Peer Feedback or Supervisor Feedback: How do Pre-Service English Teachers Perceive Feedback?

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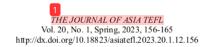

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Peer Feedback or Supervisor Feedback: How do Pre-Service English Teachers Perceive Feedback?

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Introduction

Feedback has always been an interesting issue to investigate. Many researchers have investigated it in teacher training programs focusing on teaching performance. Through feedback, pre-service teachers obtain valuable information to improve their performance (Ryan & Henderson, 2018; Sadler, 1989). It refers to pre-service teachers' ability to reflect on their performance and think critically about what needs to improve. Therefore, it is believed that feedback is crucial and influences students' learning and performance (Ocak & Karafil, 2020; Smith, 2017). Unsurprisingly, in the microteaching class, peer feedback and supervisor feedback has become crucial to refining pre-service teachers' teaching performance because they will be aware of some weaknesses in their performance. Unfortunately, no studies have explored pre-service teachers' perceptions of peer feedback and supervisor feedback. Thus, some common questions arise: *How do pre-service English teachers perceive peer feedback and supervisor feedback? Why do peers not get involved actively in feedback sessions? Is peer feedback as good as supervisor feedback?* Those questions are interesting to investigate since pre-service English teachers who are potential teachers-to-be must develop their teaching competence. Therefore, feedback in the microteaching class cannot be avoided whether or not it is about positive or negative feedback. Pre-service English teachers, no matter who they are, need to consider feedback to improve and refine their performance.

Literature Review

Is Feedback Important?

Feedback has a crucial role to play in students' learning (Hattie & Timperley, 2007; Henderson et al., 2019; Nottingham & Nottingham, 2017). No matter who delivers the feedback, whether it is the advisor or peers, through feedback, students' learning can be improved. It is understandable since the information through feedback triggers students to reflect on their learning and critically think about what needs to improve (Shute, 2008). The information addresses what points of students' performance need to be refined and improve, so they will be more aware of their performance shortcomings.

In the microteaching class, feedback is also crucial since it is about constructing knowledge through discussion by integrating past knowledge and present experience (Ekşi, 2012). Pre-service teachers' teaching performance is reviewed, discussed, analyzed, and evaluated (Saban & Çoklar, 2013). The supervisor and peers give feedback concerning the teaching performance (Al Darwish & Sadeqi, 2016; Arsal, 2014). The detailed information is delivered, covering the strengths and weaknesses of pre-service teachers' teaching performance (Banga, 2014; Benton-Kupper, 2001). In terms of the shortcomings in teaching performance, pre-service teachers will see what parts of their performance need to improve. They will also realize what has been implemented and what has not yet been implemented. This situation benefits them and encourages them to reflect on the teaching and learning process and triggers them to learn how to perform better (Ekşi, 2012).

Feedback in the microteaching class is commonly used to encourage and guide pre-service teachers to re-prepare the lesson plan for better teaching performance. Cobilla (2014) asserts through feedback, information about teaching performance is received by pre-service teachers in the microteaching class. Thus, feedback becomes a reference to refine and improve teaching performance (Arikan, 2004; Kamimura & Takizawa, 2012). The feedback which is also a critique on how a lesson objective is achieved is followed by a reflection, by looking back at the teaching performance and determining whether the strategy used in the classroom is appropriate and effective for students. This feedback is conveyed immediately after teaching performance, covering skills, strategies, techniques, teaching aids, and other aspects that are essential in teaching performance (Şen, 2020). Thus, those points help pre-service teachers to highlight the mistakes made or the weaknesses of their performance in the teaching and learning process.

Peer Feedback versus Supervisor Feedback

There are some distinctions between peer feedback and supervisor feedback. Peers commonly focus on giving positive feedback rather than negative feedback. Ryan and Henderson (2018) explain that students are more likely to neglect feedback if it influences their negative feelings. Negative feedback commonly influences their feelings and emotions. Unsurprisingly, peers avoid giving negative feedback to others' teaching performance. Most of them are afraid of hurting other's feelings when they deliver feedback. It is in line with Fernández (2005) who states that many teachers are overly concerned with others' feelings when discussing the lesson in the feedback session. Even though they realize that feedback presents many benefits for them to improve their teaching performance, some of them refrain from giving feedback overtly. It happens because in some cases, pre-service teachers regard feedback as a personal attack given by peers (Ocak & Karafil, 2020). Because of this consideration, peers prefer positive feedback to negative feedback. Another problem faced by peers in delivering feedback is their sensitivity and reluctance to give comments. Considering other's feelings is a common obstacle that hinders teachers from providing constructive feedback. Many pre-service teachers tend to prefer peer feedback to supervisor feedback since peer feedback is considered more acceptable than supervisor feedback. Most pre-service teachers are afraid of having their performance criticized.

Sadler (1989) reminds the supervisor to deliver feedback appropriately by considering what pre-service teachers need to know about the intended goal of learning and the standard one, pre-service teachers' current performance and the ideal performance, and what he/she needs to do for the next performance. Unsurprisingly, the supervisor often delivers negative feedback by figuring out the weaknesses of their teaching performance. Negative feedback is regarded as more powerful than positive feedback (Shute, 2008). Those who receive negative feedback realize the weaknesses of their performance and it makes them more dissatisfied with their previous performance, thus, they are committed to learning what points they need to perform better. When the negative feedback is provided and directed correctly, pre-service teachers can comprehend and learn to process the intended information well. Therefore, the feedback needs to be delivered clearly, purposefully, and meaningfully.

Unfortunately, those who receive positive feedback feel they perform well and have no desire to perform better since they are satisfied with their performance. Thus, in delivering the feedback, the supervisor needs to provide information about what pre-service teachers understand and misunderstand, what appropriate strategies to improve, and how to do the next performance (Shute, 2008). The delivered feedback will be meaningful and valuable when pre-service teachers can reflect on their teaching performance. Accordingly, the supervisor must consider the content of feedback involving examples and hints, the function of feedback to motivate pre-service teachers, enrich their cognitive and metacognitive knowledge, and give feedback either immediately or delayed (Shute, 2008).

Research Methodology

The data were collected from the sixth-semester course of the English Education Department in Indonesia. The course is expert-guided microteaching which prepares pre-service English teachers to develop their teaching competence before enrolling in the two-month program of the teaching internship in secondary schools.

Eleven pre-service English teachers (1 male and 10 females) attended one and half-hour weekly classes for a semester. These classes were guided by one supervisor and observed by two peers. Each pre-service English teacher was given an opportunity to practice their teaching in 20-minute segments and receive feedback from peers and the supervisor. Each of them was observed four times during the semester. The supervisor and peers observed pre-service English teachers' teaching performance to figure out some points of teaching performance to deliver through feedback.

The feedback form covered opening the lesson, providing main activities (understanding the goal of learning, mastering the subject matter, choosing the appropriate strategies, explaining the subject matter to students, and evaluating students' understanding), and closing the lesson. The feedback also covered pedagogical content knowledge (PCK) adapted by Jang et al. (2009) which covered subject matter knowledge, instructional representation and strategies, instructional objective and context, and knowledge of students' understanding. Those components were highlighted by the advisor and peers in delivering the feedback. Even though the content of feedback covered the components of PCK and teaching performance, at this point, the content was not explored in this research.

The data were obtained from the whole pre-service English teachers' interviews conducted in the form of a discussion after they performed their teaching. An interview was employed to diagnose how pre-service English teachers perceive peer feedback and supervisor feedback, the reasons why peers did not get involved actively in the feedback session, and whether or not peer feedback is as good as supervisor feedback.

Findings and Discussion

The obtained data are discussed based on the following research questions:

Research Question 1. How do pre-service English teachers perceive peer feedback and supervisor feedback?

The pre-service English teachers' responses to the first research question showed how they perceived peer feedback and supervisor feedback. Commonly the supervisor and peers often have different views on some points of their performance. Through interviews, some pre-service English teachers agreed that feedback is crucial and provides many benefits for them to improve their performance. Right after their teaching performance, the advisor, together with peers, conveyed feedback focusing not only on the weaknesses but also on the strengths of pre-service English teachers' performance. This is in line with Eksi (2012) who stated that the importance of feedback is because of the construction of knowledge through discussion built by integrating past knowledge and present experience. Accordingly, feedback is crucial in the microteaching class because the supervisor, peers, and practicing teachers must collaborate to discuss what needs to improve from their performance. It supports Aimah et al.'s (2020a) study that feedback allows pre-service teachers to reflect on their performance and think about what needs to be refined and improved. Therefore, it results in changes in teaching performance.

> *Feedback is important to know what mistakes of my teaching. From feedback, I can highlight what I must improve from my teaching. The advisor lets me reflect on my teaching performance even though it is not easy to do. But, to help me reflect on mine, I can watch my teaching video to recall my memory and see the lesson plan that I have designed. From this point, I can highlight some parts that have been implemented and some that haven't.*

However, pre-service English teachers had difficulties in identifying what was wrong with their performance. Therefore, the advisor was required to help them in figuring out the strengths and weaknesses of their teaching. It strengthens Aimah et al.'s (2020a) study that the role of the advisor in the microteaching class is crucial to determine how to improve pre-service English teachers' teaching performance by highlighting the strengths and weaknesses of their teaching. By concentrating on their teaching weaknesses, pre-service English teachers realized that their teaching performance was not conducted precisely and systematically. Moreover, the advisor needs to consider how to deliver the feedback to pre-service teachers (Henderson et al., 2019). When the feedback is acceptable, it enables pre-service teachers to adjust their teaching well. The ability to adjust the teaching and provide good teaching performance is basically caused by the constructive feedback from the advisor (Gürkan, 2018).

> *The way the advisor conveys feedback influences my conditions, emotions, and feelings. I am afraid of receiving feedback from the advisor, particularly negative feedback. However, I agree that from the feedback, I can refine my teaching performance and I must adjust my next teaching with the feedback given.*

Besides, pre-service English teachers also admitted through feedback, they learnt from exemplary lessons demonstrated by the advisor. Through the exemplary lessons, pre-service English teachers had a clear description of how to teach students. It supports Aimah et al.'s (2020b) study that the guidance and exemplary lessons shared become good models for pre-service English teachers to implement instructional practices. Therefore, feedback is effective in helping pre-service English teachers in enhancing their performance. The performance is limited on their teaching and the knowledge of teaching base i.e., pedagogical content knowledge (PCK). Feedback also helps pre-service English teachers to anticipate the probable mistakes of teaching. It is crucial since it is a starting point for them to improve their teaching performance.

What I am waiting for from the feedback session is when the advisor demonstrates how to teach students with a certain approach. From the teaching simulation, it helps me to design what teaching and learning process should be conducted, and well…, I can imitate her teaching.

Feedback is not only about evaluating teaching performance, but it is also about what I have prepared for my teaching. From this point, the advisor commonly evaluates the whole of my teaching performance with what I have prepared in my lesson plan.

Pre-service English teachers also admitted that there were some distinctions between peer feedback and supervisor feedback. Smith (2017) explained the biggest difference between peer feedback and supervisor feedback is on feedback quality. Peers, for example, were commonly not aware of some points to deliver. Consequently, the feedback was not delivered in detail. They also often preferred delivering positive feedback to delivering negative feedback. However, both negative feedback and positive feedback helped pre-service English teachers build their competence and avoid inappropriate behavior for the next teaching.

I think both positive feedback and negative feedback are good and give many benefits for me as a pre-service English teacher to improve my performance. Negative feedback allows me to realize what mistakes I have made in my teaching and I will learn not to do the same mistakes for my next performance. However, I admit that knowing the strengths of my performance makes me more confident and motivated to teach.

Unfortunately, controlling sad feelings because of the criticism was not easy for some of them.

Well, I am not really comfortable receiving negative feedback in front of my friends in the microteaching class even though I can learn many things from the feedback given. Negative feedback lets my friends know the weaknesses and the mistakes of my teaching performance, and I am not ready for that condition.

For those who were extroverts, it was not a matter to have some criticisms of their performance. Otherwise, the introverted ones needed much time to accept the feedback. Unsurprisingly, some pre-service English teachers felt uncomfortable receiving feedback because they were ashamed of others for their bad performance.

To be a teacher, I must be ready to receive both positive feedback and negative feedback. As adult learners, I must consider positive sides that I can obtain from the feedback.

Receiving negative feedback makes me hopeless. I am not confident in front of my friends because of my weaknesses.

Research Question 2. Why did not peers get involved actively in the session of feedback?

It is undeniable that peers feel forced to give feedback on others' performance. Peers commonly faced difficulties in delivering feedback. One of the difficulties faced by them was their sensitivity and reluctance to give comments. They considered this a common obstacle hindering them from providing feedback which was related to other's feelings. They were afraid of hurting other's feelings when delivering feedback.

I have difficulties in giving feedback to my friends' teaching performance. Even though there is a feedback form to notice some points, but… it's not easy. I have no teaching experience and it influences me to give feedback."

I feel bad to give negative feedback on my friend's performance. I am afraid she will go away from me because of my feedback, particularly, *when the feedback must be delivered in the microteaching class. Even, to imagine how her feelings to receive feedback, I can't.*

Besides, giving positive feedback was also selected more often than giving negative feedback. It strengthens Fernández's (2005) study that many teachers are overly concerned with others' feelings when discussing the lesson in the feedback session. Even though they realized that feedback gave many benefits for them to improve their teaching performance, some of them refrained from giving feedback overtly. Peers did not want their friends to lose their face by telling their weaknesses. Thus, peers preferred conveying feedback face to face. Those factors made peers not get involved actively in the feedback session. Many considerations they had pertaining to other's feelings, and for them, were more important to maintain.

Further, they explained having a bad condition was not easy. Therefore, they added it was important to encourage others by giving positive feedback in order to help pre-service English teachers to be more motivated to learn and perform better. Feeling guilty after giving negative feedback was a feeling commonly faced by them and one that influenced their attitudes. Accordingly, many of them were more comfortable to give positive feedback to others' performance. They only noticed the general points to deliver. Because of that point, compared to the supervisor, peers seemed inactive in the feedback session.

Giving positive feedback, I think, is more acceptable than negative feedback. It is because I also feel bad about receiving negative feedback from others. What we need is actually encouragement from others to build our confidence *in our teaching. Let the advisor for delivering the negative feedback, noticing the weaknesses of the teaching performance in detail.*

Some pre-service English teachers also said peers commonly did not express explicitly their criticism of the weaknesses of their performance in the feedback session. However, they admitted that peers commonly highlighted some weaknesses of their performance based on the guideline of feedback. Compared to oral feedback, written feedback is regarded as an effective type of feedback to engage in. Peers were more comfortable to deliver their feedback in written form. It supports Eksi's (2012) study that written feedback is more convenient for pre-service teachers to highlight what needs to be observed and evaluated. Unfortunately, peers were reluctant to deliver the feedback orally. Whereas, peers could confirm and clarify the written feedback through oral feedback (Ishchensko & Verkhovtsova, 2019). They preferred to give written feedback and let others read the feedback by themselves. Besides, the risk of delivering feedback orally, particularly negative feedback often brings them to personal conflict.

Compared to oral feedback, I prefer written feedback. There is a guideline to highlight in the feedback form. And I think, written feedback avoids me to friendship trouble. I am afraid that the feedback given will be regarded as a personal conflict. It will make worse.

Research Question 3. Is peer feedback *as good as supervisor feedback?*

Not many studies investigate whether or not peer feedback is as good as supervisor feedback. Peers who basically do not have their own class, meaning they do not have teaching experience, are limited to highlight some points related to the teaching and learning process. Their feedback is based on what knowledge they acquired during their studies. This finding strengthens Borg's (2003) and Kagan's (1992)

studies that pre-service teachers will only use their knowledge based on their educational experiences to deliver feedback to others. Thus, it is undeniable that peers could not highlight some points in detail.

> *Supervisor feedback and peer feedback are two different points. The supervisor has teaching experiences that enable her to give feedback about the teaching and learning process and therefore can give some advice and examples of good models of teaching. Meanwhile, peers do not have teaching experience so that the* feedback *is only based on what they have learned.*

The above condition is contradicted with the advisor's feedback in which the feedback delivered is more detailed and is commonly based on their own teaching experiences. Thus, in the feedback session, the advisor often gave hints and demonstrated how to carry out the teaching and learning process. These tips facilitated the process for pre-service English teachers. It supports Aimah et al.'s (2020a) study that the teaching examples very much helped pre-service English teachers to understand what teaching and learning activities should have been included.

Conclusion

This study was concerned with how pre-service English teachers perceive peer feedback and supervisor feedback, why peers did not get involved actively in the session of feedback, and whether or not peer feedback is as good as supervisor feedback. In addressing these research questions and considering the presented evidence, it can be concluded that feedback delivered by peers and the advisor makes pre-service English teachers aware of what needs to be refined and improved from their teaching performance. Accordingly, feedback helps them avoid inappropriate teaching.

This study also provided further insight into delivering feedback to influence pre-service English teachers' psychological features in which those who are extroverts prefer immediate feedback rather than delayed feedback. However, for those who are introverts, delayed feedback is considered more effective and acceptable. Another focus is that considering others' feelings and avoiding personal conflict become the most important to highlight by peers in delivering feedback. Therefore, to encourage and motivate them in carrying out teaching and learning activities, positive feedback is easier for peers to deliver than negative feedback.

A crucial factor in delivering feedback is influenced by knowledge, skill, and teaching experiences. The supervisor often shares exemplary lessons and hints to pre-service English teachers on how to provide meaningful learning to students. Meanwhile, peers' feedback is commonly only based on their educational experience. Unsurprisingly, supervisor feedback is considered more constructive than peer feedback.

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