinden ziyade benim micro-teaching'lerde yaşadığım en büyük problem hem observation yapmamız bekleniyor hem de öğrenci gibi davranmanız gerekiyor ve ben öğrenci gibi davranırken aynı zamanda gözlem yapmakta çok zorluk yaşıyorum, ilk başta çok yaşamıştım şimdi biraz daha alıştım ama hala en büyük problemim bu bunu öncelikle söylemek istiyorum. Aynı zamanda mesela hocaların da sadece observation yapması taraftarıyım çünkü orda öğrenci rolüne girmeye çalışırken ordaki sunumu kaçırabiliyor. Saf bir gözlemlene olmuyor diye düşünüyorum.

Katılımcı 26: Hem sağlıklı olmuyor, hem de şöyle bir dezavantajı var bunun; bizim yazdıklarımız sadece size gidiyor. Sizden bir geri dönüş alıyor sunum yapan kişi ama bizden bir şey almıyor. Belki de biz bir eksik gördük ama farkında değil o kişi.

Katılımcı 27: Formları yazmaya başlıyoruz ve karşımızdaki kişiyi daha çok strese sokuyoruz. Ne yazıyor acaba, ne düşünüyor... Hani kafa micro teaching de değil de, yazılanlara gidiyor açıkçası. O zamanlar kontrol çok kayboluyor, onun yerine gözlemlenmek daha mantıklı.

Katılımcı 24 : Yani bir taraftan da micro eğitimin bir kısmını göz önüne alarak, micro eğitim çok iyiydi veya çok kötüydü diyemiyoruz. Hepimizin elinde bir form olmalı, tikler atmalıyız üstüne hem zaman yönünden de büyük kazanç olur.

Araştırmacı: Bir form olsa daha iyi olur diyosun yani.

Katılımcı 23: Bence, gözlem; bir kağıta yazılıp verilmesi arkadaşının sınıf içinde küçük düşürülmesinden daha iyi olabilir. Bu tür bir eleştiri daha iyi olabilir, sınıf içerisinde gözlem

yapmaktansa sunum bittikten sonra bir beş dakika ayrılıp herkes kendisi yazıp verse, daha adapte olur.

Katılımcı 28: Ama sığağı sığağına feedback verilmediğinde, bir hafta sonra kağıtlar dağıtıldığında ben unutmuş olabilirim yani.

Araştırmacı: Araya zaman girdiği için, mikroya dair bilgiler eskiyor?

Katılımcı 27: Ama şöyle de bir şey var ki, o an çoğumuz kendimizi sözlü olarak ifade edemiyoruz. Belki yazılı olarak feedbackimizi kendimiz verdiğimizde daha rahat hissediyoruz. Bir avantajı bu olabilir belki de.

Katılımcı 29: Ben de bir dezavantajından bahsetmek isterim hocam, mesela birisinin bir bir başkası ile kişisel bir sorunu oluyor, elıştırırken ne de olsa hoca görecektir bunu sadece diye yardırıyor ama sözlü olsa adil olmak zorunda oluyor, hem arkadaşlar duyuyor hem hoca duyuyor. Bence yazmanın da bu dezavantajı oluyor yani.

Araştırmacı: Başka, ilk yaptığımız uygulama için fikir vermek isteyen var mı?

Katılımcı 30: Sözlü uygulamada, mesela ben gözlemliyorum bazı yerleri göremiyorum. Başka arkadaşlarım görüyor, ben de bu yolla öğrenmiş olabiliyorum yani. Ama yazarken ben sadece kendi yazdıklarımı görüyorum, başkasının ne yazdığını görmüyorum.

Katılımcı 24: Bir de hocam, yine de çok detaya giremiyoruz mesela “Pre was good, activity was good” bu şekilde oluyor yani.

Araştırmacı: Peki bunun sebebi ne olabilir?

Katılımcı 26: Bence hocam üşeniyoruz veya yazmak istemiyoruz bu yüzden.

Katılımcı 30: Ve hocam değerlendirme yapılırken ingilizce yazılıyor, türkçe yazılmıyor ve ingilizcede de belli başlı kolay formlar var..... Yazarken kolay formları kullanarak yazmamızın daha avantajlı olacağını düşünüyorum.

Katılımcı 23 : Bir de, herkes aynı seviyede de değil. Bu da bizim feedback vermemizden çok dil becerilerimizle ilgili. İşin amacı değişiyor böyle olunca.

Araştırmacı: Peki, bu dönem ilk microlarınızı yaptınız. Burda da klasik metodu yaptık, yani mikroyu yapan öğrenci önce kendisi feedback verdi daha sonra sizlerden feedback aldık, en son

da ben söyledim. Şimdi burda mikroyu yapan kişi olarak, verdiğiniz feedback için ne düşünüyorsunuz?

Katılımcı 25: Kendi adıma konuşmak gerekirse ben verdiğimiz feedback'in sağlıklı olduğunu düşünmüyorum. Çünkü o bittikten sonra bir heyecan oluyor, insanlar bir şeyler yazıyor onun bir beklentisi oluyor. İnsan kendi mikrosuna odaklanamıyor.

Katılımcı 28: Hocam bunun kişide bir etki yaptığını düşünüyorum. Arada bir zaman geçtiğinde mikrodan uzaklaşıyor. O anda verilen feedback'in daha etkili olduğunu düşünüyorum.

Katılımcı 22: Hemen, mikronun ardından feedback vermeyi ben şu şekilde benzetmek istiyorum, bir yazı yazdığımız zaman hataları hemen okuyup göremiyoruz ancak biraz zaman geçtikten sonra okuduğumuzda hatalarımızı daha iyi görebiliyoruz. O anda çok heyecanlı, gergin bir şekilde micromuzu bitirmiş oluyoruz, sonuçta arkadaşlarımızın önünde sunum yapıyoruz. Hemen ardından feedback verme olunca hani "Ne yapmıştım ben" o an hatırlayamıyoruz, zaman olmuş mu olmamış mı anlayamıyoruz. Hemen ardından feedback vermek bizim açımızdan çok da sağlıklı değil, özellikle yapan kişi açısından bence.

Katılımcı 26: Normalde önce biz feedback veriyoruz, sonra siz veriyorsunuz. Şöyle bir durum var, bizim feedbacklerimiz sizi etkilemeyecek yani öyle söylüyorsunuz. Mesela siz bir noktayı görmediniz, öğrenci olarak ben bu noktayı gördüm. Ben bunu söylediğim zaman, siz bunu takacaksınız, siz diyorsunuz etkilemeyecek ama ben bunu bilemem. Bu yüzden çoğunlukla olumsuz eleştiriden kaçınırım. Bu yüzden önce bizim sonra sizin vermeniz bir problem olabilir.

Araştırmacı: Peki tam tersi olursa?

Katılımcı 26: Tam tersi olursa da, sizin dediğiniz şeyleri kopyalarız. Aradaki güven sağlanması gerekiyor ama, bu da çok zor.

Katılımcı 29: Ben de şöyle bir şey söylemek istiyorum, ben genelde ilk micro yapanlardanım şansım gereği; böyle bir şey olduğunda mesela ben micromu yaptım feedbackler yazıldı, insanlar yanlışlarımı görebiliyor. Ben ilk yaptığım için benim için sıkıntı olabiliyor, ben feedbacklerden yararlanamayan bir insan görüyorum kendimi ama son olduğu zaman benden önceki feedbacklerden öğrenebiliyorum. Yani son yapan için çok yararlı bir şey ama ilk yapan için pek de yararı yok.

Araştırmacı: Anladım çok güzel. Peki, bizim microlarımız sürekli videoya çekildi. Kaçınız daha sonra, yani hepiniz yaptınız bunu bilmiyorum, videoları alıp hatalarına, eksiklerine baktı?

Katılımcılar: Sessizlik

Araştırmacı: Bakmadım diyenler kimler?

(Birkaç öğrenci el kaldırıyor..)

Araştırmacı: Genel olarak, sadece benim dersim değil.

Katılımcı 21: Hepsini izlediğimi söyleyemem ama aralarından izlediklerim oldu.

Araştırmacı: Diğer arkadaşlarınızın izlediniz mi?

Katılımcı 25: Hocam, diğer arkadaşların videoları elimize geçmemişti. Paylaşımca bir ortam sunmadık belki bunun eksikliği olabilir.

Katılımcı 33 : İzlemem gerektiği gibi bir hissiyat oluşmadı bende.

Katılımcı 23: Açıkçası biz zaten, mikro yapıldığında birinci ekrandan izlediğimiz için hataları biz kendimiz tecrübe ediyoruz. Görebildiğimiz için, tekrar izlemeye gerek kalmıyor.

Katılımcı 21: Hani ben kendim için onu dediğim zaman hani, hata, hani orda kendimi gördüğüm zaman sanki tekrardan yapıyormuşum gibi oluyor. Hatalarımı göremiyorum, hani kendi hatalarını göremiyorsun ama başkalarının hatalarını görebiliyorsun.

Araştırmacı: Anladım tamam, çok güzel. Çok teşekkür ederim bütün bu bilgilerinizi paylaştığınız için. Samimi bir şekilde paylaştınız diye düşünüyorum. Çok da faydalı olduğuna inanıyorum.

APPENDIX 5. Tapescripts of Interviews with Student Teachers (After the Implementation)

Group A

Araştırmacı: Uzun süren bir dönemin sonunda, bu dönemde ne yaptık biz; microlarda değişik değişik feedback seçimleri yaptık. Geçen dönem de değişik micro sectionlar yapmıştık ve sizle daha öncesinde bir bigü görüşmesi yapmıştık ve orda bizim daha önceki feedback sectionlarımızda olan sorunları ve ne yapılabilir diye konuşmuştuk. Akabinde, yaptığımız microlarda did you destekli yazılı micro vermek üzerine bir dönemimiz geçti. Şimdi, önce size sormak istiyorum bu süreçte ne tarz problemlerle karşılaştınız? Yani bu sectionun, bu feedback verme şeklinin olumsuz yönleri nelerdir.

Katılımcı 1: Sunumları ikinci kez, tekrar izlemek, sıkıcıydı.

Katılımcı 2: Hem sıkıcı oldu ikinci kez izlemek hem de bir günde sadece bir micro yapabiliyorduk. Bir de sıkıcı oldu yani.

Katılımcı 3: Bir de hocam, sıkıldığımız için feedback providerı fazla dolduramıyorduk. Çok boş bırakıyorduk, boş bırakıyorduk.

Katılımcı 4: Bence daha iyi oldu çünkü o micro sırasında göremediklerimizi videoda gördük. Daha mantıklı değerlendirdik.

Katılımcı 6: Microyu yapan kişi için iyi oldu çünkü kendimiz yaparken farketmiyoruz ne yaptık ne ettik, yani ikincide “A bunu da yapmışım” diye onu da görme şansımız oldu.

Araştırmacı: Peki, siz kendi micronuzu yaptıktan sonra immediate feedback verdiniz. Daha sonra biz videoyu izlerken yine kendinize feedback verdiniz. Ve akşam, bütün feedbackleri okuduktan sonra yine bir feedback verdiniz. Bu feedbacklerinizin arasında bir fark oldu mu sizce, yani ilk verdiğiniz feedbackle video sırasında verdiğiniz ve son verdiğiniz arasında fark var mıydı, bu nasıl oldu?

Katılımcı 3: Vardı, kendi kaçırdığımız noktaları görüyorduk. Örnek verecek olursak, benim videomda; benim performansında aşamalara bölmemişim ama genel olarak bunun eksik olduğunu gördüm. Kendi eksiklerimizi böylece görebiliyoruz.

Katılımcı 8: İlkden kendimiz sıcağı sıcağına bakıyoruz ve ben şunu güzel yaptım diyebiliyoruz. Ama sonradan videoyu izlediğimizde “Aa bak kendimi düzeltmemiştim ama kötü olarak

algılanmış” diyebiliyoruz. Sonra arkadaşlarımızdan da gördüğümüz zaman hepsinin ortak fikirlerine baktığımızda diyebiliyoruz ki “Evet burda hatam var, bunu düzeltmeliyim.”

Araştırmacı: Peki başka nasıl avantajları var bu sürecin?

Student : Yine aynı şekilde sadece performans sahibi değil izleyenler de aynı zamanda bu sürecin içine katılabiliyor. Ardından izleyip feedback vermek daha...

Katılımcı 1: Teknik olarak bir sıkıntı oluyor hocam; arada bir zaman olsa ve kayıtlar daha temiz olsa aslında daha iyi sonuç alabilirdik. Biraz yorucu oluyor bizler açısından ama yine de bir noktaya çıkıyorsun mikroda, çok iyi yaptım veya çok kötü yaptım duygusunda oluyorsunuz ama aslında onun gerçek olmadığını görüyorsunuz ikinci izlemede.

Katılımcı 9: Sizin de avantajınız var burda hocam, biz bazen düşünebiliyorduk “Ben güzel yaptım ama hoca bana böyle feedback verdi” ama siz bize gösterebilirsiniz “Bak hani bu şu şekilde”; bu da sizin için bir avantaj.

Araştırmacı: Peki, siz hem kendiniz feedback doldurdunuz, hem arkadaşlarınız doldurdu hem de ben doldurdum instructor olarak. Bu feedbackler arasında bir fark var mıydı?

Katılımcı 10: Hocam, biz şey; yani pek olumsuz eleştiri yapmamaya çalışıyoruz. En azından burdayken, yani sonuçta bundan not alacağız. Genelde 4-5 diye nitelendiriyoruz ama siz öyle yapmıyorsunuz, tabi daha profesyonel olduğunuz için olumsuzla olumsuzuyla her şeyi yazdığınız için, tek fark bu bence; çünkü biz bütün arkadaşlarımıza 4-5, 4-5; 3 nadiren veriyoruz.

Araştırmacı: Bunun sebebi neydi peki, siz neden 4-5 verdiniz?

Katılımcı 4: Şahsen ben elimden geldiğince olumsuz yanları göz ardı ettim ve puana yansıtılmamaya çalıştım.

Katılımcı 11: Benim de en şikayetçi olduğum konu buydu hocam. Formlara baktım hepsi çok olumlu halbuki bir çok olumsuz yan da vardı ama hiçbirini belirtilmemiş ben bundan çok şikayetçiyim.

Araştırmacı: Ama başta söyledik, ben de söyledim o formları asla değerlendirirken okumayacağım.

Katılımcı 3: Arkadaşlık ilişkilerimizi zedeleyebilir diye belki... Arkadaşım okuyacak, benim hakkımda ne düşünür...

Katılımcı 6: Bunun sorunlarını yaşıyoruz, isim yazıyoruz. Her ne kadar ilgilenmiyoruz yorumlarla deseler de karşılaştıklarım oldu. O yüzden ben çok gerçekçi feedbackler vermedim şahsen.

Katılımcı 2: “Şu iyimiydi, iyiydi; şu iyimiydi, iyiydi. 4-5”. Yüzeysel baktığımız için de bazen... İyi yönlerini görüyoruz.

Katılımcı 12 : Ben de şöyle bir şey yaptım, açıkçası bana yapıldığı zaman da alınmazdım ama şöyle düşündüm şu arkadaş alınırmıydı acaba... Alınabileceklere, problem yapabileceklere açıkçası birazcık haybeden verdim ama diğerlerine daha düşük...

Araştırmacı: Peki, ilk başta hiç haksız bir şekilde değerlendirildiğinizi düşündünüz mü diye bir soru vardı.Öncekilerle bunu kıyasladığınızda, arada bir fark varmı? Yani “Öncekinde düşünüyordum, şimdi düşünmüyorum.” gibi bir durum oluştu mu?

Katılımcı 7 : Haksız değil de hocam, şey oluyor; siz farklı düşünüyorsunuz arkadaşınız farklı bir yönden bakıyor. Sizin pozitif gördüğünüz bir şeyi o negatif görüyor; sonra diyorsun ki “Niye böyle düşündü, ben öyle yapmamıştım aslında” böyle bir şey...

Katılımcı 13: Önceden biz hani feedback nasıl olur bilmiyorduk, bazen düşünebiliyorduk. Çok kötü değil de, ama şimdi artık biliyoruz neyin ne olduğunu. O yüzden artık düşünmüyoruz.

Araştırmacı: Anladım, peki o questionnairedede yine şöyle bir soru vardı, hatta bazılarınız onu işaretlemişti, ne konuda feedback vereceğimi; feedback verirken nelerden bahsetmem gerektiğini bilmiyorum. O yüzden feedback vermekten çekiniyorum diye işaretlenen sorular vardı. Peki bu yine devam etti mi sizce, son feedback verdiğimizde bu konuda bir sıkıntı yaşadınız mı?

Katılımcılar: Hayır

Katılımcı 5: Bir de şu var, ben mesela bir yerden classroom management’ı düşürürken bir yandan yazıp bir yandan farklı bir şeye odaklanmak zorunda kalıyorum. Hepsini bir anda şey yapamadım, değerlendiremedim. Kaçırdığım noktalar daha fazlaydı.

Katılımcı 3: Şeyi takip etmeye çalışıyorum, mesela bizim değerlendirme kriterlerimiz var classroom management, sonra işte instruction felan; tek bir şeye yönelmek istediğimde başka bir şeyi kaçırabiliyorsun...

Katılımcı 8: O formların genelde tek yüzü dolu oluyor arkası bomboş oluyor.

Araştırmacı: Evet onu soracaktım, önu ve arka tarafı hakkında ne düşünüyorsunuz?

Katılımcı 8: Çok yoğun... Arka kısmı olmayadabilirdi bence mesela additional comments diye kısım vardı...

Araştırmacı: Arkadaki kısım boş öndeki additional comments kısmen boş ve tikler vardı genelde.

Katılımcı 9: Ön kısmı olmasa daha iyi olacaktı gibi geliyor. Çünkü arka kısmın zaten cevapların olduğu kısım olduğunu görüyoruz.

Katılımcı 1: Ama hocam ben öndeki bir bölüme hiç bakmadım bile, ama iki üç arkadaş bazı şeylere dikkat etmişler,hepsi yazmış ama iki üç kişi ismini yazmış, faydalı buldum yani. Bunları görmüşler, ben farkında değildim, bazısını özellikle yapmıştım bunların görüldüğünü gördüm. Bu açıdan bence arka taraf daha kıymetli ve faydalı.

Araştırmacı: Anladım, peki bu feedbackler ile ilgili aklınıza gelen söylemek istediğiniz bir soru, veya artı bir yön var mı?

Katılımcı 2: Bir de soru sayısı çok fazlaydı.

Araştırmacı: O zaman son bir soru; daha öncekilerle kıyasladığınızda hangisinin daha iyi olduğunu düşünüyorsunuz şu anda? İki sessionı da yaşamış öğrenciler olarak.

Katılımcı 3: ... Yazarak tamam, ama aynı zamanda konuşarak o kişiye kendini savunma hakkı da veriyoruz. Çünkü benim kaçırdığım bir yeri, yanlış anladığım bir şeyi o anda bana cevap verip; “Aa evet ben bu açıdan bakmamıştım” diyebilirim. O açıdan bence sözlü olarak da.

Katılımcı 7: Sözlünün gereksiz olduğunu düşünüyorum, performansı tartışma imkanını sağlıyor...

Katılımcı 10: Ama o tartışma subjektif bir şeye de yol açıyor. O kişinin de o subjektiviteden uzaklaşmasına sebep olabiliyor. Yani kendisi de bunu bir hafta sonra izlese evet bu doğruymuş ben onu belki orda savunacaktım ama bu doğruymuş diyebilir.

Katılımcı 14: Ben bu feedbackte arkadaşların verdiği yorumları duyamadım mesela ilkinde duymuştum. Ama bu feedbackte duyamadım.

Araştırmacı: Tamam o zaman, çok teşekkür ederim.Eklemek istediğiniz bir şey var mı? (Sessislik) Peki, fikirlerinizi paylaştığınız için teşekkür ederim.

Group B

Araştırmacı: Merhaba arkadaşlar. Geçen dönemde feedback sessionlarımız oldu bu dönem de oldu ve bu en son yaptığımız sessionı yapmadan önce yine sizlerle bir görüşme yapmıştık ve daha önceki feedback sessionlarında da nelerden sorunluydu ve neler yapılabilirdi bunları düzeltmek için konuşmuştuk ve ondan sonra farklı bir feedback session uyguladık. Mikroları yaptıktan sonra videolarını izledik, feedbacklerinizi verdik ve siz yapan kişi olarak immediate reflection verdiniz , video izlerken hepiniz feedback yazdınız ve daha sonra tüm feedbackleri okuduktan sonra bir daha reflection verdi sunum yapan kişi. Süreç bu şekilde devam etti, hem instructor yazdı hem arkadaşlarınız yazdı. Öncelikle ben şöyle sormak istiyorum, bu sessionda ne iyiydi sizce, bunun avantajları nelerdi?

Katılımcı 21 : Mesela ben arkadaşıma hocam feedback vermek istediğim zaman sınıfın ortasında sözlü olarak feedback verdiğimde, onun sınıfın içinde küçük düşeceğini düşünüyorduk ama yazılı olarak verdiğimizde, herkes bu şekilde yazdığında düşüncesini hem bizim açımızdan hem arkadaşımız açısından daha rahat oldu diye düşünüyorum.

Araştırmacı: Teşekkürler...

Katılımcı 22 : Ben bir önceki görüşmede de bahsetmiştim hocam, benim en büyük problemim aynı anda hem öğrenci olup hem de observer olmaktı bence bu method en iyi method, çünkü birinci sectionda student olarak yer alıyoruz sonra videoyu tamamen inceleyerek not alıyoruz bu şekilde daha etkili olduğunu düşünüyorum.

Katılımcı 23: Ben arkadaşla katılıyorum, hem insanların kendilerini kötü hissetmeleri açısından çözüm olduğunu hem de hem öğrenci hem observer olma açısından bize bayağı bir yardımı oldu. Mesela siz daha önceki şeylerde siz aynı anda not aldığınızda ben ister istemez bir baskı altına giriyordum. Sunumumu yaparken kimsenin almaması beni biraz daha rahatlattı.

Araştırmacı:: Peki o baskı videoyu izlerken, feedback konusunda da oldu mu?

Katılımcı 24: O aynı anda biz de arkadaşımızı değerlendiriyor oluyoruz, o yüzden pek hissedilmiyor.

Katılımcı 25: Bir de rubric doldururken elimizde belli kriterler var. Bu belli kriterlere göre değerlendiriyoruz. Haliyle bize objektiflik kazandırıyor, subjektiflikten uzaklaşıyoruz. Bu açıdan u method diğer methodlara göre daha objektif diye düşünüyorum.

Katılımcı 26: Hocam, bence kullandığımız form çok farklı alanlara değiniyordu. Mesela önceki form daha kısıtlıydı, bu formda ise ön kısımda ve arka kısımda daha birçok alanlara, teknoloji ya da performanslarla ilgili şeylere yer veriyordu. Bu da bizim daha profesyonel feedback vermemizi sağlıyor.

Katılımcı 27: Ve rubricde neye puan vereceğimizi neyi tikleyeceğimizi tek tek ayırdığımız için neylere göre değerlendireceğimizi daha iyi planladığımızı düşünüyorum.

Katılımcı 28: Ben sunum yapan açısından değerlendirmek istiyorum hocam, mesela sunumdan hemen sonra bizim feedback vermemiz o an hata yapmak anlamına geliyor. Arkadaşlarımın da gördüğü gibi ben de kendi hatalarımı çok kolay görebiliyorum. Güçlü ve zayıf yönlerimi, benim daha objektif olarak kendimi görmemi sağlıyor. Yaptığımız şeyi unutabiliyoruz, arkadaşımızın daha doğrusu yaptığı mikro yönetimi unutabiliyoruz daha sonrasında giriş nasıldı, veya nasıl değildi videoyu izlediğimizde bize tekrar hatırlatma şansı oluyor tekrar giriş nasıldı hatırlıyoruz, ona göre dolduruyoruz, daha aydınlatıcı oluyor video.

Araştırmacı:: Anladım. Peki rubric vardı hem ön tarafı hem arka tarafı vardı, ön tarafında belli bir çizelge vardı tik atmanız gerekiyordu. Arka tarafında formun daha yazılı yorumlarınıza dayalı olan kısım vardı. Rubrici değerlendirmeniz gerekirse bunda bir sıkıntı yaşadınız mı? Soruların yoğunluk anlamında veya bu sizi yönlendirdimi çünkü ilk video görüşmemizde, sıklıkla feedback veremiyorum çünkü ne konuda feedback vereceğimi bilmiyorum cevapları vardı.

Katılımcı 23: Form bizi yönlendirdi diyebiliriz, özellikle ön kısım kendini net olarak verdiği için arka kısmı da yine yazarken bunlara değinerek bir şeyler yazdık, daha önceki feedbacklerde hiçbir şey yoktu elimizde. Kafamıza göre yazma durumumuz vardı, mesela ben şunu atıyorum; bir önceki feedbacklerin içerisinde “it was not good” sadece bu kadar feedback yazılmıştı ve bunun hiçbir açıklaması yoktu, şuan daha açıklamalı en azından yeniden aldığımızda kendimizi daha rahat değiştirebileceğimiz bir fırsat sunuyor.

Araştırmacı:: Peki ikisini doldururken, hem ön hem arka, bir sıkıntı yaşadınız mı? Yani mesela, yetiştiremedim, hangisine özen göstereceğimi bilemedim veya farklı bir sorun.

Katılımcılar: Rahatlıkla yetişiyordu.

Araştırmacı:: Anladım çok iyi, peki siz immediate feedback yazdınız. Hemen microlarınız bittikten sonra, daha sonra bir de izlerken yazdınız ve arkadaşlarınız ve benim feedbacklerimi aldıktan sonra bir feedback daha yazdınız. Bu feedbackleri değerlendirdiğinizde yani üçü arasında bir fark gördünüz mü, kendi yazdıklarınız alakalı konuşuyorum ilk yazdığınızla ikinci ve üçüncü arasında fark varmıydı o süreç nasıldı sizce?

Katılımcı 26: Hocam ben şahsen farkettim micronun bittiği anda o anın heyecanı, bir alkışlama var bir güler yüz görüyoruz arkadaşlardan bu durumda yüksek not vermişim, sonrasında sizinle videoyu izleyip arkadaşlarımızın formlarıyla beraber verme fırsatım olduğunda yanlışları daha iyi gördüm ve biraz da daha objektif olmama sebep oldu.

Araştırmacı: Bu konuyla ilgili başka yorum yapmak isteyen var mı?

Katılımcı 23: Daha iyi ve objektif olduğunu düşünüyorum, ben kendimi daha aktif görüyordum, arkadaşlarımdan ve sizden aldığım feedbackler doğrultusunda aslında kendimi fark etmediğimi ve daha iyi olduğum doğrultusunda formu doldurdum.

Araştırmacı: Anladım. Bu videoyu izlerken hem siz hem de ben instructor olarak hem de arkadaşlarınız formları doldurdu. Bunlara baktığımız zaman aralarında bir fark varmıydı?

Katılımcı 21: Genel olarak arkadaşlarımız, arkadaşlarımdan benim için benzer noktalara değindiğini gördüm. Bunları dikkate alarak ben de en son kendimi değerlendirdim.

Araştırmacı: Yani hep bir benzer nokta vardı. Peki benim verdiğim, arkadaşlarınızın verdiği veya sizin verdiğiniz arasında bir fark varmıydı?

Katılımcı 21: Genelde paraleldi diye düşünüyorum.

Katılımcı 28: Arkadaşlarımdan verdiği puanlar daha düşük, sizinki daha olumlu oluyordu.

Katılımcı 29: Evet, genelde öyle oluyordu.

Katılımcı 30: Ve bazı uygulamalarda kimi arkadaşlarım iyi çok güzel derken bazıları çok kötüydü diyebiliyor. Herkese hitap etmiyor her aktivite.

Araştırmacı: Peki onun sebepleri verilmiş miydi?

Katılımcı 30: Mesela örneklemek gerekirse posta yaptığımız, hani sınıfın kalanını da aktif etme olayı vardı ya hayvan sesleri çıkarmalarını istemiştik; kimisi “A çok güzel yaratıcı bir fikir” derken kimisi “Biz duyamadık konuşanları, kötü oldu” diyenler de oldu yani.

Araştırmacı: Peki yine testimizde olan bir soru vardı, hiç arkadaşlarınız veya instructor tarafından haksız bir yere değerlendirildiğinizi hissettiniz mi diye. Burda onu hissettiniz mi peki?

Katılımcı 28: Hocam ben formları incelediğimde, birden beşe kadar olduğunu düşünürsek genelde üç, iki ve üstü görüyorum. Sizin verdiğinizde genelde beş oluyor. Açıkçası bazı arkadaşlar da böyle yapıyor. Kendilerinin çok iyi olduğunu düşündükleri noktada bile iki veya üç verdiklerini gördüm yani. Arkadaş değerlendirmesi öğretmen olunca farklı oluyor.

Araştırmacı: Peki yine uygulamadan önce sıklıkla katılmıyorum, sebep olarak da arkadaşlarım ne der bundan çekiniyorum seçeneği vardı yine bu işaretlenmişti. Bu son kısımda yazdığınızda bu sorunu hissettiniz mi?

Katılımcı 21: Hayır

Katılımcı 31: Kesinlikle hissetmedim.

Katılımcı 29: Açıkçası ben hissetmedim hocam. Çünkü oraya anladığımızı yazıyoruz biz de yani öğrenci olarak.

Katılımcı 25: Çünkü ben gerçekten etkilendiğimi düşünüyorum, ister istemez etkileniliyor hocam. O bana kötü vermiş, ben kötü vermek istemiyorum ama ben etkilenildiğini gördüm en azından.

Katılımcı 26: Bilgisayar üzerinde yazılsa nasıl olur diye düşünüyorum aslında. Bazı yazılar cidden çok çirkindi.

Araştırmacı: Bu uygulama süresince ne olumsuzdu, ne tür bir problemle karşılaştınız, neden çekindiniz?

Katılımcı 34: Hocam, problem değil de bazen videoyu izlemek, tekrar çok sıkıcı sonuçta yeni bitmiş micro aklımda var yani aynı puanları veriyorum yani ama dediğiniz gibi sonuçta kendi hatalarımız, kendimizi izlediğimizde farkediyoruz ama biraz sıkıcı oluyor yani.

Katılımcı 31: Benim o konuda gözlemlediğim, sınıfın çoğu zaten videonun sonu gelmeden çoktan doldurmuş oluyor. Siz sadece takip ediyor oluyordunuz videoyu.

Araştırmacı: Peki kendinizi videoda izlemek nasıldı?

Katılımcı 34: Alıştık yani.

Katılımcılar : Komik, eğlenceli.

Katılımcı 35: O anda insan ne yaptı ne yapmadı bilemiyor, dışardan baktığında bak burda hata yapmışım diye anlıyor.

Katılımcı 26: Çocuksu şeyler yaparken görmek, güzel bence.

Araştırmacı: Peki sürüçle ilgili herhangi olumsuz bir görüşünüz var mı?

Katılımcı 29: Hocam şöyleki, olumsuz değil de. Hani mesela, ben sadece kendi yaptığım, aldığım feedbackleri görüyorum. Veya sizin verdikleriniz, başka feedback görmüyorum. Diğer feedbackleri de görmek isterdim çünkü ben bir yeri görmemiş olabilirim, bizim görmediğimiz şeyi başkaları görüyordur. Biz sadece kendi ve sizin feedbackiniz gördük.

Katılımcı 22: Ama hoca microlardan sonra feedback verdi.

Katılımcı 29: Yok hocaninkini de görüyoruz ama ben seninkini veya başkasınıninkini görmüyorum mesela.

Araştırmacı: Peki siz kendi feedback'inizi başkasıyla paylaşmak istermiydiniz?

Katılımcı 28: Ben açıkçası objektif ve yeterli görüyorum.

Katılımcı 26: Benim de düşüncem öyle.

Araştırmacı: Anladım tamam, çok teşekkür ediyorum. Son sorumu soruyorum, daha önceki sectionları bu son yaptığımız sectionla karşılaştırdığımızda instant feedback mi, yoksa videoyu izletip feedbackmi daha iyi genel olarak.

Katılımcı 22: Bence diğerine nazaran, öncelikle videoyu izleyip sonra sizin verdiğiniz gibi feedback. İkisi birlikte daha güzel olacaktır.

Arařtırmacı: Çok teřekkür ediyorum sizlere fikirlerinizi açıkça paylařtıđınız için, görüşmek üzere.

APPENDIX 6. Questionnaire

This is to understand how you feel about giving and receiving feedback in your microteaching sessions. The aim is to make the best out of feedback sessions. Your answers will be viewed by your trainer only. Please give your sincere answers to questions. Thank you.

1. How often do you give feedback to your fellow trainees and participate in discussions after microteaching sessions?

___ never ___ rarely ___ often ___ always

2. (if seldom) Why do you refrain from giving feedback? (Tick any appropriate and add more if any)

___ I don't observe the lesson. I'm not interested.

___ I have no idea / nothing to say.

___ I do not know what to look for during observation.

___ I'm afraid that my friend will lose face in front of the instructor.

___ I'm afraid that my friend will be offended.

___ Other (please specify):.....

3. How do you feel when you receive feedback?

4. Have you ever felt being unfairly evaluated? If yes, by whom (the trainer or your friends) and why?

5. Do you think the instructor should be the only person to provide feedback?

APPENDIX 7. Reflection Report

Reflections

1. What went well in this implementation?
2. What was problematic and/or missing throughout this implementation? What could be done to improve?
3. Would you like to receive feedback in this way again? Why?
4. Would you like to give feedback in this way again? Why?
5. Which one do you think is more advantageous: Video-assisted written feedback or instant oral feedback? Why?

APPENDIX 8. Peer Observation and Feedback Form

Peer Observation and Feedback Form

Name of the Student Teacher:

Feedback Provider:

Title/Topic of the Lesson:

Date:

Fill in the table according to your peer's microteaching. Put a tick to the boxes regarding the numbers of the smileys.

1 = Insufficient information 2 = Inadequate 3 = Average 4 = Competent 5 = Excellent

Lecturing Strategies:	1	2	3	4	5	Additional Comments
Linking to prior knowledge						
Explaining/Demonstrating concepts						
Modelling						
Making jokes/using fun						
Inviting student examples/experiences						
Pausing to give students time to think						
Emphasizing important points						
Using clear instructions						
Correcting mistakes						
Using teaching aids and materials						
Using instructional technology						
Clarifying the aims and objectives of the lesson						
Other:						
Classroom Management:	1	2	3	4	5	Additional Comments
Encouraging participation						
Conducting effective pair and group work activities						
Monitoring students while they are working						
Effective use of time						
Effective eye contact and use of voice						
Effective body language						
Using appropriate position (in front of the class so that everybody can see or ...)						
Other:						
Implementation:	1	2	3	4	5	Additional Comments
Language Use						
Activities						
Content appropriacy						
Transitions						
Ability to adapt/extemporise						
Other						

Comment on the following procedures on the presentation. Fill in smiley faces to show your overall rating for each step. (1 smiley=needs significant improvement, 5 smiley=excellent)

Warm-up/Lead-in: ☺☺☺☺☺

Additional comments:

While ☺☺☺☺☺

Additional comments:

Post and Wrap up ☺☺☺☺☺

Additional comments

How would you rate the overall effectiveness of this session (with '5 smileys' representing '*most highly effective*') and why? ☺☺☺☺☺

- What worked particularly well in this session?
- What suggestions for improvement do you have for the trainee?