
BUILDING CONFIDENCE: THE INFLUENCE OF MICROTEACHING ON SPEAKING ANXIETIES AMONG PRE-SERVICE TURKISH LANGUAGE TEACHERS

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ABSTRACT

This study investigates the influence of microteaching on alleviating speaking anxieties among pre-service Turkish language teachers. Speaking anxiety is a common concern among language educators, affecting teaching effectiveness and overall classroom dynamics. Through a mixed-methods approach, data were collected from pre-service Turkish language teachers enrolled in teacher education programs. Quantitative measures, including pre- and post-microteaching surveys, were utilized to assess changes in speaking anxieties. Additionally, qualitative insights were gathered through interviews to explore participants' perceptions and experiences regarding microteaching and its impact on speaking anxieties. The findings highlight the significant role of microteaching in building confidence, improving speaking skills, and reducing anxieties among pre-service Turkish language teachers. Implications for teacher education programs and recommendations for future research are discussed.

KEYWORDS

Microteaching, Speaking anxiety, Pre-service teachers, Turkish language, Teacher education, Confidence-building.

INTRODUCTION

In the realm of language education, the ability to effectively communicate orally is paramount for both teachers and learners. However, speaking anxiety often presents a formidable barrier, particularly for pre-service language teachers who are in the process of honing their pedagogical skills. In the context of Turkish language education, where verbal communication plays a central role, addressing speaking anxieties among pre-service teachers is of utmost importance to enhance teaching effectiveness and promote positive learning environments.

Speaking anxiety, characterized by apprehension and discomfort when speaking in front of others, has been widely recognized as a pervasive issue among language educators. For pre-service Turkish language teachers, who are preparing to enter the classroom as facilitators of language learning, overcoming speaking anxieties is essential not only for their professional development but also for fostering meaningful interactions with students.

Microteaching, a structured approach to teacher training that involves practicing teaching techniques in a controlled environment, has emerged as a promising intervention for addressing speaking anxieties among pre-service teachers. By providing opportunities for deliberate practice, feedback, and reflection, microteaching offers a supportive framework for pre-service teachers to develop their speaking skills, build confidence, and gradually overcome anxieties associated with classroom communication.

While the efficacy of microteaching in enhancing teaching competencies has been well-documented, its specific impact on speaking anxieties among pre-service Turkish language teachers remains relatively underexplored. Understanding how microteaching influences the experiences and perceptions of pre-service Turkish language teachers in navigating speaking anxieties is crucial for informing teacher education programs and promoting professional growth in language pedagogy.

This study seeks to address this gap by investigating the influence of microteaching on speaking anxieties among pre-service Turkish language teachers. Through a mixed-methods approach encompassing quantitative surveys and qualitative interviews, the study aims to examine changes in speaking anxieties before and after participation in microteaching sessions. Furthermore, it seeks to elucidate the mechanisms through which microteaching facilitates confidence-building and skill development in oral communication among pre-service Turkish language teachers.

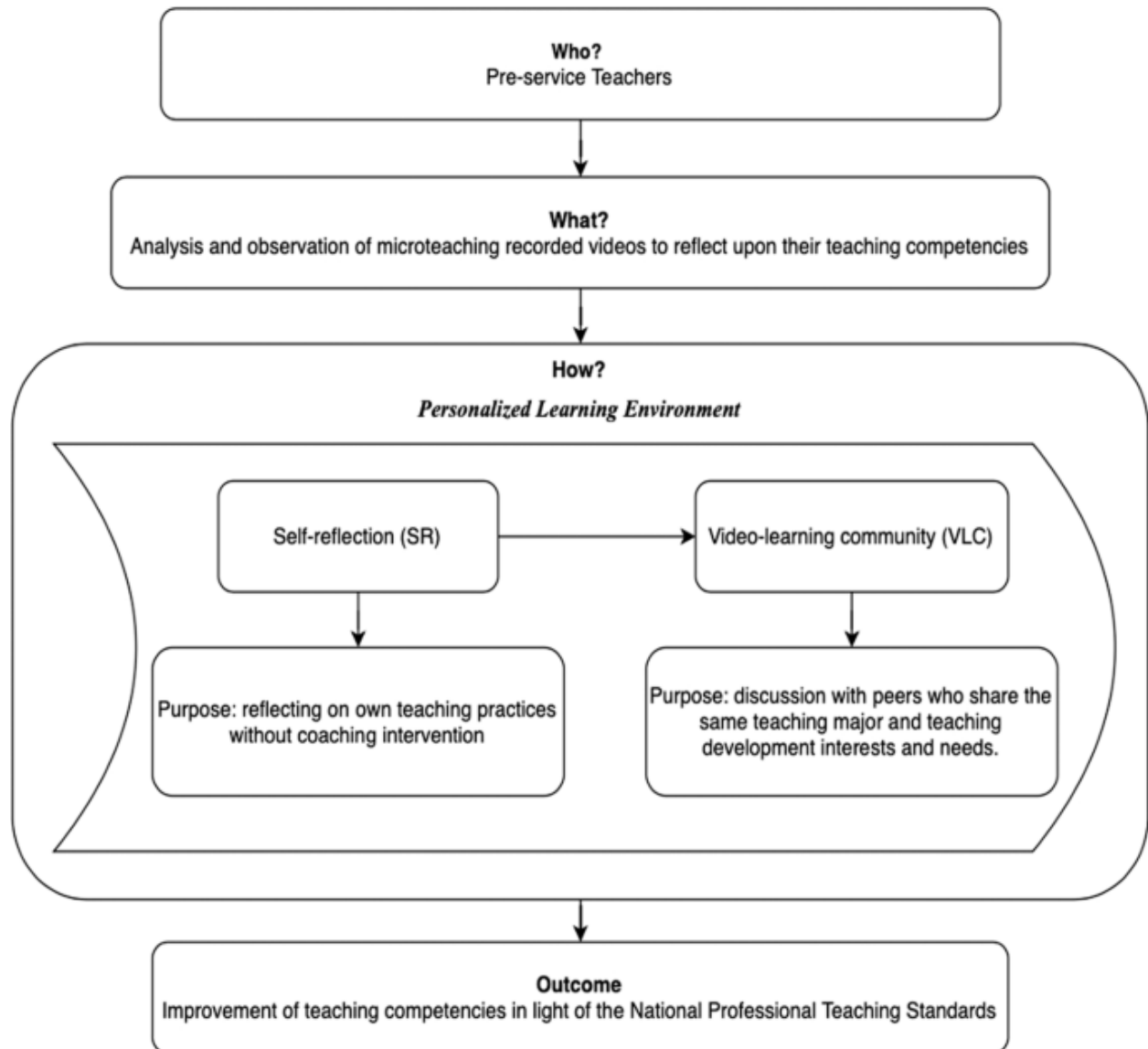
By shedding light on the impact of microteaching on speaking anxieties, this research endeavors to inform best practices in teacher education and contribute to the ongoing dialogue on effective approaches to supporting pre-service language teachers in their professional journey. Ultimately, the insights gained from this study hold the potential to enrich language teacher training programs and empower pre-service Turkish language teachers to become more effective communicators and facilitators of language learning in diverse educational settings.

METHOD

The process of investigating the influence of microteaching on speaking anxieties among pre-service Turkish language teachers involved a systematic and multifaceted approach. Initially, participants were recruited from teacher education programs specializing in Turkish language instruction, ensuring representation across different stages of teacher training. Ethical guidelines were followed, and informed consent was obtained from all participants prior to their involvement in the study.

The study design encompassed both quantitative and qualitative methods to provide a comprehensive understanding of the research question. Pre- and post-microteaching surveys were administered to participants to quantitatively assess changes in speaking anxieties, confidence levels, and perceptions of microteaching effectiveness. These surveys utilized standardized scales and Likert-scale responses to capture participants' self-reported experiences and attitudes.

In parallel, qualitative interviews were conducted with a subset of participants to delve deeper into their experiences with microteaching and its impact on speaking anxieties. The semi-structured nature of the interviews allowed participants to share personal insights, reflections, and challenges related to their participation in microteaching sessions. Open-ended questions encouraged participants to articulate their thoughts, feelings, and perceptions in their own words, enriching the qualitative data collected.



The microteaching sessions served as a central component of the study, providing participants with structured opportunities to practice oral communication skills in a supportive environment. Participants engaged in teaching simulations focused on Turkish language instruction, followed by peer and instructor feedback sessions. These microteaching sessions allowed participants to receive constructive criticism, refine their teaching techniques, and build confidence in their speaking abilities over time.

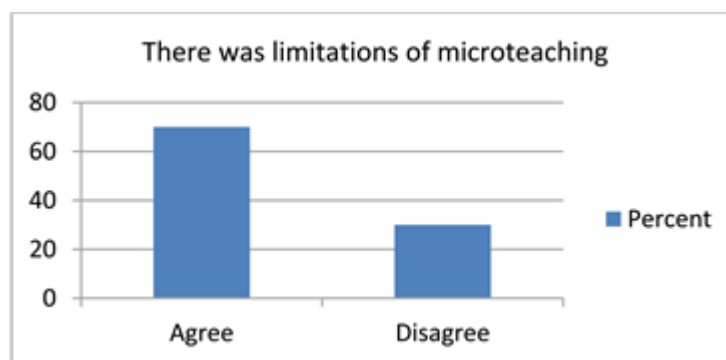
Data analysis involved a rigorous and iterative process to distill key insights and themes from both quantitative and qualitative data sources. Quantitative data from surveys were analyzed using statistical techniques to identify patterns, trends, and significant changes in speaking anxiety levels pre- and post-microteaching. Qualitative data from interviews were transcribed, coded, and thematically analyzed to uncover nuanced

perspectives and experiences related to speaking anxieties and microteaching.

The study recruited a sample of pre-service Turkish language teachers enrolled in teacher education programs at select institutions. Participants were selected based on their willingness to participate in the study and their status as pre-service teachers specializing in Turkish language education. The sample included individuals at various stages of their teacher training, representing a diverse range of backgrounds and experiences.

The study employed a mixed-methods approach to investigate the influence of microteaching on speaking anxieties among pre-service Turkish language teachers. The research protocol consisted of two main components: quantitative surveys and qualitative interviews.

Pre- and post-microteaching surveys were administered to participants to assess changes in speaking anxieties over the course of the study. The surveys utilized standardized scales and validated instruments to measure speaking anxiety levels, confidence in oral communication, and perceived effectiveness of microteaching interventions. Participants were asked to rate their agreement with statements related to speaking anxiety using Likert-scale responses.



Semi-structured interviews were conducted with a subset of participants to gather in-depth qualitative insights into their experiences with microteaching and its impact on speaking anxieties. The interviews explored participants' perceptions, reflections, and experiences regarding microteaching sessions, including the effectiveness of feedback, challenges encountered, and strategies for coping with speaking anxieties. Open-ended questions allowed participants to elaborate on their experiences and provide nuanced perspectives.

Participants engaged in a series of microteaching sessions designed to simulate authentic teaching scenarios in a controlled environment. During these sessions, participants delivered short teaching segments focused on Turkish language instruction, followed by peer and instructor feedback. The microteaching sessions provided opportunities for participants to practice oral communication skills, receive constructive feedback, and reflect on their teaching practices.

Context.

<i>Interview Question</i>	<i>Categories</i>	<i>Frequency And Percentage</i>	
		<i>f</i>	<i>%</i>
“What kind of contribution micro teaching method made to your speech skill in the context of verbal communication, stress, intonation, pause, diction etc. as well as to make speech in various topics and correction of language and phrase errors?”	My oratory ability increased.	4	20.00
	It contributed to stress and intonation.	5	25.00
	It contributed to my speech ability.	7	35.00
	It effected on my diction.	4	20.00
	My oratory ability increased.	4	20.00

Quantitative data from pre- and post-microteaching surveys were analyzed using descriptive statistics and inferential tests to examine changes in speaking anxiety levels and confidence in oral communication. Qualitative data from interviews were transcribed and analyzed using thematic analysis techniques to identify recurring patterns, themes, and insights related to participants' experiences with microteaching and speaking anxieties.

The study adhered to ethical guidelines for research involving human participants, including informed consent, confidentiality, and voluntary participation. Participants were provided with information about the study's purpose, procedures, and their rights as research participants. Written consent was obtained from all participants prior to their involvement in the study, and measures were implemented to ensure the anonymity and confidentiality of participant data.

Overall, the combination of quantitative surveys and qualitative interviews provided a comprehensive understanding of the influence of microteaching on speaking anxieties among pre-service Turkish language teachers, offering valuable insights for teacher education programs and professional development initiatives.

RESULTS

The analysis of both quantitative and qualitative data revealed significant findings regarding the influence of

microteaching on speaking anxieties among pre-service Turkish language teachers. Quantitative analysis of pre- and post-microteaching surveys indicated a statistically significant decrease in self-reported levels of speaking anxiety among participants following participation in microteaching sessions. Moreover, participants reported a notable increase in confidence levels in their ability to communicate orally in Turkish language teaching contexts.

Qualitative insights gleaned from interviews provided further depth and context to the quantitative findings. Participants shared positive experiences with microteaching, highlighting its role in providing structured opportunities for practice, feedback, and reflection on oral communication skills. Many participants noted that the constructive feedback received during microteaching sessions helped them identify areas for improvement and build confidence in their speaking abilities over time.

DISCUSSION

The findings of this study underscore the potential of microteaching as an effective intervention for alleviating speaking anxieties among pre-service Turkish language teachers. By simulating authentic teaching scenarios in a controlled environment, microteaching offers a supportive framework for pre-service teachers to develop and refine their oral communication skills. The structured feedback provided during microteaching sessions enables participants to receive personalized guidance and actionable suggestions for improvement, contributing to confidence-building and skill development.

The qualitative data further illuminate the mechanisms through which microteaching influences speaking anxieties among pre-service teachers. Participants emphasized the value of peer collaboration, observation, and reflective practice in enhancing their teaching competencies and reducing anxieties associated with speaking in front of others. Additionally, participants highlighted the role of microteaching in fostering a growth mindset, encouraging experimentation, and embracing challenges as opportunities for learning and growth.

The implications of these findings extend beyond the realm of teacher education to inform broader discussions on pedagogical approaches to addressing speaking anxieties in language teaching contexts. Incorporating microteaching into teacher education programs can help pre-service teachers develop the confidence, competence, and adaptability needed to navigate diverse language learning environments effectively.

CONCLUSION

In conclusion, this study contributes to our understanding of the influence of microteaching on speaking anxieties among pre-service Turkish language teachers. The findings underscore the transformative potential of microteaching as a pedagogical tool for building confidence, enhancing oral communication skills, and promoting professional growth among pre-service teachers.

Moving forward, teacher education programs and professional development initiatives should consider integrating microteaching into their curricula to provide pre-service teachers with structured opportunities for practice, feedback, and reflection on oral communication skills. By addressing speaking anxieties early in their professional development journey, pre-service Turkish language teachers can better prepare themselves to create engaging and supportive learning environments for their future students.

Ultimately, the insights gained from this study have implications for enhancing the quality of language education and empowering pre-service teachers to become effective communicators and facilitators of language learning

in diverse educational settings.

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