

FUTURE ENGLISH LANGUAGE TEACHERS ATTITUDES TO FEEDBACK MANAGEMENT DURING PEER-TEACHING SESSIONS

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Abstract. The study aims to determine the effect of teacher-trainer's feedback during peer-teaching micro- sessions and explore the perception of future English language teachers. Qualitative method was used to explore the data. The study was conducted with 40 future English language teachers via interview with open-ended questions together with close examination of reflective essays and video-recorded feedback sessions. A discourse analysis of feedback sessions was completed in order to identify how language was used and how it influenced the perception of feedback. The findings revealed that teacher-trainer tends to use politeness strategies in order to achieve mutual agreement with students and mitigate the criticism. Moreover, the form of giving feedback influenced how well it was memorized. The first strategy which caused longest retention is the criticism followed by reasons and suggestion. While, on the second place was criticism that was elicited from future English language teacher by means of questions. It was also found that the opinion on practicality about feedback is changeable as students tend to give it more credits after some dedicated time to process and comprehend rather than immediate response to it. Lastly, it was found that not only conduction of demo-lessons, but preparation for them and passive observation of peer's sessions can also contribute to development of important skills for teaching.

Keywords: foreign language education, future English language teachers, feedback session, teachers' attitudes, feedback management, peer-teaching sessions, teacher trainer, assessment

Basic provisions

It is widely acknowledged that micro-teaching sessions form an essential component of teacher training programs, enabling students to apply theoretical knowledge in practical scenarios and gain real-life experience. These sessions are a critical period for teacher-trainers, as they guide students and provide valuable feedback to help them progress effectively. Feedback is a key tool for bridging the gap between current performance and desired outcomes, underscoring its

significance in teacher training programs. The study aims to investigate the impact of teacher-trainers' feedback strategies on future teachers. It also seeks to address questions such as how feedback is managed during demonstration lessons conducted by EFL teachers in future training and how teacher-trainer feedback during these sessions influences aspiring teachers. The research highlights the importance of employing specific feedback strategies to enhance the likelihood of acceptance and, consequently, maximize the benefits of feedback sessions. As a result, this study can contribute to raising awareness among novice teachers about the influential role of language in providing feedback.

Introduction

Throughout the years teacher training programs take a vital role in the education system, thereby lately it has been setting up its impetus. More and more research works examine efficacy and necessity of the programs that will allow students to obtain indispensable knowledge and aid to fully discover their potential [1]. Therefore, it is commonly accepted that microteaching sessions are an integral part of the teacher training programs that enable students to actually implement the theoretical knowledge into real practice and supply real life experience. Microteaching sessions are considered to be an extremely responsible period for the teacher-trainer as he/she is the one who directs students to the right path through provision of adequate and effective feedback. Meanwhile, feedback is the most important device that helps to step from current performance to desired [2], which indicates its significance in teacher training programs.

Therefore, a huge number of researches were conducted with the purpose of identification its effectiveness and necessity of implementation. However, on the way of determining its efficacy it is important to investigate not only the feedback delivered by teacher-trainer, but also the way this feedback was given and the language used in institutional talks. Therefore, there is a necessity in in-depth examination of classroom discourse acts as it can directly affect the progress of future teacher as well as his/her professional development. Critical discourse analysis can have a huge contribution in identifying the common pattern and speech acts implemented by teacher-trainer (TT) and future teacher (FT) in the classroom, which is important in description of the whole lesson manner as well as identifying the strategies by which teacher-trainer can achieve long lasting retention of feedback [3]. Consequently, by analyzing the discourse acts of institutional talks it appears to be possible to identify common patterns of speech acts during sessions which lead to long term memorization and the ways to achieve agreement with a student. By closer understanding of classroom discourse and relationship established between the teacher-trainer and the future teachers it is possible to identify useful data that can contribute to enhancement of professional practice and lead to more effective teacher training strategies [4].

Henceforth, the effectiveness of feedback is tightly bound with future teachers' future capabilities to deal with classroom situations, how much endeavor he invests in his/her after lessons and how capable and flexible they are to struggle with barriers of language teaching. To put it in other words, feedback has not only

a big value inside of the classroom, but even to all the onwards performances that students will have independently after teacher trainer programs. Subsequently, it is important to give enough attention to the way future teachers deal with given feedback.

Materials and methods

Peer teaching sessions can build a safe environment where students learn autonomy, increase self-esteem aside from improving communication skills. Furthermore, Chung-Wai and Yang [5], rightly assert that micro-teaching sessions can serve as two-sided tool of meaningful learning for both teacher and students.

With the purpose to reach the objectives the study collected primary as well as secondary data and analyzed them. The study identifies the feedback delivery strategies used by teacher- trainer and how these strategies affect future teachers.

The collected secondary data were taken from the internet, from reliable sources. All the secondary materials were used in order to obtain background knowledge and supplement source for analysis. The literature taken from the internet was trustworthy and was taken from academic journals, books as well as articles of university professors and experts.

The current research employs qualitative research design in achieving the objectives of the study and having an in-depth look at future teachers' attitudes toward feedback. By conducting discourse analysis of feedback sessions, it was aimed to identify and describe the way teacher-trainer delivers the feedback. Consequently, to find common patterns across collected data thematic analysis was conducted.

Research participants. The study was conducted among forty (40) fourth-year future EFL teachers who were enrolled into 'Practice of English Language Teaching: Peer-Teaching' course which consisted of seminar and lecture classes. During the first month, students were provided with theoretical lectures on English language teaching methodology and further discussions on classroom seminars. Subsequently, the next three months students were required to conduct thirty-minute long classroom sessions to their peers with a teacher-trainer as an observer. Overall, there were 10 males and 30 females future EFL teachers whose ages ranged between 19 and 23. According to their first languages, there were three groups of students: Russian speakers (5), Turkish speakers (7), Kazakh speakers (28). Nevertheless, all students were of a sufficient level of English language: Intermediate-Advanced. As well, students had been already enrolled in a number of TESOL courses that equipped them with theoretical background. Moreover, some students had previously gained solid teaching experience not only in an academic framework but also independently from the curriculum.

Practice of English Language Teaching: Peer Teaching is one of the compulsory courses taken by senior students of Education and Humanities faculty majoring in Language Teaching. The course is one semester long consisting of a total 45 hours including 1 lecture and 2 seminars per week. It primarily focuses on ELT problems as well as their solutions by means of observation, discussion of possible suggestions and lectures conducted by the teacher-trainer. Besides each

student was required to teach a full-scale lesson on any topic he/she had chosen. Despite its 30-minute length, it should have been supported with a prearranged detailed lesson plan, tasks, activities, visual aids and other necessary materials. The students were enrolled in the peer teaching sessions not only as teachers, but also as critical observers of the demonstration lesson conducted by their peers.

Nevertheless, benefits of peer-teaching sessions are gained merely in case if future teachers are supervised and provided with proper and effective feedback, which is an indispensable part of any process, namely the educational. The main purpose of which is to provide a comparison of current performance to desired with a view to facilitating improvement and further achievement of set objectives [2]. Additionally, White [6] stated that high-quality feedback is one of the primary elements fostering professional development of future teachers. Nonetheless, the notion of high-quality feedback can be perceived differently by the teacher-trainer and students, which in turn might interfere with its effectiveness [7]. Academician S. Kunanbayeva considers that English teachers' reflection is one of the basic postulates of the new methodology of foreign language education [8, p.54]. Therefore, no matter how beneficial feedback is considered to be, the fact that it can also demotivate and discourage the learning process should not be overlooked.

Research instruments

Feedback sessions. The study was based on the 30-minute long demonstration lessons and following feedback session provided by teacher-trainer. The demonstration lesson covered 30 minutes when future English language teachers were required to conduct a full-scale lesson with their peers with all the supportive materials and aids. Henceforth, in the subsequent feedback session teacher-trainer and peer future English language teachers were free to participate in discussion of the held lesson and give feedback. Feedback sessions were video-recorded.

Interview. The conducted study used an interview with 9 open-ended and further possible follow-up questions in order to expand in-depth comprehension of students' perceptions of given feedback. Additionally, a number of students were free to express their opinions in their first languages, so that language barriers could not cause any inaccuracies. Likewise, the interview was held in an interactive manner with personalized questions demanding fully subjective and individual responses hence gaining qualitative data. All the interviews were video-recorded.

Reflective essays. In accordance with the necessity of data collection and accurate results, not only interviewing technique was utilized, but also interpreting reflective essays. Unlike the interview, reflective essays did not have specific questions to be answered, on the other hand it involved students to focus on self-evaluating their performance and achievement of the lesson's objectives. Therefore, reflective essays played the role of delayed response to teacher-trainer's feedback, since students were obliged to complete it in 3 days after demonstration lesson. Content analysis was done to examine the data obtained from reflective essays to identify coherent and important examples. Concurrently, analyzing the essays, researchers aimed to discern a number of changes in participants' previous and current answers.

Data collection procedure. The data were collected individually throughout the whole period of the course. Firstly, the feedback session of future teachers was video-recorded. After the conduction of demo lessons, each student got individual feedback from peer students together with the teacher trainer based on every part and aspects of their sessions. Afterwards, students were asked to pass the interview with a researcher, which was video-recorded, based on their received feedback and recommendations for further practice. Additionally, for more detailed analysis of their understanding and perception of the feedback, the researchers were provided by a teacher-trainer with reflective essays, which was a compulsory task to complete within 3-day period after the date of demo-lesson.

Results

Discourse analysis of feedback sessions

Each individually delivered feedback was video-recorded in order to do the following discourse analysis in accordance with Tsui's taxonomy [9]. The research does not comprise all categories, but rather the emphasis is on those, which were found to be relevant to the research. Therefore, the following section presents an in-depth analysis of the findings.

Question as test

Questions can be implied for a number of purposes in the context of the feedback sessions. The former one, which is more prevalent to occur in educational settings, is a question as test. For example:

TT: Elicitation...do you know what it means?

TT: What is the difference between warm-up and leading?

The questions above do not require involvement of students' opinions but rather the teacher-trainer's aim is to get specific answers to check general knowledge. Moreover, every time the teacher-trainer failed to get the expected answer, he provided it himself, which turned the deficit of knowledge into the main source of upcoming feedback and discussion. This kind of short examinations and reminders assure that further discussion gets more comprehensible for students. Question introducing "bad news".

Well provided questions can stimulate students to develop self-evaluation and self-criticism on their performance. Question introducing bad news does not give a direct criticism or assessment but elicits it from students by providing a hint for further detection. Accordingly, a student does not feel as being judged but rather enrolled into discussion, consequently leading to self-reflection.

TT: What was the rule of the game?

FT: I'd say there were no rules. They just had to give the right answer. TT: But what about the late students?

FT: I think there was a disadvantage as some late students looked at other students' answers. So they gave the same answers.

TT: Yes, so I think we need to set explicit rules, right?

In the example above, the teacher-trainer sets a question about the rules of a game implying a possible drawback, however does not name it himself by giving an opportunity for a teacher-trainer to find out it herself. Commonly, identification

of a problem is followed by teacher-trainer's agreement or further clarification of a problem. In the example, as the teacher-trainer gets the answer about unclear rules that he expected to get he provides future teachers with verbal agreement.

Report

Report is an objective and factual representation of events happened in the classroom. The feedback, started with a report, rather than straightforwardly going to assessment, establishes the basis for further discussion making students feel welcome to express their views. To put it differently, report can be used to make a smooth onward transition and gradually get to the assessment part.

TT: So she taught you vocabulary about New Year celebration. She showed the picture of the room, where you had to find some items. Then she asked if you knew these words in English. So she elicited the ideas, right?

In the example above, the teacher-trainer gives a report on a particular lesson stage in order to involve students into the discussion of potential pros and cons.

Assessment

Two assessment types from Tsui's taxonomy which were found from the feedback sessions are criticism and compliment.

Criticism

Generally, the purpose of feedback sessions is to provide proper criticism that aids in advancing future teacher's performance. Criticism does not imply a specific person as an assessor but multiple parties. Although all the trainees were free to make the assessment, criticism in the feedback session was delivered by the teacher. It can be expressed by different means, specifically four, as: report, giving reason, advice and question.

Report

In report the teacher-trainer states undesired performance as facts and objective opinion by depersonalizing himself/herself.

TT: When the students gave the correct answers you just said "okay, next!" or you just passed to the next questions. Your speech was quite monotonous and there was no diverse praising which is very important to encourage students.

In the example above the teacher-trainer gives his assessment about the praising in a report form stating the actions as facts.

Questions

Questions introducing negative points can be done in the form of questions posed by a teacher-trainer in order to get the future teacher's own perspective on improper behavior.

Here, the teacher-trainer can ask a question that would indirectly imply a fallibility or ask for a reason to make a specific action.

TT: What do you think about the way you conducted the exercise? Was it individual or pair work? The first question gives future teachers a hint that there was a problem in the way the exercise was conducted. Here a student has a chance to recall that part of a lesson and try to find some possible disadvantages himself rather than getting a ready message. However, the follow-up question more narrowly indicates that the problem was on the interaction pattern. So, this question definitely carries critical intent but no criticism.

Giving reasons

As opposed to report, which only states the problem, giving reasons includes explanation of why the particular performance was found to be unsatisfactory.

TT: Staying the same it is the description of monotonous, right. Well, sometimes it would be better to change everything, right? I think. For the lesson purposes. At first, students might like it, but if you always act the same, they will get used to it and be bored. Sometimes they would like to experience something new.

In the given extract student is being criticized for staying monotonous throughout the lesson. Consequently, the teacher-trainer explains why this kind of behavior should be avoided and to what consequences it might lead to if it happens permanently.

Advice

In the feedback sessions advice is an inseparable part of assessment. After the negative point was expressed the teacher-trainer usually goes to possible solutions and suggestions in order to fix or compensate the shortcoming.

TT: Listening and reading are the tasks that should be done individually. Not in groups. So it would be better to give students an opportunity to take their time and to do it on their own since every student has his/her own pace.

Although all the ways of feedback delivery were listed, in a feedback session it is quite hard to distinguish between them, as usually they come in different combinations and one proceeds to another. However, the skillful use helps to achieve better results than only one coming separately.

Politeness strategies

With the intention of mitigating criticism and achieving mutual agreement and acceptance, the teacher-trainer should avoid face-threatening acts by employing politeness strategies. It can be accomplished by means of: hedges, 'we' and plural 'you', modal verbs, verbs of opinion.

Hedges. One of the ways of softening criticism while providing feedback is considered to be hedging. This makes the teacher-trainer's opinion less straightforward, thus increasing the likelihood of being accepted by a future teacher. The sample extracts from the video record script is provided below:

TT: Maybe you could have raised your voice a bit.

TT: You didn't wait for the students. You kind of jumped to answer. So you were a bit impatient.

In given examples hedging markers "kind of" and "a bit" function as a softening tool to make the feedback more acceptable.

TT: Staying the same, it is the description of monotonous, right. Well, sometimes it would be better to change everything, right? I think.

As it was stated before, one of the main aims of the assessment is to get agreement, thus the teacher-trainer uses the approving word "Right" after giving criticism to achieve a mutual agreement between him and future teachers. 'Right' can be also used for clarifying purposes and simultaneously inviting for a discussion whether students agree or not.

'We' and plural 'you'. To make the criticism less personal a number of

devices can be implemented to the teacher- trainer's speech. One of the most well-known methods of depersonalizing the criticism is using "we" and plural "you". There is evidence in samples below.

TT: We should learn to write learning objectives. This was the abc of our demonstration lessons. TT: Be a bit different. I mean there are still so many warm-up activities, try to be more creative. You can even develop your own styles in time.

The teacher-trainer softened the threat of criticism to an extent by using an inclusive "we" form. Another method the teacher-trainer uses is replacing the personal with the general you. In this way, the teacher-trainer is ensuring future teachers that given criticism was directed to all participants, not only to an individual. In addition, the use of plural "you" underlines criticism as general fault for everyone to be referred to. Moreover, the use of "we" and "you" plural strengthens future teachers' sense of unity as a group members and decreases the anxiety level while being given feedback. It provides the notion that not only you have fallibilities but other participants too and all of them are the part of one community with common goals.

Modal verbs and verbs of opinion. Using modality is one of the ways to mitigate criticism. Typically, modal verbs are devices for expressing criticism not as an obligation but an alternative, leaving space for choice.

TT: Maybe you could have asked them to write the answers for each question and put them up here (points at the board).

TT: It has to be individual because you need to think about the answers, right? It could be done in another way. How?

TT: And if your purpose is to check true/false activity for reading, listening, it would be better to give them questions first, to develop some guesses and then read to answer those questions.

In most cases the criticism was given as a possible piece of advice rather than negative feedback. In all examples the teacher trainer drew tentative conclusions of the situation and observation.

In the example below, the criticism is softened by using an opinion verb.

TT: I think it is better than your explanations or just show the picture first.

The use of such language as 'I think' made the criticism less direct by decreasing the notion of perfection, since the expert expressed his opinion to indicate that he is not really sure that what he was saying was absolutely correct or complete. Accordingly, the trainer succeeded in both softening the criticism and leaving his opinion.

Compliment. The second type of assessment is compliment which indicates the positive comment and appreciation toward the work done. In feedback session all the positive assessment was done by teacher-trainer rather than other trainees. The compliment used in classroom functions as a praise toward the behavior which is considered to be correct and appropriate.

TT: You selected really interesting topic!

You elicited ideas and did not give the answers. It is an important skill for a language teacher and she demonstrated this. Well done!

It was identified that teacher tends to give compliments during and at the end of the feedback sessions. The former one was done for actions or behavior of the teacher during the lesson and were more specific in their meaning. In the first two examples above the teacher specifically points at the selection of the topic and the way the teacher elicited the answers. Meanwhile, compliments given at the end of lessons were given as an assessment to the whole performance, therefore they seemed to be quite general. Additionally, the teacher-trainer used clapping in the end of the lesson, no matter how successfully the lessons was held. This sort of non-verbal compliment was also accepted as a positive gesture from teacher. This kind of positive comments can be perceived by a student not only as a positive comment, but more like a confirmation from the teacher that the work was done well.

However, it was revealed that in feedback session even the positive comment can be followed with criticism.

TT: It was an interesting activity, you laughed, you liked it but it would be a good idea to praise the students who used humor, critical thinking or deep thinking.

Here, the teacher complimented the choice of activity, emphasizing its entertaining and engaging mode. However, the immediate use of ‘but’ after the utterance makes student to expect introduction to a negative assessment. In the example above, the teacher makes a suggestion to improve the interaction between teacher and students, asking him to be more communicative with them. This kind of preceding compliment softens and diminishes following critical intend of teacher. Moreover, acknowledgement of both positive and negative sides of performance builds a balance between the benefit and limitation of a certain activity.

Thematic analysis of interviews

Having analyzed the classroom discourse, the next step reveals how the feedback affects students, which is done by thorough analysis of interviews and reflective essays (Figure 1). Henceforth, both data were compared in order to identify the common patterns causing similar effects.

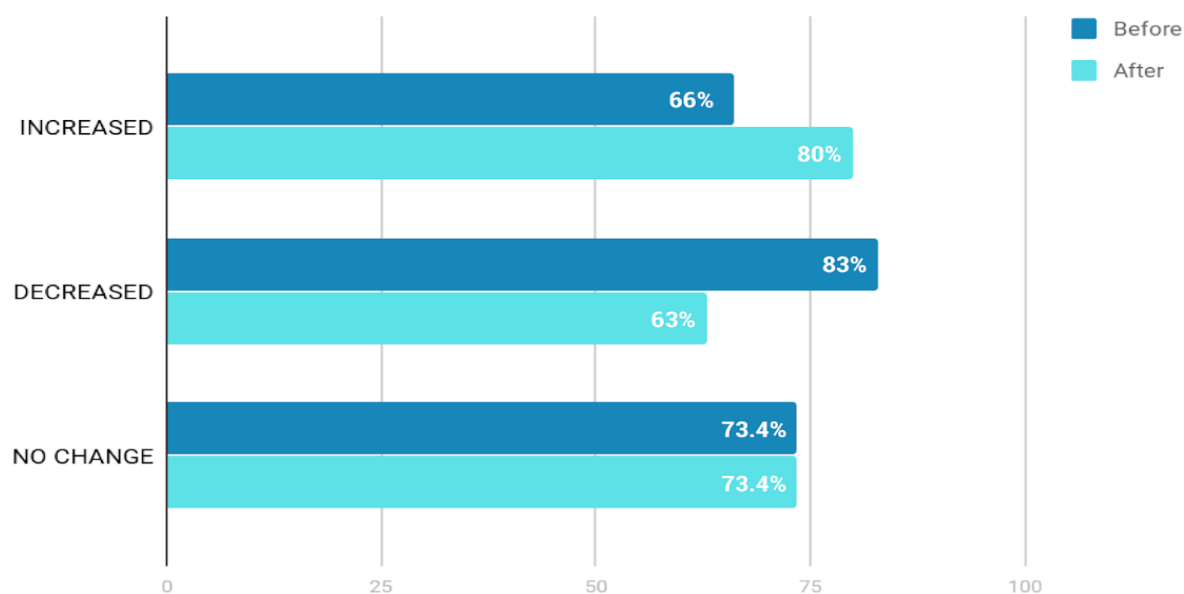


Figure 1 - The change of average mark before and after sessions

The students were asked to evaluate their lessons before and after the feedback session. The following figure explicitly demonstrates that pre and post feedback rates considerably differ from each other. It is apparent from the table that each received feedback had a direct influence on self-evaluation of the students, thus mostly decreasing or increasing rather than leaving it without any shifts. However, it is significant to highlight that almost a half (52,5%) of the participants lowered their rates right after conductions of their demo-lessons, which makes it clear that the initial expectation mark frequently fails to meet the later one. By lowering their marks students showed agreement that the given feedback was truly applicable as it was well-structured and constructive. Moreover, in order to achieve mutual agreement easier several politeness strategies were employed.

The sample extracts from preservice language teachers' answers are provided below:

“Before the lesson I thought it would be perfect! However, after I realized that I had some things that I did not do or that I should have done differently, So, yes... The feedback really helped me to see some missing parts”

“Before the lesson I already expected some of the comments, but after there were more additional information about what I could have changed. So, if to consider the criteria I had to give myself a lower mark than the first time.”

However, what is also important is that 25 percent of students raised their marks, which means that to some extent feedback assisted students to find their strengths. Generally, the average incline in rate made 20 percent.

“The feedback made me change my opinion about my capability. Before the lesson I was only focusing on my weaknesses but after the teacher pointed at some things that I did well, it made me think that the lesson turned out to be better than I expected.”

From the given example it is seen that compliment can make a significant influence on students in case it is as specific as possible, well-constructed and has a strong basis. Hence, the structure of both criticism and compliment cannot be underestimated. Since stating the weaknesses and problems is as pointless as baseless praising.

Besides, there is a third group of people who despite the feedback had no change in their rate toward their demo lesson. Having analyzed their responses in the interview it was revealed that the level preparation was the main factor that prevented them from changing their later rate. As a result, two groups were identified. The former one comprised the students who expressed dissatisfaction with their preparation for demo-lesson beforehand.

“Actually, I do not think that the given feedback somehow affected me, because I already knew my weaknesses. So, I just took the feedback like a further suggestion for my teaching, but it did not affect me”

“It did not affect me much as before the lesson I knew all my weaknesses and when the teacher started listing me them, I just admitted them.”

Meanwhile, the level of preparation for the second group was sufficient enough to prevail over the criticism given at the lesson, since there were not substantial mistakes made.

“The lesson went as I planned and expected. Everybody had a great time. Teacher was kind of surprised when he knew that it was actually my first experience of teaching. So, yeah I was really happy!”

So, when students identify their level of performance before the lesson keeping in mind their possible weaknesses as well as strengths in the lesson, the feedback which confirms them has no apparent outcomes.

Nevertheless, the awareness of the weaknesses does not imply the presence of solutions. Therefore, this prediction did not undermine the authority of feedback or decrease its value. So, it is reasonable to conclude that feedback that did not have an essential effect still can be recognized as efficient (Figure 2).

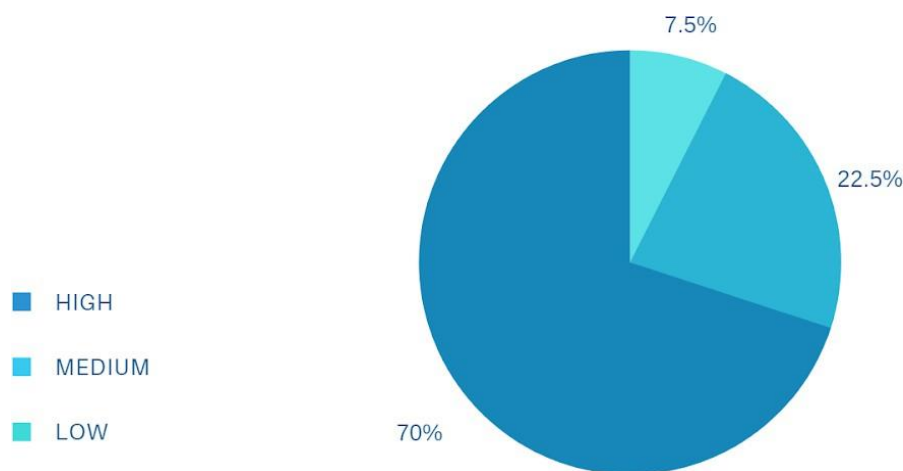


Figure 2 - Participants' evaluation of feedback practicality

In accordance with the interview responses concerning the practicality of the feedback for improving and developing teaching skills, the majority of the participants, accounted for 70 per cent, found the feedback given by teacher-trainer efficient and valuable enough to express high willingness to implement them in future teaching practice. From these findings, it is apparent that the way and language of giving feedback the teacher trainer employed is quite effective. Moreover, even the rest 30 percent of students who described feedback as low and medium practical still acknowledged that at least one piece of advice was applicable for further use.

In addition, at the end of the course, when students were asked to share the most practical tips, everyone was able to remember at least one. Moreover, after re-viewing all the video recordings of feedback sessions, several common patterns were found for long-term feedback memorization. 14 students memorized those comments, which were accompanied with compelling reasons and proper suggestions. Therefore, it was revealed that the criticism of a specific behavior which is followed with the reasons and justification why exactly this act was considered to be unwelcome can provide an in-depth comprehension. Further,

following criticism with proper suggestions and an alternative solution leads to prolonged retention of feedback because breaking up the issue into small steps on the way of finding solutions is followed with explicit discussion and adequate elaboration.

While the common pattern for 9 students' recalled comments was that they were not given directly. In other words, students found and commented on these points themselves. The use of questions introducing "bad news" provides future teachers with two roles as students act not only as passive receivers but on the contrary they are actively involved in detection of mistakes. Moreover, it promotes autonomous learning and self-criticism which leads to acknowledgement of mistakes and promotes better understanding. Additionally, the dynamic interaction between the teacher-trainer and future teacher is the key element of successful learning.

The common patterns of giving feedback for rest 7 students were not identified as they were random and overlapped each other.

Future teachers practiced and developed a number of skills while being enrolled in 'Practice of English Language Teaching: Peer-Teaching' course since they were not only given feedback, but also observed their peers' lessons.

At the very first sessions of the course, teacher-trainer shared the written assessment criteria with the students. Additionally, in order to elaborate those criteria, the teacher-trainer orally introduced them, consequently answering to students' questions and leading to further discussion.

Henceforth, students were aware how the lesson should be constructed, conducted and managed before the session. Being introduced with a certain benchmark, students had to design a lesson by practicing necessary skills to meet those standards. In accordance with interview responses, the practiced skills, which were mentioned the most are: 1) planning the lesson; 2) material selection; 3) time management; 4) public speaking; 5) observation.

"We were told to send the lesson plan one day before the lesson. In my previous teaching I had lesson plans, but they were very rough drafts and I wrote them in my copybook. But this plan had to be detailed including the aims and objectives of every stage and activity. So even designing the lesson plan required a lot of effort."

Therefore, it is seen that particular skills can be practiced and developed not only during the feedback session, but also while preparing the lesson in case requirements and samples are provided beforehand.

"Even after I chose the topic that I liked in the Internet I found tones of information and activities that can be applied. Although it took me so much time it was worthy as I learned to select the proper and useful activities."

Given the opportunity to design lesson from the beginning to the end, which implies no restrictions in topic and material selection, students face challenging task to choose and adapt proper materials from a great amount of variables.

"It was my first time to conduct a full-scale lesson in that short amount of time. So during the preparation and conduction of the lesson I practiced time management skills in order to fit in this 30 minutes."

Since the teacher-trainer set time limitation and highlighted the obligation to follow it, students practiced several skills as time management as they needed to devote specific time to every single activity in order to fit in given time.

“Another skill that I practiced was public speaking. I had to control my speech and tone in order to grab students’ attention and keep them engaged”.

In the teacher-trainers’ assessment criteria there were distinct sections concerning the importance of proper language use, voice as well as gestures. Therefore, students had to practice skills which are important in interaction with groups of people in order to control and successfully manage them.

“The important thing was that I had a chance to observe my peers’ demo-lessons. While participating and listening to feedback that they received I could see their strengths and weaknesses. In my lesson I tried to pick up that strong parts and avoid the mistakes that other students did”.

Accordingly, peer teaching sessions offer an opportunity to enhance observation skills by reflecting on peers’ teaching practice and to learn from one another. Likewise, through watching and listening to the instructor’s and students’ actions and reactions, future teachers develop effective error detection skills which leads to producing their self-feedback at reaching goals. As a result of observation, teachers learn new teaching strategies from their peers and apply them to enhance their own learning experience. Moreover, observation allows a future teacher to relax and vicariously experience peers’ success in their teaching practice.

Discussion

After conducting the research, the results of the thematic analysis of reflective essays can be seen in the Figure 3.

The data which was taken right after the demonstrative lesson indicated that students experienced a range of emotions while anticipating and receiving feedback and a number of changes were identified in participants’ perception and behavior over time. Accordingly, 40 future English language teachers were required to report a reflection essay after their teaching period to encourage writers to analyze their demo lesson and feedback and facilitate self-exploration and work out solutions to problems. The researchers determined to examine changes throughout the time in future teachers’ opinion on their demo lessons and feedback. When participants had to reflect on their demo lessons through interview questions, it triggered a normal grieving process of denial and acceptance, however, reflecting through essays elicited an acceptance process more. Here, it is appropriate that constantly thinking about what you have done and self-reflecting, can change one’s perception. Nevertheless, the researchers observed that getting negative feedback can activate a biological fear response of “fight or not fight” in some participants, since they saw it as criticism. However, a few days after they changed their minds drastically, because their decision was based on emotional state.

The sample extract from participants’ reflective writing is provided below:

“First of all, when I received some feedback at the end of my lesson, I was upset and I can easily say that it demotivated me to teach again. However, when I

came home, I realized that this was my first experience and not everything can be smooth. But despite this, we should not allow some emotions to rule, and now, despite that negative feedback, I want to teach”.

To exemplify, the previous data indicated 70 percent of accepting the feedback as practical, meanwhile the current results rose 20 percent over the initial, making it in total 90 percent.

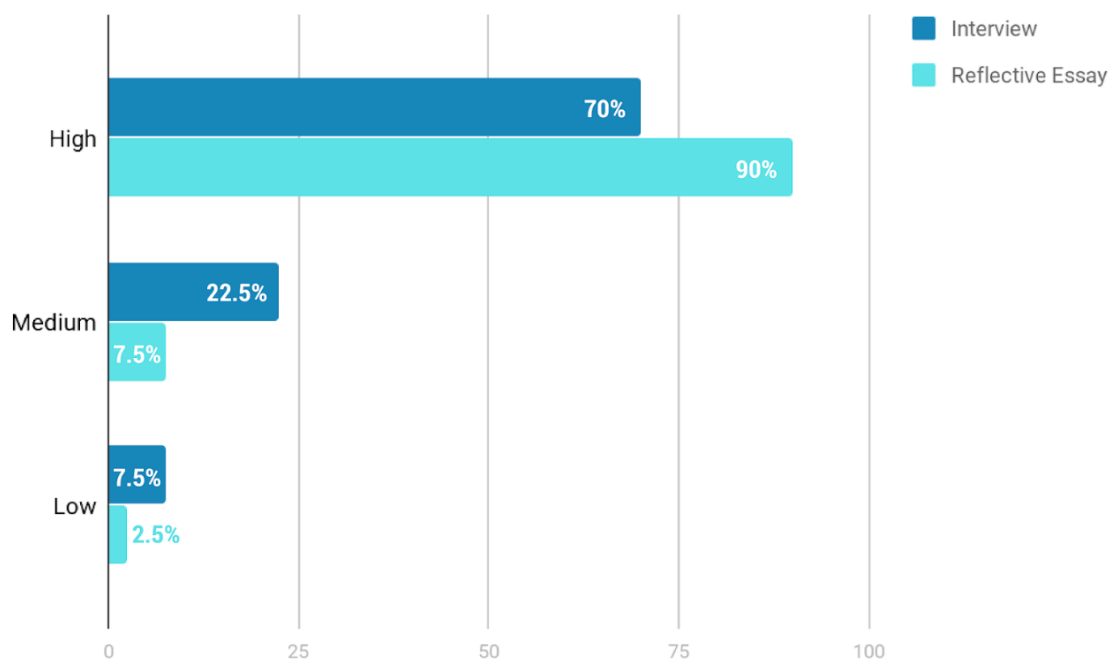


Figure 3 - Participants' immediate and afterwards evaluation of feedback practicality

Conclusion

Feedback is an indispensable part of teacher training programs that prepares future teachers for their future work and aims to equip them with necessary knowledge. Feedback helps future teachers to recognize their weak and strong points of the lessons and guide them to direction that they need to focus on in order to improve professional competence. Giving feedback is a complex process that involves many acts and parties. There is a huge amount of ways that teacher-trainer can implement in his/her feedback delivery, and every strategy can lead to different consequences and perceptions. Therefore, its role and influence on future teachers is an issue that requires special attention. Therefore, in order to identify the impact of feedback that students get in feedback sessions, it is significant to focus not only on the type of feedback, but also on the strategies and language that teacher-trainer uses in classroom. Since the language patterns and devices that teacher-trainer uses in conveying his/her message have significant influence on how it affects the attitude that future teachers establish toward feedback and how successfully they accept it.

This research paper tried to answer following questions:

How does the teacher trainer manage the feedback about future EFL teachers; peer teaching demo lessons?

The findings exposed that in institutional settings feedback has common pattern and usually follows Initiation-Response-Follow-up structure. Teacher is considered to be the main figure who initiates the feedback and discussion in classroom. Moreover, while teacher delivers feedback he does it not in a direct information report, but in a communicative way and tries to get an agreement from receivers. In order to achieve the agreement with future teachers concerning the feedback teacher-trainer usually tends to use specific politeness strategies to mitigate the criticism.

The research revealed that future teachers usually give feedback more credits after a certain period of time devoted to process and fully comprehend it. The reflective essays written after a certain time usually demonstrated greater appreciation and level of acceptance of feedback in comparison with interview responses. Therefore, it indicated that the feedback is not a message that can be immediately decoded the way it is intended to. Moreover, feedback can significantly affect the self-evaluation of future teachers, since it was found that the mark that students usually give their performance after the receiving teacher-trainers' comments is considerably lower than before the demonstration lessons. The decrease in mark can demonstrate that given feedback helped them to see their mistakes at the lesson indeed.

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БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ ӘРІШТЕСТЕРІМЕН АШЫҚ САБАҚ ӨТУ БАРЫСЫНДАҒЫ КЕРІ БАЙЛАНЫС ТУРАЛЫ ПІКІРЛЕРІ

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Андатпа. Мақалада болашақ мұғалімдерге микросессиялар кезінде берген кері байланыстың әсерін анықтауға және олардың кері байланысты қабылдауын зерттеуге бағытталған. Зерттеу мәліметтерін алу үшін сапалы әдіс қолданылды. Зерттеу ағылшын тілінің 40 болашақ мұғалімдерімен ашық сұхбаттасу және рефлексиялық эсселер мен микросессиялардың бейнематериалдарын мұқият зерттеу арқылы жүргізілді. Микросессиялар кезіндегі тілдің формаларын, функцияларын және олардың кері байланысты қабылдау кезіндегі әсерін анықтау үшін дискурстық талдау жүргізілді. Нәтижелер көрсеткендей, оқытушы студенттермен критикаға қатысты келісімге келу және сынды жеңілдету үшін сыпайылық стратегияларын қолданды. Сонымен қатар, кері байланыстың берілу формасы оқушылардың оны қаншалықты жақсы есте сақтайтынына әсер етті. Жадыда сақтаудың ең тиімді әдісін көрсететін бірінші стратегия бұл сынды айтқаннан соң, ол мәселелерді туындатқан себептермен қатар олардың мүмкін болатын шешімдерін талқылау. Екінші орында, оқытушының арнайы сынды табу үшін бағытталған сұрақтарына жауап беру арқылы болашақ мұғалімдердің өздерінің жүргізген сабақтарынан мәселелерді өздігінен анықтауы кері байланыстың жадыда ұзақ сақталатынын көрсетті. Сонымен қатар, кері байланыстың тиімділігі туралы пікірдің уақытқа байланысты өзгермелі екендігі анықталды. Әдетте, болашақ мұғалімдердің дәл микросессиядан соң кері байланыстың пайдальылығы жайлы берілген пікірі, оларға бұл кері байланыста берілген сынды қорытып және түсінуге бөлінген уақытқа қарағанда төмен болды. Қорытындылай келе, ашық сабақтарды өткізіп қана қоймай, сонымен қатар оларға дайындалу және әріптестерінің сабақтарын пассивті түрде бақылау маңызды оқытушылық дағдыларды дамытуға ықпал етуі мүмкін екендігі анықталды.

Тірек сөздер: шеттілдік білім беру, болашақ ағылшын тілі мұғалімдері, кері байланыс сессиясы, мұғалімдердің көзқарасы, кері байланысты басқару, өзара оқыту сабақтары, оқытушы-нұсқаушы, бағалау

ВОСПРИЯТИЕ ОБРАТНОЙ СВЯЗИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА ВО ВРЕМЯ ОТКРЫТЫХ УРОКОВ С КОЛЛЕГАМИ

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Аннотация. Данное исследование направлено на определение влияния обратной связи между инструктором и будущими учителями во время микросессий со сверстниками и изучение их восприятия обратной связи. Для изучения данных в данном исследовании использовался качественный метод. Исследование было проведено с 40 будущими учителями английского языка путем проведения интервью с открытыми вопросами и с тщательным изучением рефлексивных эссе и видео записанных сессий обратной связи. Для определения форм и функций языка во время микросессий и их влияния на восприятие обратной связи будущими учителями был проведен дискурс-анализ сессий. Результаты показали, что инструктор чаще склонен использовать стратегии вежливости для достижения взаимного согласия со студентами и смягчения критики. Более того, форма обратной связи влияла на то, насколько хорошо она была запомнена студентами. Первая стратегия, которая показала самое эффективное удержание в памяти, - это критика, сопровождаемая причинами и последующими предложениями для решения проблемы. В то время как на втором месте была критика, которая была извлечена от самих будущих учителей посредством направляющих вопросов поставленных инструктором. Также, было обнаружено, что мнение о практичности обратной связи является изменчивым, поскольку студенты, как правило, передают ей большую значимость после некоторого выделенного времени на усвоение и понимание, чем немедленная оценка после микросессий. В заключение было установлено, что не только проведение демонстрационных уроков, но и подготовка к ним и пассивное наблюдение за сессиями сверстников могут также способствовать развитию важных навыков преподавания.

Ключевые слова: иноязычное образование, будущие учителя английского языка, сессия обратной связи, отношение учителей, управление обратной связью, занятия по взаимному обучению, преподаватель-инструктор, оценивание

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