
ager
Online

List all sources alphabetically at the end of the manuscript under the heading *References* using APA style.

Footnotes are not allowed, and the use of endnotes is discouraged; however, necessary brief explanatory notes, numbered consecutively and marked in the text with superscript numerals, may appear before the References under the heading *Notes*; citations in notes follow the same format as other references.

Graphics

Generally, graphics are not necessary in book reviews. If used, they should be used sparingly. Number tables and figures with Arabic numerals and provide each on a separate page at the end of the manuscript. Prepare tables using tabs not entering data column by column. Indicate placement of figures and tables in text, e.g., *Insert Figure 3 about here*.

Submitting

Manuscripts must be submitted electronically through our online submission system (submissions can no longer be accepted through email). The preferred file formats are Microsoft Word and Rich Text Format (RTF).Please note that space for the publication of book reviews is limited. We are only considering reviews of books published in the current and immediately preceding years (2016-17).

E-mail: anuik @ ualberta.ca *(remove spaces)*

Book reviews are commissioned by our Book Review Editor. Prospective reviewers, please e-mail your CV and review interests to:

Dr. Jonathan Anuik, Book Review Editor
Alberta Journal of Educational Research
7-104 Education North
11210 - 87 Avenue
Faculty of Education
University of Alberta
Edmonton, AB T6G 2G5
CANADA

Tel: (780) 492-0765
Fax: (780) 492-2024
E-mail: anuik @ ualberta.ca *(remove spaces)*
Web site: http://www.edpolicystudies.ualberta.ca/People/Faculty/Anuik.aspx

Indexed

AJER is indexed in the following indexing and abstracting services:

Academic OneFile; ArticleFirst; Arts and Humanities Search; Australian Education Index; CSA Linguistics and Language Behavior Abstracts (Selective); Canadian Business and Current Affairs Complete (CBCA); Canadian Business and Current Affairs Education (CBCA); Communication Abstracts Online; Contents Pages in Education; Current Abstracts; EBSCOhost Education Research Complete; Education Research Index; Educational Administration Abstracts; Educational Research Abstracts Online; Educator's Reference Complete; ERIC (Education Resources Information Center); FRANCIS; MLA International Bibliography (Modern Language Association); Multicultural Education Abstracts (Print); PAIS International (Public Affairs Information Service); Personal Alert (E-mail); Professional ProQuest Central; ProQuest Central; ProQuest Micromedia; PsycFIRST; PsycINFO; RILM Abstracts of Music Literature; Russian Academy of Sciences Bibliographies; SCOPUS (Elsevier BV); Sociological Abstracts (Online); Sociology of Education Abstracts; Special Educational Needs Abstracts; Studies on Women and Gender Abstracts; TOC Premier (Table of Contents); Vocational Education & Training Abstracts (Online); Google Scholar; Synergies: Canada's SSH Research Infrastructure; Cabell's Directory

(main source: Ulrich's Web Global Serials Directory, June 16, 2011)

Disclaimer

The opinions, claims, and conclusions expressed in the articles published in the *The Alberta Journal of Educational Research (AJER)* are those of the authors. They do not necessarily reflect the views or opinions of *AJER*, its editors, its reviewers, the University of Alberta, its administration, or Board of Governors. The research and theories presented in these articles are solely the claims of the contributing author(s). *AJER* assumes no responsibility for damages arising from the use or misuse of information contained in these articles.

Self-Archiving Policy

Authors of articles published in the *Alberta Journal of Educational Research* (AJER) are permitted to self-archive the Page Proof version of their published article in accordance with this Self-Archiving Policy after an embargo period of twelve (12) months from the date of publication. Authors may not, at any time, self-archive the final published version.

The Page Proof version is the version sent to authors for final review after peer review, copyediting, and layout of the article have been completed. The Page Proof version includes the watermark “Page Proof”, a final page bookmark notice, and draft pagination.

After the twelve (12) month embargo period, the Page Proof version may only be self-archived on:

- the author’s personal website;

List all sources alphabetically at the end of the manuscript under the heading *References* using APA style.

Footnotes are not allowed, and the use of endnotes is discouraged; however, necessary brief explanatory notes, numbered consecutively and marked in the text with superscript numerals, may appear before the References under the heading *Notes*; citations in notes follow the same format as other references.

Graphics

Generally, graphics are not necessary in book reviews. If used, they should be used sparingly. Number tables and figures with Arabic numerals and provide each on a separate page at the end of the manuscript. Prepare tables using tabs not entering data column by column. Indicate placement of figures and tables in text, e.g., *Insert Figure 3 about here*.

Submitting

Manuscripts must be submitted electronically through our online submission system (submissions can no longer be accepted through email). The preferred file formats are Microsoft Word and Rich Text Format (RTF).Please note that space for the publication of book reviews is limited. We are only considering reviews of books published in the current and immediately preceding years (2016-17).

E-mail: anuik @ ualberta.ca *(remove spaces)*

Book reviews are commissioned by our Book Review Editor. Prospective reviewers, please e-mail your CV and review interests to:

Dr. Jonathan Anuik, Book Review Editor
Alberta Journal of Educational Research
7-104 Education North
11210 - 87 Avenue
Faculty of Education
University of Alberta
Edmonton, AB T6G 2G5
CANADA

Tel: (780) 492-0765
Fax: (780) 492-2024
E-mail: anuik @ ualberta.ca *(remove spaces)*
Web site: http://www.edpolicystudies.ualberta.ca/People/Faculty/Anuik.aspx

Indexed

AJER is indexed in the following indexing and abstracting services:

Academic OneFile; ArticleFirst; Arts and Humanities Search; Australian Education Index; CSA Linguistics and Language Behavior Abstracts (Selective); Canadian Business and Current Affairs Complete (CBCA); Canadian Business and Current Affairs Education (CBCA); Communication Abstracts Online; Contents Pages in Education; Current Abstracts; EBSCOhost Education Research Complete; Education Research Index; Educational Administration Abstracts; Educational Research Abstracts Online; Educator's Reference Complete; ERIC (Education Resources Information Center); FRANCIS; MLA International Bibliography (Modern Language Association); Multicultural Education Abstracts (Print); PAIS International (Public Affairs Information Service); Personal Alert (E-mail); Professional ProQuest Central; ProQuest Central; ProQuest Micromedia; PsycFIRST; PsycINFO; RILM Abstracts of Music Literature; Russian Academy of Sciences Bibliographies; SCOPUS (Elsevier BV); Sociological Abstracts (Online); Sociology of Education Abstracts; Special Educational Needs Abstracts; Studies on Women and Gender Abstracts; TOC Premier (Table of Contents); Vocational Education & Training Abstracts (Online); Google Scholar; Synergies: Canada's SSH Research Infrastructure; Cabell's Directory

(main source: Ulrich's Web Global Serials Directory, June 16, 2011)

Disclaimer

The opinions, claims, and conclusions expressed in the articles published in the *The Alberta Journal of Educational Research (AJER)* are those of the authors. They do not necessarily reflect the views or opinions of *AJER*, its editors, its reviewers, the University of Alberta, its administration, or Board of Governors. The research and theories presented in these articles are solely the claims of the contributing author(s). *AJER* assumes no responsibility for damages arising from the use or misuse of information contained in these articles.

Self-Archiving Policy

Authors of articles published in the *Alberta Journal of Educational Research* (AJER) are permitted to self-archive the Page Proof version of their published article in accordance with this Self-Archiving Policy after an embargo period of twelve (12) months from the date of publication. Authors may not, at any time, self-archive the final published version.

The Page Proof version is the version sent to authors for final review after peer review, copyediting, and layout of the article have been completed. The Page Proof version includes the watermark “Page Proof”, a final page bookmark notice, and draft pagination.

After the twelve (12) month embargo period, the Page Proof version may only be self-archived on:

- the author’s personal website;

Alberta Journal of Educational Research, Vol. 65.3, Fall 2019, 258-277

Four Shades of Feedback: The Effects of Feedback in Practice Teaching on Self-Reflection and Self-Regulation

Ayşegül Takkaç Tulgar
Atatürk University

This qualitative case study, grounded on self-reflection and self-regulation framework, investigated the content and scope of feedback provided by cooperating teachers, faculty supervisor, peers and students in a practicum school, and the influence of feedback on pre-service teachers' self-reflection and regulation skills. The participants were 28 senior pre-service teachers who attended Practice Teaching course. Data were collected through written feedback reports by the cooperating teachers, faculty supervisor, peers, and the students; these data sets included reflection reports and the answers to open-ended questions by participants. The results of the content analysis revealed that the feedback by cooperating teachers, peers, and students centred on a similar category: the what aspect of pre-service teachers' performance (i.e., behaviours, attitudes, actions). The faculty supervisor's feedback was more comprehensive, addressing the what, why and how aspects of their performance. Whereas the first category of feedback provided a chance for the participants to reflect-on-action, the supervisor's feedback indirectly promoted reflection-in-action.

Cette étude qualitative de cas, axée sur un cadre d'autoréflexion et d'autorégulation, se penche sur le contenu et la portée de la rétroaction fournie par des enseignants coopérants, des pairs, des élèves et un superviseur de la faculté à l'école de stages, d'une part, et de l'influence de cette rétroaction sur les capacités d'autoréflexion et d'autorégulation des stagiaires, d'autre part. Les participants regroupaient 28 stagiaires seniors inscrits au cours de pratique de l'enseignement. Les données ont été recueillies par la lecture de rapports écrits constituant la rétroaction par les enseignants coopérants, le superviseur de la faculté, les pairs et les élèves. Les données comprenaient également des rapports d'introspection et des réponses à des questions ouvertes par les participants. Les résultats de l'analyse de contenu révèlent que la rétroaction de la part des enseignants coopérants, des pairs et des élèves portait sur des aspects similaires. L'évaluation des comportements, attitudes et actions des stagiaires répondait à la question du quoi alors que la rétroaction de la part du superviseur de la faculté répondait de façon plus globale au quoi, qui et comment du rendement des stagiaires. Le premier type de rétroaction offrait aux stagiaires l'occasion de réfléchir sur leur sur leur pratique d'enseignement alors que celle du superviseur leur donnait indirectement la possibilité de réfléchir pendant qu'ils pratiquaient l'enseignement.

© 2019 The Governors of the University of Alberta

As the fundamental period in which pre-service teachers can experience and participate in the teaching and learning atmosphere vividly, practice teaching offers indispensable and invaluable experiences for pre-service teachers. Through field experience, pre-service teachers can be exposed to the exercises of veteran teachers (Akcan, 2010) and have the chance to turn the theoretical knowledge they obtained in their undergraduate education into practical applications (Eröz-Tuğa, 2013). In this sense, practicum provides a precious opportunity to get socialized in the profession (Chien, 2014).

Before shouldering the total responsibility as a teacher, it is vital for pre-service teachers to get the essence of, and rationale behind the professional practices. In this process, feedback coming from members of the practice community becomes a crucial tool serving for the transmission of the experiences of veteran professionals to novices and for the provision of a different outlook for novices to evaluate their performances (Martinez, Taut & Schaaf, 2016). During teaching practicum, pre-service teachers can receive feedback from different stakeholders including their faculty supervisor (Akcan, 2010), cooperating teachers (Akcan & Tatar, 2010; Ong'ondo & Borg, 2011), peers (Yiend, Weller, & Kinchin, 2014) and the students in the practice school (Youssef, 2017). Feedback from these stakeholders presents different outlooks to pre-service teachers, facilitating self-assessment and regulation (Nicol & Macfarlane-Dick, 2006). Receiving feedback from their faculty supervisor affords pre-service teachers a deeper insight into their performances from a more academic stance, whereas feedback received from the cooperating teacher gives them a more practical perspective of their performance. Feedback from peers is also contributory in nature as they go through a similar process and make effort to reach similar goals. The evaluations of the students in the practice school are also essential as they are the real agents exposed to the teaching system of the pre-service teacher. Therefore, feedback including the evaluations of these four different stakeholders naturally provide pre-service teachers with four different perspectives to evaluate their performances and practices. In addition, the content of feedback coming from these members can help pre-service teachers self-reflect on their performances (Kindall, Crowe & Elsaas, 2017) and self-regulate their future plans (Ion, Cano-Garcia & Fernandez-Ferrer, 2017). In other words, upon receiving feedback from different members of the teaching practice process, pre-service teachers can more objectively evaluate their performances by reflecting on their practices and, thus, regulate up-coming practices accordingly.

The concept of feedback has been a topic of continuous investigation with different foci. However, the content of feedback and the effects of feedback received from different stakeholders during practicum on pre-service teachers' self-reflection and self-regulation development is an area that needs further examination. Therefore, taking the central role of feedback in practice teaching into account, this study aims to examine the content and the effects of feedback provided by the members in practicum on pre-service teachers' development of self-reflection and self-regulation. Such a design is expected to contribute to a sounder understanding of what is involved in the feedback and how it influences the pre-service teachers to gain autonomy in their professional careers by improving self-reflection and self-regulation.

Literature Review

Practice teaching can be regarded as the arena where pre-service teachers test their personal, social and professional skills as prospective practitioners. For this fundamental reason, it is essential that they should not be left alone in this process in a sink or swim mentality as the lack

of necessary guidance would result in an atmosphere of chaos (Tillema, Smith & Leshem, 2011). Through feedback pre-service teachers avoid the experience of feeling lost (Pekkanlı, 2011). Regarding the significance of feedback in identifying strengths and weaknesses, Glenn (2006) maintains that "unless student teachers know where their areas for improvement lie, they are likely to flounder with no direction" (p. 91). Buhargiar (2013) adds that feedback presents pre-service teachers a constructive guide for improvement. Defined by Ramaprasad (1983, p. 4) as "the information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way", feedback is considered among the main components of teaching practice and a fundamental right of pre-service teachers to receive (Brodie, Cowling & Nissen, 2009; Copland, 2010; Reiman & Johnson, 2003).

Holding such significance in the practicum process, the concept of feedback has been an issue of examination in teacher education literature. White (2007) investigated 39 pre-service teachers' practicum experiences in terms of their conceptions and expectations of feedback and their views regarding its contribution to their professional practice. The results of the questionnaire revealed that verbal feedback was more effective and the content of feedback was satisfactory in guiding their future practice. Tang and Chow (2007) examined the provision of feedback in post-observation conferences from the learning-oriented assessment perspective. The post-observation conferences and interviews with 21 pairs of supervisors and in-service teachers showed that assessing the field experience through the learning-oriented perspective enabled the in-service teachers to construct professional knowledge and promote self-regulated learning. Based on an exploratory study, Grainger (2015) reported that the feedback preferences of pre-service teachers differed on a scale ranging from more traditional forms of feedback to that promoting more autonomy through self-reflection.

Centering on the content of feedback offered by cooperating teachers, Kahan, Sinclair, Saucier and Nguyen Caiozzi (2003) adopted a think-aloud technique to record feedback by six cooperating teachers. The results showed that classroom management and instruction formed the main feedback content. Rich and Hannafin (2008) examined the self-evaluations of pre-service teachers regarding their practicum performances. The video analysis practice showed that the evidence-based evaluation promoted self-guided inquiry and improved student performance. Akcan (2010) focused on the feedback from 27 pre-service teachers and their faculty supervisors. The video-evaluation sessions promoted reflection and critical evaluation. Considering the approaches and content in providing feedback during practicum, Akcan and Tatar (2010) worked in collaboration with 52 pre-service English teachers, 4 faculty supervisors and 30 cooperating teachers. The field notes, post-lesson conferences and the written evaluations indicated that in contrast to feedback from cooperating teachers which focused more on the evaluation of specific cases, faculty supervisors encouraged performance evaluation in a more critical manner.

Ong'ondo and Borg (2011) analyzed the supervision process from the perspectives of six student-teachers, six faculty supervisors and five cooperating teachers. The semi-structured interviews and document analysis showed that the disorganized supervision resulted in more evaluative and directive feedback. In a case study, Eröz-Tuğa (2013) examined the effects of regular feedback on 11 pre-service English teachers' self-reflection. The results obtained through video recordings pointed at an increase in the self-awareness and self-perceptions of the participants as they became aware of their strengths and weaknesses. Evaluating the effectiveness of feedback in internship, Rodriguez, McKinney, Powell, Walker and Garland (2018) adopted a phenomenological approach to examine the perceptions and experiences of 6

pre-service teachers. The results of the interviews and focus group data revealed that feedback from different stakeholders stimulated effective self-assessment. Weber, Gold, Prilop and Kleinknecht (2018) studied the changes in the professional vision of pre-service teachers regarding classroom management before and after the teaching practicum through online and video-based self-reflection and feedback sessions. The results indicated that the group receiving a combination of peer and expert feedback better self-assessed their performances compared to the other group receiving only peer feedback.

Literature on feedback also presents some studies focusing on the effects of feedback on self-reflection and self-regulation. Most of them examine the integration of feedback in higher education but do not specifically focus on the process of teaching practicum. For example, McGraw and Davis (2017) examined the effects of feedback provided by cooperating teachers on pre-service teachers' self-reflection during practicum. They reported that inquiry-oriented feedback promoted self-assessment and self-reflection. Pereira, Flores, Simao and Barros (2016) examined 605 undergraduate students' perceptions of effective and relevant feedback. The results of the open and close-ended questions showed that learner-centered feedback promoted self-regulation. Tay (2015), through interviews with 13 students, reported that the participants favored the presentation of feedback accompanied with examples instead of mere presentation of feedback rubrics. The participants explained that these examples encouraged self-generated feedback for later evaluation and self-regulation.

Taking self-assessment and feedback from different stakeholders into account, Panadero, Jonsson and Botella (2017) conducted a meta-analysis of 19 studies and reported that feedback promoted self-assessment and self-regulation. Fraile, Panadero and Pardo (2017) investigated the effects of forming rubrics collaboratively with undergraduate students on their self-regulation. The researchers noted that the feedback available during the process of co-creating rubrics encouraged the participants to self-assess their performances and self-regulate their learning process. Ion et al. (2017) examined whether self-regulation is enhanced by written feedback. The analyses of the instructor feedback and of the questionnaires administered to the learners and instructors revealed that feedback enabled the students to better self-regulate their learning process as they could better evaluate their progress.

The perusal of the literature leads to several important conclusions for consideration. First, literature shows that feedback is an essential component in teaching practice because it serves as a guide for pre-service teachers on their way to becoming professionals. The second conclusion is that existing research on feedback lays comparatively less emphasis on its effects on the development of self-reflection and self-regulation. The focus of the existing studies is mostly on the content and scope of feedback as well as the pre-service teachers' perceptions of feedback. The third conclusion is that even though there are some studies examining the impact of feedback on self-reflection and self-regulation in higher education, most of these studies were carried out with undergraduates who had not yet taken part in the practicum process. In the light of these evaluations, it can be concluded that further research is needed to reveal the possible effects of feedback offered by the stakeholders during practicum on pre-service teachers' development of self-reflection and self-regulation. This qualitative case study is intended to examine the content of feedback provided by faculty supervisor, cooperating teacher, peers, and students in the practice school and its effects on the development of self-reflection and self-regulation of pre-service EFL teachers. The study is expected to contribute to a deeper understanding of the significance of different types of feedback in stimulating the professional development of teacher candidates through self-reflection and self-regulation.

Theoretical Framework

This case study was grounded on self-reflection and self-regulation framework. Self-reflection is basically defined as "intellectual and affective activities that individuals engage in to explore their experience, which leads to new understanding and appreciations" (Boud, Keogh & Walker, 1995, p. 19). Lew and Schmidt (2011) maintain that self-reflection is the process of looking back on past experiences and assessing them for future actions. Specifically focusing on the case of teaching, Richards and Lockhart (1996) regard self-reflection as a way to promote teacher autonomy, helping teachers analyze their beliefs, thoughts and the ideas influencing their actions. Introduced as one of the main goals in teacher education especially in the beginning of 1980s along with Schön's contribution (1983, 1987), self-reflection provides teachers with a chance to evaluate their performance from a critical stance and develop more effective approaches (Lee, 2007). Akcan (2010) posits that reflection increases teachers' confidence and helps them take sounder and more conscious decisions regarding their practices. In this sense, the consideration of the case of pre-service teachers attending teaching practicum reveals that self-reflection plays a major role in helping them evaluate their past experiences in directing their future experiences more effectively. During teaching practicum, pre-service teachers need to go back to their prior experiences to identify their strengths and weaknesses and regulate their future teaching.

The pioneer of the concept, Schön (1983, 1987) suggests two types of self-reflection: *reflection-in-action* and *reflection-on-action*. Reflection-in-action takes place during teaching; reflection-on-action occurs before or after teaching. The theorist asserts that both types of reflection stimulate teachers' development as they offer them a chance to think over teaching events from an analytical stance.

In the light of the contributions of reflection to professional development, it is suggested that teachers should be guided to self-reflect on their teaching practices (Lew & Schmidt, 2011). In this sense, the practicum experience can be considered an apposite period when pre-service teachers can be guided to learn how to self-reflect on their practices. This opportunity is thought to help pre-service teachers base their professional identities on sounder grounds.

The second framework behind this study was the concept of self-regulation. Zimmerman (1994, 2000) maintains that self-regulation involves the ability to develop knowledge, behaviors and actions to increase learning. Self-regulation can be explained as a self-directive process providing people with the chance to transform their mental capabilities into performance (Zimmerman, 2008). Others view self-regulation as the act of controlling and directing any process (Boekaerts & Corno, 2005) and a process of change (Forgas, Baumeister, & Tice, 2009). Having metacognitive, behavioral and motivational dimensions, self-regulation covers the capability to organize the process and progress by designating appropriate strategies.

The evaluation of teaching practicum shows that pre-service teachers can adapt themselves to the process and the teaching environment and organize their teaching practices and behaviors accordingly. Promoted by self-reflection, self-regulation can be observed in cases where pre-service teachers control and direct their actions and attitudes in the light of their experiences and self-monitor their actions.

Since pre-service teachers are expected to gain initial experiences during teaching practicum, it is essential that they learn how to reflect on and regulate their teaching practices. Setting out from the self-reflection theory proposed by Schön (1987) and self-regulated learning theory proposed by Zimmerman (1994), this case study examined the content and effects of

feedback in promoting pre-service teachers' self-reflection and self-regulation during teaching practicum.

Methodology

This study adopted qualitative case study design to gain an in-depth understanding of the experiences of the participants in the real practicum setting. Yin (2014) and Bogdan and Biklen (2007) suggest that case study design enables researchers to conduct research in a setting reflecting the authentic and real experiences of the participants.

The study examined the practicum experiences of 28 pre-service teachers receiving feedback from different stakeholders. The main purpose was to investigate the feedback content the participants received and how this content influenced their development of self-reflection and self-regulation. The questions below guided this study:

1. What is the content of feedback from the cooperative teachers and how does it affect the development of self-reflection and self-regulation of pre-service English teachers?
2. What is the content of feedback from the faculty supervisor and how does it affect the development of self-reflection and self-regulation of pre-service English teachers?
3. What is the content of feedback from the peers and how does it affect the development of self-reflection and self-regulation of pre-service English teachers?
4. What is the content of feedback from the students in the practice school and how does it affect the development of self-reflection and self-regulation of pre-service English teachers?

Participants and Setting

The participants of this study were 28 English as a Foreign Language (EFL) pre-service teachers taking Teaching Practice course in the final term of their undergraduate education in 2017-2018 academic year. Ten of them (7 female, 3 male) were studying at English Language Teaching (ELT) Department and eighteen (11 female, 7 male) at English Language and Literature (ELL) Department at the same state university in Turkey. Participants from the ELT department took *Teaching Practice* as a compulsory course in the curriculum. The ELL group voluntarily took this course to get pedagogical formation certificate to become teachers. These participants were selected based on convenience sampling as the researcher was the faculty supervisor of these pre-service teachers.

The ELT students were divided into two groups of five and the ELL group into three groups of six. These five groups went to different secondary schools for their practicum for a 14-week period. All groups were assigned a cooperating teacher in the practice school. The researcher acted as the assigned faculty supervisor for three groups (two ELT groups and one ELL group) and as the assistant faculty supervisor for the other two ELL groups. (In regard to these two roles, the researcher will be referred as faculty supervisor hereafter when feedback cases are mentioned.)

Data Collection Tools

The data were collected through feedback notes provided by the cooperating teachers, the

faculty supervisor, the peers and from the students in the classroom as well as the reflection reports of the participants narrating their practicum experiences and answers to open-ended questions. Feedback provided by the four members formed the first source of the data. The feedback-providers were told to determine the feedback content. The cooperating teachers, faculty supervisor and peers were to provide written feedback on performance observations. Each participant was also asked to keep records of the comments offered by the students. In this way, four types of feedback were documented. The reason for collecting feedback in written form was to keep healthy records of the data for later evaluations.

The second source of data was reflection reports. Each participant was provided with a guide prepared by the researcher in the light of the literature and controlled by two field experts. The guide involved items related to the subject-matter knowledge, teaching qualities, time, stress and classroom management of the performer. The participants were asked to follow this guide for reflection on their own and the peers' practice.

The third data source was the answers to open ended questions provided by the pre-service teachers considering the effects of feedback in their practicum experiences. The questions were about the contributions of the feedback from different agents to their development of self-reflection and self-regulation:

1. How did you benefit from feedback provided by your cooperating teacher in evaluating, regulating and developing your teaching performance?
2. How did you benefit from feedback provided by your faculty supervisor in evaluating, regulating and developing your teaching performance?
3. How did you benefit from feedback provided by your peers in evaluating, regulating and developing your teaching performance?
4. How did you benefit from feedback provided by the students in the classroom in evaluating, regulating and developing your teaching performance?
5. What are the contributions of feedback in general to your self-reflection and self-regulation?

The reflection guide and the open-ended questions were prepared in English and the participants, cooperating teachers and the faculty supervisor kept the reports in English. However, some flexibility was also offered when the participants thought they could narrate their experiences better in their native language, Turkish. The sections in Turkish were translated into English by the researcher and a native speaker proofread the translations.

The rationale behind collecting data from three main sources was to ensure data trustworthiness by examining the issue from different angles. These sources were thought to reflect the effects of different feedback types from a broader perspective.

Data Collection Process and Analysis

Before the main data collection process, the researcher obtained the ethical permission from the related departments. At the beginning of the second term, the researcher organized two meetings with the participants, one for the ELT and the other for the ELL group. Of the 34 pre-service teachers, 28 volunteered to participate in the study. Consent forms informing them of their rights and responsibilities were signed by, and obtained from 28 pre-service teachers and five cooperating teachers to reveal their voluntary participation.

The student participants were instructed to keep written reflection reports considering their

Table 1

The Quantity of Feedback Received by Pre-service Teacher Participants

Feedback provider	The number of feedback notes for one ELT pre-service teacher	The number of feedback notes for one ELL pre-service teacher
Cooperating teacher	5 for each	5 for each
Faculty supervisor	3 for each	
(2 on the video performances)		
(1 on the in-class performance)	3 for each	
(2 on the video performances)		
(1 on the in-class performance)		
Peers	5 for each	5 for each
Students in the practice classroom	3 for each	3 for each
Total	16 feedback notes	16 feedback notes

performances and those of their peers following the guide after each teaching event. The researcher also asked the cooperating teachers to give written feedback to the students on their practices. They wrote five feedback notes for each participant.

The faculty supervisor also gave three written feedback notes (two on video-recordings and one on in-class observation) and conducted mini sessions after each observation, providing a chance for each pre-service teacher to reflect on their performances. At the end of the term, each participant submitted a file that included the records of the feedback from their cooperating teachers, the faculty supervisor, peers and the students in the practicum school; their reflection reports about their performances and those of their peers, and the answers to the open-ended questions were also submitted for analysis. Table 1 shows the quantity of the feedback the participants received from different members.

Qualitative content analysis of the data was carried out in two steps. In the first step, the feedback notes from the four members of the practicum community were analyzed and common codes were identified; the researcher analyzed the reflection notes and open-ended questions in the same way. In the second step, the researcher compared the data available from the three sources. This compare-contrast process was followed to ensure trustworthiness in the analysis process.

In order to strengthen trustworthiness in analysis, the researcher also consulted a field expert to analyze the data set. The internal rate of return analysis revealed that 84,5% of the analysis resulted in exact coding, 11,5% in similar coding and 4% in different coding.

Results

The results of the content analysis centred on two main areas: the content of feedback and the effects of feedback on the development of self-reflection and self-regulation. The data are presented under two sub-sections accompanied by example excerpts from the participants. The excerpts taken from the reflection reports are cited as RR; those from the open-ended questions are cited as OQ. Participants from the ELT Department are referred as ELT P and those from the

ELL Department as ELL P. The detailed results of the study interspersed with participant remarks are presented below.

The Content and Scope of Feedback

The feedback by the cooperating teachers generally focused on an overall evaluation of the participants' teaching performances and mostly included classroom management issues and attitudes towards students. Three of the cooperating teachers offered positive feedback on teaching instances but did not cover the rationale and practical suggestions. One cooperating teacher pointed at some problematic cases of classroom management and suggested alternative ways. The fifth cooperating teacher provided evaluative feedback not in a constructive but in a critical manner focusing on classroom management. The overall consideration of cooperating teachers' feedback can be said to emphasize the *what* aspect of evaluation more than the *why* and *how* aspects. Figure 1 illustrates the common aspects in the effects of feedback on the pre-service teachers' self-reflection and self-regulation.

The type of feedback combining the what, why, and how else aspects of the performances was offered by the faculty supervisor, who offered feedback combining comments about lesson plan, field knowledge, classroom management, teaching skills, stress management and attitudes towards students. The faculty supervisor also provided explanations why certain attitudes and practices were suitable or inappropriate. In addition, she made some suggestions on alternative ways of teaching, which formed the how else component.

The feedback coming from the peers was mainly about the overall teaching performance and stress management. Peers' attention was on how much stress was experienced by the performer and how this was reflected in the performance. Peers also paid attention to classroom management issues.

When providing feedback, the students in the practicum classroom focused on the attitudes of the performer more than any other aspect. They reflected the need to establish a warm and friendly atmosphere in the classroom.



Figure 1. The Common Codes in the Participant Comments

The Effects of Feedback on the Development of Self-reflection and Self-regulation

This sub-section presents how feedback from different members of the practicum process affected the pre-service teachers' development of self-reflection and self-regulation. The effects of feedback from these four members are presented under four headings below. The presentations include direct participant comments that were made as part of their responses to the open-ended questions.

The effects of feedback from the cooperating teachers on the development of self-reflection and self-regulation. As stated in the previous sub-section, feedback coming from the cooperating teachers generally focused on the what side instead of the why and how else sides of the performances. In the answers to open-ended questions, the participants mostly stated that feedback on classroom management increased their awareness of the importance of managing the classroom for effective teaching. With the help of the cooperating teachers' comments, the pre-service teachers started to pay more attention to the management component in the actual classroom environment. One participant referred to the benefits of feedback from her cooperating teacher as follows:

> Before being on the stage in a real classroom, I wasn't much aware of importance of management in teaching. Especially during my first and second teaching performances, I experienced some management problems, negatively affecting my motivation and performance. After the class, my cooperating teacher gave me feedback pointing at the problems in my performance and some hints to adopt. Now, I feel more confident in classroom management. (ELT P8-RR)

The same participant also explained how the feedback from the cooperating teacher contributed to her self-reflection and self-regulation: "I think receiving feedback from my cooperating teacher raised my attention to the points to which I hadn't paid attention before. I believe her feedback helped me reflect on my practices more consciously and organize my teaching better." (ELT P8-OQ)

Having similar experiences, another participant noted that he considered himself lucky to work with a cooperating teacher. He stated that he benefited from the cooperating teacher's field experiences in regulating his performances:

> Observing what and how our cooperating teacher taught, how she approached the students and how she managed the classroom and talking about our performances with her was a great chance for my development. Through her constructive feedback, I can now better self-evaluate my performance and regulate future teaching performances. (ELL P13-OQ)

The feedback focusing on the attitudes of the pre-service teachers towards the students in the practicum schools was another point contributing to self-reflection and regulation. One participant noted that in the first few weeks, she had some trouble in establishing friendly interaction with the students in the classroom. After reflecting on the performance with her cooperating teacher, she was pleased to identify the problem and tried to have better relationships with the students:

> In the first three weeks, I couldn't establish a good relationship with the students in the classroom. And, in my first performance, I had trouble because almost none of the students wanted to participate in my lesson. It was a discouraging experience for me. After the performance, my cooperating teacher

> helped me to find out the possible problem: we concluded that I did not have enough eye contact with the students. I am really glad that she helped me reflect on my performance and fix the problem. (ELL P6-RR)

The feedback from the cooperating teachers focused more on what happened during the pre-service teachers' performances, emphasizing effective classroom management. The pre-service teachers, in the light of the feedback from the cooperating teachers reported to evaluate and self-reflect on their performances. Realizing their strengths and weaknesses, the participants tended to shape their plans and activities to promote effectiveness and act according to the needs of the students, which helped them self-regulate their teaching behaviors and actions.

It can be inferred that the cooperating teachers with professional experience helped pre-service teachers evaluate their practices based on experiences. The feedback coming from the cooperating teachers enabled the participants to understand possible drawbacks in their performances and helped them reflect on their practices for betterment. In addition, shared experiences of the cooperating teachers enabled the pre-service teachers to regulate their up-coming performances. All in all, the feedback from the cooperating teachers offered a chance for the pre-service teachers to evaluate their performances and regulate their future practices in a more practical and effective manner.

However, as the feedback from the cooperating teacher mostly centered on the what part of the performances, the content of cooperating teacher feedback may be inadequate to cover the multi-dimensional nature of teaching practice. This comparatively limited content of feedback was compensated by feedback provided by the faculty supervisor.

The effects of feedback from the faculty supervisor on the development of self-reflection and self-regulation. Feedback by the faculty supervisor was more of an inclusive nature covering different dimensions in language teaching, ranging from the *pre-teaching phase* that includes preparing the lesson plan to the *while-teaching phase* that involves managing classroom, time and stress, adopting effective teaching techniques, and having positive attitudes towards students. The supervisor feedback also covered the *post-teaching phase* by reflecting on the performance.

Regarding the pre-teaching phase, one of the participants commented that the feedback from the faculty supervisor helped her understand how to design an efficient plan as she was not offered knowledge about lesson planning in her department (She was from the ELL department). She stated that the lesson plan guide helped her reflect on her plan and feel self-confident:

> Before our first teaching performance, our faculty supervisor reminded us of the necessary components in a full lesson plan and showed us an example. After the session, I reflected on my plan and identified the drawbacks. I conducted an effective first teaching performance with the new plan through her guidance and this increased my self-confidence and motivation. (ELL P17-OQ)

The focus on the field-specific knowledge and teaching techniques was also a source stimulating self-reflection and self-regulation. The faculty supervisor provided feedback on the problematic cases helping the participants reflect on their practices and figure out the problems. She then explained why the adopted technique/s caused misunderstanding and offered some alternative ways. A participant narrated one of his teaching experiences, exemplifying this aspect in supervisor feedback:

> In my second teaching performance, the subject was Present Perfect Tense. As we don't have this tense in Turkish, I tried to teach it by first explaining the rules and then giving some examples. But, I saw that most of the students didn't understand the tense. After the performance, I and my supervisor negotiated about why students failed to understand the subject. Then I realized that the way I explained the tense was beyond the knowledge of the students. (ELT P5-RR)

The above participant referred to the same case in his answers to the open-ended questions. After helping him find out the problem, the supervisor went over the problem and suggested that the participant teach Present Perfect Tense starting from Simple Past Tense as the students already knew the latter. The participant stated that this experience contributed to his future teaching events and developed his reflective skills: "The way my supervisor showed me the problem and her constructive suggestions contributed to my reflective skills. Now, before any teaching event, I can think of better and more effective ways of teaching the subject." (ELT P5-OQ)

The time and classroom management aspects were also mentioned to develop self-reflection and self-regulation. As the participants were all new to the profession, they experienced challenges in the real classroom. It is through the feedback from their faculty supervisor that the participants could reconsider their performances to manage time and the class. A participant referred to the effect of feedback on her reflection and regulation:

> During my first teaching experience, there were some back-sitters keeping on talking despite my warning. After the session, my supervisor told me the possible reasons for their behavior and advised me to have group work activities to engage all the students. This suggestion contributed to the way I reflect on my practices. I can now design more engaging-activities. (ELL P9-OQ)

Another participant experiencing some problems with time management also appreciated supervisor feedback. She reported that she could not finish the course content in due time. She noted that the supervisor advised her to pay attention to timing in her plan and do some rehearsal before the real performances. Taking advantage of these suggestions, the participant expressed her experience as follows:

> I had trouble finishing my class on time. After my second performance, my supervisor told me to prepare my plan keeping timing in mind. She also advised me to have pre-teaching practices as a way to overcome time management problems. With the help of her feedback, I now try to have better timing in my performances. (ELT P3-RR)

Stress management was another significant component in supervisor feedback. Since the participants were going through the initial phases of their professional lives, they naturally experienced tension and stress before, during and after teaching sessions. Touching upon this problematic aspect, supervisor feedback enabled the participants to reflect on their experiences and identify the sources of stress as expressed by a participant:

> In my first two performances, I really got stressed and this almost ruined my performance. After the second session, I told my supervisor I was afraid of making mistakes in front of my teachers, peers and students. She suggested me to correct my mistakes in a natural way and keep my class going. In my next performance, I kept it in mind. Now, when I make a mistake, I immediately think of a way to correct it without getting stressed. (ELL P4-OQ)

Attitudes towards the students in the practice school were also among the content of the faculty supervisor's feedback. As the students were at the secondary level, they had some age-related characteristics. Some of the participants had difficulties in maintaining good relationships with them and it sometimes negatively affected their teaching as was mentioned by a participant under one of the above sub-headings (excerpt from ELL P6-RR). Another participant having such a negative experience reported benefitting from supervisor feedback on the same issue:

> There was a group of students in one of the classes with whom I couldn't establish healthy communication in the first month. They didn't concentrate on my lesson. I asked my supervisor what to do. She told me it is important for this age group to feel they are cared about and advised me to have some mini chats with them during breaks. I followed this suggestion and changed the way I approached them. After talking to them in a few breaks, this group started to participate in my class. (ELL P10-RR)

Compared to the content of feedback by the cooperating teachers, the feedback from the faculty supervisor was more comprehensive in that it covered not just the while-teaching stage but also the pre- and post-stages of the teaching event. The faculty supervisor provided the pre-service teachers with comments referring to both the practical and the theoretical aspects of the practice.

Considering the multi-dimensional nature of teaching composed of and affected by the pre, while and post stages, one can infer that the rich content of supervisor feedback enabled the participants to consider their performances from not only a practical but also a theoretical perspective. This combination naturally enabled them to broaden their perspectives and reflect on their practices from different angles. The participants developed a new outlook on how to assess their performances by identifying the strong and weak areas, improving their self-reflection.

The participants also noted that they developed self-regulation in the light of the supervisor feedback. They regulated their teaching events better by designing more student-centered plans and shaping their approach to students. Therefore, supervisor feedback grounded in a combination of theory and practice can be said to help the pre-service teachers self-reflect on previous teaching events and self-regulate the future ones.

The effects of feedback from the peers on the development of self-reflection and self-regulation. The content of feedback from the peers mostly centered on stress management. As the participants shared similar emotions during their performances, they included stress-related issues in their feedback. One of the participants stated that his peer's feedback focused on the negative effects of his stress reflected in his behaviors:

> After one of my performances, my friend told me that she observed signs of stress in my performance as I had hesitations in answering students' questions and having quaver in my voice. Thinking over my performance, I thought she was right. (ELL P15-RR)

The same participant also noted that his friend suggested he should think as if he had been alone in the class. The participant reflected on this suggestion and adopted it. He observed that although the strategy did not totally eliminate his stress, it helped him control the teaching stress.

Being observed by their faculty supervisor and cooperating teacher naturally put pressure on the participants. Sharing this negative experience with one of her peers, a participant received constructive feedback helping her manage her stress: "When talking about the stress caused by being observed, one of my peers told me that she previously had the same feeling but now she can control it. Her experience convinced me that I could also control my stress." (ELT P7-OQ)

The content of peer feedback was mostly on the common experiences of the participants. The practicum experience naturally creates tension and stress for the pre-service teachers. Since the content of peer feedback focused on stress and stress-management, the participants naturally reflected on their stress-related experiences. Realizing that their performances were affected by stress, the participants tried to benefit from peer suggestions and regulated their attitudes accordingly. Therefore, peer feedback with a focus on the common experiences among pre-service teachers can be considered as an avenue for the participants to reflect on their experiences and adjust their future actions, improving their self-reflection and self-regulation.

The effects of feedback from students on the development of self-reflection and self-regulation. The students in the practicum school provided feedback generally in an informal way: through their dialogues with the pre-service teachers during the breaks. They placed emphasis on the need for good relations between teachers and students. Receiving feedback with such content, a participant noted that the establishment of friendly relationships between teachers and students was indispensable to attract student interest to lessons:

> During a break, one of the students in the class approached me and told me that she really liked my approach to students. Our professors had told us about this but hearing it from a student really increased my awareness. (ELL P2, OQ)

Another participant narrated a case in which one of the students complained about not being given the right to speak enough in the class. The participant stated that he did not realize it; yet, after receiving complaint from the student, he reflected on his specific practice:

> During my second performance, one of the students told me that he was not given much right to speak or answer the questions. At first, I thought it was not true but after calmly reflecting on my practice, I realized that he was right. Now, I try to give equal chance for each student to participate in the lesson. (ELT P2-OQ)

The overall results revealed that the pre-service teachers in this study received feedback from four sources. Each source centered on a different aspect of the teaching performances. The cooperating teachers focused more on the practical features of the practices, drawing on their agency and classroom experience; the faculty supervisor involved a more academic stance covering the theoretical aspects; feedback from the peers reflected a content commonly experienced by the pre-service teachers during practicum; the students in the practice school placed more emphasis on friendly interaction. The participants naturally self-reflected on their performances taking each feedback perspective into consideration. They also reported development in their self-regulation as they identified their strengths and weaknesses and organized their future teaching events. They benefitted from the feedback to regulate their teaching behaviors and practices. In sum, the four types of feedback enabled the participants to develop self-reflection on previous experiences and self-regulation on future practices.

The observed changes in the participants' behaviors and actions resulting from

feedback. Receiving feedback from four different agents actively participating in the practicum process, the participants reported and were observed to gradually regulate their behaviors and actions. For example, as a common concern among the participants (ex., ELT P8, ELL P13, ELL P9), classroom management was a striking area in which the participants showed observable progress as they regulated their classroom conduct. Organizing group work activities, having good interaction with students and treating them equally were all signs of self-regulation. The participants experiencing challenges in classroom management also regulated their teaching by preparing more detailed lesson plans to better manage time and stress (ex., ELL P15, ELL P17, ELT P3). Considering their attitudes towards the students in the practice school, those participants (ex., ELT P2, ELL P10) who experienced difficulty establishing good communication with the students tried to adapt their attitudes to the needs of the learner profile. In addition, some participants (ex., ELT P5) regulated their instruction to adjust to the learner profile.

These examples and narrations pointed to the contributions of feedback received. The feedback from different members increased the participants' awareness regarding certain aspects in their attitudes, behaviors and performances and promoted their self-reflection. In addition, as the participants tried to adopt the suggested strategies, they were observed to regulate their behaviors. However, the long term and permanent effects of the feedback on their self-reflection and self-regulation could not be observed in detail because of the time limitation in the practicum experience.

Discussion

Teaching practice is an empowering arena for pre-service teachers to observe the profession in its real context and experience the controlled sense of being teachers. Thus, they should not be left alone to experience the profession or teaching practice through a trial and error process. Consequently, feedback should be an essential component in the practicum process to equip pre-service teachers with initial experiences and support their development. Investigating the effects of four types of feedback offered by the members of the teaching practice process, this study revealed that feedback enabled the participants to keep on track, and also assisted them develop their self-reflection and self-regulation. In the light of these results, several aspects can be discussed.

The first aspect is about the content of feedback given by the four parties. The feedback from the cooperating teachers mostly centered on the issues of classroom management and attitudes towards the students, two major essential aspects for effective education (Arıkan, Taşer & Saraç-Süzer, 2008; Darling-Hammond, 2000; Marzano, Marzano & Pickering, 2003; Thompson, Ransdell & Rousseau, 2005). In addition, the cooperating teacher feedback was on the situation-specific cases, as also reported in the results of the research by Akcan and Tatar (2010). The reason behind this conclusion can be related to the experiences of the cooperating teachers in real classroom contexts. Since the cooperating teachers had between 8 and 15 years of professional experience, they were aware of the importance of managing classrooms for effective teaching. As regards the effects of cooperating teacher feedback, it was observed that the participants benefitted from their feedback in two key ways: first in evaluating their practices and then in shaping future teaching events. Considering the comments of the cooperating teachers, the participants went through a process of evaluating their classroom conduct and then organized their behaviors and actions accordingly. With the help of the feedback from the

cooperating teacher, the participants experienced improvement in reflecting on their previous practices and regulating future ones.

The second aspect is related with the effects of feedback from the faculty supervisor. The faculty supervisor evaluated the performances from a critical stance covering pre, while and post stages of the teaching performances. This result reflecting the nature of supervisor feedback in promoting self-reflective skills is in line with the reports of Akcan (2010) and Yiend, Weller and Kinchin (2014), who noted that the supervisor comments encouraged the participants to self-reflect on their practices. As teacher educators shouldering the responsibility of training prospective teachers who are expected to self-reflect, faculty supervisors shape their feedback in a way that offers multi-dimensional evaluation. The rich content of feedback seems to have provided the participants in this study with an example of how they should reflect on their practices as required in the profession.

The faculty supervisor encouraged the participants to critically reflect on their performances by asking them about the possible reasons for the challenges they faced or the rationale behind their actions. This component stimulated the participants' self-reflection as an outsider, as also indicated by Akcan (2010). Crichton and Gil (2015) and Denton (2018) also referred to the role of mentor feedback in developing a reflecting and critical stance for the development of self-regulation.

The faculty supervisor also focused on the how else component, offering alternative strategies to adopt in similar cases. Participant remarks revealed that these alternative suggestions helped them widen their perspectives and take more practical action, promoting their self-regulation for future actions. As also suggested by Donovan, Güss and Naslund (2015) and Kartchava, Gatbonton, Ammar and Tromovich (2018), they went through a process of dynamic decision making stimulated by self-reflection. Considering the transition between self-reflection and self-regulation, Kostons, van Gog and Paas (2012) maintain that "for self-regulated learning to be effective, students need to be able to accurately assess their own performance on a learning task and use this assessment for the selection of a new learning task" (p. 121).

The third aspect relates to feedback from the peers and the students in the practice school. Whereas the peers centered on classroom and stress management in their feedback, the students emphasized the attitudinal and relational aspects of the performances. Both feedback types enabled the participants to gain a new outlook for further reflection on their performances. Therefore, there must be strong connections between the novel perspectives and the motive for regulating future actions. With the comments of their peers and the students, the participants re-shaped their attitudes, activities and actions as also expressed by the participants in Yiend et al.'s (2014) and Youssef's (2017) studies.

In the light of Schön's (1983, 1987) differentiation between reflection-in-action and reflection-on-action, the evaluation of the feedback from four members of the practicum process reveals that all feedback types mainly served for the purposes of reflection-on-action. In the reflection-on-action sessions, the participants mostly received comments on their practices and attitudes from the cooperating teachers, peers and the students—forming the what side; and comments on the practices, encouragement for thinking over the performance and suggestions of alternative ways of practicing from the faculty supervisor—forming the what, why and how else aspects. Therefore, it can be concluded that whereas the feedback covering the what aspects primarily promoted reflection-on-action, the why and how else components indirectly stimulated reflection-in-action.

In sum, the results revealed that the feedback from the different members presented new viewpoints for the participants in making decisions, acting and evaluating their actions. One can infer from the participant comments that they re-shaped their behavioral, metacognitive and social outlook through the feedback. Based on these results, it can be maintained that feedback in practice teaching encouraged the participants in this study to reconcile their theoretical and practical knowledge in line with the demands of the real classroom environment and become more autonomous as prospective practitioners by helping them develop their self-reflection and regulation skills. This autonomy-developing effect of feedback was also referred to in previous research (Agudo, 2016; Akcan & Tatar, 2010). Chaffin and Manfredo (2010) mantain that autonomy can manifest itself through self-reflection. In the light of these results, several implications can be drawn and pedagogical suggestions made to increase the effectiveness of feedback:

- Feedback plays an essential role in practice teaching which is a critical bridge between being a student and becoming a teacher. Therefore, pre-service teachers need guidance in this process which can be mostly provided through feedback.
- As there are many active stakeholders in the practicum, they can work in harmony to determine the content of feedback collaboratively.
- Since feedback is a guide for reflection on previous performances and for regulation for future performances, it should cover the what and why aspects of performances for reflection and the how and how else aspects for regulation.
- To provide constructive and effective feedback, feedback providers can refer to the cases in which they had similar experiences and suggest proper solutions to be applied in real contexts.

Limitations and Suggestions for Future Research

The main limitation in this study is the number of the cooperating teachers and the faculty supervisor. Consequently, future research can be carried out with more cooperating teachers and faculty supervisors providing feedback to pre-service teachers. The second limitation may be related to the generalizability of the results based on the nature of qualitative research. Since there were a limited number of participants, the results cannot be generalized to a larger population. Therefore, to reach more generalizable results, future research can also integrate quantitative data.

Conclusion

Investigating the effects of four types of feedback on pre-service teachers' development of self-reflection and self-regulation, this case study accentuated the contributions of feedback in encouraging the participants to learn how to reflect on their performances and how to regulate their future teaching events. A positive connection was reported between the content of feedback provided by four participating members of the practicum experience and the participants' development of self-reflection and self-regulation. The comprehensive feedback based on evaluations from the cooperating teachers, peers and the students pointed at similar aspects; the multi-dimensional feedback offered by the faculty supervisor emphasized the

peculiar technical and practical aspects of teaching. This feedback collectively contributed to the pre-service teachers' understanding of how to evaluate their performances from a critical stance and how to regulate their future teaching events.

Since practicum is a process in which the pre-service teachers can observe and experience the profession in its authentic setting, they should be guided through feedback with a rich content covering all aspects of teaching. For this purpose, faculty supervisors and cooperating teachers should take the full responsibility to provide feedback to the practice students. In addition, they should inform practice students and students in the practicum schools about the significance of feedback and encourage them to contribute to the professional development of teacher candidates.

References

Agudo, J. (2016). What type of feedback do student teachers expect from their school mentors during practicum experience? The case of Spanish EFL student teachers. *Australian Journal of Teacher Education, 41*(5), 36-51. http://dx.doi.org/10.14221/ajte.2016v41n5.3.

Akcan, S. (2010). Watching teacher candidates watch themselves: Reflections on a practicum program in Turkey. *Profile, 12*(1), 33-45.

Akcan, S. & Tatar, S. (2010). An investigation of the nature of feedback given to preservice English teachers during their practice teaching experience. *Teacher Development, 14*(2), 153-172. doi:10.1080/13664530.2010.494495.

Arikan, A., Taşer, D., & Saraç-Süzer, H. S. (2008). The effective English language teacher from the perspectives of Turkish preparatory school students. *Education and Science, 33*(150), 42-51.

Atjonen, P. (2012). Student teachers' outlooks upon the ethics of their mentors during teaching practice. *Scandinavian Journal of Educational Research, 56*(1), 39-53. doi:10.1080/00313831.2011.567395.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theory and methods* (5th Edition). Boston: Pearson Education, Inc.

Boekaerts, M. & Corno, L. (2005). Self-regulation in the classroom: A perspective on assessment and intervention. *Applied Psychology: An International Review, 54*(2), 199-231.

Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning experience into learning*. London: Kogan Page.

Brodie, E., Cowling, E., & Nissen, N. (2009). *Understanding participation: A literature review*. London, England: NCVO, IVR & Involve.

Buhagiar, M. A. (2013). Mathematics student teachers' views on tutor feedback during teaching practice. *European Journal of Teacher Education, 36*(1), 55-67. doi:10.1080/02619768.2012.678484.

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. doi:10.1177/1057083709354161.

Chien, C. (2014). Pre-service English teachers' perceptions and practice of field experience and professional learning from expert teachers' mentoring. *Teachers and Teaching: Theory and Practice, 20*.

Copland, F. (2010). Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. *Teaching and Teacher Education, 26*, 466-472. doi: 10.1016/j.tate.2009.06.001.

Crichton, H. & Francisco, V. (2015). Student teachers' perceptions of feedback as an aid to reflection for developing effective practice in the classroom. *European Journal of Teacher Education, 38*(4), 512-524. doi:10.1080/02619768.2015.1056911.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives, 8*(1).

Denton, A. (2018). Improving the quality of constructive peer feedback. *College Teaching, 66*(1), 22-23. doi:10.1080/87567555.2017.1349075.

Donovan, S., Güss, D., & Naslund, D. (2015). Improving dynamic decision making through training and self-reflection. *Judgement and Decision Making, 10*(4), 284-295.

Eröz-Tuğa, B. (2013). Reflective feedback sessions using video recordings. *ELT Journal, 67*(2), 175-183. doi:10.1093/elt/ccs081.

Forgas, J. P., Baumeister, R. F., & Tice D. M. (2009). *Psychology of self-regulation. Cognitive, affective and motivational processes*. New York: Psychology Press Tylor & Francis Group.

Fraile, J., Panadero, E., & Pardo, R. (2017). Co-creating rubrics: The effects on self-regulated learning, self-efficacy and performance of establishing assessment criteria with students. *Studies in Educational Evaluation, 53*, 69-76. http://dx.doi.org/10.1016/j.stueduc.2017.03.003.

Glenn, W. J. (2006). Model versus mentor: Defining the necessary qualities of the effective cooperating teacher. *Teacher Education Quarterly 33*, 85-95.

Grainger, P. (2015). How do pre-service teacher education students respond to assessment feedback? *Assessment & Evaluation in Higher Education*, 1-13. doi:10.1080/02602938.2015.1096322.

Kahan, D., Sinclair, C., Saucier, L., & Nguyen Caiozzi, N. (2003). Feedback profiles of cooperating teachers supervising the same student teacher. *Physical Educator, 60*(4), 180-193.

Kartchava, E., Gatbonton, E., Ammar, A., & Tromovich, P. (2018). Pre-service English as a second language teachers' beliefs and practices. *Language Teaching Research*, 1-30. doi:10.1177/1362168818787546.

Kostons, D., van Gog, T. & Paas, F. (2012). Training self-assessment and task-selection skills: A cognitive approach to improving self-regulated learning. *Learning and Instruction, 22*, 1121-132. doi: 10.1016/j.learninstruc.2011.08.004.

Lee, I. (2007). Preparing pre-service English teachers for reflective practice. *ELT Journal, 61*(4), 321-329.

Lew, M. & Schmidt, H. (2011). Self-reflection and academic performance: Is there a relationship? *Advances in Health Sciences Education, 16*, 529-545. doi:10.1007/s10459-011-9298-z.

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management the works: Research-based strategies for every teacher*. Alexandria, VA: Association for supervision and curriculum development.

McGraw, A. & Davis, R. (2017). Mentoring for pre-service teachers and the use of inquiry-oriented feedback. *International Journal of Mentoring and Coaching in Education, 6*(1), 50-63. https://doi.org/10.1108/IJMCE-03-2016-0023.

Nicol, D. J., Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199-218.

Ong'ondo, C. & Borg, S. (2011). 'We teach plastic lessons to please them': The influence of supervision on the practice of English language student teachers in Kenya. *Language Teaching Research, 15*(4), 509-528. doi:10.1177/1362168811412881.

Panadero, E., Jonsson, A., & Botella, J. (2017). Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. *Education Research Review, 22*, 74-98. http://dx.doi.org/10.1016/j.edurev.2017.08.004.

Pekkanlı. I. (2011). Designing a questionnaire attempting to discover mentors´ feedback in the professionalism of the foreign language teacher candidate. *Journal of Language Teaching and Research, 2*(3), 600-604. http://dx.doi.org/10.4304/jltr.2.3.600-604.

Pereira, D., Flores, M., Simao, A., & Barros, A. (2016). Effectiveness and relevance of feedback in Higher Education: A study of undergraduate students. *Studies in Educational Evaluation, 49*, 7-14. http://dx.doi.org/10.1016/j.stueduc.2016.03.004.

Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science, 28*, 4-13.

Reiman, A. J., & Johnson, L. E. (2003). Promoting teacher professional judgment. *Journal of Research in Education, 13*, 4-14.

Rich, P. & Hannafin, M. (2008). Capturing and assessing evidence of student teacher inquiry: A case study. *Teaching and Teacher Education, 24*, 1426-1440. doi: 10.1016/j.tate.2007.11.016.

Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge Univ. Press.

Rodriguez, J., McKinney, T., Powell, S., Walker, Z., & Garland, K. (2018). Was this feedback useful? Examining the observation and feedback process for pre-service teachers. *Teaching Education*, 1-18. doi:10.1080/10476210.2018.1508281.

Schön, D. A. (1983). *The reflective practitioner. How professionals think in action*. New York: Basic Books.

Schön, D. A. (1987). *Educating the reflective practitioner. Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass Publishers.

Tang, S. & Chow, A. (2007). Communicating feedback in teaching practice supervision in a learning-oriented field experience assessment framework. *Teaching and Teacher Education, 23*, 1066-1085. doi: 10.1016/j.tate.2006.07.013.

Tay, H. (2015). Setting formative assessment in real-world contexts to facilitate self-regulated learning. *Educational Research for Policy and Practice, 14*, 169-187. doi:10.1007/s10671-015-9172-5.

Tillema, H., Smith, K., & Leshem, S. (2011). Dual roles-conflicting purposes: a comparative study on perceptions on assessment in mentoring relations during practicum. *European Journal of Teacher Education, 34*(2), 139-159. doi:10.1080/02619768.2010.543672.

Thompson, S., Ransdell, M. & Rousseau, C. (2005). Effective teachers in urban school settings: Linking teacher disposition and student performance on standardized tests. *Journal of Authentic Learning, 2*(1), 22-36.

Weber, K., Gold, B., Prilop, C., & 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. https://doi.org/10.1016/j.tate.2018.08.008.

White, S. (2007). Investigating effective feedback practices for pre-service teacher education students on practicum. *Teaching Education, 18*(4), 299-311. doi:10.1080/10476210701687591.

Yiend, J., Weller, S., & Kinchin, I. (2014). Peer observation of teaching: The interaction between peer review and developmental models of practice. *Journal of Further and Higher Education, 38*(4), 465-484. doi:10.1080/0309877X.2012.726967.

Yin, R. K. (2014). *Case study research design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Youssef, L. (2017). What can regular and timely student feedback tell us about the teaching and learning processes? *Reflective Practice, 18*(6), 750-771. doi:10.1080/14623943.2017.1351350.

Zimmerman, B. (1994). Dimensions of Academic Self-Regulation: a conceptual framework for education. In: SCHUNK, Dale; Zimmerman, B. (Ed.). *Self-Regulation of Learning and Performance*. New Jersey: Lawrence Erlbaum Associates, 3-21.

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego, CA: Academic Press. doi: 10.1016/B978-012109890-2/50031-7

Zimmerman, B. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal, 45*(1), 166-183. doi:10.3102/0002831207312909.

Ayşegül Takkaç Tulgar is an Assistant Professor in the English Language Teaching Department, Atatürk University, Turkey. She is interested in pre-service education, glocalization in education, and teaching Turkish as a second language.