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EXPLORING HOW EMOTIONS AND ATTITUDES AFFECT PRE-SERVICE TEACHERS' ENGLISH ORAL ENGAGEMENT DURING LECTURES AND MICRO-TEACHING LESSONS

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ABSTRACT

This paper explores how the attitudes and emotions of English additional language pre-service teachers influence their ability to engage orally in English as a tool for learning interaction during lectures and micro-teaching lessons. This study adopted a case study method in an interpretative framework, using four data collection instruments: the participants' individual drawings, two unstructured interviews, lesson observation checklists, and self-assessment questionnaires. The study used the participants' drawings to elicit further details about their emotional state during oral communication in lectures. The participants conducted a micro-teaching lesson in English and completed a self-assessment questionnaire based on their ability to use English for teaching effectively. Data generated from the four instruments gave insights into how emotions and attitudes affected participants' abilities to interact in English. All participants believed that being able to interact and teach in English was important for teachers, which was a motivating factor for them to continue understanding and developing their English oral abilities. The participants also indicated several negative emotions during lectures; notwithstanding these emotions, the participants remained motivated to develop their oral confidence and competence, substantiating the critical role of teachers' attitudes.

Keywords: Affective filter hypothesis, attitudes, emotions, English additional speaking skills

1. INTRODUCTION

The command of English is becoming increasingly imperative as a global language and for economic development (Genelza, 2022). Students are motivated to acquire the language for use as a tool through which to gain access or reach a particular outcome, such as passing an examination, working, studying abroad, being promoted, or other employability opportunities (Du, 2009). The student's attitude towards the additional language dictates the acquisition process of language skills (Du, 2009). Du (2009) explains how attitude creates an evaluative,

emotional reaction and that this process comprises the components of affect, cognition, and behaviour. Genelza (2022) supports this notion, stating that emotion and cognition are often factors that influence language acquisition.

When a student has a negative attitude towards the additional language and its acquisition, progress takes longer. Du (2009) explains that students with a positive attitude acquire language skills more easily and at a rapid rate, making substantial progress. They also tend to be more committed and persistent in developing their language skills. Students' positive attitudes also influence how students perform and engage with others in the pursuit of developing their additional language knowledge and skills (Du, 2009).

Anxiety is a commonplace variable that influences second language acquisition or use. Personal anxiety often creates learning barriers, instead of a low filter that positively contributes to the acquisition of language skills, in this case, oral competence (Du, 2009). However, educational environments that promote decreased anxiety in students can prevent them from being triggered by their personal anxiety. This anxiety manifests as communication apprehension, whereby a person experiences a level of fear or anxiety with actual or expected communication with others. This communication apprehension affects the successful acquisition and achievement of additional language skills. Furthermore, certain personality traits precipitate communication apprehension, including shyness, quietness, and being reserved in interactions with others. Thus, there is a clear relationship between anxiety and performance (Du, 2009). Similarly, Marcial (2016) finds a strong connection between students' level of anxiety and their self-perceived use of English in formal and informal conversational settings. Such anxiety and specific personality traits can create negative attitudes towards using English. A student's "attitude towards English, its teacher, the other students in the class, and himself/herself are all affective aspects that influence how effectively he or she learns" (Genelza, 2022:45).

The group of pre-service teachers participating in this study was English additional language speakers, from either an Afrikaans or isiXhosa home language background. Some of the participants mentioned that they faced various language challenges because they were English Additional Language speakers, studying at an institution where the Language of Learning and Teaching (LoLT) was English. However, other participants mentioned that they were confident in their English-speaking abilities and in using it as a tool for learning interaction during lectures, even though they were English Additional Language speakers. The researcher became curious about these different experiences. It was unclear why some participants were confident and competent in English oral engagement while others were not, even when they shared a similar language background of being English Additional Language speakers. The question is why this group of pre-service teachers finds it challenging to use English as a tool of learning interactions and medium of instruction, when English is predominantly used in various sectors in South Africa and the official business of the country is mostly conducted in English (Wildsmith-Cromarty & Balfour, 2019).

English is considered a necessity regarding careers and national economic progress (Dippenaar & Peyper, 2011). Hence, there is additional pressure on students in Higher Education (HE) to excel in English, and on pre-service teachers to help their future learners to master the language. The pre-service teachers of this study stand between these pressures. Tracing the educational history of additional language students entering HE indicates several factors that contribute to the contexts of the study participants. A prime factor in students finding it difficult to engage in English is the change in most students' LoLT during their school years. In the Foundation Phase, learners can select any of the 12 official languages as their LoLT (Cekiso et al., 2019). The mother tongue of a learner is often referred to as a learner's home language at the school level, and additional languages are introduced either as a First Additional Language or Second Additional Language. From the Intermediate Phase onwards, learners' LoLT often changes, specifically among learners with an African home language changing to their first additional language. This LoLT can be Afrikaans, but is more commonly English. Throughout the Senior Phase and Further Education Training Phase (Grades 7–12), the LoLT remains either Afrikaans or English, with learners with another home language only having the option to select that home language as a so-called language subject (Department of Basic Education [DoE], 2010). The reason why this could be considered a contributing factor to English language challenges for student teachers is the principle of additive bilingualism, which is one of the principles underpinning additional language curricula of the DoE, that is, maintaining their home language while still having access to the effective acquisition of an additional language (DoE, 1997). However, what is actually taking place is subtractive bilingualism, meaning that learners are developing their first additional language at the expense of their home languages. Furthermore, the first additional language that has been replaced with the LoLT for learners is often not a language that they are exposed to outside of the classroom. To wit, some students are receiving formal education in a language that they only speak at school or at their tertiary institution. This fact can be regarded as one of the reasons why some of the participants in this study found it challenging to use English, their additional language, for spoken interactions during lectures and as a medium of instruction. Consequently, for many students, the effect of subtractive bilingualism and the shifts in LoLT mean that neither the home language nor the additional language is adequately developed, compromising linguistic proficiency in both languages (Heugh, 2003).

The students in this study were former learners who were products of the language system explained above; thus, some had literacy and spoken language challenges in both their home languages and additional languages (Jordaan, 2011). This section describes how home language and additional language processes pertaining to the learners' LoLT are structured in the language curricula of their school education. These processes evaluate the potential impact of the switch in learners' LoLT on pre-service teachers who are English additional language speakers.

When considering the emotions and attitudes of English Additional Language pre-service teachers towards English, the suggestion by Zembylas (2007: 445) that "a historically situated analysis of the often-unrecognised mechanisms and emotion norms that serve to maintain

certain 'affective economies'" should also be considered. Pre-service teachers entering higher education have sets of beliefs, attitudes, and experiences. When they encounter changes where they must adapt "to the emotional demands of the hegemonic culture, given its more powerful economic, social and cultural capital", it can trigger various emotions and attitudes towards the language (Zembylas, 2007: 455). From their first year of studying, pre-service teachers are immersed in an HE environment where the LoLT is English, and interactions and the demonstration of competence take place in English. Zembylas (2007: 455) states that in such environments, students need to "explore how emotional investments to some ideals (the nation-state, national identity, religion, etc.) are experienced, expressed, and circulated, that is, how emotion norms function to constitute socially 'acceptable' and 'unacceptable' beliefs and actions". Thus, students should reflect on and activate ways to integrate into HE environments, similar to what participants in this study were exposed to. Accordingly, emotional practices are linked to how individuals and groups perceive themselves and others, which is evident in the findings of this study. Benesch (2017) explains that when studying emotions, one must consider the role of power relations in the workplace, which constitutes the educational environment in this study. The author further states that the need for an acknowledgement that emotions are not purely intrinsic but also affected by external environments "in which individuals are embedded and upon the social expectations they need to abide by" (Benesch, 2017: 37). English Additional Language pre-service teachers in this study were expected to abide by the language rules and norms of the HE, which resulted in the emergence of various emotions and attitudes that affected them in multiple ways.

Given the above-mentioned discussion in this section on the historicity and complexities involved in emotions and attitudes, it would be useful to determine the reason for particular emotions and attitudes towards English. Even though this aspect falls outside the scope of the study, the researcher believes it warrants further investigation. This paper seeks to explore how pre-service teachers' attitudes towards English—their additional language—influence their competence and confidence in using English as a tool for learning interactions during lectures and micro-teaching lessons.

2. KRASHEN'S AFFECTIVE FILTER HYPOTHESIS (KRASHEN, 1982)

The Affective Filter Hypothesis demonstrates the connection between affective factors and how second language acquisition takes place. Krashen (1982) states that the successful acquisition of a second language depends first on the amount of comprehensible input a student receives and second on the student's emotional factors during the acquisition process. Thus, affective factors serve as a filter that can either accelerate or hinder language acquisition. Thus, students acquire language optimally if the emotional conditions are optimal (Yaoqing, 2022). Krashen (1982) categorises three emotional factors: anxiety, motivation, and self-confidence. Yaoqing (2022:1518) explains that when these three affective factors are optimal, the student "has a strong motivation to learn, [is] full of confidence and in a good mood…". Thus, students with high self-esteem and motivation might have a low affective filter, allowing them to acquire more aspects of a language; they engage confidently, seek information with ease, and are more

open to receiving information. However, anxious students have a high affective filter, which makes language acquisition more challenging (Genelza, 2022).

In his Affective Filter Hypothesis, Krashen (1982) mentions that motivation is an affective variable that influences people to perform better when acquiring certain language competencies. The hypothesis posits that if a student can manage and reduce their personal anxiety, thereby lowering their affective filter, it can promote an increase in the acquisition of additional language skills (Krashen, 1982). It is believed that students with high self-confidence and a good self-image perform better in acquiring skills (Krashen, 1982). In this case, one could conclude that students' confidence in their English oral abilities increases their confidence in engaging orally. In the same way that some personality traits, as mentioned above, can make language skills difficult to acquire, the personality trait of self-confidence plays a role in successfully acquiring language skills, suggesting that confident students with a positive self-image are more successful. Similarly, students who lack self-confidence might not be confident to communicate in their additional language and might be afraid of making mistakes during interactions (Du, 2009). Adopting the Krashen (1982) Affective Filter Hypothesis in this study allowed the researcher to gain insight into how English additional language pre-service teachers' emotions and attitudes towards English affect their use of English as a tool for learning interactions during lectures and micro-teaching lessons.

3. LITERATURE REVIEW

Individual characteristics, like self-confidence and personality, are two factors that influence students' willingness to participate and have been found to have an emotional impact on their use of English. Both Aydin (2017) and Compton (2007) found that their participants' self-confidence was a factor that influenced their willingness to engage orally. In contrast, certain additional language speakers could be reluctant to speak the target language, further aggravated by negative emotions such as anxiety. Lim (2020) conducted a study with six students and evaluated how their affective filters influenced their English acquisition skills. Lim (2020) found that students with a high affective filter struggled with the fear of rejection. Shy participants felt embarrassed and excluded and chose not to engage orally. One participant mentioned that they were afraid of being judged. Communication apprehension was identified as another factor that hindered language acquisition, specifically oral engagement. Students found it difficult to begin and continue conversations; they were hesitant to speak and share their thoughts. Communication apprehension is a factor that increases the affective filter of students, as mentioned by Du (2009) and Marcial (2016).

Lim (2020) reports that the coping mechanisms employed by participants with a high affective filter include motivating and encouraging themselves through uncomfortable oral engagement situations. Lim identifies this conduct as self-efficacy and explains that "self-efficacy beliefs contribute to decisions, actions and experiences, as people reflect upon their capacities when deciding whether to undertake challenging activities or persist in pursuing difficult tasks" (Lim, 2020:474). Lim concludes that personality traits, such as confidence and motivation, serve as

coping mechanisms when students' affective filters are high during oral engagement. The author states that the more confident students are, the more resilient they present, which is a motivating factor to continue when faced with hardships, like communicating in English, despite emotions like fear and anxiety. Lim (2020) further finds that students with a high affective filter use preparation as a tool to reduce their affective filter. Thus, the lack of preparation contributes to an increased affective filter, making students fearful to present in class. Similarly, Öztürk and Gürbüz (2014) support this notion as their study on speaking anxiety among English foreign language students finds that they are more confident in engaging orally when they perceive having been provided sufficient time to prepare for speaking activities before presenting them in class. Genelza (2022) explains the implications of low self-esteem as pertains to language acquisition. The author states that when students experience low self-esteem, they will likely not be motivated to learn and engage, further explaining that such students may find it difficult to concentrate in class, with their attention divided between learning and self-doubt (Genelza, 2022). Consequently, such students expend more energy to complete tasks and then even more to deal with the negative sentiments that decrease learning enjoyment and motivation, and thus, are less successful. Genelza (2022) touches on all three affective factors mentioned by Krashen (1982): students' confidence and personality traits, and their influence on motivation regarding language acquisition. Kurnia (2019) reports on findings related to personality traits and confidence and how this would motivate students, and concludes that they perceive themselves as confident and well-engaged in English. Furthermore, motivation was a strong theme that influenced students' English oral engagements; students were passionate and enthusiastic about engaging in English, which increased their acquisition of English skills.

Miller and Godfroid (2020) investigated how positive, negative, and neutral attitudes influenced the acquisition of a second language in undergraduate students. The authors find that although negative emotions sometimes hinder learning, they can be useful for students when managing stress in moments of interaction with others. In addition, some participants who experienced sadness and anxiety exhibited increased ability to acquire language, to wit: "Negative emotions may invite greater vigilance and arousal, which in turn may lead to more attention, and therefore more learning." (Miller & Godfroid, 2020:136). The authors conclude that participants' personality traits directly impact how negative, positive, or neutral emotions influence their language acquisition. This finding by Miller and Godfroid (2020) aligns with Lim (2020), who posits that students with high affective filters use self-efficacy as a coping mechanism to complete tasks and acquire a language. Lim (2020) addresses students' resilience, not only their confidence, which is also a personality trait that influences how students deal with emotions that can negatively influence language acquisition. Thus, emotions also support students' adaptation when experiencing language anxiety (MacIntyre & Vincze, 2017). Interestingly, MacIntyre and Vincze (2017) find that in the second language acquisition process, emotion can either enhance or impede learning and communication. The authors state that emotions are complex, and negative emotions cannot be labelled as 'bad' or positive emotions as 'good' for learning. They further explain that emotions are adaptive, and thus, how students leverage their emotions to adapt during language acquisition processes determines

how such emotions affect actions and, subsequently, language acquisition (MacIntyre & Vincze, 2017).

4. METHODOLOGY

This study adopted a qualitative design, and a case study of eight English Additional Language pre-service teachers formed part of the sample. Data collection and analysis operated under an interpretivist framework, employing four data collection tools to produce the ideal type of data, i.e., rich and thick data. This quality was possible because the questions allowed for descriptive accounts from the participants and clarifying questions from the researcher. "Thick data is *(sic)* a lot of data; rich data is many-layered, intricate, detailed, nuanced, and more." (Fusch & Ness, 2015:1409). The four data collection tools were an observation checklist and a self-assessment questionnaire, two unstructured interviews, and individual drawings by participants.

The researcher completed an observation checklist as participants conducted their micro-teaching lessons, observing one lesson per participant, with an estimated time of 25 minutes. Three to four fellow participants were present and posed as learners. The observed practices focused on the participants' ability to use communicative strategies to repair or redirect oral communications. Another oral skill assessed was the ability to communicate clearly, insofar as selecting words when explaining concepts and giving instructions. The appropriate register was assessed in terms of the participants' attitudes and expressions when explaining certain concepts and engaging with learners throughout the lessons in discussions and informal conversations. A section in the checklist provided for the researcher to comment about what they observed during the lesson, serving as a form of field notes. An analysis of this data indicates the degree of the participants' development of oral strategic and discourse competence when using English as a tool of instruction and interaction in the classroom. The analysis assists in understanding how some students choose to repair oral communication when it breaks down.

The participants also completed one self-assessment questionnaire after conducting their micro-teaching lessons. The questionnaire was formulated from categories suggested by oral strategic and discourse competence, as indicated under the explanation of the criteria of the observational checklist. An explanatory sheet of terms, such as *attitude* within the context of the study, *redirection,* and *termination* of discussions that appeared as part of the questions in the checklist, was also included. The lessons that the researcher observed were the same lessons participants used to complete the self-assessment questionnaire. The participants were advised to complete the self-assessment questionnaire as close to when they conducted their lesson, while the recollection of the lesson was still clear. There was also a section in the questionnaire where the participants could make any other comments about what they experienced during the lesson. The observation checklist and the questionnaire from the same observed lesson were used to cross-analyse data on how each participant perceived their oral confidence and competence as opposed to how it was observed from the researcher's perspective.

The researcher conducted individual unstructured interviews with each participant, which served as opportunities for clarification and discussion on participants' answers in the questionnaires. The first interview was based on an observation form checklist and answers from the self-assessment questionnaire. The questions posed included asking about the participants' emotions when struggling to communicate, if any. The participants were asked to reflect on instances of communicating confidently and competently and how that made them feel. In addition, participants could indicate if any factors made it more challenging to communicate and why they thought the challenge existed. The participants were also allowed to share any other comments based on their experiences during their micro-teaching lesson or reflection thereafter.

The participants' drawings were employed to encourage further details about their emotional state during oral communication in lectures. The participants drew themselves in the lecture room to represent how they felt about using English as a tool for interaction during lectures. They were requested to reflect on their interactions when using English as a learning tool and a medium of interaction among their fellow students and lecturers during lectures. They had to draw themselves as they saw themselves during lectures when having to communicate in English. They had to complete a pencil drawing with no colour. Furthermore, the drawing had to be completed on A4 paper, with the figure size of approximately 15–17 cm. They needed to pay special attention to provide details, such as illustrations of facial expressions and body language, when drawing themselves. Lastly, participants needed to explain in 5–7 sentences why they had selected to draw themselves in the way they did.

Second, the researcher conducted individual, unstructured interviews with participants based on their drawings of themselves. The drawings served as a discussion stimulus for the individual interviews with participants. Using a multimodal approach in collecting data allowed participants to express their experiences in a projective manner (Amod et al., 2020). Participants might find it easier to express their emotional experience of using English in this way. The depiction of themselves and subsequent discussion might also be more accurate in illustrating how participants truly felt during lectures. Some of the questions posed to participants based on the drawings included asking them what factors they believed contributed to the emotional state depicted in the drawings. The participants were asked to elaborate on the indicated emotions in relation to their fellow students and lecturers when using English as a tool for learning interaction. The data generated from the drawings and follow-up interviews would provide insights into factors that influenced oral competence and confidence in participants during lectures. Participants' drawings were used to encourage further details regarding their emotional state during oral communication in lectures.

Data collection and analysis through the four tools supported gaining insights into how English Additional Language pre-service teachers' emotions and attitudes towards English affect its use as a tool for learning interaction during lectures and micro-teaching lessons.

ETHICAL CONSIDERATIONS

This paper is based on the researcher's Master's degree in education research. The main research site for this study was a private higher education institution, requiring permission to conduct research according to its research and postgraduate studies policy. Various documents, including the faculty-approved proposal of the study and all data collection instruments to be used, were uploaded to an online system. Permission was granted by the institution once the researcher provided evidence of the ethical clearance certificate issued by the Education Faculty Ethics Committee at the university where the researcher's master's degree was being completed.[1] The participants in this study volunteered to participate.

The eight participants were first- and third-year Intermediate Phase student teachers studying at a private HE institution; six were first-year students, and two were third-year students. It was critical for the sample selection that the students were speakers of English as an additional language, as this study focused on understanding the development of oral strategic and discourse competence and confidence in using English as an additional language. In addition, the study required participants with a range of abilities, confidence, and competence in using their additional language. The participants were Afrikaans or isiXhosa home language speakers.

Before requesting written consent from the participants, the study provided an information letter explaining the purpose of the study and all data collection processes involved, including the recording of interviews. The participants were allowed to ask any questions relating to the study and their involvement in it. Students were asked to indicate their willingness to participate in the study via email. Thereafter, consent letters were issued, explaining the data collection processes and all other requirements, and requesting students to sign and return the consent letter. The study also informed the participants that, should they choose to withdraw from the study, they could do so because their participation was entirely voluntary and that such withdrawal would have no negative consequences. The participants received the researcher's contact details and ethical clearance number in case they decided to withdraw from the study or to report any misconduct.

In terms of anonymity, participants selected their own pseudonyms, with preferred gender pronouns used throughout the study, especially when referring to their comments in the discussion of data and the data collection tools. The anonymity that the pseudonyms provided protected their identities and ensured their privacy. The participants were known only to each other as they needed to collaborate during the presentation of their micro-teaching lessons.

[1] The researcher has attempted to ensure the anonymity of the institution by not explicitly mentioning its name, location in South Africa, or any other descriptive indicators; however, the researcher acknowledges that readers can still make deductions based on the number of private higher institutions that offer Bachelor of Education degrees in South Africa.

Furthermore, once interview transcriptions were completed, the information was emailed to the participants to review and correct, if necessary.

The participants could also indicate to the researcher what sections they no longer felt comfortable sharing or sentences they would prefer to be rephrased. Once the participants had confirmed their satisfaction with the transcriptions, the latter became the final copy for data analysis. As part of obtaining the participants' consent, the study informed them that the data would not only be used for the Master's thesis but also for publication in journals. Hence, all processes undertaken in this study adhered to ethical research guidelines, which included the participants' and educational institution's informed consent, and how the data were collected, analysed, and reported.

5. DATA ANALYSIS AND DISCUSSION

This section focuses on self-reported and observed data that suggest how emotions experienced by participants during oral interaction in both lectures and their microteaching lessons influenced their oral competence and confidence. This section discusses variants of the participants' experiences during their microteaching lessons and their effects on the participants' oral competence and confidence. Second, the section provides a summary of the emotions participants experienced during lectures and some effects on the participants' oral confidence and competence. Lastly, the section provides a summary of emotions indicated through participants' drawings and interviews. The data and discussion also evaluated the participants' attitudes towards speaking English and whether it influenced their ability to use English as a tool for learning interaction. The study formulated pseudonyms for referring to participants and legends in the data collection tools; for example, I-1 = Interview 1; I-2 = Interview 2; P1-8 = participant. The following table presents the metadata of participants:

Participant number and Pseudonym	Year of Study	Home Language
Participant 1, Snowflake	3rd Year	Afrikaans
Participant 2, Aubrey	3rd Year	Afrikaans
Participant 3, Antas	1st Year	Afrikaans
Participant 4, Ashely	1st Year	Afrikaans
Participant 5, April	1st Year	Afrikaans
Participant 6, Noah	1st Year	Afrikaans
Participant 7, Enrico	1st Year	Afrikaans
Participant 8, Thandi	1st Year	isiXhosa

5.1 Emotions experienced during micro-teaching lessons

Three participants reported being nervous during the presentation of their micro-teaching lesson. Ashley stated:

> I was a little bit on my nerves, but I think because I prepared, it was not that nerve-wracking, like the other times. (P4, I-2)

According to the Affective Filter Hypothesis by Krashen (1982), feeling nervous can decrease participants' confidence during micro-teaching lessons. However, the researcher's observation indicated that the participants were able to engage orally competently, despite feeling nervous about the oral engagement. One participant, Antas, stated:

> I think if I prepared more or prepared earlier, then it would have been much more successful. (P7, I-2)

The participant lacked confidence during the micro-teaching lesson, as he felt underprepared to conduct the lesson. During the micro-teaching lesson, the researcher observed that Antas's emotions became evident in his conduct; he appeared nervous when explaining concepts and interacting with learners, for example, by cutting sentences short and speaking in an uncertain tone of voice. Feeling overwhelmed or nervous was a common emotion expressed by participants; Noah stated:

> The reason why I felt overwhelmed was because I didn't think that I was well prepared and that it was my first time teaching or giving a lesson. (P6, I-2)

Feeling overwhelmed because of his under-preparedness decreased Noah's confidence to communicate and engage with the learners at the start of the lesson. Antas further explained that he felt overwhelmed when starting his micro-teaching lesson:

> I felt overwhelmed … I think my nerves were getting to me again. That's why I was stumbling the whole time. I couldn't say everything I really wanted to say because I could've improvised, but the words didn't want to come out. I think next time I must just calm down. And I must not let my nerves get to me. (P7, I-2)

In the researcher's observation of Antas, she detected the overwhelming emotions he expressed above. During the lesson, this resulted in his inability to communicate, and he ended the lesson abruptly as a result. Here, the Affective Filter by Krashen (1982) links well with the data gathered from Antas' experience of feeling anxious and overwhelmed during oral interactions when conducting his micro-teaching lesson. The participant's anxiety was high, which served as a mental block, negatively affecting his ability to communicate competently and confidently during his lesson. The hypothesis here is that if Antas could manage to reduce his anxiety and lower his affective filter, it would promote a display of increased oral competence and confidence.

The data in the section above illustrate that the participants' emotions impacted their oral confidence and competence by decreasing it significantly. Therefore, how participants manage their emotions can either negatively or positively impact their oral competence and confidence. This outcome aligns with MacIntyre and Vincze (2017), who explain that emotions are adaptive, and how students use their emotions to adapt to language acquisition processes determines how emotions affect actions and, subsequently, language acquisition.

5.2 Emotions experienced during lectures

In addition to the emotions experienced during micro-teaching experience lessons, each of the eight participants reported having an array of emotions when using their English-speaking skills in the lecture room. Five of the eight participants indicated feeling anxiety. Here, one can again refer to the Krashen (1982) Affective Filter, in this case with respect to the lecturer and the environment the lecturer creates. Educational environments designed to decrease anxiety in students could assist in decreasing the participants' anxiety that typically results in the creation of learning barriers, rather than a low filter that contributes to the acquisition of language skills, which is oral competence in this case (Stevick, 1976). When explaining their drawings, three of the eight participants indicated that they felt confident when using their English speaking skills during lectures; one participant indicated that she felt mildly confident, stating the following in an explanatory paragraph to a drawing:

> I am not lost when I have to speak English, but definitely not confident the way I would like to be. (P4, I-1)

The principles of the Affective Filter Hypothesis by Krashen (1982) were evident in the three participants who indicated feeling confident. Their self-confidence created a low filter, propelling their oral competence during lectures and classroom interactions. One participant indicated in an interview that they felt excited, ready, and eager, explaining:

> When I am in lectures, I am always excited and ready to learn and engage with the lecturers and students. (P3, I-1)

Another participant described feeling comfortable when using their English-speaking skills. Similarly, one participant's drawing illustrated that they felt professional, a word suggesting confidence.

Kurnia (2019) concludes that the emotions student teachers experience directly impact whether they would actively engage in oral communication. The researcher further states that when student teachers feel happy, relaxed, and comfortable, they are enthusiastic and desire to engage orally in English. If these positive emotions have such an effect, the opposite emotions could lead to feelings of apathy and disinterest in oral engagement. In contrast, two participants reported feeling judged when using their English-speaking skills in the lecture room. Similarly, one participant indicated feeling ridiculed, stating in an explanatory paragraph to a drawing:

> I tend to stumble, and the words and sentences do not always come out of my mouth like I structured it in my head. I always feel like people will laugh at me. (P7, drawing of self)

This report from the participant aligns with findings by Lim (2020) that students with a high affective filter struggle with the fear of rejection and being judged. Furthermore, in a drawing, one participant indicated feeling confused when speaking English during lectures, while in an

interview, another participant indicated feeling uncertain when speaking English. Thandi communicated in an interview that she experienced a sense of reluctance when having to communicate in English:

> So, every single time I must communicate in the additional language, there is a slight reluctance because you know, you do not want to communicate incorrect information, or you don't want to communicate or articulate the message incorrectly. There is a reluctance because it is not my mother tongue. There isn't complete comfort. (P8, I-1)

Thandi's statement relates to what Messouab (2022) refers to as cultural barriers in language interaction and acquisition. This barrier refers to the beliefs, values, attitudes, and meanings that the speaker attributes to the target language. In this instance, Thandi is an isiXhosa mother-tongue speaker who conveyed her reluctance to communicate in English, which might in her mind falls outside the cultural norms of speaking the language. She was concerned with sounding impolite and emphasising sounds and words incorrectly. This concern increased her affective filter of anxiety, which made it more challenging to use English for interaction purposes, specifically with English mother-tongue peers and learners.

Seven of the 13 emotions reported by the participants had a negative connotation, while six identified emotions that could be considered more positive and hopeful. Table 1 below demonstrates the emotions participants generally experienced during lectures when using English in oral communication. The emotions were coded based on words used in the paragraph accompanying the participants' drawings, and the unstructured interview prompted by the drawing and paragraph.

Table 1. Emotions experienced during lectures

Emotion	Number of Participants
1. Anxious	**5/8**
2. Confident	**3/8**
3. Uncertain	**2/8**
4. Judged	**2/8**
5. Comfortable	**1/8**
6. Excited	**1/8**
7. Ready	**1/8**
8. Eager	**1/8**
9. Confused	**1/8**
10. Professional	**1/8**
11. Ridiculed	**1/8**
12. Reluctant	**1/8**
13. Mildly Confident	**1/8**

5.3 Participants' attitudes towards English and its influence on oral performance

Interestingly, all eight participants agreed that English was important for teachers, giving a wide variety of reasons. Two also indicated that the importance also depended on the Language of Learning and Teaching at the school. Furthermore, the interviews suggest that all participants deemed the ability to communicate in English confidently and competently important. Three of the eight participants professed complete confidence in their ability to use English as a tool in learning interactions and as a medium of instruction. Five of the eight participants indicated several challenges when using English as a tool of learning interaction and as a medium of instruction, despite having asserted positive attitudes towards English as their additional language. However, it is notable that despite the challenges indicated by participants, such as experiencing anxiety, nervousness, and overthinking behaviours, four of the five participants presented a confident and competent appearance during their micro-teaching lessons. Only one of the participants who experienced anxiety and nervousness when using English was unable to continue communicating orally during the micro-teaching lesson, which resulted in the lesson ending abruptly. The other five participants who found English challenging exhibited behaviour that indicated their ability to engage meaningfully, comfortably, and competently in English during informal conversations and interviews. As previously mentioned, all participants believed that being orally competent and confident in English was important for teachers. A possible conclusion can be that this motivates participants to continue understanding and developing their oral competence and confidence in speaking English.

Kurnia (2019) finds that pre-service teachers are motivated to engage orally in English because it is a sought-after international language. Pre-service teachers in that study felt proud of their ability to speak English and valued the ability. Furthermore, as previously mentioned, the participants indicated several emotions during lectures that could be considered negative. However, despite experiencing these emotions, the students were still motivated to develop their oral confidence and competence, substantiating the critical role of the participants' attitudes. Being motivated can be considered a factor contributing to developing oral competence and confidence. Krashen (1982) identifies motivation as an affective variable that influences people to perform better at acquiring particular language competencies. Some participants also shared a deep desire to be able to use their English oral skills confidently and competently to teach in the classroom environment, with one participant stating the following in an interview:

> I would want to be competent in speaking English, speaking it fluently by the time I do graduate. (P4, I-1)

The desire for and evaluation of teaching in English as important could also lead to participants being over-critical of their performance, wanting to measure up to what they perceive as an appropriate oral competence level. This perception was evident in the researcher's observations of students during data collection engagement, when some participants shared their concerns and thought processes before communicating and during oral interactions in lectures and micro-teaching lessons. However, during the researcher's engagement with participants, they

communicated competently. All the participants' responses showed that they were generally overly critical of their oral performance.

In this group of participants, a significant motivating factor was their belief in the importance of teachers being able to communicate orally in English. The construct of investment by Norton and Toohey (2011) might help in understanding this motivation by explaining the significant role of the additional language speaker's identity and language learning (Norton & Toohey, 2011). In this identity shift, participants are motivated to develop their English oral skills to appear as competent and confident speakers of the English language. In this study, there could have been a relationship between the participants' commitment to being competent and confident English speakers and their wish to belong to the target language community. The researcher's observations of the participants and her assessment of their spoken English were that they were competent at communicating during lectures and micro-teaching lessons. However, the Norton and Toohey (2011) concept of investment suggests the need for additional language speakers to belong to a target language community. In this study, the findings demonstrate the participants' possible desire to be seen as competent and confident by their peers, lecturers, and within the educational institution where they were studying. Several potential interpretations can be deduced from what this group of participants deemed competent and what belonging to the target community meant to them.

Participants in this study were studying at an institution where the LoLT was English. The participants made statements comparing their communication unfavourably to that of their English home language peers and described how this decreased their confidence to interact orally. Other participants indicated that they felt less confident to engage orally because their English home language peers would judge them for how they spoke English. In addition, the participants of this study would enter a profession where the preferred LoLT at schools is English. The researcher concludes that there was a strong relationship between the acquisition of English-speaking skills, how participants perceived themselves, and the community that they wanted to belong to or the community that they did not want to be excluded from. The concept of investment and the motivation and desire to belong to a certain target community substantiate the answer as to why all participants deemed being competent in English important. Furthermore, in a country like South Africa, with 12 official languages, the desire to belong to an English-competent community warrants further exploration of the South African language context and the progression of language transformation. The international importance of English cannot be denied; however, within the South African educational and language context, the desire and motivation of student teachers who are English additional language speakers allude to deeper-rooted variables of the role of language identity in South Africa and how it influences the attainment and development of English competence in students. This motivation positively affected the participants' ability to communicate competently orally, despite experiencing negative emotions, which were usually considered discouraging to oral engagement. Hence, how student teachers manage their emotions during oral engagement contributes negatively or positively to their oral competence and confidence.

6. CONCLUSION

The affective filter by Krashen (1982) was significant in analysing the data and achieving the findings discussed above. How student teachers filter emotions can influence how they acquire and develop their oral language skills for the purposes of interaction. This finding applies to their oral performance during lectures and in their future classrooms. This study indicates that some factors can be situated within a global context, common among English and additional language speakers of other target languages. Other findings are grounded in global commonalities and also focus on how they influence South African English additional language speakers. The concept of investment by Norton (2011) illuminates the deeper-rooted language topics that relate to the history of English in South Africa and its effects on society. For pre-service teachers who engage orally with peers from diverse language backgrounds and who, in turn, will be teachers to learners from diverse language backgrounds, English might be the unifying tool that ensures meaningful learning interactions and effective teaching. Nonetheless, one student highlighted that English might hold certain cultural linguistic customs that teachers from an English additional language background might be unaware of. In turn, this factor might create lower confidence to engage and teach in English. These findings shed light on how emotions affect student teachers, making them aware of how their emotions and attitudes negatively or positively influence their English usage. In addition, the findings in this study create an awareness for lecturers to understand, accommodate, and support students in navigating their affective filters to ultimately assist the acquisition and development of English skills as a tool for learning interactions during lectures and in future classrooms.

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