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Peer Feedback through SNSs (Social Networking Sites): Pre-Service Teachers' Views about Using Facebook for Peer Feedback on Microteachings*

Sosyal Paylaşım Siteleri Aracılığıyla Akran Dönütü: Öğretmen Adaylarının Mikro Öğretilere Facebook Temelli Akran Dönütü Sağlanmasına Yönelik Görüşleri

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ABSTRACT: The aim of this study is to determine the views of pre-service teachers on the use of Facebook for providing peer feedback on their microteachings. To serve this aim, a case study was conducted with 38 English language pre-service teachers. Firstly, these pre-service teachers did their microteachings and uploaded the videos of these microteachings to a Facebook group opened by the researchers. Then, it was provided that the members of this Facebook group which were their classmates comment on these videos. In order to collect data, an open-ended questionnaire which was formed by the researchers was conducted to the pre-service teachers. The findings showed that the pre-service teachers were positive towards using peer feedback through Facebook (PFF after then) in teacher education. PFF helped them be aware of their weaknesses and strengths in their both pedagogic and linguistic knowledge. Thus, it was suggested that SNS like Facebook could be benefited in teacher education to improve both pedagogic and content knowledge of pre-service teachers.

Keywords: Peer feedback, SNS (Social Networking Sites), Facebook Groups, Pre-service Teacher Education, Microteaching

ÖZ: Bu araştırmanın amacı lisans öğrencilerinin mikro öğretim uygulamalarında Facebook temelli akran dönütlerine yönelik görüşlerini belirlemektir. Nitel araştırma desenlerinden durum çalışması kullanılarak yapılan araştırmanın çalışma grubunu 38 İngiliz Dili Eğitimi lisans öğrencisi oluşturmaktadır. Çalışmada öncelikle öğrenciler kendi yaptıkları mikro öğretim çalışmalarının görsel kayıtlarını araştırmacıların kurmuş olduğu Facebook grubuna yüklemişlerdir. Daha sonra sınıf arkadaşlarından oluşan Facebook grubunun üyeleri bu videolara yorum yapmışlardır. Araştırmada öğrencilerin görüşlerini almak için, araştırmacılar tarafından hazırlanan açık uçlu soru formu kullanılmıştır. Araştırma bulgularına göre öğrenciler; Facebook temelli akran dönütünün öğretmen eğitiminde kullanılmasını olumlu olarak değerlendirmişlerdir. Facebook temelli akran dönütünün dilbilimsel ve öğretim becerilerindeki eksik ve güçlü yanlarının farkına varmalarını sağlamıştır. Bu yüzden, Facebook gibi sosyal paylaşım sitelerinin öğretmen adaylarının hem alan hem de öğretim becerilerini geliştirmek için öğretmen eğitiminde kullanılabileceği önerilmiştir.

Anahtar Kelimeler: Akran Dönütü, Sosyal Paylaşım Siteleri, Facebook Grupları, Hizmet Öncesi Öğretmen Eğitimi, Mikro Öğretim

INTRODUCTION

Nowadays, adolescents are surrounded by new media such as computers, Internet, video games and mobile phones. Using new devices has become an epidemic habit among teens (Naeemi, Tamam, Hassan & Bolong, 2014). Facebook as one of the most visited online social networks provides massive opportunities for users. The rise of social media, particularly Facebook in 2004, has given a new perspective to computer-mediated social support group. Facebook is a social media platform that has been positively received around the world. Facebook has been easily accessed, which leads to high usage levels as more people use it as part of their daily routine (Mustafa, Short & Fan, 2015). Facebook declared that daily active users were 1.01 billion on average for September, 2015. (<http://investor.fb.com/releasedetail.cfm?ReleaseID=940609>).

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Being used so intensely, Facebook can be used for educational purposes such as communication, cooperation and material sharing (Çam & İşman, 2013). It can be used to establish more communication amongst teachers and students (Bowers-Campbel, 2008). Educational use of Facebook provides dissemination information to everyone, piquantness and motivation, interaction chance, time gain, multimedia support, interpretation of information, democratic environment, and entertainment into education (Çoklar, 2012). According the American Association of School Librarians (2007), 21st century learners require the skills necessary to participate and collaborate within social and intellectual networks of learners, and such collaboration can take place through online learnings. As students use SNS like Facebook for different purposes and these sites have some advantages, it will be logical to get benefit from these kind of social media sites to contribute to the students' learning. Thus, in this study, Facebook was benefited for an educational purpose which was providing peer feedback on English language pre-service teachers' microteachings.

Literature Review

Feedback is an instructional method as it is an important way of correcting errors and so improving learning and teaching. One of the most prominent types of feedback is peer feedback. Peer feedback has been preferred in education for many reasons. Some of them are that peer feedback; leads to critical thinking by promoting deeper learning, initiates a collaborative drafting process, helps exchanging the ideas, eases teachers' workload, develops an awareness of audience needs, enhances self-regulators skills and increases the speed, frequency and extent of feedback (Liu & Hansen, 2002; Gielen et al. 2010; Mwalongo, 2012,). On the other hand, peer feedback is also seen as a problematic task as peers focus on surface concerns (Leki, 1990). Moreover, peers can be hostile, critical and sarcastic to their friends' work (Liu & Sadler, 2003). Still, due to educational benefits it provides, peer feedback is preferred in language classrooms.

With the integration of technology into education, feedback has been begun to be given in online environments. Thus, some terms such as e-feedback (Tuzi, 2004; Çiftçi & Köroğlu, 2012), online feedback (Guardado & Shi, 2007; Morrison, 2010), web-based peer assessment (Lin, Liu & Yuan, 2001) web-based peer review (Liu et al., 2001) have emerged recently. All terms refer to the same meaning which is giving and getting feedback through online technology. E-feedback (electronic feedback) can be described as the "feedback in digital, written form and transmitted via the web" (Tuzi, 2004, p. 217). Tuzi (2004) suggests that e-feedback is an effective tool of giving and getting feedback as it expands the audience and makes the students feel that they are writing not only for their peers or lecturers. Guardado and Shi (2007) state that e-feedback eliminates "the logistical problems of carrying papers around, retains some of the best features of traditional written feedback, including a text-only environment that pushes students to write balanced comments with an awareness of the audience's needs and with an anonymity that allows peers to make critical comments on each others' writings" (p.443).

Previous research on the use of peer feedback in digital settings shows that peer feedback can be provided through Moodle (Mwalongo, 2012), wiki (Xiao & Lucking, 2008; Lin & Yang, 2011; Gielen & de Wever, 2012) and blogs (Dippold, 2009; Gedera, 2012; Nguyen, 2012; Zhang et al., 2014). It can be also seen that peer feedback can be provided in SNS especially in Facebook. Due to interest of both young and adults to these sites, many educators try to get benefit of this interest by using these sites for providing communication with their learners or using for educational purposes such as providing peer feedback through these sites. As for the use of SNS for peer feedback in the field of language learning and teaching, there are some studies that investigate the effect of this use on some linguistic skills especially on writing skill. Since peer feedback plays a crucial role in improving writing skill, the studies in literature use Facebook for peer feedback to develop this skill (Yusof et al, 2012; Wichadee, 2013; Shih, 2013). For example, Wichadee (2013) who searched the views of students on using PFF in a writing classroom found that most of her students had positive attitudes towards using Facebook as a tool for peer feedback. She concluded that giving feedback on Facebook was less burdensome and boring and it helped teacher to save time in class. Yusof et al. (2012a) also used Facebook in a writing course. They made use of Facebook Notes in order to provide guided peer feedback for academic writing tasks. Their

findings showed that this implementation helped students to give constructive peer feedback. And the feedback given on Facebook Notes provided students to improve their outlines and first draft. Yusof et al. (2012b) then used Facebook Notes in a process writing classroom for mixed ability ESL (English as a Second Language) learners. They found that the ESL students believed that writing and receiving guided peer feedback via Facebook Notes was an interesting experience which helped them improve their self-editing skills and tune up pre-writing skills. Shih (2013) also benefited from Facebook in an ESL course which was English for Business Communication. Shih (2013), who studied with 11 college students, gave four writing assignments to the students. And those assignments were uploaded to Facebook group and peer assessment was provided. The results of the survey showed that peer assessing on Facebook increased motivation and interest of students. Moreover, it improved students' professional knowledge on English language. Differently from the studies focus on providing Facebook supported peer feedback in writing courses, Boonmoh (2013) used a Facebook group in order to get peer comments on the presentation videos of the students participating at English for Employment course. 20 EFL (English as a Foreign Language) students from a technology-based university did the same presentation twice. After the first presentations, the students uploaded their videos to the group and got peer comments. After that, they did their second presentations. The findings showed that the students believed that via this implementation they were able to see their weaknesses and strengths in giving presentations. Moreover, this type of peer feedback increased motivation of the students and collaborative learning by encouraging conversation.

The previous studies show that using Facebook for peer feedback has been achieved generally in improving writing skill. However, to our knowledge, there is no study that tries to analyze this effect in teaching skills of linguistic skills. In education faculties of Turkish universities, the pre-service teachers are asked to do microteachings in order to help them bring the theory to bear. The objective of these practices is to prepare students to real life. Feedback is an important part of these practices as without feedback it is difficult to be aware of one's own weaknesses and strengths. Peer feedback given in classroom settings may not serve to its aim as the peer that know each other very well can hesitate to criticize each other face-to face. Moreover, giving and receiving peer feedback in the classroom may be time-consuming. Thus, sometimes peer feedback can be neglected in order to use the classroom time for other teaching activities. This study tried to suggest a way to minimize the encountered problems of peer feedback such as peer's shyness about evaluating each other and limited time for feedback by using digital technologies. Technology which can be used in language learning both as providing teaching resources and providing enhanced learning experiences (Larsen-Freeman & Anderson, 2011) can be effective in also fostering peer feedback. Thus, depending on Computer-Assisted Language Learning Theory (CALL) which can be a solution to some problems that have long been regarded to be the main barriers for learning by improving language skills, providing real contexts and interaction, developing autonomy and control, offering a more student-centered learning environment, engaging students actively in learning, developing confidence in language abilities, meeting affective needs of learners and providing appropriate feedback (Jewell, 2006; Butler-Pascoe, 2009, cited in Selvi, 2015), this study tried to integrate Facebook into English methodology course. Thus, the research questions of this study were:

- a) What do the pre-service teachers think about the effect of PFF on their teaching and linguistic skills?
- b) What are the positive and negative aspects of PFF?

METHOD

Research Design

In this study which aimed at determining the opinions of English language pre-service teachers on using Facebook for peer feedback, qualitative research design was preferred. Of the qualitative research designs, case study was used. Case study is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of

evidence are used" (Yin, 1984, p.23). The case studies try to define the categories of events and behaviors (Hancock & Algozzine, 2006). They are used in explaining, defining and exploring the events that are assumed to be consisting of interventions that cannot be explained through experimental or survey methods and to have causal relations. (Yin, 1984). Trying to describe the views of pre-service teachers on PFF, this study carried out a case study.

Participants

The participants of this study were 38 pre-service teachers studying at the English Language Teaching Department of Atatürk University Kâzım Karabekir Education Faculty. As the Methodology course required students to do microteaching, 38 pre-service teachers who were participating at that course were selected. The course was for 2nd graders. Of these students, 29 of them were female while 9 of them were male.

Procedure

To answer the questions in the open-ended questionnaire form, firstly an implementation was carried out. 38 students made two microteachings in the Methodology course. After each microteaching, they uploaded their microteachings to a group that was opened in Facebook by the researchers. The pre-service teachers watched and gave feedback to these microteachings. They commented on microteachings uploaded on Facebook about the successful and unsuccessful sides of their peers in teaching. This application lasted for one semester. Thus, a discussion took place for each upload. After this implementation, an open ended questionnaire form was handed to the pre-service teachers to get their opinions about this implementation.

Instrumentation

In order to get pre-service teachers ideas on the use PFF in teacher education, open-ended questionnaire form was used. This form was developed by the researchers. Firstly, expert opinions were taken from 2 faculty members being expert in their field. As a result, 2 questions were excluded from the form and 1 question was added to the form to provide content validity. The form consisting of 7 questions was conducted to a small group (12 pre-service teachers) and 2 questions that showed similar feature or unanswered one were excluded from the form. The final form consisted of 4 open-ended questions which were presented below:

What kind of feedback can be obtained in the educational activities by using Facebook?

How does Facebook supported peer feedback affect your linguistic skills?

How does Facebook supported peer feedback affect your teaching skills?

What are your opinions about the negative and positive aspects of Facebook supported peer feedback?

Data analysis

After that the open-ended questionnaire form was conducted, the data taken from the pre-service teachers were read and converted to the digital setting. Content analysis was used in the evaluation of the obtained data and open coding was done. In content analysis, firstly the data are coded, the themes are formed through codes, the themes are organized and finally findings that are obtained from themes and codes are interpreted (Yıldırım & Şimşek, 2008). Thus, in this study, the codes that the researchers determined were combined and themes were formed. The reliability coefficient of codes were calculated in order to determine the reliability of the study. In determining reliability coefficient the formula of "reliability= consensus/ dissensus + consensus x 100" was used (Miles & Huberman (2015, p. 64). The reliability coefficient was found to be for the 1st question as 82; for the 2nd question as 91; for the 3rd question as 88, for the 4th question as 79 and for the 5th question as 87.

In the questionnaire form consisting of five questions codes such as (1, f, 2), (5, m, 2) to each participant were given. 1 (the first number) refers to the sequence number of the participant; f (female) or m (male) refers to the gender of participant and 2 (second number) refers to the grade of the participant.

RESULTS

The analysis of data gathered through the open-ended questionnaire form can be addressed under two themes: effects of PFF on teaching and linguistic skills and the positive and negative aspects of PFF.

Effects of PFF on teaching and linguistic skills

As to the first research question of the study, which was “What do the pre-service teachers think about the effect of PFF on their teaching and linguistic skills?”, the theme of “the effect of PFF on linguistic and teaching skills” was formed. Under this theme, there were three categories which were “effect on teaching skills”, “effect on linguistic skills” and “no effect”. These categories had some codes which were presented with direct quotations from participants in Table 1.

Table 1 shows that most of the students had positive opinions about PFF. These opinions were about both the effect of PFF on teaching and linguistic skills. After the pre-service teachers did their microteachings, they uploaded them to the group in Facebook and got feedback from their peers. The feedback was not only related to teaching skills but also to linguistic skills of the pre-service teachers. Hence, the pre-service teachers believed that this implementation provided them meaningful feedback on some of their linguistic skills (see Table 1). One of these skills was writing skill. The pre-service teachers gave their feedback in English. Hence, giving feedback on Facebook helped them practice in written English. The other skill that the pre-service teachers addressed was reading skill. They believed that as they read the comments on the videos, they improved their reading skills to some degree. The pre-service teachers believed that they also had some benefits in speaking skills and pronunciation. They did their microteachings in English. They practiced English and their peers commented also on their speech. As they got feedback on their speech they had a chance to improve their speaking. On the other hand, there were some students that believed that PFF did not have any effect on their linguistic skills. Of 38 students, 1 student stated this implementation did not have any effect on their writing skills, 2 students on reading and 3 students on speaking skills. These numbers show that nearly all of the students were of the opinion that this implementation was helpful in improving linguistics skills. Another important finding was that there was not any student that believed that this implementation had contributed to their listening skills. Thus, it can be concluded that PFF had some benefits improving pre-service teachers’ reading, writing and speaking skills but not listening skill. Furthermore, although some students uttered some benefits on pronunciation, contribution to grammar or vocabulary could not be found.

The aim of getting pre-service teachers do microteachings is improving their teaching skills. Microteachings provide the future teachers to rehearse in teaching. As they are important for teaching the teaching skills, it is necessary to increase their effectiveness. Getting feedback from peers is one of the ways to increase this effectiveness. In this study, this feedback was tried to be given via Facebook. It was found that the pre-service teachers were positive using Facebook as a means of getting and giving peer feedback on microteachings. The pre-service teachers believed that this application helped them to see and correct their errors in teaching thanks to their friends’ comments on their videos on Facebook. They were able to benefit from the viewpoints of second, third and so on classmates. Furthermore, they became aware of different teaching methods and techniques by watching their friends’ videos. They saw and learned about different and contemporary teaching methods and approaches. On the other hand, six students believed that PFF had no effect on either teaching or linguistic skills.

Table 1. Codes related to the effect of PFF on teaching and linguistic skills

Theme 1: Effect on teaching skills		
Categories	f	Views
Effect on teaching skills	18(%48)	
Codes		
Developing teaching skills	8(%21)	“There are many people who use Facebook and this application will contribute to teaching skills (1, f, 2)”, “I think that it has positive effects on teaching skills; the positive feedback motives us and the negative ones make us feel ambiguous (3, f, 2)”, “It enables people improve themselves; it shows their current state in teaching and how to improve this state (4, f, 2)”, “We can improve ourselves by benefiting from the peer feedbacks and use them in future (13, f, 2)”, “As this application is an educational activity, it affects teaching skills. For example, I think that I have some progress thanks to the feedback given by my friends (15, f, 2)”, “Getting feedback on how to provide retention of what is useful (27, f, 2)”, “How to teach can be learned through comments and criticism on the videos (35, f, 2)”, “It is useful for improving oneself in teaching (37, f, 2)”,
Improving method-technique knowledge	6(%16)	“Both the methods and techniques that were used and the subjects that were taught helped us to improve our teaching skills (2, f, 2)”, “We can learn and use the teaching methods that our friends use (12, f, 2)”, “Facebook improved mostly our teaching skills; we can see and use different teaching techniques (14, f, 2)”, “Our friends that teach with traditional teaching methods can watch and realize modern approaches (26, m, 2)”, “Seeing the methods and techniques that our friends use can gain us knowledge that will contribute to us in future (30, n, 2)”, “We have the chance of watching lessons in which different methods are used and getting different opinions (38, f, 2)”.
Realizing different views	4(%10)	“Different views are important for us; we learn to respect to different views thanks to this application (32, f, 2)”, “Seeing different point of views contributes to our teaching skills (36, f, 2)”, “The comments and criticism provide us to study in a devoted way (19, n, 2)”, “It has positive effects when we take the criticism into consideration and correct our mistakes (23, f, 2)”
Effect on linguistic skills	14 (%36)	
Codes		
Effect on speaking skills	6(%16)	“Our friends can see our pronunciation mistakes and warn us (10, f, 2)”, “It can improve our speaking as we use the language actively (11, m, 2)”, “Although it is effective in all skills, the most effective one is speaking especially in improving pronunciation” (17, f, 3)”, “While reading the comments on my video, I realized that I had made some pronunciation mistakes, so such feedback helped me to improve my speaking (21, n, 2)”, “I think that it contributes to speaking rather than writing and reading (28, f, 2)”, “It is effective in speaking and pronunciation (33, f, 2)”,
Effect on writing skills	4(%10)	“Thanks to comment section, our academic writing skills improve (16, f, 2)”, “The comments that we have written improve our writing skills (24, f, 2)”, “We can see and correct our spelling mistakes thanks to our friends’ feedback (25, f, 2)”, “By reading our friends’ comments we can see and correct our mistakes” (33, m, 2)
Effect on reading skills	4(%10)	“The comments that we have written improve our reading skills (8, f, 2)”, “Our reading skills can improve by watching the videos and reading the comments (18, f, 2)”, “The comments can contribute to our reading skills (22, f, 2)”, “I think that my reading skill improved by reading the comments on the videos (29, m, 2)”
No effect	6(%16)	I do not think it has any contribution (5, f, 2)”, “I do not think it has any contribution (6, f, 2)”, “I do not think it has any contribution to skills related to speaking (7, f, 2)”, “I do not think it has any effect on our reading and writing skills (9, f, 2)”, “It cannot be expected it improves speaking as formal language is not used (20, m, 2)”, “I do not think it has any effect on our reading and writing skills (31, f, 2),
Total	38(%100)	

General opinions about the PFF

Based on the second research question of the study, which was “What are the positive and negative aspects of PFF?”, the theme of “general opinions about the PFF” was formed. The “negative aspects” and “positive aspects” were the codes of this theme (see Table 2).

Table 2. Codes related to the positive and negative aspects of PFF

Theme 2: The positive and negative aspects of PFF		
Codes	F	Views
Negative aspects	17(%44.5)	“Close friends affect each other’s opinions (2, f, 2)”, “Our friends comment only on the successful things we have done (5, f, 2)”, “Our friends’ comments are not functional without the lectures’ contribution (6, f, 2)”, “We cannot be sure that the criticisms are realistic (8, f, 2)”, “I think that the comments are not realistic, so I do not think that it improves us (9, f, 2)”, “As our peer give feedback, these feedbacks are not objective (11, f,2)”, “Negative comments can create depression and despair (12, f, 2)”, “Negative feedback can discourage us and affect our studies (13, f, 2)”, “The comments may not be objective (14, f, 2)”, “I do not think that everybody is objective (15, f, 2)”, “I do not think that feedback on Facebook is effective (16, f, 2)”, “The superficial criticism without common sense does not contribute to our improvement (18, f, 3)”, “If there is ambition and jealousy the comments may be offending (19,n ,2)”, “The comments are made reluctantly, there is no a sincere environment; everybody comments on their close friends’ videos (22, m, 2)”, “Watching each video and commenting on them takes much time (25, f, 2)”, “As the comments are generally positive, I do not think that they will have a benefit for us (30, n, 2)”, “Some comments cause us to lose interest (32,f,2)”
Positive aspects	16(%42.5)	“My friends’ positive comments make me happy and help me improve myself (1, f, 2)”, “Seeing each other’s mistake and telling them without hurting is very useful. Besides, watching our friends’ microteachings before doing ourselves guided us (2, f, 2)”, I think Facebook is very helpful in this subject (3, f, 2)”, I think it is useful for improving ourselves (4, f, 2)”, “It presents us the chance of watching and learning the courses which use different kind of teaching methods (7, f, 2)”, “It helps us improve ourselves (8, f,2)”, “The criticism and feedback can be given very quickly (9, f,2)”, “We experience less stress (10, f, 2)”, “Positive opinions and views contribute to us (13, f, 2)”, “ It enables us to see and correct our mistakes (14, f, 2)”, “ It provides us to see our weakness (15, f, 2)”, “Our self-confidence can increase with the help of our friends (19, n, 2)”, “ It is effective in terms of learning instantly what my friends think about my teaching (24, f, 2)”, “ I learn from my peer’s feedback and correct myself and enhance my performance (26, m, 2)”, “My friends’ positive and negative opinions are important for me as I see my weaknesses (27, f, 2)”, “As our studies are open to everyone, I can learn the views of people with different opinions (28, f, 2)”
No comment	5 (%13)	
Total	38 (%100)	

As for the participants of this study, one of the positive aspects of this application was improving oneself thanks to the criticism by their peers. The pre-service teachers believed that they became aware of their weaknesses and tried to eliminate them. They also became aware of their strengths and tried to support them. Another important finding was that this kind of peer feedback caused less stress for the pre-service teachers. As they were independent from the class environment which sometimes could make them nervous, they experienced less stress while commenting on their classmates’ practice. Furthermore, the benefit of PFF was getting instant

comment as to the participants. They believed that the feedback could be given instantly. They also believed that as their microteachings were open to everyone in the group, they could benefit from different point of views related to teaching. The codes of this theme were presented in Table 2.

The second category of this theme was related to the negative aspects of PFF. According to the pre-service teachers, the most important problem related to this application was that the peer comments were not objective. This subjectivism had three reasons: close friends made positive *comments*, some people commented negatively due to jealousy and the comments were made in a cursory way. Some comments that were not constructive discouraged some pre-service teachers and caused them to lose interest. The other problem the participants addressed was that watching videos and making comments required much time. Moreover, it was also seen that it was necessary to get also course lecturer's feedback.

CONCLUSIONS AND DISCUSSION

The findings of this study show that use of Facebook for getting and giving feedback on microteaching videos was a useful way of improving both linguistic and teaching skills of pre-service teachers. The pre-service teachers believed that thanks to the comments given on their microteachings uploaded to Facebook they saw their weaknesses in language and teaching knowledge and their peers helped them eliminate these weaknesses. It was found that PFF contributed to the improvement of teaching skills of pre-service teachers. They became aware of their weaknesses and strength in teaching thanks to their peers' comments. Furthermore, by watching their classmates' microteachings, they learned about new teaching methods and techniques. SNS like Facebook are effective sharing and disseminating any kind of information. Çam and İşman (2013) found that teacher candidates used Facebook for communication, cooperation and sharing educational materials such as videos and animation with their classmates. In this study, it was found that sharing microteaching videos helped pre-service teacher be aware of different teaching methods.

Being a candidate of teaching language, the pre-service teachers need to improve their linguistic skills as well as teaching skills. Thus, this study focused also on the improvement of linguistic skills. The linguistic skills that the pre-service teachers improved thanks to the feedback given on Facebook were writing, speaking, reading and pronunciation. The finding related to the effect of PFF on the improvement of writing and speaking skills shows parallelism with some previous studies. Wichadee (2013), Yusof et al. (2012a, 2012b) and Shih (2011) who focused on using PFF in writing courses concluded that getting feedback through Facebook had positively affected the students' writing. Moreover, Boonmoh (2013) found that providing peer feedback on the presentation videos of EFL students through Facebook contributed to their speaking skills by increasing awareness in performing speaking tasks. In this study, it was found that the language learners benefited from PFF also for their reading and pronunciation skills. In literature, to our knowledge, there is not any study that focuses on the use of PFF for improving these skills. As for vocabulary, grammar and listening, there were not any students who expressed that PFF contributed to the improvement of these skills. As for the other positive thoughts about PFF, it was believed that giving feedback on Facebook caused less stress. Yen, Hu and Chang (2015) also found that there was low level of anxiety when giving peer feedback on Facebook. The students "express themselves more freely and with less hesitation in Facebook environment" (ibid, p. 399). Despite these contributions, some negative aspects of the PFF were found. The most important problem that pre-service teachers stressed was that some comments were not constructive and objective. On the other hand, in Wichadee's (2013) study, all participants found the peer comments as useful. This difference may be due to the content of the comments written on Facebook group. The participants of this study could be educated about providing feedback before the study, which can be accounted for one of the limitations of the study. Thus, the comments could be more effective and constructive. Another limitation was that the implementation was integrated into one course and lasted for one semester. To get more accurate data, the duration of

implementation could be longer. Although these limitations, it can be concluded that providing feedback on Facebook contributed students' knowledge.

SUGGESTIONS

- In this study, the opinions of foreign language pre-service teachers were tried to be identified. The opinions of pre-service teachers from different disciplines can be described.
- Comparative and experimental studies related to the use of SNS in providing peer feedback can be conducted.
- PFF can be used in educational faculties to improve teaching skills of pre-service teachers.
- PFF can be used in language education in order to improve linguistic skills of language learners.

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Sosyal Paylaşım Siteleri Aracılığıyla Akran Dönütü: Öğretmen Adaylarının Mikro Öğretilere Facebook Temelli Akran Dönütü Sağlanmasına Yönelik Görüşleri

ÖZET

Amaç ve Önem: Günümüzde öğrenciler hayatlarının birçok alanında sosyal medya araçlarını kullanmaktadır. Facebook gibi sosyal medya araçlarının sosyal ilişkileri zayıflatması ve bilgi dezenformasyonu gibi birçok olumsuz özelliği olmasına rağmen bu araçlar gerek her an her yerde bilgi edinme gerekse bu bilgileri taraflarla hızlı bir şekilde paylaşma özelliği göstermesi bakımından önem arz etmektedir. Eğitimcilerle düşen görev ise bu araçların olumlu özelliklerini akademik bağlamda kullanmaktır. Bu çalışma sosyal medya araçlarından Facebook uygulamasının öğrencilerin lisans eğitimlerinde yaptıkları mikro öğretim çalışmalarını paylaşmaları ve bu paylaşımlara diğer arkadaşlarının geri dönütler vererek mikro öğretimi yapanlara katkı sağlaması adına önem arz etmektedir. Çalışmaya katılan öğrencilerin Facebook temelli geri dönüt uygulamasının pedagojik ve dilbilimsel becerilerini artırdığına yönelik görüş bildirmeleri sosyal medya araçlarının eğitime uyarlanması bağlamında önemlidir.

Yöntem: İngilizce öğretmen adaylarının Facebook uygulamasında akran dönütlerine ilişkin görüşlerini belirlemeyi amaçlayan bu çalışmada nitel araştırma yaklaşımlarından durum çalışması modeli kullanılmıştır. Araştırmanın çalışma grubunu Atatürk Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi bölümünde öğrenim gören 38 öğretmen adayı oluşturmaktadır. Çalışma grubunun (29)'i bayan ve (9)'i erkektir. Çalışmada öğretmen adayları öncelikle mikro öğretim çalışmaları yapmış daha sonra ise araştırmacılar tarafından kurulan Facebook gruplarına bu çalışmalarını yüklemişlerdir. Facebook grubuna yüklenen mikro öğretim uygulamalarına aynı sınıfta ders aldıkları diğer öğretmen adayları yorum yapmışlardır. Akranlar, mikro öğretimi yapan kişinin hem yabancı dili kullanma hem de yabancı dili öğretme olarak tüm performansına görüş bildirmişlerdir. Mikro öğretimde gördükleri eksiklikler ve mikro öğretimde başarılı bulunan noktalar hakkında Facebook yorumları aracılığıyla dönüt vermişlerdir. Bu süreç sonrasında öğretmen adaylarının Facebook temelli akran dönütü üzerine görüşlerinin belirlenebilmesi için öğrencilere açık uçlu soru formu verilmiştir. Araştırmacılar tarafından geliştirilen açık uçlu soru formunun uygulanmasından sonra öğretmen adaylarından elde edilen veriler araştırmacılar tarafından okunmuş ve bilgisayar ortamına aktarılmıştır. Elde edilen verilerin değerlendirilmesinde içerik analizine başvurulmuş ve açık kodlama yapılmıştır. Araştırmacıların belirledikleri kodlar bir araya getirilerek temalar oluşturulmuştur. Kodlar ve temalar araştırmacılar tarafından yorumlanmış ve alıntılar ile bu yorumlar desteklenmiştir.

Bulgular: Araştırma sonuçlarına göre öğretmen adaylarının çoğu Facebook üzerinden akran dönütü sağlanmasının eğitim-öğretim uygulama becerilerini artırdığına yönelik olumlu görüşler belirtmiştir. Öğretmen adayları, genel olarak Facebook temelli akran dönütlerinin okuma, yazma, konuşma ve öğretim becerilerine olumlu etkiler sağladığını belirtmişlerdir. Görüşlere göre, öğretmen adayları Facebook üzerinden yapılan etkinliklere yorum yazmakta ve bu yorumlar sayesinde yazım hatalarını gördüklerini, hatalı yazımların akranları tarafından düzeltildiğini, yazılan yorumları okuyarak akademik okuma becerilerinin geliştiğini, mikro öğretim ile yapılan çalışmalar sonucunda akranların yaptığı eleştiriler ile telaffuz konusunda gelişmenin kaydedileceği, mikro öğretim ile yapılan çalışmaların izlenilmesi ile adayların yeni yöntem ve teknikler öğrendiği, bildikleri yöntem ve tekniklerde yaptıkları hataları gördükleri, bu hataların akran düzeltmeleri ile düzeltildiği ve öğretimde farklı bakış açıları edinildiği bulgulanmıştır. Ayrıca adayların yaptıkları hataların kendilerine bildirilmesinin, daha önce arkadaşlarının yaptıkları hataları görüp hataların tekrar edilmemesinin ve farklı düşüncedeki akranların görüşlerinin alınmasının bireyin öğretimsel becerilerine katkı sağladığı bulunmuştur. Ancak bazı öğretmen adayları eleştirilerin yapıcılıktan uzak olduğunu, bunun da karşı taraf üzerinde olumsuz etki yarattığını, yapılan sert eleştirilerin bireylerde mutsuzluk yarattığı, yapılan dönütlerin uzman yardımı olmadan doğru ya da yanlış olduğunun belirlenememesi ve yakın arkadaşların sadece olumlu dönütler verip yapılan yanlışları görmezden gelmesi gibi olumsuz özellikleri olduğunu da belirtmişlerdir.

Tartışma, sonuç ve öneriler: Facebook temelli akran dönütü uygulamalarının öğrencilerin gerek dilbilimsel gerekse pedagojik becerilerine olumlu etki sağladığı görülmele birlikte farklı dersler ve çalışma grupları ile yapılacak çalışmalara ihtiyaç duyulmaktadır. Öğrencilerin sıklıkla kullandıkları sosyal medya araçlarının bu gibi eğitsel amaçlara hizmet edecek şekilde kullanılmaları öğretim becerileri açısından etkili olacaktır.