

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN INVESTIGATION INTO THE NATURE AND EFFECTIVENESS OF POST-
OBSERVATION FEEDBACK TO THE ELT STUDENT TEACHERS FROM
THE PEER, MENTOR AND THE SUPERVISOR**

Fatma Pınar TORUN

DOCTOR OF PHILOSOPHY

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ÖZET

İNGİLİZ DİLİ EĞİTİMİ ÖĞRETMEN ADAYLARINA AKRAN, UYGULAMA ÖĞRETMENİ VE UYGULAMA ÖĞRETİM ELEMANI TARAFINDAN GÖZLEM SONRASI VERİLEN GERİBİLDİRİMLERİN NİTELİĞİ VE ETKİNLİĞİ ÜZERİNE BİR ARAŞTIRMA

Fatma Pınar TORUN

Doktora Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

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Bu araştırmanın amacı İngiliz Dili Eğitimi öğretmen adaylarına akran, uygulama öğretmen ve uygulama öğretim elemanı tarafından gözlem sonrası verilen geribildirimlerin doğası ve etkililiğini araştırmaktır. Çalışma, ayrıca, yukarıda bahsedilen kaynakların verdiği geribildirimlerin farklı yönleri olup olmadığını incelemektedir. Araştırmanın bir diğer amacı ise öğretmen adaylarının öğretmenlik gelişimi sürecinde bu üç kaynaktan aldıkları geribildirimleri hangi açılardan etkili bulunduğunu ortaya çıkartmaktır.

Çalışma bir vaka çalışmasıdır ve veriler gözlem sonrası toplantıları, görüşme, geribildirim formları ve öğrenci günlükleri aracılığı ile toplanmıştır. Farklı veri kaynaklarından elde edilen bu veriler, nitel içerik analizi yöntemi ile analiz edilmiştir.

Bulgular, akran, uygulama öğretmeni ve uygulama öğretim elemanı tarafından gözlem sonrası verilen geribildirimlerin odak ve tür açısından farklılıklar gösterdiğini ortaya koymaktadır. Ayrıca gözlem sonrası verilen geribildirimlere atfedilen özelliklerin adayların öğretmenlik gelişimi sürecinde etkili bulunduğu ortaya çıkmıştır.

Çalışma, İngiliz Dili Eğitimi öğretmen adaylarının gözlem sonrasında etkili geribildirim verme becerilerini geliştirmek amacıyla düzenlenecek bir eğitim programının, İngiliz Dili Eğitimi program müfredatına ders olarak dahil edilmesini önermektedir. Ayrıca, aday İngilizce öğretmenlerinin etkili geribildirim alabilmesi için, öğretim elemanı ve uygulama öğretmeni arasındaki işbirliğinin artırılması önerilmektedir. Çalışma ayrıca uygulama öğretmenlerine bu konuda verilecek hizmet içi eğitim programlarının gerekliliğini ortaya koymuştur.

Anahtar kelimeler: İngiliz Dili Eğitimi, öğretmen eğitimi, hizmet öncesi öğretmen eğitimi, gözlem sonrası verilen geribildirim.



ABSTRACT**AN INVESTIGATION INTO THE NATURE AND EFFECTIVENESS OF
POST- OBSERVATION FEEDBACK TO THE ELT STUDENT TEACHERS
FROM THE PEER, MENTOR AND SUPERVISOR****Fatma Pinar TORUN****Ph.D. Thesis, English Language Teaching Department****Supervisor: Assoc. Prof. Dr. Rana YILDIRIM****September 2017, 212 pages**

The purpose of this research is to investigate the nature and effectiveness of the post-observation feedback provided to English Language Teaching (ELT) student-teachers after their teaching practice in practicum by the peer student teachers, mentors and supervisors. The study also aims to analyse whether there are any differences between the feedback provided by the above-mentioned sources. A further aim of the study is to find out what aspects of the feedback from the three sources the ELT student-teachers find effective in their teaching improvement process.

In order to gain insight into the research questions, case-study methods and procedures were used, and data were collected by means of Post-observation Conferences, Stimulated Recall Interviews, Feedback Reflection Forms, and Journals of the STs. The data obtained from various data collection tools were analysed through qualitative content analysis.

The findings revealed that the nature of peer, mentor, and supervisor post-observation feedback showed different features with respect to focus and type. The findings also showed that the STs found all the aspects of POF provided by the three sources effective in their teaching improvement process.

The study calls for a training programme on how to provide effective post-observation feedback for ELT student-teachers, incorporated into the curriculum of PSTE ELT programmes in the format of a course. In addition the school-faculty cooperation should be enhanced in order to boost collaboration between the supervisor and the mentor in the process of providing effective post-observation feedback. Finally, the PSTE programmes and MoNE should collaborate on providing a training

programme for the mentors in order to help them to gain insight into the nature and delivery of effective post-observation feedback.

Keywords: English language teaching, teacher education, pre-service teacher education, post-observation feedback



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TABLE OF CONTENTS

	Page
ÖZET	iv
ABSTRACT.....	vi
ACKNOWLEDGEMENTS	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv

CHAPTER I INTRODUCTION

1.1. Introduction.....	1
1.2. Background to the Study.....	1
1.3. Statement of the Problem.....	4
1.4. Purpose and Research Questions	6
1.5. Significance of the Study	7
1.6. Limitations of the Study	7
1.7. Operational Definitions.....	8
1.8. Abbreviations.....	9

CHAPTER II LITERATURE REVIEW

2.1. Introduction.....	10
2.2. The knowledge Base and Models in PSTE.....	10
2.3. The Practicum	14
2.4. Post-Observation Feedback	17
2.4.1. The Source of Feedback	21
2.4.1.1. The Peer as a Source of Feedback.....	22
2.4.1.2. The Mentor as a Source of Feedback	23
2.5. Global and Local Studies on Post-Observation Feedback.....	29

CHAPTER III

METHODOLOGY

3.1. Introduction.....	37
3.2. The Research Design	37
3.2.1. Participants	37
3.2.2. Setting	39
3.3. Data Collection Tools and Procedures.....	39
3.3.1. Post-observation Conferences (POCs)	40
3.3.2. Stimulated Recall Interviews (SRIs)	41
3.3.3. Feedback Reflection Forms (FRFs).....	41
3.3.3. Journals	42
3.4. Data Analysis.....	44

CHAPTER IV

FINDINGS

4.1. Introduction.....	47
4.2. Findings Pertaining to the Nature of Post-observation Feedback Provided by the Peer, Mentor and Supervisor	47
4.2.1. Findings on the Nature of Post-observation Feedback with respect to the Focus	48
4.2.1.1. The Focus of Post-observation Feedback by the Peer.....	48
4.2.1.2. The Focus of Post-observation Feedback provided to the ST by the Mentor	62
4.2.1.3. The Focus of Post-observation Feedback Provided to the ST by the Supervisor	72
4.2.2. Findings on the Nature of Post-Observation Feedback with Respect to Type	88
4.2.2.1. The Type of Post-observation Feedback from the Peer	88
4.2.2.2. The Type of Post-observation Feedback from the Mentor	92
4.2.2.3. The Type of Post-observation Feedback from the Supervisor.....	99

4.3. Findings Pertaining to the Differences in the Post-observation Feedback provided by the Peer, Mentor and the Supervisor and the Effectiveness of Post-observation Feedback	108
4.3.1. Findings pertaining to the Differences in the Focus of the Post-observation Feedback Provided by the Peer, Mentor and the Supervisor	109
4.3.2. Findings pertaining to the Differences in and Effectiveness of the Post-observation Feedback with regard to Type	114
4.3.2.1. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor with regard to Emphasis of Feedback.....	116
4.3.2.2. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor with regard to the Reference Points of the Feedback	120
4.3.2.3. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor with regard to the Strategies Employed while Giving Feedback	127
4.3.2.4. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor with regard to the Manner of the Delivery of Feedback	137
4.3.2.5. Other Attributes of Effective Feedback	141

CHAPTER V

DISCUSSION

5.1. Introduction.....	145
5.2. Research Question 1: What is the nature of feedback provided to the student-teacher in the post-observation conference after his/her teaching practice by	145
5.3. Research Question 2: Are there any differences in the nature of feedback provided by the three different sources, namely, the peer student teacher, the mentor, and the supervisor?.....	147
5.4. Research Question 3: If so, in what aspects are the differences remarkable?	147
5.5. What Aspects of the Feedback from the Three Sources do the ELT STs Find Effective in Their Teaching Improvement Process?	148

CHAPTER VI

CONCLUSION

6.1. Introduction.....	158
6.2. Evaluation of the Research Questions	158
6.3. Implications and Recommendations for Further Study	161
REFERENCES.....	163
APPENDICES.....	178
CURRICULUM VITAE.....	212



LIST OF TABLES

	Page
Table 1. Models in PSTE	13
Table 2. Egan: A Three Stage Model	27
Table 3. Heron's Six Category of Intervention	28
Table 4. Research Questions and Data Collection Tools.....	40
Table 5. Data Collection Procedures.....	43
Table 6. The Focus of the Post-observation Feedback Provided by the Peer.....	49
Table 7. The Focus of Post-Observation Feedback Provided by the Mentor	63
Table 8. The Focus of Feedback Provided by the Supervisor	72
Table 9. Peer's Post-observation Feedback Pertaining to Type.....	88
Table 10. Mentor's Post-observation Feedback Pertaining to Type	93
Table 11. Supervisor's Post-observation Feedback Pertaining to Type	99
Table 12. Differences in the Focus of the Feedback Provided by the Supervisor, the Mentor and the Peer	110
Table 13. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor	115

LIST OF FIGURES

	Page
Figure 1. Features Attributed to Effective Feedback	143



LIST OF APPENDICES

	Page
Appendix 1. MoNE Consent Letter.....	178
Appendix 2. Sample Post-Observation Conference	179
Appendix 3. Stimulated Recall Interview Questions.....	191
Appendix 4. Sample Stimulated Recall Interview	192
Appendix 5. Sample Feedback Reflection Form	209
Appendix 6. Sample Journal.....	210



CHAPTER I

INTRODUCTION

1.1. Introduction

Post-observation feedback (POF) given after teaching practice in English Language Teaching (ELT) Pre-service Teacher Education (PSTE), is an invaluable source that guides and navigates the senior student-teachers (STs) in their journey to become professional language teachers, starting off from the course room, sailing into teaching in the real environment of the classroom. In this cruise, the POF is like a compass, which may lead the STs confidently to the right destination if it is exploited correctly. Even though, the supervisor, in the traditional sense, is considered as the 'expert' steering the STs (Freeman, 1990) in their teaching improvement process, in the context of practicum, other sources of feedback, the peer and the mentor, are available for the STs as well. This study is an inquiry into the nature and effectiveness of the POF received from the three sources, the peer, mentor and the supervisor. Hereafter, the terms *post-observation feedback* and *feedback* are used interchangeably, as they are used replacing one another in the related literature (see for example, Copland, 2008; Brandt, 2008; Kurtoğlu-Hooton, 2010).

This chapter starts with the presentation of the background to the study and statement of the problem. The purpose and the research questions that guided the study are presented afterwards. The following sections outline the scope of the study, significance, limitations, and operational definitions of the terms used in the study.

1.2. Background to the Study

The major goal of preservice ELT education is to equip the STs with the necessary knowledge and skills to teach the language effectively, and the post-observation conference (POC) is an invaluable context that creates opportunities for ST learning and improvement. As an important component of practicum, the social interaction that takes place in the POC is naturally grounded in *sociocultural theory of learning*. Based on the concepts of Lev Vygotsky (1978, 1986) which were broadened by Wells (1999) and Lantolf (2006), this theory proposes that human cognition and learning takes place through the interaction of a number of factors including human

mind and the social activities and relationships, culturally constructed situations and social interaction. What this offers for ELT teacher education programmes is that ST learning is “a dialogic process of coconstructing knowledge that is situated in and emerges out of participation in sociocultural practices and contexts” (Johnson, 2009). Based on the teaching practice conducted by the STs in their first encounter with the real context of the classroom, POF gives the STs opportunities to gain experiential knowledge which facilitates the process of making sense of the theoretical knowledge.

POF is the provision of the ST with information about an observed teaching event, which is given so as to scaffold new understandings, to create awareness and create a change in the way s/he makes sense her/his way of teaching (Randall and Thornton, 2001). Brandt (2008) defines it as information supplied to trainees concerning various aspects of their performance on a task, by a peer or a tutor with a view to enhancing practice. The constructive feedback given after the lesson observation has a vital role in the professional development of pre-service teachers (Tang and Chow, 2007).

The nature and quality of effective feedback has been a matter of concern in education for a long time. A basic dictionary definition states that *feedback* is “the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source” (Meriam-Webster Dictionary, 2017). According to Thurlings et.al. (2012), regardless of the definition used, feedback consists of at least one of the following four elements:

- data on the actual performance of the learners
- data on the standard of the performance
- a mechanism for comparing the actual performance and the standard performance
- a mechanism that can be used to close the gap between the actual and standard performance.

(p.194-195)

Thus, feedback is mainly considered as a piece of information that leads to the comparison of an actual and a desired outcome (Thurlings et.al. 2012; Mory, 2003). Hattie and Timperely (2011) define it as information provided by an agent (e.g. teacher,

peer, book, parent, self, experience) regarding aspects of one's performance or understanding and state that it is a consequence of performance (p.81).

In the field of mainstream education, it has been one major aim to identify the factors that constitute good quality feedback, considering its potential significant contribution to learning. Hattie and Timperely (2007) summarized that effective feedback should answer three questions "Where am I going? (What are the goals?), How am I going? (What progress is being made towards the goal?), and Where to next? (What activities need to be undertaken to make better progress?)", which correspond with the concepts of "feed up", "feed back" and "feed forward" (p.86). Feedback is most effective when it is in the context of a dialogue and it focuses on "the tasks and the associated learning, confirms for learners that they are on the right track, includes suggestions that scaffold students to move on, is frequent and given when there is opportunity for the learner to take action" (White, 2007).

With specific reference to POF, Hopkins (2008) noted that feedback that is given within 24 hours of the observation, based on careful and systematic recording and factual data, interpreted with reference to known and agreed criteria, starting with the observed teacher's self-evaluation, and leading to development is effective. What is more, certain strategies employed, while delivering POF, were claimed to increase its quality and effectiveness. These include but are not limited to creating a relaxed atmosphere (McGlinn 2003), reducing tension through careful preparation and exploiting different feedback frameworks like dyadic or group feedback (Copland, 2010), providing feedback on videotaped teaching practice lessons before the real graded teaching practice (Eröz-Tuğa, 2013), delivering compliments before criticisms or specific suggestions (N.A. Anderson 1998; N.A. Anderson and Radencich 2001; Bowman 2001; Glenn 2006; Murdoch 2000), providing focused feedback and following it in successive feedback sessions, e.g., language-focused feedback (Lindahl and Baecher, 2015), providing mild advice and suggestions in feedback (Vásquez 2004), guiding the trainees in detecting their own weaknesses (Feiman-Nemser 2001), and forming a balance of both positive and negative feedback (i.e. Glenn 2006; Murdoch 2000). Thus, as a significant component of the practicum, which is an important part of the PSTE in the professional development of the STs (Borko & Mayfield, 1995; Williams, 2001; Farrell, 2008; Malderez, 2009; Borg, 2009), POF deserves a careful and close examination for its potential in the possible contributions it may make to STs' learning and their teaching improvement process.

As in many PSTE contexts, POF is also considered as a fundamental component of a compulsory course called *Teaching Practice* in practicum in ELT PSTE in Turkey. This course was included in the Turkish PSTE programmes by YÖK (1998), as part of a move in restructuring PSTE programmes through a project called “Development of the National Education” under the division of “Initial Teacher Training” (1994-1998), which was supported with funding by the World Bank. In line with this project, the practicum is divided into two components including *School Experience* and *Teaching Practice* (YÖK, 1998). In a closer look, *School Experience* takes place in the seventh semester of the programme, with a goal to conduct observations and practices under the guidance of the mentor, in order to provide a basis for the profession of teaching. Some activities involved in this course are questioning techniques in the classroom, giving instructions, classroom management, pair and group work, lesson planning, and micro-teaching practices. Finally, in the last semester of the programme, *Teaching Practice* is included as a course. The aim of this course, is to give the STs the opportunities to acquire the necessary skills for teaching in the real classroom environment. The STs are required to do teaching practice for one day for a minimum of 12 weeks to transfer the knowledge acquired in the PSTE programme to the practice of teaching. In these teaching practices, the STs are observed by their mentor and supervisor and provided POF for the purposes of professional development. Also, they are assessed based on their teaching practices by the supervisor as a requirement of the course.

1.3. Statement of the Problem

Keeping the significance of POF provided to the ELT STs after their teaching practice in the focus of this study, it is possible to present three important problems that motivated this particular inquiry. First of all, there are a number of problems related to the application of teaching practice and the provision of POF in the Turkish context. According to Gürsoy (2013) several problems underlie the malpractice of the observation and POF procedures. A major one of them is that even though the rules and principles related to the teaching practice and POC, as well as the roles and responsibilities of all the stakeholders (faculty/school coordinators, cooperating teachers, supervisors etc.), were defined in the Faculty-School Cooperation Booklet published by HEC (1998), in practice, there are no standards and differences are observed in application in various education faculties at the same university, different

departments of the same faculty, and sometimes even between different supervisors within the same department. Another major problem is that in the Faculty-School Cooperation Booklet (HEC, 1998) the feedback giving process is described vaguely and the practice of it is put to the initiative of the cooperating teacher and the supervisor (Gürsoy, 2013). Such drawbacks give rise to several problems in practice. Some of the problems that were revealed through studies are limited feedback given to STs (Eraslan, 2009), insufficient importance given to feedback (Kuter and Koç, 2009; Paker, 2005), the quality and quantity of feedback (Baştürk, 2007), and limited connection of the theoretical courses and teaching practice in cooperating schools (Seferoğlu, 2006). Also, trainee anxiety arising from feedback and evaluation was reported in some other studies (Eröz-Tuğa, 2012; Gömleksiz, Mercin, Bulut, and Atan 2006; Çelik, 2008). Furthermore, related to this process, Paker (2011) found that classroom management, pedagogy and evaluation, the way STs are assessed, different expectations of mentors and supervisors as well as the poor quality of feedback received from mentors and supervisors were problematic issues for STs. Similarly, Pekkanlı (2011) found that mentors in her study were not found effective in giving feedback by the participants and their act of giving feedback was found authoritative rather than collaborative, suggesting need for mentor training especially on assistance skills for providing constructive feedback.

The second motive underlying this study is that even though it bears numerous opportunities for ST learning, POF is a challenging type of interaction in itself as it is also used as a tool for assessment. It was pointed out in several studies that the STs get anxious due to being observed, evaluated, and assessed (Capel, 1997; Brandt, 2008; Copland, 2008; Bailey, 2006). In a study conducted by Kim and Kim (2004), it was revealed that apart from reasons related to proficiency and competency in the pedagogical aspects of the teaching practice, the STs are stressed for the fear of negative evaluation in the POF. Furthermore, as a component of practicum, POF is a source of stress due to the power imbalance between the supervisor and the observed teacher. The university-based supervisor's or mentor's being and acting as the expert and the owner of the theoretical knowledge (as suggested by Freeman, 1982; Gebhard, 1990) is reported to lead to tension on behalf of the ST and the ineffectiveness of the POCs (Williams, 1989; Brandt, 2008; Copland, 2008; Bailey, 2006). All these reasons create a need to analyse the POF experience so as to gain insight into the effective practices that

may help the STs get rid of the tension in this process and assist them in learning and professional development.

Lastly, there are a number of studies into the features and effects of POF in the field of ELT, at a global and local scale, with several specific focal points or studies which were centred on partial aspects of feedback, e.g., language-focused feedback (Lindahl and Baecher, 2015), mode of feedback, in the sense that whether it should be oral or written (Holi Ali&Al-Adawi, 2013), causes of tension in the POF (Copland, 2010), the discourse of teacher supervision / mentoring of the POF (Vasquez, 2004; Ma, 2009), the intervention types that the observers employ in comparison to the intervention types that the observees prefer in the provision of feedback (Yürekli, 2013), and so on. However, there is no detailed analysis, in the field of ELT, of the nature of the POF received from three different sources, the peer, mentor and the supervisor, with a focus on the differences between them and their effectiveness in the teaching improvement process of the STs neither in a global or local scale.

Hence, the POF given after the teaching practice bears a number of problems as described above. Nevertheless, it should be considered that the talk and interaction that takes place in the POC between the observed ST and the sources of feedback, namely the peer, mentor and the supervisor, offer substantial opportunities for ST learning and development. Engin (2013) emphasizes the importance of the interaction in the POC and proposes that trainer-trainee interaction relies on many variables, including trainer and trainee experience, confidence, the topic of the discussion, expectations, emotional states, and a whole array of other factors. By focusing on the interaction between the feedback provider and receiver it is possible to gain an understanding of how ST learning can be hindered or fostered (Kurtoğlu-Hooton, 2010; Gebhard, 1990). Thus, in line with the discussion provided above, in order to gain insight into this interaction, the present study set off for the following purpose and research questions.

1.4. Purpose and Research Questions

This study aims to investigate the nature and effectiveness of the feedback provided to ELT student-teachers after their teaching practice in practicum by the peer student-teachers, mentors and supervisors. The study also aims to analyse whether there are any differences between the feedback provided by the above-mentioned sources. A further aim of the study is to find out what aspects of the feedback from the three

sources the ELT student-teachers find effective in their teaching improvement process. Thus, the research questions that guided the study are presented below.

1. What is the nature of feedback provided to the student-teacher in the post observation conference after his/her teaching practice by
 - a. the peer student-teacher b. the mentor c. the supervisor?
2. Are there any differences in the nature of feedback provided by the three different sources, namely, the peer student-teacher, the mentor, and the supervisor?
3. If so, in what aspects are the differences remarkable?
4. What aspects of the feedback from the three sources do the ELT student-teachers find effective in their teaching improvement process?

1.5. Significance of the Study

This study is assumed to be significant in three main aspects. First of all, to the researcher's knowledge, this research is a pioneering investigation into the nature and effectiveness of the POF received from three different sources, the peer, mentor and the supervisor in the field of ELT in a comparative manner. Secondly, it portrays the nature and the focus of POF with the aspects that the STs view significant for their professional development as prospective teachers of English. Thus, the study will function as a reference study in the field of ELT. Finally, the study is considered to provide a solid reference point to further studies that aim to seek ways and suggestions to make STs' learning effective and educative.

1.6. Limitations of the Study

This study aims to identify the nature and effectiveness of POF provided to ELT STs enrolled in the teacher education program at Çukurova University, ELT Department, Turkey. As the research was designed as a case study, the participants included two STs, a supervisor and a mentor. However, generalizing the results to the whole population of STs is beyond the scope of this study. Secondly, effective POF in this study is analysed with regard to STs' perceptions. Another limitation of this study is that the presence of an audio recorder during the data collection in the POCs and Stimulated Recall Interviews might have spoilt the natural data and affected the content

of the POF, the feedback providers' attitude as well as the STs' responses. Finally, the focus of the current research is the nature of the feedback a ST receives after his/her teaching practice in the POC. Although the data acquired from this conference is analysed with regard to its content, the analysis of the discourse is beyond the scope of this study.

1.7. Operational Definitions

The following terms to be used in this study should be considered in their meanings given below.

Teaching Practice: The classroom teaching performance of a ST observed by the supervisor, the mentor or the peer STs. The mentor and the supervisor evaluate the ST on the basis of teaching practice.

Post-observation Feedback: The feedback that a student-teacher receives from her peer, mentor or the supervisor after being observed in the teaching practice as part of the practicum.

Post-observation Conference: An institutional arrangement in which post-observation feedback is provided to an individual ST on his or her teaching practice.

Student-teacher: A pre-service student who is enrolled in an undergraduate ELT programme at a university and who attends a compulsory Teaching Practice course at a school to gain practice in teaching in a real classroom environment.

Supervisor: A university-based lecturer, who is a faculty in the ELT programme. The supervisor is responsible for guiding and assessing the ST through the practicum by paying several regular visits to the school which the ST is assigned to and by observing the ST in teaching practice.

Mentor: The English as a Foreign Language (EFL) teacher who works at the school which the ST is assigned to do his/her practicum. The mentor is required to guide the ST in gaining practical experience.

Peer: A pre-service student who is enrolled in an undergraduate ELT programme at a university and who attends a compulsory Teaching Practice course at a school and works in collaboration with another ST under the guidance of the same mentor and supervisor.

1.8. Abbreviations

ELT: English Language Teaching

EFL: English as a Foreign Language

HEC: Higher Education Council

PSTE: Pre-Service Teacher Education

POF: Post-Observation Feedback

POC: Post-Observation Conference

ST: Student-teacher

STs: Student-teachers



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

POF serves as an essential component contributing to the improvement of the preservice language teachers. Thus, in pursuance of gaining an insight into POF, it is important to make sense of the theory and principles which it is based on. For this purpose, in this section, in relation to POF, first the knowledge-base of PSTE and the related models are analysed. Next, the literature corresponding to practicum, with the teaching practice, and observation placed in it are discussed. Following that, literature on POF is visited and the peer, mentor and the supervisor are examined as the sources of POF. Finally, the global and local studies conducted on POF are presented.

2.2. The knowledge Base and Models in PSTE

The knowledge base of PSTE and how this knowledge can be delivered to the preservice language teachers have long been discussed in order to understand and improve English language teacher education (Wallace, 1991, Freeman and Johnson, 1998; Richards, 1998, Richards, 2008, Johnson 2009). These two major aspects of PSTE is analysed in order to shed light on where and how POF is situated in the learning and development of preservice language teachers.

The first of these two major aspects, the knowledge base, accounts for the content of the PSTE programmes. It can be defined as “the basis upon which we make decisions about how to prepare L2 teachers to do the work of this profession” (Johnson, 2009, p.21). In determining what this content should include, different perspectives were put forward. As pointed out by Day (1991), the knowledge base or content of PSTE should include four major areas which are *content knowledge*; knowledge of the subject matter (e.g. syntax, semantics, phonology, and pragmatics), *pedagogic knowledge*; knowledge of generic teaching strategies, beliefs, practices (e.g. classroom management, motivation, decision making), *pedagogic content knowledge*; the specialized knowledge of how to represent content knowledge in diverse ways, (e.g. how we teach ESL/EFL in general, how we teach ESL/EFL reading or writing in

particular), and *support knowledge*; the knowledge of various disciplines that inform or approach to ESL/EFL (e.g. psycholinguistics linguistics, sociolinguistics, etc.).

In a similar and more concise way, Johnson (2009) points out that knowledge base in PSTE should include the following.

1. The content of L2 teacher education programmes (what the teachers need to know)
2. The pedagogies that are taught in L2 teacher education programmes (how L2 teachers should teach)
3. The institutional forms of delivery through which both the content and the pedagogies are learned (how L2 teachers learn to teach)

(p. 21)

Concerning the ways in which the knowledge base should be delivered, various models or approaches in PSTE were discussed. Three prevalent models were proposed to underlie the pre-service language teacher education programmes by Wallace (1991). These are The Craft Model, The Applied Science Model and the Reflective Model, which are explained below respectively.

The Craft Model was described as the passing of expertise from an *expert*, in this context the experienced classroom teacher, who is responsible for the demonstration and the instruction of ‘good’ practice, to the *trainee*, or preservice teacher, who learns by imitating and following the expert’s instructions and advice (Wallace, 1991). This model was found to be strong for giving value to the experiential aspect of professional development of the language teacher; however, it was criticised for being imitative, conservative, and essentially static in nature (Stones and Morris, 1972; Randall & Thornton, 2001).

As a reaction to the imitative and static nature of this model, the Applied Science model emerged with an emphasis on the importance of empirical science instead of trusting the expertise of one mentor. It mainly included the conveying of scientific knowledge and experimentation to the trainee, and this flow was essentially one-way (Wallace, 1991). From the viewpoint of the Applied Science Model, the basic component of PSTE was seen to be linguistic and pedagogic theory and learning to teach was regarded as the application of theory into the school context (Barahona D., 2014; Nguyen, 2013a). Wallace (1991) pointed out that Applied Science Model was the

traditional and probably most prevalent model underlying most training and education programmes.

As for the strong aspects and drawbacks of the Applied Science Model, several points were raised by Wallace (1991), some of which were based on Donald Schön's (1983, 1987) critique of the model. The Applied Science Model was powerful for attempting to base the practical knowledge on empirical knowledge; nevertheless, it was criticised for some particular problematic issues it brought about. First, it was said to lead to a split between research and professional practice. Secondly, it downgraded the value of classroom teacher's expertise and experience by putting too much emphasis on the importance of empirical knowledge. Lastly, it was considered to be insufficient in providing solutions to very complex professional dilemmas.

The last model is the Reflective Model which is based on Donald A. Schön's work (1983, 1987). In the viewpoint of this model, teacher learning is based on the idea that teachers learn from their experiences through focused reflection (Schön, 1983; Wallace, 1991; Richards & Lockhart, 1994; Zeichner & Liston 1996; Bailey, 1997; Richards & Farell, 2005). According to Schön (1983), two kinds of knowledge account for professional knowledge; one being received through research based theories and techniques, and the other defined as tacit knowing-in-action. Wallace (1991) rewords these two types of knowledge as *received knowledge* by which "the trainee becomes acquainted with the vocabulary of the subject and matching concepts, research findings, theories, and skills" and *experiential knowledge*, which refers to acquiring "knowledge in action by practice of the profession" (pp. 14 - 15). Thus, the Reflective Model is proposed as a recipe that balances the use of both theory and practice equally in PSTE and teacher learning in general. Schön's work started a major shift in teacher education and research on teaching which has emphasized teachers coming to understand their own thinking through reflective practice (Freeman and Johnson, 1998).

It is important to consider how these three models view certain key concepts in PSTE, such as teaching, learning to teach, the practicum and the preservice teachers. These three models were compared and contrasted with respect to these concepts by Barahona D (2014) (p.47) based on the discussions of Wallace (1991), Freeman (1991) and Mattson, Eilersten & Rorrison (2011) as shown in Table 1 below.

Table 1

Models in PSTE

Models	Views of teaching	Learning to Teach	Role of Practicum	Views of preservice teachers
The craft model (an apprenticeship model)	Teaching as doing	Learning by imitating all the teaching techniques used by the experienced teacher. Knowledge is acquired as a result of observation, instruction, and practice	The practicum is a way to introduce the preservice teacher into the profession. The preservice teacher learns the profession from a school teacher	An apprentice is a trainee (preservice teacher) under the supervision of an expert teacher
The applied science model (a theory to practice model)	Teaching is a science and as such can be examined rationally and objectively (thinking and doing)	Learning to teach is the application of the theory learnt.	The practicum is seen as a laboratory. Pre-service teachers learn in a controlled environment with ideal conditions and excellent professionals. They apply what they had learnt at university.	Teachers are educated when they become proficient enough to apply these theories in practice. Passive role of learners.
The reflective model	Teaching as knowing what to do	Teachers learn by reflecting on their own practice	The practicum is a place where student teachers encounter a large number of authentic cases in order to learn how to identify resemblances and distinctive traits. They learn how to interpret and analyse cases in the light of research, theory and experience	Student teachers are decision-makers. They have an active role as teacher learners

(Barahona D, 2014, p.47)

In the last two decades, with the demands of the changing parameters in language teaching, there appeared an increased need for renovations in preservice language teacher education. In line with this, reconceptualising the knowledge-base of PSTE was called for by Freeman and Johnson (1998), emphasizing a need to revisit the basic concepts and principles in teacher education. They urged upon the need for a new knowledge base in PSTE with an emphasis on the activity of teaching itself, which takes the following three aspects into its centre, namely, the teacher who does it, the contexts in which it is done, and the pedagogy by which it is done. Furthermore, they pointed out the inclusion of research, documenting teacher learning within the social, cultural, and institutional contexts in which it occurs. In line with this, they emphasized that the

appropriate knowledge-base of language teacher education needs to see *the teacher* as a learner of teaching, *the school* as a social context in which the teacher both teaches and learns, and *the activities* as both language teaching and learning. Thus, learning teaching and practicing teaching were started to be seen as two interwoven components instead of two separate parts and practicum in PSTE gained great importance with this view.

In this section, the knowledge base of PSTE and the ways in which this knowledge is delivered, that is, various models or approaches in PSTE have been discussed. The following section, focuses on the practicum with its definition, goals and general components.

2.3. The Practicum

The school-based practicum experience has been identified as one of the most critical components for preparing future teachers (Cruickshank & Westbrook, 2013; Clarke & Collins, 2007; Farrell, 2008; Farrell, 2001; Dang, 2013; Walsh & Elmslie, 2005). It is defined as "the total experience of working in a school which trainees have when they are on placement, i.e. when they have been allocated to a particular school as a part of their professional development" (Bailey, 2006, p. 121). Practicum is also known by other names like School Experience, Practice Teaching, Apprenticeship, Field Experience, Practical Experience, and Internship (e.g. Richards, 1998; Johnson, 1999; Crookes, 2003; Borg, 2006; Farrell, 2008, Bailey, 2006) even though the goals and contents of these programmes may be comparatively different. The goals of the practicum in PSTE are presented by Gebhard (2009) through a review and compilation of the goals underlying practicum by Richards and Crookes (1988), Crookes (2003), Gebhard and Oprandy (1999) and the work of several other researchers in the field. Thus, some goals include more practice oriented skills like enabling students to

- gain practical classroom teaching experience,
- apply theory and teaching ideas from previous course work,
- discover from observing experienced teachers,
- enhance lesson-planning skills
- gain skills in selecting, adapting, and developing original course materials.

(Gebhard, 2009, p. 251)

Yet, some others include more cognitive oriented skills like

- expanding awareness on how to set their own goals related to improving their teaching
- questioning, articulating and reflecting on their own teaching and learning philosophies, which include an amalgamation of assumptions, beliefs, values, educational and life experiences, and
- seeing their own teaching differently by learning how to make their own informed teaching decisions through systematic observation and exploration of their own and others' teaching.

(Gebhard, 2009, p. 251)

Generally, some major components of the practicum are observation of other teachers, teaching practice, self-observation, teaching journals, mentoring, teacher supervision, seminar discussions, action research, and teacher portfolios (Malderez, 2009; Gebhard, 2009; Burns, 2009; Bailey, Curtis & Nunan, 1998, 2001; Johnson, 1996; Richards & Farrell, 2005). Gebhard (2009) explains that a practicum is made up of supervised teaching, experience with systematic observation, and gaining familiarity with a particular teaching context and puts practicum in the heart of PSTE. Also, according to Richards and Crookes (1988) the practicum course is a major opportunity for STs for the acquisition of the practical skills and knowledge needed to function as an effective language teacher.

As abovementioned, some integral parts of language teacher supervision in practicum are the teaching practice, lesson observation and the POF given afterwards (Randall & Thornton, 2001; Bailey, 2006). A closer look at these components reveals their importance and contribution to the learning and professional development of STs involved in the practicum. The teaching practice is at the core of practicum as it provides direct experience of interacting with students as well as content and contexts for activities such as self-observation, peer-observation and post-observation discussions (Gebhard, 2009). It is acknowledged as an opportunity for the trainees to improve their professional practice in the context of a real classroom, usually under some form of guidance or supervision (Bailey, 2006). In fact, teaching practice is considered to be fundamentally significant for accruing benefits like combining

theoretical and experiential knowledge (Sivan and Chan, 2003; Bailey, 2006; Copland, 2008).

Teaching Practice is almost always combined with the observation of the ST by other stakeholders that take part in the practicum, usually, the supervisor, mentor and peer(s). *Observation* is “the process of systematically watching teaching events” (Bailey, 2006, p. 93). Systematic and non-judgemental observation is a major opportunity through which STs gain an understanding of their teaching (Bailey, Curtis and Nunan, 1998; Gebhard, 2006; Gebhard and Oprandy, 1999; Fanselow, 1988). Specifically, observations conducted by the supervisor or mentor take place as a part of a continuum of events, including *the Pre-observation Conference*, *the Observation*, and *the Post-observation Conference* (Wallace, 1991; Wajnryb, 1992; Bailey, 2006). In the pre-observation conference, or meeting, the observer and the observee’s, in this case the supervisor/ mentor and the ST, come together in order to talk about the lesson plan, the lesson objectives, and the necessary materials and activities to be used to achieve these objectives. This phase is comparatively short and main aims and possible problems are also discussed at this stage. The observation phase is the execution of the lesson plan in the real classroom by the observee, while the observer, collects descriptive data on the teaching event through a number of methods, which may include taking notes or filling in checklists, audio or video-recording of the lesson. In the last phase, the post-observation phase, the observer and the observee come together at a pre-determined time in order to discuss the teaching event in detail. It is at this stage that feedback gains importance. According to Bailey (2006), naturally, the teacher’s and the observer’s (supervisor, mentor or the peer) perspectives on the teaching event may be different as they are influenced by factors like previous experience, models, and feedback. Therefore, the POC is necessary to interpret the data coming from the observer and the observee’s sources, to negotiate, and to determine a focus for future teaching events (Bailey, 2006). The type of the post-observation conferences depends on the institutional arrangements; for example, they can be dyadic, including one trainer and one trainee/teacher, or an observer and the observee like in our study, or a multiparty activity, with up to five trainees which includes the discussion of the lesson between the ST, the mentor and the peer trainees who observed the lesson (see Gebhard and Oprandy, 1999; Copland, 2010; Kurtoglu-Hooton, 2010).

The interaction that takes place in the POC depends on its structure, and different structures are exploited depending on context. For instance, Engin (2013)

describes the typical structure of the post-observation conferences held in her study as, starting with a general evaluation described by the trainee, more specific aspects of the lesson based on the lesson plan described by the trainee, a chronological discussion of the lesson that was directed by the trainer, asking questions about certain actions and decisions, summing up and deciding on overall strengths of the lesson, and targets and strategies for further teaching by the trainee and the trainer. Stillwell (2009) proposes a model of peer observation and a POC in which three peers attend. While the observed and observer teacher share their opinions, the third party silently listens as the conference observer. When the comments are finished, the third party guides the other two teachers through a conference review in which they reflect and share their perspectives on the POC. Copland (2010) and Brandt (2008), similarly propose a POC structure in which a third party is available in order to decrease the tension that arises from the power imbalance between the observer (the supervisor / mentor) and the observee (the ST).

It is undeniable that the whole process of teaching practice and observation creates significant opportunities for ST learning. Nevertheless, the POC where feedback is provided to the STs on the practices they conducted during the teaching event has major importance. The post-observation conference is the stage “when the real interaction between the observer and the observee takes place” (Yürekli, 2013, p. 303) and POF is considered as a great opportunity for ST learning and progress (Bailey, 2006; Randall & Thornton, 2001; Malderez, 2009; Kurtoglu-Hooton, 2016).

In the following section, POF is reviewed with a specific focus on the specific aspects of Sociocultural Theory of Learning, relevant to its contributions to STs’ learning. Furthermore, the definition, delivery, nature and effectiveness of POF will be presented.

2.4. Post-Observation Feedback

The contributions of POF to teacher learning and development in ELT PSTE are acknowledged to be relevant to certain notions in Sociocultural Theory of Learning, as this approach “recognises the interdependence of the personal and social dimensions of teacher development” as suggested by Roberts (1998). The Sociocultural Learning Theory has its roots in the idea that the environment of the learners has a central role in their learning development and important elements in the learning process of a learner

are culture and language. In order to explain how learning takes place, Vygotsky (1978) presented some key concepts and principles that sets up the framework for Sociocultural Learning Theory. Two of these concepts; the *zone of proximal development* (ZPD) and *scaffolding*, are discussed here since they are closely related to teacher learning and POF.

Bailey (2009) explains that “In sociocultural theory, that which a person can do confidently and independently, comprises an area of self-regulated action” (p. 190). “Beyond that there is a range of knowledge and skills which the person can only access with someone’s assistance” (van Lier cited in Bailey, 2009, p. 190). Such learning relies on Vygotsky’s (1978) *Zone of Proximal Development (ZPD)*, which is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (p. 86). Adapted to the learning of teachers, the *ZPD* is “the difference between what a person can achieve when acting alone and what the same person can accomplish when acting with support from someone else and/or cultural artifacts.” (Lantolf, 2000, p. 16). Another important concept that may help in understanding the possible contribution of POF to ST learning is *scaffolding*, by which “assistance is provided from person to person such that an interlocutor is enabled to do something he or she might not have been able to do otherwise” (Ohta, 2000, p.52). The image of scaffolding is found essentially useful, as a scaffold is temporary and eliminated after the construction, painting or repairing of a building is completed (Bailey, 2006).

ZPD and *scaffolding* are considered to be two significant concepts in teacher learning. Bailey (2006) suggests that individual teachers’ *ZPDs* are multifaceted products of the interaction between teachers’ competence and local needs; thus, supervisors can boost teachers’ knowledge and skills development in different ways, some of which are acting as a resource to help them develop their knowledge, observing and talking with language teachers, setting up peer observation opportunities, and observing several language teachers in a programme in order to gauge the overall strengths and weaknesses of the team. These two concepts are also specifically important for POCs as in the course of a POC, a supervisor or a mentor can make use of *ZPD* and *scaffolding* so as to help the STs move from assisted to unassisted competence (Wilson, 2005; Kurtoglu-Hooton, 2010). Setting off from the student teacher’s *ZPD*, *scaffolding* can be fine-tuned according to the learner in the post-observation session

(Engin, 2013). According to Randall and Thornton (2001) the main purpose of POF is “to scaffold new understandings, to move the teacher to a new level of awareness and through this to change the way that they see or think about the way that they are teaching”. (p. 112). Constructive feedback is accepted to scaffold through highlighting the things that are important to focus on and directing learning towards next steps (White, 2007).

The nature and content of POF, may change depending on the institutional requirements and the development and/or assessment policies adopted; however, POF, is naturally made up of the strong aspects and weak aspects of teaching as well as identification of the areas to improve and advice and suggestions on how to improve teaching (Copland, 2008, 2010; Ma, 2009; Copland, Ma, and Mann, 2009; Engin, 2010; Kurtoğlu-Hooton, 2010; White, 2007; Smith, 2010; Eröz-Tuğa, 2013). The topics that are focused on in POCs range on a number of issues including the activities used, classroom management, and the language use of the ST (Copland, 2008; Akcan and Tatar, 2010). The content of POF may include the roles of the teacher, including the language input, activities, materials, lesson structure; the teacher talk, including amount, type and the interaction; the learner behaviour, including learner production, interaction, etc (Lewis, 1998; cited in Bailey, 2006).

As for the effectiveness of feedback, various dimensions are proposed. Thurlings, Vermeulen, Kreijns, Bastiaens, & Stijnen (2012) suggest six categories of these dimensions as follows.

- Goal directedness vs. person directedness (Black & Wiliam, 1998a; Gibbs & Simpson, 2004);
- Specific vs. general (Black & Wiliam, 1998a; Mory, 2003; Scheeler et al., 2004);
- Detailed vs. nondetailed (Gibbs & Simpson, 2004; Scheeler et al., 2004; Weaver, 2006);
- Positive vs. negative (Scheeler et al., 2004; Schelfhout, Dochy, & Janssens, 2004; Tillema & Smith, 2000; Weaver, 2006);
- Immediate vs. delayed (Mory, 2003);
- Corrective vs. non-corrective (Scheeler, Ruhl, and McAfee 2004).

Quality feedback, according to Black and William, (1998b) assists learners in confirming the intended outcome of the learning, motivates them to continue, enables them to assess their own performance, and allows them to identify their next step. Graham (1996) acknowledges sound feedback as including the element of evaluation and reflection on performance and suggests through being asked a number questions on the teaching performance, the observers can evoke reflective feedback. Moreover, providing feedback covering both positives and negatives Babkie (1998) and specific feedback with information relevant to the behaviour of the ST, contrary to general feedback are found to be factors that make feedback more effective.

A fundamental work on effective feedback belongs to Brinko (1993) who analysed literature with regard to feedback in the fields of education, psychology, and organizational behaviour. After an analysis of the related theoretical pieces, empirical studies, and prior reviews, Brinko (1993) came up with a number of features which were classified into main categories including *the Source of Feedback* (Who provides / receives feedback?), *the Mode of Feedback* (How is feedback provided / communicated?), *the Content of Feedback* (What is the content of feedback?), and *the Occasion of Feedback* (When should feedback be given?). This review from mainstream education was adapted into the context of post-observation feedback provided to the ELT STs after the teaching practice by Brandt (2008) and the following features come to the forefront. Thus, feedback is effective when

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 judgement.
5. it is focused and contains relevant, meaningful, concrete information, accurate and specific data and irrefutable evidence.
6. it is focused on behaviour 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 required part of a course.)
9. it considers the recipient's amount of experience and developmental stage.
10. the recipient is able to select the way it is conveyed.
11. it contains 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

(Brandt, 2008, p. 42)

Various strategies were found to be effective in providing constructive feedback in the POC. Some of these include providing mild advice and suggestions (Vásquez 2004), using questions (Vásquez and Reppen 2007), making compliments before criticisms or specific suggestions (N.A. Anderson 1998; N.A. Anderson and Radencich 2001; Bowman 2001; Glenn 2006; Murdoch 2000), helping the trainees to discover their own problems (Feiman-Nemser 2001), creating a comfortable atmosphere for the feedback conferences (McGlinn 2003) and creating a balance of both positive and negative feedback (Glenn 2006; Murdoch 2000).

To reiterate, the POF under investigation in this study was acquired from the peer, mentor, and the supervisor. Therefore, the following section deals with each source of POF.

2.4.1. The Source of Feedback

As Brinko suggests (1993) feedback is more effective when it is received and gathered from a number of sources. The source can be either a person or a set of data. More specifically, she states that the sources of feedback can be

individuals who make an evaluative judgement on the teacher - such as students, alumni, peers, colleagues, chair, or dean- or maybe data generated by the performance of the teacher- such as audio recordings, video recordings, objective observation protocols, office hour logs, or student achievement scores.

(Brinko, 1993, p. 576)

In the present study, the source of feedback were the *supervisor, the mentor and the peer*. Thus, it is necessary to elaborate more on these three sources pertaining to their role in providing POF.

2.4.1.1. The Peer as a Source of Feedback

Even though peers are an important source of feedback for STs, this remains a relatively less studied aspect of the practicum experience in PSTE programmes. A greatly recognized advantage of the peer for the ST is the psychosocial support s/he provides, with features like sharing, equality and reducing stress and isolation (Goodnough, Osmond, Dibbon, Glassman, and Stevens, 2009; Le Cornu, 2007; Slater & Simmons, 2001; Walsh, Elmslie, & Tayler, 2002; Nguyen & Hudson, 2012; Nguyen, 2013b). Moreover, working with peers during the practicum was found to have contributed to the qualitative development in teaching identities of preservice teachers (Dang; 2013).

Peer as a source of feedback bears several benefits for the STs. The following advantages are specified by Randall & Thornton (2001).

- The use of a friend to observe, on the face of it, should remove many of the tensions involved in the assessment / development debate. The critical friend clearly has no formal assessment role and thus should be able to offer advice untainted with at least the formal necessity to judge.
- The very act of observing and offering advice should benefit not only the one being observed but also the one observing. Being able to discuss lessons with your peers in a non-judgemental and open forum is seen as an essential step along the road to being an autonomous and reflective practitioner.

Even though there are several advantages of peer feedback in ST learning and professional development, this kind of feedback also bears some drawbacks. For example, according to Stillwell (2009) peer observation is a powerful tool through which language teachers can become aware of a broad range of possibilities for effective classroom practices; however, the POC bears some risks. Peer feedback may be based on the judgements of the friend observing, as it is not possible for a person to be completely be non-judgemental (Randall & Thornton, 2001). Many researchers pointed out the risk of a peer providing evaluative feedback in the post-observation conference (Bailey, Curtis, and Nunan 2001; Richards and Farrell 2005). As such a judgemental and evaluative approach could diminish the advantages of peer feedback, peers are advised to gain insight into the ways of the nature and delivery of advice (Randall & Thornton, 2001).

2.4.1.2. The Mentor as a Source of Feedback

A mentor, or a cooperating teacher, is the teacher that supervises the ST during his/her school-based experience. Malderez (2009) describes a mentor as working one-to-one, at a mentee's workplace as a full and current member of the language teacher community. Bailey, Curtis and Nunan (2001) describe a mentor as "a more experienced teacher working with a novice or a teacher new to a particular program (p.207). A resembling term, cooperating teacher, is used to describe the same role. According to Acheson and Gall (1997) a cooperating teacher is the teacher-of-record in a class where a trainee teacher gains practical experience.

Mentors are accepted as significant stakeholders in PSTE, who socialize the ST into the profession and the literature suggests a number of benefits of mentoring in the development of STs (e.g., Hudson, 2004; Mann & Tang, 2012; Sempowicz & Hudson, 2012; Tomlinson, Hobson, & Malderez, 2010). Five different roles were identified for a mentor, which are being (1) *a model* who models and demonstrates a way of teaching; (2) *an acculturator* who helps the mentee integrate into the particular context and community; (3) *a sponsor* who introduces to the professional community; (4) *a supporter* who acts as sounding board and provides safe opportunities for the mentee to discuss teaching practices; and (5) *an educator* who scaffolds the mentee learning or facilitates pedagogical ideas to help the mentee achieve professional learning objectives (Malderez and Bodoczky, 1999).

Providing feedback to the trainee teacher is an essential role of the mentor (Arnold, 2006; Clarke, 2006; Malderez, 2009). The key act of a mentor is considered to aid the mentee in seeing the practical relevance of the theory they learned through the programmes they attended and to close any perceived “theory-practice” gap while planning their teaching (Malderez, 2009). By “advising on effective practices, making the theory-practice link overt, and evaluating and reporting upon their practicum performance”, mentors help the mentees develop professionally (Sinclair, 1997, p. 309). Also, Malderez (2009) considers mentors role as listening to the mentee talk about their teaching and guiding the mentee with prompts to make informed conclusions about their own development. In this view, mentors feedback comprises of descriptive (rather than evaluative or judgmental) observations in a post lesson discussion in order to lead the mentee to make possible interpretations of events or details they noticed. According to Lemus, White & Fonseca (2007) the mentors of practicum courses have the fundamental goal of helping the student-teachers develop critical thinking and new understanding through feedback sessions.

Some other researchers add to this by stating that a mentor guides the STs through the use of questions (Vásquez and Reppen 2007), compliments and criticisms or specific suggestions (Bowman 2001; Glenn 2006; Murdoch 2000). Furthermore, studies on mentoring have revealed that STs profit from mentoring experiences as they are provided with support to develop their self-efficacy (Bandura, 1997) and proficiencies (Barkham, 2005; Clarke, 2004). The type of mentoring is important and determinant on the ways of giving advice. It could be ‘affirming, non-threatening, and, at the same time, effective’ (Stillwell 2009, p. 358) or just a process of transmission by the mentor (Malderez, 2009, 268). While providing feedback, mentors are suggested to describe and demonstrate underlying principles of teaching and learning as well as talking clearly and straightforwardly about teaching without offending the teacher (Little & Nelson, 1990). Mentors are usually suggested to collaborate and encourage reflection in dialogue with the trainees (Arnold, 2006; Mann and Tang 2012). For mentors feedback is needed to be considered as an opportunity to develop the skill and experience of the pre-service teacher, and thus, the mentor is called to be conscious of the power of their positive and negative comments, and find ways that inspires rather than disheartens (Stillwell, 2009).

2.4.1.3. The Supervisor as a Source of Feedback

In this section, the supervisory models are presented as they form a basis for the guidance of the ST through the process of learning and skills development for the teaching profession along the practicum with a specific focus on lesson observation and POF. The feedback from the supervisor is very much determined by the beliefs, attitudes and the *Models of Supervision* adopted by the particular supervisor (Bailey, 2006; Randall & Thornton, 2001; Gebhard, 2009). Thus, it is important to review the supervisory roles in order to have a better understanding of the nature and effectiveness of feedback provided to STs during the POC. The supervisors' roles have been described by many researchers in professional and mainstream educational contexts (Goldsberry, 1988; Clark, 1990; Abrell, 1974; Bernard, 1979; Acheson and Gall, 1997). However, two of them, supervisory roles as defined by Freeman (1982), and Gebhard (1984) are presented here as the dominant models in PSTE. In addition, two models adopted from the field of counselling *The Three Stage Model of Helping* (Egan, 2002) and *Six Category Intervention Analysis* (Heron, 1976, 1989) will be presented as they have crucial influence on the provision of POF.

Based on the *Model of Person-Centered Counselling* by Carl Rogers (1961, 1969), Freeman (1982, 1989) described supervisory roles in PSTE in three approaches to observing teachers and giving them feedback, which are *the Supervisory Approach*, *the Alternatives Approach* and *the Non-Directive Approach*. In this model, the *supervisory approach* and the *non-directive approach* are the opposite of each other, in that, the *supervisory option* is the traditional directive model, in which the supervisor is viewed as the expert and gives prescriptive advice, whereas in the *nondirective option* the supervisor listens nonjudgmentally as teachers describe their work and interpret their actions (Freeman, 1982). In the third option, the *Alternatives Approach*, it is the responsibility of the supervisor to suggest, or help teachers discover, alternatives to their current way of doing things (Freeman, 1982). Bailey (2006) explains that power is a key factor that distinguishes the three approaches. While the power of the observee is too little to determine the issues under discussion in the *supervisory option*, in the *nondirective option*, the teacher has more opportunities to direct the discussion and make decisions, and in the *alternatives option*, the teacher and the supervisor together negotiate what actions to implement (Bailey, 2006).

Influenced by the work of Freeman, Gebhard (1984) presents six supervisory models, namely, *Directive Supervision*, *Alternatives Supervision*, *Collaborative*

Supervision, Nondirective Supervision, Creative Supervision and Self-Help-Explorative Supervision. The roles and acts adopted by supervisors in these models are well-summarized by Randall & Thornton (2001) based on the work of Gebhard (1984).

- *Directive Supervision*, where the role of the supervisor is to direct and inform the teacher, model appropriate teaching behaviours and act as evaluator,
- *Alternatives Supervision*, where the supervisor suggests a number of limited alternative actions to the teacher from which they are free to choose,
- *Collaborative Supervision*, where the teacher and the supervisor work together to solve the problems encountered in the classroom,
- *Nondirective Supervision*, where the supervisor acts as understander and allows the teacher to come up with their own solution to classroom dilemmas,
- *Creative Supervision*,
- *Self-Help-Explorative Supervision*

Randall & Thornton (2001, p. 62)

Different from that of Freeman (1982) one of the models added is the *Collaborative Supervision*. Bailey (2006) explains that in a collaborative model, the supervisor does not have a directive but cooperative manner and establishes a sharing relationship. The limitations of this model may be that it makes problem-solving difficult and may be inappropriate for some cultures (Gebhard, 1984). The *Creative Supervision* model of Gebhard (1984), on the other hand, is a combination of other models and involves the supervisor's switching roles during a conference, depending on the teacher's needs (Bailey, 2006). Bailey (2006) explains that in practice this model would appear like a conference's proceeding with, for example, the non-directive option until it reaches a point where the teacher has no experience and requests explicit guidance. In such a case, the supervision could shift to the alternatives option.

Apart from the models presented above, there are also practices borrowed from the field of counselling, which are also adopted and used in research in the field of language teacher education and professional development. It is suggested that *Counselling Theory* can provide a principled method for making sense of what happens in effective feedback sessions, since it originally aims to provide help to people to deal with their problems and lead them to changes in their thoughts and behaviour through

interactive sessions (Randall & Thornton, 2001). The first theory of counselling that will be mentioned here is *The Three Stage Model of Helping* by Egan (1990, 2002).

The Three Stage Model of Helping (Egan, 2002) is portrayed as an ‘eclectic’ approach to counselling since Egan proposes that an effective helper is the one who adopts and uses good ideas from different approaches and integrates them into an effective model of helping (Randall & Thornton, 2001). Two basic assumptions in this model are that helping is a problem-solving process, and that the client is the centre of the process. The following table displays how these basic principles are put into practice through a three-stage model.

Table 2

Egan: A Three Stage Model

Stage 1	Exploration	Looking at teacher’s current situation. Finding out what the teacher sees as problematic. Establishing the problems.
Stage 2	New Understanding	Helping the teacher explore options and goals.
Stage 3	Action	Drawing up an action plan for achieving the goals.

(Randall & Thornton, 2001, p. 68)

As Table 2, the action starts from exploration of the practices in the lesson along with the teacher. Then the teacher is led to discover new insights and goals by the supervisor. Finally, how these goals can be achieved, in other words, suggestions for action are discussed.

As for feedback also, Egan’s model proposes important suggestions. According to Egan (2002) feedback may be evaluated as *confirmatory* and *corrective feedback*. When applied to the field of PSTE and language teacher development, *Confirmatory feedback* as stated by Kurtoğlu-Hooton (2010), refers to the positive feedback “in the form of praise, or confirmation and / or reassurance that something went well” (p.42). A teaching skill, a teacher quality, behaviour, or decision may be that specific positive act. On the other hand, *Corrective feedback* refers to situations “where there was perhaps a better alternative for some skill that had been exhibited, for some teacher quality that was or was not revealed, or for some decision that did not work particularly well in the classroom context”(p.42).

The last model to be presented here is the *Six Category Intervention Analysis* (Heron, 1989), which is a framework for interventions made by people in the field of counselling, and thus is adopted in the practice of providing feedback. This system is also depicted as eclectic, in that, the feedback provider can negotiate his/her role and position depending on the needs and demands of the teacher. The possible interventions are categorized in two main categories, Authoritative and Facilitative, which are divided into six different types as shown in the table below.

Table 3

Heron's Six Category of Intervention

Authoritative	Facilitative
1. Prescriptive. Refers to interventions in which the advisor tries to directly tell the teacher what they should do, how to improve or modify the way they teach.	4. Cathartic. This type of intervention seeks to allow a client to discharge their emotions and feelings, particularly painful feelings of grief and anger.
2. Informative. The advisor gives the teacher information or knowledge about situation on which to base a new awareness and to facilitate personal growth.	5. Catalytic. This type of intervention from the advisor encourages self-discovery by the teacher by questioning on critical areas and by bringing knowledge and information to the surface.
3. Confronting. The advisor tries to raise the teacher's consciousness about certain aspects of teaching by sharing perceptions of the teacher's behaviour and challenging the teacher on areas which are seen as problematic and through this confrontation to improve their teaching skills.	6. Supportive. In a supportive intervention, the advisor affirms the worth of the teacher, primarily by praising and valuing what has been done.

(Heron, 1989, as cited in Randall & Thornton, 2001, p. 78-79)

The intervention types described above do not bear any positive or negative values according to Heron (1989, as cited in Randall and Thornton, 2001). Each represent a way of intervening in an event depending on the needs and personality of the teacher and are of the same value.

A further point which deserves consideration here as having influence on post-observation feedback from the supervisor is the conflict of the supervisor's being an

assessor and a *developer*. As suggested by Copland (2008), the main responsibility of the supervisor is to offer support to trainee as they learn to teach and to provide advice pertaining to improving practice. Feedback accompanies recall, analysis, and interpretation of observed teaching sequences and enables the supervisor to indicate the strengths and weaknesses of the ST (Roberts; 1998). The supervisor as suggested by Randall & Thornton (2001), as an expert, is expected to give answers to the trainee's problems based on the knowledge gained from theoretical models based on 'scientific' research.

On the other hand, at the same time, the supervisor has the role of assessing the ST's performance against a set of institutional criteria. Thus, these two roles performed by the supervisor, *assessment role* and the *development role*, create a tension and conflict in the post-observation feedback sessions (Brandt, 2008; Copland, 2008; Bailey, 2006). The supervisor's being and acting as the expert, as the owner of the theoretical knowledge, may create an imbalance between the supervisor and the ST as the advisor and the advisee. The power imbalance is pointed out as a factor leading to the ineffectiveness of the post-observation feedback sessions (Brandt, 2008; Copland, 2008). In order to solve this conflict, Stones (1987) suggests to ignore the judgemental aspect and concentrate instead on the developmental side of teacher education and development. Another suggestion is to include an objective facilitator in the post-observation feedback conference to undertake the role of creating a non-threatening environment and keep the conversation going in a dialogic and reflective fashion (Brinko, 1993; Brandt, 2008).

In this section, the peer, the mentor and the supervisor, as sources of POF, have been analysed. POF has been the focus of various studies with its different aspects, thus, the following section reviews the global and local studies conducted on POF.

2.5. Global and Local Studies on Post-Observation Feedback

The role of POF in PSTE has been studied both globally and locally. Copland (2010) studied the causes of tension in POF in pre-service teacher training in a college of adult training in the UK. Even though it is usually suggested that this tension arises from the conflict in the mentors and/or supervisors' role as an assessor and a guide at the same time, Copland (2010) attributes this tension to the difference in expectations about the purpose and performance of feedback between the trainers and trainees. A

number of group feedback sessions directed by a trainer were analysed in discourse and it was found that the tension in feedback sessions arises from an “incompatibility between the participatory structures introduced in group feedback and trainees’ understanding of what these participatory structures entail” (p.472). Two suggestions were made to decrease the tension; one of which is greater preparation on behalf of the STs for providing feedback, and the second, introducing different feedback frameworks which would also provide an equal opportunity for trainees.

In a study conducted by Copland, Ma, and Mann (2009), two different pieces of research, one by Copland (2008, 2010) (the abovementioned study), and the other by Ma (2009) were compared and revisited with a new research focus, investigating the main characteristics of feedback meeting, space provided for reflection and how opportunities for reflection can be built. Copland’s study was conducted at a college in the UK and Ma’s was in South Africa but the two programmes bore some similarities in terms of the teaching practice and the POC which was referred to as ‘*a feedback meeting*’ and conducted in group feedback fashion with one trainer and three or four trainees. The two pieces of research was compared with regard to trainee’s self-evaluation and the trainer evaluation. In terms of the main characteristics of feedback meeting it was found that the feedback sessions in both of the studies included one explicit assessment criteria as well as the trainer’s hidden, implicit criteria, according to which the trainer evaluates the teaching practice. The trainer talk was found to be directive model of feedback (as described by Gebhard, 1990) and dominated by “talk about teaching in which the trainer’s role is to highlight strengths, but mostly weaknesses, in the trainees’ lessons, and to offer advice and suggestions about how to do things better” (p. 17). It was claimed that the trainer did not allow much space for the trainees to reflect and trainees’ ideas tended to be devalued if they did not chime with those of the trainer.

Another study conducted by Lindahl and Baecher (2016) in the USA, investigated pre- and post-observation feedback given to TESOL teacher candidates who were preparing to work in content-based instruction/content and language integrated learning contexts. The main focus of this study was to understand to what extent explicit attention was given to teacher language, that is, the language used by the teacher candidates in teaching practices and their teacher language awareness (TLA) defined by Wright (2002). The study was conducted with ten supervisors and ten candidates as part of an MA TESOL programme. The language focused feedback given

in pre- and post-observation sessions were analysed and it was found that there is an overall lack of language focused feedback in the post- versus the pre-observation stage. Also, they found that “supervisors with high TLA provide feedback to candidates’ lessons differently to supervisors with lower language awareness” (Lindahl and Baecher, 2016, p. 28)

Kurtoglu-Hooton (2010) investigated the role of POF as an instigator of teacher learning and change in a study conducted with a group of STs who participated in a PSTE programme in the UK. Particularly two kinds of feedback, corrective and confirmatory feedback were the focus of attention. The terms, corrective and confirmatory feedback, that Egan (1990, 2002) used to categorize feedback in the field of counselling were adopted to explain the feedback received in the POF sessions which were conducted in a group fashion where the observed ST, peers, and a tutor attended. Confirmatory feedback referred to any positive feedback explaining or describing what went well in the classroom; whereas, corrective feedback referred to the situations which required improvement and correction. It was found that both corrective and confirmatory feedback contributed to the learning of STs. It was claimed that corrective feedback facilitated convergent change while confirmatory feedback led to divergent change. In addition, it was emphasized that a change in awareness of the STs as suggested by Bailey (2006) and Freeman (1989) was identified. Hooton (2010) also found that scaffolding each teacher’s knowledge, about teaching through the discussion of the teaching practice in the post-observation session, can play a significant role in the negotiation of each teacher’s ZPD.

Another study in the UK, conducted by Kurtoglu-Hooton (2016), examined how confirmatory feedback can act as a catalyst for learning and potential change experienced by student teachers in a teaching practice group with four STs. The data, which were acquired from the post observation sessions conducted in a group feedback fashion, suggested that confirmatory feedback given to a particular ST was influential not only for him/her but also for the peers attending the same session. It was indicated that confirmatory feedback can facilitate powerful teacher learning and change when it is specific and detailed.

In a prominent study conducted by Brandt (2008) POF was investigated through data acquired from 95 participants attending part-time and full-time teacher training courses in TESOL in nine countries. 8 critical issues relating to feedback were identified.

- Authentic feedback was preferred at all times instead of overly lenient or critical feedback.
- Real feedback was equated with criticism, which was accepted more readily from tutors than peers.
- Some feedback was found overly negative and harsh in its delivery and/or content
- Inconsistency in expectations among tutors in interpreting course objectives and judging related performance was expressed.
- Unexplained incongruence in feedback between peers, tutors and trainees' own views was expressed.
- The value of peer feedback diminished for some trainees as the course progressed.
- The quality of the trainee-tutor relationship influenced the value of feedback.
- Trainees felt a need to justify their choice of activities, which was often precluded during feedback by lack of time. (Brandt, 2008, pp. 39-41)

In line with the qualities that make feedback effective identified by Brinko (1993), Brandt (2008) suggests a Teaching practice feedback group which is formed by the trainee who had taught, his or her tutor, a facilitator, one or two of the students from the classroom where the teaching practice was conducted, and a peer. The presence of a facilitator is advocated as a solution to the long discussed conflict of the roles of a supervisor or a mentor in retaining the function of an assessor and a guide in professional development at the same time (Bailey, 2006; Copland, 2008; Randall & Thornton, 2001). Brandt (2008) suggests that the facilitator should be a person whose role is to create a non-threatening environment to facilitate reflection, ensure balance and comprehensiveness and counteract tensions that arise from power imbalances. Also the presence of appropriate language learners as also suggested by Brinko (1993) is aimed to create a different learning environment for the ST in which he/she can receive feedback from a variety of sources.

Chick (2015) conducted a research on the benefits of dialogic interaction and exploratory talk during post-teaching practice discussions. The study was conducted with six native English speaker preservice teachers in the final year of a PSTE programme in the UK, as part of a larger ethnographic study that investigated the

potential of dialogic interaction as a mediating tool during PSTE. Based on the 14 transcribed feedback discussions, supported with reflective journals and lesson observation notes, it was concluded that through dialogic talk in the POF discussions, it was possible to inculcate a culture of reflective practice and to raise awareness of the TESOL subject area knowledge base at this early stage. It was claimed that it was possible to raise awareness in the knowledge base including linguistic, theoretical, methodological, and procedural elements through dialogic interaction and exploratory talk.

Lemus, White & Fonseca (2007) studied the types of feedback offered by the mentors given after lesson observations of the STs of an EFL programme. They found that in general, in feedback sessions mentors follow a non-directive approach and Egan's (1994) three stage model of helping, which includes first the exploration of ST's opinions of his/her performance, second new understanding of ST's opinions through observer's questions and lastly, deciding on what actions to take through the guidance of the tutor/mentor. Also, they concluded that the mentors employed supportive, confrontive and catalytic interventions based on Heron's (1990) intervention model.

In another study conducted in New Zealand, White (2007) researched the type of feedback STs expected to receive from their lecturer during their teaching practice as well as the type of feedback that was perceived to be useful in relation to influencing their professional teaching practice. It was found that specific, spoken feedback was the most consistently given and useful mode of feedback. However, written feedback was also regarded as extremely useful as it challenged, questioned and suggested alternative ways of thinking. Furthermore, providing focus, clarifying concerns and questions, and allowing future teachers to review and reflect on material were stated as some useful contributions of feedback.

Ali and Ahmed Al-Adawi (2013) investigated the type of feedback STs receive in their practicum in Oman, student teachers' and mentors' views of feedback and whether oral or written feedback is more effective. In a mixed-methods research design they collected data from 46 STs and 12 mentors. They pointed out that both student teachers and their mentors perceived the feedback practices on practicum positively and that student teachers are in favour of written feedback more than oral one.

Ong'ondo and Borg (2011) analysed the process of supervision by teacher educators and its effects on English language STs during a practicum in Kenya. The data acquired from the perspectives of teacher educators, co-operating teachers and STs,

suggested that supervision was short and un-coordinated and that the STs received mainly evaluative and directive feedback which focused on general, rather than subject-specific pedagogy. Ong'ondo and Borg (2011) identified that STs were largely concerned with pleasing their supervisors and obtaining a pass mark which constrained their pedagogical reasoning.

Percara (2014) conducted a study on the perceptions of supervisory feedback of student-teachers and university supervisors involved in the teaching practicum in Argentina. The study, which was conducted with 24 STs and eight university supervisors, was reported to create an opportunity to understand and interpret the impact of POF as well the general supervisory feedback in the Argentinian context. The results revealed that the STs and supervisors favoured receiving and providing feedback that includes encouraging comments, makes reference to the lesson plan, refers to the students' learning and provides information about the STs' classroom management techniques. It was also revealed that both parties stated that both verbal and written feedback was needed as modes of communicating feedback.

Regarding the local studies done in the local context of Turkey, Eröz-Tuğa (2013) conducted a qualitative case study to research the effects of receiving feedback on videotaped teaching practice lessons before the real graded teaching practice. 11 participants were video-recorded twice, and attended a post feedback session which involved the ST's self-reflection along with watching the video and receiving feedback from the supervisor and the training partner. It was found that receiving feedback on video-taped lessons increased the STs' self-confidence and eased their anxiety before the assessed teaching practice. A further finding was that such feedback empowered and motivated STs by showing them their strengths. Also, the intervention was claimed to have increased awareness on classroom events on behalf of the STs.

Another local study conducted on POF was done by Pekkanlı (2011), who investigated the types of feedback that the teacher candidates received from the teacher mentors during or after their teaching practices. She collected data through a questionnaire from 70 final year students in the ELT department of a Turkish University. The findings of this study suggested that the mentors in the study were not found effective in giving feedback by the participants and their act of giving feedback was authoritative rather than collaborative. Also, she suggested that mentor training is needed especially on assistance skills for providing constructive feedback.

In her study, İlin (2003) investigated the perceptions of effective supervisory feedback of supervisor teachers of the ELT Department of Çukurova University and the influence of these perceptions on their practices as supervisors. The results indicated that the particular supervisors held different and inconsistent views about effective supervision. Also, the results revealed that there was inconsistency between the supervisors' espoused theories and their theories in action. Lastly, the author concludes that classroom observations, discussions that took place during the feedback sessions, the supervisors, mentors, peers and the personal experiences of the ST played an important role in the development of the concept of effective teaching from the viewpoint of the ST.

In another study conducted by İlin, İnözü and Yıldırım (2007), supervisory talk and student- teachers' interpretations was analysed in order to find out the qualities that characterize successful supervision which leads to a change in STs' beliefs. It was found out that successful supervision mainly entails effectively establishing rapport, feeling empathy with student teachers, being in a supportive manner by praising and directing thought-provoking questions.

Yüksel (2011), investigated the effects of two different post-observational reflective feedback modes. Teacher mediated and peer feedback, were compared with regard to their influence on pre-service teachers' language teaching beliefs. The study was conducted with two groups of eight Turkish pre-service language teachers attending the final year at an ELT programme. The results of the study showed that different feedback modes could influence the beliefs of student teachers about teaching. The supervisor feedback was reported to be more authoritative and organised. Peer feedback, on the other hand, was found to foster collaboration within the peer group and have a potential to change the student teachers' beliefs through critical reflection skills.

In another comparative study conducted by Akcan and Tatar (2010), the approach of university supervisors and cooperating teachers to giving POF as well as the nature of POF were investigated through a large group of participants including 52 STs, four supervisors and 30 cooperating teachers. It was found that the university supervisors encouraged reflection during their post-lesson conferences and assisted the STs to evaluate their lessons more critically. On the other hand, the cooperating teachers' feedback was evaluated to be more situation specific by focusing on certain instances about the classroom. The mentors' feedback was concluded to be more prescriptive and directive.

Yürekli (2013) conducted a research on POF modes with a specific focus on the intervention types that observers employ in comparison to the intervention types that the observed teachers prefer, based on Heron's six-category intervention analysis. The study was conducted with 97 English language teachers and 19 observers, who were basically coordinators, administrators, or teacher trainers, at the School of Foreign Languages Preparatory Programme in a private university in Turkey. The results showed that observers preferred facilitative intervention modes when giving feedback during the post observation session and avoided authoritative intervention types as much as possible. Nevertheless, it was found that many of the teachers also preferred to receive informative intervention, which is inherently authoritative intervention mode of providing feedback.

Lastly, Gürsoy (2013) conducted a study which investigated the effects of increasing teaching practice hours and POF hours with an aim to improve the practices of School Experience. At the end of the implementation, the participants stated that frequent observations and immediate and direct feedback contributed to their professional development. Direct and feedback was found to be more comprehensible and more effective in helping to correct the mistakes.

In this chapter, in line with the purpose of this study, literature related to POF has been reviewed. First, the theory and principles that POF is grounded in are presented. Then, practicum, with the teaching practice, and observation placed in it are discussed. After that literature related to POF and the peer, mentor and the supervisor are examined as the sources of POF. Lastly, the global and local studies conducted on POF are presented. In the following chapter, issues related to the methodology of the research are discussed by presenting the research design, data collection tools, data collection procedures, and data analysis.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the methodological considerations of the study. The chapter begins with the presentation of the research design including the participants and setting. Then the data collection tools, data collection procedures, and data analysis are presented.

3.2. The Research Design

Case-study methods and procedures were used in the present research. Miles, Huberman and Saldana (2014) define a case as “a phenomenon of some sort occurring in a bounded context” (p.28). Thus, this research aimed to investigate the case of POF provided to two STs by their peers, mentors, and supervisors. In addition, a case study is defined as a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event (Meriam cited in Bogdan and Biklen, 1992). In a case study, the researchers start with broad exploratory beginnings, however, continually modify the design and choose procedures as they learn more about the topic of study (Bogdan & Biklen, 1992). Therefore, case study design was used in this study in order to depict a detailed picture of the nature and effectiveness of the POF that the particular STs receive after their teaching practices in the practicum.

3.2.1. Participants

The participants of the study were selected based on purposeful sampling. Purposeful sampling is recognized as a commonly used technique in qualitative research to identify and select information-rich cases, especially when there are limited sources (Patton, 2002). As suggested by Fraenkel, Wallen and Hyun (2012) purposeful sampling is a technique through which the researcher decides if a particular sample will be representative of the population based on “previous knowledge of the population, and specific purpose of the research (p.100). With regard to the selection strategies in purposeful sampling, criterion sampling, which refers to “selecting cases that meet some

predetermined criterion of importance”, was used (Patton, 2002, p. 238). Therefore, the participants in the present study were selected based on the criteria provided below:

- The supervisor to take part in this study should be willing to observe each participant ST for three teaching practices and conduct POCs to provide POF afterwards.
- The mentor to take part in this study should be willing to observe each participant ST for three teaching practices and conduct POCs to provide POF afterwards.
- Each of the STs to take part in this study should be willing to conduct three teaching practices, which will be observed by the peer, mentor, and the supervisor.
- Each of the STs to take part in this study should be willing to observe his/her peer’s teaching practices and conduct POCs to provide POF afterwards.
- The STs to take part in this study should accept participating in Stimulated Recall Interviews (SRI), and filling in Feedback Reflection Forms (FRF) and keeping Journals.

Based on the predetermined criteria, the participants who accepted to take part in this study were selected. Two STs who participated the study were senior students enrolled in the undergraduate ELT programme at Çukurova University. The STs who attended the compulsory Teaching Practice course at the school where the study was conducted were paired up as one another’s peer. The first ST is referred to as ST1 or M throughout this dissertation, and the second ST is referred to as ST2 or T throughout this dissertation. Both of the STs were female and 22 years old.

The participant mentor, aged 40, holds a BA degree in American Culture and Literature programme from a Turkish University. She had an experience of 17 years in teaching, all of which was in private primary and secondary schools. For the last 12 years, she had been a teacher of English language at Adana Gündoğdu College, where she taught mainstream and integrated skills courses. She was the mainstream English language teacher of year 5 classes, in which the particular STs conducted their teaching practices. Also, she was the Head of the English Language Teaching programme at the secondary division of the school. The mentor is referred to as Miss B throughout this

dissertation. Lastly, the participant supervisor was aged 27. She holds a PhD degree in ELT. She had been supervising STs enrolled in the ELT programme at Çukurova University for 3 years. The supervisor is referred to as Miss E throughout this dissertation.

3.2.2. Setting

The research was conducted at the secondary school section of Adana Gündoğdu College in Adana (see Appendix 1). The teaching practices were conducted by the participant STs in 2 different year 5 classes. Both of the classes were comprised of 27 students aged 11. The year 5 students' level was reported to be elementary and according to the objectives of the programme they were supposed to reach A1 level English according to the CEFR at the end of one year. Their English language teaching programme included 14 hours of English lessons a week. The course books they used were MORE 1, by Cambridge University Press prepared for A1 level, and a year 5 book assigned by the Turkish Ministry of Education (MoNE). Each class had two different English language teachers; one was a Turkish teacher, teaching main stream English and the other, a native-speaker teacher, teaching integrated skills. As for the physical setting, the classes were well equipped with instructional media including speakers and smart boards. Both classes also had white boards and were designed in u-shape.

3.3. Data Collection Tools and Procedures

The data were collected using triangulation approach based on the research purpose and questions of the study. The aim of triangulation is to confirm findings by acquiring data from sources that have different foci and different strengths, so that they can complement each other (Miles et al., 2014). A further aim of triangulation is to investigate a research phenomenon from different perspectives so as to compensate for one's limitation with the strength of the other (McCarthy, 1987; Costello, 2011).

Different triangulation methods can be utilized for different purposes, and based on Denzin's (2001) distinctions, it is possible to use triangulation by *data source* (including persons, time, space), by *methodology*, (document, observation, interview), by *researcher* (involves multiple investigators), and by *theory* (involves using different theoretical schemes). In the present study, triangulation by *methodology* has been used to depict a descriptive and realistic picture of the issue. The data were collected through

POCS, Stimulated Recall Interviews (SRIs), Feedback Reflection Forms (FRFs), and the Journals kept by the STs. Table 4 shows how each data collection tool was used to seek answers to the research questions that guided the study.

Table 4

Research Questions and Data Collection Tools

Research Questions	Data Collection Tools
1. What is the nature of feedback provided to the ST in the post-observation conference after his/her teaching practice by a. the peer student teacher b. the mentor c. the supervisor?	- POCs - SRIs
2. Are there any differences in the nature of feedback provided by the three different sources, namely, the peer student teacher, the mentor, and the supervisor?	- POCs - SRIs
3. If so, in what aspects are the differences remarkable?	
4. What aspects of the feedback from the three sources do the ELT STs find effective in their teaching improvement process?	- SRIs - FRFs - Journals

As Table 4 shows various data collection tools were used including the POCs, SRIs, FRFs, and Journals. For the first, second, and third research questions, the POCs and SRIs were utilized to collect data. As for the last research question, the SRIs, FRFs, and STs' journals were used for the purposes of data collection.

3.3.1. Post-observation Conferences

For the purposes of this study, the audio recordings of the POCs conducted between the ST and each source of POF, namely, the peer, mentor and supervisor were used in order to gain insight into the nature of POF provided after teaching practices (see Appendix 2). The POCs were conducted by the STs and each feedback source in a dyadic fashion. The researcher did not join the POCs in order not to spoil the authenticity of the conferences as an outsider. The date and time of the POCs were determined by the observed ST and each feedback source, and the POCs were conducted in their earliest convenience. All the POCs were audio- recorded and transcribed by the researcher.

3.3.2. Stimulated Recall Interviews

Stimulated recall has been used widely in research into language teaching (Gass & Mackey, 2000; Gass, 2001), and different implementations exist. Lyle (2003) suggests that stimulated recall is “a family of introspective research procedures through which cognitive processes can be investigated by inviting subjects to recall” when prompted by a sequence of video or audio recording of the event under investigation (p.861). In the present research, the transcripts of the audio recordings of the POCs were used in order to reveal the STs’ feelings and thoughts on the POF they received on their teaching practices (see Appendix 3 for SRI Questions and Appendix 4 for a sample SRI)

The SRIs were conducted in the following way. The POCs conducted between the observed STs and feedback providers were transcribed and analysed with regard to their content by the researcher. The SRI questions were prepared based on the main themes occurring in the conferences. Then, the two STs were provided with the transcripts of the POCs they attended, and they were asked to read and reflect on the transcripts of the SRIs, by expressing their opinions on the particular parts of the POCs. All the interviews were audio-recorded and transcribed.

3.3.3. Feedback Reflection Forms (FRFs)

For the purposes of triangulation by methodology, the FRFs composed by İlin (2003) were used (see Appendix 5). The forms enable us to gain deeper insight into the effectiveness of the POF provided. The FRFs included questions inquiring into what the STs learned through the POF, and what specific aspects contributed to the effectiveness or led to ineffectiveness of the POF provided after the teaching practices. The STs were asked to fill in the FRFs after each POC they attended. The questions included:

- Through this feedback session I have learnt...
- I have not learnt anything new in this feedback session because...
- What I found most effective about this specific session was...
- From this feedback session on, I will do...
- From this feedback session on, I will not do...
- In my opinion, this feedback session would have been more effective if...
- Taking this specific session into account, I do not agree/ contradict with...

3.3.3. Journals

Another means of understanding the issue under investigation in the present study was journals kept by participants. Reflective writing in the form of journals is an important tool in studies on preservice teacher cognition and research (Borg, 2009). Burton (2009) states that a reflective journal is an invaluable tool since “writing can document reflection-in- and on-action”. Keeping a journal assists the participants in thinking back on their actions and transforming them to new ideas or actions in the light of this reflective practice (Carr & Kemmis, 1986). Based on these strong aspects, the STs kept a journal regarding their reflections during the research.

The STs kept a journal and wrote entries before and after each teaching practice they conducted as well as after each POCs they had with their peer, mentor, and supervisor (see Appendix 6 for a sample journal entry).

Thus, for the purposes of this research, through the data collection period the following data sets were collected:

- 18 POCs,
- 6 sets of interviews,
- 18 reflection forms,
- 30 journal entries

The data collection procedure that was followed through this research is presented in Table 5.

Table 5

Data Collection Procedures

What was done?	By Who?	Date
Teaching Practice 1	ST1	24.11.2014
Teaching Practice 1	ST2	24.11.2014
Post Observation Conference 1.1	Supervisor- ST1	25.11.2014
	Supervisor- ST2	25.11.2014
Post Observation Conference 1.2	Mentor - ST1	28.11.2014
	Mentor - ST2	28.11.2014
Post Observation Conference 1.3	ST1- ST2	28.11.2014
	ST2- ST1	28.11.2014
Interview 1.1	ST1- Researcher	01.12.2014
Interview 1.2	ST2- Researcher	01.12.2014
Teaching Practice 2	ST1	08.12.2014
Teaching Practice 2	ST2	08.12.2014
Post Observation Conference 2.1	Supervisor- ST1	10.12.2014
	Supervisor- ST2	10.12.2014
Post Observation Conference 2.2	Mentor - ST1	11.12.2014
	Mentor - ST2	11.12.2014
Post Observation Conference 2.3	ST1- ST2	11.12.2014
	ST2- ST1	11.12.2014
Interview 2.1	ST1- Researcher	15.12.2014
Interview 2.2	ST2- Researcher	15.12.2014
Teaching Practice 3	ST1	22.12.2014
Teaching Practice 3	ST2	22.12.2014
Post Observation Conference 3.1	Supervisor- ST1	23.12.2014
	Supervisor- ST2	23.12.2014
Post Observation Conference 3.2	Mentor - ST1	25.12.2014
	Mentor - ST2	25.12.2014
Post Observation Conference 3.3	ST1- ST2	26.12.2014
	ST2- ST1	26.12.2014
Interview 3.1	ST1- Researcher	29.12.2014
Interview 3.2	ST2- Researcher	29.12.2014

3.4. Data Analysis

In order to depict a detailed picture of the nature of POF that the particular STs received in their POCs, content analysis was carried out. Qualitative content analysis is defined as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p.1278), and “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002, p.453).

For the purposes of this study, qualitative content analysis was conducted in order to analyse the data acquired from the POCs, SRIs, FRF, and Journals of the STs. As for the POCs, the transformation of audio-recorded data into written data was conducted during the data collection phase as explained above. In other words, in order to conduct SRIs with the STs, the researcher had transcribed the POCs and prepared SRI questions based on the first analysis. However, after the data collection phase was completed, the POCs were content analysed with a more detailed look into the aspects that the feedback providers focused on.

As for the SRIs, the analysis started with transforming the audio-recorded interviews into written texts. According to Zhang and Wildemuth (2009) the question whether to transcribe the whole audio text and whether to transcribe the observations (e.g., sounds, pauses, and other audible behaviours) depends on the research questions of the study. For the purposes of the present study, all the audio texts were transcribed, however the sounds, pauses, and other audible behaviours were not included, since it would not make a change in the investigation of the research questions. Regarding the FRFs, and journals of the STs, since they were already acquired in a written format no such procedure was needed.

According to Patton (2002), content analysis involves identifying, coding, categorizing, classifying and labelling the primary patterns in data. Similarly, according to Miles and Huberman (1994), there are certain steps to follow through the content analysis of data, which can be summarized in the following way.

- The first step is *open coding* in which the data are carefully read to identify the statements related to the research questions and each is

assigned a code, or category. The statements are organised under its appropriate code.

- The second step is the *axial coding* in which the data are read one more time with the already developed codes, searching for statements that may fit into any of the categories.
- The third step is developing a more analytical look for patterns and explanation in the codes, which includes looking for causal relationships or looking for more general codes.
- The fourth step is *selective coding*, which includes reading through the raw data for cases that illustrate the analysis, or explain the concepts.

One of the points that was paid attention to while carrying out the coding process was the *confirmation bias*. It is suggested to keep away from **confirmation bias**, which can be explained as an inclination to search for and report data that support the researcher's own ideas about the key findings in the study. In addition, for reliability of the analysis the particular data were independently coded by another researcher. The second researcher, who volunteered for the analysis of the data for the purposes of *inter-rater reliability*, held a PhD in the field of ELT and had conducted several qualitative and quantitative research studies.

Thus, in line with the discussion presented above on how to conduct qualitative data analysis, content analysis procedures were carried out for the purposes of this research, as suggested by Patton (2002), Bogdan and Biklen (1992) and Miles, Huberman and Saldana (2014). The following steps were followed.

- Reading through the POC transcripts / SRI transcripts and making comments in the margins on different parts of the data, in an attempt to develop coding categories (Open coding).
- A new reading to actually start the coding in a systematic way (Axial coding).
- Coming together with the other researcher to compare the coding for agreement.
- Identifying the main themes, and reorganising the data according to these themes.
- Comparing and contrasting the two analyses in order to see the similar and different points.

- Interpreting the results.

In this chapter, the methodological considerations of the study were presented. The research design, the participants and setting, the data collection tools, data collection procedures, and data analysis were presented. The following chapter presents the findings on the nature of the POF received by the STs from the peer, mentor and the supervisor, which are obtained through the various data collection tools used in the study.



CHAPTER IV

FINDINGS

4.1. Introduction

This chapter presents the findings acquired from the POCs, SRIs, FRFs and STs' journals. The findings were presented based on the research questions successively. In the first part, findings pertaining to the nature of POF were presented with regard to the *focus* and *type* of POF. In the following part, the differences between the POF coming from the three sources, namely, the peer, the mentor and the supervisor were presented, first with respect to the *amount* of feedback provided, secondly with respect to the *focus* of POF, and finally with respect to the *type* of POF. The difference between the three sources of feedback with respect to *type* and the effectiveness of the POF was presented together in the last section since the qualitative data acquired from the SRIs, FRFs and STs' journals involved the items of the differences and effectiveness in an interwoven fashion.

4.2. The Nature of Post-observation Feedback Provided by the Peer, Mentor and Supervisor

Research Question 1: What is the nature of feedback provided to the ST in the post observation conference after his/her teaching practice by

- a. the peer student teacher b. the mentor c. the supervisor?

To reiterate, findings pertaining to the nature of feedback were acquired from two different sources, namely, the POCs and SRIs. The data revealed two main categories as to the nature of POF; the *focus* and *type* of POF. Data pertaining to the former showed a number of teaching dimensions ranging from how the lesson was planned to how it was conducted. Data pertaining to the latter category, on the other hand, revealed essential features of POF. The following sections present the findings related to both categories.

4.2.1. The Nature of Post-observation Feedback with respect to the Focus

In this section, the findings with regard to the *focus* of the POF are presented for the peer, the mentor and the supervisor respectively. In order to explain the dimensions mentioned by individual feedback providers, relevant extracts from the POCs are presented.

4.2.1.1. The Focus of Post-observation Feedback provided by the Peer

Findings pertaining to the nature of POF that were received from the peers exhibited four various aspects of the lesson, namely, **Conducting the Lesson, the Teacher, Classroom Management, and Lesson Planning**. Table 6 shows these aspects with different dimensions of teaching.

Table 6.

The Focus of the Post-observation Feedback Provided by the Peer

Aspects	Dimensions	Sub-dimensions	f.
1. Conducting the Lesson	Materials	Use of Visuals	5
		Use of Realia	3
		Use of Worksheets	2
		Use of the Board	2
		Use of Audio-visuals	1
	Total: 13		
	Activities	Appropriateness to the Students' Language Level, Age and Interest	5
		Transition Between the Activities	3
		Sequencing	2
		Total: 10	
	Method of Teaching	Creating an Appropriate Context	3
		Checking Understanding	3
		Focus on Meaning, Form and Use	1
	Total: 7		
	Warm up	Starting the Lesson in an Engaging Way	6
	Instructions	Sequencing	2
		Clarity	2
		Checking the Understanding of Instruction	1
		Allocation of Time for the Activities	1
	Total: 6		
	Homework		6
	Giving Feedback to Learners	Error Correction	2
		Praising	1
	Total: 6		
	Time Management		2
Total			53
2. The Teacher	Voice and Intonation		4
	Use of Gestures, Facial Expressions and Body Language		3
	Rapport with the Learners		2
	Knowledge and Use of English		1
	Enthusiasm and Motivation		1
	Total		11
3. Classroom Management	Attracting Students' Attention		4
	Maintaining Student Participation		4
	Classroom Interaction Patterns	Pair-Group Work	3
	Distribution of Turns		2
Total			13
4. Lesson Planning	Objectives		6
	Contingency Plan		1
Total			7
TOTAL			84

As Table 6 shows, a total of 84 citations were made to different aspects and dimensions of teaching in the POF received from the peers. The feedback included four main aspects of the teaching practice lessons conducted by the STs; namely, **Conducting the Lesson** (53 citations), **the Teacher** (11 citations), **Classroom Management** (13 citations), and **Lesson Planning** (7 citations). With regard to **Conducting the Lesson**, five dimensions including the *Materials* (13 citations), *Activities* (10 citations), *Method of Teaching* (7 citations) *Warm up* (6 citations), *Instructions* (6 citations), *Homework* (6 citations), *Giving Feedback to Learners* (3 citations), and *Time Management* (2 citations) were mentioned by the peers.

To begin with, the most frequently cited aspect of **Conducting the Lesson** that was dwelled on by the peers was *Materials* (13 citations) (see Table 6). When the peers focused on the materials that were used by the ST conducting the teaching practice, they gave feedback on various sub-dimensions including the *Use of Visuals* (5 citations), the *Use of Realia* (3 citations), the *Use of Worksheets* (2 citations), the *Use of the Board* (2 citations), and the *Use of Audio-visuals* (1 citation). While giving feedback on the *Use of Visuals*, the peers talked on whether the visuals appealed to the learners' interest, whether they were effective and whether they were visible and fun. One of the peers approach to the attractiveness of the visuals and her observations on the learners' reactions to how appealing the visuals were can be seen in the extract below:

Extract 1

The pictures of your brother's and parents' rooms were really catchy, because I heard in the classroom the children saying "Wow!" when they saw the pictures. I heard them say "Wow!", "Great!". (ST1-Peer-POC1)

As mentioned above, the peers also dealt with the visuals used in the teaching practice from the viewpoint of whether they were effective or not. In the extract below, one peer explains that a shopping list written on a poster and hung on the wall was more effective than simply writing the same list on the board:

Extract 2

In my opinion, it was really efficient that you created the checklist as a poster instead of writing the items on the board. I think it was very interesting for the

kids to see the sentences with pictures next to them. I don't think they see such things often. (ST1-Peer-POC2)

Lastly, the peers focused on the visibility and fun aspect of the visuals as illustrated in the extract below:

Extract 3

The photos you used in the presentation part were big enough for everyone to see. The kids could see them even from the back of the classroom. (ST2-Peer-POC1)

In the feedback provided by the peers, the second sub-dimension of the *Materials* is the *Use of Realia* (3 citations). One of the peers mentioned how realia was used in the teaching practice she observed, showing her approval as illustrated in the extract below:

Extract 4

It was really important that you used clothes you brought to the classroom. Also, it was pretty effective that you used the chair as a real material because the children need to see the real materials in order to keep the words in their minds. (ST1-Peer-POC3)

The third sub-dimension of the *Materials* mentioned in the POF by the peers was the *Use of the Worksheet*. The feature that was focused on related to the worksheet was whether it appealed to the students' interest. In the extract below, one of the peers gives feedback on how including a puzzle in the worksheet created an excitement in the classroom:

Extract 5

I think it was a really good idea to put a puzzle on the worksheet, because the kids exclaimed "*Puzzle! Puzzle!*" right away. They started having fun even before they got the worksheet, as they were really interested in it. (ST2-Peer-POC3)

The fourth sub-dimension of the *Materials* emphasized by the peers was the *Use of the Board*. In the extract below, a peer explains using the board to write the answers on contributed to the learning of some students:

Extract 6

You wrote the answers on the board. I think this is very important as the students need to see them, because if you do not write them on the board some students may fall behind in the lesson. (ST1-Peer-POC1)

The fifth and final sub-dimension of the *Materials* pointed out by the peers was the *Use of Audio-visuals*. In the POF, a peer pointed out that the video-script used in the teaching practice was effective referring to the students' positive reaction:

Extract 7

The kids liked the video from the warm-up so much that, when it was over, they started applauding. (ST2-Peer-POC3)

The second most frequently cited dimension of **Conducting the Lesson** that was focused on by the peers was *Activities* (10 citations) (see Table 6). When the peers gave POF on the activities that were employed during the teaching practices, they pointed out such sub-dimensions as *Appropriateness to the learners' age, language level, and interest* (5 citations), *Transition between the activities* (3 citations), and *Sequencing* (2 citations) as seen in Table 6.

With regard to the most frequently mentioned sub-dimension, *Appropriateness to the students' age, language level, and interest*, it was pointed out by the peers that the activities were suitable for young learners, at the right language level, and fun. In the following extract, one of the peers remarks especially the fun dimension of the activities used:

Extract 8

The activities were really fun, so the kids participated with enthusiasm. Especially when you had them say the words out one by one, showing the materials, they were able to do this very fast.... The kids answered all the questions using the

words enthusiastically. I did not see anyone that could not say out the words. (ST1-Peer-POC2)

The second sub-dimension of the *Activities* that was focused on by the peers was *Transition between Activities*. As can be seen in the following extract, the peers referred to whether the transition between the activities was smooth or not:

Extract 9

You started with a video of a child getting ready for school. Then, you made a transition to the next activity saying that “Mickey Mouse and Minnie Mouse are going to school, let’s help them dress-up”. Your transition was really good and smooth. (ST2-Peer-POC3)

The third and final dimension of the *Activities* was *Sequencing*. The peers remarked twice that the *Sequencing* of activities really reflected what was taught in the courses at university as in the extracts below:

Extract 10

When we have a look at the activities, the controlled activity was quite good. Less-controlled activity was good, and the sequence of activities was really appropriate to what we have learnt in the courses here at the faculty. (ST2-Peer-POC1)

Extract 11

All the activities at the practice stage went well. You passed from controlled to the less-controlled activity. I mean, your lesson was not in piecemeal fashion. It followed a certain order; the sequence was pretty well-designed. (ST1-Peer-POC1)

In the POF provided by the peers, the next dimension related to ***Conducting the Lesson*** was *Method of Teaching* (7 citations) (see Table 6). When the peers remarked dimensions related to the *Method of Teaching*, they focused on various sub-dimensions including *Creating an Appropriate Context* (3 citations), *Checking Understanding* (3 citations), and *Focus on Meaning, Form and Use* (1 citation).

With respect to the first most frequently mentioned sub-dimension, *Creating an Appropriate Context*, the peers referred to two main themes; firstly, whether an appropriate context was created or not, and secondly, whether the context led to inductive approach to teach the target grammar structure. In the extract below, one of the peers points out how successfully the ST taught through the context she created with examples from her own life. The context that was created by the ST included her hanging the pictures of her own house and rooms, accompanied with her personal life presentation:

Extract 12

You did not teach the structure explicitly; you taught it through examples from real life, actually from your own life. This is really important because children are curious about their teachers. Since you told about your own life, it was really catchy for them. Teaching structures to this age is really challenging. Well done there. (ST1-Peer-POC1)

The second sub-dimension related to the *Method of Teaching* was *Checking Understanding*. The POF was on whether checking understanding was done or not:

Extract 13

You asked questions to check understanding. You made sure the students comprehended it (*the target structure*). (ST1-Peer-POC1)

The third sub-dimension of the *Method of Teaching* was *Focus on Form*. In this respect, one of the peers once touched upon the importance of repetition in order to improve the pronunciation of the learners as can be seen in the extract below:

Extract 14

You taught the pronunciation of the vocabulary by having them repeat the words many times. Also you had them repeat the words through your activities. As a matter of fact, the repetition drills were quite effective because the students need to hear how the words are articulated. (ST1-Peer-POC2)

In the POF given by the peers, another dimension of **Conducting the Lesson** was *Warm up* (6 citations) as illustrated in Table 6. With respect to *Warm up*, one sub-dimension that was focused on by the peers was *Starting the Lesson in an Engaging Way*. The peers usually emphasized whether the ST conducting the teaching practice had a good and effective start in the lesson:

Extract 15

Firstly, I loved your warm up part. The video was wonderful. The children watched it laughing. They watched attentively. I think they were warmed up very well before the lesson. (ST2-Peer-POC3)

In the POF provided by the peers, another dimension of **Conducting the Lesson** was *Instructions* (6 citations) (see Table 6). When the peers commented on the instructions they paid particular attention to *Sequencing* (2 citations), *Clarity* (2 citations), *Checking Understanding of Instruction* (1 citation) and *Allocation of Time for the Activities* (1 citation). With regard to the first sub-theme, *Sequencing*, the peers focused on whether the sequencing of giving the instruction and giving the handouts was done appropriately or not. In the extract below, a peer emphasized why she believed giving the instruction before distributing the handout was better, basing this opinion on her own experience:

Extract 16

In the transition between the presentation and the activities, it could have been better if you had given the instruction before you handed the worksheets in. For example, in my teaching practice, I did not give the instruction before handing in the worksheets, and the students rushed to do the worksheets as soon as they got them. So I had difficulty in stopping them doing the whole worksheet at once. (ST2-Peer-POC2)

The second sub-theme under the theme *Instructions*, was *Clarity*. The peers focused on whether what the task demanded was made clear to the students while giving the instruction.

Extract 17

You gave your instructions at the beginning, and you gave the time for the task. While giving the instruction, you showed the pattern of the activity by drawing it on the board. This was really important for the students who did not understand. (ST2-Peer-POC3)

The third sub-theme under the theme *Instructions*, was *Checking Understanding of Instruction*. With regard to this point, it was once emphasized by one of the peers whether and how the learners' comprehension of the instruction should be checked:

Extract 18

Actually, it would be more correct to give the instruction first, and then to check by asking "Do you understand? " Is that OK?", and then give the handouts. (ST2-Peer-POC2)

The last subtheme under the theme *Instructions*, was *Allocation of Time for Activities*. With regard to this point, it was stated by the peers whether the timing of a task was given with the instruction. One peer observed that this was done during the teaching practice, and she later, in the POC, expressed her approval of this as illustrated in the following extract:

Extract 19

You wrote the timing on the board. This was perfect because some students might have missed it. Well, it is not a difficult number, 2 or 3 (*meaning 2 or 3 minutes*) but still they may not have understood it. Writing the timing on the board for the kids who may not understand was a very good idea. (ST2-Peer-POC2)

In the POF provided by the peers, the next dimension of ***Conducting the Lesson*** was *Homework* (6 citations) (See Table 6). With respect to *Homework*, the sub-dimensions that were commented on were whether the homework was given and an evaluation of the content of the homework. In terms of the content of homework, the peers commented on whether it was fun, appealing to the learners' interest, and related to real life situations. An example of this can be seen in the following extract:

Extract 20

I loved the homework because they will have their families get involved. They will need to ask questions to their parents, for example. I mean, if they did the homework only by themselves, without talking to their families, they would just write something, but now it is more meaningful. (ST2-Peee-POC2)

The following dimension of the POF provided by the peers related to **Conducting the Lesson** was *Giving Feedback to Learners* (2 citations) (see Table 6). When the peers touched upon *Giving Feedback to Learners* they focused on two sub-themes: *Error Correction* (2 citations) and *Praising* (1 citation). With respect to *Error Correction*, the peers mentioned whether error correction was done or not, as well as whether it was effective. In the following dialogue, one of the peers articulates the need for the error correction to be done in an appropriate manner in a situation that she observed in the teaching practice:

Extract 21

ST2: The kid said “Two tv”. You said “televisions”. Well, you said this while turning back. If you emphasized that error by keeping an eye contact with the student, it would be better. I believe this error will be fossilized.

ST1: I did not notice that.

ST2: Yes, you probably did not. I just thought you could have done kept eye contact, in order not to make that error permanent for the kid. (ST1-Peer-POC3)

Also, the lack of *Praising* was mentioned by one of the peers once. Based on her observation that the ST conducting the teaching practice did not praise the learners in general, the peer emphasized the need for praising in the classroom while giving feedback to the learners:

Extract 22

You did not praise the students in general. When the kid said something, I mean, gave the answer, you immediately continued with the next question.... Maybe this is something you need to improve. (ST1-Peer-POC2)

The last dimension of the POF provided by the peers related to **Conducting the Lesson** was *Time Management* (2 citations) (see Table 6). With respect to this point, the peers mentioned whether time management was effectively done or not. In the following extract, one of the peers touched upon this dimension saying that her peer managed time issues well in the teaching practice:

Extract 23

Time allocated for the activities was efficient and you fell in line with it. (ST1-Peer-POC1)

In the POF provided by the peers, the second most frequently cited aspect was **The Teacher** (11 citations) (see Table 6). Under this aspect several dimensions were touched upon by the peers in the POF. These dimensions were *Voice and Intonation* (4 citations), *Use of Gestures, Facial Expressions and Body Language* (3 citations), *Rapport with the Learners* (2 citations), *Knowledge and Use of English* (1 citation), and *Enthusiasm and Motivation* (1 citation).

With respect to the first dimension, namely *Voice and Intonation* (4 citations), the peers pointed out whether the ST used her voice and intonation effectively in the teaching practice. One example of this can be seen in the extract below:

Extract 24

You used your voice and intonation very well in this lesson. In some parts, while saying out the words, you used a mysterious tone of voice creating curiosity. In some parts, you used your normal tone of voice and in some parts you raised your voice. I think the variety in your intonation was pretty good. (ST1-Peer-POC2)

In terms of the second dimension, *Use of Gestures, Facial Expressions and Body Language* (3 citations), the peers commented on whether they were used effectively or not. The following extract illustrates how a peer once mentioned this point:

Extract 25

Actually, you used your body language very well from the beginning to the end of the lesson. (ST1-Peer-POC2)

The third dimension under the aspect, **the Teacher**, was *Rapport with the Learners* (2 citations). When the peers touched upon this, they mentioned whether the ST was able to create a close and friendly relationship with the students in the teaching practices:

Extract 26

You sang the song and acted out in the song along with them, which made them feel closer to you. In my opinion, making the students feel close to the teacher is very important in the classroom. I mean, while singing along with them you weren't the authority. You weren't dominating. (ST2-Peer-POC1)

The fourth dimension under the aspect, **the Teacher**, was *Knowledge and Use of English* (1 citation). One of the peers referred to the *Knowledge and Use of English* once. More specifically, she explained how the ST corrected her own mistake after realizing it herself. For instance;

Extract 27

You made a mistake saying "A green trousers", but then you corrected your mistake when you noticed that. (ST2-Peer-POC3)

The fifth dimension of the aspect, **the Teacher**, was *Enthusiasm and Motivation*. One of the peers once pointed out the ST's low level of enthusiasm in some parts of the teaching practice:

Extract 28

I observed that you got a bit demoralized in the less-controlled activity. Because as the students did not volunteer to talk, I don't know what you think, but your enthusiasm seemed to decrease. (ST2-Peer-POC2)

In the POF provided by the peers, the third main aspect of the teaching practices conducted by the STs was **Classroom Management** (13 citations) (see Table 6). Several dimensions were pointed out by the peers under this aspect during the POCs. These dimensions include *Attracting Students' Attention* (4 citations), *Maintaining*

Student Participation (4 citations), *Classroom Interaction Patterns* (3 citations) and *Distribution of Turns* (2 citations).

With regard to the first dimension *Attracting Students' Attention* (4 citations), the POF provided by the peers mainly focused on whether and how the STs attracted the learners' attention. In the following extract, one of the peers explains, based on her observation, how the ST attracted the learners' attention through using a material effectively:

Extract 29

In the warm-up stage of your lesson, you used a clown puppet, and it drew the kids' attention....You said "Say hello to him." You made them talk to the clown as if it was alive. In this way, you made the kids get involved in the lesson. (ST1-Peer-POC3)

The second most frequently cited dimension of **Classroom Management** was *Maintaining Student Participation* (4 citations). The peers referred to whether the participation level of the learners was high and whether the STs were successful in maintaining student participation in different stages of the lesson as shown in the following two extracts:

Extract 30

Well, actually, I was really worried thinking that some students would not participate, but all participated very well. (ST2-Peer-POC1)

Extract 31

Students' participation was very high. The materials captured their attention. In my opinion, you involved them in the lesson efficiently because they started to repeat even before you told them to do so. They started talking to each other during the task performance. (ST2-Peer-POC3)

The third dimension of **Classroom Management** was *Classroom Interaction Patterns* (3 citations). Regarding this point, the peers mentioned the employment of *Pair work and Group Work* in the teaching practices. Related to this point, the peers

commented on whether such patterns were involved in the teaching practices and how they worked. One example of such a comment can be seen in the extract below:

Extract 32

It was good that they went on their tasks as pair work. Working in pairs gave them confidence while making sentences. (ST2-Peer-POC3)

The fourth and last dimension of **Classroom Management** was *Distribution of Turns* (2 citations). Regarding this point, whether the distribution of turns was fair or not was discussed. In the following extract, one of the peers reports on her observation of an incident in which the ST conducting the teaching practice had to make a decision on turn-giving. The peer approved of the ST's behaviour emphasizing that she had reacted in the right and fair way:

Extract 33

One of the students insisted on coming to the board one more time. I saw him. You could have let your emotions rule and given him another go, but there you treated everybody equally. In fact, I was curious to see whether you would give him another go because I felt the same as you did. I mean since we are going to be teachers, we have this intense emotion. However, you did not let your emotions rule and you did not give him another turn. You tried to give equal chances to everyone. That was really important. (ST1-Peer-POC1)

In the POF provided by the peers, the final main aspect of the teaching practices conducted by the STs was **Lesson Planning** (7 citations) (see Table 6). The dimensions that were emphasized under this theme were *Objectives* (6 citations), and *Contingency Plan* (1 citation). Related to the *Objectives*, the sub-dimensions that were discussed included whether the objectives were clear, whether they were practical and whether they were achieved. Extract 34 reveals one of the peers' feedback on whether the objectives were clear, precise and well expressed. Extract 35 reveals the feedback on the extent to which the lesson objectives were reached:

Extract 34

Well, I reviewed your Lesson Plan while you were teaching. First of all, I want to say that I loved the way you wrote the objectives. They were all clear and explicit. Your aim was obvious. (ST2-Peer-POC1)

Extract 35

I reviewed your Lesson Plan before the lesson.... You wrote in the objectives that you would create a context in which the kids would show empathy to each other.... I think you achieved this aim in the free activity stage because since you put the children in two groups, they all worked together showing empathy to each other. Well done there. (ST1-Peer-POC1)

The final dimension of the *Lesson Plan* was *Contingency Plan*. The following extract illustrates how one of the peers showed great approval of the ST's having "Plan B":

Extract 36

I especially liked it that you had Plan B in the whole Lesson Plan, because you never know what will happen in the classroom. Anything can happen anytime in the classroom....You know that if something does not go as planned, you need to move on to Plan B, and Plan B was included in your Lesson Plan. (ST1-Peer-POC2)

The section above presented the *focus* of POF given by the peers. In the following section, findings related to the *focus* of POF that was provided by the mentor will be presented.

4.2.1.2. The Focus of Post-observation Feedback provided by the Mentor

POF provided by the mentor displayed three various aspects of the lesson, namely, **Conducting the Lesson**, **Classroom Management**, and **the Teacher**. Table 7 shows these aspects with their dimensions.

Table 7

The Focus of the Post-observation Feedback Provided by the Mentor

Aspects	Dimensions	Sub-dimensions	f.
1. Conducting the Lesson	Materials	Use of Visuals	3
		Use of Realia	2
		Use of the Board	1
		Use of Audio-visuals	1
	Total: 7		
	Warm up	Starting the Lesson in an Engaging Way	4
		Checking Previous Knowledge	2
	Total: 6		
	Instructions	Clarity	5
		Appropriateness to the Students' Language	3
	Activities	Level, Age and Interest	1
		Transition Between the Activities	
	Total: 4		
Total	Method of Teaching	Checking Understanding	1
	Total: 23		
2. Classroom Management	Attracting Students' Attention		6
	Classroom Interaction Patterns	Pair-Group Work	2
		Question-Answer	2
	Total: 4		
	Maintaining Student Participation		3
	Setting the Rules		2
Total	Total: 15		
3. The Teacher	Voice and Intonation		3
	Knowledge and use of English		2
	Personal Traits		2
	Rapport with the Learners		2
	Use of Gestures, Facial Expressions and Body Language		1
	Using L2 in the Classroom		1
	Total: 11		
TOTAL	Total: 49		

As Table 7 shows, a total of 49 citations pertaining to different aspects of teaching formed the POF received from the mentor. As stated earlier, the three main aspects were **Conducting the Lesson** (23 citations), **Classroom Management** (15 citations), and **the Teacher** (11 citations). With regard to **Conducting the Lesson**, the mentor's POF included such dimensions as the *Materials* (7 citations), *Warm up* (6 citations), *Instructions* (5 citations), *Activities* (4 citations), and *Method of Teaching* (1 citation).

The first dimension that was remarked by the mentor related to **Conducting the Lesson** was *Materials* (7 citations). When the mentor focused on the materials that were used by the STs, she touched upon various sub-dimensions including *the Use of Visuals* (3 citations), *the Use of Realia* (2 citations), *the Use of Audio-visuals* (1 citation), and *the Use of Board* (1 citation). When the mentor focused on the *Use of Visuals*, she pointed out whether the pictures were used effectively or not by the STs in the teaching practices. In extract 37 below, the mentor points out the effective use of the pictures in terms of attracting students' attention. And in extract 38, she remarks that the visuals fell short of the goal because of their ineffective use:

Extract 37

Putting up the pictures on the board at that stage of the lesson was effective. It drew the children's attention and suddenly they looked at the board. Well-done for that. (ST1-Mentor-POC1)

Extract 38

First, you put up the picture of the pine tree and the cardboard poster. Then, you had another cardboard poster which the students would form the shopping list on. At that point, I felt that the students looked puzzled. They seemed to be asking themselves "*Why are we doing this?*" (ST1-Mentor-POC2)

The second sub-dimension of the *Materials* was *the Use of Realia* (2 citations). With respect to the use of realia, the effectiveness of the materials was pointed out since they were attention grabbing for the learners in the classroom:

Extract 39

Well, you brought a hat to the classroom, and wore glasses; which was really good. This attracted the children's attention. (ST2-Mentor-POC1)

The third sub-dimension of the *Materials* was *the Use of Audio-visuals* (1 citation). The mentor pointed out how the audio visuals attracted the attention of the learners and maintained their participation in the lesson as in the following extract:

Extract 40

The beginning of the lesson was so nice. You showed a video, and you attracted the children's attention. It was good, because I think it is very important to draw their attention with regard to participation; with regard to having them involved in the lesson. The children actually liked it. Therefore, I found that very successful. (ST2-Mentor-POC3)

The fourth and final sub-dimension of the *Materials* was *the Use of Board* (1 citation). The mentor once indicated the ineffective use of the board. It was expressed by the mentor that at the presentation stage of target structures and vocabulary, the ST needed to write the sample sentences on the board. For example:

Extract 41

Besides, while saying out a sample sentence to the children, or while saying out vocabulary like "*potato, tomato, banana*", you had better write the sample sentence or vocabulary on the board. In that way, the kids can see the structure or the word while hearing it. (ST1-Mentor-POC2)

In the POF provided by the mentor, another dimension of **Conducting the Lesson** was *Warm up* (6 citations) (see Table 7). Regarding the *Warm up*, two sub-dimensions including *Starting the Lesson in an Engaging Way* (4 citations) and *Checking Previous Knowledge* (2 citations) were highlighted by the mentor. The first dimension, *Starting the Lesson in an Engaging Way* (4 citations) was pointed out referring to the STs' ability to grab the learners' attention at the beginning of the lesson:

Extract 42

You started the lesson with the song “Head, shoulders, knees, and toes”, which was very effective in drawing the children’s attention. Your warm up, and vocabulary presentation was quite engaging. (ST2-Mentor-POC1)

The second sub-dimension which the mentor focused on was the importance of *Checking Previous Knowledge*. It was emphasized that the previous knowledge needed to be checked in an indirect way, since young learners have difficulty in responding to the question, “What did you learn in the last lesson?” The following extract illustrates this:

Extract 43

M: But, as for the question “What did you learn in the previous lesson?” I’ve taken notes of that, yes, I think instead of asking them, it would be better if you had given examples yourself, or had done an activity, or had asked questions on what had been done in the previous lesson. I mean, because they are young children, they don’t understand the question you are asking well. The question structure that you are using may be confusing. That is why,

ST2: It could be a small activity.

M: It could be a small activity. Very short, five minutes. (ST2-Mentor-POC1)

Another dimension that was focused on by the mentor related to **Conducting the Lesson** was *Instructions* (5 citations) (see Table 7). The only sub-dimension that the mentor pointed out while giving POF on the instructions was *Clarity* (5 citations). Related to the *Clarity of Instructions*, it was pointed out by the mentor that the instructions need to be clear, simple and appropriate to the language level of the learners. This can be observed in the following extract:

Extract 44

Yes, you need to be more clear and precise while giving instructions. Simple! I mean, these are Year 5 students and they have a really low level of English, because they have only recently started learning English. You can give instructions with very simple examples. (ST2-Mentor-POC1)

In the POF provided by the mentor, another dimension of **Conducting the Lesson** was the *Activities* (4 citations) (see Table 7). Regarding the activities conducted in the teaching practices, the mentor highlighted two sub-dimensions, namely, *Appropriateness to the Learners' Language Level, Age and Interest* (3 citations), and *Transition between the Activities* (1 citation). When the mentor drew attention to the *Appropriateness to the Learners' Language Level, Age and Interest* (3 citations), she mentioned first whether the activities employed were right for the language level and age of the students, and secondly whether they attracted the students' interest. In the extract below, her emphasis on how the activities attracted students' attention can be seen:

Extract 45

The game was effective. The important thing was that the children were really enthusiastic and eager to participate. (ST1-Mentor-POC2)

Yet another sub-dimension that was mentioned by the mentor related to *Activities* was *Transition between the Activities* (1 citation). The unclear transition between activities and the need for improving it were emphasized by the mentor in a POC:

Extract 46

After all, sometimes they don't look at the board, or sometimes they just don't listen to the teacher. In fact, most of them had understood what to do. However, especially in the transition between activities, I heard them asking each other, "*Am I supposed to do Exercise 1 or 2?*" You need to be more precise and sharp in your transitions next time. (ST2-Mentor-POC3)

The last dimension of **Conducting the Lesson** was *Method of Teaching* (1 citation), in the POF provided by the mentor to the STs (see Table 7). With regard to the *Method of Teaching*, the sub-dimension that was emphasized was *Focus on Form*. The mentor once mentioned the importance of checking the pronunciation of vocabulary, as in the extract below:

Extract 47

Even when you think that the students already know those particular words, especially when you teach vocabulary, you need to focus on pronunciation. You need to see whether they can pronounce it correctly or not. (ST2-Mentor-POC1)

In the POF provided by the mentor, the second aspect of the teaching practices conducted by the STs was **Classroom Management** (15 citations) (see Table 7). Under this aspect, several dimensions were emphasized by the mentor. These dimensions were *Attracting Students' Attention* (6 citations), *Classroom Interaction Patterns* (4 citations), *Maintaining Student Participation* (3 citations), and *Setting the Rules* (2 citations). First of all, *Attracting Students' Attention* (6 citations) was emphasized frequently by the mentor as a significant skill in teaching. She highlighted its importance for her as in the extract below:

Extract 48

It is great that you brought some materials to the classroom such as a clown figure and a picture. I think this is great in terms of attracting the students' attention. For a good lesson, this is really important for me; attracting their attention and also involving them in the lesson. (ST1-Mentor-POC3)

In the POF provided by the mentor, the second dimension of **Classroom Management** was *Classroom Interaction Patterns* (4 citations). Two sub-dimensions, namely, *Pair-Group Work* (2 citations) and *Question – Answer* (2 citations) were touched upon. While giving POF on the first dimension, *Pair-Group Work* (2 citations), the mentor focused on whether it was used effectively:

Extract 49

Doing group and pair work in the classroom is very important, but the group work in your lesson was a bit ineffective, because the children did not really know what to do there. (ST2-Mentor-POC2)

The next sub-dimension of *Classroom Interaction Patterns* was *Question – Answer* (2 citations). Regarding this sub-dimension, the mentor showed her approval of the technique as in the extract below:

Extract 50

You asked questions to students at the beginning of the lesson. I liked that part as you engaged them. (ST1-Mentor-POC2)

The third dimension of **Classroom Management** was *Maintaining Student Participation* (3 citations) in the POF provided by the mentor. In Extract 51, the mentor shows approval of the ST's success in classroom control, which she believed to have led to learners' participation. On the other hand, in Extract 52, the mentor points out the use of an incomprehensible activity to lead to insufficient participation:

Extract 51

But in general, the participation of the students shows that you were able to control the class. As a matter of fact, I was content with your classroom management this time, compared to your previous lesson. (ST1-Mentor-POC2)

Extract 52

There weren't any problems in the first part of the lesson, but when you gave them the puzzle, since the children didn't know what to do, they were distracted. I observed the students, and some of the groups were not listening and did not participate. (ST2-Mentor-POC)

The final dimension of **Classroom Management** was *Setting the Rules* (2 citations) in the POF provided by the mentor. The mentor put emphasis on the importance of clarity and precision in establishing and applying class rules. This dimension is illustrated in the extract below:

Extract 53

Your attitude, and the bond between you and the students is very important. After all, you should adjust that bond as well as your attitude so clearly and precisely that, the students will also know and adjust it. As a matter of fact, they actually understand it from your behaviour and attitudes when you really love them and become friendly with them. However, they also understand you have some rules in the lesson; that you have to apply the rules, and that they have to abide by

them. When you achieve to make them feel this, I believe you will improve a lot.
(ST1-Mentor-POC1)

In the POF provided by the mentor after the teaching practices, the last aspect was **the Teacher** (11 citations) (see Table 7). Under this aspect several dimensions were highlighted by the mentor. These dimensions include *Voice and Intonation* (3 citations), *Knowledge and Use of English* (2 citations), *Personal Traits* (2 citations), *Rapport with the Learners* (2 citations), *Use of Gestures, Facial Expressions and Body Language* (1 citation), and *Using L2 in the Classroom* (1 citation). Regarding *Voice and Intonation* (3 citations), the importance of efficient use of the voice and intonation was mentioned by the mentor putting emphasis on its effects on attracting students' attention and classroom management as seen in the extract below:

Extract 54

You need to adjust your intonation. You had a very monotonous tone of voice. You had no variation in your intonation. If you add it peaks and falls, you can both attract the children's attention more and be more efficient in the lesson and in your classroom management. (ST1-Mentor-POC1)

With respect to the second dimension, *Knowledge and Use of English* (2 citations), what the mentor pointed out was the pronunciation and grammar mistakes of the STs and their possible effects on the classroom teaching or the learners. In Extract 55 below, the importance that the mentor gives to correct pronunciation of vocabulary is revealed:

Extract 55

But it is necessary for you to pay more attention to the pronunciation of words. It will certainly be better if you check the words you don't know well or you are unsure of before the lesson, especially for the children who have more advanced levels of English. They will immediately notice and say it back to you. (ST1-Mentor-POC1)

The third dimension of **the Teacher** was *Personal Traits* (2 citations). When the mentor touched upon this dimension, she emphasized the importance of self-confidence

as a teacher and whether the STs improved their self-confidence in the classroom. In the extract below, the mentor points out the improvement of the ST with an emphasis on self-confidence:

Extract 56

You have completely improved. You have become more self-confident. You are more comfortable in the classroom. I think this is a nice progress. (ST1-Mentor-POC3)

In the POF provided by the mentor, the fourth dimension of *Teacher was Rapport with the Learners* (2 citations). In terms of this dimension, the mentor referred to the interaction and relationship between the learners and the STs. The mentor cited twice that the STs were able to establish good relationships with the learners in the classroom. The last two dimensions of the aspect, **the Teacher**, were *Use of Gestures, Facial Expressions and Body Language*, and *Using L2 in the Classroom*, each cited only once. With respect to the former, the mentor pointed out the effective use of mimes, gestures and body language of one of the STs as illustrated in the extract below:

Extract 57

The way you used your facial expressions and mimes were good. It was nice to see that you were trying to be active and use your body language and mimes as much as you could. (ST2-Mentor-POC1)

As for the final dimension, namely, *Using L2 in the Classroom*, the mentor appreciated the ST's effort to use English while teaching in the classroom as illustrated in the extract below:

Extract 58

You tried not to speak Turkish; that was also nice. If you work on that a little more, in the future, I am sure, your classroom language is going to be better. (ST2-Mentor-POC2)

The section above presented the *focus* of the POF provided by the mentor. In the following section, findings related to the focus of feedback that was provided by the supervisor will be presented.

4.2.1.3. The Focus of Post-observation Feedback Provided by the Supervisor

Findings pertaining to the *focus* of POF that was received from the supervisor exhibited four various aspects of the lesson, namely, **Conducting the Lesson, the Teacher, Classroom Management** and **Lesson Planning**. Table 8 shows these aspects with their dimensions.

Table 8

The Focus of the Post-observation Feedback Provided by the Supervisor

Aspects	Dimensions	Sub-dimensions	f.
1. Conducting the Lesson	Materials	Use of Visuals	6
		Use of the Worksheets	6
		Use of Board	6
		Use of Audio-visuals	1
		<i>Total: 19</i>	
	Instructions	Sequencing	6
		Timing	6
		Checking the Understanding of the Instruction	3
		Clarity	2
		<i>Total: 17</i>	
	Activities	Sequencing	5
		Transition Between the Activities	4
		Appropriateness to the Learners' Language Level, Age and Interest	3
		Design	1
		<i>Total: 13</i>	
	Method of Teaching	Creating an Appropriate Context	5
		Focus on Meaning, Form and Use	5
		Checking Understanding	2
		<i>Total: 12</i>	
	Warm up	Checking Previous Knowledge	6
		Starting the Lesson in an Engaging Way	5
		<i>Total: 11</i>	
	Giving Feedback to Learners	Error Correction	3
		Praising	3
		<i>Total: 6</i>	
	Monitoring		6
	Time Management		3
	Homework		2

(Table 8 continued)

Aspects	Dimensions	Sub-dimensions	f.
Total			89
2. The Teacher	Knowledge and Use of English		6
	Voice and Intonation		6
	Rapport with the Learners		4
	Enthusiasm and Motivation		3
	Personal Traits		2
	Use of Gestures, Facial Expressions and Body Language		2
	Total		23
3. Classroom Management	Attracting Students' Attention		6
	Distribution of Turns		3
	Classroom Interaction Patterns	Pair-Group Work	2
	Dealing with Unexpected Events		2
	Setting the Rules		1
	Total		14
4. Lesson Planning	Objectives		3
	Time Allocation		3
	Level		1
	Sequence of Activities		1
	Contingency Plan		1
Total			9
TOTAL			135

As Table 8 shows, a total of 135 citations were made on different aspects and dimensions of teaching in the POF received from the supervisor. According to the POF provided by the supervisor, the four main aspects of the teaching practice lessons conducted by the STs were **Conducting the Lesson** (89 citations), **the Teacher** (23 citations), **Classroom Management** (14 citations) and **Lesson Planning** (9 citations). With regard to **Conducting the Lesson**, eight dimensions including the *Materials* (19 citations), *Instructions* (17 citations), *Activities* (13 citations), *Method of Teaching* (12 citations), *Warm up* (11 citations), *Giving Feedback to Learners* (6 citations),

Monitoring (6 citations), *Time Management* (3 citations), and *Homework* (2 citations), were mentioned by the supervisor.

The first dimension that was emphasized by the supervisor related to **Conducting the Lesson** was *Materials* (19 citations). When the supervisor focused on the materials that were used by the STs, she elaborated on various sub-dimensions including *the Use of Visuals* (6 citations), *the Use of Worksheets* (6 citations), *the Use of the Board* (6 citations), and *the Use of Audio-visuals* (1 citation). When the supervisor touched upon the Use of Visuals, she mentioned the visibility, attractiveness, and effectiveness of the visuals as shown in the extracts below:

Extract 59

The size of the visuals were really good, and the fonts were clearly readable. It was pretty effective. (ST2-Supervisor-POC3)

Extract 60

The visuals that you prepared were quite helpful. There was a table, pictures and also cue cards. These materials were prepared to help the students understand the context, so they were appropriate to the needs of the students (ST2-S Supervisor - POC3)

The second sub-dimension of the *Materials* was *the Use of Worksheets* (6 citations). With respect to worksheets, the supervisor gave feedback elaborately on different dimensions including *the instructions, language, design and format*. First of all, she dwelled on the *instructions* used in the worksheets, paying attention to whether metalanguage was used as in the extract below:

Extract 61

(Supervisor reading the instruction in the worksheet) “You look at the pictures of the characters and choose the foods for them. You draw the foods and write the sentences in the Present Simple Tense.” Now, there is no need for jargon or meta language while giving instructions to children...Let me say, it does not matter how many times you say, “Present Simple Tense”; I think, a child at that age does not recall it as “Present Simple Tense”. (ST2-S Supervisor -POC2)

With respect to the *language* used in the worksheets, the supervisor referred to whether English language was used correctly as seen in the extracts below:

Extract 62

And then, these are minor mistakes but (*Supervisor reading the sample sentence in the worksheet*), “A baby opens her eyes and looks her”. We need to add the preposition “at”, so it should be “...looks at her!” Also, the structure which disturbed me the most was “by”. For example, “The boy carries his rucksack by his shoulders”. We use “with” instead of “by”. (ST2-S Supervisor -POC1)

Another point that the supervisor mentioned related to the worksheets was the design. She focused on whether the design was appropriate and comprehensible as in the extract below:

Extract 63

In the worksheet, in the example you gave here, you’ve filled in just one slot. It turned out to be a question mark for the students. They thought, “Am I supposed to fill in one slot for each character?”. So some filled in just one; some really clever ones filled the row completely. Therefore, you could have filled one row as an example for this part. In this way, the kids could have understood that they were supposed to fill in each row. (ST2-S Supervisor-POC2)

Lastly, related to the *format* of the worksheets, the supervisor mentioned the mechanics of writing focusing on whether remarkable font was used to highlight the target structures:

Extract 64

I will make a suggestion in regards to format. For example, it will be easier for the children to understand what they will choose from if you write the target structures in a different font. You can also write them either in bold or italic. (ST1-Supervisor-POC1)

The third sub-dimension of the *Materials* was *the Use of the Board* (6 citations) (Table 8). With respect to the *Use of the Board*, the supervisor touched upon whether the board was used effectively or not by the STs:

Extract 65

S: You wrote the answers on the board, however, in this lesson, your use of the board was messy compared to your previous lesson. I believe it was because of your tension. You were stressed out. In your previous lesson, the use of the board was quite good and well-organised. (ST2-Supervisor-POC2)

The last dimension of the *Materials* was *The Use of the Audio-visuals* (1 citation) (see Table 8). Regarding *The Use of the Audio-visuals*, the quality of the video shown in the classroom and its appropriateness to the learners' level was evaluated by the supervisor.

In the POF provided by the supervisor, the second dimension of **Conducting the Lesson** was *Instructions* (17 citations) (see Table 8). When the supervisor gave POF on the instructions, she pointed out several sub-dimensions including the *Sequencing* (6 citations), *Timing* (6 citations), *Checking the Understanding of Instruction* (3 citations), and *Clarity* (2 citations). As for the first sub-dimension, *Sequencing* (6 citations), the supervisor pointed out the importance of giving instructions before handing out the worksheet in order to make students understand what to do clearly without being distracted by different tasks on the worksheet:

Extract 66

You gave the instruction before giving the handout. Well done! Because we always say, explain the task before handing out the worksheets so that the children will listen to you. If you give the instructions after the handout, they will not listen to you and will not understand what to do. (ST1-Supervisor-POC1)

The second sub-dimension related to the *Instructions* was *Timing*. In the POF, the supervisor focused on informing the learners on how much time they had to finish a task while giving instructions. In the following extract, the supervisor makes a suggestion on including timing in the instruction:

Extract 67

One suggestion that I can make is about *timing*. Always include *timing* in your instruction. For example, you can say, “*Ok guys, we are doing part A*” and say how much time you are giving to that activity. (ST1-Supervisor-POC1)

The third sub-dimension related to the *Instructions* was *Checking the Understanding of Instruction* (3 citations), the supervisor referred to the need for checking whether the students understood the instruction or not after it was given. This dimension is shown in a dialogue that took place between one of the STs and the Supervisor:

Extract 68

S: It is beneficial to ask questions like “*Have you got any questions?*” after giving the instruction. Because sometimes it is possible that they do not understand it.

ST: You have told me that before. I knew it, but I forgot it at that moment.

S: It may be because of the tension..., but definitely check whether they have understood it or not because chaos emerges afterwards. (ST1-Supervisor-POC2)

The fourth and final sub-dimension of the *Instructions* was *Clarity* (2 citations). When the supervisor talked about the clarity of the instructions she emphasized the need for the instructions to be clear, specific, and simple enough for the students to understand:

Extract 69

It was a challenging exercise. That is why, the instructions needed to be more specific and clear.... As a matter of fact, the instructions you gave were not appropriate to the level. The kids had problems in understanding. Especially for complex activities, we need to use really simple instructions. Therefore, I think, it will be beneficial for you to think about or design short sentences and simple instructions before the lesson. (ST1-Supervisor-POC1)

The third dimension of the aspect **Conducting the Lesson** is the *Activities* (13 citations) (see Table 8). In the POF, The activities that were employed by the STs in the teaching practices were elaborately commented on by the supervisor. When the

supervisor focused on the *Activities*, she drew attention to several sub-dimensions as *Sequencing* (5 citations), *Transition between the Activities* (4 citations), *Appropriateness to the Learners' Language Level, Age and Interest* (3 citations), and *Design* (1 citation).

The first sub-dimension of the *Activities* was *sequencing* (5 citations). With regard to the sequence of the activities employed in the teaching practices, the supervisor frequently emphasized whether the sequence of controlled, less-controlled and free activities was appropriate as can be seen in the extract below:

Extract 70

Your activity sequence was quite orderly. You had an activity sequence following from controlled to less-controlled and free; and this was pretty effective. (ST1-Supervisor-POC1)

The second sub-dimension of the *Activities* that was remarked by the supervisor was *Transition between the Activities* (4 citations). In this respect, the supervisor drew the STs' attention to whether the transition was smooth and natural or not:

Extract 71

Please, for the next lesson, try to make your transitions between phases smoother. Let's not jump to the practice stage after finishing the presentation stage, or let's not suddenly say "*Do the exercises now!*". Instead of that, can you think of a smoother and more creative transition? (ST1-Supervisor-POC2)

The third sub-dimension of the *Activities* was *Appropriateness to the Learners' Level, Age and Interest* (3 citations). The supervisor touched upon whether the activities used by the STs were appropriate to the learners as illustrated in the extract below.

Extract 72

The production activity was a creative game. The children had to guess the name of objects in a bag, without seeing them, and only by touching them. They loved this game. After all, they are kinaesthetic at that age, they love touching things. (ST1-Supervisor-POC2)

The fourth and final sub-dimension of the *Activities* was the *Design*. The supervisor commented on whether the design of an activity was suitable and right for a particular stage of the lesson as can be seen in the extract below:

Extract 73

In your self-evaluation, you said group work, perhaps, was not a good choice but I think it is not exactly the choice of activity, but the way you designed the activity that created the problem. Maybe instead of 2 groups, you could have made four small groups for this activity. (ST1-Supervisor-POC1)

In the POF provided by the supervisor, *Method of Teaching* (12 citations) was the fourth dimension of the aspect **Conducting the Lesson** (see Table 8). When the supervisor provided POF on the *Method of Teaching*, she focused on various sub-dimensions including *Creating an Appropriate Context* (5 citations), *Focus on Meaning, Form and Use*, (5 citations), and *Checking Understanding* (2 citations). With respect to the first sub-dimension, *Creating an Appropriate Context* (5 citations), the supervisor pointed out whether the context was appropriate to teach the target structure, and whether the context was appropriate to the learners' interest. The extract below illustrates the POF on creating a context appropriate to the learners' interest:

Extract 74

You created a context based on cartoon characters. And what did you say? You said “*We need to put their clothes on*”, and you made it possible for the children to make a connection with the characters. This was effective. As a matter of fact, choosing cartoon characters to form that context was a good idea, since they are closer to the children's world. This made it easier for them to feel a connection with the material. (ST2-Supervisor-POC3)

The second sub-dimension of the *Method of Teaching* was *Focus on Meaning, Form and Use* (5 citations) (see Table 8). With regard to *Focus on Meaning, Form and Use*, one of the points that was drawn attention to was teaching written and oral forms while presenting the target structures and vocabulary items. The following extract illustrates the supervisor's emphasis on repetition drills to teach the oral form of the words:

Extract 75

You did the right thing; you first concentrated on the oral form and then presented the written form. However, I would prefer you to make more emphasis on the oral form. Yes, they did oral repetition, singing the song, but could we reinforce the oral form there? It would be helpful to hear the vocabulary individually from the students. We are against repetition when it becomes mechanical and children are made to repeat like parrots. However, in large classes, this is a technique that can be used to understand whether the oral form is learnt. Let's have the repetition done. Ok, it can be choral. But even when it is choral, we need to choose one or two students, and listen to them to see whether the right form was learnt or not. (ST2-Supervisor-POC1)

The third and the final sub-dimension of the *Method of Teaching* was *Checking Understanding* (2 citations) (see Table 8). In this respect, the supervisor mentioned whether checking understanding was done and how it was done after the presentation of the target language structures and vocabulary:

Extract 76

You also did concept checking saying, "Show me your head, and Show me your shoulder." (ST2-Supervisor-POC1)

In the POF provided to the STs by the supervisor, the fifth dimension of **Conducting the Lesson** was *Warm up* (11 citations) (see Table 8). With respect to *Warm up*, two sub-dimensions including *Checking Previous Knowledge* (6 citations) and *Starting the Lesson in an Engaging Way* (5 citations) were emphasized by the supervisor. The first sub-dimension, *Checking Previous Knowledge* was analysed by the supervisor in terms of whether and how the previous knowledge of the students was checked before presenting a new target structure or vocabulary item in the teaching practices. One example can be seen in the extract below:

Extract 77

You checked the students' previous knowledge on the structure "*have got / has got*" effectively, by asking questions like "*What have you got on your desk?*",

“*What have you got in your bag?*”, and you moved on to present the new structure. (ST2-Supervisor-POC3)

The second sub-dimension of *Warm up* was *Starting the Lesson in an Engaging Way*. The supervisor laid importance on creating an interest at the beginning of the lesson as illustrated in the extract below:

Extract 78

You were able to create an interest, and this was important. You started the lesson enthusiastically and the students were all ears. (ST2-Supervisor-POC1)

In the POF provided by the supervisor, the sixth dimension of **Conducting the Lesson** was *Giving Feedback to Learners* (6 citations) (see Table 8). When the supervisor referred to this dimension, she emphasized two sub-dimensions, namely *Error Correction* (3 citations) and *Praising* (3 citations). The supervisor mainly referred to insufficient error correction and expressed the need for more effort on behalf of the STs in error correction as illustrated in the extract below:

Extract 79

S: You (*meaning ST1 and ST2*) hesitate in giving feedback to learners. This is both in the sense of praising and error correction. I think you prefer to ignore especially the errors.

ST2: Actually, I don't know what to do there.

S: For example, there was an important mistake. You said “Show me your toes.” What did the kid do? He showed you his fingers, because of direct transfer from Turkish. We both name our fingers and toes with the same word “*parmak*”. Right? The kid showed you his fingers. You showed him his toes. Well, you should have certainly gone over it there. That was a mistake that could easily be fossilized by that child. It was actually so important for you to clarify it there. (ST2-Supervisor-POC1)

The supervisor also mentioned the importance of praising while giving feedback to learners. She expressed the need for more praising in young learner classrooms as shown in the extract below:

Extract 80

On the other hand, when I say giving feedback to the child, don't think of it just as error correction. Praising. Thanking. It is important to use statements to motivate the students by saying, "Well done. That was very good. You're wonderful." in young learner classrooms. (ST2-Supervisor-POC1)

In the POF provided by the supervisor, the last three dimensions related to **Conducting the Lesson** was *Monitoring* (6 citations), *Time Management* (3 citations) and *Homework* (2 citations). As for *Monitoring* it was mentioned whether the STs monitored the learners during the tasks carried out in the teaching practices. With regard to *Time Management*, whether time was used effectively or not during the teaching practices was remarked by the Supervisor. To illustrate:

Extract 81

Now, as a matter of fact you used your time well. It was really efficient. Actually, you finished the production stage a bit early, but you used time-fillers for the last five minutes of the lesson. (ST1-Supervisor-POC2)

With respect to the final dimension of **Conducting the Lesson**, *Homework*, the supervisor provided POF on the design and comprehensibility of the homework task:

Extract 82

I am not sure if the students can do the homework on their own, because the task is a bit complicated. How can we make this task simpler? Maybe you can put more pictures to guide them. (ST1-Supervisor-POC3)

In the supervisor's POF, the second most frequently cited aspect was **the Teacher** (23 citations) (see Table 8). Related to this dimension, the supervisor focused on several dimensions of the teaching practices including *Knowledge and Use of English* (6 citations), *Voice and Intonation* (6 citations), *Rapport with the Learners* (4 citations), *Enthusiasm and Motivation* (3 citations), *Personal Traits* (2 citations), and *Use of Gestures, Facial Expressions and Body Language* (2 citations).

With respect to the first dimension, *Knowledge and Use of English* (6 citations), what the supervisor focused on was whether language was used correctly or not during

the teaching practices by the STs. Furthermore, the supervisor made suggestions about the ways to improve the use of language as the following extracts illustrate:

Extract 83

You have some problems about articles and prepositions. For example, (*reading her notes*) “*He eats a potato*”; we can not specify potato here. It is a common noun. Also, we do not say (*reading her notes*) “*He likes an apple.*” We say “*apples*”. “*He likes apples.*” You know there is a problem at the production level there. (ST2-Supervisor-POC2)

Extract 84

One way to overcome the article and preposition mistakes is to rehearse the lesson by yourself; record your voice, and listen to yourself. Find out if you can notice any mistakes in your language. I believe it will create an awareness for you. (ST1-Supervisor-POC2)

The second dimension related to **the Teacher** was *Voice and Intonation* (6 citations). With respect to this point, it was emphasized by the supervisor that effective use of voice and intonation was necessary for a successful lesson:

Extract 85

Especially in the transition between activities, if you add some variety in your intonation, you can draw the children’s attention more easily to the target structure. I believe you can work on your intonation.... Let’s work on intonation, intonation, and intonation with you. (ST1-Supervisor-POC1)

The third dimension of **the Teacher** was the STs’ *Rapport with the Learners* (4 citations). With regard to this dimension, the supervisor focused on calling the learners by their names in the classroom:

Extract 86

You called the students by their names this time. I remember that we talked about that in the last feedback session. They had name tags, but you did not need to look

at them. You remembered the students' names, which is important to establish a good relationship with them. (ST2-Supervisor-POC3)

The fourth dimension of **the Teacher** was the STs' *Enthusiasm and Motivation* (3 citations). In this respect, the supervisor pointed out the level of enthusiasm and motivation of the STs in the teaching practices:

Extract 87

While observing you, I just felt, you were teaching but you seemed a million miles away. I mean, you tried to communicate with the students, but your mind was somewhere else.... The children responded to you, but you missed from time to time. You could not concentrate. That is what I noticed. (ST2-Supervisor-POC2)

The fifth dimension of **the Teacher** was *Personal Traits* (2 citations). Related to this dimension, the supervisor mentioned some remarkable personal traits of both of the STs and what effect these traits may have on the STs' teaching. In the following extract, the supervisor comments on the perfectionist point of view of the ST:

Extract 88

Being a perfectionist; that is something related to your personality. Probably, you are taking things too seriously, trying to do everything perfectly and trying to cover for everything. However, this will exhaust you in the lesson. (ST2-Supervisor-POC2)

The sixth and final dimension of **the Teacher** was *Use of Gestures, Facial Expressions and Body Language* (2 citations). In the following extract, the supervisor points out how these skills were used effectively by the STs in the classroom:

Extract 89

It was effective that you modelled the acts in the song, and then asked the students to do the same. When I looked at you in general, I saw that your way of using your body language, mimes, and tone of voice were very successful. You did a good job there. (ST2-Supervisor-POC1)

In the POF provided by the supervisor, the third main aspect of the teaching practices conducted by the STs was **Classroom Management** (14 citations) (Table 8). Related to this aspect, several dimensions were emphasized by the supervisor. These dimensions include *Attracting Students' Attention* (6 citations), *Distribution of Turns* (3 citations), *Classroom Interaction Patterns* (2 citations), *Dealing with Unexpected Events* (2 citations), and *Setting the Rules* (1 citation).

With regard to the first dimension *Attracting Students' Attention* (4 citations), the POF focused on whether and how the STs attracted the learners attention during the teaching practices they conducted. The following extract illustrates how the supervisor approves of the ST's attracting the learners' attention by using a clown puppet at the beginning of a lesson.

Extract 90

I felt that the children were quite active since it was the first lesson in the morning. I wondered whether you would be able to settle them when you started the lesson. You greeted them, and at that stage, there was still disruption in the class. You were not able to draw their attention fully and that was normal. And then, you introduced *the clown*. They saw *the clown* and all went silent. It was effective. They concentrated on you when they saw *the clown*. (ST1-Supervisor-POC3)

The second dimension of **Classroom Management** was *Distribution of Turns* (3 citations). When the supervisor gave POF on this dimension, she mentioned whether the STs were fair in turn giving and she gave suggestions on how to maintain fairness in turn giving in the classroom as can be seen in the extracts below:

Extract 91

I think fair turn giving is important, so I have a suggestion for you; make note of all the students you called upon in one lesson so that you can give a turn to others in the following lesson. You can use such a system and if you let your students know that there is such a system in progress, I think, they will be happy.” (ST1-Supervisor-POC2)

The third dimension of **Classroom Management** was *Classroom Interaction Patterns* (2 citations). In this respect, the supervisor touched upon the employment of pair work and group work in the classroom showing her approval:

Extract 92

I saw a pair work activity in your lesson and this made me very happy. I think this was the second time you used pair work in your lesson. Your first attempt was group work, right?.... You were better this time. (ST1-Supervisor-POC3)

The fourth dimension of **Classroom Management** was *Dealing with Unexpected Events* (2 citations). With respect to this dimension, the supervisor mentioned how the STs dealt with some unexpected situations during the teaching practice:

Extract 93

Then, you continued with the practice stage, and the activity was also quite effective. At that stage, the student you invited to the board got confused, but you handled that problem well, by calling another student to help her. So you were able to deal with that situation there. (ST2-Supervisor-POC3)

The fifth and last dimension of **Classroom Management** was *Setting the Rules* (1 citation). It was mentioned once by the supervisor that setting the rules and maintaining them is important in the classroom.

In the POF provided by the supervisor, the final aspect of the teaching practices conducted by the STs was **Lesson Planning** (9 citations) (see Table 8). The dimensions that were emphasized were *Objectives* (3 citations), *Time Allocation* (3 citations), *Level* (1 citation), *Sequence of Activities* (1 citation), and *Contingency Plan* (1 citation). Related to the first dimension, the *Objectives*, the points that were touched upon were whether the objectives in the lesson plans were clearly stated and whether they were general or specific. The extract below illustrates the supervisor's comment on the objectives:

Extract 94

The objectives are a bit too general. Perhaps you could have set more specific objectives for each lesson. Then you would be able to leave the class with a more positive feeling. Simple objectives are easier to achieve. (ST1-Supervisor-POC1)

The second dimension of **Lesson Planning** was *Time Allocation*. The supervisor mainly emphasized the importance of indicating how much time was allocated for each activity in the lesson plan. This is illustrated in the following extract which presents a dialogue between the supervisor and one of the STs on writing the timing of the activities in the lesson plan:

Extract 95

S: Write how much time presumably you allocate for each activity. I could not see it in your lesson plan. Maybe it is not in the original lesson plan that you borrowed the format from, but write how much time you allocate to an activity? (ST2-Supervisor-POC1)

For the following two dimensions, *Level* and *Sequence of Activities*, the supervisor stated whether or not these two were indicated in the lesson plan.

The final dimension of **Lesson Planning** is *Contingency Plan*. The supervisor touched upon whether the ST included a contingency plan in the lesson plan or not:

Extract 96

As you finished what you aimed to cover earlier than planned, you needed to use time-fillers until the end of your lesson. At that point, we saw the importance of including time-fillers in your lesson plan; you had Plan B. (ST1-Supervisor-POC2)

In the sections above findings pertaining to the nature of POF provided to the STs by the peer, mentor and the supervisor were presented with respect to *focus*. In the following section, the nature of POF from these three sources will be presented with respect to *type*. The essential attributes that the POF from these three sources have are presented respectively.

4.2.2. The Nature of Post-Observation Feedback with Respect to Type

As abovementioned, findings pertaining to the nature of POF may be described in two main categories, the first being the *focus* of the POF, which is presented above. The second category is the *type* of the POF, which refers to the essential attributes that the feedback provided by the peer, mentor and the supervisor have. Pertaining to the *type* of the POF given by the three sources, the findings showed that POF is constructed on the bases of **the emphasis of feedback, the reference point of feedback, the strategies employed while giving feedback, and the manner of the delivery of feedback**. The data depicting the *type* of POF from the peer, mentor and the supervisor are presented respectively below.

4.2.2.1. The Type of Post-observation Feedback provided by the Peer

Data acquired from the SRIs conducted with the STs after the POCs revealed that the POF from the peer shows some essential attributes including the following aspects as shown in Table 9.

Table 9

Peer's Post-observation Feedback Pertaining to Type

I. The Emphasis of Feedback

1. strong aspects
2. aspects to be improved

II. The Reference Point of Feedback

3. the theory taught in the courses at university
4. a shared perspective and status
5. a student's perspective

III. The Strategies Employed while Giving Feedback

6. raising awareness

IV. The Manner of the Delivery of Feedback

7. friendly
-

As Table 9 shows, regarding the POF from the peer, it was found that **the emphasis of feedback** was on *the strong aspects of the lesson, the aspects that needed*

to be improved. **The reference points of the feedback** were *the theory taught in the courses at university, the shared perspective and status, and the student's perspective*. **The strategy employed while giving feedback** by the peer was *raising awareness*. Finally, with respect to **the manner of the delivery of feedback**, the findings revealed that the manner of the peer was found *friendly*. The aspects attributed to peer POF are presented in detail below.

To start with **the emphasis of feedback** from the peer was on *the strong aspects of the lesson, and the aspects that needed to be improved*.

1. Emphasizing Strong Aspects

The findings revealed that the POF from the peer had an *emphasis on strong aspects*. The strong aspects referred to the positive aspects of the lesson like effective practices and the tasks that worked well, or the strong qualities that were possessed by the STs, and the positive sides of the lesson plan. In the SRIs, the STs expressed several times that they felt happy and content to receive comments about the positive aspects of their teaching practices. In the following extract, one of the STs points out her feeling of content after receiving POF on how well she had maintained the active participation of the students in her teaching practice:

Extract 97

This is a very positive comment for me. It is a significant comment. It was important for me that someone else noticed and observed that the students participated well.

(ST2-SRI-3)

2. Emphasizing Aspects to be Improved

The findings also revealed that the POF from the peer had an *emphasis on the aspects to be improved*. Such feedback addressed some of the practices related to conducting the lesson and the motivation of the teacher. In the extract below, one of the STs expresses her positive feelings for having received feedback on her lack of praise to the students. She explains that giving praise is a general difficulty for her and finds it significant that her peer notices this:

Extract 98

This was the most important thing in T's feedback for me; I did not praise the kids. I did not say things like "*Thank you*" and "*Fine*".... I was happy that T. paid attention to this, because I had not received such a comment before. (ST1-SRI-2)

The reference points of the feedback from the peer were *the theory taught in the courses at university*, *the shared perspective and status*, and *the student's perspective* (see Table 9).

3. The theory taught in the courses at university

One reference point of peer's POF was that it was based on *the theory taught in the courses at university*. In the SRIs, both of the STs emphasized frequently that the POF they received from the peer was comprised of the knowledge learnt at the Methodology courses which focused on the pedagogy of teaching English. In the extract below, one of the STs explains that her peer's feedback is mainly based on the methods and techniques learnt at university:

Extract 99

Since these techniques are in our minds, we generally make comments drawing from the things we learnt in the courses. Maybe that is the reason why, my peer M, focused particularly on the courses that we took in her feedback. We always question what we have learnt in the classes. That is why I like hearing what she thinks on my performance. (SR1-SRI2)

4. The shared perspective and status

Having *a shared perspective and status* appears as a remarkable reference point of peer's POF. It was stated by the peer STs frequently that they have a similar educational background, are at the same age, and have a shared perspective and status as STs. In the extract below, one of the STs emphasizes the similarity between herself and her peer:

Extract 100

We received the same type of education; we were in the same class, took the same courses, and learnt the same theories. That is why, T's appreciating (my

performance) from the student's perspective, in a way saying, "You were able to apply what we learnt", actually made me happy.... Since we are at the same age, and we are walking on the same path, I was happy to hear her comments. (ST1-SRI1)

5. A student's perspective

Yet another feature of the POF from the peers was having a *student's perspective*. The STs expressed frequently that since they were still students, they were able to understand what happened in the classroom from a student's point of view, and approached the events in that way. For example, one of the STs, allocates a part for the homework in the worksheet that she prepares. The peer praises this, expressing that even themselves as grown-up students, cannot remember their assignments from time to time. In the extract below, the ST appreciates this comment, emphasizing that her peer still has a student's perspective.

Extract 101

Well, this is a good comment, which is made from a student's perspective. I noticed that because she is still a student. Even we, as grown-ups, do not remember what exactly the homework is if we do not write it down.... This is an important point especially for the students at that age. Therefore, writing the homework in the worksheet in advance is a good way to help the students. (ST1-SRI3)

With regard to **the strategy employed while giving feedback**, it was found that the peers made use of *raising awareness* while providing POF.

6. Raising Awareness

Raising awareness was a strategy used by the peers while providing POF after the teaching practices. The STs stated a few times that their peer's POF created an awareness for them on the points that they had not noticed themselves. Some of these points were related to conducting the lesson and some were about the teacher herself. In the following extract, one of the STs makes a comment on how the feedback raised her awareness on the ineffective error correction she made in the classroom. She was told

by her peer that her error correction was ineffective because of several reasons including not making an eye contact and providing two possible forms of correction:

Extract 102

This was a situation that I had not noticed there. However, (*my peer*) T, was right about it. While correcting the error, I turned my back to the student, and did not make an eye contact. I can say her comment was awareness raising. (ST1-SRI3)

Lastly, with respect to **the manner of the delivery of feedback**, it was found that the peer's manner was *friendly*.

7. Friendly

The manner of the peer's POF was stated to be *friendly*. One of the STs clearly pointed out her friend's friendly approach below. When the same ST was asked how she would give feedback to herself if she was the feedback provider, she answered that she would have a friendly approach like her peer:

Extract 103

She had a friendly approach, as always. (ST2-SRI3)

Extract 104

I would like to give feedback in detail but in a friendly manner, just like M. (ST2-SRI3)

4.2.2.2. The Type of Post-observation Feedback provided by the Mentor

Data acquired from the SRIs conducted with the STs after the POCs revealed that the POF from the mentor showed some essential attributes including the following aspects as presented in Table 10.

Table 10

*Mentor's Post-observation Feedback Pertaining to Type***I. The Emphasis of Feedback**

1. strong aspects and giving praise
2. aspects to be improved
3. the improved aspects

II. The Reference Point of Feedback

4. genuine experience and practice
5. the reflection of the insider's voice

III. The Strategies Employed while Giving Feedback

6. raising awareness
7. bridging the gap between theory and practice
8. giving advice and providing guidance on new ways and solutions
9. creating opportunity for self-reflection

IV. The Manner of the Delivery of Feedback

10. friendly
11. empathetic
12. encouraging

As Table 10 illustrates pertaining to the *type* of the POF given by the mentor **the emphasis of feedback** was on *the strong aspects of the lesson, the aspects that needed to be improved and the improved aspects*. Secondly, **the reference points of the feedback** were *the genuine experience, reflection of the insider's voice*. Thirdly, **the strategies employed while giving feedback** were *raising awareness, bridging the gap between theory and practice, giving advice and providing guidance on new ways and solutions, creating opportunity for self-reflection*. Finally, with respect to **the manner of the delivery of feedback**, the findings revealed that the manner of the mentor as a source of feedback was found *friendly, empathetic, and encouraging*.

The emphasis of feedback of the POF provided by the mentor was on *the strong aspects of the lesson, the aspects that needed to be improved and the improved aspects* of teaching.

1. Emphasizing Strong Aspects and Giving Praise

As mentioned above, the POF from the mentor had an *emphasis on strong aspects* and provided *praise*. The strong aspects referred to the effective and strong features of the lesson or the teacher such as, conducting an enjoyable activity, being able to attract students' attention, maintaining student participation, and using effective materials. In the following extract, one of the STs expresses how proud she felt on receiving positive feedback on her classroom management.

Extract 105

It was an honour for me to be praised by a teacher of so many years. It was such an important thing that the very teacher of that class said the students enjoyed the lesson. (ST2-SRI1)

2. Emphasizing Aspects to be Improved

The POF from the mentor had further emphasis on *the aspects to be improved*. The aspects to be improved referred to the ineffective features such as unsuccessful presentation of structures and vocabulary, ineffective classroom management, and the inefficient use of intonation and body language. In a POC, one of the STs found out that, unlike her belief, her use of mimes, gestures, intonation and body language was not effective. As a result of this piece of feedback she recognized the need to put more effort into her use of these skills as a teacher:

Extract 106

I thought that I used my body language, mimes, and intonation as much as I could in the lesson. When Miss B first told this (*that it was not effective*), in fact, I was surprised.... However, hearing that I was not able to use them well created an awareness for me, because I understand I need to improve it. (ST2-SRI1)

3. Emphasizing the Improved Aspects

The mentor's POF also had an emphasis on *the improved aspects* of teaching. The STs expressed a few times that they were happy to get feedback on the aspects that they were able to correct and improve in their teaching. Getting positive feedback on the improved aspects, like the increased self-confidence as expressed in the extract below, uplifted the STs:

Extract 107

Miss B compared my self-confidence in my first and last lesson as a teacher in the classroom, and she pointed out that I had increased self confidence in her general evaluation. This made me really happy. (ST1-SRI3)

In the POF provided by the mentor, **the reference points of the feedback** were *the genuine experience and practice* of the mentor as well as the *reflection of the insider's voice*, which represented her sound knowledge of the students and dynamics of her classroom as the English teacher of that class.

4. Genuine Experience and Practice

One reference point of the mentor's POF was her *genuine experience and practice*. This feature was appreciated greatly by the STs as the feedback that was provided by the mentor stemmed from her own practices in the classroom and her genuine experience as a professional teacher. The following extract illustrates that the STs perceived the mentor's POF based on her genuine experience and practices in the classroom.

Extract 108

I am happy to observe Miss B's teaching, because she is a very good teacher in my opinion. And the most important thing about her is that whatever she gives as good advice can be seen in her teaching in the classroom. So she gives advice out of her own experience as a teacher in the classroom. (ST1-SR1)

5. The Reflection of the Insider's Voice

Another reference point of the mentor's POF was her knowledge about her students and classroom as *the insider's voice*. Both of the STs expressed in the SRIs several times that the mentor represented the person who knew the best about the level and characteristics of that particular class, the course book and materials in that class as well as the school in general. In the extract below, one of the STs states that she will take the mentor's advice about how to give instructions into account since she sees the mentor as the teacher who knows those particular students and the class well:

Extract 109

She gave examples on how to keep students on task and made comments on giving instructions.... As she is the real teacher of that class, she knows how her students react. Therefore, this was a point that I will certainly take notice of. (ST1-SRI1)

In the POF provided by the mentor, **the strategies employed while giving feedback** were *raising awareness, bridging the gap between theory and practice, giving advice and providing guidance on new ways and solutions, and creating opportunity for self-reflection.*

6. Raising Awareness

Raising awareness was a strategy used by the mentor in the delivery of POF. It was stated a few times by the STs that the mentor's POF was found awareness-raising due to pointing out the ineffective aspects of the lesson, which the STs had not noticed before. In the extract below, ST1 explains how the mentor's comment created an awareness for her and highlighted a technique which she had never thought of before. The mentor advises checking the knowledge of the previous lesson through a game or an activity instead of directly asking "What did you learn in the last lesson?".

Extract 110

In the feedback session, it created a great awareness for me when Miss B said that I could have checked the previous knowledge of the students in an indirect way. In fact, it is true. I should check what they did in the previous lesson without letting them know and using an enjoyable activity.... It was a beneficial piece of feedback for improving my teaching. (ST1-SRI1)

7. Bridging the Gap between Theory and Practice

Bridging the gap between theory and practice was another strategy used by the mentor in the delivery of POF. This feature was appreciated to a great extent by the STs because, in the STs' words, the mentor's feedback helped them to understand how the theories that they learnt in the courses at university could be applied in the real classroom. Even though the STs expressed that the mentor was very strong in the

practice of teaching, they frequently stated that she was also strong in theory. One of the STs articulated this as in the following extract:

Extract 111

Miss B transforms theory into practice through her comments.... As a matter of fact, as she had already told us, “*Teaching life does not begin in the course rooms at university; it begins in the classroom.*” (ST1-SRI3)

8. Giving Advice and Providing Guidance on New Ways and Solutions

Another strategy used by the mentor in providing POF was *giving advice and providing guidance on new ways and solutions*. In the extract below, the ST points out that she benefited from the mentor’s advice in improving her pronunciation mistakes. The ST was advised to be more careful and check the pronunciation of vocabulary and structures she had problems with from online sources.

Extract 112

Her analysis of my work was helpful, because it wasn’t made just for criticising. She advised me to use online sources and it was a comment made for guiding and raising a solution. This comment was important for me to improve my teaching. (ST1-SRI1)

9. Creating Opportunity for Self-Reflection

Yet another strategy used by the mentor in providing POF was *creating opportunity for self-reflection*. At the beginning of the POCs, the mentor asked the STs to evaluate their lessons before giving feedback herself for two times. One of the STs expressed great content with this act of the mentor, stating that she appreciated being given a chance for expressing her opinions.

Extract 113

Yes, it was nice that the mentor asked for my opinion at the beginning of the feedback session; she asked me to express my comments about my lesson first and I liked that. (ST1-SRI2)

10. Friendly

To start with, the manner of the POF from the mentor was found to be *friendly* by the STs. Both of the STs expressed a few times that they found the mentor's feedback friendly and sincere:

Extract 114

She gave examples from her own experience and was friendly. (ST2-SRI1)

11. Empathetic

In addition, the manner of the delivery of POF from the mentor was found to be *empathetic* by the STs. It was stated a few times by the STs that the mentor showed understanding for their feelings and reassured them by expressing that she had experienced similar things at beginning of her teaching career. In the following extract, one of the STs points out that she was told by the mentor that she had also gone through the same difficulties in attracting the students' attention and maintaining their participation in the past:

Extract 115

She gave examples from her own teaching and she behaved like a friend just like Miss E. There was no hierarchy between us. She talked just like a friend, saying, "*I also lived that; I also experienced that. It is possible. We are all human*". (ST2-SRI2)

12. Encouraging

Finally, the manner of delivery of the POF from the mentor was found to be encouraging. It was uttered several times by the STs that the mentor's POF encouraged them to improve their skills and increased their self-confidence. In the extract below, one of the STs explains that receiving constructive POF from the mentor on a pair and group work activity which did not go well, encouraged her to try such activities again and increased her self-confidence:

Extract 116

Interviewer: Miss B says, “*The kids will do it again with the same will and enthusiasm. Do not be timid about that. Be courageous and push them. Believe in yourself that you can do it.*”

ST2: The most important thing I can say about these comments in general is that they were very encouraging for me. (ST2-SRI1)

4.2.2.3. The Type of Post-observation Feedback provided by the Supervisor

Data acquired from the SRIs conducted with the STs after the POCs revealed that, the POF from the supervisor showed some essential attributes including the following aspects as presented in Table 11.

Table 11

Supervisor’s Post-observation Feedback Pertaining to Type

I. The Emphasis of Feedback

1. strong aspects and giving praise
2. aspects to be improved
3. the improved aspects

II. The Reference Point of Feedback

4. theory
5. details, specific examples and concrete incidences from the teaching practice

III. The Strategies Employed while Giving Feedback

6. raising awareness
7. giving advice and providing guidance on new ways and solutions
8. creating opportunity for self-reflection
9. being didactic
10. providing room for professional development
11. encompassing various aspects of the lesson
12. balancing positive and negative aspects

IV. The Manner of the Delivery of Feedback

13. friendly
 14. empathetic
 15. encouraging
 16. explaining mistakes in a non-offensive and reassuring manner
-

Pertaining to the *type* of the POF given by the supervisor, the findings showed **the emphasis of feedback** was on *the strong aspects of the lesson, the aspects that needed to be improved and the improved aspects*. Secondly, **the reference points of the feedback** were *the theory, and details, specific examples and concrete incidences from the teaching practice*. Thirdly, **the strategies employed while giving feedback** were *raising awareness, giving advice and providing guidance on new ways and solutions, creating opportunity for self-reflection, being didactic, providing room for professional development, encompassing various aspects of the lesson, and balancing positive and negative aspects of the teaching practice*. Finally, with respect to **the manner of the delivery of feedback**, the findings revealed that the manner of the supervisor was found *friendly, empathetic, and encouraging, and explaining mistakes in a non-offensive and reassuring manner*.

The emphasis of feedback of the POF provided by supervisor was on *the strong aspects of the lesson, the aspects that needed to be improved and the improved aspects*.

1. Emphasizing Strong aspects and Giving Praise

As mentioned above, the POF from the supervisor had an *emphasis on strong aspects* of the teaching practices and included *praise*. The strong aspects referred to the effective and strong qualities that were possessed by the ST as a prospective teacher or positive aspects of the teaching practice, such as activities that went as planned or efficient use of materials. To illustrate, one ST's reaction to receiving positive feedback on the efficient use of classroom management techniques is presented in the extract below:

Extract 117

Interviewer: Miss E says, "*Do you know that your classroom management technique is actually really good? I mean you are good considering you are a student-teacher. You have a good classroom management technique.*"

ST2: As I have also written in my journal, that was one of the moments that made me really happy because generally controlling the students is a challenging issue.... I was fond of hearing that I was good at classroom management. Hearing something like that from Miss E made me happy for real. (ST2-SRI2)

2. Emphasizing aspects to be improved

The POF from the supervisor also had an *emphasis on aspects to be improved*. In the POCs, the supervisor made emphasis on a great range of aspects of the teaching practices including conducting the lesson, the teacher, classroom management and issues related to the lesson plan. The example given in the extract below is on the language mistakes that one of the STs makes in the teaching practices and how the ST reacts to such feedback:

Extract 118

Yes, I have problems with articles and prepositions. I reflected that in the lesson, too. I need to study on prepositions. Miss E is right in raising that point, because the use of language is related to my competency as a teacher. It shows that I have shortcomings there. I saw this thanks to this piece of feedback. (ST2-SRI2)

3. Emphasizing the improved aspects

The POF from the supervisor had a further emphasis on *the improved aspects*. The SRIs revealed that the supervisor's feedback focused on the improved aspects of teaching, in other words, the weak points that the STs were able to improve in their teaching. In the extract below, ST1 explains that she was so happy to have improved her intonation, which was indicated as an important issue in her teaching in the first POC by the supervisor:

Extract 119

I was so happy that she appreciated it. Because we had focused on it (*improving intonation*) a lot before. I was delighted to see that I improved it and I was happy to hear that Miss E. thought it was good. (ST1-SRI2)

Regarding **the reference points of the feedback** from the supervisor, it was found that the supervisor took *the theory, and details, specific examples and concrete incidences from the teaching practice* as her reference points.

4. The Theory

The first reference point of the POF from the supervisor was *theory*. It was expressed by the STs a lot of times that the supervisor's feedback was based on theories of language learning and ELT. They also reported that the supervisor's POF enabled them to make connections with the theories learnt at university. The following extracts show how this attribute of the supervisor's feedback was remarkable:

Extract 120

Theoretical, theoretical. This, of course, does not mean that she does not know about the practice of teaching, but since she gives lectures at the university, and since she is still engaged in the theory of teaching, she has strong theoretical knowledge.... Therefore, we deal with different aspects of the lesson more extensively with her. (ST1-SRI3)

5. Details, Specific Examples, and Concrete Incidences from the Teaching Practice

The second reference point of the POF from the supervisor was details, *specific examples, and concrete incidences from the teaching practices*. To illustrate, when one of the STs was asked to describe the supervisor's POF, she expressed that it was detailed, explanatory, and was made comprehensible through examples and incidences that took place in the observed lesson. She also stated that the specific examples given by the supervisor made her learning permanent:

Extract 121

Miss E's *feedback* is detailed. I think it is beneficial that her feedback is explanatory. You asked me in another interview how I could describe her feedback. (*It is*) explanatory. She does not express things only with a sentence; she explains them, gives examples from the teaching practice, and she makes sure that I comprehend it. What she says makes sense to me. It is explanatory, more guiding and exemplifying. Exemplifying to make what I learn permanent. (ST2-SRI2)

Thirdly, regarding **the strategies employed while giving feedback**, it was found that the supervisor used such strategies as *raising awareness, giving advice and*

providing guidance on new ways and solutions, creating opportunity for self-reflection, being didactic, providing room for professional development, encompassing various aspects of the lesson, and balancing positive and negative aspects of the teaching practice.

6. Raising Awareness

One of the strategies that was used by the supervisor while providing POF was *raising awareness*. When the STs referred to the awareness-raising feature of feedback, they expressed that it helped them gain awareness on either the ineffective aspects of the lesson or the qualities that they had not noticed about themselves which may have affected their teaching in a negative way. Besides, the supervisor's feedback was also found to be awareness-raising on the strong qualities they possessed as teachers and the strong aspects of their lessons.

The following extract is a sample of how one ST became aware of her ineffective use of intonation through supervisor's POF. In her feedback, the supervisor emphasizes that the ST needs to add variation to her intonation in order to add variety to the lesson. Also, she points out that intonation can be used as a tool to signify the transitions through activities or different stages of the lesson. ST1 expresses how these comments created awareness on her ineffective use of intonation in the following way:

Extract 122

This was the most important comment for me in the feedback session, because when I made presentations in the courses at the university, I was criticised for using a low tone of voice.... To tell the truth, I had never thought this had something to do with my intonation. I always thought it would be ok if I spoke up. This feedback made me realize that it was not something related to raising my voice but to my intonation. Indeed, this was the most important part of the feedback for me.... I was more or less aware of the weaknesses of my lesson; however, this was something I was unaware of in my life. (ST1-SRI1)

7. Giving Advice and Providing Guidance on New Ways and Solutions

Another strategy that was used by the supervisor while providing POF was *giving advice and providing guidance on new ways and solutions*. Both of the STs stated frequently that in the POCs they received advice and guidance from the supervisor

which led them to solutions they had not considered before. In the extract below, one of the STs explains that the supervisor's advice on changing the design of an activity helped her to find a solution to a problem in her mind:

Extract 123

This piece of advice answered my questions; the questions in my mind about the lesson. I was asking to myself, “*Why did this happen? How could the last activity be changed?*” I asked these questions to Miss E, and her advice guided me. (ST2-SRI2)

8. Creating Opportunity for Self-Reflection

Yet another strategy that was used by the supervisor while providing POF was *creating opportunity for self-reflection*. It was stated several times by the STs that POF provided by the supervisor led them to reflect on their teaching practices. In the first extract below, the ST states that she favoured being provided room for self-reflection because it enabled her to recall what happened in the teaching practice:

Extract 124

I liked it that Miss E started the feedback session by asking for my evaluation of the lesson because this helped me to recall the lesson, and think about what went well and what did not go well. After that, she made her comments building on my evaluation (ST1-SRI1)

9. Being Didactic

Still another strategy that was used by the supervisor while providing POF was being didactic. It was stated several times by the STs that a particular piece of feedback provided by the supervisor led them to learn something new. In the following extract, one of the STs states that she had not known about individual repetition as a repetition drill, and she acknowledges to have learnt this through the supervisor's feedback:

Extract 125

When I conduct a repetition drill in the classroom, I always have the students repeat chorally... and I have them repeat until they can say the word out loud correctly.... But as Miss E said, at that moment, it was possible that I missed

individual students who are not participating. Therefore, individual repetition was a good piece of advice. I had never thought of this before. I mean, I have learnt something new. (ST1-SRI3)

10. Providing Room for Professional development

Another strategy that was used by the supervisor while giving POF was *providing room for professional development*. In the STs' perception, the feedback provided by the supervisor assisted them in the development of new skills as prospective teachers. In the following extract acquired from the SRIs, one of the STs refers to this feature of the supervisor's POF, stating that through the supervisor's feedback, she was able to improve her intonation gradually:

Extract 126

Working as a participant in this study was such a beneficial opportunity for us, because receiving feedback which says "You can do better next time" was so helpful. We worked with an aim to improve ourselves step by step by means of the feedback we received from her (*the supervisor*). Improving gradually was the most important point for me in the whole process. So seeing my intonation improve made me so happy and hearing it from the supervisor made me even happier. (ST1-SRI3)

11. Encompassing Various Aspects of the Lesson

Yet another strategy that was used by the supervisor while giving POF was *encompassing various aspects of the lesson*. The STs perceived that the supervisor's POF included various aspects of the teaching practices and involved a range of issues such as classroom management, lesson planning, teaching pedagogies employed by the STs, as well as their features as prospective teachers. In the following extract, one of the STs states that the supervisor's feedback referred to various aspects of the teaching practice she conducted:

Extract 127

Miss E usually reviews everything in great detail. She analyses everything from the beginning to the end of the lesson.... Me, as the teacher of the class, error corrections, my teaching, materials, lesson plan, everything. (ST2-SRI2)

12. Balancing Positive and Negative Aspects

Still another strategy that was used by the supervisor while providing POF was balancing the positive and negative aspects of the teaching practices. It was stated by the STs that the supervisor's feedback focused equally on the positive and negative aspects of the lessons as in the extract below:

Extract 128

I would not change a thing in Miss E's feedback, because I don't consider her feedback on the weak aspects as something negative. I consider her criticism from two different aspects; criticism and constructive criticism. If the feedback does not create an awareness, I will not be aware of my behaviour, and will not be able to change it. Therefore, in my opinion, her feedback and comments on both positive and negative aspects of the lesson were very balanced. (ST1-SRI1)

Finally, with respect to **the manner of the delivery of feedback**, the findings revealed that the manner of the supervisor was found to be *friendly, empathetic, encouraging, and explaining mistakes in a non-offensive and reassuring manner*.

13. Friendly

Regarding the manner of the delivery of the supervisor's POF, it was found that the feedback was given in a friendly manner. The STs reported frequently that the atmosphere created during the POCs was relaxing and friendly. In the first extract below, one of the STs emphasizes that she finds the supervisor friendly and relaxed and this is important as it helps her speak in a comfortable and free manner. In the second extract, the ST states clearly that she liked the friendly manner of the supervisor.

Extract 129

I especially want to tell you that I can talk to Miss E in a friendly and relaxed way. Sometimes we laugh together. It is important for me, because having a friendly talk helps me speak in a more relaxed manner (ST2-SRI2)

Extract 130

Well, her facial expression, her tone of voice, since she talks to us in such a friendly manner, I like having a feedback session with her. In this one, there was nothing offensive and no points that I did not agree with her. (ST1-SRI1)

14. Empathetic

The manner of the delivery of POF from the supervisor was also found to be *empathetic*. To illustrate, in the extract below, the ST explains how relieved she felt after hearing from the supervisor that she also had gone through depressing and hectic times when she was a senior student. The ST points out that she felt reassured by the supervisor's empathy:

Extract 131

Interviewer: The supervisor says '*I recall myself when I was a senior student. I had such nervous breakdowns like yours.*' What do you think of this comment?

ST2: Hearing that she also experienced something like that reassured me. She also went through those difficulties, but now she is in a really good position. She is a lecturer at a university. Hearing this, I thought to myself well, it is not a big deal after all; people learn by making mistakes. (ST2-SRI2)

15. Encouraging

Finally, the manner of the delivery of POF from the supervisor was also found to be *encouraging*. The supervisor's feedback was stated to be encouraging in terms of showing the STs their strengths and improving their weak aspects. In the following extract, ST1 states that the supervisor encouraged her through pointing out her improvement on intonation:

Extract 132

ST1: About intonation, Miss E. told me '*Everything is possible, if you really want it.*' I was so glad that she appreciated my improvement because we had focused a lot on intonation in the previous feedback sessions. I was really happy to have achieved it.

Interviewer: What did this sentence make you think of '*Everything is possible, if you really want it.*'

ST1: Yes, it encouraged me. I was greatly encouraged to work more. (ST1-SRI2)

16. Explaining Mistakes in a Non-offensive and Reassuring Manner

Finally, regarding the manner of the delivery of the supervisor's POF, it was found that the supervisor explained the mistakes *in a non-offensive and reassuring manner*. The feedback from the supervisor was reported to be non-offensive and reassuring, in that, aspects that needed to be improved were explained carefully in order not to hurt the feedback receivers. The following extract shows how a ST made a serious mistake in the presentation of a language structure during the teaching practice, however, contrary to her expectation, she was given feedback in a non-offensive and reassuring manner:

Extract 133

Actually I made a very serious mistake in the presentation; I presented “these /those” incorrectly. To tell the truth, when Miss E was explaining, I did not even understand my mistake at first. However, then I realized what I did in the classroom. It was a lesson to learn and never forget. However, Miss E explained all of these in a really polite way, not in a harsh and offensive way. (ST1-SRI3)

In this section, findings pertaining to the nature of POF were presented with special reference to the *type* of POF. The nature of POF was presented regarding **the emphasis of feedback, the reference points of the feedback, the strategies employed while giving feedback, and the manner of the delivery of feedback.**

4.3. The Differences in the Post-observation Feedback provided by the Peer, Mentor and the Supervisor and the Effectiveness of Post-observation Feedback

Research Question 2: Are there any differences in the nature of feedback provided by the three different sources, namely, the peer student teacher, the mentor, and the supervisor?

Research Question 3: If so, in what aspects are the differences remarkable?

Research question 4: What aspects of the feedback from the three sources do the ELT STs find effective in their teaching improvement process?

In this section, findings related to the Research Questions 2, 3, 4 are presented together based on the data acquired from the SRIs, FRFs and journals. The reason for presenting the findings together is that the data portrayed such a picture that the differences in the POF from the peer, mentor and the supervisor and the effectiveness of the POF from these three sources were mostly expressed in an interwoven fashion by the STs. In other words, in many occasions, the STs articulated the effectiveness of a particular piece of POF while talking about the differences in the POF received from the three sources. The differences concerned the *focus* and *type* of POF as presented in the following sections.

4.3.1. The Differences in the Focus of the Post-observation Feedback Provided by the Peer, Mentor and the Supervisor

Findings pertaining to the differences in the focus of POF provided by the peer, mentor and the supervisor are presented in Table 12, on the basis of the different aspects focused on and the frequency of focusing on these aspects.

Table 12

Differences in the Focus of the Feedback Provided by the Supervisor, the Mentor and the Peer

Aspects	Dimensions	Sub-dimensions	f.		
			S.	M.	P.
1. Conducting the Lesson	Warm up	Starting the Lesson in an Engaging Way	5	4	6
		Checking Previous Knowledge	6	2	0
	Method of Teaching	Creating an Appropriate Context	5	0	3
		Focus on Meaning, Form and Use	5	0	1
		Checking Understanding	2	1	3
	Activities	Sequence	5	0	2
		Transition	4	1	3
		Appropriateness to the Learners' Level, Age and Interest	3	3	5
		Design	1	0	0
	Materials	Use of Visuals	6	3	5
		Use of Audio-visuals	1	1	1
		Use of Worksheet	6	0	2
		Use of Realia	0	2	3
		Use of the Board	6	1	2
	Giving Feedback to Learners	Error Correcting	3	0	2
		Praising	3	0	1
	Instructions	Sequencing	6	0	2
		Checking the Understanding of Instruction	3	0	1
		Clarity	2	5	2
		Timing	6	0	1
	Time Management		3	0	2
	Monitoring		6	0	0
	Homework		2	0	6
Total			89	23	53
2. The Teacher	Voice and Intonation		6	3	4
	Use of Gestures, Facial Expressions and Body Language		2	1	3
	Enthusiasm and Motivation		3	0	1
	Rapport with the Learners		4	2	2
	Knowledge and Use of English		6	2	1
	Personal Traits		2	2	0
	Using L2 in the Classroom		0	1	0
	Total			23	11
3. Classroom Management	Classroom Interaction Patterns	Pair-Group Work	2	2	3
		Question-Answer	0	2	0
	Maintaining Student Participation		0	3	4
	Setting the Rules		1	2	0
	Attracting Students' Attention		6	6	4
	Dealing With Unexpected Events		2	0	0
	Distribution of Turns		3	0	2
Total			14	15	13
4. Lesson Planning	Objectives		3	0	6
	Time Allocation		3	0	0
	Level		1	0	0
	Sequence of Activities		1	0	0
	Contingency Plan		1	0	1
Total			9	0	7
TOTAL			135	49	84

As Table 12 shows a total of 135 comments were made by the supervisor, 49 by the mentor and 84 by the peers. As for the first aspect focused, **Conducting the Lesson**, it is seen that the supervisor made 89 comments, the mentor made 23 comments and the peer made 53 comments. When we consider the dimensions that were focused on by these three sources separately, related to the first dimension, the *Warm up*, it is revealed that all the three sources of feedback paid attention to *Starting the Lesson in an Engaging Way* with a similar frequency (the supervisor, 5 citations; the mentor, 4 citations and the peer 6 citations). On the other hand, with respect to *Checking Previous Knowledge* the supervisor made 6 comments, the mentor made 2 comments whereas the peer made none.

As for the second dimension, *Method of Teaching*, while the supervisor and the peer focused on *Creating an Appropriate Context* (the supervisor, 5 citations; and the peer 3 citations), the mentor did not focus on it at all. Likewise, related to *Focus on Meaning, Form and Use* the supervisor made 5 comments while the peer made one comment, and the mentor made none. Lastly, related to the *Method of Teaching*, while the peer made 3 comments and the supervisor made 2 comments, the mentor made only one comment. Thus, the mentor was the source of feedback who focused the least on the *Method of Teaching*.

As for the third dimension, *Activities*, the supervisor was the feedback provider who focused the most on the *Sequence* of activities whereas the mentor made no comments on this dimension (the supervisor, 5 citations; the mentor, no citations. The peer made 2 citations on this dimension. Related to the *Transition between activities*, the supervisor was the person who focused on the dimension the most (4 citations), followed by the peer (3 citations) and lastly the mentor (1 citation). With respect to *Appropriateness to the Learner's level, Age, and Interest*, the peer made the greatest number of comments (5 citations), and the supervisor and the peer made the same number of comments (3 citations each). Lastly, related to the *Design* of the activities, the supervisor made one comment, whereas the mentor and the peer made none.

As for the fourth dimension, *Materials*, while the supervisor and the peer focused on the *Use of Visuals* in similar frequencies (the supervisor, 6 citations; the peer 5 citations), the mentor focused on this sub-dimension for three times. Related to the *Use of worksheet* whereas the supervisor made 6 comments, the peer made only two comments and the mentor made none. Also, as for the *Use of realia*, whereas the supervisor made no comments, the mentor made 2 and the peer made 3 comments.

Lastly, on the final sub-dimension of the *Materials*, the *Use of the board*, the supervisor focused greater than the mentor and the peer (the supervisor, 6 citations; the mentor 1 citation and the peer 2 citations).

As for the fifth dimension, *Giving Feedback to Learners*, the supervisor focused on *Error Correction* and *Praising* the most (3 citations each). On the other hand, the mentor made no comments at all on the mentioned sub-dimensions. The peer focused twice on *Error Correction* and once on *Praising*.

As for the sixth dimension, *Instructions*, while the supervisor and the peer focused on different features of instructions including *Sequencing*, *Checking the understanding of instruction*, *Clarity* and *Timing of the Instruction*, the mentor focused only on the *Clarity* of instructions (5 citations) and made no comments on the other sub-dimensions. For the *Sequencing* while giving instructions, the supervisor made 6 comments and the peer made 2 comments. For *Checking the understanding of instruction*, the supervisor made 3 comments and the peer made 1 comment. As for *Clarity* the supervisor and the peer focused in the same amount (2 citations each). And as for the *Timing of the Instruction* the supervisor made 6 comments whereas and the peer made only 1 comment.

Other dimensions of **Conducting the Lesson** were *Time Management*, *Monitoring* and *Homework*. As for *Time Management*, whereas the supervisor made 3 comments and the peer made 2 comments, the mentor made none. *Monitoring* was a dimension that was highlighted only by the supervisor (the supervisor, 6 citations; the mentor and the peer no citations). Finally for *Homework*, whereas the peer, who made 6 comments, had the greatest number of citations, whereas the supervisor made 2 comments and the mentor made none. Thus, as for the last three dimensions of **Conducting the Lesson**, the mentor did not make any comments at all.

The second aspect focused by the three sources of feedback, the peer, the mentor and the supervisor was **the Teacher**. As Table 9 shows the supervisor made 21 comments, the mentor made 11 comments and the peer made 11 comments on **the Teacher**. The first dimension that was focused on related to **the Teacher**, *Voice and Intonation*. Even though all the sources focused on this dimension, the supervisor was the feedback source who made the greatest number of comments (the supervisor, 6 citations; the mentor 3 citations and the peer 4 citations). The second dimension that was focused on by all the three sources was the *Use of Gestures, Facial Expressions and Body Language*, and the peer made the greatest number of citations (the supervisor,

2 citations; the mentor, 1 citation; and the peer 3 citations). The third dimension was the *Enthusiasm and Motivation* of the teacher. The supervisor made 3 comments on this dimension and the peer made one. In contrast, the peer had no focus on this dimension at all.

The fourth dimension of **the Teacher** was *Rapport with the Learners*, on which the supervisor concentrated the most (4 citations). The mentor and the peer made the same amount of comments (2 citations each). The fifth dimension that was focused on related to **the Teacher** was the *Knowledge and Use of English*. Similar to the other dimensions, the supervisor was the source who focused the most on this issue (supervisor, 6 citations; mentor 2 citations and the peer 1 citation). As for the next dimension, *Personal Traits*, it is seen that whereas the supervisor and the mentor focused on this dimension (2 citations each), the peer made no comments at all. The final dimension related to **the Teacher** was *Using L2 in the Classroom*. Whereas the mentor focused on this issue once, the supervisor and the peer made no comments on it at all.

The third aspect focused by the three sources of feedback, the peer, the mentor and the supervisor was **Classroom Management**. As Table 9 shows the supervisor made 14 comments, the mentor made 15 comments and the peer made 13 comments on *Classroom Management*. The first dimension that was focused on related to this dimension was *Classroom Interaction Patterns*. Two basic interaction patterns, *Pair-Group Work* and *Question – Answer*, were taken into consideration by different sources of feedback. Whereas all the feedback providers paid attention to *Pair-Group Work* almost equally (supervisor, 2 citations; mentor 2 citations and the peer 3 citation), on *Question – Answer* only the mentor made comments (2 citations) and the supervisor and the peer made none.

The second dimension of **Classroom Management** was *Maintaining Student Participation*. On this dimension while the mentor and the peer made comments equally (mentor 3 citations and the peer 4 citations), the supervisor made no remarks at all. The third dimension *Setting the Rules*, on which the supervisor made 1 comment, the mentor made two comments and the peer made none. The fourth dimension was *Attracting Students' Attention*. On this dimension, the supervisor and the mentor focused equally (6 citations each) followed by the peer (4 citations). The fifth dimension of **Classroom Management** was *Dealing with Unexpected Events*. On this dimension, while the supervisor focused twice, the mentor and the peer made no comments at all. The final

dimension that was focused on by the different sources of feedback was *Distribution of Turns*. On this issue, whereas the supervisor focused three times and the peer focused twice, the mentor made no comments at all.

The fourth and last aspect focused on by different sources of feedback was **Lesson Planning**. Whereas the supervisor and the peer made remarks on this dimension of the teaching practices, the mentor did not focus at all on **Lesson Planning**. As Table 9 shows the supervisor made the greatest number of comments on **Lesson Planning** (9 citations) and the peer followed that (7 citations). Out of the 7 citations by the peer, 6 were on *Objectives* and one was on *Contingency Plan*. The peer made no other comments on different features of **Lesson Planning**. On the other hand, the supervisor made comments on the *Objectives* (3 citations), *Time allocation* (3 citations), *Level* (1 citation), *Sequence of Activities* (1 citation), and *Contingency Plan* (1 citation).

In this section, findings pertaining to the differences in the focus of POF from the supervisor, mentor and the peer were presented in a comparative manner. The next section will present the findings pertaining to the differences in the POF with respect to *type* and the aspects of POF that the STs find effective in their teaching improvement process.

4.3.2. The Differences in and Effectiveness of the Post-observation Feedback with regard to Type

Findings pertaining to the differences in and effectiveness of the POF provided by the peer, mentor and the supervisor are presented in Table 13.

Table 13

The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor

	No	The Type of Peer Post-Observation Feedback	The Type of Mentor Post-Observation Feedback	The Type of Supervisor Post-Observation Feedback
I. The Emphasis of Feedback	1	emphasizing strong aspects	emphasizing strong aspects and giving praise	emphasizing strong aspects and giving praise
	2	emphasizing aspects to be improved	emphasizing aspects to be improved	emphasizing aspects to be improved
	3		emphasizing the improved aspects	emphasizing the improved aspects
II. The Reference Point of	4	the theory taught in the courses at university	genuine experience and practice	theory
	5	a shared perspective and status	the reflection of the insider's voice	details, specific examples and concrete incidences from the teaching practice
	6	a student's perspective		
III. The Strategies Employed while Giving Feedback	7	raising awareness	raising awareness	raising awareness
	8		giving advice and providing guidance on new ways and solutions	giving advice and providing guidance on new ways and solutions
	9		creating opportunity for self-reflection	creating opportunity for self-reflection
	10		bridging the gap between theory and practice	being didactic
	11			providing room for professional development encompassing various aspects of the lesson
	12			balancing positive and negative aspects
	13			
IV. The Manner of the Delivery of Feedback	14	friendly	friendly	friendly
	15		empathetic	empathetic
	16		encouraging	encouraging
				explaining mistakes in a non-offensive and reassuring manner

As presented in Table 13, pertaining to the *type* of the POF given by the peer, mentor and the supervisor, the findings showed that POF is constructed on the bases of **the emphasis of feedback, the reference point of feedback, the strategies employed while giving feedback, and the manner of the delivery of feedback**. First, the findings revealed that **the emphasis of feedback** was on *the strong aspects of the*

lesson, the aspects that needed to be improved and the improved aspects. Secondly, **the reference points of the feedback** were the theory taught in the courses at university, the shared perspective and status, the student's perspective, genuine experience, reflection of the insider's voice, the theory, and lastly details, specific examples and concrete incidences from the teaching practice. Thirdly, **the strategies employed while giving feedback** were raising awareness, bridging the gap between theory and practice, giving advice and providing guidance on new ways and solutions, creating opportunity for self-reflection, being didactic, providing room for professional development, encompassing various aspects of the lesson, and balancing positive and negative aspects of the teaching practice. Finally, with respect to **the manner of the delivery of feedback**, the findings revealed that the manner of the sources of feedback was found as being *friendly, empathetic, encouraging, and explaining mistakes in a non-offensive and reassuring manner*. In the following section, the differences in and the effectiveness of POF from the three sources are presented in detail with regard to **the emphasis of feedback, the reference points of the feedback, the strategies employed while giving feedback, and the manner of the delivery of feedback**.

4.3.2.1. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor with regard to Emphasis of Feedback

The findings revealed that there were differences in the POF from the peer, mentor, and the supervisor, with respect to **the emphasis of feedback**. Even though all the three sources of POF emphasized *the strong aspects of the lesson and the aspects that needed to be improved*, only the mentor's and supervisor's POF emphasized the *improved aspects* of the teaching practices and gave praise (see Table 13). All the aspects regarding **the emphasis of POF** from the three feedback sources were found effective by the STs.

- **Emphasizing Strong Aspects and Giving Praise**

As presented in the previous section, **the emphasis of feedback** from the peer, mentor, and the supervisor was on *the strong aspects of the lesson*. On the other hand, the feedback from the mentor, and the supervisor was found to be *giving praise* while articulating the strong aspects. The data acquired from the SRIs, FRFs and journals revealed that the POF that emphasized the strong aspects of teaching and gave praise

were found effective by both of the STs. The STs frequently expressed that they felt happy and content to have received such feedback and felt proud to have received praise from the supervisor and the mentor. In addition, such feedback helped the STs to understand whether they were on the right track, whether they achieved their goals and whether they used the appropriate techniques and materials.

The following extract represents an example of this. In the extract, one of the STs pointed out that she was happy to receive positive feedback on the strong aspects of her teaching. In the feedback that was provided by the supervisor, the STs' fair turn-giving and effective use of the board were appreciated. Thus, the ST expressed that she was glad to hear from the supervisor that she achieved to conduct the lesson as she planned:

Extract 134

It was important to hear that sentence “*Well done. You achieved your goals and had a good lesson.*” I was happy that the supervisor realized my effort in preparing that lesson. Also, I was content to have done these things in the way that I planned. (ST1-SRI1)

The finding about the effectiveness of the POF emphasizing strong aspects and giving praise was supported by data acquired from the journals. Both of the STs noted down several times that they were content to hear about the strong aspects of their teaching and the favourable judgements of the feedback providers. This is illustrated in the following extract written in the journal by one of the STs after a POC with the supervisor:

Extract 135

Miss E liked my shopping list. It was so important for me to hear that because I put a lot of effort into preparing that shopping list. Also, she found my production stage creative. That was also important for me, because it showed that I achieved my aim. In addition, she liked my Plan B. (ST1-Journal2)

- **Emphasizing Aspects to be Improved**

The data further revealed that POF which *emphasized the aspects to be improved* was found effective by the STs, as such feedback pointed out the aspects of the teaching

practices that the STs needed to review and work on. In the following extract acquired from the SRIs, one of the STs explained that she liked to receive criticism on the weak aspects of her teaching practice:

Extract 136

As I told before, I find it beneficial to be criticised on the weak aspects of my lesson so that I can improve them. (ST1-SRI2)

The data acquired from FRFs and journals support this finding extensively providing an abundant number of quotations on the points that especially the supervisor and the mentor indicated as aspects which needed to be improved. The STs noted down the points that they became aware of through POF in the FRFs, as in extracts 137 and 138 below:

Extract 137

Through this feedback session I have learnt:

I need to improve my intonation. I need to improve my instruction. I need to pay more attention to error correction. (ST1-S-FRF-1)

Extract 138

Through this feedback session I have learnt:

I have learnt that I should praise students when they give correct answers. Also, I need to learn more about how to correct their errors and how to elicit correct answers. In addition, I need to simplify the language that I use in the lessons because they are 5th grade students and it is possible that they don't understand such complex language structures. (ST2-S-FRF-1)

- **Emphasizing the Improved Aspects**

Unlike the POF from peer, **the emphasis of feedback** from the mentor, and the supervisor was further on the improved aspects of the teaching practices. In the STs' perceptions, getting positive feedback on the improved aspects was effective, in that, it helped a feeling of achievement, showed them the results of their efforts and strengthened their learning. In the following extract taken from the SRIs, a dialogue

between the interviewer and ST2, reveals that the ST was happy due to her feeling of achievement:

Extract 139

ST2: In the previous feedback session, Miss E told me that I should use clear and short instructions and I should give the instructions before handing out the worksheet. This time, I paid special attention to these points. By explaining the activities one by one, and by writing them on the board, I tried to help the students understand the instructions clearly.

Interviewer: How does this piece of feedback make you feel then? *“You gave examples, you made your explanations. Everything was fine with your instructions.”*

ST2: It made me feel good. It made me happy. I thought to myself, *“I made it. Yes, I achieved it this time”*, because I wanted to see that I succeeded in the end, so this comment made me happy. (ST2-SRI3)

This finding was supported by the findings from the journals. In the journals, the STs noted down several times that they were happy to hear from the supervisor and the mentor that they made a progress and achieved to improve the weak aspects of their teaching practices. The journal extract below illustrates this aspect.

Extract 140

Secondly, she said that my intonation improved. It was so important for me to hear that because I practiced a lot before the lesson and achieved my goal. She said well done for that, and so I felt very happy. (ST1-S-Journal2)

This finding was also supported by the findings from the FRFs. After the POC with the mentor, one of the students wrote in her FRF that seeing her improvement was the most effective thing in that session:

Extract 141

What I found most effective about this session was:

I saw my improvement. This was really effective for me. (ST1-Mentor-FRF2)

4.3.2.2. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor with regard to the Reference Points of the Feedback

A further finding of this study was that the peer, mentor, and the supervisor were different with respect to **the reference points of the feedback** they provided. The **reference points of the feedback** from the **peer** were *the theory taught in the courses at university, the shared perspective and status, the student's perspective*. On the other hand, **the reference points of the feedback** from the mentor were *genuine experience and the reflection of the insider's voice*. Lastly, the **reference points of the feedback** from the supervisor were *the theory, and details, specific examples and concrete incidences from the teaching practice*. All these aspects of POF were found effective by the STs.

- **The Theory Taught in the Courses at University**

The data revealed that different from the mentor's and supervisor's POF, the POF from the peer was found to be based on the theoretical courses at university. In the following extract acquired from the SRIs, one of the STs expressed that the peer feedback was different from feedback from the other sources as it showed the viewpoint of a senior ELT student. In the STs' perception, the POF from the peers included aspects like being a role-model for the pupils, bringing real materials to class, creating opportunities for learning by doing, which were all taught in the methodology courses at the ELT programme they were enrolled in:

Extract 142

Well, the comment made here by M shows the difference between us and the other feedback providers. In her feedback M says "*You acted as a role model. You brought materials to the class. You let the pupils learn through touching real materials*". We learn such methods and techniques at the university, so M. approaches my teaching practice with that perspective. (ST2-SRI3)

The following extract acquired from the SRIs, shows that in the STs' perception, the difference between the POF from the peer and POF from the other sources results from not having teaching experience and depending only on the methodology courses as a source of information:

Extract 143

The difference between M's feedback and the feedback from the other sources is related to experience. We do not have any teaching experience, so M. must have observed the lesson with the viewpoint of a ST and gave feedback based on the theory that we learnt in the courses at university. However, Miss E's and Miss B's feedback is based more on the teaching practice. We do not make comments with a similar point of view. (ST2-SRI1)

This feature of the POF from the peer was effective in the STs' perception. As in the extract acquired from the SRIs below, one of the STs expressed that she liked hearing feedback based on the theory taught in the courses at university, no matter it was positive or negative:

Extract 144

Well, since these are the things that we learnt at our courses at university, both my peer T and I review the same aspects of the teaching practices while observing each other. That is why, I like hearing her opinion, no matter if it is positive or negative. (ST1-SRI2)

- **A Shared Perspective and Status**

The data further revealed that different from the mentor's and supervisor's POF, the feedback from the peer was found to have a shared perspective and status and this feature was effective in the STs' perception. In the following two extracts acquired from the SRIs, one of the STs expressed a feeling of content because of the similarities in their view of different issues with her peer, comparing her peer's feedback with the feedback from the other sources:

Extract 145

The feedback that she gives always makes me feel, "*Oh! I pay attention to the same things when I observe her*", so I start thinking we both check out the same points when we give feedback. Therefore, T's talking about my lesson objectives, draws my attention more than the other sources of feedback.... Seeing that we pay attention to the same things and have the same perspective is a good thing. (ST1-SRI2)

Extract 146

Getting feedback from T helps me to gain a different perspective.... A peer's perspective. We are going to be teachers at the same time.... Getting feedback with a student-teacher's perspective was an important experience for me. It was a different experience. (ST1-SRI1)

The effectiveness of the similarity in perspective and status was also reflected in the journals. In the following extract acquired from the journals, a ST pointed out the importance of sharing similar perspectives:

Extract 147

Among all the sessions, the most relaxed session was this one, because our views were the same and we looked and talked reflecting the same viewpoint. We make sense of the events in the teaching practice in a similar way. (ST1-Peer-Journal-2)

- **A Student's Perspective**

The findings revealed that different from the POF from the mentor and the supervisor, the feedback from the peer was found to have a student's perspective. In the following extract acquired from the journals, one of the STs expressed that she favoured the viewpoint of her peer as a student:

Extract 148

These comments were different from the others. As we are student-teachers now; I had an opportunity to see my lesson from a student's viewpoint. T liked my lesson, my manner, my aims and objectives. She also liked my activities and the students' response. It was so important for me because I could look at my lesson from her viewpoint, that is, the viewpoint of a student. (ST1-Peer-Journal1)

As presented above **the reference points of the feedback** from the peer were *the theory taught in the courses at university, the shared perspective and status, and the student's perspective*. Different from that, **the reference points of the feedback** from mentor were *genuine experience and practice* and the *reflection of the insider's voice*, which are presented respectively below.

- **Genuine Experience and Practice**

The data revealed that different from the supervisor's and peer's POF, the feedback from the mentor was based on her genuine experience and practice. In the STs' perception, this feature was effective in that the feedback provided by the mentor stemmed from her own practices in the classroom and her genuine experience as a professional teacher. In one of the POCs, the mentor provided POF on classroom management and class control, stating that the STs should have a code of conduct and make the rules known to pupils, so that the pupils can act accordingly. The ST who received such a comment expressed that she valued it as an important piece of feedback as she had observed that the mentor really used a code of conduct in her lessons. The ST expressed that having observed that the mentor actually practiced what she gave as advice increased the credibility of the feedback:

Extract 149

In fact, what she said was so true, because we saw in our observations that she was applying what she said in her class; she had a code of conduct. Therefore, what she said about classroom management was not said just for the sake of giving advice. She gave advice from her genuine experience. (ST1-STR11)

- **The Reflection of the Insider's Voice**

The data also revealed that unlike the supervisor's and peer's POF, the feedback from the mentor reflected the *insider's voice*. This feature of the feedback was found effective and valuable by the STs, as the mentor represented the person who knew the level and characteristics of the particular pupils the best and had the sound knowledge of the dynamics of her classroom. The STs' trust in the mentor's strength as the insider's voice can be illustrated through the following instance.

One of the STs was assigned to teach the structure '*have got/has got*' in the teaching practice. In the pre-observation conference, she asked the supervisor whether she should present the *negative* and *interrogative forms* of the structure as well as the *positive form*. She was advised not to present all three forms in one lesson as it would be too overwhelming for young learners. Also depending on what she had learnt in the methodology courses at university, she came to the conclusion that it would be excessive for the pupils if she presented all three forms of the structure together. However, while conducting the teaching practice, she saw that some students attempted

to use or were able to use the *negative* and *interrogative forms*. In the POC with the mentor, the ST was told that she should have presented the structure with its *positive*, *negative* and *interrogative forms*, since the level of the particular class was appropriate for that. The ST found the insights and knowledge of the mentor as the insider of that class very important as in the extract below:

Extract 150

When we performed micro-teaching presentations at university, we were advised not to overwhelm the young learners with too much grammar. In addition, when I asked the supervisor about whether to present the negative and question forms of ‘*have got/has got*’, she told me that I had better present them in the following lesson, as it would be overwhelming for the young learners. However, in the lesson, actually, I saw some children using its negative and question form and I thought to myself “*In fact, I could have presented them*”. Later, the mentor, Miss B said I should have presented the negative and question forms in the feedback session. For my next lesson, I decided to ask such things to Miss B, as she knows the level of that class and the students the best. I think her knowledge as the teacher of that class is important. (ST1-SRI1)

As presented above **the reference points of the feedback** from the mentor were the *genuine experience and practice* and the *reflection of the insider’s voice*. Different from that, **the reference points of the feedback** from the supervisor were *the theory*, and *details, specific examples and concrete incidences from the teaching practice* which are presented respectively below.

- **The Theory**

The data revealed that unlike the POF from the mentor and peer, one of **the reference points of the feedback** from the supervisor was *theory*. This feature of the POF from the supervisor was found effective by the STs. In the following extract, acquired from the SRIs, one of the STs stated that the supervisor’s feedback was strong in theory and it led to more permanent learning. In the second extract, the ST expressed that the main difference between the POF from the supervisor and POF from the other sources was that the supervisor’s feedback was scientific:

Extract 151

I have never had a chance to observe Miss E while teaching, so I cannot say anything about her teaching. However, in terms of theory, when she says something in the feedback sessions, I go ‘Oh, yes!.’ She contributes to me a lot in terms of theory and the theory does not hang in the air. Since it is given through examples, it leads to a more permanent learning. (ST1-SRI1)

Extract 152

ST2: I think Miss E is more scientific. I mean this is the difference that I am trying to explain. While giving feedback she speaks more in theory. She uses jargon, that is, the names of the methods and techniques more than the other feedback sources.

Interviewer: Does this mean anything to you?

ST2: It is more familiar. It feels closer. Since I am a senior student now and since I am dealing with these theories, methods, and techniques now, it is more meaningful for me. When she says TPR, I think about TPR, I think about what can be done, and what I actually did in the classroom while teaching. (ST2-SRI1)

- **Details, Specific Examples, and Concrete Incidences from the Teaching Practice**

The data further revealed that unlike the POF from the mentor and peer, one of **the reference points of the feedback** from the supervisor was details, specific examples and concrete incidences from the teaching practices. This feature of the supervisor’s feedback was found very effective and appreciated by the STs. The following extract acquired from the SRIs shows how one ST explained the importance of being reminded of specific examples and concrete incidences about her lesson. She expressed that getting feedback on these points made the POF more understandable and meaningful for her. The ST explains that even while giving feedback on the strong aspects of the lesson, the supervisor did not just show approval and passed that point, but elaborated more on it helping the ST understand why it was good:

Extract 153

In the feedback session, she does not just say ‘Yes, well done’ and pass. She tries to help me comprehend with more examples. Well, she tries to make me see.

When she says, *‘Something like this happened in your lesson. You have noticed that, haven’t you?’*, in my mind, I go to that specific moment, consider my teaching and come back. This helps me understand what she means more clearly. (ST1-SRI2)

In another extract acquired from the SRIs, the ST stated that being provided details, examples and concrete incidences that took place in the teaching practice helped her to remember the critical moments in the teaching practice and improve herself.

Extract 154

I listened to her comments, including this one, fondly because she does not say ‘You did this. You did that’. She explains and gives examples.... She reminds me what I said in the classroom and what I actually did in the classroom. That is why I found that comment important. It was something by which I can improve myself. It was a comment that I could gain from. (ST1-SRI1)

Having the details, specific examples and concrete incidences from the teaching practices as **the reference point of the feedback** was compared with the direct and straightforward nature of the feedback from the mentor. Unlike the feedback from the supervisor, the mentor’s feedback lacked explanations and examples in the STs’ perception as illustrated in the following extract:

Extract 155

In her approach Miss B is more direct; she says it shortly and straightforward. For example, I mean in terms of the difference between Miss B and Miss E, Miss E makes more explanations on them after saying something. She gives examples and helps you understand what she means, but Miss B just says the points to be improved in one sentence. (ST2-SRI2)

The STs found the mentor’s POF ineffective when it was unclear and short, and when it lacked explanations. They favoured the POF from the supervisor as it provided them with more specific examples and explanations, which helped them to make sense of the feedback and take further action. This is clearly illustrated in the following extract, in which one of the STs states that she did not understand what exactly her

problem related to her intonation was and what further action she should take to improve it after the mentor's feedback.

Extract 156

Miss B told me that there were problems in my intonation. I am sure she is right but instead of saying "You did this", I wish she explained it to me with a few examples. She could have explained it to me with examples from how I used my intonation in the lesson, because, for example now, I do not know what exactly is wrong with my intonation. But Miss E, for example, told me "*While asking a question, you did not have a variation in your intonation. You should make them understand it is a question with your intonation.*" Now, I will work on my intonation while asking questions. But after Miss B's feedback, Ok, I should improve my intonation, but I do not know exactly what is wrong with it and what I am supposed to improve. (ST1-SRI2)

Thus the POF from the supervisor was expressed to contribute more to the comprehension and learning of the STs, with its detailed and exemplifying nature as illustrated in the extract below:

Extract 157

Compared to other sources of feedback, Miss E's feedback helps me develop more ... because she explains everything by giving examples from my lesson and making explanations ... As we review the lesson in more detail with Miss E, she contributes more. At least, she helps me realize and understand more than the others, through the examples that she gives. (ST1-SRI2)

4.3.2.3. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor with regard to the Strategies Employed while Giving Feedback

Another finding of the present study was that the POF from the peer, mentor, and the supervisor differed with respect to **the strategies employed while giving feedback**. The only strategy used by the peer was *raising awareness*. Both the mentor and the supervisor, on the other hand, used some strategies as *giving advice and providing guidance on new ways and solutions*, and *creating opportunity for self-reflection* in

addition to *raising awareness*. Different from the other feedback providers, the mentor used *bridging the gap between theory and practice* as a strategy. Also, unlike the other feedback providers the supervisor used some strategies as *being didactic*, *providing room for professional development*, *encompassing various aspects of the lesson*, and *balancing positive and negative aspects* of the teaching practice (see Table 13). All the strategies employed by the peer, mentor, and the supervisor while giving POF were found effective by the STs.

- **Raising Awareness**

In the STs' perception, the peer, mentor, and the supervisor used *raising awareness* as a strategy while giving POF, and this feature of the feedback was found effective. It was stated by the STs that such feedback helped them to gain awareness on both the ineffective and strong aspects of their teaching practices. The following extract shows how one of the STs became aware of a personal trait of her and how much this trait may harm her in her professional life through POF. The ST had an inclination to lose her enthusiasm and motivation when the activities did not work well, or the pupils did not participate as planned in her teaching practices. In her perception, the POF she received from the supervisor helped her to become aware of her perfectionist perspective, and she stated a need to change this perspective for her future teaching career:

Extract 158

She told me, you take things too seriously; you are trying to do things fully and perfectly. I like that she noticed this personality trait of mine, even though it is not a very positive trait. But I noticed that this perfectionism does harm to me, when she said that. I noticed that I burn myself out and actually an activity which does not go well in the classroom is normal. Therefore, after that talk, she created a great awareness for me in this sense.... Her approach and my awareness is very important. It is a good thing that I received such a feedback at the beginning of my teaching career. Now I have a to change my perfectionist perspective (ST2-SRI2)

In addition to the aspects to be improved, the STs also became aware of their strengths through POF and they found such feedback effective as it consolidated their

strengths as teachers. In the following extract one of the STs explained how she became aware of her effective use of body language, voice and intonation after being provided positive feedback on these aspects as the strong qualities she possessed as a teacher:

Extract 159

Actually I started the lesson thinking to myself that I would use my body language and my voice effectively, but I did not know whether I was able to do that. After the lesson I had these questions in my mind; “*How did I really use my voice during the lesson?*”, or “*Did I use it well ?*”. Therefore, in Miss E’s feedback, it made me happy to hear that I was able to do the things I planned to do. I was successful in them. I became aware of my strength in these things and thought to myself I should continue this way. (ST2-SRI2)

The data acquired from Feedback Reflection Forms and Journals support this finding showing that both of the STs found the *awareness raising* feature of the POF effective. In the following extract taken from a FRF, one of the STs wrote that the most effective thing about the feedback session with the supervisor was realizing that she had problems with her use of language:

Extract 160

What I found most effective about this specific session was:

Realizing that I have problems with my use of articles and prepositions is the most effective aspect of this session, because I think the correct use of language has a crucial importance for me and for my students. (ST1-S-FRF2)

- **Giving Advice and Providing Guidance on New Ways and Solutions**

Unlike the peer, the mentor and the supervisor used *giving advice and providing guidance on new ways and solutions* as a **strategy while giving feedback**, and this strategy was effective in the STs’ perception. The STs favoured the suggestions and guidance on the aspects which they needed to improve as they were provided with new solutions to the problems they had. The following extract illustrates the impact of the guidance and advice of the supervisor on improving the knowledge and use of English. One of the STs was recommended to rehearse her lesson before the teaching practice,

record her voice, and check the recording for the grammar mistakes. The ST found this guidance very effective:

Extract 161

Actually, I loved this piece of advice. Recording my voice on the phone is a really good way because I may notice my own mistakes even while I am talking, at that moment. At least, if I notice my mistakes before the lesson, I may be more careful when I am uttering that particular sentence in the actual lesson. I can be more aware and alert paying special attention to the mistakes that I made while rehearsing my lesson. What is more, it is such a good thing that Miss E looks for ways to solve the problems and makes us suggestions instead of just saying ‘*Correct it*’ or ‘*Don’t do this again!*’ I would not think of recording my voice to check on language mistakes. Hearing my own voice on the phone will help me make better corrections, I believe. (ST1-SRI2)

The data acquired through the FRFs support the finding on the effectiveness of *giving advice and providing guidance on new ways and solutions*. Extract 162 illustrates the effectiveness of the suggestion on voice recording as the suggestion was noted down as a future action to be taken by the particular ST. Extract 163 shows the perception of the ST of the positive effect of getting advice on her development.

Extract 162

From this feedback session on, I will:

I will record my voice before the lesson, I will check my errors and I will be aware of my grammar mistakes. (ST1-SRI2)

Extract 163

What I found most effective about this specific session was:

Getting advice from Miss E was very useful. It was the last feedback session with her and I feel that getting advice from her in these three POCs helped me develop my teaching. (ST2-Supervisor- FRF3)

In addition to the data acquired from the SRIs and FRFs, the data acquired through the journals also support the finding on the effectiveness of *giving advice and providing guidance on new ways and solutions* as shown in the following extracts:

Extract 164

Even though it was the last session, I took notes of her feedback, because her advice is very beneficial and precious for me. (ST2-Mentor-Journal3)

Extract 165

Getting advice about my teaching was the most effective aspect of this feedback session. Her advice helps me to navigate my thoughts and my teaching, so I will definitely follow her advice. (ST1- Mentor- Journal2)

- **Creating Opportunity for Self-Reflection**

Different from the peer, another **strategy that was used** by the mentor and the supervisor **while delivering POF** was *creating opportunity for self-reflection*, and this strategy was effective in the STs' perception. In the following two extracts acquired from the SRIs, one of the STs explains that she favoured being provided room for self-reflection by the supervisor and the mentor respectively because she felt that her opinions were valued:

Extract 166

It was important that she asked for my evaluation of the lesson first, because this made me feel that she cares about my opinions and she was not giving feedback just for the sake of criticising the weak aspects of my teaching but to make some kind of contribution to my learning. (ST1-SRI1)

Extract 167

Starting the feedback session with my self-evaluation and reflection on the lesson was a different experience. When she asked about my comments on it, I did not know what to say, because I was not prepared for that. She had not asked for self-reflection in the first POC. When she asked that, I do not really know the reason, it may be because of being considered important, or the importance given to my

ideas, I liked it. I liked starting the feedback session with self-reflection. (ST1-SRI2)

The data acquired from the journals support the finding that *creating opportunity for self-reflection* was an effective strategy to be used in the delivery of POF. This is illustrated in the following extract which shows that the ST recorded in her journal that she favoured being given the chance for self-reflection:

Extract 168

Firstly, Miss E asked my idea about lesson. I liked that because I could evaluate my lesson, I could explain my feelings. (ST1-Supervisor-Journal2)

- **Bridging the Gap between Theory and Practice**

Unlike the peer and the supervisor, the mentor used *bridging the gap between theory and practice* as a **strategy while giving feedback**, and this strategy was effective in the STs' perspective. As illustrated in the following extract, the STs pointed out that the feedback from the mentor was significant in adapting the theoretical knowledge that they learnt at university to the practice of teaching in the classroom. More specifically, one of the STs was in conflict about how many words to teach in one lesson. Depending on what she had learnt in the courses that she took at the university, she taught 6 pieces of vocabulary in her teaching practice; however, she found out that she could have increased the number or level of difficulty of the words in her POC with the mentor.

Extract 169

Actually, we had learned that we should teach up to 6-8 words to young learners. Technically, this is right, but Miss B said I could have increased this number depending on the context and the level of the students. Miss B. says, well I agree with her, the vocabulary that I presented was so basic, and so it would be better to have increased them in number. Or maybe as Miss B. said, I could have added more advanced words in between. So I see that what is written in the books can be changed or adapted depending on the context. (ST1-SRI2)

The data acquired through the journals and FRFs also support the finding on the effectiveness of *bridging the gap between theory and practice* through POF. The journal

entry in Extract 170 shows that the ST made sense of the new information and agreed that the optimal number of vocabulary to teach depended largely on the context and the level of the students. Extract 171 shows that the ST decided to take future action based on this new piece of information.

Extract 170

In the feedback session today, Miss B said that I could choose more than six or eight words to teach in the classroom. This comment is new for me because what I learnt at the university was something different. I learnt that I should not teach more than eight words in one lesson; as it can be too demanding for young children. But after this feedback session, I think depending on the context, I can add more difficult words to my presentation, or increase the number of words, because the more competent kids really got bored in the lesson (ST1-Mentor-Journal 2)

Extract 171

From this feedback session on:

I will choose eight or more words depending on their level of difficulty. (ST1-Mentor-FRF2)

- **Being Didactic**

Different than the feedback from the peer and the mentor, the supervisor's feedback was found to be *didactic*, and this strategy was found effective by the STs. As illustrated in the extract below, the STs expressed that they learnt something new through the feedback from the supervisor several times. Extract 172 shows that one of the STs learnt that as a teacher she should check the comprehension of instructions through the POF from the supervisor.

Extract 172

When I thought about my mistakes after the teaching practice, checking understanding of the instruction, was not a point that I thought of. In fact, I knew that the instruction should be given in advance in order to prevent chaos, but I knew nothing about checking whether the instruction was understood or not. I did

not know that it would be better to check it, so her comments were something good for me. She taught me something new. (ST1-SRI1)

The data acquired through the journals and FRFs support this finding, in that, they provide an abundant number of entries on the aspects that the STs stated to have learnt through the POF from the supervisor. Extract 173, which is taken from a FRF, and Extract 174, which is taken from a journal show the points that the STs noted down as the things they learnt in the feedback sessions.

Extract 173

Through this feedback session I have learnt:

I have learnt that I should try to praise students when they give correct answers. (ST2-Supervisor-Journal1)

Extract 174

I learnt that I could fill in time with a writing activity. I learnt that I can record my voice to correct my grammar mistakes. In conclusion, I learnt new useful things in this session. (ST2-Supervisor-Journal2)

- **Providing Room for Professional Development**

Unlike the peer and the mentor, the supervisor used *providing room for professional development* as a **strategy while giving feedback**, and this strategy was effective in the STs' perspective. Building on the previous state and knowledge of the STs and leading them to a number of progressive steps in learning was claimed to have contributed to their professional development. In the following extract taken from the SRIs, one of the STs reports on how she learnt about the importance of repetition drills in her first POC with the supervisor, how and when to conduct choral repetition drills in the second POC, and the importance of individual repetition drills in the last POC. She favours the progressive learning experience that she went through in the successive feedback sessions.

Extract 175

Well, in the first feedback session, we talked about the need for conducting repetition drills in the classroom. She had only suggested me to do repetition

drills, and I thought it would be enough to do a choral repetition drill in class. When Miss E said that I needed to hear the individual students say out the words, it made a lot of sense. We had not talked about anything like that before. Well, what I have noticed here is that in each feedback session there comes something new. Something new definitely comes up on what was said before. There is always a progress. First, we talk about doing repetition drills, then we come to choral repetition and finally to individual repetition. We always go into more detail and it is better for me, because I have learnt a lot in this way. I have understood the logic of it. (ST2-SRI3)

The data acquired from the FRFs and journals support this finding, in that, the STs favour the feedback that provides room for their professional development. The first extract below is taken from one of the STs' FRFs, and the second from a journal. Both entries present examples of the positive perception of the STs on having room for professional development:

Extract 176

What I found most effective about this specific session was:

I appreciate Miss E's advice on my teaching, because she gives clear advice which improves me gradually. I can apply her recommendations in my lessons and develop my teaching step by step. (ST2-Supervisor-FRF-2)

Extract 177

Miss E generally talked to me positively and now I feel happy to hear good things from her. She also talked about what action I can take to improve my mistakes as a teacher. I think her reflections are very important for me and contribute to my improvement. With her help, I learn how I can act in some situations and how I can improve the quality of my teaching step by step (ST1-Supervisor-Journal 2)

- **Encompassing Various Aspects of the Lesson**

A further finding of this study was that unlike the peer and the mentor, the supervisor used *encompassing various aspects of the lesson* as a **strategy while giving feedback**, and this strategy was effective in the STs' perspective. In one of the SRIs, a

ST stated that receiving extensive feedback on different aspects of the teaching practice was important, in that, it helped her to develop a critical eye on her performance and the lessons she conducted as illustrated in the extract below:

Extract 178

ST2: The supervisor observes us in great detail. She observes us in every dimension. Since she looks at every aspect of the lesson and gives feedback accordingly, I also developed a critical eye on every aspect of my teaching; now I can see my own mistakes. I think to myself, “Miss E will give me feedback on this. She will say that I made a mistake there”.

Interviewer: How does this make you feel then?

ST2: It makes me feel good. I think this is something good. It is something positive. It can never be something negative, because I started to notice my mistakes by myself. (ST2-SRI2)

This finding is supported by the data acquired from the journals. As the following extract exemplifies, the STs wrote down that receiving feedback that encompasses various aspects of the lesson helped them improve their teaching:

Extract 179

Miss E gave feedback on almost every aspect of my lesson, and I liked that from the beginning till the end she talked to me in great detail. I think this is a good opportunity to notice my mistakes as well as the good things that I did in my lesson, and I believe it will help me to improve my teaching. (ST2-S-Journal-1)

- **Balancing the Positive and Negative Aspects**

Yet another finding of this study was that unlike the peer and the mentor, the supervisor used *balancing the positive and negative aspects* of the teaching practices as a **strategy while giving feedback**, and this strategy was effective in the STs’ perspective. In general, the STs expressed that they favoured this strategy, since they desired to hear the true evaluation of their teaching, which involved both their strengths and their mistakes. In one of the SRIs, a ST referred to this feature of the POF from the supervisor as her favourite characteristic of POF, since contrary to her belief, the

feedback did not only include negative criticism on her performance but also the positive aspects of her lesson:

Extract 180

What I liked the most about Miss E's feedback was that she did not talk in a negative way all the time. I can say that I was expecting to hear a lot of criticism, however, she did not talk about only the negative points about my lesson. She also talked in a positive way; she made positive comments. I believe she balanced the two. (ST1-SRI1)

This finding is supported by data acquired from the journals. The STs noted down in their journal entries several times that they favoured to hear not only the positive but also the negative aspects of their teaching in the POC conducted with the supervisor as illustrated in the extract below:

Extract 181

She made comments on both the positive and the negative sides of my lesson, which was nice. In my opinion, hearing the strong aspects of my teaching is as important as learning about the weak aspects. (ST2 – Supervisor-Journal1)

4.3.2.4. The Differences in and Effectiveness of Post-observation Feedback from the Peer, Mentor, and Supervisor with regard to the Manner of the Delivery of Feedback

Another finding of the present study was that the POF from the peer, mentor, and the supervisor differed with respect to **the manner of the delivery of feedback**. The findings showed that the peer's POF was provided in a *friendly* manner, whereas the POF from the mentor and the supervisor was found *empathetic*, and *encouraging* in addition to being *friendly*. Finally, unlike the other sources of POF, the supervisor was reported to be *explaining mistakes in a non-offensive and reassuring manner* in addition to the abovementioned features. All these aspects regarding the manner of POF were perceived effective by the STs.

- **Being Friendly**

The findings of this study showed that pertaining to **the manner of the delivery of feedback**, all three sources of POF were reported to provide feedback in a *friendly* manner. Such a manner was perceived effective by the STs, as it helped to make them feel relaxed and be more open to receive feedback. This feature is indicated in the following extract, which is taken from one of the SRIs:

Extract 182

What I felt about the feedback given by Miss E, Miss B, and also my peer T was that I received advice from them while having a chat with a friend. I mean, I did not get stressed thinking, “*Today I have feedback sessions, so I will talk to my supervisor or mentor.*” Like advice from a friend, like advice from a mate, all the comments were sincere in my opinion. This maybe because I like these people; or I liked the comments that they made. Therefore, I listened to them with an open heart. (ST1-SRI3)

- **Being Empathetic**

The findings of this study also showed that pertaining to **the manner of the delivery of feedback**, the mentor and the supervisor were reported to provide feedback in an *empathetic* manner, unlike the peer. This feature of the POF was perceived effective by the STs. The STs expressed several times that they felt reassured due to the empathy shown by the mentor and the supervisor, since hearing that even such experienced and professional people once made mistakes helped the STs to tolerate their own mistakes more easily and increased their self-confidence:

Extract 183

Just like a friend, she said, “*I also went through that; I also experienced that. It is possible. We are all human*”. To tell the truth, this relieved me, and I had a little more self-confidence. (ST2-SRI2)

The data acquired from the journals support the finding that the *empathetic* nature of the POF from the mentor and the supervisor was effective. To illustrate, the same ST noted down in her journal that the empathy shown by the mentor encouraged her to gain a more positive attitude towards the problems she may have related to teaching:

Extract 184

Every lesson is different and in a lesson anything can happen. Even Miss B sometimes has troubles in her lessons. When she shared this with me, she led to a change in my perspective about the difficulties we may have as teachers. I don't demoralise myself about my teaching any more. In the feedback session, I could talk about my worries more openly, thanks to her empathetic approach. (ST2-Mentor-Journal2)

- **Being Encouraging**

Another finding of this study related to **the manner of the delivery of feedback** was that, unlike the POF from the peer, the POF from the mentor and the supervisor was *encouraging*. The *encouraging* nature of the POF was found effective by the STs. As reported by the STs, encouraging POF gave them positive incentive to keep on the strong aspects the way they were, and to improve the weak aspects to a better state. In the following extract from the SRIs, ST2 points out that the praise she got about her efficient time management and transition through activities heartened her:

Extract 185

When Miss E told me that I managed my time well even though I was novice and inexperienced, I was encouraged. She said normally time management, or not being able to adjust the time well, is one of the biggest problems that they encountered while working with student-teachers. We, as STs, do not know how to use the time well, since we have never conducted a lesson for forty minutes before. That is why, when she told me that it was a strong aspect of my lesson even though this was my first teaching experience, I found it very encouraging. Obviously, this heartened me. (ST2-SRI1)

The data from the journals support this finding. It was written many times by the STs that they favoured being encouraged by the mentor and the supervisor:

Extract 186

This session with Miss E encourages me to go on and gives me belief that I can do if I can focus. (ST2-SRI3)

- **Explaining Mistakes in a Non-offensive and Reassuring Manner**

Pertaining to **the manner of the delivery of feedback**, different from that of the mentor and the peer, the POF from the supervisor was favoured for *explaining mistakes in a non-offensive and reassuring manner*. In the ST's perception, the attentive and careful language used by the supervisor and her attempt not to hurt the feedback receivers' feelings, especially when talking about the aspects to be improved, contributed to the effectiveness of the feedback. In the SRIs, the STs frequently referred to this feature of the feedback stating that if their mistakes were expressed in an offensive way, they would not be eager to listen and make necessary changes in their teaching practices. In the following extract, for example, ST1 explains that when the supervisor pointed out the language mistakes done by the ST during the teaching practice, her attitude was reassuring, which, in her opinion, eased the difficulty of receiving negative criticism:

Extract 187

Interviewer: In the feedback session, Miss E. says “*You make grammar mistakes. For example, you said ‘a bread’ in the classroom. You know it is wrong to use the article ‘a’ with an uncountable noun. Then why are you making such mistakes?*” What do you think of this piece of feedback?

ST1: Well, her attitude is very important while saying this. I mean, if she asked me “*Why did you do this?*”, in an offensive manner, even though I knew that I was wrong, I would not be able to concentrate on the feedback anymore, since I would be hurt. But since she talks in a pretty reassuring manner, I could even make fun of myself there. I can make fun of my mistakes, because her approach is sincere and she speaks in a reassuring manner. She is good-humoured in her comments while speaking, and she does not offend us. (ST1-SRI2)

The data acquired from the journals support this finding, in that, the STs favour the supervisor's feedback that made them feel reassured and relaxed in the POCs as indicated in the extract below:

Extract 188

While I was speaking, I felt very relaxed and reassured, because the way she was talking to me made me speak freely. I didn't think about what if I said something

wrong. I was able to talk about my feelings and troubles openly. (ST2–Supervisor-Journal2)

4.3.2.5. Other Attributes of Effective Feedback

The findings further revealed that two more features were attributed to effective POF even though they were not specifically related to the source. In the STs' perspective, POF was effective *when the same point was raised by different feedback providers*, and *when there was a positive relationship between the feedback provider and feedback receiver*.

- **Same Point Raised by Different Feedback Providers**

The first feature to be mentioned under this category is that feedback was found effective *when the same point was raised by different feedback providers*. In the STs' perception, receiving feedback on the same points of the lesson consolidated the effect of POF, no matter it was on positive or the negative aspects of the lesson. One of the STs expresses this aspect of feedback as in Extract 189 After being given feedback on the need to improve her language and focus on her grammar mistakes, she heard the same thing from the mentor. Thus, she explained that hearing the same comment from a different feedback provider led her to understand the seriousness of her language mistakes. In Extract 190, it is illustrated that the effectiveness of using videos was consolidated for the ST after hearing it from different feedback sources.

Extract 189

When you hear the same thing about your mistakes from another person, you understand that you need to pay more attention. I mean, the grammar mistakes or the vocabulary mistakes that I make are really important, because both the supervisor and the mentor pointed them out in their feedback. (ST1-SRI1)

Extract 190

When I got that positive feedback from all the feedback providers, I thought I could use videos in this way from now on. M. told me this and so has Miss B and Miss E. They all told me that the video was good and it was an effective introduction. Well, to tell the truth, this made me really happy and I think I will use videos a lot in my lessons from now on. (ST2-SRI3)

- **Positive Relationship Between the Feedback Provider and Feedback Receiver**

The second feature to be mentioned under this category is that feedback was found effective *when there was a positive relationship between the feedback provider and the feedback receiver*. The positive feelings like love, sympathy, and respect for the feedback provider affected the feedback receivers' taking the feedback into consideration. In the extract below, taken from the SRIs, one of the STs expressed that correcting her mistakes in the teaching practices and improving herself in line with the feedback she received was important, because she also wanted to show the supervisor that she took her advice seriously and that she valued her:

Extract 191

When Miss E said that she was happy about my improvement, I was even happier. Because even though my first aim is to improve myself, I also want to show that I respect her and I take her advice seriously. I respect and like her so much, so I would not like to give an impression that "*I am not heeding your advice, I am acting on my own behalf.*" She spends a lot of time, she works for our development. So making her happy made me happy. (ST1-SRI3)

In the section above, the differences in and effectiveness of the POF provided by the peer, mentor and the supervisor were presented together. In order to refine the findings that answer the last research question, 4. *What aspects of the feedback from the three sources do the ELT STs find effective in their teaching improvement process?*, the aspects attributed to effective POF are presented in Figure 1.

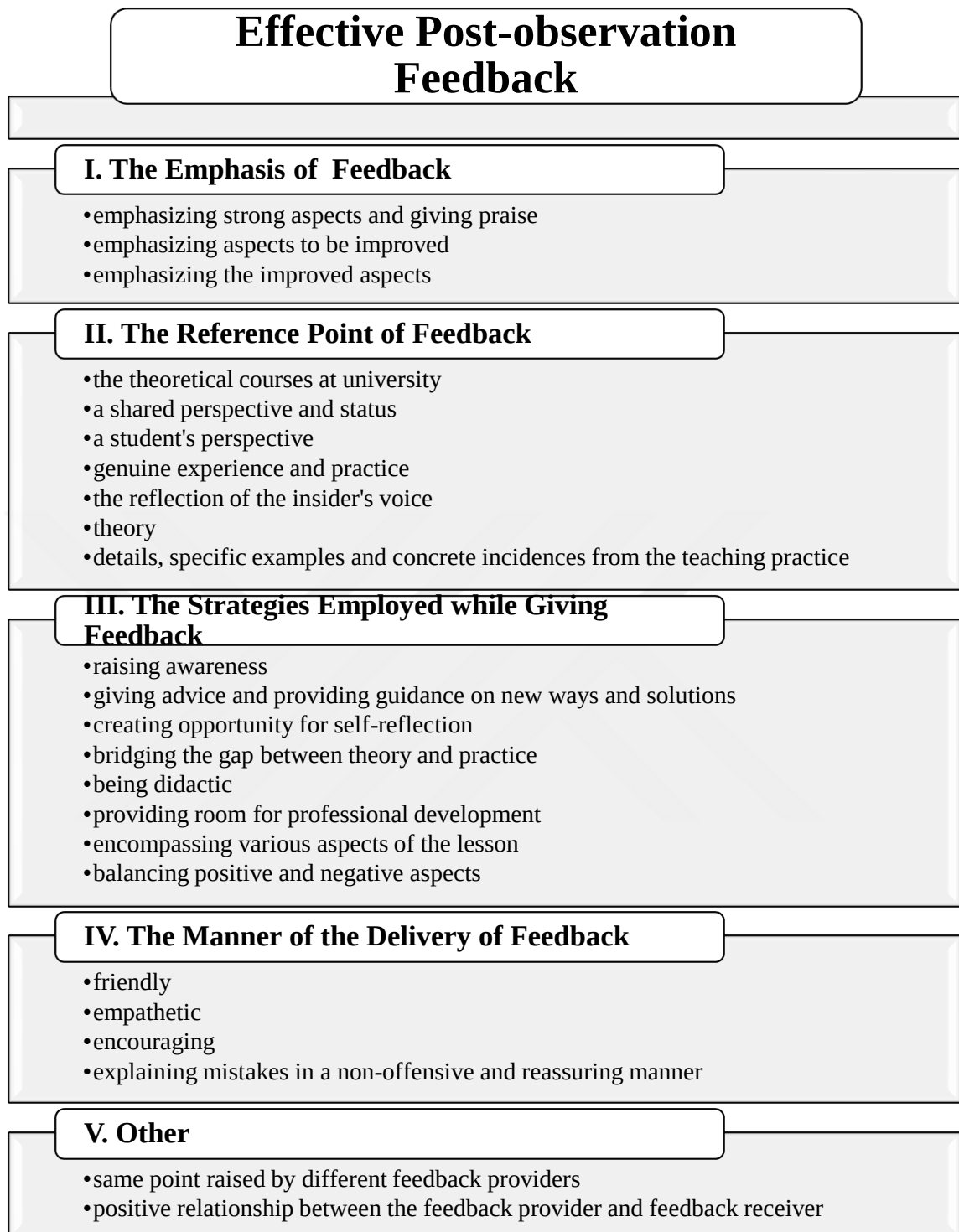


Figure 1

Features Attributed to Effective Feedback

In this chapter, the nature of POF provided by the peer, mentor and the supervisor was explained with regard to nature, differences, and effectiveness. First, the nature of feedback was presented pertaining to its *focus* and *type*. Secondly, the differences of

the POF from the peer, mentor and the supervisor were presented with regard to the amount, *focus* and *type* of feedback. In this part, the resembling features of the POF from these three sources were presented. Lastly, the features attributed to effective POF in the STs' perception were presented.



CHAPTER V

DISCUSSION

5.1. Introduction

Findings obtained from various data collection tools were presented in Chapter 4. In line with the purpose of this study, which is to investigate the nature and effectiveness of the POF provided to ELT STs after their teaching practice by the peer, the mentor, and the supervisor, this chapter discusses the findings of the study presented on the basis of the research questions that guided the study.

5.2. Research Question 1: What is the nature of feedback provided to the student-teacher in the post-observation conference after his/her teaching practice by

a. the peer student teacher b. the mentor c. the supervisor?

The findings related to Research Question 1 revealed that the nature of the POF provided by the peer, mentor and the supervisor can be depicted under two main categories; the *focus* and the *type* of POF (see sections 4.2.1 and 4.2.2). First, the *focus* showed us the aspects of the teaching practice that the POF from the three sources brought to the fore. In this respect, the STs received POF with a *focus* on four major aspects of the teaching practices which were **Conducting the Lesson, the Teacher, Classroom Management** and **Lesson Planning**. Under these aspects, all three sources of feedback focused on a range of dimensions of the teaching practices.

With regard to the first aspect, **Conducting the Lesson**, the dimensions that were focused on by the peer, mentor, and the supervisor were the *Materials, Instructions, Activities, Method of Teaching, Warm up, Giving Feedback to Learners, Monitoring, Time Management, and Homework*. Related to the second aspect, **the Teacher**, the dimensions that were dwelled on were *Knowledge and Use of English, Voice and Intonation, Rapport with the Learners, Enthusiasm and Motivation, and Use of Gestures, Facial Expressions and Body Language*. With regard to the third aspect, **Classroom Management**, the dimensions that were emphasized were *Attracting Students' Attention, Distribution of Turns, Classroom Interaction Patterns, Dealing with Unexpected Events, and Setting the Rules*. With regard to the final aspect, **Lesson**

Planning the dimensions that were emphasized were *Objectives, Time Allocation, Level, Sequence of Activities, and Contingency Plan*. (See Table 6, Table 7, Table 8)

Pertaining to the *type* of the POF given by the peer, mentor and the supervisor, the findings showed that POF is constructed on the bases of **the emphasis of feedback, the reference point of feedback, the strategies employed while giving feedback, and the manner of the delivery of feedback**. First, the findings revealed that **the emphasis of feedback** was on *the strong aspects of the lesson, the aspects that needed to be improved and the improved aspects*. Secondly, **the reference points of the feedback** were *the theory taught in the courses at university, the shared perspective and status, the student's perspective, genuine experience, the reflection of the insider's voice, the theory, and lastly details, specific examples and concrete incidences from the teaching practice*. Thirdly, **the strategies employed while giving feedback** were *raising awareness, bridging the gap between theory and practice, giving advice and providing guidance on new ways and solutions, creating opportunity for self-reflection, being direct, being didactic, providing room for professional development, encompassing various aspects of the lesson, and balancing positive and negative aspects of the teaching practice*. Finally, with respect to **the manner of the delivery of feedback**, the findings revealed that the manner of the sources of feedback was found as *explaining mistakes in a non-offensive and reassuring manner, being friendly, empathetic, and encouraging*.

The findings of this study on the *nature* of POF are in parallel with the findings of several studies. First of all, the findings on peer POF corroborate with the studies conducted by Yüksel (2011) and Nguyen (2013b) in terms of *the shared perspective and status*, as well as a *friendly manner* while providing POF to one another. In Yüksel's (2011) research, the STs favoured the similar status of the peer as an observer, who did not necessarily evaluate them with a grade. Similarly, Nguyen (2013b) found that STs perceived psychosocial support and a friendly approach from their peers very significant.

In addition, the findings of the present study on supervisor POF suggest similarities with several other studies. To illustrate, parallel to the findings of the present study, in the research of Lewis (1998, cited in Bailey, 2006), it was found that POF provided by the supervisor included such dimensions as activities, materials, the structure of the lesson, instructions as well as suggestions on future action to be taken. Furthermore, the findings of Sariçoban (2009), align with the findings of the present

study, in that, the nature of POF was found to focus on transitions, dealing with unexpected events, having a contingency plan, as well as the use of voice, intonation and body language. Another study, the findings of which seem to be parallel with the findings of our study is Percara's (2013), who found that supervisors' POF included suggestions to improve the way the lesson was taught, ST's interaction with his/her students, instructions and use of language.

In the present study, there is evidence showing that POF received from the mentor and supervisor employed **emphasis** on *strong aspects of the lesson, the aspects that needed to be improved and the improved aspects* and **strategies** as *giving advice and providing guidance on new ways and solutions* in order to help the STs improve. These findings corroborate with some other studies. In a research by Copland, Ma, and Mann (2009) which compared Ma's (2009) and Copland's (2008, 2010) data on POF, it was found that the dominating type of talk in feedback meetings included the trainer's highlighting the strengths, but mostly weaknesses, in the trainees' lessons, and offering advice and suggestions on how to do things better. In addition, Engin (2013) found that the content of POF included samples of good and bad teaching and suggestions on how to improve them. Furthermore, Kurtoğlu-Hooton (2010), on the basis of Egan's (2002) evaluation of POF as *confirmatory* and *corrective feedback*, studied on how these two types of feedback worked as an instigator to change. As for the suggestions involved in POF, in White's (2007) study, it was concluded that STs perceive effective feedback that they receive as involving advice and tips about their practice.

5.3. Research Question 2: Are there any differences in the nature of feedback provided by the three different sources, namely, the peer student teacher, the mentor, and the supervisor?

5.4. Research Question 3: If so, in what aspects are the differences remarkable?

The findings of this study revealed that the POF provided by the peer, mentor and the supervisor showed differences in terms of *focus* and *type*. The first difference concerns the *focus* of POF. The findings revealed that the supervisor focused on the aspects of the lesson that the mentor and the peer did not pay any attention to. These were the *design of the activities, monitoring the students during the teaching practices, dealing with unexpected events*, and some dimensions related to the *Lesson Plan*, namely, the *level and sequence of activities*, and *time allocation* in the plan.

The second difference in the POF received from the peer, mentor, and the supervisor was found to be the *type*. With regard to the *type* of POF, differences were found in **the emphasis of feedback, the reference point of feedback, the strategies employed while giving feedback, and the manner of the delivery of feedback**. As the findings revealed that the differences attributed to POF were also the attributes that the STs associated with effective feedback, in the following section, the differences and the effectiveness of POF are discussed together.

5.5. What Aspects of the Feedback from the Three Sources do the ELT STs Find Effective in Their Teaching Improvement Process?

The findings of the present study showed that in the POF received from the peer, mentor, and the supervisor, **the emphasis of feedback, the reference point of feedback, the strategies employed while giving feedback, and the manner of the delivery of feedback** involved aspects that the ELT STs found effective in their teaching improvement process. First of all, with respect to **the emphasis of feedback**, it is found that POF from all three sources emphasized

- *the strong aspects* and
- *the aspects to be improved,*

and POF from the mentor and supervisor revealed

- *the improved aspects*

in the STs' teaching. All the attributes related to **the emphasis of feedback** were found to contribute to the effectiveness of POF. This finding corroborates with the findings from other studies in the field. Several studies found that POF that emphasized the positive and negative aspects of the lesson as well as the improved points was beneficial. Smith (2010), for example, pointed out that future teachers appeared to be wilful to hear the strengths and weaknesses of their teaching. Likewise, in a study conducted by Vilanueva de Debat (2010), it was found that being praised for strengths had a positive influence on the self-confidence of the STs. Kurtoğlu- Hooton (2010) concluded that both corrective feedback, the feedback that points out the strong aspects, and confirmatory feedback, the one that displays the weak aspects, contributed to the

learning of STs. In another study, Kurtoğlu-Hooton (2016) concluded that confirmatory feedback can act as a catalyst for learning and potential change even for the STs in the teaching practice group, other than the one that the feedback was directed to. Similarly, Eröz-Tuğa (2013) found that showing the STs' strengths through feedback on videotaped teaching practice empowered and motivated the STs.

Secondly, the POF received from the three different sources was found to be effective in terms of **the reference point of feedback**. As for peer POF, such attributes as

- being based on *the theory taught in the courses at university*,
- being based on a *shared perspective and status*,
- being based on the *student's perspective*

were conceived effective by the STs in their teaching improvement process. The findings showing that POF from the peer is based on the *theory taught in the courses at university* rather than teaching experience in real classroom can be attributed to their *received knowledge* which was described as the vocabulary of the subject and matching concepts, research findings, theories, and skills by Wallace (1991). Since the STs are at the early stages of gaining *experiential knowledge*, it is possible that they referred to the theory that they learnt in courses while giving POF.

The finding showing that STs in this study found POF effective if it is given by someone in a *status similar to theirs*, if it is based on *shared perspective* and *student's perspective* is supported by Brinko (1993). In her extensive work, she noted that "Feedback is more effective when the source of feedback is lower or equal in status to the feedback recipient", explaining that the feedback receiver's perception of, acceptance of, and desire to respond to feedback may be greatly affected by the power of the source of feedback (1993, p. 577). Some other researchers add to this by saying that in the POCs conducted with a supervisor, especially depending on the type of intervention, like for example the Supervisory Approach (Freeman, 1982), and Directive Supervision, (Gebhard, 1984), the power of the observer is immense compared to that of the observee, which is too little (Bailey, 2006). The power imbalance between the advisor and the advisee is acknowledged as a fundamental cause leading to the ineffectiveness of the POF sessions (Brandt, 2008; Copland, 2008).

In terms of **the reference point of feedback**, the findings indicated that the participating mentor took the

- *genuine experience and practice,*

as her reference points while giving POF. These reference points were valued by the STs, and they also found it effective when the mentor articulated her voice as the

- *the insider's voice,*

as the classroom teacher who had sound knowledge of the dynamics of her classroom. This seems to bring about the notion of Craft Model, which describes mentoring as passing of expertise from an *expert*, in this context, the experienced classroom teacher, to a trainee, who learns teaching from that expertise (Wallace, 1991; Roberts, 1998; Randall & Thornton, 2001; Bailey, 2006). This also suggests that through this strong aspect of the mentor's feedback, as Gebhard (2009) proposes, school-based experiences can help STs to make a transition from their academic program to the realities of teaching in a school.

Regarding **the reference point of feedback** of POF from the supervisor, the findings showed that

- being based on the relevant *theory*, and
- providing *details, specific examples and concrete incidences from the teaching practice*

were found effective by the STs for their teaching improvement. The former finding seems to indicate that the supervisor was perceived to be acting as the owner of the theoretical knowledge. In some other studies, the supervisor was also found to have the pedagogical high ground (Brandt, 2008; Copland, 2008; Bailey, 2006; Copland, Ma & Mann, 2009). The strength of the supervisor in theory is remarked to create a more powerful status for her in the feedback sessions (Brandt, 2008; Copland, 2008).

Another reference point of the effective POF from the supervisor was *details, specific examples and concrete incidences from the teaching practice*. An abundant number of research studies support this finding. In her review of effective feedback, Brinko (1993) proposes that feedback is effective when “it contains accurate data and irrefutable evidence”, “it contains concrete information”, and “it contains specific data”

(Brinko, 1993, p. 579), explaining that instead of vague general impressions, specific information is essential when providing feedback, since specific critical incidences help feedback recipients to comprehend better and perform more effectively. In the same line, Percara (2013) found that the participants in her study, favoured feedback that made reference to specific situations in the lesson and that provided concrete examples of how the STs should act in the teaching practices. She concluded that in order for the STs to clearly understand the supervisor's viewpoint, feedback should provide enough information and concrete examples from the teaching practice. In parallel, Kurtoglu-Hooton (2016) found that confirmatory feedback can be particularly effective and can act as a catalyst for some of the learning and potential change when it is specific and detailed. Similarly, in different studies, it was found that the STs desired to receive accurate and appropriate feedback (Glenn, 2006; McNally, Cope, and Inglis, 1997). Murdoch (2000) emphasized that discussing specific events instead of a supervisor's impressions is more important. Also, Hopkins (2008) stated that feedback appeared to work best when it is based on factual data.

Unlike the POF received from the supervisor, the findings also indicated that one aspect of the mentor's POF, namely, *not including details, specific examples and concrete incidences from the teaching practice*, was not valued by the STs. Related to this, Brinko (1993) warns that "feedback is more effective when it reduces uncertainty for the recipient" (p. 584) and such feedback that is based on *details, specific examples and concrete incidences from the teaching practice* seems to help in eliminating uncertainty for the STs about the weak aspects of their lessons and how they might be improved. Ferguson (2011) adds to this by saying that feedback such as one word, short unexplained responses, ticks or crosses without further explanation are of no value at all, yet feedback which is rich in comments is appreciated by the STs.

The strategies used by the sources of feedback while giving POF were also conceived by the STs to be contributing to the effectiveness of the POF. As presented in Chapter 4, the effective **strategies employed while giving feedback** were,

- *raising awareness,*
- *giving advice and providing guidance on new ways and solutions,*
- *creating opportunity for self-reflection,*
- *bridging the gap between theory and practice,*

- *being didactic,*
- *providing room for professional development,*
- *encompassing various aspects of the lesson,*
- *balancing positive and negative aspects.*

First of all, the POF which is *awareness raising* was found effective for the STs' teaching improvement. The findings of this study showed that both of the STs expressed frequently that the POF they received from the peer, mentor and the supervisor created or increased their awareness about not only the weaknesses they had not noticed before but also the strong qualities they possessed as prospective teachers. Bailey (2006) explains that the underlying assumption behind the benefits of feedback is that feedback increases awareness which leads the teachers to change their behaviours. In her *awareness hypothesis*, two different kinds of this assumption are presented; the *strong* and *weak versions*. The *strong version* proposes that "people will change their less-than-optimal behaviour after becoming aware of it" (p.35). This version proclaims that awareness is both necessary and sufficient to give rise to change. The *weak version* proposes that "people must become aware of less-than-optimal behaviour before they can purposefully change it" (p.35). In this version, awareness is a necessary condition for change but does not necessarily lead to change.

This finding is also consistent with the findings from several other studies. In her study on the role of confirmatory and corrective feedback, Kurtoğlu-Hooton (2010) found that such feedback led to a change in the awareness of the STs as suggested by Bailey (2006) and Freeman (1989). Likewise, Eröz-Tuğa (2013) found that receiving feedback on videotaped teaching practice increased awareness on classroom events on behalf of the STs. Thus, it can be concluded that the awareness raising feature of POF is effective as the purpose of feedback given after practice teaching is "to scaffold new understandings, to move the teacher to a new level of awareness and through this to change the way that they see or think about the way that they are teaching". (Randall and Thornton, 2001, p. 112).

Secondly, the POF which *gives advice and provides guidance on new ways and solutions* was found effective for the ST's teaching improvement. This finding corroborates with other studies emphasizing the importance of providing advice, suggestions, and guidance in POF (Percara, 2013; Smith, 2010; White, 2007).

According to Smith (2010) STs demand to gain feedback on the tasks they conduct, as well as practical suggestions and advice to improve their performance. In a study conducted by Vilanueva de Debat (2010), it was found that STs appreciated being offered suggestions for improvement. In addition, White (2007) found that STs perceive spoken feedback as involving advice and tips about their practice and written feedback including questions and suggesting alternative ways of thinking and doing, and found these features of feedback useful.

Thirdly, another contributing aspect to the effectiveness of POF was found to be *creating opportunity for self-reflection*. In this study, the nature of self-reflection was that the supervisor or the mentor asked the STs to self-evaluate the teaching practice at the beginning of the POC. The STs appreciated being given a chance for reflecting on their practice because they felt that their opinion was taken into consideration. This finding is consistent with the findings from other studies, in that, *self-reflection* was suggested to contribute to the effectiveness of the POF. To illustrate, Brinko (1993) proposed that “Feedback is more effective when it allows for response and interaction” (p. 584). Also, Chick (2015) noted that a culture of reflective practice could be inculcated through dialogic talk in the feedback session. Similar to the findings of the present study, Zuck (1984) and Arribas Arévalo (cited in Percara, 2014) noted that the POC needs to start with the observed teacher’s self-evaluation. Likewise, Gürsoy (2013) proposed that feedback sessions should create room for the STs to reflect-in-action and on-action, allowing them to find out their weaknesses themselves rather than being told by others, which will help them to develop autonomy, critical thinking skills, and increased awareness of their actions and decisions. Finally, Copland (2010) and Brandt (2008) also emphasized the importance of reflection, stating that a more democratic, interactive, and trainee centred atmosphere could be created through reflected conversations in the feedback sessions.

Another important aspect which contributed to the effectiveness of POF was the mentor’s bridging *the gap between theory and practice*. The missing link between the theory and practice has been reported as a challenge for STs in previous studies (e.g. Seferoğlu, 2006; Hobson et al., 2006). To illustrate, Seferoğlu (2006) found that the STs perceived limited connection of the theoretical courses and the teaching practice in cooperating schools. Likewise, Hobson et al. (2006) concluded that it was difficult for the STs to relate the theory that they learnt to practice. This finding also finds support in what Malderez (2009) emphasizes by saying “a mentor who helps a mentee recall or

suggest the use of a particular theoretical lense, or conceptual tool, to consider or plan for an aspect of their teaching can do much to help close any perceived ‘theory-practice’ gap (p.263). Similarly, Sinclair (1997) highlights the mentor’s significant role in making the theory-practice link overt. Thus, giving POF through *bridging the gap between theory and practice* may be considered important as it possibly led to the understanding the academic subject matter under the circumstances of that work (Freeman & Johnson, 1989; Legutke & Ditfurth, 2009).

Yet another important aspect which contributed to the effectiveness of POF was the supervisor’s *being didactic*. In the present study, the supervisor appeared to be didactic, especially when referring to the language proficiency of the STs. Giving POF in a didactic fashion seems to resemble *the Supervisory Approach* (Freeman, 1982, 1989) or *Directive Supervision* (Gebhard, 1984), in which the supervisor is viewed as the expert giving prescriptive advice, directing and informing the teacher. In the recent literature, there is a shift towards more emphasis on the ST’s reflection and dialogic talk in POF (Randall & Thornton 2001; Bailey, 2006; Brandt, 2008; Copland, 2008; Chick, 2015). However, *being didactic* was found to be a strategy that contributes to the effectiveness of POF in the present study. This may be attributed to the fact that the participating STs are still at the early stages of the teaching practice as supported by Brinko (1993) as “feedback is more effective when it considers the recipient’s amount of experience and the developmental stage” (p. 582).

Still another aspect that contributed to the effectiveness of POF was *providing room for professional development*, which was used as a **strategy employed while giving feedback** by the supervisor. The POF was found to be building on the previous state and knowledge of the STs and giving them opportunities to progress or assisting them in their professional development in each following feedback session. As emphasized in the *Sociocultural Theory of Learning* and in the concepts of *ZPD* and *scaffolding*, the supervisor in the present study, seemed to assist the STs move from their current state of knowledge and competence to higher levels through POF. This finding corroborates with the findings of other studies which concluded that POF helped STs move from assisted to unassisted competence (Wilson, 2005; Kurtoglu-Hooton, 2010). In Percara’s (2014) study it was also found that the STs perceived feedback as an opportunity to become better teachers when they started to perceive the supervisor’s feedback as objectively highlighting negative as well as positive aspects of their performance.

Another aspect that contributed to the effectiveness of POF was *encompassing various aspects of the lesson*, which was used as a **strategy employed while giving feedback** by the supervisor. The POF from the supervisor involved plenty of aspects and dimensions related to the teaching practice ranging from classroom management to lesson planning, or from teaching pedagogies employed, to materials and activities. Brinko (1993) suggests that “Feedback is more effective when it is focused” (p.580) stating that helping the faculty focus on specific aspects helps to avoid a shallow analysis of teaching. On the contrary, in this study, an opposite type of feedback, that is, feedback referring to the whole lesson, including various aspects, is perceived to be effective, which may be resulting from the fact that the STs are still at the beginning of their teaching career and have questions in their minds related to a lot of dimensions of their own teaching practice. Thus, getting feedback which covers a great range of aspects of their teaching, might have helped them learn about and become aware of different aspects of their teaching.

Still another aspect that contributed to the effectiveness of POF was *balancing positive and negative aspects*, which was used as a **strategy employed while giving feedback** by the supervisor. This finding corroborates with findings from other research on POF. In several studies it was stated that a balance between compliments and criticisms makes feedback effective (Brinko, 1993; Mc Nally et. al., 1997; Abbott and Lyter 1998; McNally). Cosh (1999) and Stilwell (2002) suggested that POF should include the negative aspects of the lesson as well as the positive aspects. Likewise, Brandt (2008) proposed that overly lenient or critical feedback was not preferred by the trainees, referring to the balanced and authentic nature of feedback. Lastly, Percara (2013) found that the STs felt frustrated, uncomfortable and, in some cases, “lost” if they received feedback which focused more on the negative aspects of the lesson; thus, sought a balance on the positive and negative aspects.

Finally, **the manner of the delivery of feedback** was perceived by the participating STs as a contributing factor to the effectiveness of the POF. Such features as being

- *friendly*,
- *encouraging*,
- *empathetic* and

- *explaining mistakes in non-offensive and reassuring manner*

to the STs enhanced the effectiveness of POF. It is indeed suggested in the relevant literature, that teaching practice and POF are sources of stress (Kim and Kim, 2004; Çelik, 2008; Paker, 2011). In addition as also stated earlier, the power imbalance between the supervisor and the ST, is considered as a source of stress and tension for the observed STs in the POC (Williams, 1989; Brandt, 2008; Copland, 2008; Bailey, 2006). Thus, this finding is important, in that, friendly, encouraging, empathetic, non-offensive, and reassuring manner adopted by the source of feedback in the delivery of POF is likely to help the ST benefit from the feedback at the highest possible level.

The manner of the delivery of POF has been receiving much attention in the last decades and relevant research presents conclusions parallel to our findings. To illustrate, Brandt (2008) suggests that “feedback is effective when the setting is psychologically safe” (p. 42). Similarly, İlin, İnözü and Yıldırım (2007) found that, as well as some other features, successful supervision entails effectively establishing rapport, feeling empathy with STs, and being in a supportive manner by praising. In addition, Hyland and Lo’s (2006), study revealed that the participants preferred to receive constructive and reflective feedback in a supporting and non-threatening manner. Finally, Soykurt (2010) pointed out that it is necessary to take practicum students’ emotional blocks into consideration and help them overcome their fear, nervousness, and anxiety, so as to provide students with appropriate, meaningful and reflective feedback.

In addition to the points mentioned above, the findings showed that POF was found effective when the same point was raised by different feedback providers, and when there was a positive relationship between the feedback provider and feedback receiver. The STs in the present study, articulated several times that when similar or same points were raised by different sources of feedback, either on positive or the negative aspects of their teaching, the importance of that point was consolidated for them. This finding is supported by Brinko’s (1993) suggestion, in that, “feedback is effective when information is gathered from a number of sources” (p. 576) expressing that multiple sources of information should be employed in any feedback event. Secondly, POF was perceived to be effective when there was a positive relationship between the feedback provider and feedback receiver. In this study, it was found that positive feelings like love, sympathy, and respect for the feedback provider seemed to have increased the effectiveness of feedback. This finding is consistent with the findings

of a study by Rosemary, Richard & Ngara (2013) who emphasized the significance of good relationships between the supervisors and supervisees, noting that little or no dialogue between them can affect the effectiveness of the teaching practice and supervision.

This chapter discussed findings of the study on the bases of the research questions that guided the study. The following chapter, evaluates the research questions to identify the nature and effectiveness of the POF provided by the peer, mentor, and the supervisor. The implications and recommendations for further study are also presented in the following chapter.



CHAPTER VI

CONCLUSION

6.1. Introduction

The purpose of this study is to investigate the nature and effectiveness of the POF provided to ELT STs after their teaching practice by the peer ST, the mentor, and the supervisor. Findings obtained from various data collection tools are presented in Chapter 4 and the related Discussion is presented in Chapter 5. In this chapter, the research questions are evaluated with a view to identifying the nature and effectiveness of the POF provided by the above-mentioned three sources. The chapter also presents a discussion of the implications and recommendations for further study.

6.2. Evaluation of the Research Questions

This study aims to investigate the nature and effectiveness of the POF provided to ELT STs after their teaching practice in practicum by the peer STs, mentors, and supervisors. The study also aims to analyse whether there are any differences between the feedback provided by the above-mentioned sources. A further aim of the study is to find out what aspects of the feedback from the three sources the ELT STs find effective in their teaching improvement process. In line with the purpose given here, the study was conducted with the consideration of the following research questions.

1. What is the nature of feedback provided to the ST in the post-observation conference after his/her teaching practice by
 - a. the peer student-teacher
 - b. the mentor
 - c. the supervisor?
2. Are there any differences in the nature of feedback provided by the three different sources, namely, the peer student-teacher, the mentor, and the supervisor?
3. If so, in what aspects are the differences remarkable?
4. What aspects of the feedback from the three sources do the ELT STs find effective in their teaching improvement process?

In line with the aims of this study, the nature of POF received from the peer, mentor, and the supervisor, the differences in the nature of POF from the three sources, and the aspects that contributed to the effectiveness of POF were investigated.

The findings led us to discover that the nature of the POF provided by the three sources can be depicted under two main categories; the *focus* and the *type* of POF. The *focus* can be portrayed with four major aspects of the teaching practices which were **Conducting the Lesson, the Teacher, Classroom Management and Lesson Planning**. Related to these aspects, a range of dimensions of the teaching practices were focused on in the POF. Regarding the *type* of the POF given by the peer, mentor and the supervisor, it is explored that the POF is constructed on the bases of **the emphasis of feedback, the reference point of feedback, the strategies employed while giving feedback, and the manner of the delivery of feedback**. Several features were attributed to POF by the peer, mentor and the supervisor under these categories.

Regarding the differences in the POF provided by the peer, mentor and the supervisor, the findings showed that the first difference concerns the *focus* of POF, whereas the second concerns the *type*. Related to the former, it was found that the supervisor put emphasis on the dimensions of the teaching practices that the mentor and the peer did not pay any attention to. As for the latter, namely, the differences with respect to *type*, the findings revealed that different features were attributed to each source of POF, and these different attributes were associated with effective feedback by the STs.

As abovementioned, POF from each source of feedback had distinctive, and effective features. First of all, when POF from the peer is considered, such aspects as being based on *the theory taught in the courses at university, the shared perspective and status, and the student's perspective*, were found effective and distinctive by the STs in their teaching improvement. Another feature of peer POF, which this study brought to the fore, is the friendly manner of the delivery of feedback. Such features of peer feedback are consistent with other studies which conclude that the psychosocial support, reduced stress and isolation, increased confidence are some of the reported benefits of working with a peer (Nguyen, 2013b; Goodnough, et al., 2009; Le Cornu, 2007; Slater & Simmons, 2001; Walsh, Elmslie, & Tayler, 2002).

Secondly, regarding the POF from the mentor, remarkable features that the STs attributed effective were *genuine experience and practice* and the reflection of the *insider's voice*. In other words, the mentor's taking her experience and the sound

knowledge of the dynamics of her classroom as the reference points in feedback were the aspects that made the mentor's POF distinctive. Another unique feature of the POF from the mentor was *bridging the gap between theory and practice*, which was used as a strategy while delivering feedback. In STs' perception, not only the mentor's POF on the teaching practices but also observing the mentor in real classroom teaching helped them in *bridging the gap between theory and practice*. The mentor's expertise in the practice of teaching and her power in transmitting this knowledge through modelling and feedback evokes the Craft Model, in which the trainee learns from the experienced classroom teacher in traditional ways (Wallace, 1991; Roberts, 1998; Randall & Thornton, 2001; Bailey, 2006). The findings are important, in that, parallel to the literature, the mentor is a powerful and indispensable stakeholder in supporting the STs with her experience and knowledge on practice as well as her knowledge about the learners and her own classroom.

Thirdly, regarding the POF from the supervisor, such aspects as taking the relevant *theory and details, specific examples and concrete incidences from the teaching practice* as the reference points of POF were found effective. The former finding is consistent with the findings from previous studies which assert the high ground of the supervisor in theoretical knowledge (Brandt, 2008; Copland, 2008; Bailey, 2006; Copland, Ma & Mann, 2009). As for the second finding, taking the *details, specific examples and concrete incidences from the teaching practice* as the basis of feedback was found extremely effective by the STs, compared to , (in the ST's words) the short, direct, and unclear nature of the mentor's POF. The supervisor's extensive explanations about what went well or wrong and why in the teaching practices are likely to have scaffolded the STs' learning. It may also have acted as a starting point for the STs to reflect on why the teaching was considered poor or strong. Engin (2013) points out that "Not all trainer talk will scaffold" (p.18) and further emphasizes that in a POC, a particular type of talk like giving 'a leading question' can be an example of guidance in the ZPD in the sense that Vygotsky (1978) offered. Thus, in line with the findings of this study, taking the *details, specific examples and concrete incidences from the teaching practice* in the POF may be attributed as a strong strategy in ST learning.

In conclusion, even though there are common aspects that are attributed to effective POF, each source of feedback has his/her unique and distinctive features which possibly arise from the source's professional and personal background, status, experience and perspective. To the ST, while the peer presents a more shared

perspective on the teaching practice, the mentor opens a new door into the genuine and authentic life of the classroom, reflecting the insider's voice with her sound knowledge of the learners, and her practical experience. The supervisor, on the other hand, keeps on feeding in the ST through her rich reservoir of theoretical knowledge, leading her from the university course room into the real classroom, by using several strategies. The implications of this finding for the teaching improvement process of the STs is invaluable.

The distinctive and unique features of each source of POF should not be evaluated separately but be appreciated and considered as necessary components of one whole unit, which greatly contributes to the professional improvement of the pre-service teachers. One of the STs suggested in a SRI that she considers the feedback received from the peer, mentor, and the supervisor as feedback received from one source, and emphasized the importance of uniting the feedback received from different channels to form a single path to walk on for her teaching improvement process. In their cruise to become teachers, preservice teachers need positive support from different stakeholders (Farrell, 2007, 2008; Hudson & Nguyen, 2008). Thus, the accumulation of POF from the peer, mentor, and the supervisor present an incredibly rich repository to support and guide the pre-service teachers in their teaching improvement process.

6.3. Implications and Recommendations for Further Study

This study has provided several implications for PSTE programmes, practicum, and MoNE. The findings of the present study showed that the STs benefited specifically from the affective features of the peer POF; however, the peer's POF did not advert much to the learning and teaching improvement of the STs. Thus, providing a training programme for the STs on how to give effective POF is significant and should be given priority by the PSTE ELT programmes. Such a training programme should be incorporated into the curriculum of the ELT programmes in the format of a course, with an aim to help STs gain the necessary knowledge and skills to provide effective POF. In addition, the STs should be supported in learning how to give effective POF in the practicum. For this purpose, the STs should be paired up to observe one another's performance in the teaching practice and share their experiences in the form of POF. Furthermore, in order to gain from the expertise of the supervisor and/or the mentor in

the delivery of POF, the STs should be given chances to observe POCs conducted, being mindful of the privacy of the POC.

A further implication of the present study for PSTE programmes and MoNE is that the school-faculty cooperation should be enhanced in order to boost collaboration between the supervisor and the mentor in supporting one another and assisting the STs receive and respond to POF and provide it for their peers. The three sources of POF should be given chances to come together in order to share experiences and exchange ideas on how to improve the process of providing POF. Moreover, the PSTE programmes and MoNE should also collaborate on providing a training programme for the mentors on how to give effective POF.

As for the further research, it is important to note that it is not possible to provide one fixed way of providing effective POF and the perceptions of the STs on the effectiveness of POF may vary. Thus, it is recommended that further studies should be conducted in different contexts so as to add to the aspects that make POF effective.

Another suggestion is that future studies should add to the current research studies on the discourse of the POF provided by the peer, mentor and the supervisor. As it was concluded in this study, apart from some similarities in nature, the feedback from different sources has shown some distinctive features which were found effective by the STs for their teaching improvement. Likewise, the distinctive language used by different feedback sources can be studied in detail so as to shed light onto specific features that make feedback effective and beneficial.

Finally, further research should also focus on the POF from the people as “the receivers of an action” (Malderez, 2009) in the classroom taught by the STs. The feedback from the learners is conceived to be an important component to complete the whole picture of teaching practice experience for the STs (Everton, Hopper, & Thwaites, 1999).

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APPENDICES

APPENDIX 1. MoNE Consent Letter

30.06.2014

İngiliz Dili Eğitimi Anabilim Dalı Başkanlığı'na

Danışmanı bulunduğum 2011933088 no'lu doktora öğrencim Fatma Pınar TORUN'un "An investigation into the Nature and Effectiveness of Post Observation Feedback to the ELT Student teachers from the Peer, Mentor and Supervisor" (*İngiliz Dili Eğitimi Öğretmen Adaylarına Akran, Uygulama Öğretmeni ve Uygulama Öğretim Elemanı tarafından Gözlem Sonrası verilen Geribildirimlerin Niteliği ve Etkinliği üzerine bir Araştırma*) başlıklı doktora tez çalışması için Adana ili, Çukurova ilçesinde bulunan Adana Gündoğdu Koleji'nde 2014-2015 eğitim-öğretim yılı 1. döneminde araştırma yapabilmesi için gerekli izinlerin alınması konusunda gereğini saygılarımla arz ederim.

Yrd. Doç. Dr. Rana YILDIRIM

EKLER:

- 1. Çalışma Hakkında Bilgi (2 adet)**
- 2. Kullanılacak olan görüşme sorularının örneği (2 adet Türkçe ve 2 adet İngilizce)**
- 3. Kullanılacak olan Geribildirim Formu örneği (2 adet Türkçe ve 2 adet İngilizce)**
- 4. CD (1 adet)**

APPENDIX 2. Sample post-Observation Conference

Feedback Provided by: Esra Örsdemir

Date: 10-12-2014

Feedback Provided to: Melis Yagmur Kavadar

E. Ö. : Evet, nasıl geçti bakalım dersin?

M.Y.K: Valla bu sefer aktivitelerimde bir sıkıntı yoktu ama sürede sıkıntı çektim. Daha doğrusu sürede sıkıntı çekemedim. Bol bol sürem arttı.

E. Ö. : Hıhı

M.Y.K: Aslında genel olarak dersi beğendim ben. Çocuklar, bu sefer kontrolüm iyiydi. Çocukların kontrolünü kaybetme korkusu yaşamadım bu sefer. Herkes kalkmak istiyordu. Çok ses vardı. Ama hani susmaları gerektiği zaman susuyorlardı. Hani kontrol açısından güzel bir dersti.

E. Ö. : Hıhı.

M.Y.K: Dikkat etmem gereken şeylere dikkat etmeye çalıştım.

E. Ö. : Evet, gayet de başarılıydın intonation konusunda.

M.Y.K: Teşekkür ederim.

E. Ö. : Yani şöyle diyeyim. Gerçekten böyle istediğin zaman oluyormuş. Onu anladım ben.

M.Y.K: Çok çalıştım

E. Ö. : Gayet güzeldi. Çok beğendim.

M.Y.K: Sağolun.

E. Ö. : Zamanla daha daha iyi olacağına inanıyorum ben. Ama farkı gördün değil mi? Yani bak bir ses sınıfta nasıl bir fark yaratıyor.

M.Y.K.: Evet

E.Ö.: Kesinlikle senin böyle hayat dolu olman, ya da biraz sesinde çeşitlilik olması onların dikkatini nasıl daha çabuk toparlıyor ve daha senin üzerinde kalmalarını sağlıyor. Güzeldi yani, o açıdan beğendim. Gayet iyiydi. Peki onun dışında daha daha neler. Hani öyle diyeyim o zaman dersinle ilgili beğendiğin yönlerden bahsedelim seninle

M.Y.K.: Valla şöyle diyorum mesela ben sunum konusunda şey yaptım hani içime sindi dersim ilk presentation kısmıyla ilgili. Son kısmı da beğendim. Zaten B planı oluşturmuştum dersimle ilgili. Çünkü evde provasını yaptım, az geleceğini biliyordum sürenin

E.Ö.: Tahmin etmiştin, evet.

M.Y.K.: Ama bu kadar az geleceğini tahmin etmemiştim.

E.Ö.: Ama aktivite unuttun, ondan olabilir mi?

M.Y.K.: Deftere yazdırmamakla ilgili?

E.Ö.: Evet

M.Y.K.: Onda da şöyle bir durum var hocam. Şimdi normalde geçen hafta mesela Banu Hoca Tuğçe'ye yazma demiş. Yani benim zamanım kalmamıştı da, 'Sen şey yapma, yazdırma, ben yazdıracağım sonra' demişti. Normalde work sheet'leri defterlerine zımbalatıyor.

E.Ö.: Ha, anladım hı hı.

M.Y.K.: O yüzden, aslında unuttum hani yalan söyleyemem, unuttum. Ama çünkü onun üzerinde çok durmadım. Hani deftere yazmaları gerekiyor diye düşünmediğim için kafamdan çıkmış. Yani onu unuttum.

E.Ö.: Anladım.

M.Y.K.: İşte dediğim gibi, süre problemi. Ama gerçi elimden geleni yapmaya çalıştım.

E.Ö.: Yaptın, hı hı

M.Y.K.: Hani o an 'Zamanım yetmedi, ne yapacağım?' demedim. Ek çözümler üretmeye çalıştım; ne kadar doğruydum bilemiyorum.

E.Ö.: Başarılıydın, hı hı başarılıydın. Çocukları oyalamayı başardın neticede...

M.Y.K.: Yine konuşurken gramer hataları yaptım, 'a bread' dedim.

E.Ö.: Evet, evet, evet. Onları biliyorsunuz, niye yapıyorsun o zaman? (laughter)

M.Y.K.: Hocam, o an o kadar şey ki. Hani mesela çocuklara instruction verirken hani, yani mesela ne olabilir? Hani orada benim cümlem yazıyor, mesela 'Put the ...yok 'Match the picture with correct word' diyor mesela. Yani sadece onu bile söylesem yetecek ama şey böyle bambaşka bir cümle çıkıyor, sonra gramer hatası oluyor.

E.Ö.: Gibi gibi. Evet, evet, evet. Yani sen...

M.Y.K.: Yani sınıf sessizken bir tek kendi sesimi duymak öğretmen olarak daha çok heyecanlandırıyor.

E.Ö.: Seni kaygılandırıyor olabilir ve ondan dolayı bir over-monitoring yapıyorsunuz herhalde ve o zaman da hatalarınız artıyor gibi görünüyor.

M.Y.K.: Evet

E.Ö.: Evet, Melis, ilk olarak geçen hafta hani senden rica ettim, intonation üzerine biraz çalışalım dedim ve bunu dikkate almışsın. Bariz bir şekilde fark gördüm.

M.Y.K.: Sevindim.

E.Ö.: Ve hani dersinin belki daha etkili olmasındaki en büyük etkenlerden biri olarak gözlemledim bunu.

M.Y.K.: Sağolun.

E.Ö.: Çünkü gerçekten çok çok başarılıydın yani.

M.Y.K.: Sağolun hocam

E.Ö.: Çok hoşuma gitti. Zamanla oturacak. Yani sen bu şekilde mutlu muydun? Onu merak ettim yoksa zorlama mıydı senin için?

M.Y.K.: Yoo, aslında daha rahat hissettim kendimi. Çünkü aslında ben tonuma çalışmamışım. Yani aslında varmış ama ben kendimi sıkmaktan hani.

E.Ö.: Tutmuşsun, evet

M.Y.K.: Şey yapmamışım, ya da hep şeyden korktum hani bu biraz hani çocuklaşırsam ya da tonumda bir şey yakalarlarsa sınıfta kontrolü kaybetme benim en büyük sorunumdu, geçen hafta da söyledim. Ama artık kendimi serbest bıraktım bu konuda. Kontrolde de. Yani çocuklar konuşsun tabi, hani yeri gelince de susturmak benim görevim sonuçta da

E.Ö.: Özgüven

M.Y.K.: Evet

E.Ö.: Kendine ne kadar güvenirsen o kadar iyi. Ve öğrenci her zaman öğretmenin ürkekliğini hisseder. Hiçbir zaman korkmayın, yani otorite sizsiniz. Bunu onlar hissedecektir. Ama yeri geldiğinde siz de onlarla çocuk olun, siz de onlarla şımarın, yeri geldiğinde de sınırları çizmeyi tabi ki bilmekte fayda var.

M.Y.K.: Hı hı

E.Ö.: Evet, intonation, totally improved gayet başarılıydı. Çok beğendim. Senin de dediğin üzere, ufak tefek gramer hatalarımız oldu. Article ve preposition konusunda Tuğçe'ye de dedim; çalışalım, çalışalım, çalışalım. 'I like a fish' demeyiz; 'I like fish'. İşte, 'It is a brown' dedin mesela. 'It is a red' dedin. (laughter)

M.Y.K.: Evet hocam

E.Ö.: 'O bir kırmızı', 'O bir kahverengi' değil.

M.Y.K.: Ben yani onları söylemem de bir yana, burada 'Ekmek sayılamaz, ekmek sayılamaz' diye konuşmamıza rağmen..

E.Ö.: Konuştuk, orada yaptık.

M.Y.K.: Evet, ve farkediyorum hani. Bazen diyorum, sonra tekrar söylerken 'bread' diyorum. Yani aslında bence bunlar çok önemli şeyler, bence değil aslında çok önemli şeyler.

E.Ö.: Tabi ki, sonuçta biz dil öğretmeniyiz. Dilsel olarak da çocuklara hani bir örnek teşkil etmemiz gerekiyor.

M.Y.K.: Çünkü demiştiniz ya 'Fossilization' mı bu "Are you agree?" Çocuklarda öyle bir iz bırakmak çok vicdan azabı yani büyük vicdan azabı.

E.Ö.: Kesinlikle, kesinlikle. O yüzden dikkat etmekte fayda var. Sen de, yani biliyorum ki, hani şey olarak, competence olarak, bilgi olarak yanlış değil. Neyi nasıl kullanmanız gerektiğini biliyorsunuz. Ama bunu..

E.Ö.: Dilden çıkarken, o anki heyecanınızla denetleyemiyorsunuz ve o yüzden yanlışlar türüyor diye düşünüyorum.

M.Y.K.: Hı hı

E.Ö.: Belki o yüzden classroom language'niz üzerine biraz düşünmeniz gerekiyor. Hani kullanacağınız cümleleri sınırlandırın; hata yapmamaya gayret edin diye düşünüyorum.

M.Y.K.: Aslında şey, mesela, normalde ben instruction'larımı eğer yazarsam ben onu sınıfta uygulayamam.

E.Ö.: Hı hı

M.Y.K.: Ben çünkü şeyde de öyleyimdir normalde hani konuşmaya girerken aklıma getirecek keyword'leri alırım, hani onu tam belirlersem yapamıyorum hani ya unutursam, ya o süreyi unutursam diye

E.Ö.: Hı hı, hı hı

M.Y.K.: Ama tabi ki cümlelerimi kuruyorum, hani 'Doğru mu değil mi?' Ama oraya çıkınca her şey çok farklı oluyor.

E.Ö.: O zaman şöyle bir şey yapabilirsin, hani tamamen öneri, bir dersi kendi kendine anlatırsın; anlatırken de bir kaydet telefonuna sonra bir dinle bak ne yapıyorsun...

M.Y.K.: Evet hocam

E.Ö.: Sistematiği yaptığım bir hata var mı yok mu; çünkü sizin hatalarınız sistematiği. O yüzden fark edersiniz diye düşünüyorum, tamam mı?

M.Y.K.: Evet, hı hı

E.Ö.: Şimdi dersi genel olarak değerlendirelim. Yine dersin genel olarak gayet başarılıydı. Teşekkür ediyorum, ellerine sağlık.

M.Y.K.: Sağolun hocam

E.Ö.: Greeting yaptın, anlamlı bir context yarattın. İşte bir family dinner olacak dedin. İşte "new year tree" miz olacak dedin. Banu Hanım'dan görüş aldın mı bu arada? Christmas mı new year mı dedi sana?

M.Y.K.: New year, sormuştum.

E.Ö.: New year dedi; okey. 'Have you got' ile geçen dersi revize ettin; gene direkt 'What did we do last lesson?' değil ama böyle smooth bir transition'la bir checking yaptın geçen dersi hatırlıyorlar mı, hatırlamıyorlar mı. Bunlar gayet başarılıydı. Dediğim gibi intonation kesinlikle ve kesinlikle, it was improved, yani çok çok memnun kaldım.

M.Y.K.: Sağolun hocam

E.Ö.: Ufak tefek işte article ve preposition hataların var ama bunlar sistematik ve bütün derse yayıldığı için beni biraz korkuttu açıkçası. Onun üzerinde biraz...

M.Y.K.: Beni de korkutuyor.

E.Ö.: Evet, çalışmamızda fayda var diye düşünüyorum. Daha sonra artık böyle şeye geçtin. Concept'lerine, öğretmek istediklerine. Introduce etmeye, present etmeye geçtin. 'What is this?' 'It is an apple' 'No, is it an apple?' 'It is a tomato' gibi soru formları üzerinden öğretmek istediklerini bir şekilde verdin.

M.Y.K.: Hı hı

E.Ö.: Şimdi, hazırladığın materyallere bir gidelim. Visual'ların güzeldi. Bir christmas tree'in vardı. Bir tane yemek masası vardı. Bir de shopping list'in vardı.

M.Y.K.: Aslında yemek masasını, yemek masasıyla...

E.Ö.: Yemek masasını kullanacaktın, öyle konuştuk. Kullanmadın mı sonra?

M.Y.K.: Yok hocam onu şeyden yapıştırmıştım; Tuğçe'yle tek bir concept oluşturduğumuz için derste

E.Ö.: edecektiniz. Hıı anladım.

M.Y.K.: Hı hı ben onu Tuğçe'ye hazırlayacaktım hani masayı görsünler, aşına olsunlar ki

E.Ö.: Tuğçe üzerine çıksın

M.Y.K.: Hani Tuğçe de ona göre dersini yapsın ve şundan kaynaklı hani bir de ben direkt geçiş yapmadığım için yani halihazırda elimde bu materyaller varken hani 'have got-has got'ı ağaç ve masayla değerlendirip de yılbaşına bağlamak istedim. Hani belki new year tree'yi, yani çok, hani muhtemelen anlarlar ama hani anlamama ihtimalleri var diye de hani new year tree, çünkü başta ben dedim 'I have got a new year tree' diye yani onları o yüzden yapıştırdım. O yüzden onlar kaldı.

E.Ö.: Tamam, onlar gayet güzeldi. Çocukların dikkatini çekti o kadar büyük görsellerin olması. Shopping list'ine bayıldım zaten. Orada, evet, bir bakalım, hani bir tek masayı nasıl kullanabilirdin? Masa çok boş kaldı gibi hissettim hani orada. Hani yapıştırdın ama Tuğçe'ye hazırlık diye düşünüyorsun. Acaba hani yemekleri önceden masanın üzerinde tutabilirdin de daha sonra shopping list'e mi akta...

M.Y.K.: İşte...

E.Ö.: Yani sadece madem o materyal orada daha efektif bir şekilde kullanalım; dikkatlerini çekecek bir şekilde diye düşünüyorum. Yoksa çok büyük bir sıkıntı değil de. Ama hani...

M.Y.K.: Onun bizde düşündük ama işte Tuğçe'nin hani ailesinin yediği yemekleri oraya yapıştıracığı için, o konsept onundu zaten. Hani ben biraz da new year'a onları ısıtmak için; şimdi yeni yıl evet biliyoruz yılbaşı ama bilmiyorum hani seviyeleri uyma... ya da anlamayan ya da context'i gözünde canlandıramayan bir çocuk olursa diye o efekti sınıfa vermek istedim aslında.

E.Ö.: Anladım, anladım. Yani başarılıydın. Sorun olmadı hiç. Amaç, amaca hizmet etti. Yani çocukların dikkatini çekebildin. Şimdi senden ricam, bir sonraki ders için, yeri gelmişken söyleyeyim, “phase”ler arasındaki geçişlerini biraz daha smooth yapmaya bak. Mesela bunu şeyde yaptık, bir önceki dersi revize ederken. Hani bir context’in içerisinde direkt kontrol ediyorsunuz.

M.Y.K.: Hı hı

E.Ö.: Şimdi mesela presantation'ınız bittiğinde işte hadi practise'e, hadi pat diye practise yapalım demeyelim de orada bir daha bir smooth daha yaratıcı bir transation düşünebilir misin, geçişlerini biraz daha yumuşatabilir misin, onun üzerine bir düşünmesi istiyorum; tamam mı?

M.Y.K.: Tamam hocam

E.Ö.: O zaman daha doğal bir akış yakalarız diye düşünüyorum. Practise'a geçtiğimizde ise hand out'larını vermeden önce instruction 'larını yaptın, example'larını verdin. Timing verdin evet verdin soru dağıttıktan sonra verdin.

M.Y.K.: Onlara dikkat ettim.

E.Ö.: Evet, dağıttıktan sonra timing'i verdin. Bu gayet iyiydi. Şöyle bir önerim daha olacak. İsterseniz hand-out ların , instruction'ınızı verdiniz , timing'inizi verdiniz, hani instruction'ı verdikten sonra, 'Sorunuz var mı?', 'Have you got any questions?' gibi soru yöneltmekte fayda var çocuklara. Çünkü bazen anlamayabiliyorlar.

M.Y.K.: Bunu geçen sefer de söylemiştiniz. Aklımdaydı ama o an çıktı, hı hı.

E.Ö.: Heyecandan olabilir. Çünkü...

M.Y.K.: Anlayıp anlamadıklarına dikkat etmem lazım.

E.Ö.: Anlayıp anlamadıklarını mutlaka kontrol edin çünkü sonrasında karmaşa oluyor. Aktiviteleri yaparken çocuklar monitör ettin onları. Teşekkür ederim.

M.Y.K.: Hı hı

E.Ö.: Bakalım, bakalım. Hand out'ına ben senin bakamamıştım, şimdi bakıyorum hand out'ına. 'Match the pictures with the correct words' yaptık, tamam. Banana, orange, apple, bread, potato, carrot, fish, tomato, güzel. 'Put the correct form of mixed letters' Correct order diyeceğiz o zaman buna, tamam mı? 'Put the....', 'Put the mixed letters into correct order' diyelim mesela, 'form' değil de.

M.Y.K.: Hı hı

E.Ö.: Order'ınki bu. Corder yazdım, correct order, (laughter)

M.Y.K.: Mesela burada da çocuklardan bazıları 'Finished, finished, finished' dediler. Ben de dedim ki çok mu kolay hani sonra sınıfı dolaşınca hani

E.Ö.: Hata yaptıklarını gördün mü?

M.Y.K.: Üç öğrenci, dört öğrenci de şeydi hani daha bitirememişti. Aslında hem o hani tam o yani bazıları için çok basit kaçtı ama hani bazı öğrenciler için...

E.Ö.: Belki sınıfın içerisinde bir dengesizlik vardır. Yani...

M.Y.K.: Hı hı. Çünkü dört kişi falan gözlemlediğim, daha hala yazıyorlardı yani diğerleri bitirdiklerinde.

E.Ö.: Ya aslında kağıt israfı olmasa, normal olan bu aktiviteleri belki biraz daha uzun tutup her birini farklı bir kağıda basmak. Çünkü çocuklarda maalesef, verdiğin an hepsini yapma içgüdüğü var. Hepsini böyle tık tık tık tık doldurmak sizi dinlemeden.

M.Y.K.: Evet. Siz bana bunu da demiştiniz geçen sefer. Ben kesip vermeyi düşündüm. Banu Hoca bunları hem zımbalattırıyor, defterlerinde bulunuyor diye, bir de dediğiniz gibi hani bu biraz...

E.Ö.: di mi?

M.Y.K.: masraf.

E.Ö.: Ekonomik olarak, evet. Bir de siz bunu cebinizden mi çoğaltıyorsunuz? Okul karşılamıyor değil mi?

M.Y.K.: Hı hı. Yok hocam. Okulda zaten şey yok bildiğim kadarıyla.

E.Ö.: Anladım, fotokopi.

M.Y.K.: Hani materyal, bu falan biraz şey oluyor.

E.Ö.: Anladım, anladım. Okey. Yani bu senin artık kendi sınıfında yapacağın bir tavsiye olsun, tamam mı?

M.Y.K.: Yani şeyden dolayı bunu söylemek istedim. Hani verdiğiniz tavsiye aklımdaydı.

E.Ö.: Tamam, teşekkür ederim. Sonra ne yaptık? İşte bir tane guessing game'mimiz vardı. Ama ona geçmeden önce practise'larla ilgili answer'ları tahtaya yazdın, teşekkür ederim. Yine aktivitelerin sequence'ı...

M.Y.K.: Ben

E.Ö.: yazmadın değil mi sen?

M.Y.K.: Yazdım hocam.

E.Ö.: Yazdın.

M.Y.K.: Da şey, kendimi eleştirmek gerekirse, ilk başta matching'de öğrencinin biri bana mesela carrot dedi, ben de dedim ki 'a, b, c, d diye söyle'. Niye öyle yaptığım konusunda hiç bir fikrim yok. Aslında...

E.Ö.: Ha ha ha, söylese daha iyi.

M.Y.K.: Onların pronunciation'ı duymam gerekiyor.

E.Ö.: Kesinlikle, kesinlikle söylese daha iyi, evet.

M.Y.K.: Sonra niye öyle bir şey yaptığımı fark edemedim. Artık ikincisine de öyle deyince 'devam et' dedim. Hani sınıfa şey, çünkü hani düzeltsem bu çocuk hani, 'öğretmenim ben de öyle demiştim' dese, ona verecek cevabım yoktu o an.

E.Ö.: Evet, evet. Yani şöyle bir şey dedirtebilirdin: 'c) apple, d) potato' gibi hem şikkını hem şeyini, pronounce ettirebilirdin. Böylelikle production'larını da kontrol etmiştin, evet bu da güzel bir özeleştirme oldu yeri gelmişken. Onun dışında canım aktivitelerinin sequence'ına baktığım zaman control'dan less controlled a doğru, bir düzen var. Yani bir mantık içerisinde ilerliyor.

M.Y.K.: Hı hı

E.Ö.: Ba ba ba ba bap. Gelelim. Hah, sonrasında, en sonunda artık şey production'ımız. 'Come to the board and guess what is it?' Mesela bunu bence yazmamıza gerek yok buraya. Biz görelim diye mi yazıyorsun bunları hand-out da?

M.Y.K.: Aslında onu şeyden yazıyorum, burada hani instruction içeren bir şey yok da hani, mesela ben hani anlatırken guessing game, işte tahtaya gel, instruction'ları verirken hani belki benim verdiğim instruction'lar tam oturmayabilir sözcüklerle...

E.Ö.: Anlamayabilirler, görsünler diye.

M.Y.K.: Bir de orada görüp okursa daha oturabilir mi diye yapıyorum.

E.Ö.: Peki, hiç baktın mı? Ben çocukları göremedim; burada bir şeyler yapmaya çalışan çocuklar oldu mu devamlı yazı, bir şeyler yapmaya çalışan?

M.Y.K.: Valla, bu ne diye soranlar oldu.

E.Ö.: işte (laughter)

M.Y.K.: Oraya gelmeden. Genelde şey böyle ödev, ödevin üstüne şu balıkları falan boyamışlar, en erken bitirenler, şunu boyayanlar vardı.

E.Ö.: Olur aslında boyamayı falan yapabilirler. Güzel olabilir, kalabilir. Yani bazen çocuklar 'Bu neymiş acaba, burada bir şey yapmam gerekiyor mu?' diye düşünürler mi diye düşündüm.

M.Y.K.: Onu soranlar da oldu, tabi.

E.Ö.: Olabilir, evet. Production'ın gayet creative bir oyundu. Yaptığını orada gösteriyordun, çantaya atıyordun, çocuklar elleriyle kontrol ediyordu ve tahminim çok da severek yaptılar. Çok hoşlarına gitti. Zaten kinestetik oluyorlar o yaşlarda, dokunmayı seviyorlar.

M.Y.K.: Evet

E.Ö.: O şekilde öğreniyorlar. Gayet mutlulardı oyunun açısından. Şimdi. Senin timing, aslında güzel kullandın, gerçekten başarılıydı. Ama dersini erken bitirdin, sonrasında efektif bir şekilde kullandın. Timing gayet efektif bir şekilde, “filler” lar kullandın. Ders planında da “filler”ların olması güzeldi, B planın vardı ders planında.

M.Y.K.: Evet

E.Ö.: “If I had time after finishing my lesson ,I prepared a plan B. In this plan I will show fruits to the students quickly and they will say the names of these very quickly” dedin değil mi?

M.Y.K.: Hocam ben şunu ayarlayamadım. En son hatta ben Tuğçe'ye sormuştum, gözgöze geldiğimizde

E.Ö.: Saati sordun

M.Y.K.: 'Ne kadar kaldı? diye. O da bana sekiz dakika gibi bir süre söylemişti. Hani iki defa da onu yaptırıp hani ödevi açıklayıp, diğer aktivitenin aslında bu kadar çabuk...

E.Ö.: Biteceğini düşünmedin.

M.Y.K.: İlerleyeceğini tahmin edemedim. Bitirmem hani şey oldu.

E.Ö.: Ben kendi kendime direkt şey dedim. Hani bir yandan da lesson plan'ine bakıyorum sen sunumu yaparken 'A bak burada bir writing aktivitesi var' dedim. Bunu yaptırda dedim, süper, hemen toparlar, hani saat dolar.

M.Y.K.: Hiç aklıma gelmedi. Doğru hocam.

E.Ö.: O an hani belki yaptırmak istemeyebilirsin ama aklınızda bulunsun. Eğer filler'larınızı kullandınız, hala zaman artıyorsa writing her zaman ideal bir aktivitedir. Çocuklar çünkü kendi alanında çalışıyorlar. Ve sen de o sırada hani monitor edebilirsin çocuklar ne yapıyorlar, ne ediyorlar, çocukları kontrol edebilirsin. O writing'i entegre etseydiniz hiçbir sorun yaşamazdın. Sen de bu kadar gerilmezdim, çünkü gerilmeye başladın sona doğru.

M.Y.K.: Evet

E.Ö.: Bir türlü çalmıyor, kulağın zilde. Onun dışında canım, dersin gayet başarılıydı. Bunlar sana tavsiyelerim.

M.Y.K.: Teşekkür ederim hocam.

E.Ö.: Bir sorun yoktu. Yine dilsel olarak üzerinde çalışmak iste... çalışmanı tavsiye ettiğim preposition ve article kullanımların.

M.Y.K.: Hı hı

E.Ö.: Dediğim gibi, burada bir sorun olduğunu düşünmüyorum. Yani biliyorsunuz ama production'a geldiğinizde biraz heyecandan dolayı sıkıntı çekiyorsunuz sanırım. O yüzden,bunu aşmanın bir yolu da, kendi kendine anlat, ses kaydı yap, bir dinle bakayım bir sistematik bir hata yakalıyor musun. Farkındalık yaratmak açısından iyi olur.

M.Y.K.: Yani şey, hı hı. Mesela derslerimizi Pınar Hoca gönderiyor bize ses kayıtlarını, mesela onları bile dinlerken böyle yerin dibine giriyorum, 'Allah kahretsin, nasıl söylemişim?'

E.Ö.: Yok canım, hiç öyle şey olur mu?

M.Y.K.: Hani gülüyorum kendi kendime o an hiç beklemeyeceğim şeyler yaptığım için ama bu biraz daha azaldığını hissediyorum, bu heyecan gidiyor çünkü.

E.Ö.: Tabi. Gidecek, gidecek. Hepsi çok çok daha iyi olacak.

M.Y.K.: Mesela ilk dersten daha rahattım, daha kendimi iyi hissediyordum. Çıktıktan sonra da kendimi daha iyi hissediyordum.

E.Ö.: Süper, zaten süpersin. Motivasyonunun ve modunun daha iyi olduğunu ben de gözlemleyebildim. O yüzden de güzeldi. Sadece, bir tane öğrenci sana dedi ki, 'Ramazan Bayramını anlatsak' dedi. Sen onu duydun mu?

M.Y.K.: Hayır, duymadım.

E.Ö.: Ha ha ha. O çok dikkatimi çekti. New year konsepti, christmas tree bir bayram da! Bir tanesi, belki yemek öğrendiği için ramazan bayramıyla yemeği mi eşleştiriyor artık? Bilemedim yani o an. Sen duymadın, ben onu duydum. Kendi aralarında konuşuyorlardı. Sana seslendi biraz, ama sen duymadın. Yani ama new year yapmanın da sebebi, şu an yakın bir etkinlik olmasından kaynaklanıyordu.

M.Y.K.: Zaten ben hani ödevlerimi geçen hafta da öyle yaptım. Kendi kullandığın konseptle onlara yaptırmayı düşündüm, hani örnek görsünler diye ama o kadar zekiler ki zaten benim bu derste en çok sıkıntı yaşadığım şey, ya o kadar güzeller ki, hepsi böyle ayrı ayrı gözümün içine bakıyorlar falan.

E.Ö.: Kesinlikle

M.Y.K.: Duygusal davranmamaya çalışıyorum hani kimseyi kırmamaya çalışıyorum ama onları seçmek çok zordu benim için.

E.Ö.: Haklısın haklısın.

M.Y.K.: Hatta bazen küsenler oldu, 'Tamam gelmeyeyim, ben gelmiyorum artık' falan dediler böyle.

E.Ö.: Bak bununla ilgili bir şey yapabilirsin. Şöyle bir şey önereceğim sana. Mesela bir ders kaldırdıklarını not al, sonraki dersinde başkalarına hak ver production'da. Gibi bir düzen takip edebilirsin ve öyle bir düzenin olduğunu öğrencilerine de bildirirsen onlar daha mutlu hissedecektir diye düşünüyorum. Hani, bugün kaldıramadıklarını haftaya kaldıracağım gibi bir şey yaparsan belki daha mutlu ama production için practise için değil. Practise'de her zaman böyle tetikte olsunlar. Production'da, oyunlarda herkesi entegre edemediğin için, üzüldükleri için hani böyle bir şey düşünebilirsin. Ha bir de group work düşün, pair work.

M.Y.K.: Hı hı. Bir de şey resimleri...

E.Ö.: Çünkü daha çok kişiye söz hakkı. Pair work yapabilecekleri etkinlikler.

M.Y.K.: Zaten en son artık ben de kırılmasınlar diye iki kişi almaya başladım tahtaya. Hani biri tutsun, biri söylesin diye.

E.Ö.: Hı hı. Evet. Öyle bir şey düşünebilirsin. Üçlü, dörtlü gruplara yaptırabileceğin, böylelikle daha çok söz hakkı verebilirsin. Böyle Melis'ciğim, yani, neye çalışalım? İstersen transition'ları çalışalım. Daha smooth geçişler nasıl yapabiliriz? Artı, language olarak article'lar ve preposition'ların kullanımı dedik. Onun dışında herhangi bir önerim

olmuş muydu sana? Olmadı sanırım, evet gayet iyiydi. Okey, güzel, böyle. Teşekkür ediyorum. Ellerine sağlık.

M.Y.K.: En azından hatalarımı düzeltebildiğime sevindim.

E.Ö.: Gayet güzeldi.

M.Y.K.: Teşekkürler.

E.Ö.: Çok teşekkür ederim. Hoşçakal canım.

M.Y.K.: Sağolun.

E.Ö.: Ha bu arada bir de bir şey söyleyeceğim. Öğrencilerin isimlerini öğrenemediniz mi?

M.Y.K.: Öğrencilerin isimlerini öğrenemedik. Şöyle bir durum oluyor, mesela ben onu dedim sınıfa girince, hani 'İsimlerini yazıp koyar mısınız, hepinizi daha tam ak... şey isimlerinizi ezberleyemedim' diye. Zaten onlar, sınav haftası olduğu için sıralar uzun uzundu. Onlar sıralarını düzenledik, isimlerini yazdılar ama alelacele yazdıkları için hiçbirini okuyamadım. Bir de biraz görmede problem çekiyorum uzağı.

E.Ö.: Tamam, anladım. Belki name tag hazırlatabilirsiniz. Öyle şeyler yapabilirsiniz. Şimdi Tuğçeye de söyleyeceğim, daha iyi olur.

M.Y.K.: Normalde masalarına şey koydum, kağıt, 'Yazıp koyar mısınız isminizi' diye ama

E.Ö.: Daha iyi olur.

M.Y.K.: Onlar da koydular tabi. Aslında bu derste bir de şey hocam en çok hoşuma giden şey oldu. O sınıfta Berk diye bir çocuk var. Biraz davranış bozukluğu var. Hani şey, kelimelerin Türkçe'sini söylüyor, arkadaşlarını sinir ediyor, çok konuşuyor, çok da dikkat etmiyor.

M.Y.K.: Dersten önce kimse istemedi bunu yanına. U şekline geri dönüştürünce. O bekliyordu. Ben dedim, 'Berk' dedim, 'Niye oturmuyorsun hani yerine?' Sonra 'Beni istemiyorlar, ben oturmak istemiyorum oraya'. 'Bak' dedim, 'öğretmenlerin gelecek, bak ders anlatacağım size' hani

E.Ö.: Hı hı

M.Y.K.: 'Benim için hani' dedim, 'Bu seferlik geç' dedim.

E.Ö.: Oturdu, değil mi? Canım benim.

M.Y.K.: Ondan sonra o oturmayı kabul etti, kızlar istemedi. Ben de, işte 'Çok konuşuyor' falan dediler. Ben de şey dedim hani, 'Berk, bak şey, hiç konuşmayacak Berk ders dışında, benim aktivitelerime katılacak bir tek, değil mi Berk?' falan dedim. Normalde hiç parmak kaldırmayan çocuk bütün aktivitelerim boyunca parmak kaldırdı.

E.Ö.: Ne güzel. Demek ki iletişim kurabilmişsin. Bu çok güzel bir şey.

M.Y.K.: Hani bu dersten daha önemliydi.

E.Ö.: Kesinlikle, kesinlikle

M.Y.K.: Bir de bayağı şey yani, hala böyle duygulandırıyor.

E.Ö.: Bak ne güzel, bir insanın üzerinde etkisinin olduğunu hissetmesi insanın, herhalde en büyük hazlardan bir tanesi. Bu mesleğin de en güzel yanlarından bir tanesi diye düşünüyorum.

M.Y.K.: En güzel yanlarından

E.Ö.: Teşekkür ediyorum.

M.Y.K.: Çok teşekkürler hocam.

E.Ö.: Ben teşekkür ederim.



APPENDIX 3. Stimulated Recall Interview Questions

1. After reviewing the pre-determined parts of POC with the ST:

- What is your opinion on this particular piece of feedback?
- Can you make comments on this particular piece of feedback/ part?
- Is there anything that you find useful in this part? If so, what is it?
- Is there anything that you do not like in this part? If so, what is it?

2. As an overall evaluation of the POC:

Can you make an overall evaluation of this feedback session with regard to its

- Content
- Language and delivery?

3. As an overall evaluation of the POCs from the peer, mentor, and the supervisor on the same teaching practice:

- Can you tell me about your feelings and thoughts after comparing all the three feedback sessions?
- Can you describe each of these sessions using adjectives and explain why?
- Do you think there is a difference between these three feedback sessions in preparing you to be a teacher (in the teaching improvement process)? If so, what is the difference?
- If you were giving feedback to yourself, and would be one of these people, who would you be; the peer, the supervisor, or the mentor? Why?

APPENDIX 4. Sample Stimulated Recall Interview

Interview with Tugçe Akkoyun 3

25-12-2014

PT: Tuğçeçim hoş geldin. Özverili çalışmalarınız için teşekkür ediyorum sana da Melise de.

TA: Tesekkürler Hocam. Böyle bir fırsat bulduğumuz için biz çok memnunuz.

PT: Teşekkürler. Esra Hocayla başlayalım. Esra Hocanın feedback'ine de birlikte bakabiliriz. Sen şuarada notlar almışsın. Peki önce senin kendini değerlendirmeni istemiş. Güzel şeylerden bahsedelim demiş. Böyle bir başlangıç sana ne düşündürüyor ve hissettiriyor?

TA: Önceki feedback de benim sıkıntılarımın bahsetmiştik ya , bu ders iyi geçtiği için güzel şeylerden konuşalım diyor. Ben öyle anladım.

PT: Pek sonra sen diyorsun ki düşündüğüm her şeyi uyguladım. Bu dersinden mutlusun memnunsun. Küçük problemler çıktı. Esra hoca diyor ki çözdün o anda halledebildin. “O olur zaten, öğretmenliğin bir parçasıdır. Hani beceri diyeyim, o anda çıkan sorunu eliminate edip, toparlayıp devam edebilmek yoluna.” Diye sana dönüt veriyor. Ne hissediyorsun, ne düşünüyorsun bununla ilgili?

TA: Orada şöyle düşündüm. Bu beceridir dedi ya. O sınıfta o an çıkan bir problem çözebilmek bir beceridir dedi. Bende sınıfta küçük bir problem yaşadım ve onu o an çözdüğüm için Esra Hocanın bu dediğinden çıkarım yaparak bende o becerini olduğunu düşündüm. Bu beni mutlu etti kendi açımdan. O direk söylemese de ben bunu düşündüm.

PT: Bunu ne sorun üzerine söylemişti.?

TA: Son aktivite de öğrenci tek başına çıkıp instruction Verdi ya.

PT: Evet, sen bir anda öbür öğrenciyi de çıkardın. O anda onları pair-up yapıp tahtada ikisinin birlikte çalışmasını sağladın. Sonra bunun üzerine tekrar eğiliyorsunuz. İlerleyen sayfalarda bak iki kişi çıkardın, sorunu çözdün diyor.

TA: Evet bu da beni mutlu etti. O becerilere sahip olduğumu çözebildiğimi gördüm orada.

PT: Bunu dışında “genel bir greeting ini yaptın öğretmen olarak. Daha sonra ne yaptın, hemen previous knowledge’larını check ettin” diyor. Burada “gözümden hiçbir şey kaçmıyor” demiş “What he has got” demişsin soru kalıbı olarak, sonra kendin düzeltmişsin. O da bunu not almış. Bununla ilgili var ı bir yorumun notun?

TA: Hocam zaten demiştim Esra hoca en ufak şeyi bile not alıyor. Zaten ben o an o hatayı fark ettim. Hemen kendim düzelttim.

PT: Evet hatanı düzelttin. Esra hoca da diyor ki “Önceki derslerinize kıyasla dil kullanımınız çok çok daha iyiydi. Dikkat ettin mi? Sormak istiyorum. Bunun için özellikle bir çaba sarf ettin mi?” bununla ilgili bir yorumun var mı?

TA: Ben zaten dil konusunda dikkat etmemiz gerektiğini söylemişti. En son derste de artık son ders olduğu için elimizden geldiğince düzgün kullanmaya çalıştık. Hata yaptıysam da bunu fark etmeye çalıştım. Bunun fark edilir derecede düzelmesi beni mutlu etti. Benim çabamı esra hocanın fark etmesi beni mutlu etti. Geliştigimi gördü. Bu benim için güzel bir şeydi.

PT: Peki, önceki feedback session daki suggestion ları nelermiş onların üzerinde duruyorsunuz. 1. Dil kullanımı, 2. Instructions, 3. Öğrenci isimlerini, name tags kullanma, bunlardan bahsediyorsunuz. Bunlarla ilgili var mı yorumun.

TA: Hocam söylediği şeyleri yapmak benim için önemliydi. Her zaman onun söyledikleri benim için bir görevdi. Onu yaptım. Bunu da esra hocanın görmesi güzel bir şey.

PT: Onu görev olarak mı düşünüyorsun söylediği şeyi?

TA: Görev olarak çünkü o bana söylesin, ben kendimi geliştireyim, ondan tekrar dönüt alayım diye bakıyorum ben Esra Hocayla feedback'lerimize.

PT: “biraz daha seni yorgun gördüm bu derste, daha energetic olabilirdin. Ya da dersin teması gereği, seni daha böyle energetic görmeyi isterdim. Aktifin de aktif değildin demiyorum. Aktifin de, sadece daha böyle acaba ses tonunda biraz daha bir variation mı olmalıydı, biraz daha hani böyle Young Learners sınıfı görmek istedim.” Diyor.

TA: Bence haklı, ben fark etmedim o an, enerjik olmadığımı fark etmedim Esra hoca söyleyene kadar. Haklı mutlaka söylediklerinde. Benim sınıftaki duruşum biraz durgun geldiyse o yüzden belki yorgun olarak düşünmüştür ama yorgun değildim. Belki de dersin başlangıcında durgun bir şekilde girdim. Sonra da aktivitelerle canlandım biraz daha.

PT: Yani bu yoruma katılıyor musun o zaman?

TA: Katılıyorum evet. Farkında değilim ilk başta öyle olduğumun ama düşündüğümde mantıklı geldi bana.

PT: Melis'in feedback'in dede ses tonunun düşük olduğuna dair bir şey var?

TA: Zaten ikisi de aynı şeyi diyorlarsa ben biraz durgun başladım derse. Bir de hocam ilk başta derse video'yla başladım ya. Video çok canlıydı. Ondan sonra benim konuşmama belki biraz düşmüş olabilir. O çok canlı olduğu için beni bastırmış olabilir.

PT: Evet . ama katılıyorum diyorsun. Peki. “Video'nun quality'sine ve diline bayıldım. Gerçekten çocukların seviyesine uygun bir video seçmişsin. Seni tebrik ediyorum.” Diyor. Bunu beğenmiş ve “Cartoon character'larla bir bağlam yaratmanı çok beğenmiş. Miki Mouse'la Mini mouse ları çıkartıp üzerlerine giysileri giydirdiniz. Bununla ilgili diyor ki, çocukların karakterlerle ilişki kurmasını sağladın, bir bağ kurmasını sağladın. Bu da güzel bir şeydi. Yani cartoon characters seçmiş olman, onların dünyasına daha yakın olduğu için, onların o materyalle bağ kurması daha kolay oldu.” Diyor. Video ve cartoon caharacters kullanmayla ilgili onun yorumları sana ne düşündürüyor ne hissettiriyor.

TA: öncelikle, Ben karakterlerin resimlerinin çıktısını alabilirdim. Kıyafetleri de çıktı alabilirdim. Ama öyle etkili olacağını düşünmedim. Kesip kendim yaparsam çocuklar üzerinde daha etkili olur diye düşündüm. Seviyorlar. Bir de onların yaş gurubuna, hani videodur, öyle şeyleri, eğlenceli şeyleri izlemeyi seviyorlar. O yüzden video seçtim. Cartoon karakterlerinde de öğrenciler renkli şeyleri seviyorlar, hep çizgi filmleri seviyorlar. O yüzden onları kullanmak istedim. Bundan sonra da kullanacağım. Yani Esra hocanın dönütüne göre, olumlu bir şey yaptıysam, bundan sonra ki derslerimde de onu kullanmayı düşünüyorum açıkçası. Onun yorumundan bunu çıkarıyorum. Videoyu da. Çünkü tereddüt etmiştim videoyu izletsem mi izletmesem mi diye. Direk video izlettiğim için problem olur mu? Yoksa onu bir etkinlik olarak mı kullanmam gerek diye düşünmüştüm. Ama Esra hocadan bana o şekilde bir dönüt gelmeyince, videoyu da o şekilde derslerimde kullanırım bundan sonra.

PT: Sonra oral repetititon'dan bahsediyorsunuz. Choral olarak bütün sınıfa repetititon yaptırıyorsunuz. individual repetititon'ı da eklemek gerektiğini söylüyor Esra hoca. "Daha önce hiç belirtmiş miydim bilmiyorum ama individual repetititon yaptırırsak oral repetition'dan sonra her zaman daha sağlıklı olur" "çocuklar da hani doğru formu duyması daha etkili olur. Daha net, daha kolay kavrayacaklardır. Çünkü choral yaptıklarında doğru formu yakalamakta zorlanabilirler." Diye devam ediyor.

TA: Ben hiç düşünmemiştim. Repetition sınıfa yaptırdığımda yeterli olacağını düşünmüştüm. Esra hoca öyle söylediği zaman çok mantıklı geldi. Önceden zaten böyle bir şey konuşmamıştık biz. Sadece repetiton yaptır demişti. Burada şeyi fark ettim ben. Her feedback session' da yeni bir şey çıkıyor. Önceki söylediklerinin üstüne de bir şey çıkıyor mutlaka. Hep bir gelişim yani her zaman. Repetititon yaptırmaya geliyoruz önce. Ondan sonra repetition dan sonra individual, bir de grup olarak repetition; hep ayrıntıya iniliyor daha güzel bir şey benim için. Çünkü öğrenmiş oldum bunu da bu şekilde. Mantığını kavradım Esra hoca öyle söyleyince.

PT: Sonra sen diyorsun ki colour yani giysilerden bahsederken, renkleri de verse miydim, vermese miydim diye bir soru oluşmuş kafanda. Renkleri örnek cümlelerimde kullansa mıydım diyorsun. O da hiç karıştırmayın gerek yok bence diyor. Renkleri emphasize etmemen doğrudur diyor. Onları recycle etmiş oldun ama emphasize da etmedin. Ve bu doğru bir davranıştı diyor. Bu bölümle ilgili var mı bir yorumun?

TA: Yok hocam ondan sonraki bölümle ilgili bir yorumum var.

PT: Tamam peki o zaman. Sonra consistency olayına geliyorsunuz. 1. Olarak bazı örnek cümlelerde renkler vardı bazılarında yoktu. 2. Olarak concept checking yaparken 3 farklı yapı kullanmışsın. "What have I got, what is missing, what hasn't she got?" diye 3 farklı soru kalıbıyla anlayıp anlamadıklarını kontrol etmeye çalıştın. Esra hoca diyor ki bu ikisinde de consistency yoktu. Young learner sınıfında buna ihtiyaç vardır diyor. Bu konuyla ilgili o zaman senin yorumun duyguların nelerdir?

TA: Esra hoca demeseydi buna hiç tutarlılık açısından bakmazdım. Ben renkleri vermeli miyim vermemeli miyim açısından baktım. Orada renkleri bazı cümlelerde kullanmamın sebebi, ilk başta presentation yaparken "oral" olarak benim o renkleri söylemem. Fakat cümlelerin içinde tahtaya renkleri yazmadım. Bütün cümlelerde kullanmama gerek yok diye düşündüm ben. Hiç tutarlılık bakış açısıyla bakmamıştım.

Ama Esra hoca öyle deyince tutarlı olmam gerektiğini fark ettim. Birisinde var birisinde yok. Birisinde varsa hepsinde olması gerekiyor, mantıklı. Ama bu benim hiç aklıma gelmemişti.

PT: Peki bunun dışında “What have I got, what is missing, what hasn’t she got?” diye 3 farklı soru kalıbı kullanıyorsun...

TA: Benim zaten lesson plan’ım de What have I got yazılıydı. Onu kullanacaktım. Ama o an çocukların anlamama ihtimali aklıma geldi. “what is missing” kullandım. “What have I got” diye kıyafeti arkama sakladığımda anlamayacaklarını düşündüm. Ama hemen anladılar. O an anlamazlar diye “what is missing” gibi bir şey söyledim. Düşünüp kurulmuş bir şey değildi. Onda da tutarlı olmayacağını düşünseydim “what is missing” diye sormazdım zaten.

PT: Evet tahatada Mini mouse’u gösterip, nesi eksik diye sormaya çalışıyorsun mesela “what hasn’t she got?” kullanmışsın.

TA: İşte onlar o ana çıkan şeyler. Ben sadece “What have I got” a odaklanmıştım.

PT: Bu durumda consistency konusuna katılıyor musun?

TA: Katılıyorum hocam. Ben bilinçli bir şekilde yapmadım ama haklı yani. Çünkü ben 1 soruyla yaklaşsam çocuklar sadece ona odaklanacaklardı. 3 farklı soru sorunca 3 üne birden odaklanacak hepsini anlamaya çalışacaklar. Zaten İngilizce seviyeleri düşük. Zor olabilir onlar açısından.

PT: “dilsel olarak dediğim gibi, kesinlikle kendini çok çok daha geliştirmişsin. Dikkat ettiğin anlaşılabilirdi. Çok mutlu oldum. Ufak tefek yerlerde heyecandan tabi ufak hatalarımız oldu. Ve bunula ilgili sen toplarladın sonrasında zaten.” Diyor . bu dilsel, çok beğendim, Çok mutlu oldum, gibi ifadeler var bunla ilgili yorumların?

TA: O çok mutlu oldum dedikçe bene daha mutlu oldum. Çünkü özellikle dikkat ettim. Küçük hatalar yaptım ama. Benim için önemli olan o an o hataları fark etmek. Çünkü gerçekten o kadar öğrencinin önünde, 3 tane gözlemcisi önünde, her şekilde hata yapabiliriz, bunlar gayet normal ama, benim için önemli olan, Esra hoca da öyle dedi, onu fark etmek. Fark etmesem öyle kalsa geçse o başka bir şey ama ben fark edip hemen öyle hatamı düzelttim. Ben de çok mutlu oldum Esra hoca öyle deyince gördüğü için.

PT: Onun dışında, concept checkin’in yeterli miydi, kısa mı oldu acaba, “Yani ben bir iki tane daha yapabilirdim diye düşündüm. Çok hızlı bir geçiş oldu diye hissettim ben. Orada bir iki defa, tane daha yapıp, emin olmakta fayda var diye düşünüyorum” diyor. Bununla ilgili bir yorumun var mı?

TA: Normalde zaten öğrenciler bu tür aktiviteleri daha fazla yapmak istiyorlar. Çünkü ilk başta bir tereddütle yaklaşıyorlar, ne yapacağız diyorlar ama eğlendikleri zaman oyunu daha fazla yapmak istiyorlar. Orada ben oyunu devam ettirseydim, daha fazla oynamak isteyebilirlerdi. Ama dersimiz kısıtlı olduğu için diğer şeyleri de yetiştirmem gerekiyordu. Ben böyle bir aktivite yaptım. Çünkü farklı bir şey yapmak istedim. Normalde kelimeyi cümle içinde veriyordum. Cümle üzerine vurgu yaparak kelimeyi concept checking yapıyordum. Ama bu sefer öyle yapmadığım için, bu aktiviteye ekstra

zaman verdim. Extra zaman verince de, dersin diğer bölümlerinde problem yaşayabilirim diye düşünüp, 3 yada 4 tane yaparım diye düşünmüştüm.

PT: Anladım böyle düşündün ama hoca biraz daha uzun olmalı diyor. Bu sana ne düşündürüyor?

TA: Katılıyorum ama orada aktiviteyi uzatsaydım sondan kesmek zorunda kalırdım. Dersim yetişmeyebilirdi. Kendi dersim olsa o oyunu belki 2. Derse atardım. Orada oynatırdım. Bunu daha da uzatabilirdim. Daha geniş bir sürede yapabilirdim.

PT: Yani bu şekilde yapmaya birazcık da mecburdum mu diyorsun?

TA: Evet evet

PT: Onun dışında practice kısmını beğenmiş. Sf 6 dayız. “Practice’ında da gayet sağlıklı, hemen şöyle bakıyorum. Ha, burada, dediğin gibi ufak tefek sorunlar olabilir. Sen onları dekarte edebildin.” Practice de olan sorunlar olarak bulmaca da ht öğrettin normalde presentation da, sonra controlled activity de cap var dı hat yerine. Bununla ilgili var mı bir yorumun?

TA: Biz yağmurla derslerimizi hazırlarken konuşmuştuk hangi kelimeleri kullanalım, nasıl verelim diye, çünkü o benden sonra anlatacağı için kelimeleri vermem gerekiyordu. Hatta o dersinde “cap” i kullandı. Biz ilk başta cap olarak karar vermiştik. Daha sonra ben kış olduğu için atkı kullanacağım, ceket kullanacağım, cap kullanmak mevsim yaz olmadığı için tutarlı olmayacaktı. O yüzden son gün “cap” yerine “hat” yaptım. Worksheet i de o an fark etmemişim değiştirdim sandım ben. Zaten sınıfta da bir öğrenci sordu onu bana. Ama “cap”i sormadı, “hat” nerede diye sordu. Onu silip “hat” i eklememişim. Diğer öğrenciler fark etmediler.

PT: Evet o o şekilde gelişti. Peki hocayla şu şekilde bir diyalog geçiyor; 'Hat yok' dedik. Cap var demedi. 'Hat yok' diyebilirdin sen de. Tamam. Yani onları kontrol altında tutabildiğine inanıyor musun bir öğretmen olarak? **T.A. :** Evet hocam. **E.Ö. :** Tamam. Yani bu güzel bir şey çünkü özellik. Eğer o an çıkan sorunları sen çözümleyebiliyorsan bu güzel bir şey.

Sen ne düşünüyorsun bununla ilgili, bu sana ne hissettiriyor?

TA: O an ben de öyle hissettim açıkçası. Bir hata yapmış olabilirim. Bunu öğrencilere açıklamam gerekiyor. Yapacak başka hiçbir şey yok. O problemi orada çözmek zorundayım. Zaten ben ders anında çözdüğüme inanmıştım. Esra hoca da böyle bir şey söyledi. Benim düşünceme de uyuyor yani. Aynı şeyi düşünüyoruz.

PT: Peki, bunun dışında activity sequence’ını beğenmiş. Writing the answers on the board, sen cevapları tahtaya yazman, Çocuklar aktiviteleri yaparken onları monitor etmen, yine hand out dağıtmadan önce instruction’ı verdin gayet net bir şekilde vermek, timing’ini vermek, nbunlar olumlu olarak belirttiği şeyler. Yorumun var mı bunlarla ilgili?

TA: Önceki dersimizde özellikle instructionlarla ilgili kısa ve net olmam gerektiğini ve de worksheet’i dağıtmadan önce instruction’ları vermem gerektiğini söylemişti Esra Hoca. Ben bu sefer özellikle dikkat ettim. Ve özellikle aktivitelerin hepsini tek tek

açıklayarak ve tahtaya yazarak anlamayan öğrencilerin anlamasını istedim. Özellikle dikkat ettim buraya. Onu esra hocayla konuşmuştuk çünkü önceden.

PT: Sonuçta bununla ilgili olumlu bir dönüt alıyorsun ardından zaten.

TA: Evet

PT: Bundan sonra, daha önce de konuştuğunuz bir konu, aktivitelerin tek bir kâğıtta verilmesi, çocukların bütün bölümleri birden yapması.

TA: Biz konuşmuştuk önceki feedback session'larda ama kesip de verelim diye hiç aklıma gelmemişti. Sadece şunu konuşmuştuk. Instructionlarını veriyorsun. Worksheetleri instruction larının öncesinde ver. Çocuklar çünkü hepsini yapıp geçiyor demişti. Ben de o yüzden hepsini tek tek açıklamıştım. Ondan sonra vermişim. Sonradan bu session da da kesme fikri ortaya çıktı. Eğer bir tane daha dersimiz olsaydı, keserek yapardım.

PT: Peki, “Örneğini de verdin, açıklamanı da yaptın. Her şey güzeldi instruction'larınla ilgili.” Diyor. Buna 1. Feedback sessionda mı değinmişsiniz?

TA: birinci Feedback session'da değinmiştik. 2. Dersimde ben uygulayamamıştım. Onu bildiğim halde yapamamıştım. Ama bu sefer bilinçli bir şekilde onu yaptım.

PT: Peki o zaman böyle bir dönüt alman ne hissettiriyor sana? “Örneğini de verdin, açıklamanı da yaptın. Her şey güzeldi instruction'larınla ilgili.” Diyor.

TA: Güzel hissettiriyor. Mutlu etti beni yani. Yaptım, şunu yaptım, tamam oldu bu sefer, sonuncusunda başardığımı görmek istiyordum çünkü. O da beni mutlu etti.

PT: Evet, sonra “Aktiviteler arası geçişlerde mutlaka tahtalarınızı temizleyin.” Diyor. Çocukların biri bir cevap için, 'Zaten tahtada var' demiş, “Duydun sen. Bu da çok hoşuma gitti. Demek ki kulağın sınıfta. Kulağın sınıfta. Bu güzel bir şey. Hemen öğrencinin tepkisini duydun ve temizledin.” Diyor. Bu konuda ne düşünüyorsun?

TA: Bu beni çok mutlu etti hocam çünkü normalde bir sınıf düşündüm o an, öğretmen arkasında döndüğünde o sınıf karışıyor. Kendi aralarında konuşuyorlar. Hoca duymuyor sanıyorlar çünkü. Ben de öğretmenlik hayatıma başlamadan kulağımın onlarda olduğunu bir öğretmenimden duymam benim için çok güzel bir şey. Beni çok mutlu etti. Hani “Kulağın sınıfta” duyuyorsun onları. Arkanı dönsen de onları bırakmıyorsun. O açıdan algıladım. Ben çok mutlu oldum orada.

PT: Peki, cevapları tahtaya yazarken “Tahtaya acaba doğru sırada mı yazsaydın?” diye düşündüm. Karışık yazdın ya sen, söyledikçe yazdın.” Sonrasında da “Orada bir dağıldığını hissettim ben senin. Bir şeye gitti kafan.” Sen yazarken düşündüm diyorsun. “Acaba cap'e mi gitti?” diye düşündüm o an.” Sen de diyorsun ki “tahtaya cevaplarını yazıyorum ama ben bunun... Acaba karıştıralar mı diye” düşünmüşsün. Bunu fark etmiş ve bu konuyla ilgili bir dönüt vermiş sana. Son olarak da bununla ilgili bir tavsiyede bulunuyor. 'Acaba bunu böyle bir kartona yazıp tık yapıştırıp orada... Çizebilirdin diye düşündüm.” Üzerinde gösterebilirdin.

TA: Evet, çok basit bir şey aslında. Ama insanın aklına gelmiyor. Zaten Esra hoca da dedi, deneyimle alakalı bir şey. Benim hiç aklıma gelmemişti. Ben tahtaya yazarken

dedim ki “allahım, ben bunu tahtaya yazıyorum ama çocuklar orada karışık, kimisi belki bulamayacak. Ben niye bunu böyle yazıyorum diye kendi kendime, düşündüm, Esra hoca da onu yakalamış.

PT: Peki, bu yakalamış ve sana söylüyor olması ne düşündürüyor ve ne hissettiriyor sana? Bir tavsiye de de bulunuyor.

TA: Zaten önceden bahsetmiştim hocam, diğer interview görüşmelerimizde de; Esra hoca çok fark ediyor. Herşeyi anında fark edebilen bir insan. O açıdan algıları çok açık galiba. Demek ki benim de hareketlerimden tavırlarımdan anlıyor, bir şeylerin kafamı kurcaladığını o an. Yani güzel bir şey. Bazen şaşıyorum bu kadar her düşüncemi, hani orada diyor ya “‘Acaba cap'e mi gitti?’ diye düşündüm o an; onu da düşünmesi...

PT: Fark ediyor olması sana nasıl hissettiriyor peki?

TA: Güzel hissettiriyor. Garip bir şekilde, normalde baskı hissetmem gerekiyor. Ama hiç baskı hissetmiyorum. Neden bilmiyorum ama Esra hoca da öyle bir şey hiç olmadı. Belki benim de ona bakış açımla alakalı. Olumlu baktığım için olumlu düşünüyorum belki de.

PT: Peki, ondan sonra, production kısmını konuşuyorsunuz. Yine bir ufak sorun olmuş tahtaya çocuğu kaldırdın. “ 'If you have got a red sweater, sit down' gibi cümleler söyleyecekti.

TA: Çocuk bir kaç cümle söyledikten sonra ne diyeceğini bulamadı. Niye ben, yapmak istemiyorum, falan dedi. Ben o an onu oturtmak istemedim. O ana birden içimden bana “ ben oturtmayayım diye bir şey geldi. O yüzden o an bir şey bulmam gerekiyordu. Ben de sınıftan başka bir kişiyi kaldırdım. Kalktıklarında da aralarında konuşarak onu hallettiler yani.

PT: Evet, pair oldular tahtada ve o şekilde hallettiler. Bunu beğenmiş. Sorunu yine halletmişsin. Peki, “Oyunda da çok eğlendiler. Hatta yaratıcılıklarını son hadde kadar zorladılar.... Kıyafetlerini çıkarıyorlardı oturmamak için”. Bunları hep beğenmiş. Bu yorumlar için var mı söyleyeceğin bir şey.

TA: Hocam onların eğlenmesi benim çok hoşuma gitti. Hatta en son iki öğrenci kaldırmıştım. Onlar yapamadılar. Ödev verecektim, zil çalacaktı. Ben artık dersi bitirirken şey sordu, öğretmenim, diğer derste devam edecek miyiz diye bana sordu. O kadar eğlenmişler ki devamını da istiyorlar. Bu benim için çok önemli bir şeydi.

PT: Peki, hocanın bu yorumlarıyla ilgili diyecek bir şeyin var mı? Eğlendiklerini ve yaratıcılıklarını zorladıklarını gözlemlemiş.

TA: Yaptığım aktivitenin hoca tarafından beğenilmesi güzel bir şey. Çocukların güzel bir görüntü vermesi, bunun da esra hoca tarafından görülmesi güzel bir şey.

PT: Peki, “zaman kullanımına ilgili herhangi bir sorun hissetmedim.” Diyor timing’ ini beğenmiş. “Dilin, tekrar ediyorum, düzelmişti. Çok teşekkür ediyorum dikkat ettiğin için.” Dil kullanımına dikkat ettiğin için sana teşekkür ediyor sana ne hissettirdi bu?

TA: Zaten bu görüşmenin en başından itibaren Esra hoca hep Dil kullanımına dikkat ettiğim için teşekkür etti. O öyle teşekkür ettikçe ben de doğru bir şey yaptığım için daha çok mutlu oldum.

PT: Peki, son olarak toparlarken “Biraz daha enerji dolu olabilir miydi bu derste?” diye not almışım. Yani gayet iyiydin, mutluydun. Ama hani materyallerin hem daha hareketliydi bu derste, öğrencilerin çok daha hareketliydi eski ders, sınıfına göre. O yüzden seni de daha hareketli görmek istedim herhalde.” demiş, bununla ilgili var mı bir yorumun?

TA: Aslında hocam şu açıdan da bakmak istiyorum Esra hocanın dediklerine, bizim okulda hocalarımız, özellikle Rana hocamız, sınıfta her zaman amuda kalkacaksınız gerekirse, sınıfta zıplayacaksınız, hoplayacaksınız, hareketli olacaksınız, enerjik olacaksınız.” Derdi bize her zaman. Demek ki Esra hoca da aynı şeyi düşünüyor. Benim çok canlı olmamı istiyor. Ben o an çok olmadığımı düşünmüyordum ama en başta demek ki değilmişim. Sonlara doğru ben de çocuklar eğlendikçe, benim de arttı. Haklı yani orda enerjik değilsem, dıştan öyle gözüküyorsa öyledir.

PT: Peki sonra diyor ki, “Gördüğün gibi artık vereceğim öneriler de gitgide azalıyor.” Geliştiginizi görmek beni mutlu ediyor.” Bunlar sana ne hissettirdi çalışmanın sonuna gelirken böyle yorumlarının olması?

TA: Bu çok güzel bir şey. Özellikle böyle bir fırsatı yakalayıp hiç gelişme gösteremeyebilirdik de. Yani ben açıkçası eğer Esra Hoca'nın dediklerini yapmasaydım, Banu Hoca'nın dediklerini ya da Yağmur'un dediklerini yapmasaydım gelişemeyebilirdim; gelişmezdim daha doğrusu. Emek verdim. Onlar da emek verdiler bize dönüt vererek. Bunun karşılığında gelişmeyi görmesi de güzel bir şey; onun da emeklerinin boşuna gitmediğini gösteriyor.

PT: Evet. Peki, 'Bundan sonrası için de elimden geldiğine yardımcı olmaya çalıştım. Her zaman sormak istediğiniz, danışmak istediğiniz bir şey olursa ben buradayım' diyor. Sana bu ne düşündürdü; böyle yaklaşması?

TA: Hani açıkçası demek ki hani şey değil, hani 'Bu oldu, bitti. Bundan sonra hani görüşmeyeceğiz' değil. Yani bundan sonra da bir problemimiz olduğunda da yine öğretmenliğimizle ilgili Esra Hoca'ya gidip danışabiliriz yani. Güzel bir şey.

PT: Peki, **genel olarak bu şeye baktığında, feedback session'a baktığında Esra Hoca'yla yaptığın, genel bir değerlendirme yaparsan içerik açısından ve dil, veriliş tarzı açısından ne diyebilirsin?**

TA: Her zamanki gibi yine Esra Hoca **çok olumlu** şekilde dönütler veriyor konuşma şekli olarak. Bu görüşmemizin içerik açısından önceki derslerde gördüğü... hani bizden istediği tavsiyelerin dönütünü istedi hani. Dönüt anlamında konuştu

PT: Size verdiği tavsiyelerin dönütü yani

TA: Hıh, tavsiyelerin dönütünü

PT: Yani size verdiği tavsiyelerin sonucunu sizin yaptıklarınızdan...

TA: Evet yani yaptıklarımız hakkında konuştuk genelde hani. 'Instruction'ı istedim; onu yaptın. Tahta düzeni geçen derste biraz dağınıktı; tahta düzenini yaptın. Zamanlaman zaten iyiydi.' Onlar üzerinde konuştuk genelde.

PT: Peki, o zaman genel olarak olumlu mu buldun?

TA: Hı hı. Olumlu buldum, evet.

PT: Tamam. **Peki, yine senden sıfatlarla değerlendirmeni istesem, ne diyebilirsin?**

TA: Sıfatlarla...

PT: Esra Hoca'nın feedback setion'ını nasıl buluyorsun?

TA: **Motive edici buluyorum** hocam Esra Hoca'yı. Motive edici, yani olumlu dönüt veriyor. O yüzden motive ediyor; hani 'İstediklerimi yaptınız; şunu yaptın, bunu yaptın' diyerek.

PT: **Olumlu dönüt veriyor** derken yaptığın şeylerin içindeki

TA: **Konuşma şeklinde**

PT: Ha, konuşma tarzı açısından olumlu geliyordu sana. Yoksa yaptığın bazen geliştirilmesi gereken noktaları da herhalde dile getiriyor

TA: Onu ama hiç şey söylemiyor. Yani kırıcı bir şekilde söylemiyor ya da hani konuşma tarzında, ses tonunda hiçbir değişiklik yok. Normal hani tavsiye veriyor. Bunun hani **sadece bizim gelişmemiz için olduğunun da farkındayım** yani söylediğinin farkındayım. O yüzden hiç olumsuz olarak algılamıyorum yani onun söylediklerini.

PT: Peki, tamam. Banu Hoca'nınkine bakalım Tuğçe'ciğim. Banu Hoca yine senin kendini değerlendirmeni istiyor. Ondan sonra, başlangıçta videonu çok dikkat çekici bulmuş. Derse katılımın da öneminden bahsediyor. Diyor ki şurada: 'Başlangıcın güzeldi. Bir video gösterdi. Çocukların dikkatlerini çekti. Bu güzel bir şey. Çünkü onların dikkatlerini çekmek bence çok önemli. Derse katılım açısından yani dersin içinde olmaları açısından bu güzeldi ve çocukların hoşuna gitti açıkçası. O yüzden onu çok başarılı buldum' Var mı bununla ilgili bir yorumun ve hislerin nedir bununla ilgili?

TA: Yani şunu söylemek istiyorum: **O sınıfın, yani o okuldaki İngilizce öğretmeni olarak, derslere giren bir İngilizce öğretmeni olarak** video kullanımını **doğru buluyorsa**; benim de biraz çelişkilerim vardı; söylemiştim biraz önce kullanmalı mıyım diye. Eğer doğru bir şeyse, ben de Banu Hoca'dan böyle bir dönüt aldıysam bundan sonraki derslerimde de videoyu bir şekilde kullanacağım. Yani Banu Hoca'nın dönütünden bunu söyleyebilirim.

PT: Çıkarıyorsun. Peki, instruction'ın öneminden bahsediyor daha sonra. 'Komutları çocuklara verirken anlamalarını sağlamanız gerekiyor. Çok net olmamız gerekir. Basit komutlarla bunu yapabilirsiniz diye düşünüyorum. Yani bunu şey puzzle'a, birazcık, puzzle için söylüyor herhalde.

TA: Şey için hocam

PT: Şurada diyor ki: 'Verilen aktivitede, mesela verdiğiniz aktivite puzzle'da bilemediler nereye ne yapacaklarını. Birkaç kişi hani şeye, gözlemlediğim öğrencileri orada işte ya da dinlememişler. Hani tamamen sizinle alakalı olmayabilir. Bazı, bir grup öğrenci dinleyemeyebiliyor. Ama öncelikle instruction net olmalı, komutlar net olmalı, açıklayıcı olmalı ve çocuğu puzzle' da ne yapacağını bazı çocuklar bilemediler' diyor. Bu sana ne düşündürdü, ne hissettirdi?

TA: Aslında hocam ben şöyle düşünüyorum; orada aslında öğrenciler, hani Banu Hoca belki orada yanında gözlemledikleri yapmamıştır belki de ama öğrenciler aslında hemen yaptılar. Ne yapacaklarını biliyorlardı ama orada bir problem vardı; üçle beşte. Skirt'ün sonunda 'Trousers'la ilgili bir problem vardı.

PT: Evet 'T'ye denk gelmiyordu değil mi 'Trousers'?

TA: Evet. Zaten onu sordular bana. Hani aslında yapıyorlardı tak tak tak ama orada bir problem olunca o yüzden bana soru sordular hep. Hani 'Hocam burası böyle', 'Hocam burası böyle'. 'Evet' ben de 'Yanına yazın' diye açıklamasını yaptım. En sonunda da zaten tahtaya onun düzgün halini yazmıştım. Öğrenciler aslında benim gözlemlediğim kadarıyla yapıyorlardı. Sadece o hata vardı orada. Ama şu açıdan; hepsi ikiden başladılar. Biri yapmadan ikiye atladılar. Hani iki, bulmaca daha eğlenceli geldi galiba onlara. Orada da Esra Hoca'nın dediğine göre kesmek aslında en mantıklısı.

PT: Etkili olabilirdi, mantıklı olabilirdi. Ama buradaki o zaman bu şeyle bağlantılı bulmuyor musun? Yani hani 'Komutları verirken anlamalarını sağlamak gerekiyor. Anlayamayan birkaç öğrenci olduğu zaman boşluk oluyor...

TA: Ben fark edemedim galiba onları

PT: ... Çocuklar kaybedebiliyor şey kaybolabiliyor. O zaman bu aslında farklı bir şeyi anlamadılar mı diyorsun?

TA: Belki de farklı bir şeyi anlamamışlardır

PT: Yok yani sen diyorsun ya 'Trousers', 'skirt', 'Trousers' Aslında onu mu anlamadılar?

TA: Ben bana hani sorulan sorulardan çıkarım yaparak hani söylüyorum. Bana soru soran bütün öğrenciler 'Burası hocam', 'Burası yanlış hocam', 'Burası yanlış hocam' dediler bana. Hani 'Bunu nasıl yapacağız?' diye hiç soran olmadı bana. Belki de Banu Hoca'nın yanındaki öğrenciler yapmamıştır. Onlar da çekinmişlerdir, soramamıştır 'Nasıl yapacağım?' diye. Hani ben karşılaşmadım ama mutlaka vardır sınıfta. Zaten o kendisi de diyor hani 'Bu öğrenciyle alakalı bir şey. Dinlememişlerdir belki de sizi. Sizinle alakalı bir şey değil' diyordu orada.

PT: peki. Sonrasında öyle diyor. Daha çok onların 'Sesinizi de kullanarak bunu yapmanız gerekiyor: Şöyle yapılacak. Daha açıklayıcı olmanız gerektiğini düşünüyorum.' Burada yine aynı konunun devamı.

TA: Hı hı, evet.

PT: Peki bununla ilgili herhalde bu kadar yorumların. Peki, sonra grupları anlatıyor. 'Bazısı bakar, dinler. Bazısı bakmaz. Çoğu anlamıştı zaten ne yapacağını. Özellikle geçiş aktiviteleri yaparken geçişlerde 'Acaba 1'i mi yapacağım, 2'yi mi yapacağım?' diye

birbirlerine sorarken duydum.' Aslında aynı şeyden yine bahsediyor. Senin söylediğin şeyden bahsediyor. Ama ona şey yorumu getiriyor sanki yani komutlarıyla net, açık bir şekilde ne yapıyor olduğunu çocuklara anlatman gerektiğini.

TA: Evet. 'Birincisini yapın' en kendisi de diyor 'Birincisi yapılacak. Bunu yapacaksınız hani birincisini yapacaksınız' Kesin bir şekilde onların kafasına oturması gerekiyormuş yani.

PT: O zaman katılıyor musun buna?

TA: Evet hocam. Çünkü 2'den başladılar. Ben orada dedim hatta, çünkü 2 daha eğlenceli. Çocuklar eğlenceli şeyleri yapmayı seviyorlar.

PT: Peki, buna Banu Hoca'nın böyle bir yorumu var. Yani 'Ne yapılacağını ses tonuyla açıklaman gerek, anlatman gerek. Yani hem açıklayıcı olman gerek hem de ses tonuyla 1'in yapılacağını söylemen gerek' diyor. Buna Esra Hoca farklı bir yorum getirmişti sanki. O da, daha doğrusu, farklı bir öneri diyeyim; tavsiyede bulunmuştu; 'Keselim. Aktiviteleri keselim' demişti. Farklı bakış açıları var. Bu sana ne düşündürüyor?

TA: **İkisini birleştirebilirim.** Hem kesip hem de birinci aktiviteyi yaparken Banu Hoca'nın söylediği gibi sesimi kullanarak onlara instruction verebilirim ama bu benim için biraz süre alacak. Çünkü ben **öğrencilere karşı kararlı bir şekilde o ses tonunun kullanılmasını, kullanımını bilmiyorum daha.** Hani, nasıl kullanmam gerekiyor? Hani biraz yükseltirsem problem olabilir. Biraz sessiz kalırsam da çocuklar bunu şey yapmayabilirler. İkisini birleştirebilirim, Banu Hoca'yla Esra Hoca'yla.

PT: Peki, evet. Peki, ondan sonra 'Keyifli, genel anlamda keyifli bir dersti' diyor. Bu ne hissettirdi sana böyle bulması

TA: Güzel bir şey. Kendi öğrencilerini izliyor sonuçta, beni de izliyor. Onların eğlendiğini görmesi güzel bir şey.

PT: Peki. 'Aktivite geçişlerinde daha net, daha keskin olabilirsiniz bir dahaki sefere'

TA: O da bununla alakalı bence.

PT: 'Yani o zaman daha iyi olacak diye düşünüyorum. ' Evet, sonra zaten 'Çünkü şey olabiliyorlar. Birden önüne gelince yapıp bir öğrenci mesela 1'yi yapıyor, 2'yi yapıyor, 3'ü de hızlı yapabiliyor. Kimisi de canı 2'den başlamak istiyor'. Tekrar yine aynı konu, peki. Tamam. Burada başka bir şey yok. Senin var mı bir yorumun?

TA: Yok hocam.

PT: Tamam. Peki, **genel olarak Banu Hoca'nın bu verdiği feedback'e baktığında overall bir değerlendirme yaparsan içerik açısından, dil ve veriliş tarzı açısından Tuğçe'ciğim?**

TA: **Dil ve veriliş tarzı açısından olumlu. İçerik açısından** da genelde **instruction** üzerine konuştuk. Aktivite üzerindeki instruction'lar. Onları nasıl vermem gerektiği açısından konuştuk. Yani bu önemli bir şey bence de zaten. Banu Hoca da her görüşmemizde bunun üzerinde duruyor. Demek ki daha da iyi olmam gerekiyor bu konuda. Diğer derslerimde daha çok dikkatli olacağım. Banu Hoca'nın söylediklerinden bunu çıkarıyorum burada.

PT: Peki, sıfatlarla nitelemen gerekirse ne diyebilirsin bu şey için, Banu Hoca'nın verdiği feedback için?

TA: Sıfatlarla. Yönlendirici diyebilirim.

PT: Yönlendirici.

TA: Yönlendiriyor beni çünkü. Hani şu açıdan yönlendiriyor; hani bitti bizim görüşmelerimiz artık ama onun söylediklerini yine dikkate alacağım benim hani diğer dersimde de kullanacağım instruction konusunda

PT: Diğer dersimde derken, gelecekte mi?

TA: Yani kendi derslerimde, evet, gelecekte.

PT: Meslek hayatında, kendi derslerinde kullanacaksın. Özellikle neyi?

TA: **Instruction konusuna** çok dikkat edeceğim özellikle.

PT: Onun üstünde duruyordu.

TA: Evet. Aktiviteleri genelde hani. Hep şeyden bahsediyorduk hani '**Kısa ve net instruction'lar** verin' diye konuşuyorduk. O konuda dikkat edeceğim.

PT: Peki, **Melis'inkine** bakalım bir de Tuğçe. Ne diyor Melis de? Bunun dışında senin aldığın benim atladığım bir şey var mı, not aldığın?

TA: Yok hocam, yok hocam.

PT: Evet, amaçlardan bahsediyorsunuz. 'Amaçlarını konuya uygun buldum. Çünkü... uygun buldum ayrıca da hani uygulayabildiğini gördüm sınıfta. Şu anlamda...' diyor 'Öğrencileri cesaretlendirecek bir learning ortamı oluşturmak istemişsin. Bence bunu gayet başardın. Çünkü çocuklar çok istekliydi ve sen hatta 'Yap' demeden onlar yapmaya hevesliydi.' Şimdi amaçlardan bahsediyor. Diğer iki feedback'te de yoktu bu, Banu Hoca'yla Esra Hoca'nın verdiği feedback'te. Melis amaçların üzerinde duruyor. Böyle de bir yorum getiriyor, bunu şey yapıyor, söylüyor, dile getiriyor. Ne düşünüyorsun bu konuda?

TA: Burada amaçlar konusunda, biz çünkü feedback verirken birbirimize lesson plan üzerinden gidiyoruz. Lesson plan'e de bakarak konuştuğumuz için en baştan 'Amaçlar'dan başlayarak konuşuyoruz. O yüzden Yağmur orada 'Amaçlar' açısından bahsetmişti. Şeyde benim, ben şuraya bir soru işareti koymuştum. 'Yap demeden yaptılar' hani bunu demesi benim çok hoşuma gitti. Ama yap demeden yapılması aslında diğer feedback vericiler açısından pek fazla iyi bir şey değil hani. **Eğer yap demeden yapılması iyi bir şey olsaydı Esra Hoca benim onu, aktiviteleri kesmemi söylemezdi bana.** Ben orada ikisinin arasında hani biraz çelişkide kaldım.

PT: Hıı, evet. Melis sana diyor ki; 'Yap demeden sen yaptılar. Bu çok güzel bir şey. Demek ki öğrenme ortamını, onları cesaretlendirecek öğrenme ortamını sağladın'

TA: Evet, evet.

PT: Ama Esra Hoca, hatta Banu Hoca da yani 'Biri 2'yi yaptı, biri 3'ü yaptı, biri 1'i yaptı' filan diyordu. Böyle bir bakış açısı farklılığı var, değil mi?

TA: İkisi de aslında doğru. Hani çocuklar yapıyorlarsa gerçekten istedikleri için. Yoksa bir çocuğa zorla bir şey istesen de hani imkansız yaptırmak. Hani ancak çok zorlaman gerekiyor. Hani dediği doğru ama Esra Hoca'yla Banu Hoca'nın dediği de doğru. İkisi de doğru ama bilmiyorum.

PT: Evet, peki orada bir çelişki mi dedin?

TA: **Bende çelişki yarattı.** Onların söyledikleri doğru ama hani bende bir çelişki yarattı.

PT: Acaba doğrusu nedir diye mi?

TA: Evet. Hani doğrusu **aslında kesip de vermem.** Ama çocukların **aslında eğlendiklerini de** gösteriyor bu bana. Yine de kesip de vermek daha mantıklı. Öyle de eğlenebilirler.

PT: Aktivitelerinin iyi olduğunu gösteriyor aslında, değil mi?

TA: Evet, evet.

PT: Peki neden öyle bakmıştı şey buna sence Melis? Yani?

TA: Hocam yani ben olsam belki ben de o açıdan bakardım. Çünkü onlar hani biraz daha akademik olarak bakıyor. Akademisyen olarak bakıyorlar Esra Hoca, hani şey de öyle Banu Hoca. Onların deneyimleri çok çünkü bizden. Onca yıllık deneyimleri var. Biz bu açıdan bakamıyoruz. Yağmur da bence o bakış açısıyla bakmıştır.

PT: Hı, yani?

TA: Hani kesmek aklımıza gelseydi çünkü o da keserdi. O da kesmeden verdi, ben de kesmeden verdim. Hani öyle bir şey aklımızda yoktu çünkü.

PT: Evet, peki, tamam canım. Geçtik orayı. 'Warm up part'ına bayıldım. Çok güzeldi video. Çocuklar gülerken izledi. Dikkatlice izledi. Çok güzel ısındıklarını düşünüyorum.' diyor. Olumlu şeyler söylüyor warm up ve video'yla ilgili. Videoyla ilgili kafanda sorular varmış dersten önce. Bu sana ne düşündürdü ya da ne hissettirdi?

TA: **Bütün feedback verenlerden olumlu dönüt olunca ben videoyu bu şekilde kullanabileceğimi düşündüm artık.** Yağmur da aynısını söyledi, Banu Hoca da, Esra Hoca da. Videonun güzel olduğunu, etkili bir giriş olduğunu söyledi. Bence hani bu beni çok mutlu etti açıkçası.

PT: Evet, peki. Sonra, bu sınıfta ilk defa ders anlattınız. Sınıf farklı bir sınıf. Bununla ilgili Melis diyor ki; 'İlk defa ders anlattık. Aynı korkuyu yaşadığımızı biliyorum. Çünkü bir önceki sınıfta daha rahattık. Öğrencileri tanımaya başlamıştık. Şimdi öğrencilerin tepkisini bilmeden derse girdik.' Ne düşünüyorsun bununla ilgili, bu yorumuyla ilgili?

TA: Aynı ben de aynı şeyleri hissediyorum çünkü diğer sınıfa biz artık, iki kere ders anlattığımız için alışmıştık onlara. Onlar da bizi biliyorlardı. Geldiğimizde ne yapacağımızı biliyorlardı. Şimdi siz de üç kişi birden girince, Banu Hoca, Esra Hoca, hepiniz girince böyle şok oldular. Bir 'Ne oluyor?' falan oldular. Zaten oradan bir onlar da bir hani garip oldular, o şekilde. Daha da fazla biliyorlar aslında, bu sınıf biraz daha

iyi, biraz daha hareketli. O yüzden de bizim korkularımız vardı; 'Acaba problem yaşar mıyız, problem olur mu?' diye. Önceki sınıfa girsek hani kimin ne yapacağını biliyorduk biraz, kimin nasıl cevap vereceğini. O yüzden korkularımız normal.

PT: Korkularınız evet normal, çok çok normal. Ama şurada özellikle 'Aynı korkuyu yaşadığımızı biliyorum' diye bakması; 'İlk defa ders anlattık' Burada kullandığı dil anlamında da sana sormak istiyorum.

TA: Bu arkadaş bakış açısıyla bakmış. Hani hep birlikte paylaşıyoruz ya, o açıyla baktı orada bence. Hani **korkuyoruz, ediyoruz, her şeyi birlikte yaşıyoruz.** Mutluluğumuzu, üzüntümüzü paylaşıyoruz.

PT: O açıdan.

TA: Yani o açıdan yaklaştı orada.

PT: Hı hı. Peki. Bunun dışında 'Başlangıçta biraz heyecanlı olduğunu biliyorum. Biraz ses tonun, başta biraz azdı. Ama daha sonra toparladın.' Yani sana sormamış da direkt 'Heyecanlı olduğunu biliyorum' demiş. Bu ne düşündürüyor sana?

TA: Gözümünden anlıyor. Ha ha ha.

PT: Ha ha ha, öyle mi?

TA: Evet yani, gözümünden anlar; bir hareketimden anlar yani ne olduğunu. Hani Esra Hoca'nın dediğiyle aslında birebir uyuyor Yağmur'un söylediği. Esra Hoca da benim enerjik, hani 'Yorgun musun?'

PT: Evet

TA: 'Enerjik değilsin' diye düşünmüştü. Yağmur da burada hani 'Ses tonun biraz düşüktü'. Belki de Yağmur bu bakış açısıyla baktı ama aslında ikisi de aynı şey, bakış açısıyla bakmışlar. Aynı şekilde, farklı yollardan bunu söylediler.

PT: Hı hı, peki. 'Arkadaşım olduğu için' diyorsun

TA: Evet.

PT: Peki. '**Materyallerine** bayıldım' diyor. 'Geçişin çok güzeldi, pürüzsüzdü' diyor. Bunun dışında 'Katılım güzeldi' diyor. 'Materyaller çok dikkat çekti' diyor. Katılımla ilgili de; 'Sen repeat demeden onlar tekrar etmeye başladılar' diyor. 'Aralarında konuşmaya başladılar. Bayıldım. Çok yaratıcıydı' diyor bu Mickey Mouse, Mini Mouse olayı için falan. Ne düşünüyorsun?

TA: **Çok olumlu bir yorum benim için.** Çok güzel bir yorum. Öğrencilerin öyle olduğunun başkası tarafından gözlemlenmesi, onun tarafından gözlemlenmesi çok güzel bir şey benim için.

PT: Hı hı, peki. 'A green trousers' demişsin. Hatanı kendin düzeltmişsin, bunu fark etmiş. Bunu söylüyor. 'Gözlerini kapatma fikri, eşyayı alıp arkada saklama çok çok güzeldi. Hatta başta bir ikisinin gözü açtı çocukların' diyor. 'Ama baktılar ki oyun eğlenceli, sonra hepsi gözlerini kapattı. Demek ki çocukları oyunun içine alabilmişsin. Ne düşünüyorsun yine bununla ilgili?

TA: Burada şeyde Yağmur hatamı fark etmiş, hatamı da kendim düzelttiğimi de fark etmiş. Aynı bu yer, Esra Hoca'nın da söylediği gibi hatalarımı fark edebildiğimi görmüş kendimin. Şey açısından da, ben zaten çocukların arkamı döndüğüm zaman gözlerinin açık olacağını biliyordum. O yüzden hani 'Close your eyes' dedim. İki üç kere söyledim. Ki onlar da açmışlar zaten. Hani gözlerini kapattıklarını söylemesi, ben görmüyorum çünkü arkam dönük hareket ettiğim için, benim için olumlu bir şey. Dersim hakkında hani benim de gözümde bir şey canlandı öyle deyince. Hani ben çünkü o an fark edemediğim bir şeyi Yağmur'dan öğrenmiş oldum.

PT: Hı hı, peki. Bunun dışında 'Worksheet time' diye bağladın geçişini, yine onu beğenmiş. Tahtaya çizerek, instructionlarını verirken tahtaya çizerek göstermeni beğenmiş. Bunu yine olumlu buluyor. 'Worksheet'e bulmaca koyma fikri çok güzel olmuş'. 'Bulmaca var', 'Bulmaca var' diye sevinmiş çocuklar. Bunları söylüyor. Worksheet'inde... ha buraya gelmeden önce bu olumlu noktalarla ilgili senin var mı bir yorumun?

TA: Yok hocam. Hani **güzel şeyler bunlar benim için**. Onun olumlu yorum yapması benim dersimle ilgili. Genel olarak söylemek gerekirse.

PT: peki. “Work sheet'inle ilgili bir durum var. Hani yanlış yazmışsın buraya, sen de farkındasın. Ama evet tamam dikkat edilmesi gereken bir noktaydı ama şöyle bir şey var: Çocuklar ona cevap verebildiğine göre ne olduğunu anlamışlar.” Trousers, skirt, puzzle da denk gelmiyor trousers, bunu yanlış yazmışsın ama, Çocuklar ona cevap verebildiğine göre ne olduğunu anlamışlar diyor. Katılıyor musun?

TA: katılıyorum hocam çünkü ayrıyeten bu beni rahatlatan bir yorum çünkü gerçekten Yağmur'un bakış açısıyla düşündüğümde, öğrenciler onu bilmeseler, zaten onun yanlış olduğunu fark edemezlerdi. Biliyorlar ki demek burası yanlış burası yanlış diye bana söyleyip duruyorlar.

PT: Sonrasında,”If you have a red sweater sit down” Oyunuyla ilgili; “girişte 'Instruction eksik mi, değil mi?' diye düşünüyordum hani 'Anladılar mı, anlamadılar mı?' diye hani. Daha sonra sen o 'If you' kalıbını tahtaya yazdıktan sonra, ondan sonra çocuklar hani, mesela onlar sadece orada 'Sit down'ı anladı ve oturdu. 'Green'i anladı. Ondan sonra 'Sit down'ı anladı ve sadece oturdular başta. ...Ama sonra oyun ilerledikçe oyunu o kadar güzel yönettin ki yılmadın hani çocuklar anlamadı diye.” Diyor. Bununla ilgili yorumunu alacağım.

TA: Yağmur zaten bana bu yorumu yapana kadar, ileride de zaten diyor, pes etmedin, bir problem olduğunda üstüne gittin diyene kadar, ben sınıfta o kadar pes etmediğimi üstüne gittiğimi fark edememiştim. O söyleyince fark ettim. Çocuklar anlamasa bile ben normal bir şekilde tekrar sordum. Çocuk yapmak istemedi bunu normal bir şekilde karşıladım. Bunu fark ettim Yağmur'un yorumlarında.

PT: Diyor ki sonra, “bence en önemli şey bizim için classroom management. Çünkü daha yeni olduğumuz için, tecrübesiz olduğumuz için bir şeylere pratik çözümler bulma konusunda geç kalabiliriz. Ama sen bu sefer mesela çocuk açık açık söyledi hani 'Ben yapmak istemiyorum. Niye ben?' falan dedi ama sen krizi çok güzel yönettin.” Bununla ilgili ekstra söyleyeceğin bir şey var mı?

TA: Yok hocam.

PT: Tamam. **Peki, genel olarak o zaman değerlendirdiğinde, yağmurun feedback’iyle ilgili ne dersin? Overall baktığında dil ve veriliş tarzı ve içerik açısından?**

TA: Dil ve veriliş tarzı açısından çok arkadaşça yaklaştı her zaman olduğu gibi. Ama bu feedback session da biz öğrendik artık yani nasıl verilmesi gerektiğini feedback’in. O yüzden de yağmur da diğer hocalarım gibi ayrıntılı bir şekilde feedback verdi. En ince ayrıntısına kadar feedback verdi. Hani her türlü bakış açısıyla bakarak bana söyledi. Feedback de de aslında benim de bakış açımı değiştirdi. Mesela ben hiç o bakış açısıyla bakmamıştım dediğim şeyler oldu yani.

PT: Örnekleri nelerdi onların?

TA: Biraz önce hani şey demiştik hocam, “pes etmedin” kısmı. O kısmı hocam.

PT: O kısma bakış açını değiştirdi. **Peki, sıfatlarla nitelemeni istesem, Tuğçe?**

TA: Sıfatlarla niteleme, ne diyebilirim.... Böyle direk de aklıma gelmiyor?

PT: gelmiyor değil mi?

TA: Gelmiyor.

PT: Yani açıklayıcı bir şey de söyleyebilirsin. Şöyle bir düşünsen genel, olumlu olumsuz şeyleri kafanda kategorize etsen...

TA: Pozitif bir şekilde dönüt veriyor hocam Yağmur. Konuşmaları çok hani... şey aslında şöyle diyeyim hocam, biz onunla arkadaşız, o arkadaşlığımızı da bir kenara koymuyor. Onu da kullanarak, onun verdiği rahatlıkla birlikte bana dönüt veriyor. Hatamı da söylüyor. Doğru mu da söylüyor yanlışı mı da söylüyor benim bakış açım da bakıyor. Her açıdan bakıyor yani dönüt verirken.

PT: **Peki 3 feedback’ e hep birlikte baktığında üçünü karşılaştırıp bana düşüncelerini duygularını söyleyebilir misin? Üçünü karşılaştırabilir misin?**

TA: Ne açıdan karşılaştırayım hocam?

PT: Burada yine içerik olabilir, tarz olabilir; bunlar kendini yineliyor gibi düşünebilirsin; eğer aynı şeyleri düşünüyorsan yine aynı şeyleri bir daha söyleyebilirsin.

TA: Yok, ben sadece şunu ekleyeceğim hocam. **Yağmur’un bana feedback verisi de Esra Hoca’ya benzedi.** Mesela ben de öyle, daha hani **Esra Hoca bakış açısıyla bakmaya başladık.** Aynı Esra hoca gibi Yağmur da ayrıntılı verdi. Ben de biraz daha ayrıntılı bir feedback verdim. Hani biz artık feedback verirken, hiç bilmiyorduk, bir şeyi model aldık o model aldığımız kişi de Esra Hoca oldu biraz feedback verirken.

PT: Peki onun içinde neler var. Şimdi o zaman, 6. Soruyla da örtüşecek. Sen feedback veriyor olsan ve 3 rolden her birinin yerine kendini koysan sen ne yapardın olayıyla da örtüşecek. O zaman sen de şimdi rol model olarak Esra Hoca’yı alıyorsun....

TA: Alıyorum, Banu hocadan da alıyorum, onun okuldaki deneyimlerini alıyorum.

PT: Sorumuz zaten her birini yerine kendini koysan sen ne yapardın. Şimdi önce bunu karıştırmadan sorayım. Sen dedin ki birbirimize feedback verirken artık Esra Hocayı rol model alıyoruz.

TA: Onun gibi sanki artık. Hani onun verdiği gibi ayrıntılı bir şekilde vermeye başladık.

PT: Evet ayrıntılı dan kastımız burada...?

TA: Daha detaylı hani her yönüyle bakıyoruz artık. En başından en sonuna kadar bütün dersin, iyisiyle kötüsüyle, hani olumlu şeyin üstünde de konuşuyoruz. Ona da yorum yapıyoruz. Hislerimiz hakkında konuşuyoruz. Derse, işte, akademik açıdan da bakabiliyoruz. İlk başta sadece kendi bildiğimiz üniversitede derslerde öğrendiğimiz şeyler hakkında konuşabiliyorduk. Şimdi gördükçe, biz de yaşadıkça daha çok öğrendik. Hani kendimi koymam gerekirse yine dediğiniz gibi onlar yerine, Esra Hoca gibi ayrıntılı, yine geçen hafta da öyle demiştim, verirdim. Banu hoca gibi, o deneyimleri, 17 senelik öğretmen galiba, onun deneyimleriyle feedback vermek isterdim. Yağmur gibi de yine ayrıntılı ama böyle arkadaş tavrıyla vermek isterdim.

PT: Peki, seni öğretmenlik mesleğine hazırlamada bu kaynaklar arasında fark görüyor musun? Evet, ise ne fark görüyorsun?

TA: Mutlaka fark vardır hocam ama **ben hepsine aslında bütün olarak bakmak istiyorum.** Yani eşit; tek kişi aslında; Yağmur da, Banu hoca da, Esra Hoca da. Tek bakmam gerektiğini düşünüyorum. Çünkü doğal olarak 3 farklı insan; üçünün de söyleyeceği şeyler farklı. **Bunların hepsini birleştirip, bir şey çıkarıp onun üzerinde yürümenin doğru olduğunu düşünüyorum ilerideki öğretmenlik hayatımda.** Hani biraz önce dediğim gibi; Esra Hoca kağıtları keserek ver dedi; Banu Hoca ses tonunu kullan dedi. Ben burada şey yapabilirim; Kağıtları keserek verebilirim. Birinci soruyu anlatırken de, birinci aktiviteyi, ses tonumu kullanarak onlara ciddi bir şekilde bunları yapmaları gerektiğini söyleyebilirim ileriki öğretmenlik hayatımda.

PT: O zaman öğretmenlik mesleğine hazırlamada hepsini bir bütün olarak görüyorsun diyebilir miyiz?

TA: Evet evet

PT: Birleştiriyorsun, toparlıyorsun. Bir bütün oluşturuyorlar.

TA: Çünkü tek tek bence bir anlamı yok. Hepsi bir parça; bence birleştirmek gerekiyor, doğru bir şekilde feedback alabilmek için.

PT: Öğrenciden doğru bir geri dönüt alabilmek için?

TA: Hıhı evet evet.

PT: Peki, var mı eklemek istediğin bir şey Tuğçe'cim? Çok teşekkür ediyorum.

TA: Sağolun.

APPENDIX 5. FEEDBACK REFLECTION FORM

Name : M

Date:10.12.2014

Teaching Practice 2

Feedback is provided by: Miss E

1. Through this feedback session I have learnt:

- a. I need to be careful about the use of articles.
- b. I need to be careful about the use of prepositions.
- c. I need to think about how to make transitions between different stages of the lesson. For example, from practice to the production stage.
- d. If I finish early like I have done in this lesson, I can use a writing activity as a time filler.

2. I have not learnt anything new in this feedback session because:

3. What I found most effective about this specific session was:

Usage of articles and prepositions are most effective because I think, these have crucial importance for me and for students.

4. From this feedback session on, I will do:

I will record my voice before lesson, I will check my error and I will be aware of my grammar mistakes.

I will be careful about usage of preposition and articles.

I will create different instructions for transition between presentation stage and practice stage.

5. From this feedback session on , I will not do:

6. In my opinion, this feedback session would have been more effective if:

7. Taking this specific session into account, I do not agree/ contradict with:

APPENDIX 6. JOURNAL**Name: T****Teaching Practice 2**
2014**Date:10-12-****Feedback Provided by: Miss E**

First of all, when I think about my lesson as a whole, I can say I am not satisfied with some parts of it, especially when I compare it with my previous lesson. In this feedback session, we started to talk about my lesson with Miss E, and as usual, she asked my opinion about my lesson. While I was speaking, I felt very relieved because the way she was talking to me made me speak freely. I didn't worry about saying wrong things, I directly could utter my feelings and troubles.

Before speaking to Miss E, I had questions in my mind about my lesson. I knew what I did in the lesson, and I knew my mistakes, but I needed to hear it from her and to understand them better. She gave me some advice about my lesson and she guided me on how to improve some points. During the feedback session, she didn't say any negative things to me, and I felt that she was sincere. She really wanted me to correct things about my lesson and apply them for the future.

The points she mentioned were the same as what I thought about my lesson. For example, I knew that I had to give instructions before giving worksheets, but I was just not able to remember that in the lesson for some reasons. I knew that I had some grammatical mistakes while I was speaking because I was not able to concentrate in the last ten minutes of my lesson. Miss E told me that such things could happen, and that she remembered how good my previous lesson was. This sentence made me really happy, because I know I did not do well in this lesson. However, to hear such a thing from my supervisor encouraged me for the next lesson.

When I look at my lesson as a whole, except for the last activity, there was nothing wrong. For her, I was able to apply all the things she said in the previous feedback session. Lastly, she gave me some advice for the next lesson and actually I really needed her advice and asked her what I could do.

I really trust her advice and her opinions and after the feedback session was finished, I felt better than before. I learned the bad aspects of my lesson and how to make them better.



CURRICULUM VITAE

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