The effects of speaking instruction via whole language approach collaborative instructional design on pre-service teachers' speaking anxiety and speaking self-efficacy

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Abstract

The aim of this study, which is a need in the field in the context of improving pre-service teachers' speaking skills, is to determine the effects of speaking instruction on pre-service teachers' speaking anxieties and speaking self-efficacy based on whole language approach collaborative instructional design. The study group of the study consists of 180 pre-service teachers, 140 of whom are girls and 40 are boys, who are 1st grade students attending different departments of the education faculty of X University, which can be reached with the appropriate sampling method, which is one of the non-selective sampling methods. The groups formed by taking into account the quality of efficacy criteria were planned in the context of collaborative instructional design, each of them for 13 weeks and carried out the activities to improve the speaking skills including (1) self-introduction, acquaintance; (2) thanking and apologizing, (3) speaking on the phone, (4) welcoming and farewell, (5) visiting speeches, (6) asking for directions and describing, (7) memorial and anniversary talks, (8) opening and presentation speeches, (9) chat and conversation, (10) asking and answering questions, (11) speaking with the officers, (12) debate and (13) interview. The research was designed according to a single group pretest-posttest model was used in the quantitative dimension of the research. In the context of the experimental process, the groups formed by taking into account the efficacy criteria were planned in the context of collaborative instructional design, each of them for 13 weeks and carried out the activities to improve the speaking skills including (1) self-introduction, acquaintance; (2) thanking and apologizing, (3) speaking on the phone, (4) welcoming and farewell, (5) visiting speeches, (6) asking for directions and describing, (7) memorial and anniversary talks, (8) opening and presentation speeches, (9) chat and conversation, (10) asking and answering questions, (11) speaking with the officers, (12) debate and (13) interview. In order to collect quantitative data, "Speaking anxiety scale for pre-service teachers" developed by Sevim (2012) and the self-efficacy scale developed by Katranci and Melanlioglu (2013) is used and qualitative data were obtained by making phone calls with teacher candidates. The obtained data were analyzed with anova, t test and content analysis in the light of the findings, it has been concluded that pre-service teachers who receive collaborative speech instruction have decreased speaking anxiety and self-efficacy while speaking anxiety levels and self-efficacy do not change according to gender, age and department.

Keywords: Whole language approach, collaborative teaching design, speaking anxiety, speaking self-efficacy

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1. Introduction

One of the main purposes of teaching Turkish language is that students form the correct meaning of what they listen and express themselves in a qualified way. Developing speaking skills is a necessity in order to provide correct and sufficient verbal expression (Gulensoy, 2001). Speaking skill, which is a dimension of the communication of individuals, enables the sharing of experiences verbally, and also has an important place in the regulation of relations between people. Yang (2007) emphasizes the importance of speaking by stating that the speaking skill is necessary for the individual to express his / her purpose in words, to report certain situations and to explain his / her thoughts. Piaget, Weaver and Ness, one of the other names emphasizing the importance of speaking, associate the development of speaking with the development of thinking and state that as the quality of speaking skill increases, the quality of thinking skill will also increase (Demirel, 2002). Sever (2000), on the other hand, states that speaking has an important place in individual and social life, and speaking skill has an effect on success in school, business and social life.

Demirel (2002), on the other hand, defines speech as the job of verbally explaining the observed, feelings and information to others through language, as well as thoughts. Similarly, Chaney (1998) expresses it as a process of creating and sharing meaning by using verbal and non-verbal symbols in different contexts. Sever (2000) and Cotuksoken (2004) add that speaking, apart from these, is an act of conveying dreams, plans and wishes. Yang (2007) emphasizes that the speaking skill progresses step by step with the support of non-verbal tools and reduces the lack of information. In this context, speaking is an interactive meaning-making process that includes producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

The ability to speak correctly and properly at both primary school and university level can only be achieved by participating in speaking activities and taking good speakers as an example. The aim of the speaking activities in Turkish lessons is to enable students to acquire the ability to express their thoughts and feelings in an accurate and effective manner (Kirkkilic & Akyol, 2007). For this purpose, the teacher should arrange the classes for speaking activities in a way that useful input can be obtained and that allows two-way communication as the speaker and the listener (Yang, 2007). In order to learn to speak and to improve speaking skills, listening to some structures given by the teacher and repeating a lot, developing short dialogues and asking short questions are also a way to follow. Thus, students can overcome their feelings of shyness to talk (Bashir, Azeem, & Dogar, 2011).

According to Alexander (2003), teachers should adopt four approaches to improve speaking skills. These are teaching through dialogue, developing metacognitive awareness, planning and evaluation. For teaching with dialogue in teaching speaking activities, Alexander recommends:

(1) Collective; teachers and students should determine their learning tasks together in small groups or as a classroom, and teachers should make sure that no one works alone.

(2) Reciprocal; students and teachers should listen to each other, share their thoughts and discuss alternative perspectives.

(3) Cumulative; the importance of structuring new thoughts based on one's opinion should be emphasized in speaking activities.

(4) Supportive; students should be provided to help each other reach generalizations by expressing their thoughts clearly in a risk-free environment.

The second approach adopted by Alexander (2003) in speaking activities is to improve metacognitive awareness. According to Williams (2006), metacognition refers to the awareness of the individual's cognitive process and strategies. Williams states that metacognition is based on three factors. Firstly, the task given to students should be worth generating many ideas; secondly, the reasons for thinking should be appropriate to the process; thirdly, students should be given sufficient time to think about their thinking processes and their learning. In summary, taking into account the metacognitive factors stated by Williams, structured speaking activities with teachers and peers help in developing metacognitive awareness.

Alexander (2003) discusses the third approach that a teacher should pay attention to in teaching speaking activities as follows. According to him, when planning for speaking, it is important to consider the social aspect of speaking that improves relationships, its meaning-constructive communication aspect, its cultural aspect created by different meanings from different speaking communities, and its cognitive aspect that enables learning. In order to bring a good speaking skill, planned teaching speaking activities are necessary in all aspects. This teaching speaking should be planned by considering the audience, the speaking purpose and the type of speaking in a way that enhances students' ability to express their emotions and thoughts using body language, to work together and to establish positive relationships with people.

Alexander (2003) states that within the scope of the evaluation approach, which is the last step of the four approaches he suggested for teaching speaking activities in order to ensure the student's activity in evaluation studies, students should know that their speaking evaluation is a part of the process in a way that will also help their own improvement. According to him, the teacher should decide what will be evaluated in accordance with the learning outcomes with the support of the students, whether the assessment will be done individually or with a group, what the assessment method will be and how long the assessment will take.

Lee (2002), another name that emphasizes the evaluation of speaking skills, suggests paying attention to use grammar correctly in order to determine the speaking competence in primary education, to sort words in a way that can respond quickly, to be able to insert appropriate words in the text, to be able to speak confidently, to change ideas by interacting, to choose appropriate conjunctions in speaking, and to organize words according to logic.

When the literature is examined, it is stated that there are factors that negatively affect speaking skills. These factors are listed as those that arise from the environment of the individual, social, cultural, economic and physical conditions or the psychological structure of the person (Sargin, 2006). Self-efficacy, one of these concepts, is defined as the individuals' preliminary opinions about their own capacities in terms of organizing and implementing the necessary activities (Bandura, 1986). In addition, Schunk (1984) states that self-efficacy is an individual's self-evaluation of how well an individual can do a job that he or she has to do. Considering that self-efficacy is an element affecting academic achievement (Ulper & Bagci, 2012; Ozgen & Bindak, 2011; Schunk & Zimmerman, 2007), it is inevitable that the precondition for this is that the person must first believe in himself. Since the perceptions of efficacy affect the individual's pessimistic and optimistic thinking, self-improvement or weakness, these perceptions guide the individual's goals and desires (Bandura, 2002). The determination to continue doing the task, which is an area where the self-efficacy perception makes its effect felt, manifests itself with the persistence in finishing the work they started in individuals with high self-efficacy perception. The effort

to overcome the difficulties they encounter is also affected by the self-efficacy perception. Individuals with high self-efficacy approach difficult tasks or jobs more calmly (Flannagan, 2007). Individuals with high self-efficacy perception are less anxious about the responsibility of the job they encounter. The beliefs of such individuals that they can overcome the job reduce the pressure on them (Wood & Bandura, 1989; as cited in Katranci, 2014). Therefore, it is also important to improve speaking skills, as both speaking anxiety and speaking self-efficacy are processes that affect each other.

While the speaking skills' improvement is so important, teachers and pre-service teachers who need to have a qualified speaking skill in order to increase the understanding and comprehension level of their students also feel anxious both in expressing themselves and in lectures and their self-efficacy may be negatively affected. Anxiety has been described by Rachman (2013) as a disturbing feeling of tension, a threatening but uncertain stress, and an unsettling expectation. Demirel (2010) expressed anxiety as unpleasant emotional and observable reactions such as sadness and strain caused by stressful situations in the individual. When the level of anxiety is at normal levels, it helps a person in terms of feeling desire, making decisions, producing energy in line with the decisions made and increasing his performance by using this energy (Burkovik, 2009). However, increasing the amount of anxiety and experiencing high anxiety, the occurrence of undesirable situations may cause an individual to lose their self-control and thinking ability (Yenihayat, 2007; Yetgin, 2017). Whatever the reason is and whatever the anxiety level is, one thing to be sure is that anxiety will affect student performance (Saito & Samimy, 1996). As stated by San and Akdag (2017), if anxiety is considered as an obstacle in the improvement of skill, the first step in reducing anxiety is to recognize it and determine its level. On the other hand, Sharp (2002; as cited in Sallabas, 2013) states that self-efficacy belief is the basis of human motivation, well-being and personal achievements. Thus, when anxiety and self-efficacy are combined, negative reasons for skill improvement will be displayed. In this context, the way to overcome speaking anxiety and increase self-efficacy is again through planned and systematic speaking activities. Organizing these activities with a certain approach will increase the quality. One of the approaches that can be preferred is the whole language approach.

The whole language approach is not actually a method or a group of methods, but an understanding, a philosophy. The approach is based on the principle that information is best learned when presented in a complete, meaningful and relevant way in related to the person. It is accepted that the whole is not equal to the sum of its parts. The whole language approach is based on the following basic assumptions about language learning (Halhday, 1975, Goodman, 1986, King & Goodman, 1990, Norris & Damico, 1990, Sawyer, 1991; as cited in Turan & Ege, 2003).

• Language is learned to comprehend, create and convey meanings. Without these goals, there would be no need to learn a language.

• Language learning should be related to life, functional and complementary. Motivation and learning arise when the child tries to overcome something in a social context.

• Language is a complex system of components, a whole. All components exist simultaneously and always affect each other. Language learning is social and mutual. The basis of the interaction is that people shape their own meanings. Parents and other supportive adults help with language learning as being models by listening attentively and providing appropriate responses to the child's communication efforts.

• Learning in this way naturally takes place by going from the whole to the part. Grasping the whole makes the parts easy to learn.

• Children direct their learning to fulfill their personal communication goals. The child must be interested and participatory in order to learn. Language learning is an active process (Turan & Ege, 2003).

Collaborative speaking activities can reduce anxiety and increase skills with a whole language approach that is improved by considering the language as a whole. For the above-mentioned purposes, in this study, it was aimed to determine the effect of speaking activities based on cooperative teaching design on pre-service teachers' speaking anxiety and speaking self-efficacy., which were systematically monitored within a plan, in order to increase their quality of the speaking skills, their speaking self-efficacy and to decrease their speaking anxiety. In this context, the research questions are as follows.

1. Does teaching speaking based on whole language approach collaborative instructional design have effects on pre-service teachers' speech anxiety?
2. Does speaking anxiety levels of pre-service teachers who participate in teaching speaking activities based on whole language approach collaborative instructional design differ according to gender?
3. Does speaking anxiety levels of pre-service teachers who participate in teaching speaking activities based on whole language approach collaborative instructional design differ according to age?
4. Does speaking anxiety levels of pre-service teachers who participate in teaching speaking activities based on whole language approach collaborative instructional design differ according to their departments?
5. What are the opinions of the pre-service teachers who participate in teaching speaking activities based on whole language approach collaborative instructional design on the effect of speaking anxiety?
6. Is there an effect on the self-efficacy of pre-service teachers who participate in teaching speaking activities based on whole language approach collaborative instructional design?
7. Does speaking self-efficacy of pre-service teachers who participate in teaching speaking activities based on whole language approach collaborative instructional design differ according to gender?
8. Does speaking self-efficacy of pre-service teachers who participate in teaching speaking activities based on whole language approach collaborative instructional design differ according to age?
9. Does speaking self-efficacy of pre-service teachers who participate in teaching speaking activities based on whole language approach collaborative instructional design differ according to their departments?
10. What are the opinions of the pre-service teachers who participated in teaching speaking activities based on whole language approach collaborative instructional design on the effect of speaking self-efficacy?

2. Method

In the research, a single group pretest / posttest model was used in the quantitative dimension of the research, content analysis was made in the qualitative method, and direct speaking parts were included.

2.1. Working group

The study group of the study consists of 180 pre-service teachers, 140 of whom are girls and 40 are boys, who are 1st grade students attending different departments of the education faculty of X University, which can be reached with the appropriate sampling method, which is one of the non-selective sampling methods.

2.2. Experimental Process

Preparation and implementation of collaborative teaching design

Analysis: Individual differences such as the qualifications, needs, and learning preferences of the learners regarding speaking skills that they should have both before and during teaching were examined. In this context, the skills that need to be developed are determined.

Taking into account the characteristics of the learner and the targeted performance, the task steps to reach the general goal are listed.

Design: Decisions were made regarding the teaching materials to be used, the learning environment and the evaluation process when the tasks were to be performed, using the whole language approach as the teaching speaking approach and the collaborative method as the method for the task steps to be followed to gain speaking skills.

Development: Collaborative learning activities to improve speaking skills and teaching materials to be used in the realization of these activities were developed for 13 weeks and the learning environment has been adapted to the activity every week. Speaking self-assessment tool, which is used after each activity every week, has been developed.

Later, the planning phase of the application was started, in which the implementation was planned, the teacher and the learner were introduced to the new teaching, the necessary controls were made and the materials were provided and the teaching environment was prepared. The developed teaching has been applied in its final form in the learning environment and tested.

Implementation: The groups formed by taking into account the quality of efficacy criteria were planned in the context of collaborative instructional design, each of them for 13 weeks and carried out the activities to improve the speaking skills including (1) self-introduction, acquaintance; (2) thanking and apologizing, (3) speaking on the phone, (4) welcoming and farewell, (5) visiting speeches, (6) asking for directions and describing, (7) memorial and anniversary talks, (8) opening and presentation speeches, (9) chat and conversation, (10) asking and answering questions, (11) speaking with the officers, (12) debate and (13) interview.

Evaluation: The performance measurements of learners were interpreted using the speaking self-efficacy scale and the speaking anxiety scale in the measurements before and after the application in accordance with the performance criteria during and after the teaching process.

2.3. Data Collection

Firstly, in the quantitative dimension of the study in order to collect the data, the speaking anxiety scale consisting of twenty items developed by Sevim (2012) was used to measure the speaking anxiety of pre-service teachers. A five-point Likert rating as 1) Never, 2) Rarely 3) Sometimes 4) Often and 5) Always, was used for grading the items of the scale. It was seen that the scale items were collected under three factors (speaker focused anxiety, environmental anxiety and speech psychology), and the Cronbach's alpha reliability coefficient was found as .912 in this study.

Secondly, the self-efficacy scale developed by Katranci and Melanlioglu (2013) consists of twenty-five items and five factors (Public Speaking, Effective Speaking, Implementing Speaking Rules, Organizing Speech Content and Evaluating Speaking). The Cronbach's alpha reliability coefficient was found as .941 in this study. All of the items in the scale developed in the five-point Likert type are positive statements and were arranged as 1) Never, 2) Rarely, 3) Sometimes, 4) Often, 5) Always. Accordingly, the lowest score that can be taken from the scale is 25 and the highest score is 125.

Finally, two questions, 1) "What are the effects of in-class speaking activities on your speaking anxiety?" and 2) "What are the effects of in-class speaking activities on your speaking self-efficacy?", were asked by phone calls with pre-service teachers, and content analysis was conducted. In the reliability calculation of the study, the reliability formula proposed by Miles and Huberman (1994) was taken into consideration by taking the opinions of all three researchers. Reliability = Consensus / (Consensus + Disagreement). As a result of the calculation, the reliability of the research was calculated as 92%. The reliability calculations above 70% are considered reliable for research. (Miles and Huberman, 1994, as cited in Duban, 2010).

2.4. Data Analysis

The quantitative data obtained were analyzed with anova and t test, and qualitative data were analyzed with content analysis.

3.Findings

The findings were presented in two dimensions as quantitative and qualitative.

3.1. Quantitative Findings

The quantitative findings regarding the sub-goals of the study are tabulated as follows.

Table 1. T test results regarding the effect of teaching speaking activities on pre-service teachers' speaking anxiety based on whole language approach collaborative instructional design

Score	Groups	*N*	x̄	*ss*	Sh_x	*T*	*Sd*	*P*
							t Test	
	Pretest	184	54,16	15,214	1,072	3,695	183	,000
	Posttest	184	50,20	16,257				

According to Table 1, there is a significant difference between the teaching speaking activities based on whole language approach collaborative instructional design and the speaking anxiety of pre-service teachers since p <.001 (p = .000). When looking at the pretest and posttest scores according to the table, the pretest arithmetic mean was 54.16 before the application, while the posttest score decreased to 50.2 after the application. For this reason, it can be said that teaching speaking activities based on whole language approach collaborative instructional design have a decreasing effect on pre-service teachers speaking anxiety.

Table 2. T test results regarding the differentiation of pre-service teachers' speaking anxiety by gender

Score	Groups by Gender	N	x̄	ss	t Test		
					t	Sd	P
	Girl	140	51,00	16,690			
					1,292	178	,198
	Boy	40	47,23	14,781			

According to Table 2, there is no significant difference between pre-service teachers' speaking anxiety according to gender since p> .05 (p = .198).

Table 3. T test results regarding the differentiation of pre-service teachers' speaking anxiety by age

Score	Groups by Age	N	x̄	ss	t Test		
					t	Sd	P
	17-19	118	2,55	1,099			
					1,476	182	,142
	20-22	66	2,30	1,081			

According to Table 3, there is no significant difference between pre-service teachers' speaking anxiety by age since p> .05 (p = .142).

Table 4. Anova test results regarding the differentiation of pre-service teachers' speaking anxiety according to the faculty department

	f, x̄ and *ss Values*				ANOVA Results					
Score	Groups by Department	N	x̄	ss	CV	KT	Sd	KO	F	p
	Primary School Class Teaching	65	2,35	,943						
	Pre-School Teaching	26	2,38	1,061	Intergroup	3,493	4	,873		
	Psychological Counseling and Guidance	53	2,62	,985	In-Group	216,241	179	1,208	,723	,577
	Fine Arts Education	18	2,67	1,455	*Total*	**219,734**	**183**			
	Music Education	22	2,32	1,460						
	Total	**184**	**2,46**	**1,096**						

According to Table 4, there is no significant difference between pre-service teachers' speaking anxiety according to the faculty department since p> .05 (p = .577).

Table 5. T test results regarding the effects of teaching speaking activities on pre-service teachers speaking self-efficacy based on whole language approach collaborative instructional design

				t Test		
Groups	N	x̄	*ss*	t	Sd	P
Pretest	184	87,48	14,714	1,085	183	,000
Posttest	184	97,27	14,743	1,087		

According to Table 5, there is a significant difference between the teaching speaking activities based on whole language approach collaborative instructional design and pre-service teachers' speaking self-efficacy since p <.001(p = .000). When looking at the pretest and posttest scores according to the table, the pretest arithmetic mean was 87.48 before the application, while the posttest score increased to 97.27 after the application. For this reason, it can be said that teaching speaking activities based on whole language approach collaborative instructional design have an increasing effect on pre-service teachers' speaking self-efficacy.

Table 6. T test results regarding the differentiation of pre-service teachers' self-efficacy by gender

Score	Groups by Gender	N	x̄	ss	t Test		
					t	Sd	P
	Girl	140	97,42	14,837	,565	178	,573
	Boy	40	95,93	14,492	1,087		

According to Table 6, there is no significant difference between pre-service teachers' self-efficacy according to gender since p> .05 (p = .573).

Table 7. T test results regarding the differentiation of pre-service teachers' self-efficacy by age

Score	Groups by Age	N	x̄	ss	t Test		
					t	Sd	P
	17-19	118	97,19	13,441	-,098	182	,922
	20-22	66	97,41	16,932			

According to Table 7, there is no significant difference between pre-service teachers' self-efficacy by age since p> .05 (p = .922).

Table 8. Anova test results regarding the differentiation of pre-service teachers' self-efficacy according to the faculty department

f, x̄ and ss Values				ANOVA Results					
Groups by Department	N	x̄	ss	CV	KT	Sd	KO	F	p
Primary School Class Teaching	66	47,17	15,054						
Pre-School Teaching	26	52,42	16,342	Intergroup	2460,917	4	615,229	2,399	,052
Psychological Counseling and Guidance	53	55,21	15,709	In-Group	45902,039	179	256,436		
Fine Arts Education	18	47,33	13,526	*Total*	48362,957	183			
Music Education	21	46,76	20,678						
Total	184	50,20	16,257						

According to Table 8, there is no significant difference between pre-service teachers' self-efficacy according to the faculty department since p> .05 (p = .052).

3.2. Qualitative Findings

The qualitative findings regarding the sub-goals of the study are tabulated.

3.2.1. Speaking anxiety

Figure 1. Content analysis of pre-service teachers' opinions on the effect of speaking anxiety

According to Figure 1, pre-service teachers presented one category as positive (F: 8) regarding the effect of speaking anxiety and formed six separate codes in the positive category. In the codes, they are the most reducing anxiety (F: 5) and comfortable conversation (F:5), while the least is the speaking with audible voice (F: 1). Pre-service teachers did not give negative opinions, so it was limited to the only one category, positive.
Samples from the phone calls are presented below:

∗ *"I overcame my general speaking anxiety. Because I have been given many opportunities to beat this. I overcame these concerns with the speeches made both in the activities and in the lecture presentations. I am currently speaking without feeling such anxiety." (S5)*

∗ *"In the early days of speaking activities, I was timid even when asking questions in class. I can say that these activities created an environment where I could express myself more comfortably, pronounce the words more easily and explain my thoughts in the classroom regardless of whoever I was dealing with"(S3)*

∗ *"My speaking anxiety was more when I was taking part in the activities in the first week of the course. I succeeded in eliminating my speaking anxiety after I was able to actively participate in activities and conduct my speaking in a high, audible tone in the classroom. Especially towards the last weeks of our course, I started to express myself better. I think that with the activities in our class, my speaking skills improve positively and effectively." (S6)*

∗ *"I don't have difficulty expressing myself anymore. I take more self-confident and sociable steps. I know general respectabilities. This makes me feel peaceful and stronger in every way." (S4)*

3.2.2. Speaking self-efficacy
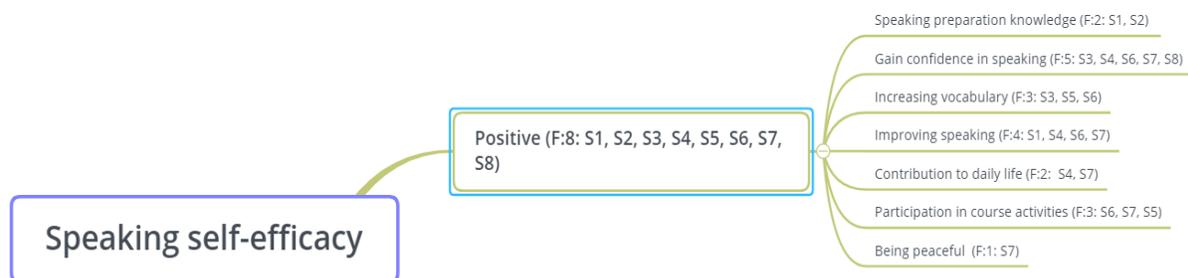
Figure 2. Content analysis of pre-service teachers' opinions on the effect of their speaking self-efficacy

According to Figure 2, pre-service teachers presented one category as positive (F: 8) regarding the effect of speaking self-efficacy and formed seven separate codes in the positive category. In the codes, it is the most gaining confidence in speaking (F: 5), while the least is being peaceful (F: 1). Pre-service teachers did not give negative opinions, so it was limited to the only one category, positive.

Samples from the phone calls are presented below:

∗ *"At first, of course, I could not speak fluently, but I realized that factors such as stammering in front of the crowd and voice tremor were reduced regarding self-efficacy activities. While speaking, I can say that my vocabulary has improved as well as my self-confidence." (S3)*

∗ *"I have had positive feedbacks as a result of the activities we have done for 13 weeks. In the activities we did in the classroom, even if the people in the class were our friends, they meant a community for us. While I was making anxious speaking in front of the public at the beginning of the semester, I became able to express myself easily towards the end of the semester. The best way to overcome this anxiety is to have lots of public speaking, as we do in lectures." (S5)*

∗ *"I still think I have shortcomings but I started doing things that I couldn't do before. Public speaking was one of them. Studying and preparing for the given assignments provided the necessary self-confidence to some extent, but it couldn't be enough. I always felt like it would be incomplete no matter how much preparation was made. To improve this, I took a few steps like attending theater events, but I saw that the most effective method was by participating in the devil's leg in-class activities…(S7)*

4. Conclusion, Discussion, Recommendations

The results regarding the aims of the research were discussed in order based on the findings.

There is a significant differentiation between the teaching speaking activities based on whole language approach collaborative instructional design and pre-service teachers' speaking anxiety. It has been observed that teaching speaking activities based on whole language approach collaborative instructional design have a decreasing effect on pre-service teachers' speaking anxiety. Ozdemir (2018) found that pre-service teachers' making

prepared speeches made a significant difference in eliminating the pre-service teachers' speaking anxiety, and Katranci and Kusdemir (2015) found that the speaking anxiety levels of pre-service teachers decreased after the verbal lecture course. Leong and Ahmadi (2017) also concluded that students with high motivation and low anxiety can speak more easily and effectively, and based on this, they stated that students need a collaborative and friendly environment where they can overcome their difficulties. In addition, the results of the research conducted by Ozkan and Kinay (2015) and Temiz (2015) with pre-service teachers from different departments and Baki and Karakus (2015) with Turkish language teachers are also parallel.

On the other hand, it has been observed in the studies that most of the researches on the whole language are theoretical, but there are also application based researches on collaborative instructional design. Gungor and Acikgoz (2005) found that the collaborative learning method is more effective than traditional teaching on students' understanding of what they read in Turkish language lesson. Ozdemir and Yalin (2007) found a significant difference in favor of the collaborative group (experimental group) between the scores of students' use of critical thinking skills, according to the findings obtained on the effect of individual and collaborative problem-based learning on the web environment on critical thinking. Differently, in the research conducted by Orhan Karsak, Fer and Orhan (2014), writing performance of 'normal' and 'gifted and talented' students in teaching writing integrated with cooperative weblog was found to be lower than the individual one. Zakaria, Solfitri, Daud, and Abidin (2013) revealed that there is a significant difference in mathematics achievement of students between the collaborative learning group and the traditional group in favor of the collaborative group, and the content analysis data revealed that students in the collaborative group could improve their understanding and self-confidence. Ma (2009) displayed the importance of social interaction and creative thinking in the emergence of high-level cognitive skills in studies conducted in a computer-assisted collaborative learning environment. Apart from these, Dursun and Ozenc (2019) found a moderate and negative relationship between reading anxiety and Turkish lesson attitude. In general, studies on collaborative teaching design have been examined with different courses and different ways of thinking, as their effect on academic success, attitude and achievement.

There is no significant difference between pre-service teachers' speaking anxiety and gender in the course, which was taught with teaching speaking activities based on whole language approach collaborative instructional design. However, when looking at the relevant studies, it has been seen that speaking anxiety is also associated with learning Turkish as a foreign language. Young (2012) also mentions that speaking in a foreign language increases anxiety more than other skills. Although many students want to participate in classroom activities, they do not attempt to speak in front of the classroom in order not to take risks; they are anxious and shy (Liu & Jackson, 2008). Students with high levels of anxiety avoid using complex and difficult messages, and the effects of anxiety on communication are observed in their speaking. Generally, when these students are asked to speak in the classroom, tension in their voices and uneasiness in their body language are noticed. They avoid participating in class activities and discussions. When they do not prepare for the lesson, they become more nervous in speaking activities and have problems in remembering, although they know, in assessment and evaluation activities (Horwitz et al., 1986; Liu (2006); Sinnasamy & Abdulkarim, 2014).

There are also results that coincide and conflict with this study; in the research conducted by Sallabas (2012), it is seen that there is no significant difference between

students' speaking anxiety and gender variable Similarly, when looking at the findings obtained from Kardas's (2015) research on Turkish language pre-service teachers; speaking anxiety does not differ significantly according to the gender variable, and also in the studies of Deringol (2018), Kavruk and Deniz (2015), Boylu and Cangal (2015), Gedik (2015), Sen and Boylu (2015), Yildirim (2015), Ozkan and Kinay (2015) and Tuzemen (2016), no significant difference was found between the gender variable and speaking anxiety according to the results. In contrast to these findings, in Arslan's study (2018), it was observed that the scores of secondary school students in the speaking anxiety scale showed a significant difference in favor of female students according to the gender variable in anxiety and depression sub-dimensions. Similarly, in the study conducted by Sevim and Gedik (2014) on secondary school students, the speech anxiety scores differed significantly in favor of female students according to the gender variable and in the studies conducted by Baki and Karakus (2015), Katranci and Kusdemir (2015), it was also determined that there was a significant difference in favor of female students.

There is no significant difference between pre-service teachers' speaking anxiety and age in the course which was taught with teaching speaking activities based on whole language approach collaborative instructional design. Considering the related studies, speaking anxiety has been examined mostly in terms of foreign language teaching with age. Can (2017), in his study examining the speaking anxiety of pre-service music teachers taking the course of community service practices in terms of various variables, revealed that speaking anxiety do not change according to age. Sen and Boylu (2015), in their study of evaluating the speaking anxiety of Iranian students who learn Turkish as a foreign language, also revealed that the Turkish speaking anxiety levels of Iranian students do not change according to age. Boylu and Cangal (2015) similarly found that the speaking anxiety of Bosnian and Herzegovina students who learn Turkish as a foreign language does not change with age.

There is no significant difference between pre-service teachers' speaking anxiety according to the department in the course, which was taught with teaching speaking activities based on whole language approach collaborative instructional design. Can (2017) conclude that the speaking anxiety of the pre-service music teachers who took the course of community service practices did not differ according to their choice of music teaching. Temiz (2015), in his study to determine the speaking anxiety of pre-service teachers who received pedagogical formation instruction, concluded that pre-service music teachers have little speaking anxiety.

Six codes; reducing anxiety, reducing timidity, comfortable conversation, smooth pronunciation, active participation in class and speaking with audible voice, in speaking anxiety theme under positive and negative category were revealed in the opinions of pre-service teachers regarding their speaking anxiety in the course, which was carried out with teaching speaking activities based on whole language approach collaborative instructional design. In different studies in the literature (Aghajani & Amanzadeh, 2017), it was found that anxiety has a negative relationship with speaking performance; as the anxiety decreases, speaking performance increases.

There is a significant difference between the teaching speaking activities based on whole language approach collaborative instructional design and pre-service teachers' speaking self-efficacy. It has been observed that teaching speaking activities based on whole language approach collaborative instructional design have an effect on pre-service teachers' speaking self-efficacy. The results of the studies (Dadour & Robbins, 1996) in which different approaches, strategies and methods such as the whole language approach

are used in the literature, show that the speaking teaching activities increase the performance of the students also support this result of the research. Dadour and Robbins (1996), in their study with university students in two different languages, concluded that they benefited from the strategies offered to improve the speaking skills of learners, their verbal competence scores increased, strategic planning was useful with the structured problem-solving process model, and they wanted to learn more strategies to improve their speaking skills. Ozden (2018) revealed that undergraduate students of Turkish language training have both a positive attitude and self-efficacy regarding speaking skills. Similarly, Akin (2016) found that pre-service Turkish language teachers who took the teaching speaking course had higher perception of self-efficacy in speaking, and Cetinkaya (2011) found that teaching speaking courses positively contributed to the self-efficacy perceptions of pre-service Turkish language teachers. In addition to these, Alawiyah (2018) stated that there is a relationship between self-efficacy and speaking success and students 'speaking self-efficacy affect their speaking success, Sutarsyah (2017) also stated that speaking anxiety generally contributes negatively to the success of students' speaking performance, and that nervousness is the dominant factor, followed by anxiety and tension. Young (1990) shows that, among other factors, speaking in a foreign language is not only a source of student anxiety, but also speaking in front of the classroom. Moreover, it showed that relaxed, positive and error correction attitude of the teacher can greatly reduce language anxiety.

There is no significant difference between pre-service teachers' speaking self-efficacy and gender in the course, which is conducted with teaching speaking activities based on whole language approach collaborative instructional design. Katranci (2014) found in his study that pre-service teachers' speaking self-efficacy significantly changed in favor of girls by gender. While Ozerbas, Bulut and Usta (2007) and Kilcigil, Bilir, Ozdinc, Eroglu, and Eroglu (2009) also found results in favor of girls; it was found that there was no significant difference in terms of gender variable in the studies conducted by Ciftci and Taskaya (2010) Yilmaz and Cimen (2008) and Gunay (2003) in which the communication skills of teachers and pre-service teachers studying in different programs were examined and Ozden's (2018) study on the self-efficacy speaking skills of undergraduate students in Turkish language instruction. In the research conducted by Aykac and Cetinkaya (2013), it was concluded that creative drama activities improved pre-service teachers' speaking skills.

There is no significant difference between pre-service teachers' speaking self-efficacy and age in the course, which is conducted with teaching speaking activities based on whole language approach collaborative instructional design. There is no significant difference between pre-service teachers' speaking self-efficacy and their departments in the course, which is conducted with teaching speaking activities based on whole language approach collaborative instructional design. Katranci (2014) found that there was a significant difference between pre-service teachers 'speaking self-efficacy and their departments, and this differentiation was in favor of primary school pre-service teachers; Basaran and Erdem (2009), in their study, found that the department variable in which pre-service teachers were educated, did not make a significant difference on their attitude towards speaking.

Seven codes; speaking preparation knowledge, gaining confidence in speaking, increasing vocabulary, improving speaking, contribution to daily life, participation in course activities and being peaceful, in speaking self-efficacy theme under positive and negative category were revealed in the opinions of pre-service teachers regarding the effect of speaking self-efficacy in the course, which was carried out with teaching speaking activities based on whole language approach collaborative instructional design.

In education faculties and in-service trainings, it is recommended to increase the teachers and pre-service teachers' speaking self-efficacy and reduce their speaking anxiety by enabling them to participate in long-term speaking activities such as one or two semesters based on collaborative teaching design as in this study.

Since there was no change in speaking self-efficacy and speaking anxiety according to gender, age and department variables in this study, it is recommended to repeat the study in different samples and age groups and in the same and different departments and finally examine the findings.

It is recommended to organize speaking activities based on different instructional design models for teachers and pre-service teachers and examine their effects.

Note: An earlier version of this paper was delivered as an oral presentation at ICLEL (Sixth International Congress on Lifelong Learning, Education aned Leadership For All) at Sakarya University, on July 16-18, 2020.

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