DEVELOPING PRE-SERVICE TEACHING SKILLS WITHIN INTERNSHIP PRACTICES THROUGH HOLISTIC FEEDBACK

Dr. Öğrt. Üyesi Ahmet BOZAK
Hatay Mustafa Kemal Üniversitesi, Eğitim Fakültesi, abozok77@gmail.com
Orcid: 0000-0001-5275-051

Abstract

Considering feedback as a crucial professional development strategy through which teacher candidates acquire new perspectives regarding the teaching profession, the current study aims to develop a holistic feedback framework for pre-service teachers and to test its applicability, and also examine the effects of different feedback forms in internships on pre-service teaching skills. This phenomenological study argues that the use of feedback from multiple sources, such as peer discussion, comments from the mentors and visual hints from video recordings, is likely to lead to more effective self-reflection and professional development for pre-service teachers. The relevant qualitative data was collected via individual interviews, peer feedback, and video based self-interview forms. The participants also narrated their feeling, ideas and their personal experiences related to self, peer and digital video based feedback. The results revealed that the participants gained professional development by noticing their own positive aspects as well as deficiencies from the eyes of others; both the constructive and critical holistic feedback made the participants became aware of the preliminary teaching skills and competencies related to instructional management within a real class via holistic feedback. Being one of the few studies on holistic feedback towards teacher education, the study argues that the use of feedback from multiple sources has the potential to improve the self-reflective and critical thinking skills of pre-service teachers, as well as to prepare them for the real teaching environment at school.

Anahtar Kelimeler: Holistic feedback, Peers, Mentors, Teacher Candidates, Self-reflection

ÖĞRETMENLİK STAJ UYGULAMALARI İÇERİSİNDE HİZMET ÖNCESİ ÖĞRETİM BECERİLERİNİN BÜTÜNCÜL GERİ BİLDİRİMLER YOLUYLA GELİŞTİRİLMESİ

Özet

Geri bildirimi, öğretmen adaylarının öğretmenlik mesleğine ilişkin yeni bakış açıları kazandıkları önemli bir mesleki gelişim stratejisi olarak ele alan bu çalışmada, öğretmen adayları için bütüncül bir geri bildirim çerçevesi geliştirilerek, bu yaklaşımın uygulanabilirliğinin test edilmesi ve öğretmenlik staj uygulamalarına yönelik farklı geri bildirim biçimlerinin etkilerinin incelenmesi hedeflenmektedir. Fenomenoloji bakış açısıyla yapılan bu çalışma, akran öğrenciler, ders mentorları ve ders video kayıtları yoluyla elde edilen geri bildirimlerin, öğretmen adaylarının öz-değerlendirme becerilerine ve mesleki gelişimlerine olumlu yönde katkı sağlayabileceğini öngörmektedir. Çalışma kapsamında toplanan nitel veriler, bireysel görüşmeler, akran geri bildirimleri ve video tabanlı öz değerlendirme formları ile toplanmıştır. Katılımcılar öz değerlendirme, akran değerlendirmesi ve video tabanlı dijital geri bildirimlere ilişkin kendi duygu, düşünce ve kişisel deneyimlerini öyküleme yöntemiyle betimlemişlerdir. Çalışma sonuçları katılımcı öğretmen adaylarının, yapıcı ve eleştirel odaklı bütünsel geri bildirimler yoluyla kendi olumlu yönlerini ve eksikliklerini başkalarının gözünden görerek mesleki gelişim elde ettiklerini; ayrıca gerçek öğrenme ortamlarına yönelik sınıf yönetimi beceri ve yeterliliklerinin de farkına varmalarını sağladığını ortaya koymuştur.

Key Words: Bütüncül geribildirim, Akran, Mentor, Aday Öğretmenler, Öz değerlendirme

Introduction

A life-learning perspective is regarded to be essential in every segment of modern society due to current innovations in all sectors. Therefore, individuals are expected to keep pace with current innovations regarding their own professions. The teaching profession is also considered a field that requires continuing professional development, and the teachers should be constantly supported by current professional knowledge and skills since the first years of the profession (Uzunboylu & Sarıgöz, 2015; Aksu et al., 2015).

An effective teacher training approach has been stressed by different studies (e.g. Tigchelaar & Korthagen, 2004; Foertsch et al., 2002), nonetheless, that the training at universities has not been well-structured to enhance practice-focused teaching has often been a matter of discussion. As a result, most pre-service teachers are to cope with different challenges such as stress, insufficient practice experiences, and adapting to new teaching approaches (Schelfhout et al., 2006).

Teacher training is a complicated process linking theoretical knowledge to field experiences. In this respect, internship practices in schools have a crucial role in recognizing the real classroom atmosphere. Pre-service teachers can have a chance to apply teaching activities in real settings and form their initial attitudes towards teaching profession. Furthermore, they experience real school ethos through observing the interaction between students and teachers (Eraslan, 2009).

Peers and instructors often support a fruitful internship period. Pre-service teachers are likely to benefit from internship practices providing them with constructive and systematic feedback. Feedback provides not only self-evaluation and reflection opportunities for teacher candidates whether they are doing well, but also provide self-awareness about their strengths and areas for development in teaching practices (Lemley, 2005). In other words, feedback can function as a professional development strategy through which candidates acquire new perspectives regarding teaching and find assistance in surpassing potential barriers to become a member of the teaching profession. The feedback should also be well constructed and supplied from multiple sources, such as peers, mentors, and pre-service teachers themselves (Showers & Joyce, 1996).

The use of feedback in teachers' professional development has usually been investigated in forms of video-based self-reflection, peer feedback or comments from experts. However, each of these has limitations as they focus on the benefits and challenges of student learning solely through their perceptions and are not combined holistically. At this point, a holistic perspective based on feedback from peers, mentors, video recordings and the teacher him/herself can serve as a developmental strategy through which the teacher candidates can self-reflect upon their current positions in the face of real working conditions and identify necessary skills to be learned to overcome work-related challenges (Hunukumbure et al., 2017).

Teacher training in Turkey predominantly consists of theoretical, pedagogical and vocational courses. The duration of internship is rather short, and the pre-intern training is dominated with theoretical knowledge rather than practical experiences. However, the current study argues that the use of feedback from multiple sources, such as peer discussion, comments from the mentors and visual hints from video recordings, is likely to lead to more effective self-reflection and make better contribution to professional development of pre-service teachers. Accordingly, the aim of this study is to develop a holistic feedback framework for pre-service teachers and to test its applicability. The study examined the effects of different forms of feedback used holistically in internship period of pre-service teachers. The findings are supposed to underpin recommendations for the policy-making about teacher training and professional development of pre-service and tenured teachers.

The Holistic Feedback Sources

A holistic feedback process involves obtaining information from multiple sources which can be used to compose self-reflection regarding performance during internship period (Anderson & Radencich, 2001). As also observed in the studies of Hunukumbure et al. (2017) and Anderson & Radencich (2001), the current study focuses on a holistic feedback model based on gathering information from peers, the mentor and video recordings.

The Peers

Peer feedback refers to a communication process through which pre-service teachers engage in dialogues with other teachers or teacher candidates on performance and professional standards. Such dialogues can enable pre-service teachers to take an active role in regulating their own professional development and monitoring their own performance through feedback from peers. Furthermore, peer comments can facilitate a teacher developing relatively objective judgements about his/her current condition in relation to professional standards (Liu & Carless, 2006). In other words, peer feedback can promote creative brainstorming among teachers and improve classroom management, collaboration, self-reflection, and interpersonal skills of the pre-service teachers. Peers can give feedback in different ways, such as written forms and notes derived from discussions (Sluijsmans et al., 2002).

The Mentor

The feedback from a mentor, as an expert of the teaching profession, is crucial to provide students with more personalized and meaningful feedback, since mentors play supportive and encouraging roles in opening up feedback discussions. (Hunukumbure et al., 2017). In other words, they can stimulate group discussion, and sometimes act like a peer rather than an expert, who stimulates the discussion or encourages giving objective feedback. Feedback from university mentors usually focuses on teaching competencies, learning and classroom management strategies, and classroom activities and materials to be used to facilitate student learning (Trent, 2013). As a result, mentors can play a bilateral role in the holistic feedback process. Contributing to the process by commenting on the effectiveness of instruction while, at the same time, they can assume a participant-observer role trying to get into the perspective of knowledge of social problems and phenomena, experienced by pre-service teachers. In other words, through participant observation mentors can grasp the phenomenon of holistic feedback from the perspective of pre-service teachers, which, in turn, enables them to elaborate their comments (Dressler et al., 2019).

The Video recordings

Video recordings are generally used in teacher training practices to replicate verbal and nonverbal communication in a classroom setting, which can then be used as an information source in the holistic feedback process. Such technologies enhance the effectiveness of teacher training programs by removing time and distance barriers (Israel et al., 2009). Video recordings can provide pre-service teachers with information about their strengths and areas for development in teaching practices. By using this feedback, they can monitor their own performance and identify skills to be improved or acquired. Furthermore, video recordings convey more information about teaching performance than the written comments. Pre-service teachers may find holistic feedback process more accurate in terms of diagnosing performance problems and easier to comprehend when video recordings are used (Hepplestone et. al., 2011).

Self-reflection

Reflective thinking, the term introduced by Dewey in 1933, is regarded to be an effective approach towards teacher training. Reflective thinking can improve teaching skills through logical reasoning based on a cause and effect relationship. It is a systematic process of actions, by means of which pre-service teachers review their teaching practices and methodologies (Goodley,

2018). In this regard, self-reflection consists of skills, such as self-questioning, self-analysis and self-assessment, and requires pre-service teachers to be more active and critical in exploring their professional identities, practices and values. Usually they would seek to rely on their previous learning experiences while acquiring new teaching skills. Accordingly, knowingly or unknowingly, they frequently use the reflective perspective to examine their professional weaknesses and strengths and to solve problems they encounter during teaching practices (Thomas & Packer, 2013).

By means of self-reflection, pre-service teachers progress towards becoming professionals capable of self-criticism. Self-reflection requires feedback regarding the effectiveness of teaching skills. Holistic feedback, with multiple sources of information, can serve as a comprehensive basis for pre-service teachers' self-reflection (Amobi, 2005). For instance, the feedback from peers and the mentor just after a presentation may encourage teachers to think about their teaching skills. However, when these feedback sources are combined with video recordings, they can enhance refection on their current situation with regard to professional standards of teaching through self-questioning, self-analysis and self-assessment. As a result, the study argues that a holistic feedback process can lead to self-reflection about the effectiveness of teaching skills, the identification of skills to be improved, the effects of feedback on teaching practices, emotional reactions to feedback and the effectiveness of holistic feedback process itself (Chaffin & Manfredo, 2010).

Purpose of the Study

In current study aims for teacher candidates to obtain positive attitudes and self-confidence towards the teaching profession by developing a self-critical perspective on their teaching management skills via holistic feedback, which includes peer feedback, expert (mentor) feedback, and video-based self-feedback. Additionally, the study aims to prepare the teacher candidates for the internship period via holistic feedback.

Method

A phenomenological approach was used in the study. Phenomenological approach depicts the thoughts of participants related to the phenomenon, and focuses on the subjective experiences in such a way as to reveal the core knowledge of a phenomenon experienced by the participants (Hall et al., 2016).

This study examines how holistic feedback affects the teaching skills development of the teacher candidates. The relevant qualitative data was collected via individual interviews, peer feedback, and video based self-interview forms. Additionally, the participants narrated their feeling, ideas and personal experiences related to self, peer and digital video based feedback. They expressed how such a learning method affected their teaching skills before and after the implementation as well as during the intern period.

Study Group

The study group consisted of 15 teacher candidates attending a teaching certificate program in a state university in Hatay / Turkey, during the academic year of 2018 and 2019. Participants voluntarily joined the study and narrated their experiences about holistic feedback process. Participants received peer feedback immediately after their lectures, and self-evaluated with the help of video recordings. Four participants were male, while 11 were female. Seven participants graduated from the English Language and Literature Department (at BA Level); and eight graduated from Vocational School of Health and Nursing Department (at BC Level). During the research, participants were coded and listed with pseudonyms as P1-P15 and their opinions were reflected in this way.

The Research Process

The research was conducted in six steps over 26 weeks, including a teaching methodology course (14 weeks) and an internship period (12 weeks). These steps are described as follows.
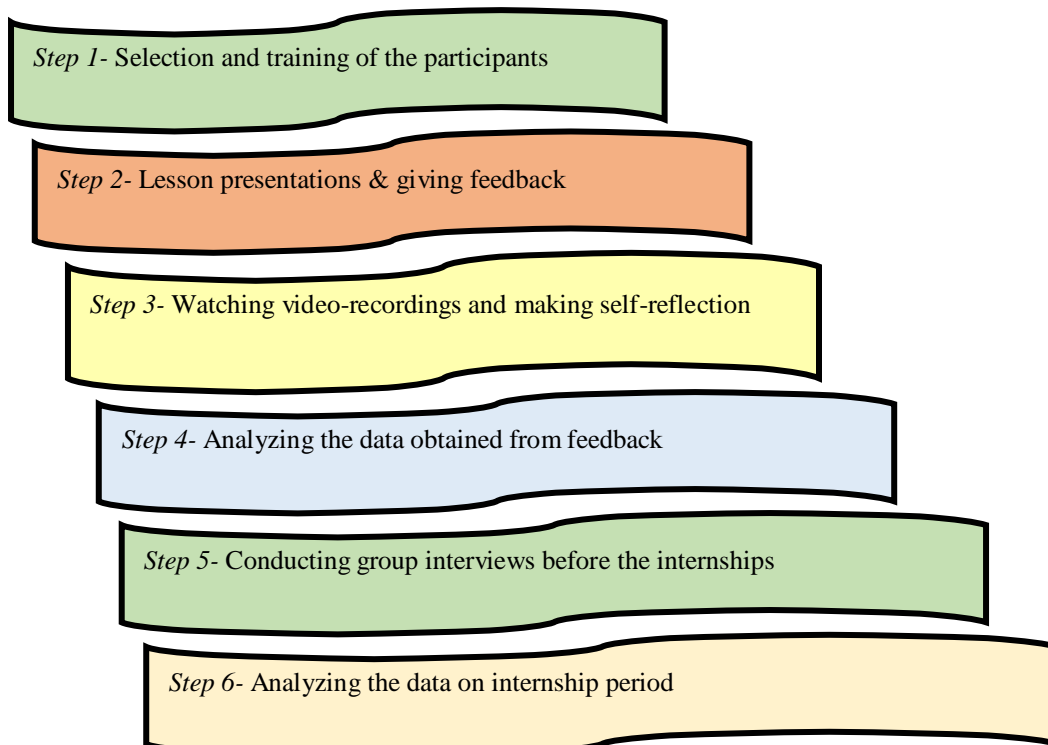
Step 1- Selection and training of the participants

Step 2- Lesson presentations & giving feedback

Step 3- Watching video-recordings and making self-reflection

Step 4- Analyzing the data obtained from feedback

Step 5- Conducting group interviews before the internships

Step 6- Analyzing the data on internship period

Figure 1. The Outline of the Research Process

Step 1- Selection and training of the participants: In the first four-week (16 hours) of the 14-week teaching methodology course, the participants were provided with a brief training on lesson planning, warm-up and motivation techniques, introduction to the target subject, using appropriate methods and techniques in the lesson, effective listening, body language, gestures, facial expressions, tone of voice and diction and finalizing the lesson and assignments. The participants were informed about the use of video-based digital feedback, similar micro teaching practices, peer assessments, expert feedback, and how those methods and holistic feedback contribute to the professional development of teacher candidates. Additionally, the participants were informed about important points while observing and giving feedback to a peer following the presentations. In addition, two pre-service teachers (from English and Health Departments) were tasked only with observing the participants' feelings and thoughts in the process as participant observers.

Step 2- Lesson presentations & giving feedback: First, teacher candidates were asked to prepare a short lesson plan by selecting a topic from their subject area and to present it to their friends. Each presentation lasted an average of 20 minutes and video-recorded. Following the presentations, peer evaluations were made and the peer feedbacks were written down. Teacher candidates were also interviewed and asked to make self-evaluations about their own performance and what they felt during presentations. Afterwards, peers and the mentor

watched the video-recorded presentations and gave additional feedback. While giving feedback, teacher candidates' strengths were praised, and points to be improved were highlighted. The researcher paid ultimate attention to create a positive climate during feedback session. Both peers and the mentor followed a perspective of sincere, supportive and constructive feedback.

Step 3- Watching video-recordings and making self-reflection: In this step, participants watched video-recordings of their own presentations and made self-reflection. In this respect, they narrated what they felt during presentation and expressed their thoughts and experiences about the feedback process. Additionally, via phenomenological interviewing forms, the researcher asked them to evaluate the positive and negative effects of holistic feedback method on their teaching skills and their suggestions to improve this method.

Step 4- Analyzing the data obtained from feedback: The feedback data collected through individual interviews and phenomenological interviewing forms were holistically interpreted by conducting content analysis.

Step 5- Conducting group interviews before internship: Prior to internship period, the researcher conducted group interviews with the participants and asked to observe the effects of the feedback they received in methodology course for internship period.

Step 6- Analyzing the data collected after internship period: At the end of the internship period, the researcher collected data from participants through phenomenological interviewing forms. The researcher evaluated and interpreted what the participants gained through holistic feedback and self-assessments during the methodology course and the extent to which they were able to transfer these gains to internship practices.

Data Analysis

A content analysis was conducted for the feedback sessions. The similar and common participants' opinions were grouped and interpreted for the data obtained from feedback sessions. The findings were supported with direct quotations. In addition, the participants described how the holistic feedback they previously received affected their teaching skills during the internship. Following the internship period, a content analysis was reconducted to review the data collected via narration technique.

Validity and reliability

Trustworthiness can be used as a criterion to evaluate robustness of qualitative research (Daymon & Holloway, 2010; Shenton, 2004). Owing to the nature of qualitative research, more detailed and sincere answers to the research questions are expected. In order to reveal the participants' experiences in detail according to the phenomenology approach, the participants were interviewed by open-ended questions and relevant data was recorded.

Lincoln and Guba (1986) suggested that there should be four main features in a qualitative study: credibility, transferability, dependability and confirmability. Accordingly, the participants were selected through voluntary participation, interview questions were developed through the field experts opinion and the literature review. In addition, data triangulation was achieved by collecting data from multible feedback sources using different techniques, such as interview form and narration. The mentor and two pre-service teachers were participant observers who also intervened in the research process to describe the experiences and thoughts of the participants from a different perspective. In order to ensure transferability, detailed information was given about selection and demographics of the participants, and how the data were collected and analyzed. To ensure the authenticity within the study, the research process was transparently conducted and different perspectives regarding experiences of the participants were accurately and fairly interpreted (Lincoln & Guba, 1986).

Findings

The findings were discussed under the headings of peer feedback, self-reflection and effects of holistic feedback on internship.

a) Findings related to Peer Feedback

1) The Feelings and Thoughts of the Participants

Some of the participants (f=6; 40%) were extremely anxious during their lecture. Even though they had initial anxiety, it diminished in the following parts of the lesson and they even forgot that they were being video recorded, and some participants did not feel any excitement.

> "I was very excited, but I forgot I was videotaped as the lesson progressed." (P-2);

> "I wasn't very excited, maybe it is because I did teaching before. ... I forgot that the lesson was recorded because I focused on the lesson. ..." (P-1);

Even if the video recording caused some stress and nervousness, this was not only due to the video recoeding, and it was a manageable process. Furthermore, it was an opportunity to self-evaluate.

> "... I was excited at the beginning due to recording, still don't think it's not just relevant to being recorded. ... I didn't have any difficulty in reducing or eliminating this excitement over time." (P-6);

> "This practice was an opportunity for me to evaluate myself, I wasn't too excited, however, I was thinking that the things which I was unable to realize myself when I was lecturing would teach me something." (P-8);

2) Expectations of the Participants

Most of the participants (f=12; 80%) stated that this study would contribute to their teaching skills positively; however, three participants (20%) did not think this practice would contribute to their teaching skills at the beginning, but they changed their thoughts at the end of the process and found it beneficial.

> "... I thought this method would be useful to improve ourselves and not to repeat our mistakes as much as possible in the future by taking the opinions of the other colleagues and the teacher. ..." (P-5);

> "To tell the truth, at first, I didn't think such a practice would be effective, but then I had the chance to watch myself at home, ... I noticed that I had to improve my gestures and facial expressions, and also I was so excited, I couldn't even explain exactly the simplest issue as I wanted, ... still it was really a very useful experience for me." (P-13)

3) Findings related to Peer Feedback

Following the presentations, the researcher conducted brief individual interviews with the participants about their feelings and thoughts while lecturing to the class. Following this, the peers gave their feedback, the peers and the mentor also discussed some of the class feedback.

The participants provided feedback within the framework of their methodology course that focused on introduction to lesson, use of instructional methods and techniques, finishing the lesson and giving assignment. The main scope of these feedback was on praising the narrator and finding her/him successful, introduction to the lesson, using gestures and facial expressions, tone of voice and communication skills with the students, asking questions, making student-centered repetition, demonstrating a relaxed, patient stance in the course, making the students practice, and the successful preparation of the instructional tools and materials.
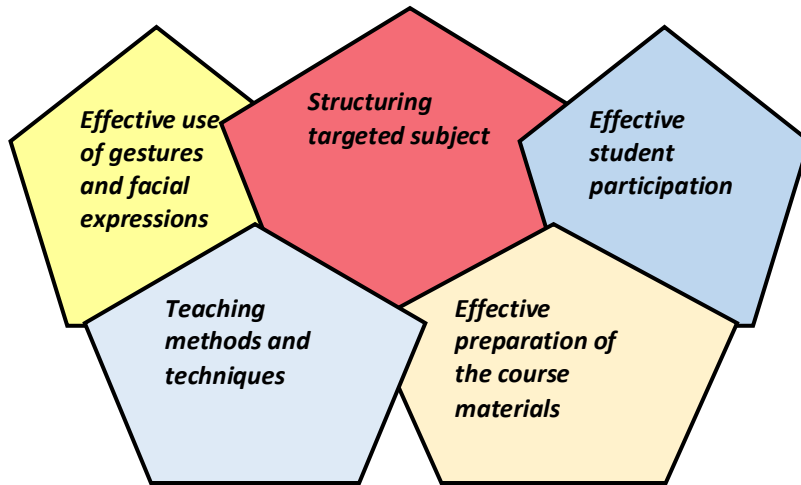

Figure 2. The Main Scope of the Peer feedback

The feedback towards improving the presentations were mostly on the effective use of gestures and facial expressions, structuring targeted subject in detail, ensuring the effective participation of the students in the learning process, elimination of deficiencies related to the application of methods and techniques, and the preparation of the course materials more effectively.

b) Findings related to Self-reflections

The participants stated their views on contributions of the method following the presentations via personal interviews, and via self-reflections after watching their videos. The findings are as follows:

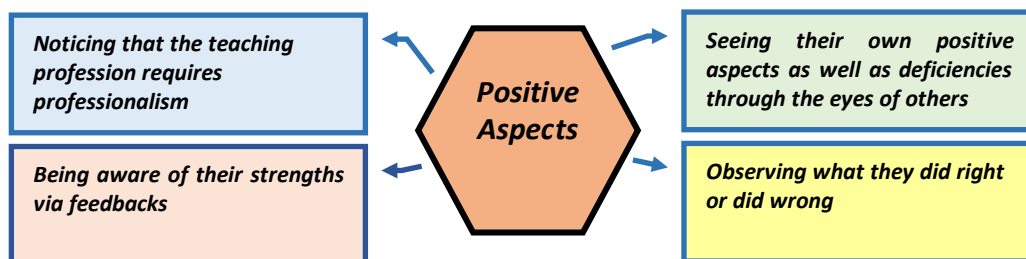*1) The Positive Aspects of Holistic Feedback*

Figure 3. The Positive Aspects of Holistic Feedback

All participants stated that they gained professional development by seeing their own positive aspects as well as deficiencies through the eyes of others, the holistic feedback influenced them positively and they had the chance to observe what they did right or did wrong.

> "This process gave me a chance to observe what I did right and what I did wrong. It was a unique opportunity and experience for me to be able to get feedback from both an expert and a learning audience, and to get feedback from both sides are more effective" (P-3)

> "It was a good experience for me to listen to other friends. We have mutually criticized each other. As a result of these criticisms, lots of my friends and I felt more ready for the internship. My lecture was observed and many different opinions and comments were made. This was very important and useful for me. Thanks to this work, I will start my teaching life more prepared." (P-4);

One of the participants (P-9) regards even the negative feedback as an opportunity rather than criticism for him as stated below.

> "…I saw negative feedback as an opportunity to improve myself. I did not feel like being criticized. On the other hand, positive feedback improved my self-confidence, also gave me the opportunity to reinforce these positive aspects." (P-9);

It appears that the implementation not only made some participants recognize their shortcomings (P-10) but also made them aware of their strengths.

> "…I've noticed my shortcomings but I've also noticed my strengths." (P-10);

Some of the participants stated that they realized they could more willingly perform the teaching profession thanks to these feedbacks, and also noticed that the teaching profession requires professionalism as seen those sentences below.

> "…It made me believe that I could enjoy teaching" (P-11);

> "…I realized that the teaching profession requires professionalism and that I want to do it by trying my best." (P-12);

Those statements above are also confirmed by the participant observers as seen in following sentences.

> "…this method led our friends to make self-criticism. They learned what they should and should not do in their professional teaching lives, and made them more experienced and careful in the later stages." (PO-1);

> "… I witnessed that they well understood the importance of repetition and group work in English teaching, and they applied them for teaching. I also found that they were able to suppress their enthusiasm very well in later presentations, which was an important contribution for them. Most importantly, some of my friends who were not open to criticism at the beginning, learned how to be open to criticism. I think that was crucially important because if a teacher knows how to be open for criticism, she will continuously develop herself" (PO-2).

2) Professional Shortcomings that the Participants Noticed thanks to Self-reflections

The participants stated that they also noticed some personal shortcomings which they should improve regarding the teaching skills in the class. These shortcomings are displayed in figure 4.
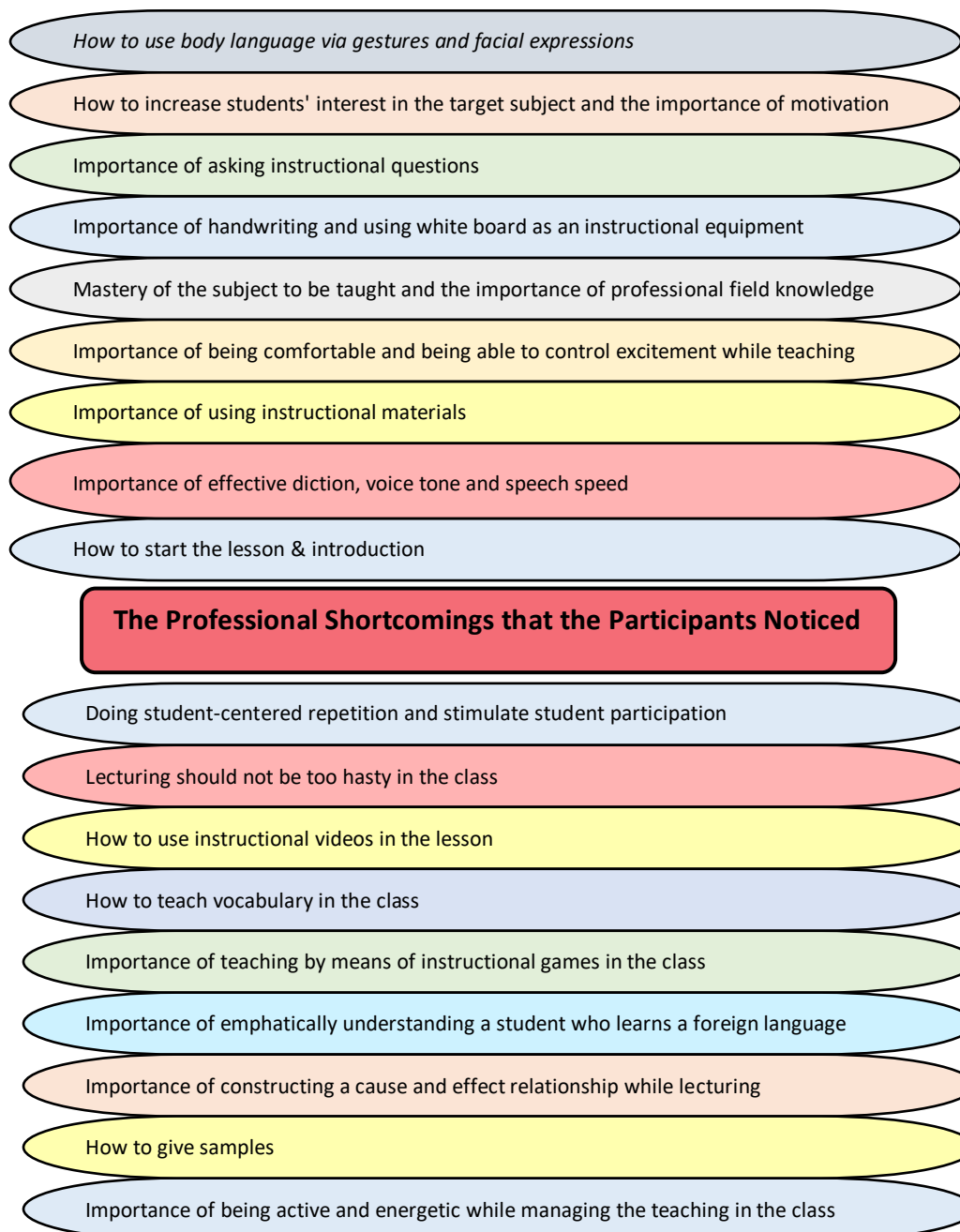
How to use body language via gestures and facial expressions

How to increase students' interest in the target subject and the importance of motivation

Importance of asking instructional questions

Importance of handwriting and using white board as an instructional equipment

Mastery of the subject to be taught and the importance of professional field knowledge

Importance of being comfortable and being able to control excitement while teaching

Importance of using instructional materials

Importance of effective diction, voice tone and speech speed

How to start the lesson & introduction

The Professional Shortcomings that the Participants Noticed

Doing student-centered repetition and stimulate student participation

Lecturing should not be too hasty in the class

How to use instructional videos in the lesson

How to teach vocabulary in the class

Importance of teaching by means of instructional games in the class

Importance of emphatically understanding a student who learns a foreign language

Importance of constructing a cause and effect relationship while lecturing

How to give samples

Importance of being active and energetic while managing the teaching in the class

Figure 4. The Professional Shortcomings that the Participants Noticed via Self-reflections

When table 1 examined, it is observed that the participant pre-service teachers gained self-awareness about the general teaching skills such as using body language, gestures and voice tone, facial expressions, diction (P-1; P-2; P-8; P-13); mastery of the target subject and the importance of professional field knowledge (P-11; P-12; P-14); increasing students' interest for the lesson and motivating the students (P-5; P-7; P-8; P-14; P-15); showing a relaxed attitude away from excitement during the lecture (P-1; P-7; P-13); student-centered repetition (P-2; P-5; P-15); an effective introduction to the lesson (P-2; P-14); teacher's mobility in the class (P-9), and cause-effect relationships while lecturing (P-7).

In addition, participants stated that they acquired different teaching skills and noticed the importance of asking questions, using instructional materials and the white board effectively, using video, teaching vocabulary, using educational and instructive games, being empathic with learners where Turkish was not their first language and giving relevant examples.

> "… the most important point that I realized was the use of my body language, my dialogues could have been supported with facial expressions and gestures while talking to students. I think that the facial expressions and gestures I use are not enough and I should focus on them once again" (P-1);

> "…I understood that I needed to draw more attention of the students, that I needed to use more visual elements and videos on the subject, and that I needed to involve the student in the lesson more actively…" (P-15)

The participants not only highlighted teaching skills that should be improved, but also the skills they successfully acquired as seen in figure 4.

These were the teaching skills such as using the tone of voice and diction effectively (P-1; P-9; P-11); using adequate visual elements in the computer based presentations (P-8; P-9); being good at using the body language with gestures and other facial expressions (P-8; P-11); being relaxed and free of excitement in the class (P-1; P-10); a successful introduction to the subject; using question and answer technique effectively; effective use of white board (P-8); summarizing the subject in a good way; encouraging students to brainstorm (P-9); being mastery of the subject; allowing students to ask enough number of questions (P-10); using appropriate instructional materials (P-7; P-11); applying appropriate methods and techniques for the subject; making the students actively participate in the lesson (P-11); the ability to initiate effective two way dialogues and (C-7); being successful in teaching new words through pronunciation and accentuating (P-1).

> "I emphasize words while speaking so it is more understandable. I have a nice diction; I use the pictures very well on the slides of my presentation. Before I start to the lesson, I'm brainstorming in a good way" (P-9);

> "I use my body language and facial expressions well, I can use appropriate material and methods for the subject, I am active enough while lecturing and can adjust the tone of my voice" (P-11);
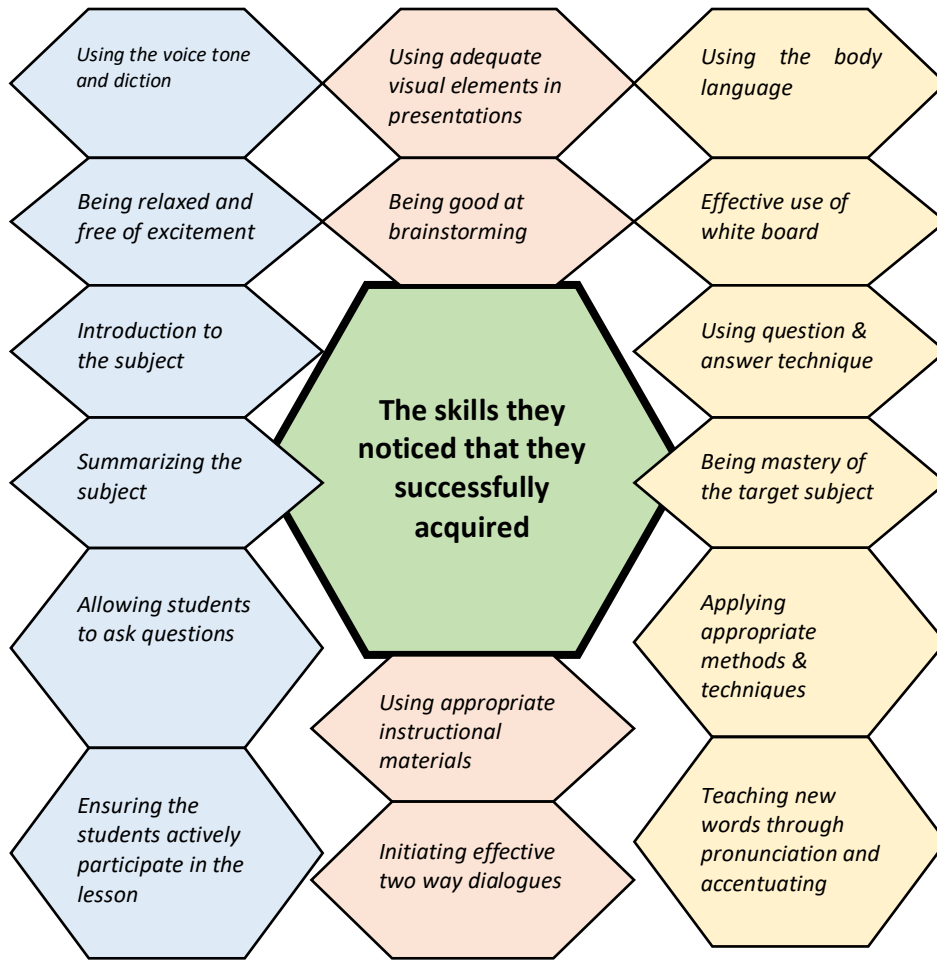
Using the voice tone and diction	Using adequate visual elements in presentations	Using the body language
Being relaxed and free of excitement	Being good at brainstorming	Effective use of white board
Introduction to the subject		Using question & answer technique
Summarizing the subject	**The skills they noticed that they successfully acquired**	Being mastery of the target subject
Allowing students to ask questions		Applying appropriate methods & techniques
Ensuring the students actively participate in the lesson	Using appropriate instructional materials	Teaching new words through pronunciation and accentuating
	Initiating effective two way dialogues	

Figure 4. The skills successfully acquired via feedback

c) Reflections of Holistic Feedback on Internship Practices

All the participants stated that the study contributed positively to the internship practices. In addition, two participant observers, who did not lecture like their friends, stated that the information they obtained through observations positively contributed to their internship practices. When reflections of holistic feedback on internship practices considered, the following results have been observed:

1) In teaching methodology course, pre-service teachers gained preliminary experience in skills such as starting the lesson, motivating students, using gestures and facial expressions, and using voice tone, and then it was easier to bring these experiences into practice in the real classrooms, as a result of this, they developed self-confidence and prepared themselves for intern practices.

"The teaching methodology course made many contributions to me. As I work in a private secondary school now, I had the opportunity to experience the students' motivation in the classroom by practicing what I learned. At the same time, I found that group work can help me to continue the lesson interactively. I witnessed in practice that creating a sweet and balanced competitive environment among students by means of instructional games motivated the students. In addition to such in-class activities, I learned that how important an effective beginning to the lesson which would attract the attention of students, that the teacher's stance, voice tone and facial expressions were extremely important elements while lecturing." (P-3);

In addition, the participants better understood the importance of those strategies, methods and techniques they learned after observing them in real classes at schools.

"…..after having practice what I learned in teaching methodology course, I had better understood how these strategies were important and effective." (P-2);

2) It was observed in the study that the participants had the chance to see and re-evaluate their own areas for development through holistic feedback and avoided repeating the same mistakes by eliminating their deficiencies during the internship period.

"…from the beginning, the course gave me a significant direction on the question of how I can be more useful in this profession. I watched my video myself many times and it was very useful for me to complete my shortcomings." (P-12);

3) It was observed that the participants had some crucial teaching experiences and basically transferred them to internship. Some of these gains are displayed in figure 5 below.
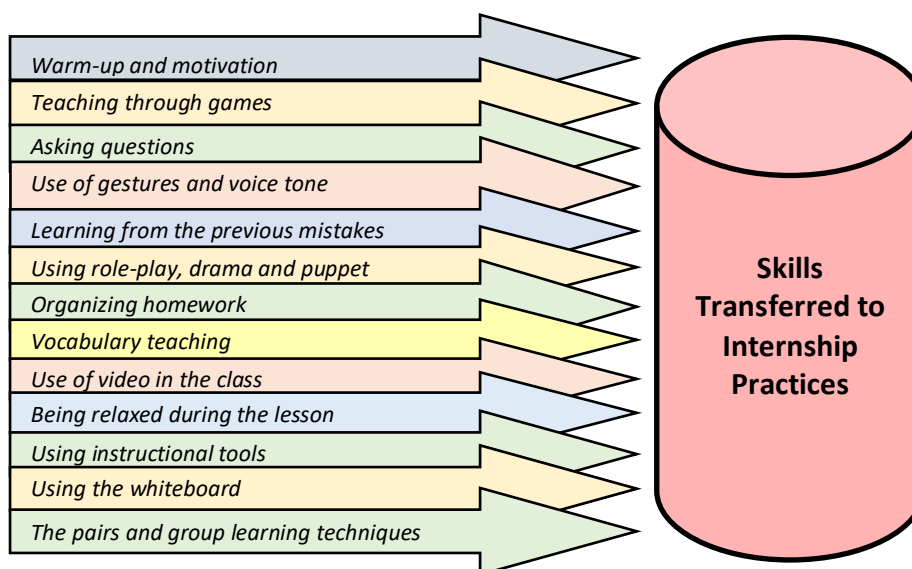

Figure 5. Skills Transferred to Internship Practices

When figure 5 examined, it is observed that the participant pre-service teachers were able to transfer the teaching skills such as introduction to the lesson, warm-up and motivation skills (P-2; P-3; P-5; P-8; P-10; P-11; P-14; P-15); teaching through games (P-2; P-3; P-5; P-10); student-centered repetition and ensuring students' active participation in the lesson (P-3; P-8; P-10; P-14; P-15); effective questioning skills (P-11; P-14; P-15); effectively use of gestures, facial expressions, and voice tone (P-2; P-3; P-15); completing shortcomings and not repeating the previous mistakes during intern period (P-3; P-4; P-12); preparing and using instructional tools effectively (P-7; P-10; P-15); using role-play, drama and puppet methods and techniques for instructional purposes (P-1; P-13); organizing homework and other assignments (P-10; P-15); effective vocabulary teaching (P-5; P-7); instructional use of video in the class (P-8; P-15); being relaxed during the lesson (P-10; P-11); preparing and planning for the lesson (P-9); effective use of the whiteboard (P-2); and using collaborative pairs and group learning techniques (P-3).

The participants stated that they had experiences thanks to the feedback process, additionally, they were able to transfer those experiences into the internship practices.

> "...while I was teaching during the internship, instead of direct introduction to the subject, I managed to attract the attention of the students by asking questions, or sometimes by giving real life examples on the subject. I believe that I made the students actively participated in the lesson by directing questions to the students as well..."(P-14);

Discussion

Most of the participants stated that they had anxiety and nervousness due to video recording during the presentations. Similarly, Bassett et al., (2014) stated that students may feel anxious and nervous during feedback process due to potential poor performance and time management problems. The researcher argues that such anxiety might stem from the fact that their presentation would be observed by the mentor instructor and their peers, and also from lack of teaching experiences and cultural obstacles for critics. However, the majority of the participants were able to manage their anxiety after beginning their presentations. Although anxiety seems to be a disadvantage for the participants, that teacher candidates' being anxious, especially for first time video recorded presentation, is quite natural and even essential for them to understand that they need to manage their anxiety in order to prepare themselves for a real teaching class during the intern period (Hunukumbure et al., 2017).

Although the negative feedback could affect the self-concept and might lead to pessimism and difficulties for the individuals (Thomas & Arnold, 2011; Colletti, 2000), the current study reveals that participants managed to transform themselves to be more flexible for criticism and self-evaluation about their teaching skills. At the beginning of the peer feedback sessions, the participants were reluctant to criticize their friends especially regarding areas needing improvement. However, as time progressed, the participants got used to receiving and giving feedback in a more comfortable way and were more eager to participate in feedback sessions. The study argues that managing the anxiety of receiving negative feedback should also be considered as an important teaching management skill for teacher candidates. At this point the study recommends lengthening the duration of lessons to help participants overcome the anxiety of feedback process. Furthermore, participants suggested that they need at least two presentations in the class. In the first presentation there should be only peer feedback, followed by video recording for the second presentation.

Participant observation also acknowledged that the pre-service teachers became more open to criticism along the study and this obviously was one of the most crucial contributions for the pre-service teachers. Hill (2007) argues that teacher candidates should be open to criticism

and engage in self-criticism to fully grasp the nature of teaching and become transformative intellectuals. Three participants, who previously thought that holistic feedback would not make any contribution to their teaching skills, changed their views positively after the implementation. This finding is consistent with the results of the similar research in the literature. For example, Lynch et al. (2012) found that feedback from self and peers gave rise to reflective practice and enhanced teacher candidates' self-criticism and self-evaluation abilities. The current study argues that the reason why the participants had negative points of views for the practice at the beginning was likely to stem from having no previous teaching experience; therefore, they thought this method was inappropriate for most of them. The participant observers also confirmed this finding by stating that their friends were mostly uneasy at first, but this feeling disappeared as the study progressed.

"…I think my friends had the opportunity to watch and criticize themselves during the presentation with this method. … Most importantly, some of my friends who were not open to criticism at the beginning, learned to be open to criticism. I think that was crucially important because if a teacher know how to be open for criticism, she will continuously develop herself" (PO-2).

"After the first few lessons, the friends felt the comfort of understanding what they had to do. After making their presentations, they had the opportunity to watch by themselves and were pleased to have noticed the right, wrong or missing aspects of their presentations." (PO-1).

At this point, the study argues that instructors should build a sincere and supportive climate to facilitate teacher candidates' understanding the positive or developing aspects of their presentation through individual reflections. In parallel with findings of Adams & Khojasteh (2018) who emphasized the importance of supportive climate, once the participants found out that the holistic feedback was really self-improving and supportive, their beliefs and expectations about the method changed positively as the research process progressed. The researcher, as a mentor, also ultimately stimulated and enhanced the sincere and supportive climate among the participants. Furthermore, as highlighted by Kleinknecht & Schneider (2013) and Weber et al. (2018), using feedback from multiple sources in teacher education could be effective in developing teaching skills of teacher candidates; but they need a mentor's structured support in analyzing complex teaching situations and coping with the complexity of the feedback process.

The main scope of the peer feedback was on teaching skills, such as introduction to the lesson, using gestures and facial expressions, tone of voice, communication skills with the students, asking questions, student-centered repetition, demonstrating a relaxed, patient stance in the lesson, the successful preparation of the instructional tools and materials, structuring targeted subject in detail, ensuring the effective participation of the students in the learning process, and elimination of shortcomings related to the teaching methods and techniques. All participants stated that they gained professional development after seeing their own attributes in teaching as well as deficiencies from the eyes of others. The holistic feedback influenced them positively and they had the chance to observe and evaluate themselves, which is predominantly consistent with the results of the previous research (e.g. Hunukumbure et al., 2017; Lynch et al., 2012; Anderson & Radencich, 2001). Learning the other's interpretations about their presentations led the pre-service teachers to make a multi-faceted and comprehensive assessment on their teaching skills.

The study revealed that both the constructive and critical feedback could make the participants become more aware of technical teaching skills. It was aimed to improve the participants' teaching skills by means of holistic feedback but knowing that mastering the teaching profession is a long term process rather than a "one shot teaching activity". The main focus of the study was that pre-service teachers realized the professional teaching skills are essential while teaching in the class. Thanks to holistic feedback, the participant pre-service teachers were also aware of their strengths in teaching skills, such as using the voice tone and

diction effectively; using enough visual elements in the computer based presentations; being good at using the body language with gestures and facial expression; being relaxed and free of anxiety in the class; successful introduction to the subject; using question and answer technique effectively; effective use of white board; summarizing the subject in a good way; being good at brainstorming; being mastery of the subject; allowing students to ask enough questions; using appropriate instructional materials; applying appropriate methods and techniques for the subject; making the students actively participate to the lesson; being able to construct cause and effect relationships while lecturing; being successful in teaching new words through right pronunciation. Such preliminary experience and being aware of those successful skills could lead to more self-confidence for pre-service teachers and prepared them for intern practice (Weber et al., 2018). In addition, participants had the chance to see and re-evaluate their own deficiencies and avoided repeating the same mistakes by eliminating their deficiencies during the internship period.

The experiences obtained through holistic feedback was valuable for most of the pre-service teachers, one of the participant observers, who didn't directly join the study by presentation and holistic feedback, felt the lack of such an experience during the internship process, she thought it would have been easier for her to have this experience for the first time with their colleagues rather than a real class in intern.

"I felt the lack of not lecturing; I thought it would have been good and more comfortable for me to make a presentation first with my classmates, rather than doing it, for the first time, in a real class." (PO-1);

On the other hand, it was observed that not only direct participation to the study but also indirect observation could have potential to make positive contributions to personal professional development, as one of the participant observers stated that she learned through sole observations during the study.

"……It was a nice and different experience for me to listen to the other teacher candidates. The constructive and supportive criticism after the lesson helped me to observe this process better and to find out my shortcomings by questioning myself. As a result, I believe that my friend and I feel more ready for the internship. During the internship, I learned very well how to play teaching games. I saw the importance of the teaching by turning English into a game. I can say that I learned and practiced to be energetic in the class, the importance of gestures, that I should have developed my theatrical and drawing skills. I also understood the importance of using target language (English) rather than mother tongue; that I should not teach the grammatical structure like a mathematical formula. I applied these points both in my tutoring and in internship process, and got very positive feedback. I can honestly say that I feel really lucky and happy to have taken this class." (PO-2).

Limitations

The finding of the study is limited with views of 15 volunteered teacher candidates who participated in a teaching certificate program in a state university in southern Turkey during the academic year of 2018 and 2019.

Conclusions and Recommendations

Based on findings derived from the participants' views in the study, the study argues that the holistic feedback experiences positively contributed to pre-service teachers' classroom teaching skills. The constructive and critical holistic feedback made the participants became more aware of the technical skills of teaching profession. They learned how to manage their initial anxiety and stress as the study progressed and as a result, felt better prepared for the intern. Self-reflections made them re-evaluate areas for improvement and not to repeat them during the internship period. Participants have learned preliminary teaching skills and competencies related to instructional management towards a real class by means of holistic feedback (by peer, expert teacher and self-reflections via video) as well as indirect observation and discussions on feedback.

Most participants developed self-confidence and self-esteem and felt better prepared for internship thanks to holistic feedback. It is argued that the use of feedback from multiple sources has the potential to improve self-reflective and critical thinking skills of pre-service teachers as well as prepare them for real teaching and learning environment at school. Participants learned not only via holistic feedback but also via indirect observations and discussions along the feedback process. However, the holistic feedback for pre-service teachers in this study were limited with the methodology lessons before the intern period, It is argued that if the facilities towards holistic feedback are communicated over a wide period before the internship; it will likely to contribute to pre-service teachers having a self-reflective and self-critical perspective as a lifelong learner.

Finally, this study has some limitations to be addressed in future studies. This is as qualitative study conducted with a small study group, which implies that the results may not represent general cohort of teacher candidates and may only be transferred to those with similar backgrounds and demographic features. Furthermore, holistic feedback process is a novel experience for all participants of this study and results may differ in studies to be conducted with more experienced students. Future research should focus on the applicability and effectiveness of holistic feedback in larger samples to be selected from different teaching disciplines. Also conducting these studies with different groups of teacher candidates with and without feedback experience can deeply reveal the challenges and benefits of the holistic feedback process.

References

Adams, C., & Khojasteh, J. (2018). Igniting students' inner determination: The role of a need-supportive climate. *Journal of Educational Administration, 56*(4), 382-397.

Aksu, M. B., Aksu, T., Apaydın, Ç., Kasalak, G., Tan, O. ve Şenol, Y. (2015). Aday öğretmenlerin uygulamalı eğitim sürecinin akran danışma ve kliniksel denetim yoluyla desteklenmesi. *Kuram ve Uygulamada Eğitim Yönetimi, 21*(2), 131-160.

Amobi, F. A. (2005). Preservice teachers' reflectivity on the sequence and consequences of teaching actions in a microteaching experience. *Teacher Education Quarterly, 32*(1), 115-130.

Anderson, N. A., & Radencich, M. C. (2001). The value of feedback in an early field experience: Peer, teacher, and supervisor coaching. *Action in Teacher Education 23*(3), 66-74.

Bassett, J., Gallagher, E., & Price, L. (2014). Personal tutors' responses to a structured system of personal development planning: A focus on 'feedback'. *Journal for Education in the Built Environment, 9*(1), 20-34.

Chaffin, C., & Manfredo, J. (2010). Perceptions of preservice teachers regarding feedback and guided reflection in an instrumental early field experience. *Journal of Music Teacher Education, 19*(2), 57-72.

Colletti, L. M. (2000). Difficulty with negative feedback: face-to-face evaluation of junior medical student clinical performance results in grade inflation. *Journal of Surgical Research, 90(1)*, 82-87.

Daymon, C. and Holloway, I. (2010), *Qualitative Research Methods in Public Relations and Marketing Communications.* London: Routledge.

Dressler, R., Chu, M. W., Crossman, K., & Hilman, B. (2019). Quantity and quality of uptake: Examining surface and meaning-level feedback provided by peers and an instructor in a graduate research course. *Assessing Writing, 39*, 14-24.

Eraslan, A. (2009). İlköğretim matematik öğretmen adaylarının" öğretmenlik uygulaması" üzerine görüşleri. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi, 3*(1), 207-221.

Foertsch, J., Moses, G., Strikwerda, J., & Litzkow, M. (2002). Reversing the lecture/homework paradigm using eTEACH® web-based streaming video software. *Journal of Engineering Education, 91*(3), 267-274.

Goodley, C. (2018). Reflecting on being an effective teacher in an age of measurement. *Reflective Practice, 19*(2), 167-178.

Hall, E., Chai, W., & Albrecht, J. A. (2016). A qualitative phenomenological exploration of teachers' experience with nutrition education. *American Journal of Health Education*, *47*(3), 136-148.

Hepplestone, S., Holden, G., Irwin, B., Parkin, H. J., & Thorpe, L. (2011). Using technology to encourage student engagement with feedback: a literature review. *Research in Learning Technology, 19*(2), 117-127.

Hill, D. (2007). Critical teacher education, new labour, and the global project of neoliberal capital. *Policy Futures in Education, 5*(2), 204-225.

Hunukumbure, A. D., Smith, S. F., & Das, S. (2017). Holistic feedback approach with video and peer discussion under teacher supervision. *BMC Medical Education, 17*(1), 1-10.

Israel, M., Knowlton, E., Griswold, D., & Rowland, A. (2009). Applications of video-conferencing technology in special education teacher preparation. *Journal of Special Education Technology, 24*(1), 15-25.

Kleinknecht, M., & Schneider, J. (2013). What do teachers think and feel when analyzing videos of themselves and other teachers teaching?. *Teaching and teacher education, 33*, 13-23.

Lemley, D. C. (2005). *Delayed versus immediate feedback in an independent study high school setting*. Unpublished doctoral dissertation, Brigham Young University, Provo, Utah.

Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation, 1986*(30), 73-84.

Liu, N. F., & Carless, D. (2006). Peer feedback: the learning element of peer assessment. *Teaching in Higher education, 11*(3), 279-290.

Lynch, R., McNamara, P. M., & Seery, N. (2012). Promoting deep learning in a teacher education programme through self-and peer-assessment and feedback. *European Journal of Teacher Education, 35*(2), 179-197.

Schelfhout, W., Dochy, F., Janssens, S., Struyven, K., Gielen, S., & Sierens, E. (2006). Educating for learning-focused teaching in teacher training: The need to link learning content with practice experiences within an inductive approach. *Teaching and Teacher Education, 22*(7), 874-897.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*(2), 63-75.

Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership, 53*(6), 12-16.

Sluijsmans, D. M., Brand-Gruwel, S., & van Merriënboer, J. J. (2002). Peer assessment training in teacher education: Effects on performance and perceptions. *Assessment & Evaluation in Higher Education, 27*(5), 443-454.

Thomas, J. D., & Arnold, R. M. (2011). Giving feedback. *Journal of Palliative Medicine, 14*(2), 233-239.

Thomas, S., & Packer, D. S. (2013). A reflective teaching road map for pre-service and novice early childhood educators. *International Journal of Early Childhood Special Education, 5*(1), 1-14.

Tigchelaar, A., & Korthagen, F. (2004). Deepening the exchange of student teaching experiences: implications for the pedagogy of teacher education of recent insights into teacher behaviour. *Teaching and teacher Education, 20*(7), 665-679.

Trent, J. (2013). From campus to classroom: A critical perspective on approximations of practice in teacher education. *Research Papers in Education, 28*(5), 571-594.

Uzunboylu, H., & Sarıgöz, O. (2015) The Evaluation of Anthropological Attitudes Towards Social Professional and Lifelong Learning in Terms of Some Veriables. *The Anthropologist, 21*:3, 439-449, DOI: 10.1080/09720073.2015.11891833

Weber, K. E., Gold, B., Prilop, C. N., & Kleinknecht, M. (2018). Promoting pre-service teachers' professional vision of classroom management during practical school training: Effects of a structured online-and video-based self-reflection and feedback intervention. *Teaching and Teacher Education, 76*, 39-49.