

Role of Teacher and Peer Feedback in Enhancing Junior Students' Speaking Skills

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Abstract: To gain insight into student-mediated peer-to-peer collaborative activities, teachers' perceptions of peer feedback are analyzed and categorized as receptive, delivery, or cognitive feedback. A 15-item questionnaire on peer supportive feedback was developed and validated using pre-service ratings from over 200 teachers.

Key points: sustainable communication; peer feedback; higher education; peer recipient; peer to peer provider.

Introduction: Their perceptions were then quantitatively assessed across peer feedback categories. Although there were significant correlations between scores on all 15 questions, the real conclusions came from analyzing the highest correlations. Thus, participation as both a feedback giver and a feedback receiver was highly valued. Teachers' self-efficacy in receiving feedback (i.e., how cognitively challenging the peer's teaching strategies and the selected learning tasks were for the receiver to reinforce the feedback) was found to be related to their perceptions of engagement, autonomy, and structure. Similarly, motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, beginning teachers expressed interest in improving their teaching and viewed feedback as a useful task and a way to strengthen relationships with their peers. Teachers' self-efficacy in receiving feedback (i.e., how cognitively challenging the peer's teaching strategies and selected instructional tasks were for the recipient to reinforce the feedback) was found to be related to their perceptions of engagement, autonomy, and structure.

Research Object and Materials: Similarly, motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, beginning teachers expressed interest in improving their teaching and viewed feedback as a useful task and a way to strengthen relationships with peers. Teachers' self-efficacy in receiving feedback (i.e., how cognitively challenging the peer teaching strategies and selected learning tasks were for the recipient to reinforce feedback) was found to be related to their perceptions of engagement, autonomy, and structure. Similarly, motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback.

Finally, all three questions in the Cognitive Feedback category were highly correlated. Thus, preservice teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen relationships with their peers. (Peer teaching strategies and how cognitively challenging the selected learning tasks were to enhance feedback with the recipient) were found to be related to their perceptions of participation, autonomy, and structure. Similarly, motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback.

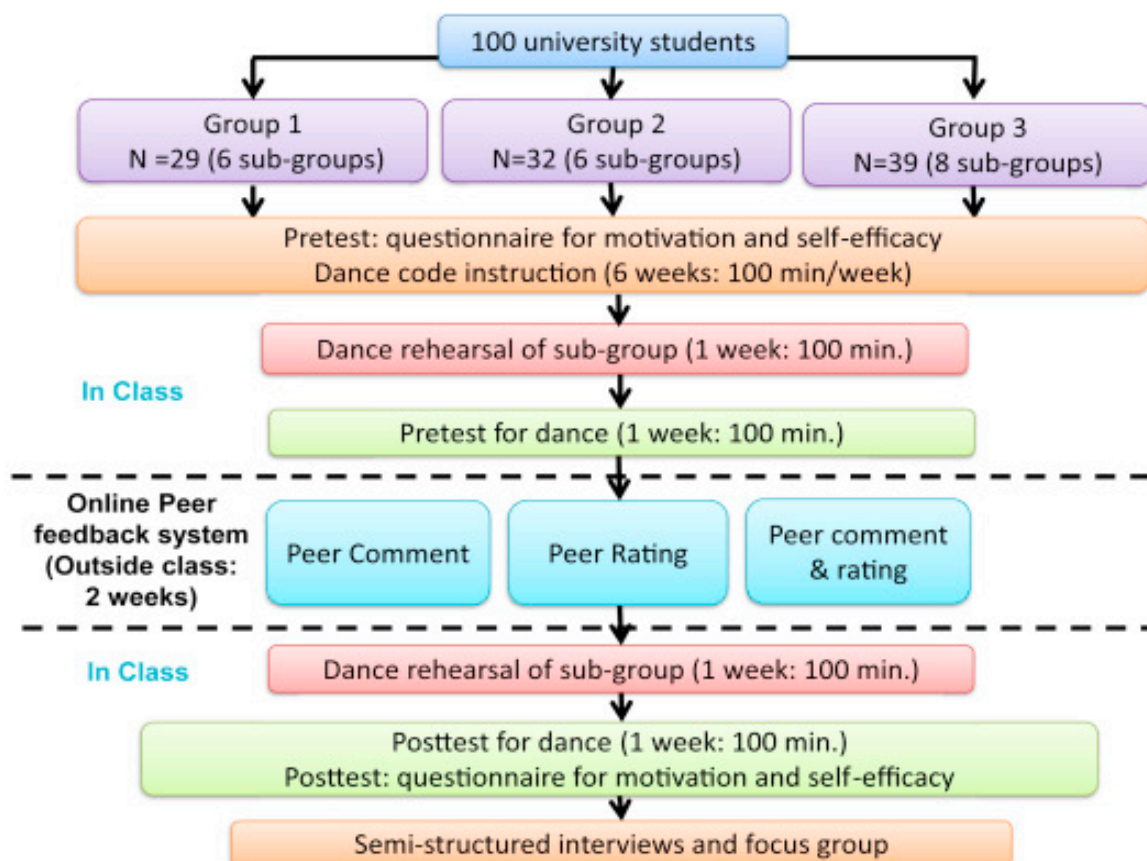


Finally, all three questions in the Cognitive Feedback category were highly correlated. Thus, preservice teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen relationships with their peers. (their peer teaching strategies and the cognitive difficulty of the selected teaching tasks to enhance feedback with the recipient) were found to be related to their perceptions of participation, autonomy, and structure. Similarly, motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, beginning teachers were interested in improving their teaching and saw feedback as a useful task and a way to strengthen their relationships with their peers. Motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, beginning teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen relationships with their peers. Motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, beginning teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen relationships with their peers. Motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, preservice teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen their relationships with their peers. (The extent to which peer teaching strategies and the selected teaching tasks were cognitively challenging for the recipient to reinforce feedback) was found to be related to their perceptions of participation, autonomy, and structure. Similarly, motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, preservice teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen their relationships with their peers. Motivation to give or receive feedback was also strongly related to teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, beginning teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen relationships with peers. Motivation to give or receive feedback was also strongly correlated with teachers' self-efficacy in

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Results: All three questions in the cognitive feedback category were highly correlated. Thus, preservice teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen their relationships with peers. Motivation to give or receive feedback was also strongly correlated with teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, preservice teachers were interested in improving their teaching and viewed feedback as a useful task and a way to strengthen their relationships with peers. Motivation to give or receive feedback was also strongly correlated with teachers' self-efficacy in giving feedback. Finally, all three questions in the cognitive feedback category were highly correlated. Thus, the primary teachers were interested in improving their teaching and saw feedback as a useful task and a way to strengthen their relationships with their peers.



Discussion: Education is increasingly focused on the successful development of initiative skills such as initiative, autonomy and critical thinking [1]. In higher education institutions, where the active role of students is recognized, learning depends not only on students' ability to process quality information from various sources and use it to improve learning outcomes [2], but also on the ability of teachers to facilitate student interactions and relationships. in socialization and learning [3, 4, 5]. Education is based on proactive processes, which ensure that learning problems are solved before they arise [6]. Learner-centered strategies are essential here, requiring students to engage in their own abilities and skills through actions [7]. In the context of education and learning, metacognition emphasizes that students are responsible for their own self-regulation and learning, and that teachers should guide them in this process. Feedback begins with establishing a continuous and cyclical process of active dialogic interaction between students and teachers. Social constructivism, on the other hand, aims to understand students as active participants in the construction of their own knowledge [8, 9] through dialogue and reflection [2, 10]. The starting point for feedback is the student's existing knowledge, especially in interaction with peers. Thus, feedback is no longer teacher-driven but student-driven. Within this educational paradigm, feedback is not an evaluative process and does not judge, but rather a balanced, constructive, and stimulating activity that is intrinsically interesting to the students themselves and is based on social constructivist approaches [11]. First, when students engage in two-way dialogue, use activities

designed to facilitate such dialogue, or talk about learning, the quality of student performance improves. Second, students receive guidance on monitoring and assessing their learning abilities, lifelong learning capabilities, goal setting, and planning learning outcomes. Third, specific subject areas, curricula, and contextual assessment tasks are designed to facilitate student participation in the development of complex tasks and generate ongoing critical feedback on multiple tasks. By encouraging feedback, students develop skills for competent decision-making and initiative, which subsequently contribute to autonomy and critical thinking [12, 13, 14]. At the same time, students need to recognize the value of feedback and understand the importance of their active role (as a provider or recipient) in its processes [2].

Conclusion: Feedback can be viewed from either the provider or the recipient's perspective and benefits both parties involved in the learning process [15, 16, 17]. For example, when reviewing the work of their peers, feedback providers should first reflect on their own work in order to improve the quality of what they have produced [18, 19]. It also promotes the development of reflective knowledge, as students are required to evaluate their own work as well as the work of others in relation to the group [20, 21, 22]. Finally, reflection is enhanced because the evaluator must offer a coherent explanation for the feedback provider in formulating the feedback. Although peer feedback is also mediated by the perception of the criticism received by students [17, 23], students generally benefit from giving feedback rather than receiving it [17, 24, 25]. In general, when peers mediate feedback, both the feedback giver and the feedback receiver are more motivated when they see themselves as fully engaged in classroom activities [21]. According to self-determination theory, the learning environment should support the basic psychological needs of autonomy, competence, and participation [26]. Indeed, an optimal need-supportive feedback process should be facilitated by the psychological need for autonomy, in which the feedback giver and receiver see themselves as the source of their own actions and their actions are consistent with their values, which include responsibility, commitment, and self-esteem. , criticism, and determination [27]. As noted in [28], a high-quality feedback process should support autonomy, and the giving and receiving of feedback can be conceptualized as a specific aspect of the structure and, in our case, can be linked to teachers' experiences of teacher efficacy. The third category, involvement, promotes a sense of connectedness, that is, the experience of close emotional connections with significant others [26]. Feedback providers and recipients can demonstrate the ability to understand and/or offer support during the feedback process. Finally, self-efficacy refers to the individual capacity of both providers and recipients to achieve desired outcomes, especially in terms of interaction and learning.

While research has typically focused on understanding the skills needed to understand complex and qualitative data and use it to produce meaningful learning outcomes [2], this article focuses on peer feedback and specifically examines teachers' perceptions of their role as providers and recipients of feedback. We are interested in identifying categories that describe the process in terms of how peer feedback fosters structure, autonomy, and participation, and self-efficacy. We base our analysis on the undefined peer feedback framework that seeks to analyze the basic needs of teachers before they begin working in schools. Peer feedback frameworks distinguish three basic needs: autonomy of the provider and recipient, participation, and structure of feedback that fosters self-regulated learning, along with self-efficacy [29]. Cognitive feedback for both provider and receiver feedback is related to the cognitive complexity of the selected learning tasks [20].

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