

Investigation of Preservice Teachers' Speech Anxiety with Different Points of View

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Abstract

The purpose of this study is to find out the level of speech anxiety of last year students at Education Faculties and the effects of speech anxiety. For this purpose, speech anxiety inventory was delivered to 540 pre-service teachers at 2013-2014 academic year using stratified sampling method. Relational screening model was used in the study. To explain the relationships among data in the study, frequency and percentage analysis, t-test, ANOVA, regression analysis and structural equation modelling were used. It is seen that preservice teachers have speech anxiety problems when they have to speak during their teaching activities, when they are demanded to speak all of a sudden, when their speech is interrupted, when they consider that they do not have different points of view and when they cannot balance their speech speed. Preservice teachers use their body language as they are giving speech, and they have less anxiety when they have eye-contact with their audiences, when are talking about themselves and when they are talking about the people they do not know. When preservice teachers' speech anxiety was investigated with regards to their departments, preservice English teachers and Turkish teachers were found to have higher levels of speech anxiety compared to preservice preschool teachers. When the findings obtained with this study were examined, it was found that, as preservice teachers' speech anxiety increases, their desire to participate in the activities also increase.

Keywords: Spaeeking, speech anxiety, Pre-service Teachers.

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Introduction

People use their speaking skills actively in their Daily lives so that they can express their thoughts and build verbal communication with other people. Speaking skill is involved in the use of both mental and psychological factors. As mental skills are closely related to thinking and questioning, psychological factors are closely related to anxiety. People are involved in interaction with other people and have opportunities to express themselves with the help of speaking skill (Güneş, 2013: 113). Speaking skill has many different definitions in the relevant literature. Speaking is defined as a mental, physical and physiological fact (Adalı, 1983); a linguistic and communicational activity (Özdemir, 1992: 22); individual's verbal expression of their emotion and thoughts (Kavcar, Oğuzkan and Sever, 1998: 57); expression of thoughts, emotions and knowledge through a language consisting of sounds (Demirel, 2003: 90); the action of expressing observations, emotion and knowledge with the use of language (Öz, 2005: 30); a communicational behaviour among people as a consequence of practical, cultural and aesthetic reasons (Taşer, 2006: 35); a monument of thought which consists of paragraphs, sentences and words (Ünalın, 2006: 97); delivering an issue after carefully planning it in mind and helping others understand it (Kurudayıoğlu, 2003: 287); the attempt to help words and sentences gain life and liveliness (Şenbay, 2006: 29). Speaking is a skill which sums up all the lifelong linguistic development in one's life, and it is closely related to people's linguistic development. Linguistic development is a personal skill and there has always been a directly proportional relationship between language development, life and environment (Demirel, 2003).

Speaking is a basic skill through which emotions and thought used at school, home and in social life are expressed, knowledge and experiences are shared (Öz, 2005: 30). Speaking is the most important interpersonal communication and interaction tool. Speaking has four major qualities as physical, physiological, psychological and social. The physical quality of speaking is closely related to sound propagation in space. Physiological quality of speaking consists of compatible working of speech organs. Psychological process of speaking is investigated by semantics. In semantics, our experiences over concepts are very important. In this process, the reactions related to external word come to the fore. Speaking also has a social quality. Individuals feel the need to build communication and socialize beginning from the moment when they are born. This leads them to socialising (Demirel, 2003: 90).

For a speech to be a good one, the speech should serve a specific purpose, should be based on sound knowledge (İşcan, 2013; Özkırmı, 1994). A good speech has vocalization and fluency. The mimics and gestures of the speakers are also very important (Katrancı and Kuşdemir, 2015: 417; Özkırmı, 1994). The speech need to make listeners believe what is told; and it should also be based on sound knowledge. Speakers should use some methods such as thinking, learning, affecting and discussion during the speech and they should also take the listeners' characteristics into consideration (Özkırmı, 1994). The vocabulary treasure of speakers is very important (Beyreli, Çetindağ and Celepoğlu, 2012: 143).

Teachers need to be a good model for their students. Teachers should prepare listening, speaking, writing and reading activities which will help students prepare for their future lives. (Calp, 2010: 205; Doğan, 2009: 191; Eryaman, 2008). In speech trainings, students' age, their family environments and where they live are very important (Arı, 2008: 155). Teachers build communication with their students through speaking skills (Riley, Burrell and McCallum, 2004). Not sufficiently developed speaking and listening skills negatively affect communication (Özbay, 2007: 99). Individuals, who cannot build healthy communication with other people, will have higher level of anxiety in this skill (Harb, Eng, Zaider and Heimberg, 2003).

Speaking skill is a special and important need for individuals to be able to successful in social life. When human life is considered to be very complex, individuals can make this complex life a meaningful one thanks to speaking skill (Göğüş, 1978: 174). As speaking is a skill which integrates individuals to the community, it is considered to be an important language skill which shapes human life (Lüle Mert, 2015: 784). Speaking is in the center of human life. Individuals transfer the knowledge that they gain through reading and listening skills to others using their speaking skills, and they build communication with others in this way. This communication process is very important in determining

their education and culture levels (Özbay, 2003: 6). Considering all these, we can suggest that the key element in a successful communication is good speech (Kurudayıoğlu, 2003: 288; Sevim and Gedik, 2014: 381).

People have some anxieties in the community in which they live. The anxiety is experienced by one individual and the anxiety experienced seriously affects the environment (Özdal and Aral, 2005). Anxiety is defined as a shadowy fear (Morgan and Clifford 1998; Ünlü, 2001: 92); a disturbing emotional state which stimulates the sense of weakness against a danger (Aydın and Takkaç, 2007: 259); a state of excitement which appears with physical, emotional and mental changes in the case of stimulation (Sapir and Aranson, 1990); a state of shadowy fear (Kyosti, 1992; MacIntyre and Gardner, 1994; Morgan, 1998); an emotion that individuals are aware of and are not happy with (Üldeş, 2005: 8). Anxiety, which is one of the most effective factors affecting the process of language learning (Baş, 2014: 101; Gardner and MacIntyre, 1993: 2; Horwitz, Horwitz and Cope, 1986), generally affects learning negatively (Yaman, 2010: 272). The studies which examine the effects of anxiety in language learning (Horwitz, Horwitz and Cope, 1991; Djigunovic, 2006; İşcan, 2011; Tran, 2012; Yoğurtçu and Yoğurtçu, 2013) suggest that anxiety affects students' achievements and their performances in the classes. Burger (2006) defines anxiety as an unpleasant emotional experience leading to the feelings of distress, panic, fear and terror. There may be various causes of anxiety. Cüceloğlu (2000: 276-288) suggests that the causes of anxiety may be the possibility of negative consequences of an event, the possibility of punishment, the differences between what individuals believe and their behaviours and uncertainty about their future. The behaviours of the individuals experiencing anxiety and their life styles are degenerated (Tekindal, 2009: 9). Anxiety in language teaching appears as anxiety of writing, listening and speaking (Karakaya and Ülper, 2011; Melanlıoğlu, 2013; Sallabaş, 2012; Sevim, 2012). One of the biggest anxieties that human being suffers from is speech anxiety.

Speech anxiety can be defined as the anxiety of not being able to express yourself in public. The hearts of those experiencing speech anxieties beat quickly and they fear of not speaking in front of people (Bodie, 2010: 71). The individual experiencing speech anxiety may forget what to say in front of public, and s/he is afraid of making mistake. S/he thinks that everybody is looking for a chance to find her/his mistake as speaking, and s/he thinks that s/he will fail in the speech (Leibert and Morris, 1967; Katrancı and Kuşdemir, 2015: 418; Zeidner, 1998). The individuals suffering from speech anxiety are afraid of the cases which require speaking skills, they are afraid that their speech will be evaluated. Therefore, they avoid speaking and they feel bad as they are giving the speech (Melanlıoğlu and Demir, 2013: 393; Sevim and Gedik, 2014: 381; Yaman and Suroğlu Sofu, 2013: 43-44). For individuals not to suffer from such speech anxiety, they need to improve their speaking skills, and they need to make their speaking skills actively used ones. Teachers, schools and families play significant roles. The training which is provided by teachers beginning from early ages will help students express themselves better and get rid of their speech related anxieties. Therefore, it is very important for teachers not to experience any anxiety problems as they are giving speech because they are models for students. This research aims to find out anxiety levels of last year students at Education Faculties because Education Faculties play significant roles in teacher training. For this purpose, preservice teachers fill in the speech anxiety inventory to deliver their views about this issue.

Method

Research Model

Relational screening model was used in the study. The research model which examines relations and connections in education is named as relational screening model (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2012: 23). Frequency and percentage analysis, t-test, ANOVA, regression analysis and structural equation modelling were used in the study to be able to explain the relationships among the collected data. Structural Equation Modelling (SEM) is a statistical method based on the causal and relational explanation of relations among observed and hidden variables. Before starting a statistical analysis, structural models should be created considering actual and possible relationships among variables. SEM is a statistical method which brings about a

hypothesis test approach to multiple variable analysis of structural theory. This structural theory reveals causal processes observed in many variables (Khine, 2013; Şimşek, 2007: 1). In this research, structural equation modelling was used to be able to build connection between the thoughts of last year students about speech anxiety and variables.

Participants

Stratified sampling method was used in the study and this method is one of the random sampling methods. Each sampling unit in this sampling method belongs to only one unit and the change within the unit is very limited (Büyüköztürk and etc., 2012: 86). 540 preservice teachers participated in the study from Çanakkale Onsekiz Mart University, Education Faculty in 2013-2014 academic year.

Table 1

Research Participants

	n	%
Female	369	68,3
Male	171	31,7
Total	540	100,0

When Table 1 is examined, it is seen that 68,3% of the participants are female, and 31,7% of the participants are male.

Table 2

Departments of preservice teachers

Department	n	%
Turkish Language Teaching	126	23,3
Primary School teaching	97	18,0
Preschool teaching	89	16,5
English Language Teaching	88	16,3
Science	76	14,1
Computer	64	11,9
Total	540	100,0

When Table 2 is investigated, 23,3% of the preservices teachers were from Turkish Language Teaching Department, 18% of them were students of primary school teaching department, 16,5% of the students are from pre-school teaching department, 16,3% of them were students of English Language Teaching, 14,1% of them were students of science, 11,9% of them were students of computer teaching departments.

Data Collection Tools

In the study, Speech Anxiety Inventory which was adopted into Turkish by Sevim (2002) was used. The KMO coefficient of the inventory was found to be .92 and the Barlett Test x^2 value was found to be 2376,481 ($p < .001$). The scale used in the study is three factor. Cronbach alfa reliability coefficient which is the first factor was found to be .89, the second factor was found to be .82 and the third factor was found to be .87. The findings of these tests which were designed by the researcher suggest that KMO coefficient was found to be .95 and Barlett test x^2 value was found to be 5561,362 ($p < .001$). Cronbach alpha coefficient of the scale was found to be .93. Considering the findings mentioned above, the scale was delivered to the preservice teachers.

Findings and Discussion

In this part of the research, the data related to the speech anxiety of the participants will be analysed and discussed.

Table 2

The cases when preservice teachers suffer from the most speech anxiety

Items	\bar{X}	s
4. The idea of giving a speech in a symposium, panel, conference and etc makes me nervous.	2,93	1,16
13. I feel anxious when I am demanded to give a speech all of a sudden.	2,55	1,10
20. I feel anxious if I am interrupted when I am giving a speech	2,53	1,17
5. When I think that I cannot handle my speech topic from different points of view, I feel anxious.	2,51	,99
8. I feel anxious when I cannot balance my speech speed.	2,46	,98

When Table 2 is examined, it is seen that preservice teachers suffer from speech anxiety when they think that they will speak in a symposium, panel, conference and etc ($\bar{X}=2.93$), when they are demanded to speak about an issue all of a sudden ($\bar{X}=2.55$), when they are interrupted as they are speaking ($\bar{X}=2.53$), when they think that they cannot handle the speech topic from different points of view ($\bar{X}=2.51$), when they cannot balance their speech speed ($\bar{X}=2.46$).

Table 3

The cases when preservice teachers have the least speech anxiety

Items	\bar{X}	s
1. I avoid using my body language as I am speaking	1,69	,83
2. I avoid building eye contact with my listener.	1,71	,86
14. I feel excited when I am speaking to someone from opposite sex.	2,02	1,03
19. I feel shy when I am telling about my personal issues.	2,08	1,00
16. I feel nervous when I am speaking to someone on the phone who I do not know much.	2,10	1,08

When Table 2 is investigated, preservice teachers have the least anxiety problem when they have to use their body language ($\bar{X}=1.69$), when they look at the eyes of their listeners ($\bar{X}=1.71$), when they are speaking to someone from opposite sex ($\bar{X}=2.02$), when they are telling about their personal issues ($\bar{X}=2.08$), when they are speaking to someone on the phoe who they do not know muck ($\bar{X}=2.10$).

Table 4

t-test results of preservice teachers' speech anxiety depending on gender

Sub-dimensions	Gender	N	\bar{X}	ss	sd	t	P
Body language anxiety of speaker	Female	369	1,67	,72	538	1,53	,125
	Male	171	1,77	,76			
Speaker oriented anxiety	Female	369	2,41	,77	538	0,36	,719
	Male	171	2,43	,80			
Environment oriented anxiety	Female	369	2,26	,75	538	0,37	,707
	Male	171	2,23	,77			

When Table 4 is examined, it is seen that there is no statistically significant difference between speakers' body language anxiety ($t_{(538)}= 1,53$; $p>.05$); speaker oriented anxiety ($t_{(538)}= 0,36$; $p>.05$); environment oriented anxiety ($t_{(538)}= 0,37$; $p>.05$) and gender.

Table 5

ANOVA results of preservice teachers' speaking anxiety depending on their department.

Dimension	Source of variance	Total square	sd	Averages of square	F	p	Significant difference
Speakers' body language anxiety	intergroup	2,008	5	,402	,74	,593	
	Within group	289,719	34	,543			
	Total	291,727	539				
Speaker oriented anxiety	intergroup	9,347	5	1,869	3,11	,009	Between A- C, it is in favour of A; between F-C , it is in favour of F
	Within group	320,955	34	,601			
	Total	330,303	539				
Environment oriented anxiety	intergroup	7,142	5	1,428	2,50	,029	Between A- C, it is in favour of A ; between F-C , it is in favour of F
	Within group	304,430	34	,570			
	Total	311,572	539				

Note: A=Turkish Language Teaching; B=Primary School teaching; C=preschool teaching, D=science teaching, E=computer teaching, F=English Language Teaching.

When Table 5 is examined, it is seen that there is a significant difference between preservice teachers' speaker oriented anxiety ($F=3,11$; $p>.05$) and their departments. The results of the TUKEY test which was carried out to find out which groups are responsible for the differences suggest that the preservice teachers studying at Turkish Language teaching and English Language Teaching departments were found to have more speaking anxiety than those studying at preschool teaching departments.

Table 6

Multiple Regression analysis results related to preservice teachers' speaking anxiety

Variable	B	sd	β	t	p
Stable	,472	,072		6,573	,000
Speaker's body language anxiety	,642	,031	,624	20,995	,000
Environment oriented anxiety	,293	,032	,275	9,258	,000

The multiple regression analysis results which was carried out to reveal to what extent preservice teachers' speaker body language anxiety and environment oriented anxiety affect preservice teachers' speaker oriented anxiety suggest that there is a statistically significant relationship between speaker oriented anxiety, speaker body language anxiety and environment oriented anxiety ($R=0.775$, $R^2=0.601$) ($F_{(2,537)}= 404.86$, $p<0.01$). These two variables are responsible for 60% of the preservice teachers' speech anxiety levels. The significance order of standardized regression analysis is that speaker's body language anxiety comes first ($\beta=0.624$) and environment oriented anxiety comes next ($\beta=0.275$).

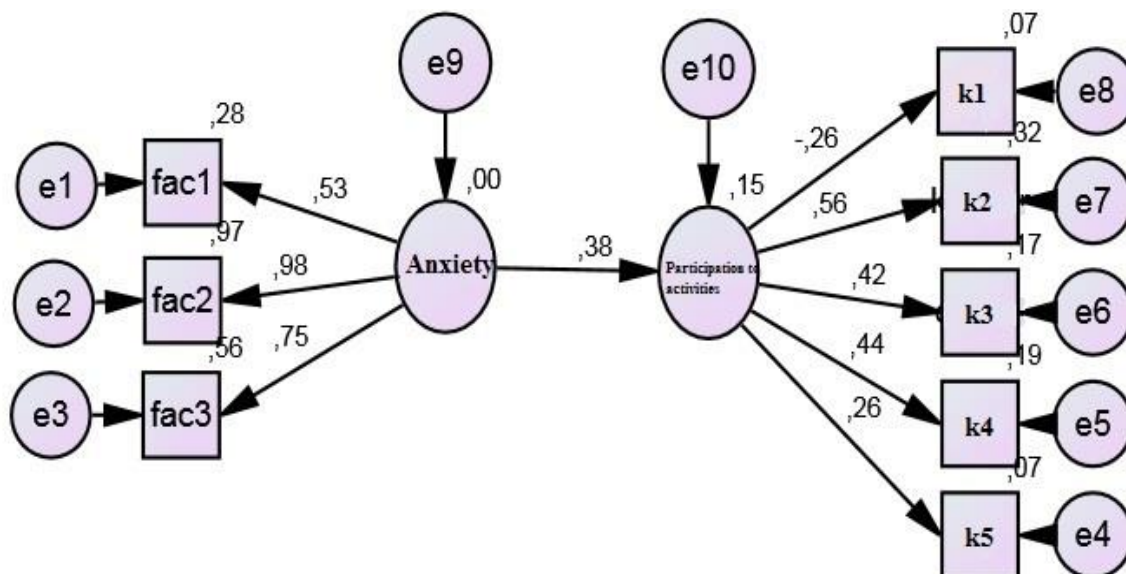


Figure 1. Road scheme related to speech anxiety and social activities.

When the Figure 1 is examined, k1 explains the number of the books preservice teachers have read, k2 explains the case whether they have taken responsibilities as speakers or debator in front of any audience, k3 explains the case of attending any drama/theater activity, k4 explains if preservice teachers write any poem/novel/essay and etc. except for exams and assignments, k5 explains if preservice teachers worked somewhere to earn money.

When the findings were investigated, it was found that as preservice teachers' speech anxiety increases, participation in the activity also increases ($\beta = .38$, $p < 0,001$), and it was significantly affected. The variance which explains the direct effect of speech anxiety on activities was found to be 15%.

In this study, the following indexes were taken into consideration, such as Chi-Square Goodness, Goodness of Fit Index, GFI, Adjusted Goodness of Fit Index, AGFI, Comparative Fit Index, CFI, Normed Fit Index, NFI, Relative Fit Index, RFI and Root Mean Square Error of Approximation, RMSEA. In the analysis carried out in this study, Chi-Square Goodness was found to be $\chi^2 = 24.701$ ($sd = 19$, $p < 0.01$, Goodness of Fit Index, GFI = .98, Adjusted Goodness of Fit Index, AGFI = 0.97, Comparative Fit Index, CFI = .99, Normed Fit Index, NFI = .96, Relative Fit Index, RFI = .95, SRMR, .033 and Root Mean Square Error of Approximation, RMSEA = .024.

In SEM, some values are taken as base to evaluate the fit and mismatch related to the subject model. In SEM, the most commonly used chi-square test (χ^2) (Çokluk, Şekerciöğlü and Büyüköztürk, 2012: 267; Meydan and Şeşen, 2011:32), is accepted as starting fit value and it is commonly used (Barrett, 2007:816; Sümer, 2000:60). As χ^2 is sensitive to the size of the sampling, it is suggested to look at alternative evaluation criteria (Kline, 2011; Raykov, 2006; Sümer, 2000; Şimşek, 2007). In the cases when sd is big, as χ^2 tends to come up with meaningful results, χ^2/sd rate is considered to be a criteria for adequacy (Sümer, 2000: 59). If this rate is ≤ 3 in large samplings, it is accepted as excellent (Kline, 2011:204; Sümer, 2000:59) and if it is ≤ 5 , it is fitting at average level (Sümer, 2000:59). Goodness of fit index (GFI) was developed as an alternative to χ^2 to be able to evaluate model fit independently from sampling size. It is a value between 0 and 1, and .90 and above means a possible good fit, .95 and above means excellent fit (Çokluk, Şekerciöğlü and Büyüköztürk, 2012: 269; Sümer, 2000: 60). In GFI, NFI, RFI, CFI and IFI which take values between 0 and 1, if the value is closer to 1, the fit excellent (Çokluk, Şekerciöğlü ve Büyüköztürk, 2012: 271-272; Sümer, 2000: 60-61). If RMSEA value is $\leq .05$, the fit is excellent (Kline, 2011: 206; Sümer, 2000: 61), if it is $\leq .08$, the

fit is good (Sümer, 2000: 61) and if it is $\leq .10$, the fit is weak or mediocre (Hoe, 2008:78). In SRMR, the fitting indicators are between 0 and 1 and if the value is equal to 0, the fit is excellent. In addition to that, if it is $\leq .05$, the fit is excellent, and if it is $\leq .08$, the fit is accepted to be good (Kline, 2011:209). When we consider that GFI, AGFI, RFI, NFI and CFI which are some of the fit index, need to be higher than .90, and RMSEA and SRMR need to be lower than .05, the fit index value demonstrate that the model is compatible.

Discussion, Results and Suggestion

Speaking is the second skill which they acquire after the listening skill. Each individual starts to express themselves either writing or speaking in the public beginning from their childhood. The environment, the family and school where children grow contribute a lot to individuals in their self expression. Any defect that they have at this period causes their failure in their self expression and this appears as a lack of skill to express themselves. Özbay (2005) suggests that speaking skill is innate, and this skill is improved during school life. Therefore, teachers have significant roles in individuals' effective speaking skill use and teachers are supposed not to have any speech anxiety. It is very important for teachers to speak their language fluently and accurately to be successful in their profession and to be good models for their students (Katrancı, 2014: 175). With this regard, teachers' self confidence about their speaking skills, their feeling of competent for speaking, education faculties where they had relevant training and the courses that they took for improving their speaking skills are all important for teaching-learning process to achieve its goals (Katrancı, 2014: 178). Preservice teachers suggest that speaking skill is the most challenging skills that they have problem with improving (Ayan, Katrancı ve Melanlıoğlu, 2014). Achieving an effective and good speech, making it a habit are all closely related to the quality of the education provided at formal education institutions and the quality of the teachers teaching at these formal education institutions (Katrancı ve Melanlıoğlu, 2013: 653). The skill which has the most relationship with socialization is speaking skill out of all language skills. Therefore, improving speaking skill is directly related to psychology, sociopsychology, behavioural sciences and communication sciences (Ünalın, 2007: 2-3). The study carried out by Durukan and Maden (2010) suggests that Turkish language teachers have low level of communication skills and that female Turkish language teachers are significantly better at speaking skills compared to female colleagues when gender is considered. There has been a positive, weak and insignificant relationship between teachers' communication with students and speaking skills (Vatansever Bayraktar, 2012: 174).

According to the study carried out by Akkaya'nın (2012), the problems that preservice teachers have are not focusing on the speech, hesitation in speech, violating relevant grammar rules, lack of knowledge, the problems arising from social obstacles and physical reasons, psychological problems (not being able to speak in front of public, not being able to speak in peer to peer relationships), sound, tone, stress, pronunciation mistakes. When the study carried out by Arslan (2012) was investigated, the students studying at university claim that the problems that they suffer from in related to not using speaking skills effectively result from the courses that they took at university. The crowded classes, not giving students enough chances to speak in the classroom, abstaining from the reactions of the lecturers, exam system related problems are all suggested as the causes of their failure in improving their speaking skills. In a study carried out by Sevim and Varişoğlu (2012), it was found that preservice teachers had problems with acquiring speaking skills and expressing themselves. When the study was examined, it was found that preservice teachers had the following speech related problems; diction defect, ineffective speech, speaking with a local dialect, incoherency, insufficient vocabulary treasure, not using body language effectively, speech anxiety, lack of self confidence and using borrowed words from other languages.

Katrancı and Kuşdemir (2015) carried out an experimental practice to reduce preservice teachers' speech anxiety. The analysis carried out following the end of the implementation suggests that preservice teachers were found to have gained competency and to have decreased their speech anxiety levels.

The study found out that female students had lower level of anxiety levels compared to male students. Besides, preschool education department students were found to have the lowest anxiety level.

When education faculties were investigated, it was found that Turkish Language teaching and Foreign language Teaching department students were found to have highest skills to express themselves. In a study carried out by Temiz (2013), students from Turkish Language teaching department had higher speech anxiety levels compared to music department. The study carried out by Başaran and Erdem (2009) suggests that receiving university education has contributed a lot to students' speaking skills from Turkish, Music and Primary school teaching department, but the course "verbal lecture" taken at university failed improving students' speaking skills adequately. Preservice teachers need to ask for more opportunities to speak and to express themselves at universities. Aykaç and Çetinkaya (2013) suggested in their study that creative drama activities improved preservice teachers' speaking skills. Katrancı and Kuşdemir (2015) suggest that "school experience" and "teaching practice" courses that they take at the last year, are good opportunities for preservice teachers to improve their verbal lecture skills and to reduce their speech anxiety levels.

Küçükosmanoğlu (2015) has suggested that last year students were found to have less speech anxiety levels compared to other classes. Similarly, Çakmak and Hevedanlı (2005) have found that university students' speech anxiety levels significantly change depending on the variable of class. The studies carried out in the field reveal that students' anxiety levels change according to their classes and their anxiety levels were found to have decreased towards last year (Bozkurt, 2004).

Speaking skill is improved with rules and training. The best age for students to adapt rules is generally primary school period. Therefore, primary school teachers have very important responsibilities (Kuru, 2013: 187). Individuals need to have a rich vocabulary treasure and field knowledge to be able to speak effectively (Doğan, 2009). Besides, reading and reporting activities should be given more importance in speaking trainings (Özbay, 2005). Kurudayıoğlu (2003) and Özbay (2005) suggest that students can better express themselves thanks to unprepared speeches. The dialogues that students build with peers help students improve themselves in the field of speaking. Teachers need to be good models for students in this process (Uçgun, 2007). Practices at every stage of education fall short in achieving the goals of speaking training. If relevant practices could be done most effectively, students could be more successful at expressing themselves, participating in social activities, expressing their opinions in an organized way and improving their self confidence (Temizyürek, 2007).

When preservice teachers will have to speak in their teaching practices, it was found that they had speech anxiety problems when they are demanded to speak all of a sudden, when they are interrupted, when they think that they cannot have different points of view, when they cannot balance their speech speed. Preservice teachers had less anxiety problem when they use their body language as they are giving speech, when they had eye contact with their listeners, when they are talking about themselves and when they are speaking to someone who they do not know. The study did not come up with any findings suggesting that there is a significant relationship between the genders of preservice teachers and their anxiety levels. When preservice teachers' anxiety levels were investigated with regards to their departments, Turkish language teaching department and English language teaching department students were found to have more speech anxiety problems than preschool teaching department students. The reason for this anxiety may be that they have conditioned themselves for being better as they are students at Language teaching departments. When the obtained findings were investigated, it was found that as preservice teachers' anxiety levels increase, their desire to participate in teaching activities also increases. It can be suggested here that preservice teachers try to overcome their anxiety problems by participating in more teaching activities. Preservice teachers are supposed to make themselves fully competent at their university education, which is the last step of their education life. Preservice teachers should develop themselves reading more, and participate in group discussions and scientific activities effectively. A teacher suffering from speech anxiety cannot give a good education of how to speak. Therefore, more importance should be given to preservice teachers' skill education at universities; both theoretical and practical trainings need to be given to preservice

teachers to help them gain superior skills such as critical thinking, creative thinking, researching, questioning.

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