

T. R.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

AN ANALYSIS OF THE EFFECT OF PEER AND TEACHER
FEEDBACK ON EFL LEARNERS' ORAL PERFORMANCES
AND SPEAKING SELF-EFFICACY LEVELS

Master's of Arts Thesis

HONG YU CONNIE AU

Gaziantep
June, 2019

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Master's of Arts Thesis

HONG YU CONNIE AU

Supervisor: Assoc. Prof. Dr. MEHMET BARDAKÇI

Gaziantep
June, 2019

APPROVAL OF THE JURY

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University : Gaziantep University
Graduate School : Graduate School of Educational Sciences
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Thesis Title : **An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking Self-Efficacy Levels**
Thesis Date : 13.06.2019

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.


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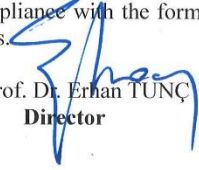
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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.


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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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Date: June 13, 2019

DEDICATION

I would like to dedicate this thesis work to my dearest family. Here, I want to dedicate this work to my beloved mum Kwai-Yuk Chan who has taught me to follow my dream and persist my efforts.

I also extend a special thanks to my beloved husband Yaşar Ede who has always supported me and has given me much constructive advice throughout the whole research.



ACKNOWLEDGEMENT

Many people helped me with this research. Without their help, I could not complete this work. First of all, I would like to express my great appreciation for examining committee members of this thesis, Assoc. Prof. Dr. Mehmet BARDAKÇI, Assoc. Prof. Dr. Emrah CİNKARA and Assoc. Prof. Dr. Esim GÜRSOY for their detailed feedback and comments, which helps to finalize this study in a better way.

I am deeply grateful that my thesis advisor, Assoc. Prof. Dr. Mehmet BARDAKÇI has contributed his time and effort in guiding me and giving me constructive advice throughout the whole study.

I would like to give my special thanks to Assoc. Prof. Dr. Emrah CİNKARA as the head of the School of Foreign Languages for giving me permission to conduct a study in his school and assisting me with the statistical data. I would also like to thank Assist. Prof. Dr. Mehmet KILIÇ for his assistance and direction in this research.

I would also like to thank Assoc. Prof. Dr. Filiz Yalçın TILFARLIOĞLU for her precious advice as well as Sibel ADALI and Eda Duygu Özer SÜT to allow me to carry out speaking tests and oral treatments in their classes.

In addition, I would like to thank Burak OLUR and Gürbüz OCAK for giving me permission to use the foreign language speaking self- efficacy scale.

Many thanks go to my colleagues Assist. Prof. Dr. Allison LIN and Mehmet KARSACA for supporting and helping me to conduct speaking tests.

Lastly, heartfelt thanks for my mum Kwai Yuk CHAN, my husband Yaşar EDE without whom I would not achieve that much.

ÖZET

Akran ve Öğretmen Geri Bildirimlerinin Yabancı Dil Olarak İngilizce Öğrenenlerin Konuşma Performansları ve Konuşma Öz-yeterlik Düzeyleri Üzerindeki Etkisinin Analizi

Hong Yu Connie AU
Yüksek Lisans, İngiliz Dili Eğitimi
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Haziran-2019, 85 sayfa

Bu çalışma, konuşma öz-yeterlik ve geri bildirimlerin konuşma performansı üzerine etkisini inceleyen yarı deneysel bir çalışmadır. Bu çalışma, Yabancı Dil Olarak İngilizce öğrenenlerin konuşma öz-yeterlik düzeylerini belirlemeyi ve üç modül dersinde geri bildirim aldıktan sonra konuşma performanslarındaki değişiklikleri incelemeyi amaçlamaktadır. Çalışma, Güneydoğu Anadolu’da bir devlet üniversitesinde Yabancı Diller Yüksekokulunun otuz üç öğrencisi ile gerçekleştirilmiştir. Ayrıca geri bildirim aldıktan sonra konuşma öz-yeterlik ve konuşma performansı arasındaki ilişki de incelenmiştir. Çalışma, konuşma öz-yeterlik ölçeğinin ve konuşma testinin ön-test olarak uygulanması ile başlamıştır. Bu süreci üç konuşma uygulaması iki koşullu olarak izlemiştir: öğretmen geribildirimi ve akran geribildirimi ile bir konuşma testi uygulanmıştır. Diğer iki modülde de tekrarlanan deneysel uygulamalar ve konuşma testleri yapılmıştır ve son-test olarak konuşma sınavı ve öz-yeterlik ölçeği uygulanmıştır. Bu çalışmada nicel araştırma yöntemi uygulanmıştır. Sonuçlar, öğrencilerin genellikle yüksek konuşma öz-yeterliğine sahip olduklarını ortaya koymaktadır. Bulgular ayrıca öğrencilerin her iki grupta da geri bildirim işlemi sonrasında konuşma performanslarında anlamlı değişiklikler olduğunu göstermektedir. Test sonrası, öğretmen geri bildirimi alan katılımcılar %212,36 oranında iyileşirken, akran geri bildirimi alanlar %161,20 oranında iyileşme göstermişlerdir. Bununla birlikte, iki değişken arasında anlamlı bir korelasyon gözlenmemiştir. Sonuçlar, örneklem bu tür bir ilişkiyi gözlemlemek için yetersiz olabileceğini göstermektedir.

Anahtar Kelimeler: Akran dönütü, öğretmen dönütü, İngilizce öğrenenlerin konuşma becerileri, konuşma öz yeterlik düzeylerine etkisi

ABSTRACT

An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking Self-Efficacy Levels

Hong Yu Connie Au
MA Thesis, English Language Teaching Program
Supervisor: Assoc. Prof. Dr. Mehmet BARDAKÇI
June-2019, 85 pages

This is a quasi-experimental study of speaking self-efficacy and the effects of feedback on oral performances. This study aims to determine EFL learners' speaking self-efficacy levels and to examine the changes in oral performances after receiving feedback in three module courses. The study was conducted among thirty-three EFL prep-school participants in a south-eastern state university in Turkey. The relationship between speaking self-efficacy and oral performances after receiving feedback was also studied. The study began with the implementation of speaking self-efficacy scale and a speaking test as pre-tests. This process was followed by three oral treatments under two conditions: teacher and peer feedback and the same speaking test. Repeated treatments and the same speaking test were conducted in the other two modules, as well as a final speaking self-efficacy scale as post-tests. Quantitative method was applied in this study. The results of speaking self-efficacy scale revealed that students generally possess high speaking self-efficacy level. The findings also showed that students demonstrated significant changes in their oral performances following feedback treatment in both groups. In the final speaking test, participants who received teacher feedback improved by 212.36%, while those who received peer feedback improve by 161.20% compared to the first speaking test. However, no significant correlation between two variables was observed. The results may suggest that the sample size was insufficient to observe such a relationship.

Keywords: peer feedback, teacher feedback, oral performances and speaking self-efficacy.

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CHAPTER I

INTRODUCTION

1.1. Presentation

This current chapter introduces the background of the study and states its central problem. Moreover, the study's purpose and significance are elaborated, followed by limitations and assumptions employed throughout this paper.

1.2. Background of the Study

The present study concerns a common problem in EFL classrooms— an unwillingness to speak in the foreign language (Fukuta, 2017; Macintyre, 2007; Richards, 2008; Savaşçı, 2014). Brown and Yule (2001) have stated that speaking in the foreign language is one of the most difficult aspects of language learning when EFL learners do not feel confident in their speaking ability, which often is poor. In EFL classrooms, it has been observed that while students may participate in reading, listening, and writing activities, the vast majority of these students are reluctant to speak and even resistant to engaging in speaking activities. One explanation for this reluctance was offered by Shumin (1997), who believed that speaking in the foreign language in front of peers may generate stress among learners. Similarly, several other studies have found factors such as a lack of confidence, fear of making mistakes, cultural factors and teacher strategy may also hinder EFL students from participating in speaking activities (Krashen, 1982; Leong & Ahmadi, 2017; Savaşçı, 2014). Still, others have emphasized the role of learners' psychological attributes such as motivation (Clement, Dörnyei & Noel, 1994; Dörnyei, 2001; Gardner & Lambert, 1972), anxiety (Fukuta, 2017; Gkonou, 2014; Horwitz, Horwitz & Cope, 1986), personality (Moqaddas, Haqshenas & Gol, 2013), attitude (Bui & Intaraprasert, 2013), and self-esteem (Rosyida, 2016). An additional psychological factor which may prevent learners from engaging in speaking in the foreign language is self- efficacy, which refers to an individual's belief concerning his or her ability

to accomplish a given task (Bandura, 1977). Self-efficacy may also include novel, unpredictable, and potentially stressful characteristics (Bandura, 1977).

The topic of self-efficacy has been of particular interest among scholars over the past few decades (Bandura, 1977, 1986, 1997; Pajares, 1996; Zimmerman, 2000). Moreover, understanding the impact of self-efficacy among learners is crucial to foreign language educators, as it may affect learners' preferences for certain learning activities. In fact, these scholars have claimed that self-efficacy has the potential to play a key role in the learning process by either assisting or hindering learners' progress (Bandura, 1977, 1984, 1997; Zimmerman, 2000). In other words, self-efficacy may be regarded as a consistent predictor of students' motivation and learning strategies. For instance, learners with a higher sense of self-efficacy are more likely to achieve their goals while avoiding negative emotions after making mistakes (Yanar & Bümen, 2012). Without adequate self-efficacy, learners may not be able to attempt more challenging tasks and demonstrate their abilities. Moreover, a higher sense of self-efficacy may lead to increased motivation, which aids students in focusing on their learning tasks, performing better, and ultimately achieving their learning goals.

Despite the significance of self-efficacy to the learning process, this concept has not been sufficiently researched within the field of foreign language learning (Dodds, 2011). In addition, while some scholars have attempted to understand self-efficacy in relation to reading and writing skills, few have investigated its relationship to students' speaking ability (Alawiyah, 2018; Ocak & Olur, 2018). Moreover, Richards (2008) has claimed that speaking skills have been altogether ignored within EFL context though speaking nowadays has been given priority during English language teaching and learning. He has also emphasized that three components of speaking derived from Brown and Yule's (2001) framework—namely interaction, transaction, and performance—have not been sufficiently explored. Interaction, also known as “listener-oriented” conversation—refers to the conversation and how speakers present themselves to others rather than the accuracy or clarity of the delivered messages. Transaction, on the other hand, is “message-oriented” in that concerns the clarity and accuracy of what is being said. Finally, performance refers to both the listener's expression and the delivered message (Richards, 2008). Based on the framework, Brown and Yule (2001) claimed that speaking is often viewed as one of the most difficult and challenging aspects of the foreign language. In addition, oral communication is less supported by the speaking skill often regarded as being the least important in EFL classrooms (Dinçer, 2017). Both educators and students in Turkey still experience some difficulties in spoken language. Turkish education has long been emphasized its importance of reading and writing; speaking

is much neglected as in most EFL settings as the students do not have adequate opportunities to practice the language in realistic situations (Gürsoy & Kararca, 2018). Ultimately, there is not much interaction, transaction or even performance in speaking, and hence the quality of English speaking skill in Turkey is still not satisfactory.

As mentioned above, self-efficacy is believed to have an important role for students. Self-efficacy can direct students to more engagement in academic situation, resulting in better learning achievement (Çubukçu, 2008). Thus, exploring speaking self-efficacy is crucial as it has the potential to offer the educators important insights into both teaching and learning process as well as students' psychological attribute. Concerning with self-efficacy in relation to the speaking skill, students in Turkey generally demonstrated a lack of self-confidence and interaction in speaking, especially when they were anxious to speak (Gürsoy & Karaca, 2018). Speaking is an anxiety-provoking skill for most learners, which may hinder their performance and remain the most difficult skill to master. Moreover, most educators find the speaking skill as the most difficult skill to assess and it takes a long time to develop and gain proficiency. Learners need more exposure to the target language in order to have greater competence in speaking and fewer problems in learning to speak. Since assessing speaking skill is more time-consuming and more complex when compared to other skills, speaking together with speaking self-efficacy have been hardly explored in a Turkish EFL setting. There have been a few studies so far related to speaking self-efficacy (Gürsoy & Necla, 2018; Olur & Ocak, 2018). For instance, Olur and Ocak (2018) aimed to develop a scale in assessing the speaking self- efficacy level in foreign language. They employed the scale on studies with the students who study English in the School of Foreign Languages at Afyon Kocatepe University in Turkey. They suggested that the scale could be used with the students studying a different foreign language. While Gürsoy and Karaca (2018) studied on the effect of speaking anxiety on speaking self-efficacy of children in a FLL context. Due to the limited amount of studies in Turkish EFL settings, there is a need for this study to examine speaking self-efficacy as it relates to Turkish university EFL learners.

In addition to self- efficacy, another concern of the present study is how feedback relates to speaking in an EFL context. Feedback refers to information provided by an agent such as teacher, peer, or oneself regarding the aspects of one's performance or understanding (Hattie & Timperley, 2007). It plays an important function in learner output in that it may be viewed as a result of a performance (Sheppard, Flexer, Hiebert, Marion, Mayfield & Weston, 1996). Thus, feedback may significantly impact the processes of learning and achievement (Hattie & Timperley, 2007). Moreover, based on its instructional purpose, feedback should

provide information specifically related to a given task or process which fills the gap between what is understood and what is aimed to be understood (Sadler, 1989). In this regard, feedback is particularly important in foreign language learning, as it affects students' learning strategies and perceived control. Ellis defined feedback as 'the information given to learners which they can use to revise their interlanguage' (Ellis, 1994, p.702). Generally, feedback is given in response to learners' errors, and these learners may accept, modify, or even reject the feedback. Moreover, feedback may enhance learners' sense of self-efficacy by enabling them to self-reflect and concentrate on their peers' judgment of their language capabilities. In particular, positive judgment, praises, and feedback affect the way learners evaluate themselves. It also enhances learners' willingness to learn and their self-confidence, and thus their learning motivation (Yang & Wu, 2013). In other words, accepting feedback can be viewed as the most effective factors in enhancing self-efficacy and achievement (Yang & Wu, 2013).

Feedback has become an increasingly popular research topic among EFL scholars, with most studies examining the general nature of feedback and its role in an EFL environment (Lyster, 1998; Mackey & Philip, 1998; Oliver, 2000). In particular, these studies have compared the different forms of feedback such as corrective feedback, direct and indirect feedback, and peer and self-feedback. A common finding has been that teacher feedback may provide encouragement as well as the corrective information necessary for learners to clarify their speech productions, whereas peer feedback may function as an alternative strategy for evaluating the correctness of a response (Hattie & Timperley, 2007). Most studies regarding feedback in an EFL setting have aimed to determine whether certain feedback types are more or less effective in improving students' academic performance (Ahmadi, Maftoon & Mehrdad, 2012). Moreover, the three most frequently studied types of feedback have been peer feedback, teacher feedback, and self-feedback. This study investigated the effects of two common feedback types (peer and teacher) and examined how these feedback could be a way to help students to enhance their self-efficacy level by evaluating themselves and concentrating more on students' judgment of their capability.

In summary, existing studies have demonstrated that self-efficacy and feedback are widely regarded by educators as significant facets of foreign language learning and acquisition. However, a limited range of studies has examined these concepts concerning speaking. Consequently, the current study attempted to fill this research gap by investigating the effects of both speaking self-efficacy level and peer as well as teacher feedback on the

oral performance of EFL students. It also compared the effectiveness of peer and teacher feedback.

1.3. Statement of the Problem

According to Chen and Hasson (2007), students must have the willingness to learn and believe that they have the ability to learn. In other words, learners should possess both the motivation to learn and the confidence in performing a given learning task (Zarei, 2018). Thus, self-efficacy plays an important role in determining the chances of success in learning. According to Bandura (1977), self-efficacy refers to a person's belief concerning his or her completion of a task and perceived competency level with performing the task. In addition, as suggested by Rahimi and Aberdini (2009), self-efficacy denotes the degree to which the student thinks he or she has the capacity to cope with the language challenge. Some scholars have disserted that self-efficacy functions as a key motivational force in the cognitive system and a central mediator of effort (Cinkara & Tıfarlıoğlu, 2009). If an individual has high self-efficacy, he or she will exert more effort, even when facing difficulties. As a consequence, he or she will be more likely to accomplish positive learning outcomes. On the other hand, an individual with low self-efficacy is more likely to cease effort and fail.

In terms of academic self-efficacy, some scholars have emphasized students' judgments of their capabilities as well as the relationship between self-efficacy and student engagement and learning (Cinkara & Tıfarlıoğlu, 2009; Çubukçu, 2008). For instance, some have claimed that most Turkish EFL students demonstrated a lack of self-efficacy in learning English, especially in terms of speaking English. These learners cannot make simple sentences or participate in conversations as they have low self-efficacy and anxiety in speaking with their teachers in the target language. EFL educators in Turkey have attempted to determine how self-efficacy may direct these students to more engagement in academic situations, resulting in higher levels of learning achievement. Indeed, a large number of studies have identified a positive correlation between high self-efficacy beliefs and performance. Moreover, self-efficacy beliefs have often been regarded as a 'predictor of subsequent performances' (Multon, Brown & Lent, 1991; Pajares, 1997). Hence, the first part of this study focuses on the self-efficacy levels of EFL learners in Turkey and how these may contribute to their performance in speaking, either by enhancing or hindering speaking ability.

In addition to self-efficacy, the second component of this study considers the delivery of teacher and peer feedback. According to Gore (2006), changes in self-efficacy have a direct correlation with subsequent language performance and maybe enhanced through instruction.

As feedback can be considered as an instructional method in foreign language learning, the current study examined whether and how it may affect students' self-efficacy levels. The provision of constructive feedback has the potential of aiding both learners and educators in identifying the strengths and weaknesses of the learners in acquiring foreign language speaking ability. Moreover, it may be derived from various sources such as teachers and peers. Teacher feedback often is the preferred feedback method in traditional classroom settings, while peer feedback may be considered as an alternative or non-traditional feedback form that is becoming increasingly popular in the contemporary education setting (Ferris, 2003). In recent years, several scholars have refuted the idea that students prefer teacher feedback to peer feedback, even though teacher feedback may be more professional and objective (De Grez, Valcke, & Roozen, 2012; Gielen, Tops, Dochy, Onghena, & Smeets, 2009). This is because peer feedback allows learners to make active decisions about whether or not to internalize their peers' comments, whereas teacher feedback seems to impose itself upon the learners without granting them freedom of choice (Kurt & Atay, 2007). Consequently, over the past few decades, there has been an increase in students' preferences for peer-assessment. As learners believe that they have a greater degree of autonomy in peer-feedback, and this subsequently enhances their self-efficacy level. Fox (1980) conducted a study comparing peer feedback and teacher feedback in terms of students' writing performance. While no significant difference in writing performance following peer feedback or teacher feedback was observed, his study discovered that learners preferred peer feedback, as it enhanced their self-confidence in writing.

In addition to improving self-confidence, considerable evidence has also indicated that feedback which attributes performance to effort or ability increases engagement and performance (Craven, Marsh, & Debus, 1991; Dohrn & Bryan, 1994). There have been several claims regarding the effects of peer and teacher feedback on both writing performance and general performance in learning tasks performance (Jalalifarahani & Azizi, 2012; Maarof, Yamat & Li, 2011). However, there has been limited empirical research concerning the role of feedback in students' speaking performance (Murillo-Zamorano & Montanero, 2017). In the case of speaking, Murillo-Zamorano & Montanero (2017) have compared the impact of teacher and peer feedback on oral performances. The results of their study revealed positive attitudes on behalf of learners towards peer feedback. Other scholars have highlighted that most research on the teaching of oral presentation competency has focused on merely descriptive or correlational studies (Van Ginkel, Gulikers, Biemans, & Mulder, 2015). Some of these studies have found positive, though not strong, correlations between the ratings

administered by teachers and those provided by peers regarding student presentations (De Grez, Valcke, & Roozen, 2012).

In addition, to the best of the researcher's knowledge, no study has dealt directly with the relationship between speaking self-efficacy levels and peer and teacher feedback in the oral performances of Turkish EFL learners; hence this led to the second part of this study.

In short, although feedback is crucial to learning, it is one of the most difficult endeavors of EFL educators when evaluating students' speaking performances. This may be due to the fact that peers and teachers have different interpretations of speaking criteria and indicators of success. The central problems of this research concern whether high levels of speaking self-efficacy on behalf of EFL learners in Turkey correlate with better speaking performance, and whether peer or teacher feedback is more effective in improving this performance.

1.4. Aim of the Study

The purpose of this quasi-experimental study was to analyze the speaking self-efficacy levels of prep-school EFL learners (A1-B1 following Common European Framework of Reference for Languages standards) enrolled in an English preparatory program at the Department of Foreign Languages at Gaziantep University in southeast Turkey. Regarding speaking self-efficacy levels, this study aimed to determine its effect on students' success in their oral performances, following teacher and peer feedback. The study consisted of three components: a speaking self-efficacy scale, feedback, and speaking tests. The students' performances were analyzed at three stages: pre-test, during treatment, and post-test. The following questions guided this study:

1. Are there any changes in the level of students in speaking self-efficacy?
2. Is there a statistically significant difference in terms of oral performances after treatment?
3. Is there a correlation between speaking self-efficacy level and oral performance following feedback?

1.5. Significance of the Study

Speaking is a crucial skill in learning English as a foreign language as well as an essential skill for communicating with people in daily life. At the same time, speaking commonly has been viewed as "the most demanding of the four skills" (Bailey & Savage, 1994, p.7). In Turkish EFL classrooms, learners generally cannot speak well due to speaking

anxiety and low self-efficacy (Gürsoy & Karaca, 2018). Thus, it is necessary to examine the speaking self-efficacy levels of these learners.

The effectiveness of peer and teacher feedback in writing has also been widely studied (Paulus 1999; Yang, Badger, & Zhen, 2006; Zhang, 1995) in both Turkey and around the world, but not in the case of speaking. In addition, most of these studies have been descriptive in nature, and there has been a lack of experimental research comparing the influence of different types of feedback (teacher and peer) in the improvement of oral competency. Furthermore, a limited amount of research has experimentally compared the effectiveness of these two feedback approaches in Turkey (Eşki, 2012). Thus, the study is significant in that it seeks to examine the relationship between speaking self-efficacy and oral performance among EFL learners in Turkey both prior to and following both types of feedback. In addition, this study is meant to illustrate the effectiveness of peer feedback and teacher assessment in improving students' speaking performance and which feedback approach is most beneficial for learners' oral performance.

It is hoped that the findings of this study will benefit both EFL educators and learners in Turkish universities. For teachers, the findings will reveal the speaking self-efficacy levels of EFL prep-school students and how teacher and peer feedback approach for enhancing their students' speaking ability. Similarly, for learners, the findings will illuminate the influence of self-efficacy on their oral performance, their speaking self-efficacy levels, and how these levels may affect their oral competency and choices of activities.

Finally, this study may be useful for other education scholars, especially those in Turkish universities, who are interested in conducting similar research among their students.

1.6. Assumptions

- 1- It was assumed that participants' age would not significantly affect their speaking self-efficacy during this study.
- 2- It was assumed that participants' gender would not significantly affect their speaking self-efficacy during this study.
- 3- It was assumed that all participants would answer all questions on the speaking self-efficacy scale honestly and to the best of their individual abilities.
- 4- It was assumed that all participants would perform the oral presentations to their best of their individual abilities.

1.7. Limitations of the Study

In this study, the participants were chosen on the basis of convenience sampling,

which might have affected the results. In future studies, a random sampling method could be employed. Moreover, this experimental study involved only two experimental groups without a control group; thus it cannot be a representation of all EFL learners in Turkey. Future studies might employ a larger sample size consisting of preparatory students from universities situated in different parts of Turkey for more accurate results. In addition, this study was conducted for twenty-four weeks. A more extended research period may have yielded more statistically significant results regarding the differences and improvements in students' speaking performances.

1.8. Summary

This chapter introduced the background of the current study and its central problems. This section also explained the aims of the study, its guiding questions, its significance, and its assumptions as well as limitations. The following chapter presents a review of existing literature influencing this study, including a more thorough discussion of self-efficacy theory and other theories of feedback related to this study.

CHAPTER II

LITERATURE REVIEW

2.1. Presentation

This literature review begins with the definition of speaking, followed by an overview of both the general and speaking skills of EFL students. Next, Bandura's self-efficacy framework and other related theories about speaking self-efficacy are discussed. Finally, different forms of feedback and their effectiveness are examined, followed by a review of studies which have examined the effects of teacher and peer feedback.

2.2. Speaking

Speaking is one of the four language skills (speaking, listening, reading and writing). It commonly has been regarded as the most important skill required for communication, especially for those who want to learn a second or foreign language (Gai & Dong, 2010; Zarei & Sepehri, 2018). It is an interactive process in which learners communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints (Torky, 2006). Speaking is a productive skill and is closely related to another active skill, listening. In any communication, a speaker performs the role of a listener and *vice versa*. In other words, the speaker processes the information when he or she listens. Thorbury (2007) has stated that speaking is a speech production that becomes a part of daily activities which involve interaction. Speaking involves sharing information, ideas, and feelings (Pengajaran, 2018). According to Florez (1999), speaking is a two-way process requiring the interlocutors to use grammar structures accurately, select appropriate vocabulary, apply strategies for enhancing comprehensibility, and pay attention to the delivery. That is, speaking requires one to master linguistic competence (the use of correct grammatical rules, intelligible pronunciation, and appropriate vocabularies), discourse competence (structuring discourse coherently and cohesively as well as effectively managing conversation and turn-taking), pragmatic competence (expressing a range of functions effectively and appropriately according to context and register), and fluency (speaking fluently at a reasonable pace) (Torky, 2006, p.30-

31). When it comes to evaluating students' speaking performances, "fluency, pronunciation, grammar, vocabulary, and comprehension are usually assessed" (Pengajaran, 2018, p.89). The aim of speaking is to demand the learner's speaking abilities in order to plan, process, and produce the language (Gürsoy & Karaca, 2018). Learners also have to integrate various techniques such as language use, topic development and delivery in order to speak fluently and accurately. Speaking is not an easy task for learners who are trying to develop speaking skills as it involves a lot of interaction and communication in real life. In addition, according to Shumin (2002), speaking requires learners to utilize the appropriate language in social interaction and communication.

2.3 General Skills of EFL students

Nowadays, English is viewed as *lingua franca* and as a means of international communication. The importance of English language acquisition has become increasingly prevalent in Turkey's education system, especially within higher education. In Turkish society, a basic knowledge of English has become almost essential. Turkish Ministry of Education has expanded their foreign language education with the introduction of ELT curriculum in early primary education and has made English language learning compulsory in primary schools (İnceçay, 2012). Also, Turkish Ministry of Education gives more importance to language education and seeks different ways of teaching languages more effectively (Gürsoy & Karaca, 2018). With the implementation of new language policy, many English ELT departments have been established within Turkish universities. Many universities such as the one involved in the current study have emphasized the importance of English language teaching within the addition of these departments. However, students in Turkey have acknowledged that studying in an English-medium department or university poses a real challenge for them. According to a study by Hergüner (1990), a few decades ago, 86% of the postgraduates in Çukurova University felt that their English levels were insufficient. In addition, few students perceived their overall English ability to be "very good" or "fairly good". In recent years, many Turkish students have continued to experience difficulty while studying via the medium of English. However, among the four language skills, these students have assessed themselves as "fair" and "good" in all general and specific skills areas except speaking (Çiğdem, 1994).

The lack of perceived self-efficacy in speaking among Turkish students may be because English language learning in Turkey has always been tended to be grammar-centered and dependent on rote-memorization as well as form-focused instruction (Kara, Dündar, & Ayaz, 2017). In a Turkish educational context, the importance of balancing and integrating the

four skills has been neglected, as has the speaking skill. Solak and Bayar (2015) have found out that grammar is the skill of most intense focus in Turkish EFL classrooms. In addition, the vast majority of participants in their study recognized that they did not know how to speak English fluently as they lacked sufficient opportunities to practice their speaking skills. As a consequence, students were not able to improve their English and speak fluently in real-life situations (Solak & Bayar, 2015).

2.4. Speaking Skill of EFL Students

Speaking has been defined as “an interactive process of making meaning that needs producing, receiving and processing information” (Zarei, 2018, p.13). Moreover, communication is necessary for interaction among people over the world. Thus, it is essential for students to develop speaking skills. However, many factors—personal, social, and environmental—can affect the development of speaking skill. It has been observed that in EFL classrooms, particularly during speaking lessons, students are not willing to use the foreign language, and they are reluctant to communicate in the foreign language (Savaşçı, 2014, p.2682). In Turkey, speaking remains one of the weakest areas in foreign language learning. Numerous studies have highlighted the challenges these students have in speaking (Alptekin & Tatar, 2009; Kara, Dündar & Ayaz, 2017; Kırkgöz, 2005; Littlewood, 2004; Öztürk & Gürbüz, 2014; Savaşçı, 2014; Young, 1990). As indicated by Alptekin and Tatar (2009), many EFL learners feel concerned about their oral productions due to a lack of self-confidence and insufficient levels of English proficiency. The perspective of Kırkgöz’s study (2005) is very similar to that of Alptekin and Tatar’s study (2009), as it indicated that students’ greatest deficiency (or at least perception of deficiency) is speaking ability for both general and specific purposes (Kırkgöz, 2005). Turkish students generally have low perceptions regarding their ability to speak about their discipline, as they are not encouraged to produce the language nor to participate in communicative activities in class (Kara, Dündar & Ayaz, 2017). In addition, speaking English has no significant role in Turkey as there is no relationships from historical or governmental perspectives (Gürler, 2015).

Savaşçı’s study (2014) investigated why students are reluctant to speak English in class. The findings indicated that students often were unwilling to speak in the foreign language, and this situation generated a larger problem of lack of participation, as students rarely volunteered to respond to questions. The results also indicated that several factors such as anxiety, fear of being despised, teacher strategy, and culture influenced students’ reluctance to speak. In a similar study, Young (1990) observed that speaking activities required students to perform in front of their peers and spontaneously had produced the most anxiety among

learners. This finding correlates with that of Aydın (2001), who suggested that foreign language learners' anxiety levels are increased by their self-perceptions of inadequacy and that this, in turn, negatively affects their achievement (cited in Yanar & Bümen, 2012).

As demonstrated above, anxiety commonly has been identified as a factor affecting the speaking abilities of Turkish EFL learners. To explore this notion further, Öztürk and Gürbüz (2014) conducted a study of the specific sources of anxiety in students' speaking performances. In their study conducted among a group of EFL students enrolled in English preparatory program at a Turkish state university, it was confirmed that most students believed their anxiety levels to increase during speaking. They were particularly afraid of making pronunciation and vocabulary mistakes and became more anxious when speaking without any preparation. On the other hand, one positive finding was that students' speaking anxiety might have provoked them to become more attentive to correct language use and careful when producing sentences.

In a similar study conducted by Kara, Dündar and Ayaz (2017) to determine the sources of anxiety among Turkish EFL learners when speaking, it was found that learning anxiety had hindered some students from speaking and consequently decreased their motivation. Moreover, it was observed that educational and social factors such as the grammar-intensive educational context in Turkey had been obstacles to students' improvement of speaking, as it had discouraged them from making speech productions.

In another study, Littlewood (2004, p.116) summarized the following six factors which hinder participation in the classroom:

- (1) Students are tired,
- (2) Students are afraid of committing mistakes,
- (3) Lack of interest in the class,
- (4) Lack of knowledge in the subject,
- (5) Students are shy,
- (6) Lack of speaking classes.

As indicated above, foreign language students often perceive that speaking is a weakness and believe that anxiety affects their development of speaking skills. Thus, it is necessary for educators and higher education institutions to place more emphasis on speaking skills to aid students in overcoming such obstacles. Students should be informed that it is natural to make mistakes and that making mistakes is itself a learning process. Indeed, speaking anxiety is not the only factor hindering speaking. Understanding students' speaking

self-efficacy levels is also vital to explaining whether those with high self-efficacy levels are more successful in completing speaking tasks.

2.5. Social Learning Theory

Social learning theory is believed to be the most influential theory of learning and development (Ashford & Lecroy, 2010). It refers to the acquisition of skills that are developed exclusively or primarily within a social group; that is, social learning can occur by simply observing others' actions. Bandura claimed that humans are largely a product of learning and consequently learn through direct experiences and by observing others (Bandura, 1977; 1986). The primary facets of social learning theory are outlined in the figure below:

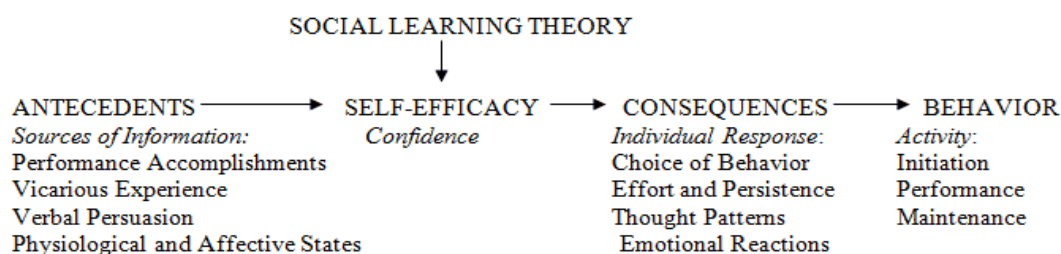


Figure 1. Social Learning Theory.

As given in Figure 1, Bandura (1977) suggested that individuals learn from each other through the process of observation, imitation, and modeling. When a person observes the desired performance, he or she adjusts his or her behaviors or imitates the behaviors of others. In other words, an individuals' choice of behavior can be affected through observing the desired performance; thus he or she will make an effort to persist or adjust his or her thoughts and behavioral patterns (Betz, 2007).

2.6. Social Cognitive Theory

Bandura's social cognitive theory is considered to be one of the most influential theories of self-efficacy. He defined self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. The Social Cognitive Theory emphasizes how cognitive, behavioural, personal, and environmental factors interact to determine motivation and behavior (Crothers, Hughes, & Moraine, 2008). The following figure layouts the components of Social Cognitive Theory:

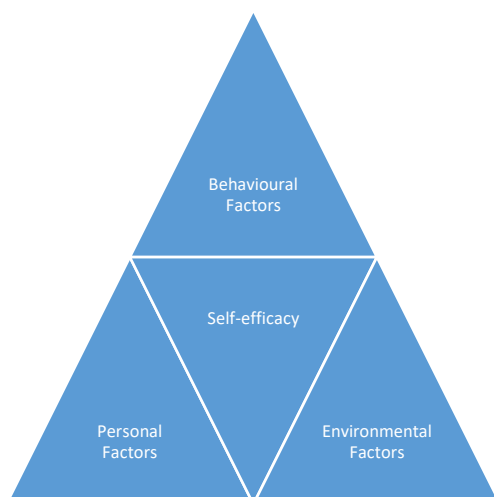


Figure 2. Bandura's Triadic Reciprocal Determinism

For example, as indicated in Figure 2, oral performances (behavioral factors) are influenced by how learners themselves are affected (cognitive factors) by different forms of feedback (environmental factors). There are four processes of goal realization according to social cognitive theory, namely self-observation, self-evaluation, self-reflection, and self-efficacy. These four elements are interrelated and impact motivation as well as goal attainment (Redmond, 2010). Self-observation can be motivating and aid individuals in monitoring their progress towards goal achievement as well as in adjusting their behavioral changes (Zimmerman & Schunk, 2001). Self-evaluation allows individuals to compare their performance with a desired performance or goal in order to achieve their goal. Self-reaction enables them to modify their behavior based on the evaluation of their progress toward their goals (Bandura, 1989). That is, when a person is not able to achieve the goal, he or she is likely to re-evaluate the goal and make certain adjustments to make it achievable. Finally, as mentioned previously, self-efficacy refers to one's belief about his or her ability to complete a task. The following figure portrayed by Wood and Bandura (1989) displays the inter-related factors involved in motivation and behavior, according to social cognitive theory.

The central tenant of social cognitive theory is that an individual's action is influenced by the behaviors of observed others. That is external experiences and self-perception shape and may aid in developing learners' sense of self-efficacy, hence affecting learners' outcomes. According to Bandura's theory (1977), learners who believe in their capabilities are able to master more difficult and challenging tasks than those who think otherwise.

2.7. Self-Efficacy

Many studies have examined learners' beliefs, also known as self-efficacy (Bandura, 1977, 1986, 1997; Pengajaran, 2018; Zimmerman, 2000). Bandura (1977) introduced the idea of self-efficacy as a key element in learners' success. Self-efficacy was defined as a person's beliefs concerning his or her completion of a task and his or her competency level in performing the task (Bandura, 1977). In other words, self-efficacy concerns how learners think about their capabilities to organize and complete a learning task to reach a goal (Zimmerman, 2000). Self-efficacy beliefs are an important aspect of human motivation and behavior, and they directly influence certain actions (Pengajaran, 2018). It also focuses on performance capabilities rather than on personal qualities. Bandura (1977) also suggested that self-efficacious students are usually more hard-working and engage more readily and persistently throughout the learning process. Unlike inefficacious students, self-efficacious students do not doubt their abilities and have more stable emotional reactions when they encounter difficulties (Zimmerman, 2000). That is individuals who accomplish tasks successfully usually have higher self-efficacy (Ocak & Olur, 2018). Those who have a lower sense of self-efficacy for accomplishing a task may avoid it, while those who believe they are capable often participate readily (Schunk, 1991). Finally, in terms of choosing activities, self-efficacious students usually prefer more challenging tasks.

In language learning, one's learning experience is affected not only by his or her knowledge but also by personal beliefs regarding one's ability to utilize that knowledge effectively (Cinkara & Tıfarioğlu, 2009, p.130). Moreover, students' beliefs in their efficacy for managing academic task demands may reduce their anxiety levels (Zimmerman, 2000). Zimmerman (2000) has stated that when self-efficacy increases, motivation and self-confidence also increase, consequently affecting academic achievement. Many researchers have similarly observed that a relationship between self-efficacy beliefs and academic achievement (Cinkara & Tıfarioğlu, 2009; Stajkovic & Luthans, 1998). For instance, Stajkovic and Luthans (1998) found that improved self-efficacy contributes directly to the successful performance of tasks. Likewise, Cinkara and Tıfarioğlu (2009) have observed that students within the Department of Foreign Language at Gaziantep University possessed high levels of self-efficacy regarding language learning tasks; moreover, self-efficacy had influenced these students' success in English language learning.

2.7.1. Sources of Self-Efficacy

According to Bandura (1997), there are four sources of information affecting self-efficacy beliefs. The following figure demonstrates the source of self-efficacy information:

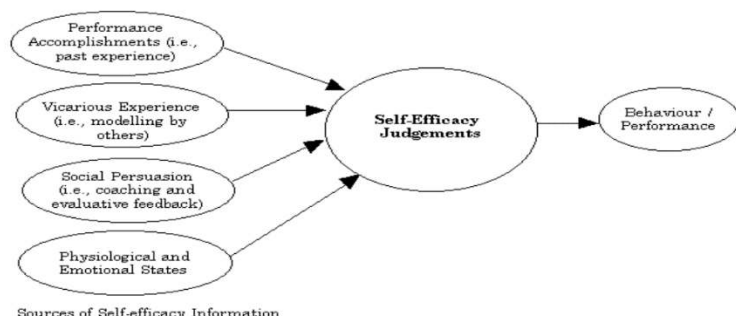


Figure 3. Sources of Self-Efficacy Information. Source: <http://jcmc.indiana.edu>

As indicated in Figure 3, they are namely mastery experiences, observational learning, verbal persuasion, and emotional arousal.

2.7.1.1. Mastery Experiences

Mastery experiences, also known as an individual's personal experiences, refer to how individuals interpret their previous experiences. These are the most powerful self-efficacy beliefs, as they provide the "most authentic evidence of whether one can master whatever it takes to succeed" (Bandura, 1997, p.80). Success raises self-efficacy beliefs whereas failure undermines them (Bandura, 1986). In other words, prior achievements and success strengthen efficacy beliefs, while failures weaken them. (Cinkara, 2009). In terms of language learning, Cinkara (2009) have asserted that learners who perform well in a particular language skill will be motivated to participate in future activities and tasks in that skill. In addition, Bandura (1994) claimed that mastery experiences significantly influence self-enhancement in academic performance. As a consequence, assisting learners to perceive themselves as competent can enhance their academic ability as well as their overall beliefs about themselves.

2.7.1.2. Vicarious Experiences

Vicarious experiences, also known as observational learning, are another factors affecting self-efficacy beliefs. It occurs when an individual forms his or her own efficacy beliefs while observing others' performances or desired behaviors. After observing peers achieve their goals by sustained effort, it is likely that these individuals will believe that they,

too, may also succeed in similar activities (Cinkara, 2009). On the other hand, observing someone's failure despite high effort may negatively impact observers' judgments of their efficacy and undermine their effort (Zarei, 2018). Ultimately, the more similar the observer feels he or she is to the model, the more influence the vicarious experience will have on the observer's sense of self-efficacy (Burrows, 2008). In summary, according to Goddard, Hoy and Hoy (2004), vicarious experiences enable either a strengthening or diminishing effect when one is not sure of his or her abilities. Vicarious experience allows individuals to modify their behaviors in order to strengthen their efficacy beliefs and, hence, perform a given task more efficiently.

2.7.1.3. Verbal Persuasions

The third factor which affects self-efficacy beliefs is verbal persuasions. Many social cognitive theorists have claimed that student self-efficacy beliefs can be developed through increased exposure to feedback, which constitutes verbal persuasions (Graham, MacArthur, Schwartz & Page-Voth, 1992; Pajares, 2003; Schunk & Swartz, 1993). Verbal persuasions are the verbal judgments made by others. When individuals are persuaded verbally that they have the ability to master a certain activity, they are likely to persist in their effort to achieve it. Persuasions can be positive or negative, either enhancing or weakening self-efficacy beliefs. For example, positive feedback can help guide learners through a task or motivate them to make their best effort. In other words, it may enhance learners' self-confidence. Zimmerman and Bandura (1994) explained that even though one may think that it is easier to enhance self-efficacy beliefs through positive events, this may not always be true. It can be much easier to weaken self-efficacy beliefs through negative appraisals (Zimmerman & Bandura, 1994). However, the potency of persuasion often depends on the persuader's trustworthiness, credibility, and expertise (Cinkara, 2009).

2.7.1.4. Physiological Factors

Physiological factors are another source affecting self-efficacy beliefs. Physiological factors such as anxiety, stress, arousal, and fatigue can affect how individuals perceive and interpret their mental and physical responses (Bandura, 1994). For example, those with strong feelings of self-efficacy view their situations of emotional excitement as a stimulating means of performance, while those with a lower sense of self-efficacy may be more likely to view their excitement as an obstruction (Zarei & Sepehri, 2018, p.38). Overall, positive emotions can boost an individual's sense of self-efficacy, while negative one may increase anxiety.

2.8. Self-concept Theory

Self-concept theory refers to how individuals perceive themselves and interpret their experiences from external sources (Abelson & Staley, 1982). This theory claims that how individuals view themselves and their social relationships determines their success or failure. According to Ushioda (2001) and Noels (2003), there are two dimensions of Self, namely, the ideal self, and ought-to self.

1. Ideal Self: When an individual would like to speak in the foreign language, the Ideal Self is viewed as a powerful motivator to learn the foreign language due to the desire to minimize the discrepancy between the actual and ideal selves (Dörnyei, 2005, p.105).
2. Ought-to Self: an individual believes that he or she ought to possess various duties, obligations, or responsibilities in order to avoid possible negative results (Dörnyei, 2005, p.105-106).

Self-concept is closely related to self-efficacy. According to Schunk (1983), self-concept is a social comparison between oneself and one's peer. When self-concepts of students are formed in part by comparing their performance with others in the environment, students should be placed in classes with others of similar ability. In this way, favourable comparisons can be made and positive self-concept can be encouraged.

2.9. Self-Efficacy and Language Learning

Numerous studies have been conducted to examine self-efficacy and have demonstrated that high levels of self-efficacy are associated with good performance in language learning (Asakereh & Dehghannezhad, 2015; Cinkara & Tılfarlıoğlu, 2009; Lent, Brown, & Larkin, 1986; Mills, 2014). These studies have suggested that there is a direct relationship between the level of self-efficacy and the achievement of learning outcomes.

Lent, Brown and Larkin (1986) asserted out that self-efficacy plays an important role in the learning process as well as academic achievement in that it contributes to academic performance behavior. Their study revealed that low self-efficacy could lead to poor grades and inefficient study habits. Similarly, Cinkara and Tılfarlıoğlu's study (2009) involving a group of 175 EFL students at Gaziantep University found that students tended to have a high level of self-efficacy in learning English, which resulted in higher motivation, lower anxiety, and better performance. Moreover, a positive relationship was observed among self-efficacy,

academic performance, and course satisfaction.

Mills (2014) also stated that the importance of self-efficacy. High self-efficacious students exert greater effort, show more flexibilities in learning, and display higher levels of intrinsic interest in academic tasks when performing academic tasks (Mills, 2014).

As demonstrated by the studies above, self-efficacy beliefs such as self-evaluation and self-monitoring may encourage students to learn. There are many ways in which learners may enhance their self-efficacy, such as the observation of peers' accomplishment and the development beliefs about their own capacities for accomplishing the same or similar tasks (Ocak & Olur, 2018). Moreover, feedback from a teacher or a friend is a potential method of developing self-efficacy.

2.10. Speaking Self-Efficacy

In the field of EFL, self-efficacy questions are often representative of each of the four language domains, namely reading, writing, listening and speaking (Dodds, 2011). Speaking is a productive skill in that it involves the ability to communicate with others (Khatib & Maarof, 2015). Thus, language learners are usually asked to give oral presentations individually or in groups as well as to facilitate group discussions as a means of practicing their communication in the foreign language. When a person is proficient in a language, communication with a native speaker is more natural and more comfortable. However, speaking is usually the most demanding skill among learners as it is the sole means to communicating verbally in the target language. Naturally, fear and anxiety in speaking are common phenomena among Turkish EFL students.

While several studies have examined the impact of self-efficacy on learners' writing, reading, and listening skills, few have considered its influence on speaking ability (Asakereh & Dehghannezhad, 2015; Khatib & Maarof, 2015). Among those who have conducted studies on speaking self-efficacy, Asakereh and Dehghannezhad (2015) identified a positive relationship between speaking skills achievement and satisfaction with speaking classes and speaking self-efficacy levels. They observed that when learners have higher speaking self-efficacy levels, they are more likely to perform better in speaking. High efficacious learners are also more confident, have more positive attitudes toward speaking activities, and attempt more challenging learning tasks. Ultimately, speaking self-efficacy belief is a strong predictor of EFL students' speaking skills achievement (Asakereh & Dehghannezhad, 2015, p.353).

In another study concerning speaking self-efficacy, Khatib and Maarof (2015) observed sixty students at the National University of Malaysia. They found that the majority of the participants possessed low self-efficacy regarding their ability to communicate in English.

Similarly, Leeming (2017) examined the speaking ability of first-year science students at a private university in Japan. Consistent with the findings of the studies mentioned above, their results indicated that students who possessed higher levels of speaking self-efficacy were more confident and performed better than those with lower speaking self-efficacy.

2.10.1. Speaking Self-Efficacy and Language Learning

Numerous studies have considered the relationship between self-efficacy and reading as well as listening skills achievement in language learning. Nevertheless, limited research has been conducted on the relationship between speaking skills achievement and speaking self-efficacy (Alawiyah, 2018; Asakereh & Dehghannezhad, 2015; Dasmo & Sundari, 2014; Liu, 2013).

One researcher who has investigated this relationship is Liu (2013), who assessed the impact of an “English Bar” on college students’ speaking self-efficacy. The results demonstrated that students who had often spoken English at the bar possessed higher levels of self-efficacy than those who had rarely or never visited the bar. He also observed four positive effects of speaking English at the bar: (1) students were free to choose their partners to reduce their anxiety level, (2) students with inadequate speaking skills were motivated by foreign teachers and their partners, (3) students’ self-efficacy was enhanced while they observed “similar others” who were proficient speakers, and (4) students worked harder as they realized that they were making some improvement in English.

In another study concerning speaking skills achievement as it relates to speaking self-efficacy, Asakereh and Dehghannezhad (2015) investigated the relationship among student satisfaction with speaking classes, speaking self-efficacy beliefs, and speaking skills achievement. The results showed a significant positive correlation among the variables and that students with higher speaking self-efficacy were more likely to achieve higher scores in speaking skills. In a slightly different context, Alawiyah (2018) examined the relationship between speaking self-efficacy and EFL student-teachers’ speaking achievement. The results demonstrated that student-teachers’ self-efficacy levels had significantly influenced their speaking achievement.

The findings of the above studies suggest that EFL instructors and administrators need to provide students with satisfactory learning environments in order to better contribute to students’ speaking skills achievement. EFL instructors also need to assist students in nurturing their speaking self-efficacy beliefs in order to aid them in addressing speaking tasks in both real life and classroom contexts. Furthermore, the findings demonstrate the importance of speaking self-efficacy beliefs and encourage learners to seek opportunities for improving their

self-efficacy beliefs.

2.11. Feedback

Learners should regularly compare their learning progress with their learning goals in order to develop their linguistic knowledge (Zarei, 2018). Thus, evaluation is essential to any learning and teaching process. Feedback is one of the common classroom evaluations, and there are different forms of instructional feedback for evaluating the knowledge, skills, and performances of learners. Teacher feedback, peer feedback, and self-evaluation are some examples. Evaluation aids learners in identifying their strengths and weaknesses, ultimately enhancing their achievement by highlighting progress rather than deficiency (Zarei, 2018). Moreover, it is a highly subjective activity; the administration of speaking feedback is particularly difficult. Underhill (1987) highlighted that in speaking, what is assessed is the oral “message” that is communicated between people or conveyed by the speaker. Feedback is usually given immediately following the presentation by the teacher and or peers. Afterward, during the feedback process, students may revise their presentation based on the input they have received from their teacher and or peers.

The significance of conducting research on feedback and evaluation in speaking is that it may increase both teachers’ and learners’ awareness of effective speaking criteria, improve learners’ speaking ability by enabling them to self-reflect on their performance, and foster more positive attitudes towards speaking.

According to Marzano, Pickering, and Pollock (2001, p.187), effective feedback should adhere to the following set of criteria:

1. It should provide students with some explanation of why their productions are correct or incorrect.
2. It should be given immediately.
3. It should be specific to a set of criteria.
4. It should involve students in providing their own feedback based on feedback given by the teacher.
5. It should enable students to learn from their mistakes, make necessary changes, and achieve higher levels of performance.

2.11.1. Teacher Feedback

It is a well-known fact that it is a teacher’s responsibility to evaluate the performance of students, and, indeed, most of a teacher’s time is devoted to the assessment of students. The most common type of feedback that students receive in a typical classroom is grades. Most

students view teacher feedback as a “reliable source of knowledgeable to provide guidance and direction” (Lange, 2011, p.11-12). Consequently, students may be more receptive to feedback from teachers, as teachers act as facilitators who guide students in identifying their mistakes and lead them in the correct direction. There are two general types of teacher feedback: summative and formative assessment. In the summative assessment, a teacher gives a letter grade or numeric score based on a student’s performance. On the other hand, in formative assessment, descriptive feedback such as constructive criticism is given (Black & William, 1998).

2.11.1.1. Effects of Teacher Feedback

The evaluation of speaking in the EFL classroom has traditionally been assessed from the teacher’s perspective. Moreover, several scholars have proven that teacher feedback positively impacts students’ learning processes (Elawar & Corno, 1985; Konold, Miller & Konold, 2004; Nicol & Macfarlane-Dick, 2006; Zacharias, 2007). For example, Elawar and Corno’s study (1985) examined the importance of deep processing when acquiring complex information. They found out that teachers who had given feedback were able to aid students in focusing on relevant and specific information, stimulate mental elaboration, and, thus enhance their learners’ performance (Lipnevich & Smith, 2009, p.349). Similarly, Nicol and Macfarlane-Dick (2006) observed that teacher feedback was more effective than peer feedback in aiding students to identify their mistakes and avoid misconceptions than peers. Finally, Konold, Miller, and Konold (2004) emphasized that teacher feedback should include certain qualities in order for it to be effective. They found that teacher feedback had enhanced learning and improved students’ performances when the feedback was specific, appropriate, accurate, and constructive. With such feedback, students were able to focus on what had been done correctly and what required improvement.

Educators researchers such as those mentioned above are not the only ones who have observed the positive impact of teacher feedback. Learners, too, have expressed favorable attitudes towards teacher feedback (Zacharias, 2007) Many students believe that teacher feedback is more effective than other evaluation methods in terms of more objectivity, a better knowledge of errors, and greater enhancement of their performance. In particular, Zacharias’ study (2007) indicated overwhelmingly strong preferences on behalf of learners for teacher feedback, as they believed that teacher feedback could facilitate the revision process. Another reason students often prefer teacher feedback is that they strongly believe teachers have much higher language competence than their peers; thus, teacher feedback provides more security.

2.11.1.2. Advantages and Disadvantages of Teacher Feedback

Due to the lack of sufficient exposure to authentic foreign language contexts, EFL learners anticipate and value their teachers' feedback in their language productions (Stajner, 2013). The following advantages of teacher feedback have been observed:

1. It assists students in identifying mistakes,
2. It is more specific, idea-based, and meaningful feedback,
3. It enables learners to avoid misconception (Paulus, 1999, p.267).

Nevertheless, in addition to the benefits of teacher feedback, several drawbacks have been found. The following drawbacks of teacher feedback have also been observed:

1. It may involve some degree of bias related to teacher's knowledge,
2. It may be difficult for a teacher to maintain the choice of the feedback focus (Konttinen, 2009)

2.11.2. Peer Feedback

While teacher feedback is crucial for effective learning, in recent years, peer feedback has been employed as an alternative method of assessing students' speaking skills. For example, many U.S. institutions have adopted peer evaluation in their language arts classrooms (Boss, 1988), as it is viewed as a way of giving more control to students (Kurt & Atay, 2007). Another example of a peer feedback method is Peer-rate, a system that allows students to rate each other anonymously (Rothschild & Klingenberg, 1990, p.53). While there have been a variety of peer feedback methods utilized in various language contexts, the core features are that peer feedback methods are both student-centered and self-determining. Learners engage in the evaluation process and learn to value the opinions and contributions of their peers. Peer feedback can take numerous forms, including corrections, opinions, and suggestions. In formative peer assessments, the feedback includes qualitative comments in addition to or instead of a letter grade (Gielen, Peeters, Dochy, Onghena & Struyven, 2000). Peer feedback also increases students' awareness of the value of their peers for improving their learning experience. Ultimately, "such peer processes help develop the skills needed to make objective judgments against standards, skills which are transferred when students turn to produce and regulating their own work" (Nicol & MacFarlane-Dick, 2006, p.208). This type of feedback is communicative in that learners participate in dialogue related to performance and standards. Moreover, replying to peer corrections and giving suggestions allows students to notice similar problems and weaknesses among their peers, which may increase their confidence. Another benefit of peer feedback is that it provides students the opportunity to

engage in a wide variety of thinking and presentation styles related to the same topic (Lin & Chien, 2009). Hence, they are able to compare their performances with the desired reality. However, peers should not criticize each other in a destructive manner. They should listen and give genuine comments or suggestions based on their peers' performance.

2.11.2.1. The Effects of Peer Feedback

Peer feedback enhances the learning process, as it is a social activity. Numerous studies have examined the effectiveness of peer assessment (Gielen, Peeters, Dochy, Onghena & Struyven 2010; Lin & Chien, 2009). Most have revealed that peer readers can provide useful feedback (Caulk, 1994; Mendonça & Johnson, 1994; Rollinson, 1998; Rothschild & Klingenberg, 1990). For example, Rothschild & Klingenberg (1990) observed more significant improvement with teacher feedback but concluded that peer evaluation might enhance students' confidence in their judgments and sensitivity to their audiences. Other foreign language scholars have also noticed the positive impact of peer feedback on learners' confidence (Chaudron, 1984; Ferris, 2003; Ferris & Hedgcock, 2005; Gungle & Taylor, 1989; Leki, 1990; Martinez, Kock & Cass, 2011; Mittan, 1989; Tsui & Ng, 2000; Zhang, 1995). However, this view that peer feedback is more effective than teacher feedback in enhancing learners' confidence has not been sufficiently corroborated by experimental research.

Regarding the preferences of learners for feedback type, Lin and Chien (2009) found that the vast majority of Chinese EFL university students in a National University in Taiwan had positive attitudes towards the use of peer feedback. Moreover, when during peer correction, students' anxiety levels were reduced, and their confidence was enhanced. More surprisingly, though all participants expressed a preference for peer feedback as opposed to teacher feedback, the learners felt learning more through teachers' comments.

To examine the effects of peer feedback on learners' writing skills, Ho (2014) conducted a study involving a group of TESOL graduate students in a Master Program in Ho Chi Minh City Open University which employed peer feedback during the revision process. The study confirmed that peer feedback such as clarification, explanations, and suggestions had improved the revision process. In particular, students did not accept all the comments received. They evaluated their peers' comments and considered the most useful ones for revision. In addition, peer feedback had enhanced students' final products following revision. In another study concerning the role of peer feedback in facilitating students' writing skills, Gielen, Peeters, Dochy, Onghena and Struyven (2010) adopted a quasi-experimental repeated measures design. The results indicated that while feedback had improved performance, students had performed better during the pre-test stage than during the post-test phase.

2.11.2.2. Advantages and Disadvantages of Peer Feedback

Many benefits, as well as drawbacks of peer feedback, have been found. Regarding the advantages, it has been concluded that peer assessment accomplishes the following:

1. It facilitates critical thinking and analysis skills,
2. It promotes independence,
3. It is effective for building and increasing confidence,
4. It enhances autonomy,
5. It creates opportunities for interaction,
6. It enables learners to develop a detachment from their work in order to assess it more objectively,
7. It stimulates diversity in teaching (Atay & Kurt, 2007; Patri, 2002; Paulus, 1999).

Despite the advantages mentioned above, some scholars have expressed concern regarding the quality of peer feedback (Freeman, 1995; Paulus, 1999). Employing peer feedback could be disastrous and lead to unexpected consequences, including a lack of objectivity, a lack of ability, fear of hurting each other's feelings, and over- or under-estimating peers' language skills. Students respect and respond more to their teachers' feedback than that of their peers. Moreover, peer feedback is more challenging compared to teacher feedback, as the peer review process is more complex and requires careful training and structuring (Paulus, 1999). Often, learners do not benefit from the contributions of their peers. Freeman (1995) emphasized that in order to avoid this problem; teachers should explain peer assessment expectations to their students and guide them throughout the process in order to minimize potential inconsistencies associated with subjectivity. It should also be considered that low grades may damage students' sense of self-efficacy; thus, teachers should remind their students to offer positive feedback as well as suggestions and ideas for further improvement. Moreover, evaluation guides or checklists may be useful in maintaining objectivity by assisting students in staying focused on assessment criteria.

2.11.3. Feedback and Performance

In addition to examining whether or not feedback improves learning, studies on peer and teacher feedback have also explored how, exactly, feedback may improve learning.

According to Mory (2003), feedback supports learning in the following ways:

1. It may be an incentive for accelerating response rates and/ or accuracy;
2. It helps learners to focus on correct responses,
3. It aid learners in adjusting their responses after realizing their previous errors, and
4. It helps them to construct internal schemata for analyzing their learning processes.

2.11.3.1. Feedback on Speaking Performance

According to Idrus and Saleh (2008), appropriate actions should be taken to help students with lower levels of self-efficacy through verbal persuasion and encouragement. In this respect, peer feedback and teacher feedback can both be employed in the assessment of speaking performance without contradicting to each other. One study that has examined the impact of feedback on the oral performance of English for special purposes students is that of Lynch and Maclean (2003). Their study was conducted in the Netherlands among a group of advanced students and involved a 20-minute speaking cycle. Students received tutors' feedback on their spoken performance in written form and on an individual basis. The results indicated improvement in oral performances that had received feedback highlighting students' weaknesses. The result is surprising, as students were aware of their language problems identified in teacher feedback as well as problems not identified in feedback. The most striking result was that students were aware of changes in their language use. Another study that has examined students' feedback sensitivity and the efficacy of feedback interventions is that of Smith & King (2004). The results indicated that students with higher sensitivity towards feedback have better speaking behaviours. In particular, feedback was made in low intensity with less direct, personal way of criticism.

2.11.4. Teacher versus Peer Feedback in the Domain of Writing

Several studies have compared the effectiveness of peer and teacher feedback on learners' writing ability (Fox, 1980; Paulus, 1999, Ruegg, 2015), but a limited number of studies have compared these two feedback types in the domain of speaking.

Paulus (1999) investigated the effectiveness of peer and teacher feedback in the ESL writing classroom. The study involved a group of eleven ESL students' revisions in a pre-freshman composition class at a university and traced the source of revision in students' drafts through think-aloud protocols. The results were surprising as the changes participants made were often meaning-level changes instead of surface-level changes following peer and teacher feedback. Based on the results of his study, he found that peer feedback contributed considerably less than teacher feedback to the enhanced revision and concluded that teacher feedback was more effective than other forms of feedback. However, he suggested that teachers should integrate peer feedback into writing classes, as it had proven itself an effective tool for enhancing students' writing performances. In another study comparing peer and teacher feedback in writing, Fox (1980) examined a group of one hundred and six freshman students at a university over a semester on the effects two methods had on overall quality of students writing and their writing length. He observed no significant difference between the

two feedback types. However, he noticed that participants had preferred peer feedback, as it had improved their self-confidence in writing. Similarly, Ruegg's study (2015), which involved fifty-one second-year students in the English department at a private Japanese university, investigated the effectiveness of peer and teacher feedback treatments on writing in one academic year. He observed that peer feedback had been more effective in enhancing students' self-efficacy when compared to teacher feedback. However, when either peer or teacher feedback had been administered alone, it was less beneficial and sometimes even detrimental to students' sense of self-efficacy.

In a Turkish ELT context, Kurt and Atay (2007) investigated the effects of peer feedback on the writing anxiety of prospective EFL instructors. The experimental group was asked to give feedback on each other's essays and discuss their feedback with each other before delivering them to their instructors. On the other hand; the control group only received teacher feedback. The results demonstrated that after eight weeks of study, the experimental group had benefitted from the peer feedback process, as they had become more aware of their mistakes and their writing anxiety had significantly been reduced.

While the studies above found that peer feedback had been more effective than teacher feedback in increasing learners' confidence, it is unclear whether this difference can be attributed to the nature of these feedback types or whether other factors involved in the administration of the feedback could have affected this outcome. The findings of Fox's (1980) study demonstrated that teacher feedback alone has the potential to increase learners' confidence, as many other variables affect confidence. Examples of such include the frequency and method of feedback delivery, teachers' attitudes towards feedback and teaching style, the relationship between teachers and students, and even the classroom atmosphere. Based on the numerous factors at play, it is recommended that future research examine different feedback variables in order to discover more about the extent to which these variables may affect confidence.

2.11.5. Teacher versus Peer Feedback in the Domain of Speaking

There is a significant lack of research comparing the effects of teacher and peer feedback on students' speaking performance, both internationally and in a Turkish setting. To the best of the researcher's knowledge, only one study has compared these feedback types in the domain of speaking. Murillo-Zamorano & Montanero's study (2017), which involved thirty-two Economics and Business students in a Spanish university, has compared the impact of peer and teacher feedback on the oral presentation. The study tested whether oral presentation skills, with some support instruments such as videos and rubrics, provided

improved following teacher and peer feedback. The results indicated that the peer feedback group had more improvement than that of the teacher feedback group in the post-test. Based on the findings, the results suggested that peer assessment could be somehow effective in enhancing oral presentation skills. However, the improvements were not maintained in the peer feedback group in the follow-up re-test. The results implied that a single session of peer feedback with rubric might not be sufficient enough to generalize any improvements in the said competency.

As mentioned above, there has been a lack of research comparing teacher and peer feedback on speaking in international EFL context as well as in Turkey. The most striking fact is that the above study is the only one which compares two feedback types in speaking; moreover, it was not in EFL context. It can be said that generally speaking is not be given much importance on foreign language teaching. In particular, foreign language classes in Turkey are often “teacher-centered” and are heavily based upon the “grammar”; thus, some teachers’ attitudes prevent them from using alternative assessment in EFL classes. In addition, there have been limited opportunities for teachers to utilize peer feedback on speaking in crowded classes and under an insufficient environment for foreign language learning in Turkey. Consequently, speaking is not carried out sufficiently in foreign language classes in Turkey. Hence, due to all these limitations, the effects of peer and teacher feedback regard to speaking are still underexplored.

2.12. Summary

In this chapter, the concepts of self-efficacy and feedback in the field of foreign language acquisition have been discussed. Most studies have considered the role of self-efficacy in students’ writing performance whereas only a few studies have investigated speaking self-efficacy beliefs. Moreover, different forms of feedback (peer and teacher), as well as their effectiveness, have been discussed. This chapter also indicated the gap in research pertaining to the two feedback types within the domain of speaking; a gap which the current study attempts to fill. The following chapter presents the methodology employed in this study, including the participants’ demographics, data collection instruments, and analysis methods utilized.

CHAPTER III

METHODOLOGY

3.1. Presentation

The purpose of this study was to investigate the speaking self-efficacy levels of EFL students in a Turkish state university as well as the effects of peer and teacher feedback on these students' oral performance. It also aimed to determine whether any correlation existed between students' speaking self-efficacy levels and teacher and peer feedback in speaking performances. In order to accomplish these aims, a quasi-experimental study was conducted. This chapter provides an overview of the methodology employed throughout the study, including the research design, participant selection, and sampling method, data collection instruments, procedure, and data analysis method.

3.2. Research Design

This quasi-experimental study employed a repeated measures design involving pre-test, treatment, and post-test measurement of speaking performance as well as a speaking self-efficacy scale. In this way, the design also utilized a quantitative approach. The duration was twenty-four weeks and spanned the course of three academic modules within the preparatory program (A1 Elementary, A2 Pre- Intermediate, and B1 Intermediate modules). The following figure (Figure 4) outlines the process of this study's research component:

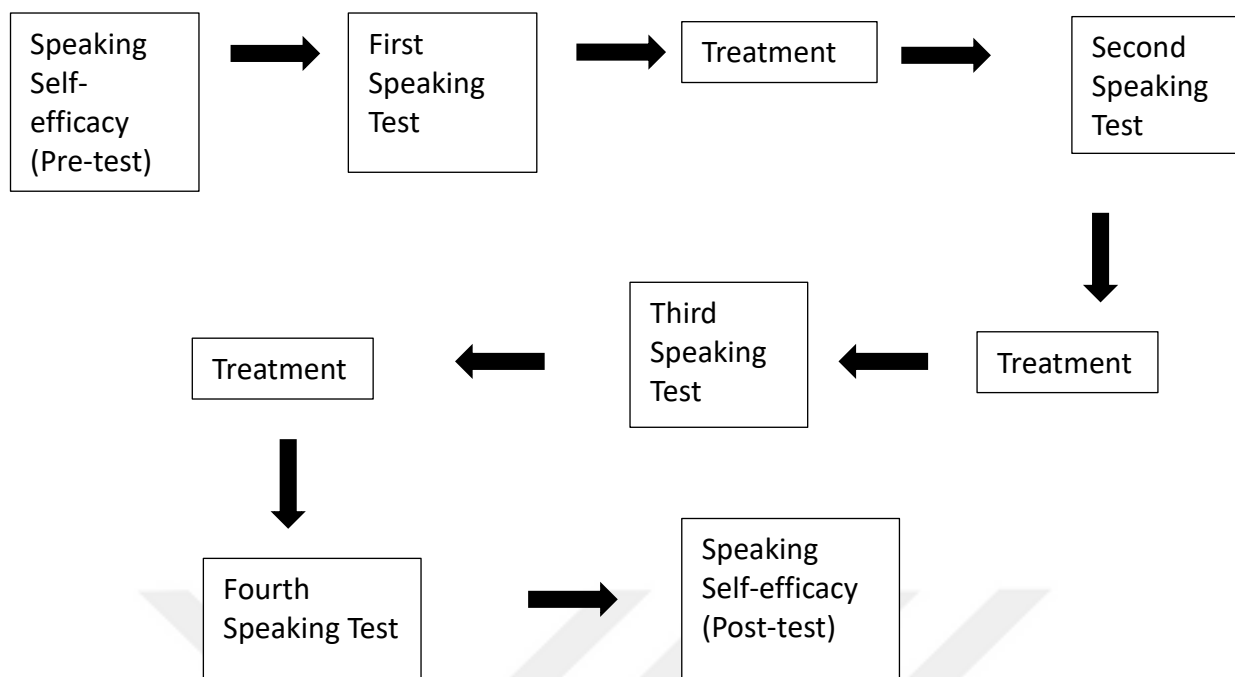


Figure 4. The process of the study

As given in Figure 4, at the beginning of the A1 module, a 5-point Likert scale speaking self-efficacy survey (pre-test) was administered to the participants, who were required to answer all items of the evaluation form and express their own perceptions of their self-efficacy for speaking English. Subsequently, a speaking test was administered in order to measure the oral performance of the participants. The same group of participants throughout A1, A2 and B1 module had to give three oral presentations in each module. After the completion of the presentation component, the same speaking test was conducted, and the results of these tests were used to determine whether there was any consistent improvement in speaking skills over time. At the end of the entire study, the same speaking self-efficacy survey (post-test) was again administered in order to examine any differences in students' perceptions prior to and following the study.

For the repeated treatments, two instructional conditions were established: (1) peer feedback with TOEFL independent speaking rubric and, (2) immediate teacher feedback with the use of TOEFL independent speaking rubric. All of the oral presentations were conducted under these conditions. Participants were divided into two groups: Group A (peer feedback) and Group B (teacher feedback). Each student from Group A received peer feedback, while each student from Group B received immediate teacher feedback. A comparison was made based on the two types of feedback in terms of the content and performances of students' pre-test and post-test assessments.

3.3. Context

This study was conducted among a total of thirty-three students (fifteen participants in Group A and eighteen participants in Group B) aged 18-28 years. All were enrolled in a mandatory preparatory English language program offered through the School of Foreign Languages of Gaziantep University prior to the commencement of study in their respective academic departments. The program was intensive in that students received twenty-four hours of instruction each week. The hours of instruction were distributed as follows: twelve hours for a main integrative grammar course, five hours of reading, five hours for writing, and two hours for speaking. The duration of each level of the module was approximately two months or eight weeks. Participants' language proficiency levels were determined by a placement test administered at the beginning of the academic year, and the overall proficiency level of both sample groups was A1.

3.4. Participants and Sampling

For participant selection, a convenience sampling method was used. A1 students were selected as they typically are insufficient in speaking ability and can better demonstrate improvement in speaking tasks over a certain period of time. The following figure (Figure 5) outlines the number of participants in each module:

Module	Group A (Peer feedback)	Group B (Teacher feedback)	Total
A1	24	24	48
A2	18	19	37
B1	15	18	33

Figure 5. The number of participants in each module.

As shown in figure 5, during the A1 module, Group A was comprised of sixteen (66.67%) males and eight (33.33%) females, while Group B consisted of seventeen (70.83%) males and seven (29.17%) females. By the end of the A1 module, six students from Group A and five students from Group B had dropped out or failed to pass to the A2 level. During the A2 module, the study continued with eighteen participants in Group A and nineteen participants in Group B. By the end of the A2 module, three students from Group A failed to pass to the B1 level. During the B1 module, the study continues with fifteen students from Group A and nineteen students from Group B. By the end of the B1 module, only one student from Group B quitted the study due to the sickness.

3.5. Instruments

Two data collection instruments were utilized: a foreign language speaking self-efficacy scale taken from Ocak and Olur (2008), and a speaking test designed by the researcher based on the syllabus of the School of Foreign Languages together with a TOEFL Independent Speaking rubric designed by the Educational Testing Service (ETS).

3.5.1. Foreign Language Speaking Self-Efficacy Scale

A five-point Likert scale was employed in this study (Appendix A & B). The scale was taken from the article, “The Scale Development Study on Foreign Language Speaking Self-Efficacy Perception” by Gürbüz Ocak and Burak Olur (2018). A draft scale including 38 items was developed and then administered to 493 students in the Department of Foreign Languages at Afyon Kocatepe University. Following factor analysis of the scale, 14 items were omitted. Only 24 items remained, and these were grouped according to three factors. The Cronbach’s Alpha value was found to be .944 in the study of Ocak and Olur (2018), which indicated the internal consistency of the scale. While in this study, the Cronbach’s Alpha value was found to be .943 in the pre-test and .944 in the post test.

3.5.2. Speaking Test with TOEFL Independent Speaking Rubric

A speaking test was employed to determine the improvement of speaking proficiency in different modules. The speaking test was designed by the researcher based on the syllabus of the School of Foreign Languages. The participants were asked to talk about a holiday that they have taken recently or sometime in the past. The same speaking test was conducted four times at the beginning of A1, at the end of A1, A2 and B1 module. Participants’ responses were evaluated according to the criteria for independent items listed on the TOEFL independent speaking rubric (Appendix C). It employed a four-point analytical scale, and the scores were derived from evaluators’ holistic considerations of a general description based on three dimensions: delivery, language use, and topic development (ETS, 2008). For each category, score bands and a set of descriptors of student performance were listed and could be used systematically to assign scores to an individual student’s performance. In this study, in order to gain a clear understanding of students’ improvement, four points were assigned within each category, producing a total of twelve points. In addition, the average of two instructors’ scores functioned as the final grade.

3.5.3. Reliability and Validity of the Data Collection Instruments

The reliability of the foreign language speaking self-efficacy scale derived from Ocak and Olur (2018) was .944. While the Cronbach’s Alpha value for the speaking self-efficacy

scale employed in this study was .943 in the pre-test and .944 in the post-test, suggesting that the internal consistency of the scale and the results would be highly reliable. In terms of validity, the speaking self-efficacy scale was considered valid in accordance with the study of Ocak and Olur (2018), who successfully utilized the scale to assess EFL learners.

Finally, the reliability of the TOEFL speaking rubric was found to be .84, indicating that grading results based on the rubric would be highly reliable. In addition, the rubric was considered valid by the TOEFL IBT Research Insight Series (2011).

3.6. Data Collection Procedure

The following sections elaborate on the data collection and analysis procedures:

This study was conducted for approximately twenty-four weeks during the first three modules of the 2018-2019 Academic Year. Prior to the study's commencement, the consent of both the departmental administration and students was obtained (Appendix D & E). Before obtaining this consent, students were made aware of the study's purpose, structure, and duration as well as its evaluation methods regarding oral presentation and preparation for giving the presentation. Moreover, participants in Group A were enlightened regarding the use of the analytical speaking rubric for evaluating their peers' speaking performance throughout the term.

Step 1: Administration of the foreign language speaking self-efficacy scale (Pre-test)

A speaking self-efficacy survey (pre-test) was administered on September 27th, 2018, to determine students' levels of self-efficacy toward speaking in English within the department.

Step 2: Facilitation of the First Speaking Test

Participants in both groups undertook the first speaking test on October 3rd, 2018, to demonstrate their oral performances. The oral performances were rated based on three dimensions: delivery, topic development and language use of TOEFL Independent Speaking Rubric. Two raters individually assessed the participants' performance and the average of their two scores was considered as the final grade. In addition, prior to the treatments, participants from Group A received a training session regarding peer feedback method for a week. The participants from peer feedback group listened to five responses of the same TOEFL independent speaking task and then compare their rating to the TOEFL speaking grading report.

Step 3: Implementation of the First Treatment (Oral Presentation) in A1 Module

Following the training session for Group A, both groups gave oral presentations on October 11th, 2018. Each student gave a short presentation lasting for approximately 2-3 minutes on a topic assigned by the researcher in accordance to their level and syllabus of the School of Foreign Languages (Appendix F). All the presentations were recorded in case of grading adjustment. The following figures 6 and 7 show the process of giving feedback in different groups:

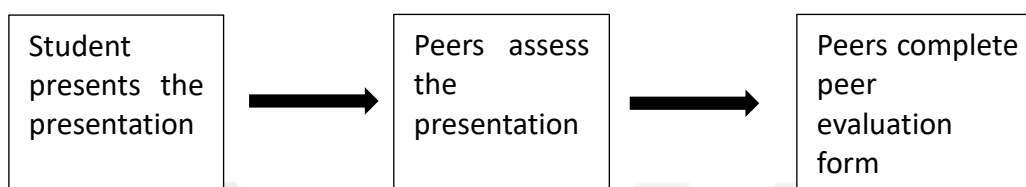


Figure 6. Peer feedback in Group A

As given in figure 6, participants from Group A (peer feedback) were divided into groups of three or four based on random grouping to assess their peers. Following the presentation, participants in Group A in accordance with their groups were asked to give oral feedback and comment about their peers' performance by completing a peer evaluation form (Appendix G).

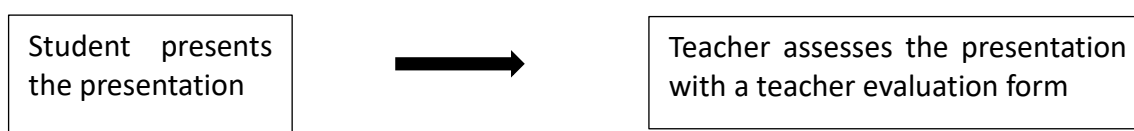


Figure 7. Teacher feedback in Group B

On the other hand, as shown in figure 7, participants from Group B were assessed by the researcher with the use of TOEFL independent speaking rubrics (Appendix C) and a teacher evaluation form (Appendix H), who provided immediate teacher feedback. No teacher feedback was given to Group A (Figure 6) participants. At the end of the presentations, the researcher collected the peer evaluation forms. All presentations were recorded in case of different scoring of two raters. The participants of both groups were then given a new topic for the next presentation for the second treatment, which was based on relevant materials from their course syllabi. All participants were given a week to prepare their presentations.

Step 4: Implementation of the Second Treatment (Oral Presentation) in A1 Module

Following the initial treatment, the participants were given one week to prepare for the second presentation based on feedback from the first session. Their second oral presentations

were given on October 22nd, 2018, with conditions identical to those of the first presentation. All presentations were again recorded and evaluated utilizing the same feedback methods (peer feedback in Group A and teacher feedback in Group B) and instruments employed during the first treatment.

Step 5: Implementation of the Third Treatment (Oral Presentation) in A1 Module

The participants of both groups were asked to prepare for their final oral presentation, which would take place on November 2nd, 2018. They were again given one week to prepare based on feedback from the first and second treatments. However, unlike with the previous treatments, participants themselves chose their speaking topics by selecting one out of three topics offered by the researchers (Appendix F). Again, all presentations were recorded and evaluated utilizing the same feedback methods and instruments as those of the first two treatments.

Step 6: Facilitation of the second speaking test

Following the three oral presentations, the same speaking test was administered at the end of the A1 module on November 12th, 2018. The participants were asked to talk about a holiday which was the same topic as in their first speaking test. Again, two raters judged the learners' oral performances individually with the use of TOEFL Independent Speaking Rubric. The average of their mean scores was considered as the final grade. The test results were used to determine whether there had been steady improvement in students' speaking performance.

Step 7: Repeated Treatments and the third speaking test

During the A2 module, the three treatments of the A1 module (oral presentations with feedback) were repeated, as was the speaking test component. Participants were asked to give three oral presentations accompanied by a teacher and peer feedback. The presentation topics were designed by the researcher according to the syllabus of foreign language departments and the level (Appendix F). The repeated treatments were conducted on December 3rd, 17th, and 31st, while the A2 speaking test was conducted at the end of the module on January 10th, 2019.

Step 8: Repeated Treatments in the B1 Module

During the B1 module, the three treatments and a speaking test were repeated. Participants were asked to make three oral presentations accompanied by teacher and peer feedback. The presentation topics were designed by the researcher according to the syllabus of the foreign languages department and the level (Appendix F). The repeated treatments were conducted on February 26th, March 7th, and March 19th, 2019.

Step 9: Administration of the fourth speaking test

At the end of the B1 module, participants in both groups undertook the final speaking test. The B1 speaking test was conducted at the end of the B1 module on March 24th, 2019. The results of the final speaking test were used to assess the improvement of speaking performances comparing to the beginning of the study.

Step 10: Facilitation of the same foreign language speaking self-efficacy scale (Post-test)

At the end of the study, participants in both groups were given the same speaking self-efficacy scale (post-test). The results of the speaking self-efficacy scale were used to determine whether there had been any significant differences in pre-and post-test performance.

3.7. Data Analysis

A quantitative method was employed for analyzing the data collected from the four speaking tests, and speaking self-efficacy scales. Both descriptive and inferential statistics were utilized. The inferential statistics were computed via SPSS Version 21.0 software, and the means, as well as standard deviations, were calculated. Parametric tests were used in this study as the data in this study followed a normal distribution. In addition, parametric tests were employed here as they have more statistical power and are likely to detect a significant effect. A number of independent-samples *t*-tests were applied to compare the results between two groups, and paired-samples *t*-tests were used to determine whether any differences within groups in the pre-and post-test scores were statistically significant. A repeated measure analysis of variance (ANOVA) was utilized to compare the oral performances of peer assessment with rubrics and teacher immediate feedback profiles. In addition, a Pearson Bivariate Correlation was conducted to see whether there was any correlation between the two variables.

3.8. Summary

This chapter described the research methodology including design, participant selection, and sampling method, data collection methods and instruments, and data analysis methods. The following chapter details the analysis results in terms of speaking self-efficacy levels and the effects of peer and teacher feedback on students' speaking performances. Each research question is considered, as well.

CHAPTER IV

FINDINGS

4.1. Presentation

This chapter presents the results of the statistical analysis supported by clarified tables to understand the research questions thoroughly. In the first part of this chapter, the descriptive analyses and reliability coefficients for foreign language speaking self-efficacy scale (pre-test and post-test) are demonstrated. An independent-samples *t*-test and a paired samples *t*-test have been conducted to see the mean scores of speaking self-efficacy level and the differences between and within subjects. In the second part, the descriptive and inferential analyses of four speaking tests are demonstrated. A repeated measures ANOVA test and an independent-samples *t*-test have been employed to identify the means scores and differences of participants' speaking performances between and within groups. In the third part, a correlation between students' speaking self-efficacy and their oral performance was examined by using the formula of Pearson Product Moment in the SPSS program.

4.2. Results of the first research question

The first research question of this study was "Are there any changes in the level of students in speaking self-efficacy?"

The Foreign Language Speaking Self-Efficacy Scale has 24 items, which evaluates self-efficacy belief about speaking. A five-point Likert scales consisting of Totally Agree to Never Agree was employed. Responses from a total of thirty-three participants (fifteen in group A and eighteen in group B) were analyzed. The analysis of the speaking self-efficacy scale results reveals the self-efficacy level of students at the School of Foreign Languages of Gaziantep University before and following treatment. The speaking self-efficacy scale was conducted twice, one in the beginning and one at the end of the study. The means of responses of all participants were calculated. The total score for Foreign Language Speaking Self-Efficacy Scale could be between 24 and 120. An independent-samples *t*-test and a paired-samples *t*-test were also used to identify the mean scores and differences of speaking self-efficacy level of the whole population, between groups and within own group. Descriptive

statistics and reliability for the Foreign Languages Speaking Self-Efficacy Scale were given in Table 1:

Table 1.

Descriptive Statistics and Reliability for Foreign Languages Speaking Self-Efficacy Scale

	N	Mean	SD	Minimum	Maximum	Range	Alpha
Overall	33	61.5758	17.12095	24	103	79	.943
pre-test							
Overall	33	88.3030	15.85774	53	120	67	.944
post-test							
Group A	15	65.4667	15.77007	43	103		
pre-test							
Group A	15	95.9333	14.92106	71	120		
post-test							
Group B	18	58.3333	17.95747	24	92		
pre-test							
Group B	18	81.9444	13.99538	53	103		
post-test							

As indicated in Table 1, the total scores of the whole sample ranged from 24 to 103 in pre-test. The pre-test means score of the whole sample was 61.58 and the standard deviation was 17.12. The Foreign Languages Speaking Self-Efficacy Scale (pre-test) was proved to be reliable with the Cronbach's Alpha value of .943. The mid-point of the scale is 60 which is the cut-point separating low and high efficacious students. The results revealed that students in the School of Foreign Languages possess a high speaking self-efficacy level in the pre-test. A post-test was conducted with the same speaking self-efficacy scale at the end of the year after all treatments to examine the changes in the level of participants' speaking self-efficacy. The results of all participants' responses to the items in the scale were analyzed. As shown in Table 1, the total scores of the whole sample in post-test ranged from 53 to 120. The post-test mean score was 88.30, and the standard deviation was 15.86. The range was 67 with a minimum of 53 and a maximum of 120. The results revealed that students in the School of Foreign Languages also possess a high speaking self-efficacy level in the post-test. The Foreign Languages Speaking Self-Efficacy Scale (post-test) was proved to be reliable with the Cronbach's Alpha value of .944. Comparing the pre-test and post-test total mean scores, an increase from 61.58 to 88.30 in students' speaking self-efficacy level was observed. The

distributions of speaking self-efficacy level in pre-test and post-test of both groups are given in Figure 8 and Figure 9:

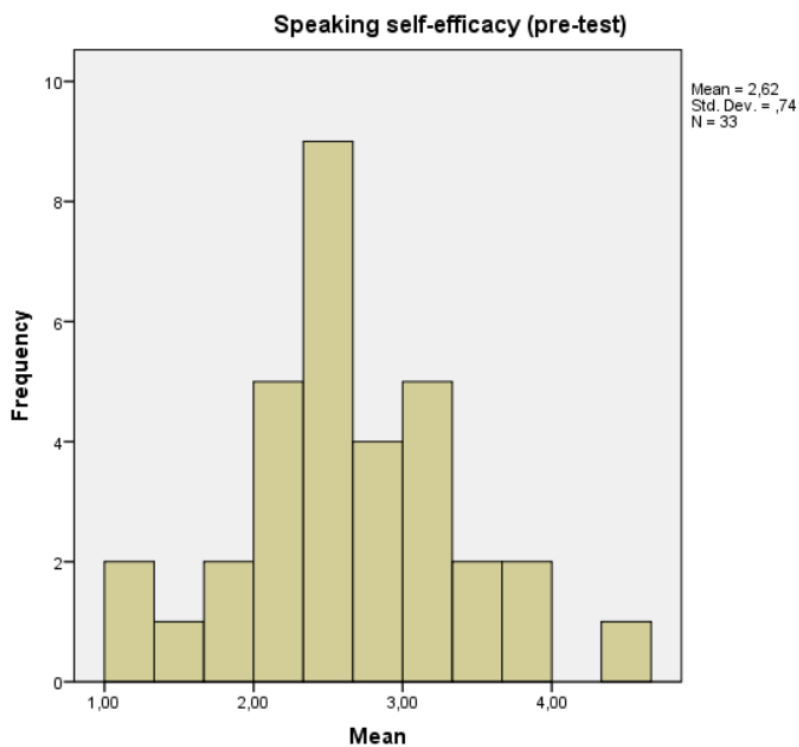


Figure 8. Distribution of speaking self-efficacy level in pre-test of both groups.

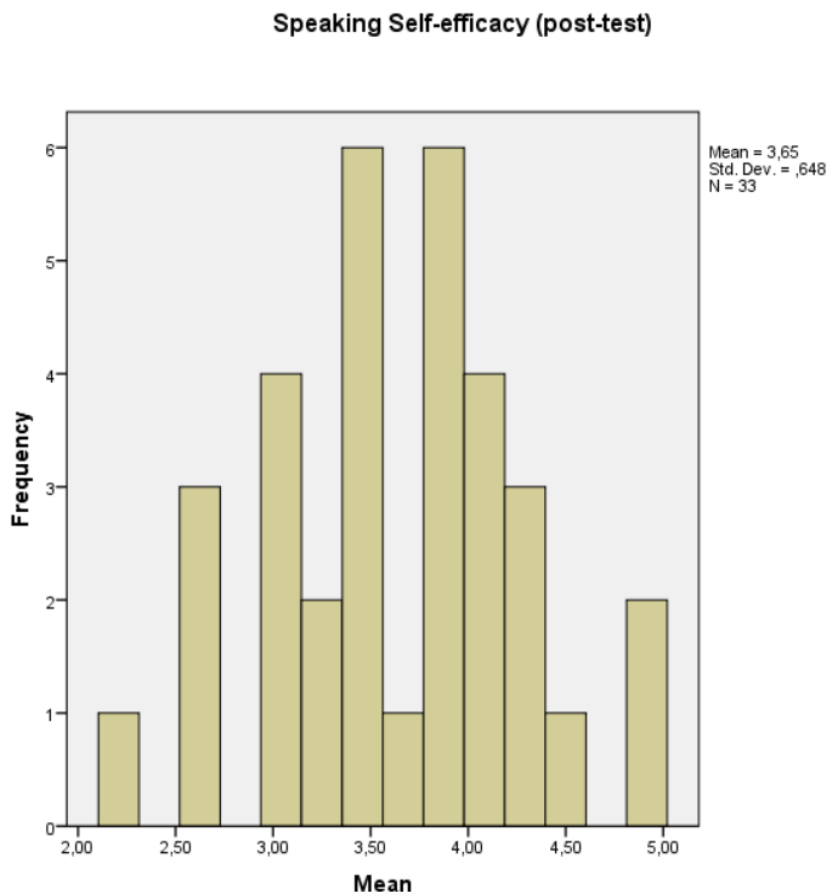


Figure.9. Distribution of speaking self-efficacy level in post-test of both groups.

Figure 8 and 9 above show the distributions of speaking self-efficacy level in pre-test and post-test of both groups, and the mean of speaking self-efficacy level in the pre-test was 2.62, while the mean of speaking self-efficacy level in the post-test was 3.65. Based on the distributions of the both figures above, both tests were normally-distributed ($p > .05$).

A paired-samples *t*-test was conducted to find the difference in the levels of speaking self-efficacy between the participants of within group A and group B. The results of the paired-samples *t*-test were presented in Table 2:

Table 2.

Summary for Paired-Samples t-test for Speaking Self-Efficacy Scale

Sources of variance		N	Mean Difference	SD	T	Df	R	P
Group A (pre & post- test)		15	-30.46667	10.6962	11.032	14	.758	.000
Within Groups B (pre & post- test)		18	-23.61111	15.24752	6.5700	17	.569	.000

As indicated in Table 1 and 2, the mean scores of group A (peer feedback group) increase from 65.47 ($SD=15.77$) in pre-test to 95.93 ($SD=14.92$) in post-test with a correlation of .758. The difference in mean in group A was -30.47 ($SD=10.70$), $t(14)=11.032$, $p=.000$. The mean scores of group B (teacher feedback group) increase from 58.33 ($SD=17.96$) in pre-test to 81.94 ($SD=13.99$) in post-test with a correlation of .569. The mean difference was -23.61 ($SD=15.25$), $t(17)=15.24752$, $p=.000$. The analysis from Table 1 and Table 2 confirm that group A has a higher speaking self-efficacy level than that of group B in post-test. Moreover, according to the table, there are significant differences within students' mean scores in both groups on the Foreign Languages Speaking Self-Efficacy ($p<.001$). The results suggested that the difference between the two scores is statistically significant.

Another independent-samples t -test (two-tailed) was employed for testing the possible means differences between group A and group B of the same speaking self-efficacy scale and the significant changes between pre-test and post-test. The results of the independent-samples t -test for speaking self-efficacy scale were presented in Table 3:

Table 3.

Summary of Independent-samples t-test for Speaking Self-Efficacy Scale

Source of Variance		Mean Difference	SD difference	F	T	Df	P
Between Groups	Pre-test	7.13333	5.94482	1.200	1.200	31	.239
	Post test	13.98889	5.04122	2.775	2.775	31	.009

Table 3 gives the results of the independent sample *t*-test. According to the results of this test, there was no significant difference found between group A ($M=65.47$, $SD=15.77$) and group B ($M= 58.33$, $SD= 17.96$) in the pre-test, $t(31) = 1.200$, $p=.239$. While, for post-test, there was a statistical difference in the mean of the scores in post-test between group A ($M=95.93$, $SD=14.92$) and group B ($M=81.94$, $SD= 13.99$), $t(31) = 2.775$ ($P<.01$).

4.3. Results of the second research question

The second research question was “Is there a statistically significant difference in terms of oral performances after treatment?”

This research question was sought to examine the students’ oral performances after receiving peer and teacher feedback. The same speaking test was conducted four times at the beginning of A1 and end of A1, A2 and B1 module. The speaking test was designed by the researcher based on the syllabus of the School of Foreign Languages. The participants were asked to talk about a holiday that they have taken recently or sometime in the past. The same speaking test was administered to participants in both groups to determine the improvement of speaking performances following peer and teacher feedback in different modules. In addition, TOEFL independent speaking rubric was used to measure participants’ speaking proficiency. The TOEFL independent speaking rubric employed a four-point analytical scale based on three categories: delivery, language use, and topic development. In this study, four points were assigned within each category, producing a total of twelve points to gain a clear picture of students’ improvement. Two evaluators individually assessed the participants’ performance, and the average of two instructors’ scores functioned as the final grade. The results of this analysis enable the researcher to determine the oral performances and to see whether there is an improvement of oral performances with the help of feedback.

To investigate the differences in the oral proficiency between participants within their groups over time, a repeated measures ANOVA test was applied to compare the performance of the same group of participants in different feedback. The descriptive results of four speaking tests were given in Table 4:

Table 4.

Descriptive Statistics for four speaking tests

Test	Group	N	Mean	SD
Speaking Test 1	A	15	3.8667	1.06010
	B	18	2.9444	1.10997
	Total	33	3.3636	1.16775
Speaking Test 2	A	15	4.2667	1.38701
	B	18	3.4444	.70479
	Total	33	3.8182	1.13067
Speaking Test3	A	15	8.6667	1.63299
	B	18	7.1389	2.11302
	Total	33	7.8333	2.03357
Speaking Test 4	A	15	10.1000	1.47842
	B	18	8.4444	1.70543
	Total	33	9.1970	1.78946

Table 4 represents the results of speaking tests in different modules. For the first speaking test, the mean scores were 3.87 ($SD=1.06$) in group A and 2.94 ($SD=1.11$) in group B. The mean scores of the second speaking test were 4.27 ($SD=1.39$) in group A and 3.44 ($SD=.70$) in group B. For the third and fourth speaking test, the mean scores of group A and group B were 8.67 ($SD=1.63$), 7.14 ($SD=2.11$) and 10.10 ($SD=1.48$), 8.44 ($SD= 1.71$) respectively. The results show that there was a steady increase in both groups. The distributions of oral performances of both groups are given in Figure 10:

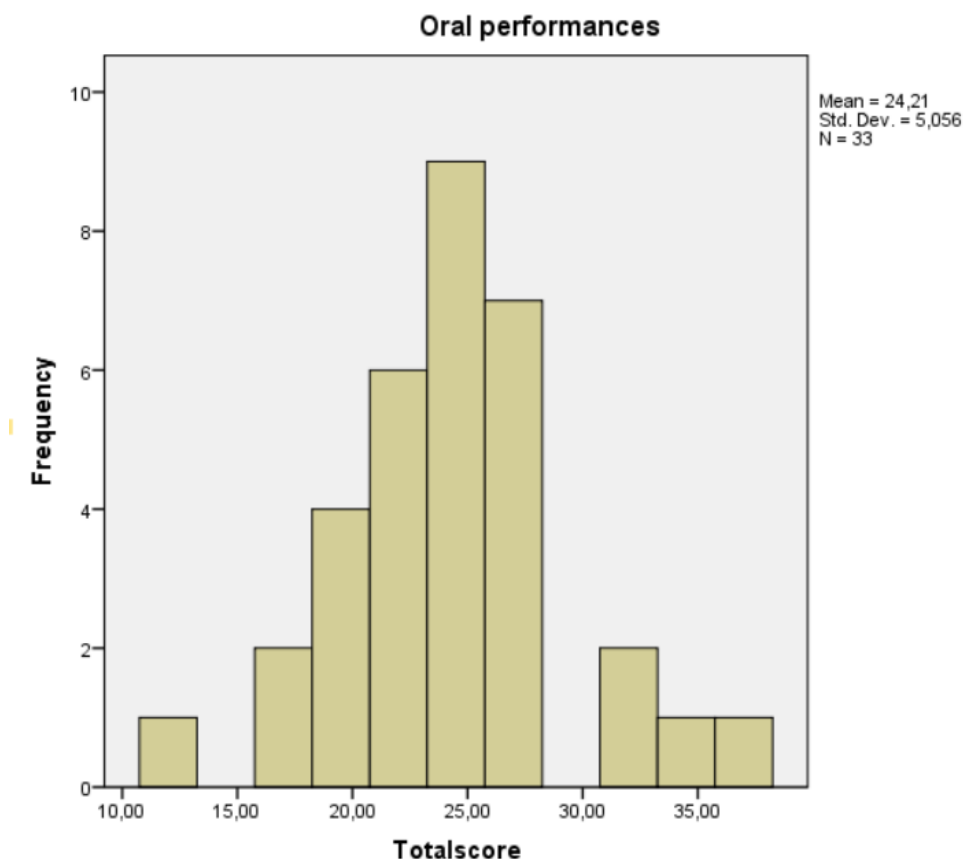


Figure. 10. The distribution of oral performances in speaking tests of both groups.

Figure 10 above shows the distribution of oral performances in speaking tests of both groups, and the total mean of both groups were calculates as 24.21. Based on the distribution of oral performances of both groups refers normally distributed.

The results of the repeated measures ANOVA test for four speaking tests were given in Table 5:

Table 5.

Summary of repeated measures ANOVA test for four speaking tests.

	Group	N	Mean Difference	SD	T	Df	R	P
Source of Variance	A	15	-6.23333	1.27988	18.862	14	.533	.000
(Within Groups)	B	18	-5.50000	1.85504	12.579	17	.185	.000

As Table 5 illustrates, the mean scores for speaking pre-test of group A (peer feedback group) increase from 3.87 ($SD=1.06$) in pre-test to 10.10 ($SD=1.48$) in post-test with a

correlation of .533. The difference in mean scores of speaking pre-test in group A was -6.23 ($SD=1.28$). The mean scores of group B (teacher feedback group) increase from 2.94 ($SD=1.11$) in pre-test to 8.44 ($SD=1.71$) in post-test with a correlation of .158. The mean difference was -5.50 ($SD=1.86$). Comparing the first speaking test score and the final speaking test score, those who participated in the peer assessment made gains of about 161.21% in the post-test mean scores. Those who received teacher feedback improved by 212.36%. The result analysis confirms that group B with teacher feedback has greater improvement in speaking proficiency than that of group A in post-test. Moreover, according to the table, there are significant differences between the two profiles students' mean scores on the speaking tests ($p<.001$). The results suggested that the difference between two scores within Group A ($M=-6.23$, $SD = 1.28$) and Group B ($M=-5.50$, $SD=1.86$) are statistically significant ($p<.001$).

Another independent-samples *t*-test was utilized to identify the mean scores of each speaking test and to examine the differences between groups in oral performances. The results of the independent-samples *t*-test for four speaking tests were presented in Table 6:

Table 6.

Summary of Independent-samples t-test for four speaking tests

Source of Test Variance		Mean Difference	SD difference	F	T	Df	P
Between Groups	1	.92222	.38027	.340	2.425	31	.021
	2	.82222	.37347	8.905	2.202	31	.035
	3	1.52778	.66817	.035	2.287	31	.029
	4	1.65556	.56177	.949	2.947	31	.006

According to the results shown in Table 6, there was a statistical difference in the mean of the scores between group A ($M=3.87$, $SD=1.06$) and group B ($M=2.94$, $SD=1.11$) in the first speaking test, $t(31) = 2.425$, $p=.021$. There was also a statistical difference in the mean scores of the second speaking test between group A ($M=4.27$, $SD=1.39$) and group B ($M=3.44$, $SD=.70$), $t(31) = 2.202$, $P=.035$. While for the third speaking test, there was also a significant difference in the mean scores between group A ($M=8.67$, $SD=1.63$) and group B ($M= 7.14$, $SD=2.11$), $t(31) = 2.287$, $P=.029$. For the final speaking test, a significant difference in the mean scores between group A ($M=10.10$, $SD=1.48$) and group B ($M=8.44$, $SD= 1.71$) was found, $t(31) = 2.947$, $P=.006$. Overall, there is a statistically significant result in oral performances in speaking tests ($p<.05$).

In order to determine whether the four speaking tests means in pairs are significantly different from one another, a Pairwise Comparison was conducted. The results of the differences were given in Table 7:

Table 7.

Pairwise Comparisons for Four Speaking Tests

Speaking Test	Speaking Test	Mean Difference	SD	Sig.
1	2	-4.50	.178	.100
	3	-4.497	.345	.000
	4	-5.867	.283	.000
2	1	.450	.178	.100
	3	-4.047	.300	.000
	4	-5.417	.252	.000
3	1	4.497	.345	.000
	2	4.047	.300	.000
	4	-1.369	.226	.000
4	1	5.867	.283	.000
	2	5.417	.252	.000
	3	1.369	.226	.000

The Pairwise Comparison results (Table 7) state that there are statistically significant differences ($p < .001$) between the pairs,

- between speaking test (1) and speaking test (3) and (4)
- between speaking test (2) and (3) and (4)
- between speaking test (3) and speaking test (1),(2) and (4)
- between speaking test (4) and speaking test (1),(2) and (3).

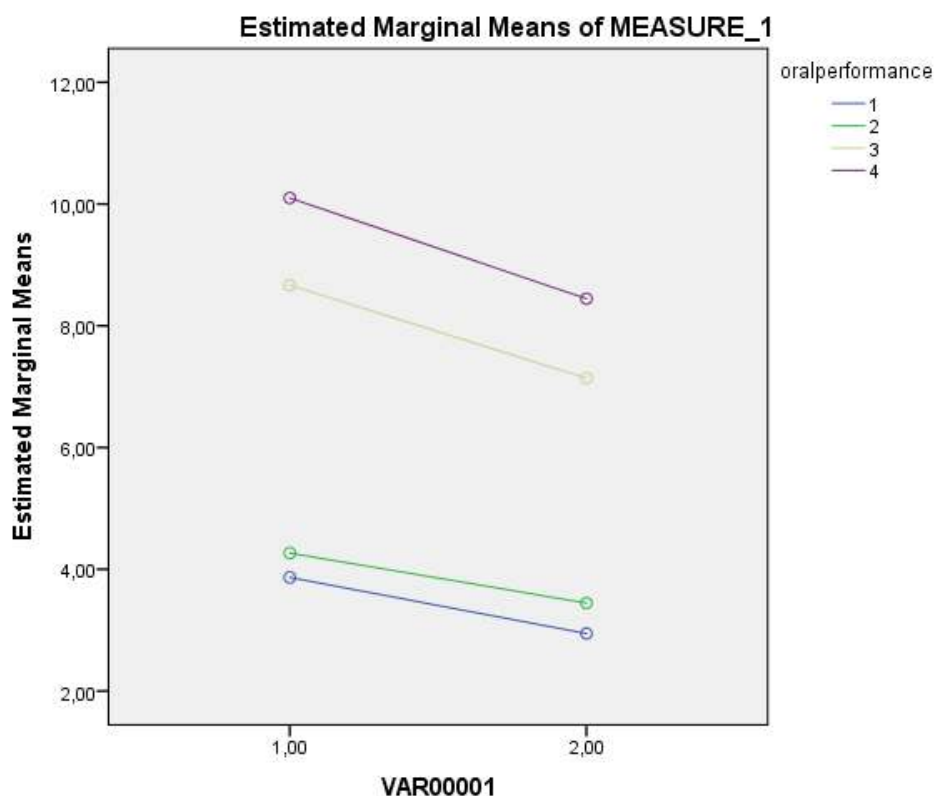


Figure 11. The plot of the results of oral performances

The plot (Figure 11) above visualizes the result, the most significant improvement in oral performances was in speaking test 3, followed by the speaking test 4, and then speaking test 2. As shown in the Figure 11, there were significant changes between the participants in their groups in four speaking tests.

4.4. Results of the Third Research Question.

The third research question was “Is there a correlation between reported speaking self-efficacy level and oral performances following feedback?”

This research question aimed to examine the possible relationship between the students’ speaking self-efficacy beliefs and their performances in speaking tests. To accomplish this, a Pearson Bivariate Correlation was employed to the data analysis. The results of the correlation analysis are shown in Table 8:

Table 8.

Correlation between the scores on speaking self-efficacy and oral performances

		Speaking performance	Speaking self- efficacy
Speaking performance	<i>R</i>	1	.235
	<i>P</i>		.189
<i>Speaking self-efficacy</i>	<i>R</i>	.235	1
	<i>P</i>	.189	

According to the correlation coefficients given in Table 8, there is not a significant relationship between participants' speaking self-efficacy level and their oral performance ($r=.235$, $n=33$, $p=.189$). Thus, there is not sufficient evidence to state that this correlation exists in the population.

4.5. Summary

In this chapter, the research questions of speaking self-efficacy level and oral performances have been analyzed. Results revealed that participants from both groups had a high speaking self-efficacy level at the School of Foreign Languages of Gaziantep University. There is a significant difference between speaking self-efficacy level between two profiles. Both groups have demonstrated improvement in their level of speaking self-efficacy. Moreover, findings revealed that both groups have demonstrated steady improvement in oral performances following feedback treatments. A significant difference was observed in participants' speaking performances between the groups and within the group. Regarding the correlation between speaking self-efficacy level and oral performances, results showed that there was no significant correlation between them. In the next chapter, the results of speaking self-efficacy level and oral performances will be discussed in detail. The relationship between the two will also be elaborated as well.

CHAPTER V

DISCUSSION

5.1. Presentation

In this chapter, a detailed discussion regarding the results of the speaking self-efficacy scale and oral performances will be provided.

The primary purpose of this study was the exploration of students' speaking self-efficacy level and differences prior and follow receiving teacher and peer feedback, as well as the impact of different feedback on the improvement of students' oral performances among EFL learners at Gaziantep University. The relationship between the speaking self-efficacy level and oral performances was also identified.

5.2. Speaking Self-Efficacy

The findings for the first research question have disclosed the students' EFL speaking self-efficacy levels and the differences of and between two feedback groups and within the group. The analysis revealed that students at the School of Foreign Languages of Gaziantep University possess a high speaking self-efficacy level in both pre-test and post-test. According to the results of paired-samples *t*-test, the mean scores between the participants within the same group have significant differences. The results of this analysis suggest that there is a significant increase in the speaking self-efficacy level within two profiles. The results of these analyses confirm that there is significant improvement between and within these two profiles students' speaking self-efficacy level. To see the differences of speaking self-efficacy level between two different groups, an independent-samples *t*-test was conducted. In pre-test, both groups have a high speaking self-efficacy with group A higher than that of group B. In the post-test, participants have demonstrated a significant increase in the level of their speaking self-efficacy between group A and group B. The results of independent-samples *t*-test also reported that a significant mean difference between the speaking self-efficacy in different groups was observed.

In addition, participants' final scores in speaking self-efficacy scale was also a measure of their speaking skill achievement. The participants in both groups demonstrated that their speaking beliefs had been increased over time. The results of the speaking self-efficacy scale revealed that the participants agreed that oral presentations had contributed to their improvement in their speaking self-efficacy beliefs. Based on the results of speaking-self efficacy scale, participants improved their vocabulary knowledge as a result of oral presentations. They could understand and utilize suitable words in context such as synonyms, idioms, and proverbs. They were also able to speak in formal and informal form and usage. Students also developed their speaking techniques such as pronunciation, intonation, formality and accents. Moreover, oral presentations contributed to learners' understanding of formal and informal language and positive and negative aspects. More importantly, oral presentations assisted the participants in giving information, talking a simple conversation, taking part in a simple English discussion, and summarizing a topic verbally. The participants were able to gather information about their speaking topics and present a variety of ideas related to their speaking topics. These results were echoed by similar findings in Asakereh, and Dehghnnezhad (2015), which identified a positive relationship between speaking skills achievement and speaking self-efficacy levels. They observed that higher speaking self-efficacious learners are more likely to perform better in speaking.

Moreover, the high number of oral presentations enabled learners to seek opportunities for improving their speaking self-efficacy beliefs. Learners had three presentations in each module and hence learners had more chance to be engaged with the language which may be another reason why they have higher self-efficacy. In our study, learners have demonstrated their improvement in speaking beliefs after high number of oral treatments. As a result, they have more confidence, have more positive attitudes toward speaking activities, and attempt more challenging speaking tasks. Similarly, a study conducted by Leeming's study (2017) also revealed that students grew in speaking self-efficacy over the course despite the growth rate varies when they were given a chance to practice. The findings of this study also contributed a clearer understanding of Bandura (1997) which suggests that positive experience help to enhance greater self-efficacy, and as a result leading to greater effort and more positive learning experiences. Strengthened self-efficacy can also lead to higher motivation, persistence, and their feelings of self-confidence (Bandura, 1984).

The results of the study revealed several pedagogical implications on speaking self-efficacy. Speaking self-efficacy has a key role in increasing motivation and helping to build strong beliefs in their ability. Mills (2014) suggests that developing the self-efficacy beliefs of

language learners can help them feel more competent and capable in their ability to complete a learning task. Ultimately, speaking self-efficacy beliefs was a strong predictor of speaking skill achievement.

Apart from the number of oral presentations, feedback had also contributed to the increase of speaking self-efficacy. Many scholars have stated that student self-efficacy beliefs can develop through increased exposure to feedback, which constitutes verbal persuasions (Graham, MacArthur, Schwartz & Page-Voth, 1992; Pajares, 2003; Schunk & Swartz, 1993). Another pedagogical implication was observed here as feedback made by both teacher and peer can improve learners' self-confidence and enhance their speaking self-efficacy. In particular, positive feedback help to guide learners through a task, make learners be aware of their strengths and weaknesses, and motivate them to make their best effort.

5.3. Oral performances

The second research question in this study compared the means of speaking tests between the participants, as well as the changes in oral performances after feedback treatments. A speaking test was conducted four times to measure the changes in oral performances over time. Repeated measures ANOVA test mean scores indicate that there was a significant difference within the groups. Independent-samples *t*-test mean scores also revealed that there was a statistical difference of speaking performances between two groups. The findings confirmed that both groups have achieved a significant improvement in speaking performance. Considering the results in the first speaking test and the final speaking test, students in peer feedback group improved by 161.21% while students in teacher feedback group improved by 212.36%. These results suggested that teacher feedback group had more significant improvement than that of peer feedback group. These findings were also echoed by those of Murillo-Zamorano and Montanero (2017), who observed that both peer and teacher feedback improved students' oral performances; however, unlike the findings of our study, students received peer feedback improved more than those who received teacher feedback in the post-test. Similarly, the results of our study were also similar to that of Konold, Miller and Konold (2004). They have found that teacher feedback has enhanced learning and students' performances and helped learners to focus on what had to be done for improvement.

There are two primary factors which may have influenced participants' performance in the speaking test of this study. The first factor is the familiarity of the speaking test. Participants were asked to talk about the same topic in the speaking test four times in different

modules, and they became more familiar with the speaking question over time. Their oral performances are expected to be better over time. It is important to note that students may achieve little or no improvement occurs at the beginning of the test, whereas as a more significant improvement was observed at the later time when they become more familiar with the test.

The second factor that may have affected participants' oral performances is the sensitivity toward feedback. Two different groups received different forms of feedback. Before each speaking test, participants received three oral treatments followed by teacher and peer feedback in two different groups. Participants received teacher feedback impacted positively in their oral performances than those who received peer feedback and resulted in enhancing learners' performance. In the study of Nicol and Macfarlane-Dick (2006), they observed a similar result that teacher feedback was more effective than peer feedback in aiding students to identify their mistakes and avoid misconceptions than peers.

Even though participants in the peer feedback group have received training in giving peer feedback, they have difficulties in making a fair judgment. This may indicate that the participants in the peer feedback group felt that they were not able to give fair and accurate feedback of their peers' speaking abilities. They tend to give higher marks and are not able to rate their performances realistically. The peers have also been more generous than the teacher with their marks, and this may have affected the performance in the speaking test. In this aspect, participants in peer feedback group may not be aware of their peer feedback, and hence their oral performances were affected. The results of our findings were similar to that of Smith and King (2004) which has examined students' feedback sensitivity and the efficacy of feedback intervention. Students with higher sensitivity toward feedback have better speaking behaviours.

On the other hand, in teacher feedback group, participants have demonstrated greater improvement in oral performances. Based on the results of their speaking tests, learners' oral performances were judged based on the TOEFL Independent Speaking Rubric and learners have better performances in speaking in terms of delivery, language use and topic development in teacher feedback group than those of peer feedback group. This may be the reason that teacher feedback could be more detailed and constructive in guiding learners to improve their speaking skill. In addition, based on the speaking performances, the speech made by learners in teacher feedback group was generally clear with minor difficulties with pronunciation or intonation patterns. Responses from participants demonstrated effective grammar and vocabulary as well as with good control of basic and complex structures. The

responses were generally developed and coherent. The finding of this study was in line with that of Zacharias (2007), which found that learners had a favorable attitude toward teacher feedback as they believed that teachers had higher language competence were more objective in evaluating errors as well as enhancing their performances. Similarly, Rothschild and Klingenberg (1990) observed more significant improvement with teacher feedback but concluded that peer evaluation might enhance student's confidence in their judgements to their audiences.

Though participants learned how to give and receive feedback to their peers, they have encountered difficulties in finding errors and classifying the errors. Peer feedback group has demonstrated less improvement than that of teacher feedback group, yet peer feedback has several pedagogical implications in stimulating diversity in teaching in this study. Paulus (1999) has stated that peer feedback helped learners to notice and correct their errors. It can help to facilitate their critical thinking and analysis skills. In addition, peer feedback can promote independence and build confidence as well as create opportunity for interaction.

In summary, statistical differences in oral performances were observed between and within the groups. Oral performances have increased significantly over time in both groups. Yet, two main factors may affect the results of speaking tests: the familiarity of speaking test and sensitivity toward feedback. If peers have more opportunities and give more accurate feedback on the tasks of assessment, their oral performances can be improved with more speaking techniques. Considering all these findings, peer feedback and teacher feedback have some influences on developing participants' speaking abilities and narrowing the individual differences in participants' learning, helping these students in their learning progress.

5.4. The Relationship of Oral Performances and Speaking Self-Efficacy Level

The third research question concerned the relationship between the effect of peer and teacher feedback between speaking self-efficacy level and oral performances. In this study, it was expected that self-efficacy would have a positive relationship with oral performances. However, the Pearson Bivariate correlation revealed that there was no significant relationship between the speaking self-efficacy and oral performances results. In other words, there was no conclusive evidence observed. These findings revealed that there was no significant correlation even though the speaking self-efficacy level was high in the participants. Due to the lack of available data, the results cannot confirm that when the scores of Foreign Language Speaking Self-Efficacy Scale increase, the oral performances of participants increase or decrease. This situation could imply that this current study involves a small

population in which it is difficult to observe whether the participants have an increase or decrease in their oral performance. These findings contradicted with the claims of Mastur (2016) that students' efficacy had a positive impact on their speaking test and performance, but the effect of peer and teacher feedback was not taken into account in this study. Though significant improvement in oral performances had been identified in the study, no significant correlation between speaking self-efficacy and oral performances was found. Likewise, the current study has contradicted the findings of Asakereh and Dehghannezhad (2015), who have found a significant positive correlation between speaking self-efficacy beliefs and their speaking skills achievement and that students with higher speaking self-efficacy were more likely to achieve higher scores in speaking skills.

5.5. Summary

This chapter discussed the major findings of speaking self-efficacy, oral performances after receiving different forms of feedback, the relationship between two and as well as the implication of each finding. In the next chapter, further recommendation for future studies will be offered.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. Presentation

This chapter concludes the present study with the final results of the effects of peer and teacher feedback on oral performances and about students' speaking self-efficacy level. In addition, the limitations of the study will be presented based on the findings. Finally, the chapter ends with recommendations and suggestions.

6.2. Conclusion

The primary purpose of this study was the exploration of the relationship between speaking self-efficacy level of learners and the effects of oral presentation after receiving teacher and peer feedback at the School of Foreign Languages of Gaziantep University. In order to determine the relationship between these two variables, a number of tests were conducted. First, a paired-samples *t*-test and an independent-samples *t*-test have been conducted to determine the overall speaking self-efficacy level between groups and within group. The Foreign Language Speaking Self-Efficacy Scale in this study was a questionnaire which investigates the participants' speaking self-efficacy level in English. The results revealed that students at the School of Foreign Languages of Gaziantep University possessed a high level of speaking self-efficacy level. Based on the data, feedback is essential in developing a learner's speaking self-efficacy level, which will enrich their positive learning experiences and will develop their speaking skill. The findings also suggest that enhanced speaking self-efficacy can encourage learners in their speaking process and feel efficaciously to perform better. Secondly, a repeated measures ANOVA test and an independent-samples *t*-test have also been employed to see the oral performances between and within groups after oral treatments are different. The instruments were a speaking test with TOEFL independent speaking rubric to measure the mean scores of participants' oral performances after feedback treatments. The findings showed that learners in both groups had demonstrated a significant improvement in their oral performances. In addition, students who received teacher feedback have demonstrated more significant improvement than those who received peer assessment. The findings also suggest that a higher number of oral treatments provide learners plenty of

opportunities to glimpse at their performances over time and hence develop and enhance their speaking ability. Obtaining feedback also gives learners the opportunity to identify their own mistakes from the teacher or peers' perspective and hence to regulate ways to approach the task or complete the tasks accordingly and effectively. Feedback can be used as a strategy to achieve learning goals. Finally, a Pearson Bivariate correlation analysis was employed to determine the existence of a relationship between speaking self-efficacy level and the effects of different feedback on oral performances. The findings showed that there was no relationship between the two variables.

6.3. Limitation of the study

The present study has a number of limitations. First, the generalizability of the results is limited by the number of participants (N=33). The number of participants is too small, and hence it limited the scope of sphericity. Secondly, this study only involves two experimental groups, and thus the reliability of data is impacted by the lack of a control group. Also, the participants were chosen based on convenience sampling, and this might have had an impact on the results. Another limitation was the time of the study. The study was carried out only for three modules which might have limited the time for students to develop their speaking skills. In addition, the training time for peer feedback group in how to give peer feedback was short in which might have affected the way participants gave peer feedback. In this case, participants may not have exerted much effort in giving peer feedback accurately and fairly. The results of this study could not represent the results of all universities in Turkey as the collected data can be different if participants had been selected from different universities. English programs, prep-school syllabi, and background information may cause significant changes in the results.

This study was significant in that no similar study concerning speaking self-efficacy level and the effect of peer and teacher feedback on oral performances have been conducted in higher education in the Turkish context. More studies can be conducted to have a better and clear picture of the relationship between these two variables among EFL learners. In addition, no similar studies have been conducted in the EFL context, thus this study can fill in the gap in the EFL field. Future studies may also aid educators in determining the types of feedback form affecting learners and enable them to speak more accurately and fluently. Future studies may also aid educators with the ways of enhancing learners' beliefs in their speaking abilities.

6.4. Recommendation and Suggestion for Further Research

In light of research findings, the following recommendations and suggestions should be considered:

EFL teachers should direct the teaching and learning processes to strengthen learners' efficacy on the subject (Bandura, 1984, 1997). They should employ various speaking activities such as role-play, dialogue practices and projects in class to enhance students' confidence, fluency, and accuracy in their speaking. Teachers and peers can come together to give feedback after speaking activities. Using praises and giving constructive feedback can help to increase students' confidence and enrich the positive learning experience. In this way, learners possess positive attitudes in speaking and perform better in daily conversation as well as speaking tests and exams.

Moreover, it is impressive to observe students' significant improvement in oral performances within such a short period of time. Students were more aware of their types of errors they had made in order to avoid repeating them on future presentation and, thus, improve their oral performance. This situation may suggest that more opportunities should be given to students to enhance both speaking self-efficacy and oral performances. A higher number and frequency of oral treatments may be able to improve students' oral performances within a shorter period of time. For the feedback, teachers should give more detailed and comprehensive feedback to the students. Teachers can point out general speaking errors by students in class and ask students to exchange their ideas. To enhance the effectiveness of peer feedback, more careful training and structuring are required. Teachers should explain peer feedback expectations to the learners as well as guide them throughout the process in order to minimize potential consistencies associated with subjectivity. Moreover, peer feedback group should be trained adequately and should be encouraged to give feedback with fair judgments. Peers can write down the errors on board and make others aware of and spot out the mistakes they have made during presentations. These procedures not only inform students of their abilities and progress in learning but also motivate them to perform well continuously and make them challenge with each other. Also, had it been extended over a longer period of time, more statistically significant results might have been obtained regarding differences and improvements in students' oral performances.

In this study, the sample size was small, with only thirty-three participants; moreover, it was a convenience sample with two experimental groups and, hence cannot be a generalization for the School of Foreign Languages. This might have had slight effects on the current results. A larger number of students is needed to prove the compatibility of this study. In future studies, the sampling procedure could be developed by employing a random sampling method instead of convenience sampling.

In addition, only two experimental groups were included in this study. In a future

study, experimental research could be developed by employing at least two experimental groups and a control group, which can increase the credibility of the study. Moreover, future studies might employ a larger scale of the sample consisting of preparatory schools (both public and private universities) in different parts of Turkey for better and more accurate results. Students of different departments can be chosen to determine whether there is a difference in the level of speaking self-efficacy and oral performances. In order to improve students' speaking performance and to sustain this improvement throughout their language learning at the School of Foreign Languages of Gaziantep University, more efforts should be made to encourage both students and teachers. In particular, both students and teachers should take advantage of the presentations and other forms of speaking activities, as well as other types of feedback (self-feedback, teacher feedback and peer feedback) to enhance learners' confidence and competence in speaking.



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APPENDICES

APPENDIX. A. Speaking Self-Efficacy Scale (Turkish Version) İNGİLİZCE KONUŞMA ÖZ YETERLİLİK ALGISI

Survey on the speaking self-efficacy at School of Foreign Languages of Gaziantep University

Part 1 Background

1. Student No.: _____
2. Gender : Male/ Female
3. Age : _____

Part 2

Derecelendirme Ölçütleri:

5: Bana Tamamen Uyuyor.

4: Bana Oldukça Uyuyor.

3: Bana Biraz Uyuyor.

2: Bana Çok Az Uyuyor.

1: Bana Hiç Uymuyor.

Maddeler	5	4	3	2	1
1. Kişisel bilgilerimi verebilirim.					
2. Yaşadığım yer hakkında (ev, mahalle, şehir vs.) bilgi verebilirim.					
3. Kişilerden duyduğum bilgilere tepki (şaşıрма, sevinme vs.) gösterebilirim.					
4. Hoşlandığım ve hoşlanmadığım şeyleri söyleyebilirim.					
5. Etrafımdaki kişileri tarif edebilirim (fiziksel ve kişisel).					
6. Sağlıkla ilgili sorunlarımı basit şekilde karşımdaki kişiye anlatabilirim (I hava cold vs.)					
7. İhtiyaçlarım doğrultusunda İngilizce sorular sorabilir ve cevapları izleyebilirim.					
8. İlgi alanlarımla ilgili İngilizce bir sohbeti başlatabilir ve sürdürebilirim.					
9. Günlük hayatta karşılaşılabileceğim durumların üstesinden gelebilirim.					
10. İlgi alanıma giren İngilizce bir sohbe dahil olabilirim.					

11. Bildiğim bir konuyla ilgili basit bir İngilizce münazarada yer alabilirim.					
12. Telefonda basit bir görüşme yapabilirim (yer ayırtma, bilet satın alma).					
13. Kullanılan İngilizce deyimleri ve atasözlerini anlayabilirim.					
14. Hatırlamadığım kelimeler yerine konuşma anında tanımlamalar veya eş anlamlı başka bir kelime kullanabilirim.					
15. Konuştuğum ortama göre resmi ya da resmi olmayan bir dil kullanabilirim.					
16. Kelimeleri doğru ve anlaşılabilir bir şekilde telaffuz edebilirim.					
17. Bir olayı olumlu ve olumsuz yönleriyle değerlendirebilirim.					
18. Kelimelerdeki tonlamaları doğru yapabilirim.					
19. Doğru aksanı kullanabilirim.					
20. Sözlü sınavlarda daha başarılı olabilirim.					
21. Bir olayı veya konuyu sözlü olarak özetleyebilirim.					
22. Karşımdaki kişinin kullandığı günlük dili (ata sözleri, deyimler vs.) anlayabilirim.					
23. Soru-cevap şeklinde ilerleyen bir konuşma ortamında spontane cevaplar verebilirim.					
24. Kullanacağım kelimeler aklıma gelmediğinde süre kazanmak için ünlemleri kullanabilirim.					

1-6: Beginner

7-12: Intermediate

13-24: Advanced

Adapted from Ocak, G. & Olur, B. (2018). The Scale Development Study on Foreign Language Speaking Self-Efficacy Perception. *European Journal of Foreign Language Teaching*, 3(1), 50-60.

APPENDIX B. Speaking Self-Efficacy Scale (English Version)

Survey on the speaking self-efficacy at School of Foreign Languages of Gaziantep University

Part 1 Background

1. Student No.: _____
2. Gender : Male/ Female
3. Age : _____

Part 2

İNGİLİZCE KONUŞMA ÖZ YETERLİLİK ALGISI

5: I totally agree.

4: I agree.

3: I sometimes agree.

2: I rarely agree.

1: I never agree.

Maddeler	5	4	3	2	1
1.I can give my personel information about myself.					
2.I can give information about the place where I live (house, neighbourhood, city, etc.)					
3.I can react to the information I heard (surprised, happiness, etc.)					
4. I can speak about what I like and dislike					
5. I can describe the people (physically or personally)					
6. I can speak about my health problems simply.					
7. I can ask questions about my needs and can follow the instructions.					
8. I can start and continue a conversation about my interest.					
9. I can overcome the situation in daily life.					
10. I can join a conversation about my interest.					
11. I can take part in a simple English discussion about a subject I know.					

12. I can make a simple call on the phone (booking, buying tickets, etc.).					
13. I can understand the English idioms and proverbs.					
14. I can use definitions or other synonyms instead of the words I do not remember.					
15. I can speak an official language or an informal language depending on the situation.					
16. I can pronounce the words accurately and comprehensibly.					
17. I can evaluate an event with its positive and negative aspects.					
18. I can make the tonalities in the words correctly.					
19. I can use the right accent.					
20. I can be more successful in oral exams.					
21. I can summarize an event or a topic verbally.					
22. I can understand the daily language.					
23. I can give spontaneous answers in a question-and-answer speaking environment.					
24. I can use the exclamation to save time if I don't remember the word I will use.					

1-6: Beginner

7-12: Intermediate

13-24: Advanced

Adapted from Ocak, G. & Olur, B. (2018). The Scale Development Study on Foreign Language Speaking Self-Efficacy Perception. *European Journal of Foreign Language Teaching*, 3(1), 50-60.

Appendix C. TOEFL Independent Speaking rubrics

TOEFL iBT® Test

Independent **SPEAKING** Rubrics

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit or prevent expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

APPENDIX D. Letter of Consent

An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking-Efficacy Levels

Date:

Dear participant:

The researcher Hong Yu Connie Au, College of Arts/ ELT Department/ University of Gaziantep in Turkey is conducting this research to find out students' level of speaking self-efficacy and the effects of peer feedback and teacher feedback.

You are kindly asked to complete the survey. Your participation in this study is voluntary and you are free to withdraw your participation from this study at any time. The survey only takes 5-10 minutes. The results of the research study may be published, but your name will be kept secret.

If you have any question regarding the survey or the research project in general, please contact (Hong Yu Connie AU) at email connieau@gantep.edu.tr or on phone number: 05313648066.

Return of the questionnaire will be considered your consent to participate. Thank you for taking your time.

Sincerely,

Name of participant _____

Signature _____

APPENDIX E. Letter of Consent

An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking-Efficacy Levels

Date:

Dear Director of School of Foreign Languages:

I am Hong Yu Connie Au, a master student at the University of Gaziantep in Turkey in the faculty of English language Teaching. I am planning to conduct a master thesis research on "An Analysis of the Effect of Peer and Teacher Feedback on EFL Learners' Oral Performances and Speaking-Efficacy Levels" to find out students' level of speaking self-efficacy and the effects of peer feedback and teacher feedback on their oral performances. Target population of this research would be a total of 48 students. I would like to ask your permission to allow me to conduct the research among students in your school.

The identity and information gathered from students will be strictly kept confidential and will be used for the research purpose only.

Your approval to conduct this study will be greatly appreciated. Thank you so much for your precious time. Looking forward to your response.

Yours truly,
Hong Yu Connie Au
Master of Education Science
Major in ELT

Appendix F. Oral Presentations & Speaking test

A1 Oral Treatment

1st Treatment

- What is your name?
- What is your department?
- How old are you?
- Where were you born?
- Where are you from?
- Where do you live?
- How many people are there in your family?
- What are their names?
- How old are they?
- What are their jobs?
- What do you like?
- What don't you like?
- What do you like doing in your free time?

2nd Treatment

Talk about your routines and the past

- What do you usually do on Saturdays and Sundays?
- What did you do yesterday?
- When and where did you go yesterday?
- Who did you go with?
- Why did you do that?

3rd Treatment

A. Describe your best friend.

- What is his/ her name?
- What does he/she do?
- Can you tell us something about his or her physical appearance?
- Can you tell us something about his/ her personality?
- Where does he/ she live?
- What are his/her free time activities?
- When did you first meet him/ her?
- Why do you like him/ her?

B. Talk about your hometown

- Where is your hometown?
- Do you like your hometown?
- Do you often visit your hometown?
- What is your hometown like?
- What are there in your hometown? (e.g. museums, castles etc.)
- What is the oldest place in your hometown?
- What can a foreigner do or see in your hometown?

C. Compare two cities

- What are these two cities?
- Where are they?
- What is the population in these two cities?
- What is the weather like?
- What are special there? (e.g. food, drinks, dance, festivals etc)
- What can a tourist do or see there?
- What do people there usually do in their free time?

A2 Oral Treatment

1st Treatment

Describe something you do to keep healthy. You should say:

- what this activity is
- when you do it
- and how often you do it
- and explain why you think it's a good way to look after your health.

2nd Treatment

Describe the moments when you were angry/ happy/ nervous and sad. You should say:

- what happened
- when and where did it happened
- how did you feel at the beginning and at the end
- what did you do

3rd Treatment

Choose one of the followings:

- A. What is the most important to you? Tell by giving reasons.

- a. money b. family c. a good job d. good friends e. being healthy
- B. Which of these things do you think boys do better than girls, and vice versa? Why?
- a. cooking b. driving c. talking about feelings d. learning foreign languages e. Sports
- C. What makes a good job?
- a. good pay b. nice people to work with c. a good location d. a regular schedule
e. a variety of things to do f. a good boss,

B1 Oral Treatment

1st Treatment

- What are the pros and cons of social networking sites?
- What are the pros and cons of the mobile phone?
- What are the pros and cons of watching television?
- What are the pros and cons of computer games?

2nd Treatment

- What would you do if you were a prep-school teacher?
- What would you do if you won a million dollars?
- What would you do if you were the president?
- What would you do if you failed in prep class?
- What would you do if you were your mother or father?

3rd Treatment

Do you agree or disagree with these statements?

1. Using face-to-face communication is better than online communication.
2. The best thing about the Internet is chatting to friends on Facebook.
3. Making new friends is easy-using social networking sites.
4. Shopping online is better than shopping from shops.
5. Playing online games is a waste of time.

Speaking Test

Talk about a holiday you have taken recently or at some time in the past. You should include:

- where you went
- who you went with
- how you went there
- how long you stayed there,

- what you did and with whom
- why you went there
- did you like it



Appendix G. Peer Evaluation Form

Peer Evaluation

Name: _____

Date: _____

Presentation: _____

Student Name	Delivery	Language Use	Topic Development	Total
	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	
	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	

VITAE

Hong Yu Connie Au was born in Hong Kong in 1988. She graduated from the department of English Language and Literature at Hong Kong Shue Yan University in 2011. She has completed CELTA program with pass B in Cambridge University. She speaks English, Cantonese, Madarin, Taiwanese and French fluently and she has survival Turkish and Japanese. She has been working as an instructor of English at Gaziantep University since 2018.



ÖZGEÇMİŞ

Hong Yu Connie AU 1988 yılında Hong Kong'ta doğdu. Hong Kong Shue Yan Üniversitesi İngiliz Dili ve Edebiyatı Bölümü'nden 2011 yılında mezun olmuştur. 2017 yılında Cambrigde Üniversitesi Celta Programını B seviyesinde bitirdi. İyi derecede İngilizce, Kantonca, Çince, Tayvanca ve Fransızca bilmektedir. Aynı zamanda temel düzeyde Türkçe ve Japonca bilgisine sahiptir. 2018 yılından beri Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda öğretim görevlisi olarak çalışmaktadır.

