

# Analysis of the Level of Willingness to Communicate of Classroom Teacher Candidates for Communication<sup>1</sup>

Research Article

Oguzhan KURU<sup>2</sup>

<sup>2</sup>Kahramanmaraş Sutcu Imam University, Faculty of Education, Kahramanmaraş, Turkey, ORCID: 0000-0002-1772-4406

**To cite this article:** Kuru, O. (2019). Analysis of the Level of Willingness to Communicate of Classroom Teacher Candidates for Communication, *International Online Journal of Educational Sciences*, 11(1), ??.

## ARTICLE INFO

### Article History:

Received 22.10.2018

Available online

04.02.2019

## ABSTRACT

In this study, the level of willingness to communicate of classroom teaching students who are receiving education at the faculty of education for communication has been determined, it has been compared in terms of different variables and the feelings and thoughts on this issue have been presented. The purpose of the study is to determine the willingness level of classroom teacher candidates for the process of communication, in which the skill of speaking as one of the basic elements of the process of learning is used and to present their feelings and thoughts about communication. In this study which aims at determining the level of willingness of the students to communicate and presenting the feelings and thoughts about this process, the mixed method of explanatory design in which both the qualitative and quantitative research methods are used together has been employed. The study group of the study consists of classroom teaching students from the faculty of education of a state university in the 2017-2018 academic year. The study group consists of 230 students selected through the simple random sampling method. In the study, "The Willingness to Communicate Scale" developed by McCroskey and adapted to Turkish by Karadağ, Kaya and Uludağ (2016) has been used to collect quantitative data. In addition, the survey questions developed by the researchers have been used to collect qualitative data. According to the results of the study, it has been determined that there is no difference between the level of willingness to communicate of the teacher candidates in terms of gender and that lower grades are more willing to communicate compared to upper grades in terms of their grade levels.

© 2019 IOJES. All rights reserved

### Keywords:

Classroom Teaching, The Skill of Speech, Willingness to Communicate

## Introduction

Humans as social creatures have interacted with their environments for centuries. As there are many ways for interaction, the most preferred one in general is verbal. The basis of verbal interaction is speaking and this constitutes a significant part of an individual's daily life (Sağlam and Doğan, 2013; Çetinkaya, 2011;

<sup>1</sup>Certain parts of this article was presented as oral presentation in 17th International Classroom Teaching Education Symposium.

<sup>2</sup> Corresponding author's address: Kahramanmaraş Sütçü İmam University, Faculty of Education, Kahramanmaraş, TURKEY

Telephone: +90 344 3004438

Fax: +90 344 3004438

e-mail: okuru82@hotmail.com

DOI: <https://doi.org/10.15345/iojes.2019.01.010>

Göçer, 2015). In addition, speaking is the easiest and most effective method of establishing communication in any language (Boonkit, 2010). Speech is an extremely complex structure which is intertwined with many different disciplines such as language, psychology, sociology and anthropology, embodies different physical activities such as accent, intonation, pausing, eye contact and body movements, emerges at any time as the basic requirement of our daily life and which we use at any given moment (Nazara, 2011). Therefore, speaking as the most specific characteristic of being human which allows people to socialize is both a frequently used skill in education and social life.

Speech which has such an important place in individual and social life is also one of the aspects which determines a person's success or failure in school and work life (İşcan and Karagöz, 2016). Because the success in the skill of speaking motivates individuals about communicating with others and increases their motivation. In addition, speaking does not only motivate individuals but also gives courage to learn about the nuances of the language being spoken and to learn new languages as well (Oradee, 2012). The development of the skill of speech is firstly closely related to the individual's being healthy in physical and physiological terms (Eyüp, 2013). For physically and physiologically healthy individuals having healthy communication skills, the skills they acquire in their families and all the classes they take from preschool education to higher education are extremely important (Aydın and Başoğlu, 2014). Because the primary factor in learning the language being spoken is the environment, in other words family. Family is followed by schools where the rules of the language are learned by speaking it (Lefevre, Clarke and Stringer, 2002). This duty inevitably falls on the shoulders of teachers in schools. It is firstly important that teachers speak in an accurate, nice and effective manner to be able to be successful in their careers and to be good role-models for their students, because teachers' problems in speech in general affects the society and personally affects students and this causes students who have speech problems to emerge. Therefore, students correct their mistakes in their speech by listening to and watching their teachers whom take as their role-models or see their teachers as bad role-models. Training teachers who assume the responsibility of teaching such important skills as individuals who have the sufficient cognitive, emotional and social skills depends primarily on the institutions who educate teachers (İşisağ and Demirel, 2010; Katrancı, 2014; Tunçeli, 2013; Uçgun, 2007; Akkaya, 2012).

As it can be understood, teaching is an occupation based on speech and it is expected of each teacher to speak in an accurate and effective manner to be able to be role-models for their students (Özdemir, 2018). Learning the process of communication accurately and how effectively teachers who have an important place and duty for the application of the process of communication use their communication skills are very important. Teachers who are in a dense communication with people establishing healthy relationships, spending effort to solve the problems which arise and not reflecting these to their environments, being good role-models all depends on acquiring sufficient social skills (Nacar and Tümkaya, 2011).

Individuals acquiring a good level skill of speech and being relaxed while speaking is closely related to not feeling any kind of threat. If not, when an insecure individual focuses on what others think about him and their reactions rather than what he says or what he needs to say, they get negatively affected from this (Demir, 2010). This negative effect may cause speech anxiety. In general, the reasons for speech anxiety are that individuals basically think that their verbal narration is not very good when speaking around their peers and friends and fear that they will lose them (Uçak and Gökçü, 2015; Duman, Göral and Bilgin, 2017). Also, the conditions of the place, the conditions of the audience and the lack of materials increase the anxiety of speaking. Thus they decrease the willingness and success (Gani, Fajrina and Hanifa, 2015). These types worries about speech usually emerge in emotional manners such as sweating, increase in heart rate and shaking or in cognitive manners such as defending oneself, mixing up what needs to be said while speaking and being silent (Woodrow, 2006). To be able to remove these anxieties, individuals need to be given to chance to speak in appropriate environments and they need to observe good speakers who can be good role-models for them.

Therefore, the most suitable place to provide this opportunity for individuals is schools and the most accurate people are teachers.

In particular teachers who have such an important duty need to trust themselves with their skill of speech, remove themselves from unnecessary anxieties, have the self-sufficiency of speech and thus be ready and willing at all times to establish communication. If not, they can be negative examples for students who see them as role-models and the other individuals of the society with whom they communicate and cause them to stay away from speaking as well. This study is important in the sense that it presents how ready and willing classroom teacher candidates who will be educating the future generations and help them acquire the basic communication skills are in terms of establishing communication with their environment and how they feel and think about speaking in different environments and situations and being speakers.

The purpose of the study is to determine the willingness level of classroom teacher candidates for the process of communication, in which the skill of speaking as one of the basic elements of the process of learning is used and to present their feelings and thoughts about communication. For this purpose, it has been analyzed whether there is a difference between the willingness of communication of classroom teacher candidates in terms of gender, grade levels and separately for male and female teacher candidates in terms of their grade levels. In addition, the feelings and thoughts of classroom candidates when they are doing presentations to the people they know and their friends, while speaking to strangers and lastly while speaking to the people they know and their friends.

## **Method**

In this study which aims at determining the level of willingness of the students to communication and presenting these feelings and thoughts about this process, the mixed method of explanatory design in which both the qualitative and quantitative research methods are used together has been employed. The explanatory design is a research design in which quantitative data are collected and analyzed and then, qualitative data are used to support the quantitative data.

### ***Study Group***

The study group of the study consists of students receiving education in Kahramanmaraş Sütçü İmam University, Faculty of Education's Classroom Teaching in the 2017-2018 academic year. The study group of the study consists of classroom teaching students from the faculty of education of a state university in the 2017-2018 academic year. The study group consists of 230 students selected through the simple random sampling method. The possibility of being selected for each group to be included in the study in the simple random sampling method is equal and independent of each other. The valid and the best manner for selecting a sample which is representative is random sampling (Büyüköztürk et. al, 2010; Balcı, 2005).

### ***Data Collection Tool and Analysis of Data***

In the study, "The Willingness to Communicate Scale" developed by McCroskey (1992) and adapted to Turkish by Karadağ, Kaya and Uludağ (2016) has been used to collect quantitative data. The scale consists of three sub-dimensions as doing presentations to familiar people and groups of friends, talking to strangers and talking to familiar people and friends. As a result of the reliability analysis performed during the development process of the scale, the Cronbach Alpha coefficient has been determined as .88. Again in the preparation process of the scale, the Cronbach Alpha coefficients of the whole scale have been determined as .84 for doing presentations to familiar people and friend groups, .83 for talking to strangers and .71 for talking to familiar people and friends. In addition, the researchers have stated that there is not a cut point in the scoring in the evaluation of the scale and they have expressed that an interpretation such as the higher the score, the higher the rate of willing to communicate can be made.

In addition, the Cronbach Alpha coefficient for the whole scale has been determined as .90. The Cronbach Alpha coefficients of the sub-dimensions have been determined as .84 for doing presentations to familiar people and friend groups, .85 for talking to strangers and .75 for talking to familiar people and friends. It can be understood from these data that the data in this study have 'extremely reliable' values.

In addition, the survey questions developed by the researchers have been used for qualitative data. The survey questions have been prepared making use of the sub-dimensions of the study in order to be able to determine the feelings and thoughts of the students.

It has been determined that the data of the male teacher candidates according to the results of the Kolmogorov Smirnov test in terms of gender and grade levels do not display normal distribution and that the data of the female teacher candidates display normal distribution in terms of gender and grade levels. Accordingly, whether there is a significant difference between the willingness of communication of the students in terms of gender has been analyzed with the Mann-Whitney U test, whether there is a significant difference between grade levels and the grade levels of female teacher candidates has been analyzed with the One Way Anova test and lastly, whether there is a significant difference between the data of male teacher candidates in terms of grade levels has been analyzed with the Kruskal-Wallis test.

## Findings

In this section, quantitative findings about whether there are differences between the classroom teacher candidates' willingness to communicate in terms of gender and grade levels. In addition, the answers the students have given to the survey questions which have been prepared by using the sub-factors of the basic data collection toll of the study in relation to the willingness to communicate of students have been presented after the quantitative data. The survey questions in which qualitative data are collected have been asked in the following succession and the students' views have been presented under the related table following the order of the questions.

Express the feelings and thoughts you experience when you are doing presentations to the familiar people you know and your friends.

Express the feelings and thoughts you experience when you are talking to strangers.

Express the feelings and thoughts you experience when you are when you are talking to familiar people you know and your friends.

The results of the Mann-Whitney U test related to the willingness to communicate of the teacher candidates in terms of gender have been presented in Table 1.

**Table 1.** Levels of willingness to communicate in terms of gender

Willingness to communicate	Gender	n	Mean rank	Sum of rank	U	p
Doing presentations to familiar people and friends	Male	42	129,87	5454,5	3344,5	.121
	Female	188	112,29	21110,5		
Talking to strangers	Male	42	126,62	5318	3481	.231
	Female	188	113,02	21247		
	Male	42	129,57	5442	3357	.129

<b>Talking to familiar people and friends</b>	Female	188	112,36	21123		
	Male	42	129,70	5447		
<b>Total scores</b>					3351,5	.126
	Female	188	112,33	21117,5		

p<0.05

In Table 1, the results of the sub-factors and total scores and Mann-Whitney U test results in the level of the willingness to communicate of teacher candidates who are receiving education at the department of classroom teaching in terms of gender have been presented.

According to these results, it has been determined that there is no significant differences between the willingness of teacher candidates in terms of doing presentations to familiar people and friend groups (U=3344,5, p>.05), willingness of teacher candidates in terms of talking to strangers (U=3481, p>.05), willingness of teacher candidates in terms of talking to familiar people and their friends (U=3357, p>.05) and lastly their willingness to communicate in terms of the total score value (U=3351.5, p>.05).

According to the basis of gender, it is seen from the answers the teacher candidates gave to the questions of the interview which was formed with the sub-factors of the study on their willingness to communicate that, the candidates stated that they both felt relaxed while doing presentations to the people they know and their friends and they can communicate in a self-confidant manner and sometimes get excited and get scared of doing mistakes. Similarly, the teacher candidates stated that they do not act timid while talking to strangers, communicate in an unbiased manner and can act timid since they do not know about the nature and the level of interest of the people they communicate with in an unbiased manner. Lastly, they answered the other interview questions in a similar manner, saying that they both feel good while talking to familiar people and friends and this increases their willingness and that they are not willing to communicate since they are worried about creating a wrong impression on the listeners. As a result, it can be seen that the teacher candidates behave with the same thoughts, emotions and willingness about willingness to communicate in terms of gender. Thus, it was seen from the views of the students that gender does not have a distinguishing characteristic in terms of willingness to communicate. A few examples from the interviews are given below.

The students' thoughts related to the first survey question

(Male/freshman) *"It is quite easy for me to do presentations to people I am familiarwith. Because I do not feel at ease towards strangers due to the prejudice I have about them."*

(Female/sophomore) *"I feel more at east while doing presentations to people I am familiar with and my friends. I feel more self-confidence during my presentation."*

(Female/junior) *"I am usually excited when I am doing presentations to my friends and my voice shakes when I feel excitement. I get scared of making mistakes."*

(Male/junior) *"If I am doing a presentation to a large crowd, I get excited. I get scared of making mistakes because I know them."*

The students' views about the 2nd survey question

(Male/junior) *"I never feel uneasy while talking to strangers because I do not know them and Ido not get scared of making mistakes."*

(Female/junior) *"It is easier than talking to a friend group because since you do not know them, there is no prejudice."*

(Female/senior) *"I feel very embarrassed because I start thinking whether they can misunderstand what I want to say and since I do not know them."*

(Male/junior) *“When I am talking to a stranger, since I do not know that person’s habits, what he likes or not, I do not talk much or for a long time.”*

The students’ views about the 3rd survey question

(Female/junior) *“I feel more at ease while talking to strangers. I am more able to express myself. I establish better communication.”*

(Male/senior) *“I feel very relaxed when I am talking to my friends and people I am familiar with. I feel that even talking with them makes me feel good at times as well.”*

(Female/freshman) *“I feel very stressed while talking to familiar people and I wonder what they are going to say while I am talking. It continues in a natural manner at first and then it ends.”*

(Male/sophomore) *“I feel kind of relaxed with familiar people but when I am talking to a crowd I feel difficulty. I see what they will be thinking about me. Or I feel that when I say something wrong, something might happen.”*

In terms of grade level, the level of the student candidates’ willingness to communicate are expressed in Table 2 according to the results of the One Way Anova test:

**Table 2.** LSD willingness to communicate results in terms of grade levels

Willingness to communicate	Groups	n	Average	SS	F	P	Difference
<b>Doing presentations to familiar people and friends</b>	Freshman	62	61,93	19,94	6,86	.000	1-2,1-3,1-4, 2-4,3-4
	Sophomore	68	69,65	15,62			
	Junior	56	69,16	16,1			
	Senior	44	76,79	14,18			
<b>Talking to strangers</b>	Freshman	62	38,44	20,51	3,8	.011	1-3,1-4 2-4
	Sophomore	68	42,95	22,13			
	Junior	56	47,52	20,03			
	Senior	44	52,04	25,16			
<b>Talking to familiar people and friends</b>	Freshman	62	67,58	18,65	7,36	.000	1-2,1-3,1-4, 2-4
	Sophomore	68	76,16	17,1			
	Junior	56	76,95	16,32			
	Senior	44	82,72	14,64			
<b>Total scores</b>	Freshman	62	55,51	17,08	7,7	.000	1-2,1-3,1-4, 2-4
	Sophomore	68	62,38	15,17			
	Junior	56	63,89	14,82			
	Senior	44	70,02	14,98			

In Table 2, the scores of the sub-factors and total scores of the willingness to communicate of the classroom teaching students have been presented according to the One Way Anova test results and it has been determined that there significant differences between all of the sub-factors and total score values.

According to this, there are significant differences between the sub-dimension of willingness of teacher candidates in terms of doing presentations to familiar people and friend groups ( $F=6,86$ ,  $p=.000$ ), the sub-dimension of willingness of teacher candidates in terms of talking to strangers ( $F=3,8$ ,  $p=.011$ ), the sub-dimension of willingness of teacher candidates in terms of talking to familiar people and their friends ( $F=7,36$ ,  $p=.000$ ) and lastly the sub-dimension of their willingness to communicate in terms of the total score value ( $F=7,7$ ,  $p=.000$ ).

According to the LSD test results in the table, significant differences have been determined between grades 1-2, 1-3, 1-4, 2-4, 3-4 in terms of the teacher candidates' willingness to do presentations to familiar people and friend groups; between grades 1-3, 1-4, 2-4 in terms of the teacher candidates' willingness to talk to strangers; between grades 1-2, 1-3, 1-4, 2-4 in terms of the teacher candidates' willingness to talk to familiar people and friends and lastly, between grades 1-2, 1-3, 1-4, 2-4 in terms of the total score value of the teacher candidates' willingness to communicate.

On terms of grade level, it was seen from the answers of the teacher candidates from lower grade levels to the interview questions about willingness to communicate that they feel more exited while doing presentations to the people they know and their friend groups, they have difficulty in hiding their deficiencies from their friends and thus have difficulty in communicating, whereas students in the upper grade levels stated that they feel relaxed since they think they can better shape their speeches since they know the people they are doing the presentations for. Similarly, the teacher candidates in the lower grade levels expressed that they have difficulty choosing vocabulary while speaking to strangers and have trouble speaking to them for this reason and are not able to speak to them, whereas in the upper grade levels, they expressed that they feel experienced and are able to establish relaxed and candid communication. As for the third interview question which was about speaking to familiar people and friends, in particular freshman and sophomore teacher candidates stated that they feel very stressed since they are not sure about the feelings of their friends about them and that the worry about satisfying large familiar groups while doing presentations to them negatively affects their speech. On the other hand, junior and senior students expressed that they are more self-confidant in their presentations for their friends since they are more relaxed. As a result, the teacher candidates answered the interview questions prepared for the qualitative dimension of the study in a manner which supports quantitative data. As it can be seen from the examples above, the teacher candidates in general have given answers to the survey questions prepared for the study's qualitative dimension as to support the quantitative data. It is seen from their own sentences that as their grade level increases, their level of willingness to communicate increases as well. We may state that the graduate education they receive and the implementations they carry out during this process allows them to feel more self-confidence in terms of communication and we can consider that their level of willingness increases as well. A few examples from the interviews are given below.

The students' thoughts related to the first survey question

(Female/senior) *"Since doing a presentation to familiar will be easier, I feel more at ease. I do not worry about whether they will laugh or get bored, because they are people I know."*

(Male/junior) *"Since doing a presentation is a serious issue, if there are familiar people in front of me, I feel a bit more relaxed."*

(Female/freshman) *“Since people I am familiar with know my weaknesses or guess what these weaknesses are, I experience difficulty in hiding them. And this causes me to feel more anxious. The target is always the person at the center. There are many who want to belittle you as there are those who wish to praise and glorify you.”*

(Male/sophomore) *“No matter how familiar the people are, being the speaker always makes me anxious. I end up speaking faster and don’t know what to do with my hands. I cannot get over my excitement.”*

The students’ views about the 2nd survey question

(Male/junior) *“I speak in a very relaxed and candid manner to be able to give the best impression to the people I am talking to. I do not get carried away by any feeling.”*

(Female/junior) *“It is easier than talking to friend groups. Since there is no familiarity beforehand, there are no prejudices.”*

(Female/freshman) *“When I am talking to strangers, I am more careful about what I say but I still get very excited. Firstly, I prefer to observe and then I start feeling more relaxed about speaking in the manner that I want.”*

(Male/sophomore) *“When I am talking to a stranger, I do not talk much or for a long time since I would not know what that person likes or not.”*

The students’ views about the 3rd survey question

(Female/junior) *“I feels good to talk to familiar people. Since I know what to talk about, how to act and talk candidly, it feels nice to share.”*

(Male/junior) *“I feel more at ease when speaking to familiar people. I am more able to express myself. I establish a better communication.”*

(Female/freshman) *“I feel more stressful when I am talking to familiar people and I wonder what they will be thinking. This continues naturally for a while and ends after some time passes.”*

(Female/sophomore) *“I feel kind of at ease around familiar people, but when I am talking a larger group of people, I experience difficulty. I see that they will be having misconceptions about me. Or I feel that if I say something wrong, something might happen.”*

The male teacher candidates’ willingness to communicate in terms of grade level according to the Kruskal-Wallis test results are shown in Table 3.

**Table 3.** The male teacher candidates’ willingness to communicate in terms of grade level according to the Kruskal-Wallis test results

Willingness to communicate	Groups	n	Mean rank	ds	x <sup>2</sup>	P	Difference
<b>Doing presentations to familiar people and friends</b>	Freshman	10	13,85	15,62	12,32	.006	1-4 2-4
	Sophomore	10	17,75				
	Junior	12	22,21				
	Senior	10	32,05				
<b>Talking to strangers</b>	Freshman	10	17,4	22,93	1,61	.565	
	Sophomore	10	22,4				
	Junior	12	22,08				



	Senior	10	24				
	Freshman	10	16,8				
<b>Talking to familiar people and friends</b>	Sophomore	10	16,4	15,13	10,82	.013	1-4
	Junior	12	20,79				2-4
	Senior	10	32,15				
	Freshman	10	15,5				
<b>Total scores</b>	Sophomore	10	19,55	15,74	6,31	.097	
	Junior	12	21,96				
	Senior	10	28,9				

In the table, the male teacher candidates' willingness to communicate in terms of grade level according to the Kruskal-Wallis test results have been given and it has been determined that there is a significance difference in the sub-dimensions of doing presentations to familiar people and friends and talking to familiar people and friends.

According to this, significant differences can be seen in the willingness of the male students to do presentations for familiar people and friend groups  $x^2$  ( $sd=15,62$ ,  $n=42$ ) =12,32,  $p<.05$  and their willingness to speak with familiar people and friends  $x^2$  ( $sd=15,03$ ,  $n=42$ ) =10,82,  $p<.05$ .

According to the Kruskal-Wallis test results in the table, it has been determined that there are significant differences in the male teacher candidates' willingness to do presentations to familiar people and friend groups between grades 1-4, 2-4 and their willingness to talk to familiar people and friends between grades.

According to the answers the male teacher candidates gave to the interview questions about their willingness to communicate in terms of grade level, freshman and sophomore students stated that they do not feel relaxed in their presentations to familiar people and friend groups due to the seriousness of the presentations and are not willing to communicate since they are worried about making mistakes, whereas seniors stated that they feel relaxed since they carry out their presentations like a chat. As for their willingness about speaking to strangers, it was seen that the male teacher candidates in all grade levels either feel relaxed or not relaxed in the same manner. They expressed this as sometimes experiencing stress prior to their presentations and not being able to transmit their views in an accurate manner or as not caring or being worried about their presentations since they do not know the listeners. As for their willingness to speak with familiar people and friends, freshmen and sophomores expressed that they do not feel relaxed due to the worry that they will not meet the expectations of their friends, whereas seniors stated that they see the listeners being familiar people as an advantage and that they can easily turn this into an advantage. As a result, it can be stated that the male teacher candidates' level of willingness to communicate is less in the lower grade levels and higher in the upper grade levels. Similarly, it is possible to regard their undergraduate education as a contribution to them. A few examples from the interviews are given below.

The students' thoughts related to the first survey question

(Male/senior) *"I am more at ease in the presentations that I do for familiar people and I am more successful in transmitting the message that I want to the listeners."*

(Male/Junior) *"I do not feel very tense. I talk in a relaxed manner, as if having a candid conversation. Since they more or less know me, I feel that they would know what I want to say."*

(Male/sophomore) *"Since doing presentations is a serious issue, it makes a bit relaxed to see that the people in front of me are familiar but in general, I feel tense while doing presentations and worry whether I am going to use a wrong Word or do something wrong."*

The students' views about the 2nd survey question

(Male/junior) *"In general, I do not feel scared of getting misunderstood while talking to strangers. I just tell what I know."*

(Male/junior) *"I feel stressed while talking to strangers. I do not know what I should be talking about or whether I am able to establish the correct communication or not. Sometimes, after a certain dialogue, the end of the speech makes me want to withdraw from establishing communication with strangers."*

The students' views about the 3rd survey question

(Male/senior) *"They are already people that I know. Why would I feel discomfort? Even if I makes mistakes, I think they will tolerate me. I think that they would think like me."*

(Male/sophomore) *"It does not matter for me whether the people are familiar or not. I get stress by everyone. It is not easy for me to overcome my excitement."*

The female teacher candidates' willingness to communicate in terms of grade level according to the One Way Anova test results are shown in Table 4.

**Table 4.** The female teacher candidates' willingness to communicate in terms of grade level according to the One Way Anova test results

Willingness to communicate	Groups	n	Average	SS	F	P	Difference
Doing presentations to familiar people and friends	Freshman	52	61,57	20,03	4,14	.007	1-2,1-4
	Sophomore	58	69,59	16,37			
	Junior	44	68,39	16,75			
	Senior	34	74,44	14,6			
Talking to strangers	Freshman	52	37,98	20,49	2,91	.036	1-3,-1-4
	Sophomore	58	42,16	22,96			
	Junior	44	47,04	21,09			
	Senior	34	50,95	22,13			
Talking to familiar people and friends	Freshman	52	66,25	19,25	5,64	.001	1-2,1-3, 1-4
	Sophomore	58	76,54	17,75			
	Junior	44	76,81	15,75			
	Senior	34	80,24	15,72			
Total scores	Freshman	52	54,88	17,08	5,26	.002	1-2,1-3, 1-4
	Sophomore	58	62,18	15,68			

Junior	44	63,38	15,36
Senior	34	68,06	14,23

In the table, the female teacher candidates' willingness to communicate in terms of grade level according to the One Way Anova test results have been given and it has been determined that there is a significant difference in all of the sub-factors and total score values.

According to this, there are significant differences between the sub-dimension of willingness of female teacher candidates in terms of doing presentations to familiar people and friend groups ( $F=4,14$ ,  $p=.007$ ), the sub-dimension of willingness of teacher candidates in terms of talking to strangers ( $F=2,91$ ,  $p=.036$ ), the sub-dimension of willingness of teacher candidates in terms of talking to familiar people and their friends ( $F=5,64$ ,  $p=.001$ ) and lastly the sub-dimension of their willingness to communicate in terms of the total score value ( $F=5,26$ ,  $p=.002$ ).

According to the LSD results in the table, significant differences have been determined between grades 1-2, 1-4 in terms of the female teacher candidates' willingness to do presentations to familiar people and friend groups; between grades 1-3, 1-4 in terms of the female teacher candidates' willingness to talk to strangers; between grades 1-2, 1-3, 1-4 in terms of the female teacher candidates' willingness to talk to familiar people and friends and lastly, between grades 1-2, 1-3, 1-4 in terms of the total score value of the female teacher candidates' willingness to communicate.

It can be seen from the answers the female teacher candidates gave to the interview questions of the study on willingness to communicate in terms of grade level that, they are worried about doing presentations for familiar people and friends and speaking to strangers and that in particular freshmen are worried about forming wrong sentences while speaking to people they know, have difficulty in controlling their gestures and mimics and have a lower level of willingness to communicate since they are worried about their hands shaking and the reactions they might receive from their listeners. Starting from the sophomores and including all of the upper grades, it can be seen that they have more willingness to communicate compared to the freshmen. We arrive at this conclusion based on their statement that they are not afraid of the judgments of the people they know, they can express themselves in a more candid and open manner and can communicate with strangers in an easier manner since not knowing them makes them feel relaxed. As a result, it can be stated that the applications and presentations female teacher candidates carry out during the undergraduate education contributes to their communication skills as well. A few examples from the interviews are given below.

The students' thoughts related to the first survey question

(Female/junior) *"While doing presentations to familiar people or friends, I fell a bit more at ease. They know me and since they judge me accordingly, I do not worry."*

(Female/junior) *"When I am doing a presentation to a familiar group of people, I am better at expressing my thoughts. Having a group which can Show understanding to my mistakes, allows me to do a freer presentation or speech."*

(Female/sophomore) *"When I am doing a presentation, in general I get very excited. My body starts shaking and I feel as if I can make a mistake. This feeling both makes me tense and negatively affects my state in the presentation. I am not able to do any of the things I can normally do."*

(Female/freshman) *"When I am doing a presentation, I get excited and worry that I might say a wrong Word or do something wrong. I get scared of not being able to get prepared properly. I am afraid of getting reactions."*

The students' thoughts related to the 2nd survey question

(Female/junior) *"Since foreign people constitute 70% of the people we see in daily life, establishing communication with them is easy as communicating with a familiar person."*

(Female/junior) *"I get excited but I feel relaxed as I continue speaking. In general, I like talking to strangers. But it also depends on the person that I'm talking to. But I get scared of expressing myself in a wrong manner as well."*

(Female/freshman) *"When I am talking to strangers, I am more careful about what I say but I still get very excited. Firstly, I prefer to observe and then I start feeling more relaxed about speaking in the manner that I want."*

The students' thoughts related to the 3rd survey question

(Female/junior) *"It is nice to speak with people I am familiar with. Because I know what I can talk about, how I can act and since I talk in a candid manner, it is nice to share."*

(Female/senior) *"When I am speaking with foreign people, I do not feel tension or any problem. I can talk more easily. I know that the person I'm speaking with will understand me, even if he/she does not, I know that he/she can easily ask questions and that I can easily give him/her answers."*

(Female/sophomore) *"When I'm speaking, I experience the same feelings when I'm doing a presentation but they are less in number."*

(Female/freshman) *"In general, I'm not comfortable with the people I'm familiar with. Since they are people I know and they know me, I cannot express myself easily."*

### **Discussion, Conclusion and Recommendations**

Taking the findings of the study as the starting point, a significant difference has not been found in the level of willingness to communicate of teacher candidates in any of the sub-factors and in general in terms of gender. Despite this result, when it is taken into consideration that there is no cut point in the obtained scores in the explanation of the data collection tool and the fact that, the higher the score, the higher the rate of willingness to communicate, it can be seen that male teacher candidates are more willing to communicate in all of the sub-factors. Based on this, it is considered that the reason why male teacher candidates are more willing to communicate might be related to males feeling more relaxed in social environments, expressing themselves easily and feel less uneasiness in being watched by other people. It is considered that female teacher candidates being less willing to communicate might be related to experiencing the wish to be liked more intensely, being watched by others creating uneasiness and although this is not desired, being women causes them to remain quiet in society in terms of gender roles and thus, being less willing to communicate. In addition, male students being more willing to communicate compared to female students can be considered as the result of the expectation of the society concerning genders. It is also considered that women trying to act more sensitively in their communications as is the case in all areas can be creating a negative effect in their willingness to communicate as well. Besides the quantitative data of the study, when the qualitative data expressed in a detailed manner in the findings section are analyzed, it can be seen that male and female teacher candidates have stated views which support this conclusion. Similar to the results of this study, Harmandar Demirel, Serdar, Uludere and Karakaş' (2017) study on speech anxiety of physical education teacher candidates, it can be seen that female teacher candidates are speech oriented, environment oriented and more anxious in dimensions related to psychology compared to male teacher candidates. Again similarly, in Özden's study (2018) on speech skills of Turkish teacher candidates, it can be seen that although there is a no statistically significant difference, male teacher candidates have a higher average in terms of speaking in front of a crowd and applying rules of speech. As different from the results of this study, it can be seen in Çetinkaya's study (2011) on Turkish teacher candidates that, female teacher candidates are statistically different and more skilled in terms of communication skills compared to males. In Katrancı and Kuşdemir's (2015) study on speech anxiety of teacher candidates, it has been concluded that male teacher candidates are more anxious. In

Bozkurt Bulut's (2004) study on classroom teachers, it is noteworthy that female teachers have a higher level of communication skills in the dimensions of efficiency and sufficiency.

As for grade levels, it has been seen that there are significant differences between the lower grades and upper grades in all the sub-factors. Besides this difference which is statistically significant, when the scores given to the data collection tool which does not have a cut point are taken into consideration, it can be seen that upper grades are more willing to establish communication in all of the sub-factors. It can be considered that this is due to teacher candidates finding the opportunity to do applications in classes during the courses they take in their graduate education, these applications resulting in making them feel more self-confidence in terms of communication skills and finding the opportunity to carry out these applications in different environments. It is considered that the result which seems against the lower grades is caused by the fact that these students feel insufficient in this new environment they are a part of in terms of occupational skills and thus in terms of communication skills and that this results in being less willing to communicate. Similar to the results concerning the grade levels, it has been concluded that older teacher candidates experience less speech anxiety in terms of age in Harmandar Demirel et. al's (2017) study on speech anxiety. In Özden's (2017) study, it can be seen that upper grades have a higher average in skills of speaking in front of a crowd, speaking efficiently, applying the rules of speech and organizing speech context in terms of grade levels. In Deringöl's (2018) study on speech anxiety of classroom teacher candidates, it can be seen that lower grades experience more anxiety in terms of areas such as physiological, psychological and skills. Similarly, in Tunçeli's (2013) study on communication skills of teacher candidates, it can be seen that upper grades are more skilled and willing. Lastly, it has been concluded in Akin's (2016) study on Turkish teacher candidates that, upper grade teacher candidates regard themselves as more self-sufficient in terms of the skill of speech. In terms of grade levels, as different from the results of this study, it has been concluded in Çetinkaya's (2011) study that lower grades are more skilled and that this conclusion is in the favor of the lower grades and creates a significant difference. It is considered that these results are related to the fact that, as the grade levels increase, the teacher candidates are more willing to speak.

Similar to the results above, it has been seen that as the grade level of make teacher candidates increases, their willingness to communicate also increases. It has been seen that this willingness creates a statistically significant difference in terms the sub-factors of doing presentations to familiar people and friend groups and talking to familiar people and friends in the favor of senior students. As for the female teacher candidates, it has been seen that as the grade level increases, their willingness to communicate increases as well and that this willingness creates a statistical difference in the favor of the upper grades in all of the sub-factors.

In the light of all these finding, it can be stated that the reason why teacher candidates are less willing to communicate in the lower grades might be related to the fact that they are mostly not given the chance to speak prior to their graduate education, their speech context not being liked by their teachers and friends and that they might have received negative reactions from their audience group when they wished to speak. The reason why upper grades are more willing to communicate might be stated to be related to the applied classes in particular being beneficial during their graduate education, their realization that teaching's basic skills is communication and that they need to use this in a professional manner and spend effort to develop it.

### *Suggestions*

It is inevitable that increasing teacher candidates' level of willingness to communicate will positively influence their communication skills. Therefore, it is considered that students need to be encouraged to speak in classes.

The students can be asked to carry out in particular their applied courses not with a group but individually and to do their presentations on their own.

In order to be able to in particular develop the communication skills of lower classes and make them willing to communicate, students might be informed about the social activates of their universities and they can be given responsibilities.

## REFERENCES

- Akın, E. (2016). Türkçe öğretmen adaylarının konuşma öz yeterliliklerinin çeşitli değişkenler açısından incelenmesi (Siirt Üniversitesi Örneği). *Route Educational and Social Science Journal*, 8, 75-90
- Akkaya, A. (2012). Öğretmen adaylarının konuşma sorunlarına ilişkin görüşleri. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(20), 405-420
- Aydın, E.; Başoğlu, N. (2014). Çağrı merkezi hizmetleri programı öğrencilerinin konuşma becerileri özyeterlik algıları: Çaycuma meslek yüksekokulu örneği. *Elektronik Mesleki Gelişim ve Araştırmalar Dergisi*, 2(3), 33-43
- Balcı, A. (2005). *Sosyal bilimlerde araştırma. Yöntem, teknik ve ilkeler*. Ankara: Pegema Yayıncılık
- Boonkit K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia Social and Behavioral Sciences*, 2, 1305–1309
- Bozkurt Bulut, N. (2004). İlköğretim sınıf öğretmenlerinin iletişim becerilerine ilişkin algılarının çeşitli değişkenler açısından incelenmesi. *Türk Eğitim Bilimleri Dergisi*, 2(4), 443-452
- Büyüköztürk, Ş., Çakmak, K.E., Akgün, E.Ö., Karadeniz, Ş. ve Demirel, F. (2010). *Bilimsel araştırma yöntemleri*. Ankara: Pegema Yayıncılık
- Çetinkaya, Z. (2011). Türkçe öğretmen adaylarının iletişim becerilerine ilişkin görüşlerinin belirlenmesi. *Kastamonu Eğitim Dergisi*, 19(2). 567-576
- Demir, T. (2010). Konuşma eğitiminde benmerkezci konuşmaya yönelik bir deneme. *Kastamonu Eğitim Dergisi*, 18(2), 415-430
- Deringöl, Y. (2018). Sınıf öğretmeni adaylarının konuşma kaygıları. *Manisa Celal Bayar Üniversitesi Dergisi*, 16(3). 23-36
- Duman, B.; Göral, G.N.; Bilgin, H. (2017). Üniversite öğrencilerinin sınıf ortamında yabancı dil konuşma kaygısı üzerine nitel bir çalışma. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 8(2), 13-27
- Eyüp, B. (2013). Üniversite öğrencilerinin konuşma becerilerini kullanmaya yönelik tutumları. *Milli Eğitim Dergisi*, 197, 95-113
- Gani, S.A., Fajrina, D., Hanifa, R. (2015). Students' learning strategies for developing speaking ability. *Studies In English Language And Education*, 2(1), 16-28
- Göçer, A. (2015). Türkçe'nin yabancı dil olarak öğretiminde konuşma becerisinin gelişim durumunun belirlenmesi. *Erzincan Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, ÖS-II: 47-56
- Harmandar Demirel, D.; Serdar, E.; Uludere, E.; Karakaş, Z. (2017). Beden eğitimi ve spor öğretmeni adaylarının konuşma kaygıları. *Uluslararası Sosyal Araştırmalar Dergisi*, 10(50), 510-516
- İşcan, A.; Karagöz, B. (2016). Türkçe öğretmeni adaylarının konuşma kaygılarının incelenmesi (Gaziosmanpaşa üniversitesi örneği). *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 17(3), 193-206
- İşisağ, K.U.; Demirel, Ö. (2010). Diller için avrupa ortak başvuru metni'nin konuşma becerisinin gelişiminde kullanılması. *Eğitim ve Bilim*, 35(156), 190-204
- Karadağ, Ş.; Kaya, Ş.D.; Uludağ, A. (2016). İletişime gönüllülük ölçeği güvenilirlik ve geçerlilik çalışması. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 36, 101-109

- Katrançı, M. (2014). Öğretmen adaylarının konuşma becerisine yönelik öz yeterlik algıları. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 3(2), 174-195
- Katrançı, M.; Kuşdemir, Y. (2015). Öğretmen adaylarının konuşma kaygılarının incelenmesi: sözlü anlatım dersine yönelik bir uygulama. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 24, 415-445
- Lefevrei J.A., Clarke, T., Stringer, A.P. (2002) Influences of language and parental involvement on the development of counting skills: Comparisons of french- and english-speaking canadian children. *Early Child Development and Care*, 172(3), 283-300
- Nacar, F.S.; Tümkaya, S. (2011). Sınıf öğretmenlerinin iletişim ve kişilerarası problem çözme becerilerinin incelenmesi. *İlköğretim Online*, 10(2), 493-511
- Nazara, S. (2011). Students' perception on efl speaking skill development. *Journal Of English Teaching*, 1(1), 28-43
- Oradee, T. (2012). Developing speaking skills using three communicative activities (Discussion, problem-solving, and roleplaying) . *International Journal of Social Science and Humanity*, 2(6), 533-535
- Özdemir, S. (2018). Türkçe öğretmeni adaylarının konuşma kaygısını gidermede hazırlıklı konuşmaların rolü. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(1), 361-374
- Özden, M. (2018). Türkçe eğitimi lisans öğrencilerinin konuşma becerisi öz yeterlikleri. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, 7(3), 1917-1930
- Sağlam, Ö.; Doğan, Y. (2013). 7. Sınıf öğrencilerinin hazırlıksız konuşma becerileri. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 10(24), 43-56
- Tunçeli, H.İ. (2013). Öğretmen adaylarının iletişim becerileri ile öğretmenlik mesleğine yönelik tutumları arasındaki ilişkinin incelenmesi (Sakarya üniversitesi örneği). *Pegem Eğitim ve Öğretim Dergisi*, 3(3), 51-58
- Uçak, S.; Gökçü, E. (2015). Yabancı dil olarak türkçe öğrenen öğrencilerin konuşma becerisini geliştirme stratejileri (Erbil örneği). *Journal Of Turkish Language and Literature*, 1(2), 221-228
- Uçgun, D. (2007). Konuşma eğitimini etkileyen faktörler. *Sosyal Bilimler Enstitüsü Dergisi*, 22(1), 59-67
- Woodrow, L. (2006). Anxiety and speaking english as a second language. *Regional Language Centre Journal*, 37(3), 308-328