THE EFFECT OF MICROTEACHING ON PRE-SERVICE TURKISH LANGUAGE TEACHERS' SPEAKING ANXIETIES

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Abstract: In this study, *microteaching* was tested to improve pre-service Turkish Language teachers' speaking anxieties. The purpose of this study is to reveal the *effect of microteaching on pre-service Turkish Language teachers' speaking anxieties.* This study which was carried out within the context of Speaking Education course was conducted in the spring term of 2014-2015 academic year. The study group of this research which progressed during all the term consists of the students who took Speaking Education course in the term aforesaid in Yuzuncu Yil University, College of Education, Turkish Language Education Department. For this study which was carried on with true experimental design two groups were formed one of them being Experimental Group and the other one being Control Group. While Speaking Education course was given to Experimental Group based upon microteaching, the same course was given traditionally (the continuous teaching style) to Control Group. Pretests and posttests were implemented to both groups for the study and, at the end of the study, not only both groups' interior differences between pretests and posttests were analyzed, but also two groups' difference between posttests was analyzed. In the analysis of data *t-test* were used. Besides, effect size was computed with *Cohen's d*. At the end of the study, it was found that there was a significant decline (from intermediate level to beginner level) in experimental group's speaking anxieties posttest scores while there wasn't any decline in control group's speaking anxieties posttest scores.
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Index terms: Pre-service Turkish language teachers, Speaking Education course, microteaching, speaking anxiety.

I. INTRODUCTION

"Microteaching was developed by Faculty of Education at Stanford University and first applied as a combined training and diagnostic tool in Stanford's teacher intern program in the summer term of 1963" (Allen, 1967, p.1). This technique that has an important place in transferring information into practice has been used in the field of education for about sixty years.

According to Allen (1980) who is the inventor of the technique, micro teaching technique is a technique aimed to equip teacher candidates with teaching skills and improve them in the environments that have restricted time and student and, simulated to real classrooms (Allen cited in Çakır, 2000, p. 62). While Deniz (1993, p. 32) defines micro teaching as "a laboratory method used to simplify the complexity of normal teaching-learning process" Uzunboylu and Hürsen (2010, p. 64) emphasize that it is a technique which particularly helps teacher candidates to overcome the anxiety, fear and deficiencies towards their job. Richter (2009) figures the model of microteaching technique, also known as a method of feedback (Güney and Semerci, 2009, p. 77), as following:

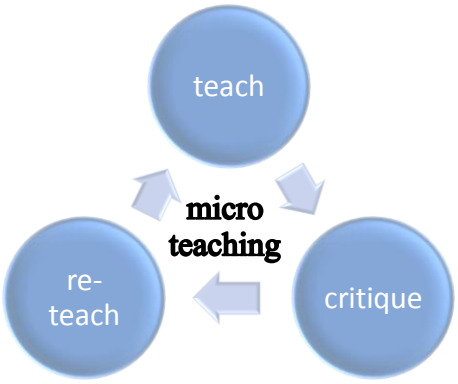


Figure 1: The process of micro teaching technique (Richter, 2009)

According to the figure, first, teaching the lesson comes into question. Then, the critical of the lesson, speech is made. In the meanwhile, constructive feedback has great importance. The teacher candidate practices again in the light of these feedbacks and critics.

After 1980's, micro teaching technique has been used more functionally and commonly in the Western countries. This technique which we acquainted with a lot later than Western countries is still limited to few number of implementations in our country.

No study about the effect of microteaching technique on reducing students', teacher candidates'

and teachers' speaking anxiety was found in the native and foreign literature. This makes this study important.

The aim of this study is to reveal *microteaching technique's utility in its implementation in the Speaking Education course by examining its effect on reducing Turkish Language teacher candidates' speaking anxiety*. Within the frame of this aim, answers for the following two basic questions were sought:

1. What is the level of *difference* and *effect size* between Experimental and Control Group teacher candidates' *public speech anxiety* before and after the lesson? (Within groups)
2. What is the level of *difference* and *effect size* between Experimental and Control Group teacher candidates' *public speech anxiety* before and after the lesson? (Among groups)

II. METHOD

Research Model

In this study experimental design is used. The study was conducted with "true experimental design" which is the strongest among experimental designs and has the most scientific value. In this study, data was collected with quantitative research method. For this, a quantitative data collection tool (anxiety survey) was used.

Study Group

This study was conducted within the Speaking Education course in the Bachelor's Program of Turkish Language Education in the spring term of junior year. The students who were taking this class in the Turkish Language Education Program in Yuzuncu Yil University, Faculty of Education in the Spring Term of 2014-2015 academic year composed the study group.

The study design is as following:

Table 1: Study design

Groups	Before the study (pre-test)	During the study	After the study (post-test)
Experimental Group	Speaking anxiety survey for teacher candidates	*Elocution class based on micro teaching technique*	Speaking anxiety survey for teacher candidates
Control Group	Speaking anxiety survey for teacher candidates	Elocution class according to traditional method	Speaking anxiety survey for teacher candidates

Data Collection and Analysis

The data constituting "pre-test" was collected with anxiety survey from the study group mentioned above at the first week of the term. At the last week of the study that lasted a class period, the data constituting "post-test" was collected with again the same instrument. The differences between teacher candidates' speaking anxiety and their effect size were examined with the data collected.

IBM SPSS Statictics (Statistical Package for the Social Sciences) 21.0 Program was used for the data analysis. Additionally, in this study, effect sizes between tests were found to be significant findings. As t-tests were used in study, Cohen's measurement was used for effect sizes. Cohen (1988) states that size effect of d value up to 0,20 can be assessed as "weak", around 0,50 can be assessed as "medium", higher than 0,80 can be assessed as "strong", 1 and higher than 1 can be assessed as "very strong" (Cohen cited in Işık, 2014, p. 67).

III. FINDINGS

Findings related to Pre-test and Post-Test Differences and Effect Sizes within Experimental Group and Control Group Teacher Candidates

Statistics about information in question are presented in Table 2.

Table 2: Paired samples t-test measurements of pre-test and post-test differences of Experimental Group and Control Group teacher candidates (within groups) and effect sizes (According to scores obtained from SASTC)

Groups	N	$\bar{X}$		S		sd	T	p	Cohen's d
		Pre-test	Post-test	Pre-test	Post-test				
Experimental Group	15	54,60	49,73	9,68	8,18	14	2,68	**,018**	**-0,54**[1]
Control Group	15	53,53	54,46	13,60	11,00	14	-,33	**,743**	**0,07**

SASTC: Speaking Anxiety Survey for Teacher Candidates

Significant difference in favours of post-test (,018) and effect size (-0,54) between Experimental Group teacher candidates' public speech anxiety before and after taking the Speaking Education course with microteaching technique were found out.

Significant difference (,734) and effect size (0,07) between Control Group teacher candidates' public speech anxiety before and after taking the Speaking Education course with traditional method were not found out.

Findings related to Pre-tests and Post-Tests Differences and Effect Sizes among Experimental Group and Control Group Teacher Candidates

Pre-test differences among groups are measured as well as post test differences. Statistical information about findings is presented in Table 3.

Table 3: Independent samples t-test measurements of pre-test and post-test differences among Experimental Group and Control Group teacher candidates and effect sizes (According to scores obtained from SASTC)

	Pre-test						
Groups	**N**	**$\bar{X}$**	**S**	**sd**	**t**	**p**	**Cohen's d**

[1] Anxiety Survey is used to reveal whether teacher candidates' anxiety average of post tests reduces or not compared to pre-tests. If average scores reduce it is concluded that anxiety level of teacher candidates reduces and thus the training provided to them is successful. When anxiety averages reduce effect size has a "-" value; when anxiety averages increase effect size has a "+" value. If the effect values in the tables that shows findings about anxiety survey are "-", it is a positive finding; if they are "+" it is a negative finding.

Experimental Group	15	54,60	9,68	28	,24	**,806**	**0,09**
Control Group	15	53,53	13,60				
			Post-test				
Experimental Group	15	49,73	8,18	28	-1,33	**,192**	**-0,48**
Control Group	15	54,46	11,00				

SASTC: Speaking Anxiety Survey for Teacher Candidates

Significant difference (,806) and effect size (0,97) between Experimental Group teacher candidates' and Control Group teacher candidates' public speech anxiety before taking Speaking Education course were not found out.

Significant difference (,192) between Experimental Group teacher candidates' who took the Speaking Education course with microteaching technique and Control Group teacher candidates' who took the Speaking Education course with traditional method public speech anxiety was not found out, however *effect size (-0,48)* was found out.

CONCLUSION

1. *Significant difference in favours of post-test (,018) and effect size (-0,54)* between Experimental Group teacher candidates' public speech anxiety before and after taking the Speaking Education course with microteaching technique were found out.
2. *Significant difference (,734) and effect size (0,07)* between Control Group teacher candidates' public speech anxiety before and after taking the Speaking Education course with traditional method were not found out.
3. *Significant difference (,806) and effect size (0,97)* between Experimental Group teacher candidates' and Control Group teacher candidates' public speech anxiety before taking Speaking Education course were not found out.
4. *Significant difference (,192)* between Experimental Group teacher candidates' who took the Speaking Education course with microteaching technique and Control Group teacher candidates' who took the Speaking Education course with traditional method public speech anxiety was not found out, however *effect size (-0,48)* was found out.

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