

English additional language student teachers' development of oral strategic competence and confidence.

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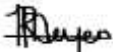
by

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2022

Declaration

I, Rozanne Elanore Meyers declare that this thesis is my original work and has not been submitted in its entirety or in part for examination for a degree to any other university or education institution. Any information that has been obtained from other scholars has been acknowledge by citation and included in the references list.

Signature: 

Date: December 2021

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Thank you to the author and perfecter of my faith. From you, God, all good things flow. Your promises are yes and amen and I honour You as my Lord and Saviour. Thank you for Your plans of prosperity towards me, Your provision of hope and a secure future.

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Abstract

This case study sought to understand how oral strategic and discourse competence and confidence developed in student teachers using English, their additional language, firstly as a tool of learning and secondly, as a medium of instruction in education environments.

Within the broad qualitative approach an interpretive framework was adopted using multiple data collection tools. This was in order to privilege detailed accounts of participants' experiences. Namely, unstructured interviews, drawings, observational checklists, and self-assessment questionnaires. Participants' oral strategic and discourse competence were assessed using an observation checklist as they presented micro-teaching lessons. Additionally, participants completed a self-assessment questionnaire, reflecting on their oral competence after conducting their micro-teaching lessons. These perceptions were confirmed through a discussion of drawings that illustrated how they perceived themselves during lectures when they had to use English during oral interaction with lecturers and fellow students. Finally, unstructured interviews were conducted after participants completed their micro-teaching lessons and after participants had completed their drawings.

The raw data from the four tools were analysed using a thematic approach. Main themes and categories were analysed and discussed to provide answers to the research questions. Data correlated the attitude of participants towards English and their level of oral confidence and competence.

The main findings were that students were motivated to develop their oral English competence because they believed it was an important skill for teachers to possess. This motivation also proved to be a leading factor in participants' competence despite the negative emotions they identified during spoken exchanges. Furthermore, the analysis found that collaborating with fellow students in making meaning of oral communication during lectures, increased students' oral competence and their confidence because they were communicating in smaller groups. However, in certain situations, collaborating with students also decreased their confidence. Findings indicated that reciprocal facial expressions and the body language of those who engaged orally with the student teachers, increased their oral confidence as it served as an indication to them that they were understood. Based on these findings, recommendations are made regarding interactions during lectures for teacher training

programmes in Higher Education in South Africa, for lecturers and lecturing practices, and curriculum designers in the South African Department of Education.

Key Words: Communicative competence; English additional language speaking skills; Oral confidence; Oral strategic competence; Oral discourse competence

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List of abbreviations and acronyms

BEEd.	: Bachelor of Education
BICS	: Basics Interpersonal Communication Skills
CALP	: Cognitive Academic Language Proficiency
CAPS	: Curriculum and Assessment Policy Statement
COVID-19	: Coronavirus Disease
DoE	: Department of Education
HE	: Higher Education
LoLT	: Language of Learning and Teaching
NLS	: New Literacy Studies
PGCE	: Postgraduate Certificate in Education
PGDip	: Postgraduate Diploma
TP	: Teaching Practice
WIL	: Work Integrated Learning

CHAPTER ONE

INTRODUCTION

1.1 Introduction

In this chapter, I discuss the context of the study and state the problem identified. I then discuss the rationale of the study. Furthermore, I explain my research objectives by referring to the purpose of my study and my main research question and sub-questions. Thereafter, I discuss the research approach adopted in this study. Additionally, I explain the significance of my study and lastly, I provide an outline of the chapters in this study.

1.2 The context of this study

1.2.1 Aspects of the LoLT in relation to students

The group of student teachers who were participants in this study were English additional speakers, who either came from a home language background of Afrikaans or isiXhosa. Some of the participants mentioned that they faced different language challenges because they were English additional language speakers, studying at an institution where the LoLT was English. However, some participants also 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. I became curious about these different viewpoints.

It was not clear why certain 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 speakers. One can ask why this group of student teachers were finding it challenging to use English as a tool of learning interactions and medium of instruction when English is predominantly used in different sectors in South Africa, and the official business of the country is mostly carried out in English (Wildsmith-Cromarty & Balfour, 2019). English is considered a necessity when it comes to careers and the country's economic progress (Dippenaar & Peyper, 2011), therefore, there is additional pressure on students in Higher Education (HE) to do well in English, and for student teachers to help their own students to do well. The student teachers of this study stand between both these pressures.

If one traces the educational history of additional language students entering HE, one can point to several factors which contribute to the context of participants in this study. A prime factor that plays a role in students finding it challenging to engage in English, is the shift in most students' LoLT during their schooling careers. In the Foundation Phase, students can select any of the 11 official languages as their LoLT (Cekiso et al., 2019). The mother tongue of a learner is often referred to at the school level as a learners' home language, where additional languages are introduced either as a First Additional Language or Second Additional Language. From the Intermediate Phase onward there is often a shift in learners' LoLT, specifically among learners with an African home language to their first additional language as their LoLT. This LoLT can be Afrikaans but is more commonly English. Throughout learners' Senior Phase and Further Education Training Phase (Grades 7–12), the LoLT remains either Afrikaans or English where learners with another home language may have the option of selecting that home language only as a language subject (Department of Basic Education [DoE], 2010). Why this could be considered as a factor contributing to English language challenges for student teachers is the principle of additive bilingualism which is one of the principles underpinning the DoE's additional language curricula – 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 language. 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. Some students are receiving formal education in a language that they only speak at school or their tertiary institution. This can be seen as one of the reasons why some of the participants in this study were finding it challenging to use English, their additional language, for spoken interactions during lectures and as a medium of instruction. Consequently, the effect of subtractive bilingualism and the shifts in LoLT for many students, 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 that came from the language system explained above, thus they had literacy and spoken language challenges in both their home language and additional language (Jordaan, 2011). The purpose of this section is to describe how home language and additional language processes in relation to the learners' LoLT are structured in

the language curricula of their school education. These processes evaluate the impact that the shift in learners' LoLT might have for student teachers who are English additional language speakers.

1.2.2 English as the preferred LoLT

I was further motivated to undertake this study due to the demands of many schools in South Africa for English as the LoLT. Gordon and Harvey (2019) examined public attitudes towards the main language of instruction at different levels in the South African education system and found that most of the community preferred English as the language of instruction at all levels of education. Gordon and Harvey (2019) used data collected from the South African Social Attitudes Survey, a national survey conducted annually since 2003, to track public attitudes on important social and political issues. Participants of the survey were a national representative sample of South Africans of approximately 3500 people, aged 16 and older. This study examined data from 2003–2016 and also mentioned data collected during 2019. A more detailed breakdown revealed that in 2003, 55% of the population preferred English as the LoLT and in 2016 this preference for Foundation Phase teaching and learning was at 65%. Results of 2018 showed little change to this preference. The survey asked participants what they thought the language for instruction should be in Grade 1–3, Grade 4–9, Grade 10–12, and HE. Data reported that the preference for English extended into the later years of education where the higher the education level the smaller the share of the public supporting options other than English (Gordon & Harvey, 2019). Participants in my study were future teachers that would have to meet the demand of teaching in English and thus findings of this study could assist them in being able to teach in English with competence and confidence.

Earlier, a study conducted at three primary schools by Ward (2003), generated findings that more than 90% of the participants preferred English as the LoLT. All three schools in Ward's study were primary schools, with one considered a former model C White school, another a township state school, and the last school an independent primary school, often referred to as a private school (Ward, 2003). Ward's (2003) study supported the findings of other research in the same field (De Klerk, 2002; De Wet, 2002; Moyo, 2001).

These statistics and findings further show why exploring and understanding how student teachers develop their English additional language competence for teaching in school is

imperative. Establishing factors that contribute to English oral competence and confidence will assist student teachers to become more competent and confident in using English to teach, thus helping to alleviate the language pressure that participants in this study were facing.

1.2.3 Initial training of English additional language student teachers

One of the purposes of this study was that findings would also shed light on initial teacher training and how educational institutions are preparing students, especially English additional language student teachers, to be competent and confident English speakers for classroom purposes. The hope was that institutions and policy makers, including the DoE, would re-evaluate how training and support are given to student teachers and in-service teachers who must, or want, to use English to teach and engage with learners in their classrooms.

In this section, I discuss initial teacher training by briefly describing language modules offered by South African universities in the Bachelor of Education degree and Post Graduate Certificate programmes. Additionally, the focus will be on indicating how prepared students are to enter the classroom and teach, using their additional language, English. Information collected by Wildsmith-Cromarty and Balfour (2019) from nine South African university websites described the content of each programme as it relates to languages. They found that most universities offered the following basic qualifications for teachers in initial training:

Bachelor of Education (B.Ed.) (four years) with specialisations in languages, literacy and first additional language (English, African languages or Afrikaans) and at least two years of basic communication and academic literacy courses in English (the LoLT); Postgraduate Certificate in Education (PGCE) (one year) with similar language specialisations to the B.Ed.; a postgraduate diploma (PGDip) which is normally a part-time course over two years with specialisations in higher education or educational technology. (Wildsmith-Cromarty & Balfour, 2019, p. 309)

Some universities offered elective modules with a focus on either emergent literacy, English as a first additional language, literacy at work, English as the LoLT, or academic literacy. Elective courses like these help student teachers understand learners' language difficulties but also the challenges student teachers may face as English additional speakers. Unfortunately, many of these elective modules are offered only as part of a postgraduate programme, which means that students in initial teacher education are not exposed to them (Wildsmith-Cromarty & Balfour, 2019).

Courses in languages which they will later teach as either a home language or an additional language generally include modules on linguistics, language, and literature with a focus on communicative and text-based approaches to language (Deacon, 2016) This matches the language teaching approaches of the curricula they will later teach in schools. However, these are subject content knowledge courses and do not focus on the proficiency of the students. For example, Deacon (2016) conducted a study amongst Intermediate Phase teachers to examine how prepared they were for the workplace. Student teachers as well as new teacher graduates in the phase of early work experience formed part of the study along with teachers in their first four years of teaching at school between the year 2012 to 2015. Findings revealed that there was an emphasis on equipping new teachers with sound subject content knowledge. However, there was little conceptual coherence in the courses, especially with the language and literacy modules for the primary school level. Where student teachers were expected to use English as the LoLT, the research showed that they had little exposure to it, and only one in seven teachers had adequate exposure or practise using English as the LoLT. Unfortunately, Deacon (2016) found that none of the selected university courses was preparing new Intermediate Phase teachers adequately for teaching using English as the LoLT. This finding is shared by Reed (2014) who compiled a report on English courses undertaken by Intermediate Phase student teachers at five South African universities.

This information elucidates how language modules that are included for initial teacher training impact the preparation of student teachers in using English to teach and engage with learners. None of the courses mentions student teachers' oral proficiency or supporting their ability to engage in or teach in English. Apart from the language modules referred to in the above discussion, I now draw attention to how students are prepared for TP at schools. Deacon (2016) referred to students not being adequately trained to use English to teach and not having enough practice in oral interactions before completing their TP. One can further look at how TP and Work Integrated Learning (WIL) departments are preparing student teachers for classrooms. As part of the conclusion chapter of this study, I make a recommendation to these departments to re-evaluate how student teachers are prepared for TP in relation to teaching and engaging orally with learners in English

1.2.4 Rationale

The motivation for this research is both professional and personal. On a professional level, I am a lecturer and former teacher currently working with BEd. students at a private higher education institution.

This has afforded me the opportunity to make observations about learners during my teaching career who are English additional language speakers. Secondly, I have been able to observe student teachers that I engage with as a lecturer who are English additional language speakers. Engaging with student teachers during lectures who are English additional language speakers led me to want to understand and explore how their oral competence and confidence develop when using their additional language speaking skills, for their own learning interaction during lectures and as a medium of teaching.

In engaging formally and informally with student teachers who have a similar language background as I have, observing their concerns and level of confidence to engage orally in lectures and their future classrooms, motivated me to undertake this research. I focused on a group of student teachers who were English additional language speakers, who were determined to communicate and interact orally with competence and confidence. By undertaking this study, I hoped to generate findings that would give student teachers insights into the development of their own oral skills and identify factors that increased and decreased their confidence and competence in English, both during lectures and during interactions with learners during their Teaching Practice (TP). Furthermore, the hope is that findings will give insight into how South African student teachers' English competence is influenced by their experiences as student teachers. The findings of this study will be shared with participants.

On a personal level, I am an English additional language speaker and relate to the struggles of students having to communicate in their second language as they become teachers. I completed my undergraduate degree in education at an institution where the Language of Learning and Teaching (LoLT) was English. As a teacher, I needed to be able to teach in English and I was able to do so confidently and competently. However, I have observed that some of my colleagues who were also English additional language speakers who were competent teachers, experienced decreased confidence when they needed to teach in English or engage orally

during interactions. Some of the teachers mentioned to me that their inability to communicate confidently in English made them feel incompetent as teachers.

1.2.5 Problem Statement

English is still the preferred LoLT in South African schools. Student teachers must thus possess the competence to teach effectively in English. From my observation as a lecturer and research discussed in the previous section, there is an indication that the current programmes and modules and lecture practices are not preparing English additional language student teachers adequately to use English as a tool of learning interaction and a medium of instruction in their future classrooms.

1.3 My research objectives

1.3.1 Purpose statement

The purpose of this case study was to explore how student teachers develop oral strategic and discourse competence and confidence in using English as their additional language, first as a tool of learning interaction, and then as a medium of instruction in their future classrooms by:

- Exploring how the classroom and lecture room environment influences competence and confidence in using English to teach.
- Exploring how students' attitudes towards their additional language influences competence and confidence in using English to teach.

1.3.2 Research questions

1.3.2.1 Main research question

How do student teachers develop oral confidence and oral strategic competence in using English additional language as a tool for teaching and learning?

1.3.2.2 Sub-questions

- How does the lecture room environment influence the student teachers' development of competence and confidence in using English for learning interaction and a medium of instruction?

- How does the simulated classroom environment influence the student teachers' development of competency and confidence in using English as a tool for learning interaction and a medium of instruction?
- How do student teachers' attitudes towards English as their additional language influence their competence and confidence in using it as a tool for learning interaction and a medium of instruction?

1.4 Research approach

Observing participants who indicated that they were competent and confident English speakers and observing participants who indicated that they felt less confident and competent would provide valuable insights into the development of their oral competence and confidence to use English for interactional purposes. In this study, these participants describe their experiences in the lecture room environment during oral interactions with fellow students and lecturers. Participants also conduct micro-teaching lessons with fellow students to simulate oral interaction with learners. The data generated from the above two educational environments contributed to identifying factors that influenced the development of English oral confidence and oral competence in student teachers who were English additional language speakers. The experiences of the participants were nuanced because of the two major groups identified, namely, participants who indicated that they were confident and competent speakers contrasted with participants who indicated that they were not. Various other factors emerged throughout the data analysis process that also indicated personality traits and emotions as factors influencing student teachers' oral competence and confidence.

This study operated in an interpretive framework that matched the qualitative approach adopted. The case under research focused on a group of student teachers English additional language speakers. This study explored how student teachers' oral competence and confidence developed by evaluating how various factors influenced this competence and confidence concerning interactions during lectures, during micro-teaching lessons, and used students' perceptions and the emotions they experienced during oral interactions. A variety of four data collection tools were used, which made data rich and strengthened the validity of data generated and analysed. The thematic approach to analysis afforded the emergence of main themes and categories that answered the research questions of this study effectively. I provide more

detailed descriptions of the research methods and data analysis process in Chapters Three and Four of this study.

1.5 Significance of the study

Exploring my research questions will create opportunities that will allow student teachers, in general, to understand how their oral strategic and discourse competence and confidence develop. For student teachers in this study, the findings will also reflect how their own perceptions and emotions and personality traits influenced the development of their competence and confidence in using English during lectures and in classrooms. Consequently, it may promote higher levels of competence and confidence in using English for the purposes of teaching and learning interactions. The findings in this study could also provide information to student teachers that they can use to afford them the choice to teach in English if they wish, without limitations and concerns of the degree of oral competence and confidence they might possess.

Furthermore, this study provides findings that focus on developing oral skills that are important and relevant for student teachers to possess. It sheds light on how tertiary institutions and the DoE develop modules and programmes to support student teachers and in-service teachers in being able to use English competently to teach and interact with learners. It will also suggest changes that can be made in future curricula.

1.6 Outline of chapters

Looking at Chapter One in more detail, I discussed the motivation of my study by referring to my background as a former teacher and my observations and discussions with former colleagues. Furthermore, I discussed my observations as a lecturer during interactions with student teachers who are English additional language speakers. I further referred to various aspects that relate to my participants' schooling careers and their teacher training programmes that support the development of their English speaking skills. In a different section, I explained my research objectives by referring to the purpose of the research and listing my research questions for this study. Thereafter, I discussed the research approach undertaken and explained why it aligns with the research conducted. Finally, I described the significance of this study and concluded this chapter by providing an outline of the different chapters found in this study.

In Chapter Two, I present the theoretical framework that governs the research. I firstly explain the sociocultural perspective undertaken in this study and briefly refer to its alignment to the ideological approach and shifts in understanding language learning. I further describe theories that support the main findings generated from the data. These theories are Long's Interaction Hypothesis and Krashen's Affective Filter Hypothesis. Furthermore, I refer to the concepts found under communicative competence and explain how they are applied throughout the study. I conclude this chapter by reviewing literature on the classroom and lecture environments in relation to competence as well as studies on attitudes towards English and how it influences competence and confidence in students.

In Chapter Three, I discuss the methodology of the study and its design. I refer to the research approach, the method selected and its compatibility with the research conducted. Thereafter, I explain the sample of this study. This is followed by a detailed description of the research tools, how they were used and how data were analysed. Additionally, I deliberate on the ethical implications of this study, followed by a critique of the chosen methodology used in this study.

Chapter Four presents the data gathered from the various data tools mentioned in Chapter Three and from my own observations as the principal researcher during interactions with participants. Resulting from a thematic analysis, findings are presented under main themes and foci. These themes and foci answer the research questions posed in Chapter One and are substantiated by the theories mentioned in Chapter Two. In addition, I supply commentary from research that has similar findings to this study and provide a summary of the main findings that answer the research questions posed in Chapter One.

In Chapter Five, I discuss the limitations of this study, followed by pointers to the potential value of the study. I conclude the chapter by making recommendations for practice based on the main findings of the study. Furthermore, I make recommendations for further study on findings that fell outside of the scope of my research.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The first section of this chapter focuses on the theoretical framework of this study. The purpose of this section is to discuss the approach to spoken language that was used for analysis in this study. It further explains the significance of certain theories in relation to understanding how language is acquired and what affects the successful production of an additional language. Furthermore, the relevance and significance of the theories that informed this study are substantiated. The second section of this chapter reviews literature on the classroom and lecture environments in relation to competence as well as studies on attitudes towards English and how it influences competence and confidence in students.

2.2 Theoretical frameworks

In this second main section of this chapter, various theories will be discussed to indicate how they guided the research of this study. Firstly, a focus on the sociocultural perspective undertaken in this research will be presented and its alignments with the ideological shifts in literacy. Secondly, a description of Long's (1981) Interactions Hypothesis will be given, followed by a description of Krashen's (1982) Affective Filter Hypothesis. These descriptions will be followed by an explanation of their alignment and usefulness to this study. Lastly, a detailed discussion on the progression of communicative competence will follow and how its principles were applied as part of the data collection phase of this study.

2.2.1 Sociocultural perspective and the ideological model to literacy

Understanding that language is a social tool used for interaction and learnt socially, is fundamental to my study. Recently, in line with the sociocultural perspective, a shift in literacy has taken place. The ideological model (Gee, 1990) aligns well with the sociocultural perspective on language that was undertaken in this study because it argues that language cannot be learnt outside of its context. Recognition must also be given to the body of work that Gee contributed towards, a term called New Literacy Studies (NLS). New Literacy Studies

acknowledge that literacy is made up of social and cultural aspects that are not just about the neutral acquisition of skills by the individual (Gee, 1990). This shift in literacy aligns with the approach I undertook in this study in relation to language learning and development, and in the case of this study, the development of oral skills. Oral skills, for the participants of this study, were developed and influenced by interactions with other speakers. This study is situated in this understanding of language and language learning.

The ideological model is not a new notion and academics are somewhat less directly concerned with this term today, yet the debates about ideology and its notions are still crucial (Gee, 2008). The ideological model shifts away from just focusing on reading and writing but rather understands the association of other modes, such as speech. Reading, writing, and specifically speaking vary across cultural time and space; the meanings associated with them varied for participants and were rooted in social relationships (Street, 2003). Building my research on the notions of the ideological model was useful because it looked at various language aspects within contextual environments. More specific to my study was the relation to understanding the development of oral communication of student teachers. Specifically, their ability to communicate orally with competence and confidence in English in various contexts and situations experienced by student teachers and who they engage with, that being lecturers, fellow students, and learners. Language learning is a social act. The ways in which teachers or lecturers interact with their students is already a social practice that affects the nature of language learning and the ideas of competence held by the participants (Street, 1995).

From a sociocultural perspective, language learning cannot happen neutrally, where social effects are only experienced or added afterwards (Street & Leung, 2010). Researching within a sociocultural perspective fit well with the concept that my participants were developing English both academically and for the purposes of interaction. This took place in two learning contexts, namely the lecture room environment and micro-teaching lessons, simulating the classroom environment. My participants were surrounded by fellow students and lecturers with whom they practised their speaking abilities daily during lectures. My participants were exposed to different situations and degrees of interaction in the classroom during their TP. It is in these environments that their speaking skills could be truly understood and developed.

Once my participants qualify as teachers, they will be embedded in different contexts, not only as teachers but as speakers as well. For them to be able to succeed in communication, as

speakers, they would need to be equipped with social culture and sociolinguistic abilities, especially in the diverse South African context (Lui, 2008).

This research was framed by a sociocultural understanding of both participants' learning and their use of English as a tool for teaching and meaningful learning interaction. The practice of my participants' speaking skills competence and confidence as it related to teaching, took place through dialogue, with interactions between lecturers and students, and between them and learners during their practical training. We cannot understand the nature of language learning and development without taking account of the intrinsically social and communicative nature of human life. I believe that effective speaking skills competence and confidence can only be truly understood and developed in their actual context. Drawing on Vygotsky (1962), it is through social interactions and mutual meaning-making efforts that language acquisition, learning, and development takes place.

In the following section, I discuss the importance of interaction and the role it plays in language acquisition and development. A further substantiation of its relevance to this study will be given.

2.2.2 Long's Interaction Hypothesis

Building on the above-discussed premise that language is learnt through social interaction, adopting Long's (1981) Interaction Hypothesis was found to be in line with the approach undertaken in this study concerning oral skill acquisition and development. Interaction is seen as an important tool in the facilitation process of acquiring additional language skills. In the case of this study, it would be for the student teachers to acquire and develop oral skills in their additional language, which was English. Long, along with other theorists Hatch (1978) and Gass and Varonis (1994) believed that conversational interaction is an essential condition for the acquisition of additional language skills. I agree with the above statement as the participants in this study, interact orally with lecturers, fellow students, and learners during TP. This interaction creates opportunities for participants to acquire and develop their speaking skills as needed during lectures and interaction with learners during their TP.

The Interaction Hypothesis as explained by Long (1981) describes how interaction with other speakers helps with the acquisition of additional language skills. I will now explain this hypothesis and its adaptation to my study. When student teachers engage orally with a lecturer

and/or fellow students, there is a modification that takes place between the two parties while a process of meaning-making takes place to ensure that what is communicated to the student teacher is comprehensible to them. In the same instance, once the student teacher comprehends the intended message, the communication process can continue, where meaning is once again negotiated to ensure oral comprehensible output from the side of the student teacher. Long (1981) further explained the importance of oral conversation between speakers in that the modifications to the interactional structure at the oral discourse level were the most important forms of meaningful communication (Ellis, 1991).

Long (1981) agreed with the work of Krashen (1982), that comprehensible input is necessary for effective additional language skill acquisition. Long, however, in his theory, focused on how input can be made comprehensible. He argued that modified interaction is the vehicle for making language comprehensible (Lightbrown & Spada, 2006). Below are examples of different interactional modifications that are involved in the negotiation of meaning as found in the work of Pica et al., 1985 and constructed in table form by Ellis (1991, p. 5) in his study. Though I do not refer to the below examples directly in my study, I do refer to the general term of negotiating meaning between the participants and fellow students, lecturers, and learners. The below are examples of how participants possibly negotiate meaning.

Table 2.1: Interaction and modifications involved in the negotiation of meaning

Interaction and modifications involved in the negotiation of meaning		
Interactional Feature	Definition	Example
Clarification requests	Any expression that elicits clarification of the preceding utterance.	A: She is on welfare. B: What do you mean by welfare?
Confirmation checks	Any expression immediately following the previous speaker's utterance intended to confirm that the utterance was understood or heard correctly.	A: Mexican food has a lot of ulcers? B: Mexicans have a lot of ulcers? Because of the food?
Comprehension checks	Any expression designed to establish whether the speaker's own preceding utterance has been understood by the addressee.	A: There was no one there. Do you know what I mean?
Self-repetitions:		
(1) repairing	The speaker repeats/paraphrases some part of her own utterance to help the addressee overcome a communication problem.	A: Maybe there would be B: Two? A: Yes, because one mother goes to work and the other mother stays home.
(2) preventive	The speaker repeats/paraphrases some part of her own utterance to prevent the addressee from experiencing a communication problem.	A: Do you share his feelings? Does anyone agree with Gustavo?
(3) reacting	The speaker repeats/paraphrases some part of one of her previous utterances to help establish or develop the topic of conversation.	A: I think she has a lot of money. B: But we don't know that? A: But her husband is very rich.

Other-repetitions:		
(1) repairing	The speaker repeats/paraphrases some part of the other speakers' utterances to help overcome a communication problem.	A: I think the fourth family. B: Not the fourth family, the third family.
(2) reacting	The speaker repeats/paraphrases some part of the other speaker's utterance to help establish or develop the topic of conversation.	A: I think she has three children. B: This is the thing. She has three children.

Source: (Ellis, 1991, p. 5)

When the participants of this study interact orally with fellow students, lecturers, and learners, opportunities for reciprocal meaning-making and collaborative language correction are provided. It is for this reason that Long's Interaction Hypothesis aligns with understanding and developing firstly, oral competence, and secondly, oral confidence in the student teachers of this case study.

The next session of this chapter will be a continuation of theories based on comprehensible input. In the below section there will be a focus on certain variables that impact comprehensible input.

2.2.3 Krashen's Affective Filter Hypothesis

Krashen's (1982) Affective Filter Hypothesis is one of the underlying frameworks that evaluated how various variables influenced the language input and consequently comprehensible output of the student teachers. Krashen (1982), in this theory, referred to how various affective variables relate to the acquisition process of second language skills. He argued that if people's affective filter is low enough, it assists in the acquisition of language skills. If the affective filter is raised, it can serve as a mental block to the language input, making it challenging for the person to acquire the knowledge and skills communicated. The filter thus serves as a barrier to the acquisition of skills (Du, 2009). Krashen identified four affective variables that relate to success in second language acquisition namely, motivation, attitude, anxiety, and self-confidence.

Being motivated can be considered as a factor that contributes to the development of oral competence and confidence. Krashen (1982) mentioned in his Affective Filter Hypothesis that motivation has been identified as an affective variable that influences people to perform better at acquiring certain language competencies. Students are motivated either to acquire and use their additional language to engage with others or as an aspiration to develop additional language skills (Du, 2009). Students are also motivated to acquire the language to be used as a tool of access or to reach a certain outcome, like passing an exam, work, studying overseas or for promotion or other employability opportunities (Du, 2009).

The attitude that the student holds towards the additional language will dictate the acquisition process of language skills (Du, 2009). Du (2009) explained how attitude creates an evaluative, emotional reaction and that this process comprises of the components namely, affect, cognition, and behaviour. Du (2009) explained that students with a positive attitude will acquire language skills easier and at a rapid rate, making good progress. In contrast, when a student has a negative attitude towards the additional language and its acquisition, progress takes longer. Lastly, students who have a positive attitude towards the acquisition of their additional language skills tend to be more committed and persistent in developing their language skills. This also influences how students perform and engage with others in the pursuit of developing their additional language knowledge and skills (Du, 2009).

Anxiety is listed as one of the common variables that influence second language acquisition. The hypothesis is that if a student can manage and reduce their personal anxiety, lowering their affective filter, it can promote an increase in the acquisition of additional language skills (Krashen, 1982). Furthermore, educational environments that promote decreased anxiety in students can assist them in not being triggered by their personal anxiety. Personal anxiety normally results in the creation of learning barriers, instead of a low filter that positively contributes to the acquisition of language skills, in this case, oral competence (Du, 2009).

Communication apprehension is where a person experiences a level of fear or anxiety with actual or expected communication with others. This communication apprehension affects the successful acquisition of and achievement in additional language skills. Furthermore, certain personality traits precipitate communication apprehension. These personality traits include shyness, quietness, and being reserved in interactions with others. There is thus a clear relationship between anxiety and performance (Du, 2009).

It is believed that students with high self-confidence and a good self-image, performs better in the acquisition of skills (Krashen, 1982). In this case, a conclusion can be drawn that students' self-confidence in their English oral abilities increases their confidence in engaging orally even more. In the same way that a list of personality traits was mentioned in the above passage and how it affects the acquisition of language skills, the personality trait of self-confidence plays a role in the successful acquisition of language skills. Students who are confident and have a positive self-image succeed more. They are motivated and self-confident in the process of acquiring knowledge and skills in their additional language (Du, 2009). In the same way, students who lack self-confidence might not feel confident to communicate in their additional language and might be afraid of making mistakes during interactions (Du, 2009).

This hypothesis is effective in supporting the development of an answer to one of my research questions. Applying this theory to data found may assist in understanding how student teachers' attitudes towards using English affected their competence and confidence in using English for oral interaction.

The focus in this section and the previous section of this chapter focused on various aspects concerning comprehensible input. In the following section, the focus will be on comprehensible output and how meaning-making takes place between speakers in a communicative manner.

2.2.4 Communicative competence

In this section, I discuss the concept of communicative competence and its progression. There will be a brief reference to CAPS and the sociocultural perspective undertaken in this study and how it aligns with communicative communication. Thereafter, I discuss a sub-category of strategic competence and how it was applied throughout the data collection phase of this study. Lastly, this section will be concluded by referring to the importance of strategic competence concerning comprehensible output for student teachers who are English additional language speakers.

Communicative competence is a term used by Hymes (1966) in response to Chomsky's (1965) notion of linguistic competence, where Chomsky defined competence as what one knows without being necessarily aware of it. This was referred to as linguistic knowledge. Chomsky further defined performance as the way people would use their linguistic knowledge when communicating (Bagarić & Djigunović, 2007). The concept of communicative competence is

a progressive concept that saw different additions and significant contributions to the refinement of the concept. Building on Hymes' (1966) concept of communicative competence, he argued that there is importance in language users using language correctly, here referring to Chomsky's linguistic competence. However, he added that what is also critical for communication, is the correct use of language that is socially or contextually appropriate.

This definition of Hymes' communicative competence is in line with my study because when looking at oral competence, it was not just about the knowledge that my participants had about English or oral communication but rather how they used it to teach in the classroom context and for oral interaction to learn in lectures. Thus, when we look at language learning and in the case of my study, the development of oral competence starts then with the context in which students have to use language and not with language itself (Street & Leung, 2010).

Undertaking a sociocultural perspective in my research and drawing on the principles of the ideological model of literacy complemented my choice to focus on a communicative approach to language learning and teaching. The confluence of concepts builds on the important premise that language is complex, multi-dimensional, and transformative. The notion of competence is pertinent in South Africa today as the Curriculum and Assessment Policy Statement (CAPS) curriculum identifies itself as a "communicative" curriculum, specifically as it relates to language learning and teaching. Language is seen as a tool for thought and communication, enabling us to acquire knowledge, express ourselves, interact with others and "manage the working world" (DoE, 2011, p. 8).

Applying these well-established notions of competence to current teacher training is relevant and will provide a new perspective on challenges student teachers experience in speaking in their additional language. Four components of communicative competence were identified. These are linguistic, sociolinguistic, discourse, and strategic competence (Mariani, 1994). Linguistic competence is also referred to as grammatical competence and focuses on the skill of creating grammatically correct utterances. It focuses on knowledge of words and language rules. This competence is also the only one of the competencies where interaction is not a requirement for the development of that competence (Canale & Swain, 1980). Sociolinguistic competence focuses on the ability to produce sociolinguistically appropriate utterances. Discourse competence focuses on the ability to produce utterances that are coherent and cohesive. Strategic competence focuses on the ability to solve communication problems as they

arise and to find the appropriate communication to use (Canale & Swain, 1980). My study focuses on strategic competence and applying principles of discourse strategies in oral communication competence.

I will now discuss strategic competence and aspects of discourse competence, as it played a key role in the data collection and analysis process of the study.

Focusing on communicative competence, specifically on the sub-category strategic competence, as a category of understanding my participants' competence and confidence in using English, aligns well with the sociocultural perspective undertaken in this study. This sub-category is essential for understanding language learning, meaningful interaction, and effective communication in English, as an additional language. It focuses on competence within the context it takes place and builds on the notion that language learning is social in nature.

In my data collection and analysis, I focused on strategic competence, which has to do with speakers being able to initiate, terminate, maintain, repair, and redirect communication. This also includes knowing verbal and non-verbal communication strategies which enable speakers to overcome difficulties when communication breaks down and enhance the efficiency of communication (Canale & Swain, 1980).

Strategic competence in student teachers who are English additional language speakers is imperative. Speaking is an output and for teachers, oral interactions must be comprehensible. To briefly refer to Long's (1981) Interaction Hypothesis, the focus was on what mechanisms can be used to make input more comprehensible. The focus in his later work was on repairing communication collaboratively. Swain (1985) extended this thinking when she referred to the importance of students being able to produce meaningful communication. She further stated that, in the same way, that reparative strategies are used and negotiated between speakers, for output to be comprehensible, collaborative meaning-making also needs to take place (Swain, 1985). By developing strategic competence in student teachers, they not only possess the ability to repair their communication through their own internal processes but also through meaning-making processes with their lecturers, fellow students, and the learners when conducting lessons. Student teachers thus find alternative ways to carry meaning across effectively (Lightbrown & Spada, 2006).

I chose to focus on this competence as many of my participants were English additional language speakers, who have to use English as a tool of learning and teaching as student teachers and as teachers in their future classrooms. The ability to cope with unexpected problems when no ready-made solutions are available is an important skill for teachers to have, as they are often in positions where they must think on their feet when interacting with learners in the classroom (Mariani, 1994). For the participants in this study, it was not just that they had to think on their feet during interactions with learners and others, but that they also had to draw on knowledge and skills to do so effectively in their additional language, English.

As part of the data collection process of this study, there was a focus on determining what strategies my participants used in the lecture room and classroom during their teaching experience at schools. Aspects that focused on understanding the development of specific strategic competence in participants would include strategies used at the word and sentence level, as well as the discourse level.

Strategies at a word or sentence level include borrowing (code-switching), literal translations, interlanguage-based generalisation, paraphrasing, and restructuring (self-repair). Strategies at the discourse level suggest ways of coping with language challenges across sentences and across taking turns. The challenges that my participants might face at the discourse level could be endless because this level covers the general ability to manage interactions. Thus, managing interactions is a complex process because not only does strategic and pragmatic skills need to be considered, but also sociolinguistic and sociocultural conventions (Mariani, 1994).

Strategies at the discourse level would include the ability to successfully open and close conversations, to keep conversations going, to express feelings and attitudes, to manage interaction (handling a topic or discussion), and to negotiate meanings and intentions. Specifically, while negotiating meaning and intentions, cooperative strategies are often used because communication here does not just involve the speaker but other participants too. They share in the communication process of attempting to agree on the meaning in situations (Mariani, 1994). The above categories of oral strategic and discourse competence, therefore, formed the basis of the analysis of data that were collected in this study and served as a theoretical framework of the type of communication competence I believe is important for student teachers to have – especially those who have to use their additional language to interact and teach.

2.3 Literature review

The literature reviewed as a background for this study focuses on the classroom and lecture environments in relation to competence as well as studies on attitudes towards English and how it may influence confidence and competence in students.

Perceptions from the lecturer and of student teachers can be identified as a factor that influence the confidence of student teachers in communicating orally. Kurnia (2019) found in her study that student teachers' perceptions of how teaching and learning take place under the control of the lecturer were one of the factors that contributed to the willingness of student teachers to interact orally in English. The way that the lecturer teaches influences whether students feel a desire to speak. Thus, how lecturers establish communication patterns in student interaction will influence students' confidence in speaking. Furthermore, Kurnia (2019) found in her study that the perception that the lecturer had of student teachers' willingness to interact orally can influence the teaching and learning process. Lecturers must thus encourage student teachers to engage during lectures, by, for example, creating an environment where student teachers feel confident and competent to communicate orally during lectures. Kurnia (2019) additionally found that certain student teachers' perception of their lecturers increased their confidence to communicate in English. In interviews with Kurnia (2019), student teachers reported that they felt comfortable speaking English with their lecturer because they found their lecturer to be more considerate of the challenges that they might have with interacting orally and focused rather on deriving meaning from what the student teacher was trying to say. Similarly, Kang (2005) and Riasati (2012) explored the perceptions that learners had of the classroom concerning their willingness to interact orally in English. They found that participants felt more confident and competent to interact with someone with whom they were comfortable and familiar and by whom they felt understood. At times this would be the teacher and at times this would be their classmates.

The topic or content discussed during lectures, can be identified as a factor that can influence the confidence of students to engage orally during lectures. Cao (2011) and Kang (2005) found that certain topics participants were faced during class sessions created increased confidence to give an oral contribution to the discussion. In contrast, Cao (2011) moreover found in her study that students were reluctant to speak on topics they found uninteresting or believed that they lacked knowledge on a topic discussed. Cao's study undertook a multiple case study

approach at a university in New Zealand. Phase one of her study had 6 participants and phase two had 12 participants. Participants' home languages were diverse, with 8 different home languages recorded. Her study explored variables that influence the willingness of students to communicate during lectures. Cao's findings are useful in that they draw attention to the fact that certain variables in the study can be seen as global variables, experienced by many additional English speaking students. Her findings validate findings in this study because of the diverse language background also found with the participants in this study. Global commonalities can be identified.

Individual characteristics like self-confidence and personality are two factors that influence students' willingness to participate and have been found also to have an emotional impact on the use of English. Both Aydin (2017) and Compton (2007) found that their participants' self-confidence was one of the factors that influenced their willingness to engage orally. In contrast, certain additional language speakers could be reluctant to speak the target language, and this is further aggravated by negative emotions such as anxiety. Tulgar (2018) found in her study that additional language participants experienced anxiety when communicating with home language speakers of Turkish. Tulgar's (2018) participants communicated that they were concerned about making language mistakes and being judged when engaging orally with students. Though Tulgar's (2018) study focused on Turkish and my study on English as the additional language of participants, her study holds significant findings that resonate with my study.

In contrast, Tulgar's (2018) study also showed how adopting a certain approach to communicating with home language speakers can make a difference when engaging orally. Participants of this study also indicated that their speaking anxiety was reduced when they reminded themselves that being with home language speakers gave them the opportunity to develop their speaking skills. Thus Tulgar adopted an approach that allowed participants to view an immersive home language environment as an opportunity to develop competence in oral engagement. This change in approach also demonstrates the important role collaboration plays during lecture interactions and how it influences students' confidence to communicate. Additionally, their oral competence develops because they are working together to make meaning of content. Kang (2005) and Riasati (2012) further found that learners' confidence and competence increased when they could collaborate in making meaning of oral

communication and support one another. Likewise, Kurnia (2019) found in her study that student teachers were more confident to orally engage in English when they felt that they understood what was being discussed, and when the topic was interesting to them.

Kurnia (2019) concluded that the emotions student teachers experienced had a direct impact on whether they would actively engage in oral communication. She further stated that when student teachers felt happy, relaxed, and comfortable, there was an enthusiasm 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. Thus, as my previous statement emphasised, the lecturer plays an important role in creating an environment where students feel confident to communicate.

Unprepared speaking during lectures can also decrease students’ confidence and create anxiety during interactions. Wulandari (2015) found in her study that her participants were less confident and less willing to engage orally when the lecturer had given topics just before they needed to present on it orally. Wulandari’s (2015) study was based on identifying factors that influenced students’ willingness to orally engage in English. Öztürk and Gürbüz (2014), supported this notion as they found in their study on speaking anxiety amongst English foreign language students, that students were more confident to engage orally if they felt that they had been given enough time to prepare for speaking activities before presenting them in class.

The role between the additional language speaker’s identity and language learning can be a crucial motivating factor that influences the advancement in English (Norton & Toohey, 2011). Norton’s concept of investment suggests the need for additional language speakers to belong to a target language community. Norton’s construct of investment may play a role in understanding this motivation. The belief that it is valuable to speak English competently and confidently could be a motivating factor for students to develop their English oral competence. In South Africa, the fact that the main LoLT at tertiary institutes is still English and there is a strong preference for English as a LoLT in schools could be a motivation to belong to a target language community. Students may believe that being competent in English is important within the South African educational context.

Factors that contribute to the confidence and competence development of oral engagement within the lecture environments and classroom setting are both internal and external. Internal

factors include self-confidence, personality, emotional regulations, perceptions of interaction during communication processes and the desire to belong to a certain language community and the significance thereof. External factors include the lecture environment created by the lecturer, collaboration strategies practised during lectures, topics discussed, and communication patterns created during lectures. Research findings discussed in this section indicate that certain factors are global and may not be unique to the South African education and language context.

2.4 Conclusion

In this chapter, a discussion on the sociocultural perspective was presented, along with its alignment with the ideological model of literacy. Reference was also made to the autonomous model to show the ideological shifts away from traditional views of literacy and how it aligns with the approach to language learning and development in this study. Thereafter, descriptions and the significance of comprehensible input theories, namely Long's (1981) Interaction Hypothesis and Krashen's (1982) Affective Filter Hypotheses were given. These descriptions were followed by an explanation of their alignment and usefulness to this study. Lastly, a detailed discussion on the development of communicative competence was given, regarding strategic competence. A further discussion on the importance of strategic competence for teachers was followed by how the principles of this concept were applied during the data collection phase of this study. In the second section of this chapter literature is reviewed that focuses on how the classroom and lecture environment influences the development of competence as well as how it influences competence and confidence in using English. The next chapter describes and justifies research design decisions that were made to answer the research questions presented in this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology of the study and its design and shows how this allowed for the exploration of data and consequent answers to the research questions presented in Chapter One. This chapter has been divided into six sections. Section one gives a brief explanation of the approach to the research undertaken in this study and explains how it aligns with the purpose of the research. The second section of this chapter focuses on explaining why a case study method was chosen and how it was compatible with this study. In the third section of this chapter, various aspects of the sample will be described and explained in detail. The fourth section provides a detailed description of the research tools used and how the analysis of data took place. The fifth section discusses the ethical implications involved in conducting the research in this study. Lastly, a critique of my chosen methodology will be given.

3.2 Interpretive framework

Locating the study in an interpretive framework fitted well with the qualitative approach that was adopted in this study. My focus was on a group of student teachers and their experiences as English additional language speakers. The data generated from this study gave rise to emergent themes and theories derived mainly from the direct experiences reported by the participants of this study. Data is examined from the perspective of the participants and not the researcher. (Cohen et al., 2011) Using an interpretive framework to research was in line with my research aims, as it sought “to understand the ways people experience events, places, and processes differently as part of a reality”; this reality can be constructed through “multiple frames of reference and systems of meaning making” (McGuirk & O’Neill, 2016, p. 16). The multiple ways in which data can be collected and tailored to the participants and their evolving environments made using an interpretive framework within the broader qualitative approach adopted in this study, most suitable. Applying an interpretive framework allowed for a holistic study of my topic because participants provided detailed accounts of their experiences as well as their observed interactions. This is further aligned with a qualitative approach that views

human thought and conduct in a social context and allows for a thorough understanding and appreciation of the research undertaken (Daniel, 2016).

3.3 The qualitative approach to research

Because this research investigated people interacting in educational settings, and their feelings about it, this research was qualitative. In this section will explain why adopting a qualitative approach was in line with the research aims of my study. Thereafter I will conclude this section by briefly stating why a case study method aligned with the qualitative approach assumed in this research.

Using a qualitative approach to research allowed me, as the principal researcher, the opportunity to see and report various aspects from the eyes of participants (Geertz, 1974). It allowed for a deeper understanding of the data that emerged from this study as the perspectives and experiences of the participants were equally, if not more important than the perspective and position I held in this research (Cohen et al., 2011). Data collection instruments such as reflective questionnaires, observational checklists, and unstructured interviews were used in this study. Data were collected from participants in their natural setting because the methods used in data collection allowed for “a full description of the research with respect to the participants involved” (Daniel, 2016, p. 92). Using this approach in my research created an opportunity for a wider understanding of observed, specific behaviour of my participants, hence, providing “abundant data about real life people and situations”, which aligned with a qualitative approach (Daniel, 2016, p. 92). Data were collected from participants’ observations, my observations as the principal researcher, and interview discussions to derive meaning accurately, aligning further with a qualitative approach.

This study aimed to explore how a particular group of student teachers were influenced by factors in the educational environments to understand and develop their oral competence and confidence. Thus, using a qualitative approach in this study allowed me to seek answers to the research questions posed in a way that no other method could effectively provide. Furthermore, these elements of my research suggested that a case study was a suitable methodology. In the next section, I explain how a case study method aligned with the qualitative approach undertaken in this research.

3.4 Case study as a method of research

In this section, I discuss why undertaking a case study method was compatible with the research and how it aided in answering the research questions. The case under research was to understand how student teachers' oral strategic and discourse competence and confidence developed when they used English as a tool for learning interactions and a medium of instruction in the classroom and lecture room environments. Using a case study was compatible with the research that I wanted to conduct because it provided useful answers to 'How' and 'Why' questions, such as my own (Corcoran et al., 2002; Rowley, 2002). Furthermore, a case study also allowed research tools to be chosen to suit the study, which I did.

Using case study design was appropriate as my research took place in the participants' natural environment, that was, the lecture room and simulated classroom environments. My study, by its nature, investigated real people in real-life situations (Rowley, 2002). This was a case about student teachers and their experiences with English as their additional language. The role that my participants played in answering the research questions posed was pivotal and as mentioned, they were the main sources of data.

The main purpose of this case study was to benefit a group of student teachers and explore how various factors influenced their English competence and confidence. Furthermore, through the data provided by students, this case study will also comment on the lecturing practices of a small group of lecturers at a specific private HE institution and as such, one of the purposes was also to use data from this case to highlight and suggest practices that may be conducive to the development of competence and confidence in student teachers during interactions in lectures (Corcoran et al., 2004). Emerging themes provide critical feedback and the foci generated from the data may provide insights to lecturers that could improve their teaching practices and interactions with English additional speakers. Thus, to a certain extent, this study benefits lecturers indirectly, through the main aim of understanding the competence and confidence in English additional language student teachers. "This improvement may be confined to one institution that uses the case study as a means to improve their own practices, or more broadly, to other practitioners in other institutions who learn from the innovation" (Corcoran et al., 2004, p. 11). The above statement of Corcoran et al. (2004), draws the focus to the contextual nature of the research, in line with using a case study. However, I believe that the findings that emerged from this study could be applied to other HE institutions and

lecturers. Furthermore, this study could provide insights to student teachers who may experience similar language challenges when it comes to using English as a tool of interaction and medium of instruction.

3.5 Sample

In this section, I discuss various aspects that relate to the sample used in this study. Firstly, I discuss how the sample was selected. Secondly, I discuss who the sample was and its size. Lastly, I discuss the learning contexts where the research was conducted and its relevance to the data collection process.

Convenience sampling was used in the selection of participants based on their accessibility and/or proximity to the research (Jager et al., 2017). Convenience sampling is best suited to my research because participants were student teachers at my place of employment, giving me adequate access throughout the research process. This was not an insignificant consideration during the coronavirus (COVID-19) pandemic, where physical access could have been limited due to lockdown restrictions and for cautionary reasons. It also aligned well with case study research methods as my research focused on a specific group of students, in a specific educational environment. Thus, convenience sampling was the most suitable choice for the type of research that I was conducting.

The participants in this study were first- and third-year Intermediate Phase student teachers studying at a private HE institution. Critical for the sample selection was that students needed to be English additional speakers 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, participants needed to range in their ability, confidence, and competence in using their additional language. In this study, participants were Afrikaans or isiXhosa home language speakers.

At the start of this research project, 21 participants indicated a willingness to participate in this study, however, this study concluded with eight participants. Six students were first-year students, and two students were third-year students. The study took place during the start of the COVID-19 pandemic in South Africa and certain participants dropped out of the study due to COVID-19-related challenges. As a result, the study concluded with eight complete data sets from participants. Increasing this number with suitable participants proved challenging as,

throughout the COVID-19 pandemic, various uncertainties appeared that influenced the willingness and ability of more student teachers to participate.

The sample size in my research may be considered small, however, it is not indicative of low data saturation. The number of participants in this study did not influence the depth of data generated (Burmeister & Aitken, 2012). It has been found by Morse et al. (2014) in a review of 560 dissertations that the sample size was never listed as a reason to obtain data saturation. I can draw a conclusion based on the above finding that a small sample size does not equate to inadequate data. In this study, four different data collection tools were used, which will be discussed in detail in the next section. These were two unstructured interviews, one questionnaire, one checklist, and a drawing that participants needed to create and explain.

The type of data tools and how they were used in this study made the data rich and thick (Dibley, 2011). Rich data can be seen as the quality of the data produced while thick data refers to the quantity of data generated. “Thick data is a lot of data; rich data is many-layered, intricate, detailed, nuanced, and more” (Fusch & Ness, 2015, p. 1409). A study may generate data that is thick but not rich, conversely, a study can generate rich data that might not be thick. The ideal data would be both thick and rich (Fusch & Ness, 2015). As mentioned, four data collection tools were used in the study and were used in such a way that it produced the ideal type of data, which was both rich and thick. This was because questions allowed for descriptive accounts from participants and questions of clarification on the part of the principal researcher. These were some of the aspects that contributed to the richness and thickness of data collected in this study.

Initially, two learning contexts that were part of the teacher training were selected as the focal areas of data collection in this study. These were the classroom during participants’ TP and the lecture room environment. Participants were scheduled to complete their TP at schools, however, TP at schools could not take place due to lockdown restrictions that were enforced indefinitely. Participants completed an online TP programme. As part of the third-year’s TP programme, students needed to complete a 15-minute virtual micro-teaching lesson. Participants were placed in groups of four where each participant had the opportunity to conduct their micro-teaching lesson on any school subject of choice. The other three members of the group were given the role of learners to simulate aspects of a face to face class lesson at school. The virtual micro-teaching lesson thus became the learning context in the place of

actual classrooms for third-year participants. The first-year student teachers did not have a micro-teaching component to their online TP programme. I decided therefore to have face to face 15-minute micro-teaching lessons in venues on campus. The first-year participants were also placed in groups and fellow student teachers were given the role of learners to simulate the interactions between learners and the student teachers as they were conducting their lesson. The simulated face to face micro-teaching lesson thus became the learning context in the place of actual classrooms for first-year participants.

The second learning context, the lecture rooms, provided key data, as students could report on their experiences during lectures when using English for oral engagement purposes. The focus of this learning context was on the oral interactions between the participants and their lecturers and oral interactions between participants and fellow students during lectures.

The two educational environments were selected because of the significant role they play in preparing student teachers to teach and interact orally in their future classrooms with competence and confidence. In the following section, I will discuss the data collection tools and how they were used in these two environments. In addition, I will discuss how the data collected from the tools were analysed.

3.6 Research tools and analysis

In this section of the chapter, I will discuss the different data tools used in the study. Moreover, I will explain the purpose of each data collection tool and how it assisted in answering the research questions presented in Chapter One. Lastly, under the discussion of each research tool, I will additionally discuss how the data generated from these tools were analysed.

3.6.1 Observational checklist

As the principal researcher, I completed an observation checklist (see Appendix 8). I observed the participants' micro-teaching lessons and completed the checklist during the lessons. One lesson per participant was observed, with estimated time of 25 minutes. An analysis of this data indicated the degree of the participants' development of oral strategic and discourse competence when having to use English as a tool of instruction and interaction in the classroom. It assisted in understanding how certain students chose to repair their oral communications when they broke down. The practices to be observed focused on the ability of

the participants to use communicative strategies to repair oral communications or to redirect them. Another oral skill that was assessed was the ability to communicate clearly in the sense of selecting words when having to explain concepts and giving instructions. The appropriate register was assessed in the sense of the attitude and expressions adopted by the participants when explaining certain concepts and engaging with learners throughout the lessons in discussion and informal conversations.

3.6.2 Self-assessment questionnaire

One self-assessment questionnaire was completed by the participants. The questionnaire was formulated from categories suggested by oral strategic and discourse competence, as indicated under the explanation of criteria of the observational checklist. An explanatory sheet of certain terms that appeared as part of questions in the checklist has also been included (see Appendix 7).

The lessons that I 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 as possible to when they conducted their lesson, while the recollection of the lesson was still clear.

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 my perspective as the principal researcher.

3.6.3 Drawing-yourself

Drawings of participants were used as a way of encouraging further details regarding the emotional state of participants during oral communication in lectures. Participants drew themselves in the lecture room to represent how they felt about using English as a tool for interaction during lectures (see Appendix 10 for instructions). Additionally, participants wrote a few sentences to explain the representations in their drawings. The drawings served as a discussion stimulus for the unstructured 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. 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.

3.6.4 Individual interviews

Two unstructured, individual interviews were conducted with each participant and served as opportunities for clarification and discussion on participants' answers in the questionnaires. The second interview served the same purpose but was based on participants' completed drawings (see Appendix 11 for sample interview questions). Interviews based on the self-assessment questionnaires were scheduled close to the day the micro-teaching lesson was presented. The interviews took place through the medium of WhatsApp voice notes between the participants and me. This medium was selected due to COVID-19 lockdown restrictions which made it challenging to use face to face interviews. Furthermore, WhatsApp is an application that does not require much phone data, thus making it cheap and easy; participants also did not need additional devices other than their mobile phones. Interviews through this medium were thus accessible and data light, with the added advantage of interviews being automatically recorded. Interviews were thus recorded easily and made for more accurate interview transcriptions and fine-grained analysis. (Please refer to Appendix 9 for the possible interview questions based on the micro-teaching lessons).

3.7 Thematic analysis

The design of this study suggested a thematic approach. Through thematic analysis, "the research constructs themes to reframe, reinterpret and /or connect elements of data" (Kiger & Varpio, 2020, p. 2). Working with a case study method generated an abundance of data, as previously mentioned, and the data were both rich and thick. Throughout the process of analysis, patterns started emerging and themes and categories were created. Please see tables 3.1 to 3.4, which presents the first analysis of data. Many valuable categories and themes emerged due to nuances in the experiences of the participants. Although not all themes directly answered my key research questions, they remained relevant to the study as Tables 3.1 to 3.4 show. These tables show the raw, rich data which emerged from the first round of analysis. The colours used in the tables indicated sections of related data that emerged in the first round of analysis. Chapter Four presents a discussion based on themes that are further refined, and

which relate more directly to the questions. In Chapter Five, I make recommendations for further studies on topics that emerged from the data collection process that fell outside the scope of my study.

Table 3.1: Lecture Room Environment: Factors that contribute to decreased competence and confidence in using English speaking skills

Overarching Theme		Sub-Theme and Code	
1	Lecturer Interaction	1.1	Manner of lecturer communication (confusing statements made)
		1.2	Expectation from lecturer to be able to communicate well in English
		1.3	Inadequate time given to formulate answers
		1.4	Poor classroom management (hinders concentration)
		1.5	Ambiguous instructions
		1.6	Uncertainty about comprehensible output
		2	Language Construction: Overthinking
2.2	The idea of communicating		

		2.3	Pronunciation uncertainties
		2.4	Sentence construction
		2.5	Translating from home language to English before communicating
		2.6	Comprehensible input uncertainties
		2.7	Comprehensible output uncertainties
3	Peer Interaction		
		3.1	Having to engage with peers
		3.2	Having to communicate with English home language peers
		3.3	Expectations from English home language peers to communicate well in English
		3.4	Eye contact with peers
		3.5	Fear of speaking in front of others
4	Subject Content		
		4.1	Not knowledgeable enough about content discussed
		4.2	Difficult content matter/topic discussed

5	Vocabulary	
		5.1 Not finding the correct words to communicate
		5.2 The use of more academic English words
6	Skills	
		6.1 Unprepared speaking
7	Sociocultural Aspects	
		7.1 Awareness of verbal tone differences in home language and English
		7.2 Majority English home language environment
		7.3 Preference for home language over English due to degree of comfort and confidence in the home language

Table 3.2: Lecture Room Environment: Factors that contribute to increased competence and confidence in using English speaking skills

Overarching Theme		Sub-Theme and Code	
1	Lecturer Interaction		
		1.1	Lecturer encouragement to engage/speak
		1.2	Lecturer facial expression
		1.3	Feeling understood by lecturer when communicating
		1.4	Lecturer understanding of English additional language background (easier communication due to decreased expectation to communicate “well”)
		1.5	Lecturers’ allowance for practical engagement (theory application activities)
		1.6	Clear instructions given by lecturer
		1.7	Systematic instructions given by lecturer
		1.8	Appropriate guidance given by lecturer
2	Peer Interaction		
		2.1	Expectation of reliance from others to speak
		2.2	Comfortableness with peers
		2.3	Feeling understood by peers when communicating

		2.4	Peer support on topic discussions
3	Skills		
		3.1	Well-developed BICS and CALP
		3.2	Communication ability confidence
		3.3	Being prepared
4	Subject Content		
		4.1	Having solutions to certain problems posed during the teaching and learning phases of lectures
		4.2	Enjoyment and interest in topic discussed
		4.3	Peer support with challenging topics under discussion
5	Sociocultural Aspects		
		5.1	Open-mindedness in lecture room environment
		5.2	Exposure to a constant English environment

Table 3.3: Classroom Environment: Factors that contribute to decreased competence and confidence in using English speaking skills

Overarching Theme		Sub-Theme and Code	
1	Learner Interaction		
		1.1	Minimal learner involvement
		1.2	Longer response times to questions
		1.3	Not communicating on grade level
		1.4	Unprepared for unexpected questions
		1.5	Awareness of ending discussions impolitely
2	Communication		
		2.1	Struggling to find correct words
		2.2	Not communicating on grade level
		2.3	Saying the wrong “thing”
		2.4	Struggling giving explanations
		2.5	Communicating in additional language
		2.6	Speaking too fast
3	Unprepared Nature		

		3.1	Unpreparedness for unexpected questions
		3.2	Unpreparedness for lesson
		3.3	Unpreparedness for slight teaching and learning changes during lesson.
4	Lesson Structure		
		4.1	Unmet expectation of lesson flow
		4.2	Changes to the lesson during the lesson (adaptability)
		4.3	Time constraints
5	Emotions		
		5.1	Nervousness but being prepared assisted with confidence and competence
		5.2	Feeling overwhelmed due to feeling unprepared
		5.3	Unconfident due to lesson unpreparedness
		5.4	Nervousness resulted in inability to communicate
		5.5	Anxiety due to having to teach

Table 3.4: Classroom Environment: Factors that contribute to increased competence and confidence in using English speaking skills

Overarching Theme		Sub-Theme and Code	
1	Subject Content		
		1.1	Enjoyment of subject content
		1.2	Relating with content
		1.3	Fun activities
2	Preparation		
		2.1	Lesson preparation
3	Learner Interaction		
		3.1	Learner enjoyment of content
		3.2	Learner understanding of content
		3.3	Verbal feedback from students
		3.4	Learner facial expression
4	Skills		
		4.1	Ability to explain concepts

The above data sets are included at this point to demonstrate the trustworthiness of the data and the relationship between the raw data (the tables above) and the findings presented in Chapter

Four. The tables show the first of a number of iterative analyses of the data provided by student teachers. They also show one of a number of data sources, samples of which appear in the Appendices pages 109 – 120.

3.8 Ethical considerations

The main research site for this study was a private HE institution and permission was needed to conduct research according to their research and postgraduate studies policy. Various documents, including the faculty approved proposal of the study and all data collection instruments to be used needed to be uploaded onto an online system. Final permission was granted by the institution once I could provide evidence of my final ethical clearance certificate issued by the Education Faculty Ethics Committee at Rhodes University. An attempt has been made to ensure the anonymity of the institution by not explicitly mentioning the name or where in South Africa it is situated, or any other descriptive indicators, however, it is acknowledged that readers may still make deductions on the number of private higher institutions that offer Bachelor of Education degrees in South Africa.

The participants of this study volunteered to be part of this study. Before written consent was requested from the participants, an information letter was given explaining the purpose of the study and all data collection processes involved, including the recording of interviews (see Appendix 5). Participants were allowed to ask any questions relating to the study and their involvement. Students needed to indicate via email their willingness to participate in the study. Thereafter, consent letters were issued, explaining the data collection processes they would be involved in and all other requirements (see Appendix 4). It was also made clear to participants that should they choose to withdraw from the study, they could do so because their participation was entirely voluntary. Furthermore, it was explained their withdrawal would have no negative consequences.

The last point was important to mention to my participants as they were also students that I lectured, therefore, positionality and conflict of interest needed to be carefully considered. The research site was also my place of employment. I believed that there was no direct conflict of interest in my study. Yes, participants might feel obliged to answer questions or give accounts that they might think I wanted to hear or saw as needed for my study, however, I believed that the data collected from participants would reveal the authentic experiences that each participant

has had. Furthermore, my contact details and ethical clearance number was given so that participants could withdraw from the study if they wished.

In terms of anonymity, participants selected their own pseudonyms with preferred gender pronouns, and these are used throughout the study and especially when referring to their comments in Chapter Four and the data collections tools. The anonymity that the pseudonyms provided protected their identities and ensured their privacy. Participants were known only to each other as they needed to collaborate during the presenting of their micro-teaching lessons. Furthermore, once interview transcriptions were completed, they were emailed to participants. This was done so that participants could review the information and correct it if necessary. Participants also had the opportunity to indicate to me what sections they no longer felt comfortable sharing or sentences that they preferred to be rephrased. Once participants confirmed that they were satisfied with the transcriptions, it became the final copy for data analysis.

All steps taken in this study, including how data were analysed and reported, were taken with careful consideration of the ethical implications for firstly my participants, my place of employment, the institute where I was completing my studies and my integrity as a researcher.

3.9 A critique on my chosen methodology

This study took a qualitative perspective and one of its inevitable features is the degree of involvement of the researcher in the study. It cannot be disregarded that I was unable to be completely objective in this study as I was seeking answers to research questions in my professional context and might also have my own hypotheses. However, the fact that my participants provided several different kinds of data to allow for triangulation meant that the inferences made from the data could be considered valid (Cohen et al., 2011). The objectivity of the researcher can be questioned when one uses qualitative data. This is a valid area to investigate, as I was both a researcher and participant submerged in the study. Using a case study and thematic analysis approach to the data, allowed for themes to emerge instead, and created an internal validity to the analysis.

This study focused on a case and thus it might be limited in its validity to draw generalisations that could hold for other student teachers who are English additional speakers, not only in

private HE institutions but public universities in South Africa as well. Furthermore, the validity of the study might be influenced by the small sample size, though the data was rich and tick.

3.10 Conclusion

In this chapter, different aspects of the methodology and design of the study were discussed. Explanations were given on the choice of methods selected and how this aligned with the purposes of the research conducted. Furthermore, different aspects relating to the sample used in this study were described. A detailed description was given of the data collection tools with indications and evidence of how the data analysis process took place. Thereafter, ethical considerations were discussed and their impact on different stakeholders in the study. Lastly, a critique was delivered on the chosen methodology adopted in this study.

In the following chapter, a detailed description and analysis are given of the data collected and analysed from the participants' and researcher's observations. Main findings are also discussed.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, findings are presented and discussed. After each theme is presented, there is a brief discussion of other research on orality that relates specifically to that particular theme, but which is not necessarily part of the general theory underpinning the study discussed in Chapter Two.

The design of this study suggested a thematic approach to data analysis, and this chapter presents the results of two phases of analysis: a first more general gathering of themes, followed by a second phase in which themes were collected into stronger, clearer categories. Through thematic analysis, “the research constructs themes to reframe, reinterpret and /or connect elements of data” (Kiger & Varpio, 2020, p. 2). This chapter consists of five sections. The first section is an analysis and discussion on the three strongest themes that emerged from self-reported data. These three main themes relate to both the lecture room and replicated classroom environment and how participants’ English oral competence and confidence was influenced. The second section is an analysis and discussion of data reported by participants of factors that possibly influenced participants’ oral competence and confidence in the lecture room environment. The third section of this chapter focuses on an analysis and discussion of data reported by participants and confirmed by my observations on factors that possibly influenced participants’ oral competence and confidence in the replicated classroom environment. The fourth section focuses on data presented, analysed, and discussed that relates to emotions and attitudes experienced by participants when engaging and interacting orally in both the lecture room environment and replicated classroom environment. Lastly, a summary of the main findings is provided.

Throughout this chapter, I have woven in comments from research on specific phenomena which confirms aspects of the themes emerging from the data.

As Chapter Three described, the data was generated from eight participants, and I collected a range of data from each of them. To recap, these were: my observation of micro-teaching lessons conducted by participants as well observations during interviews with the participants. Participants were asked to create a drawing of themselves, as they perceived themselves in the lecture room when using English as a tool for oral engagement. They added three to five sentences to explain what the drawing depicted. The drawings of participants were used as a starting point for unstructured interviews in which participants could report on experiences within the lecture room that possibly influenced their English oral competence and confidence. Data analysed from these data collection instruments will be presented in sections one and two of this chapter.

Participants were required to conduct micro-teaching lessons and complete self-assessment questionnaires after completing their lessons, reflecting on specific aspects of oral strategic and discourse competence. I also observed these micro-teaching lessons when they presented them and completed an observational checklist on the same competency aspects. A follow-up unstructured interview took place with each participant to discuss their experiences of the micro-teaching lessons. Data analysed from these three data collections instruments will be used in sections one and three of this chapter.

The quotes and comments found throughout the chapter were obtained from the drawings of participants, the two unstructured interviews with each participant, the self-assessment questionnaire participants completed, and the observational checklist completed by me, the researcher.

Discussions on emergent main themes take place under section one of this chapter, however, there are also a relatively large number of foci to which individual participants added nuances and differentiated weighting based on their experiences. These foci have been categorised based on their pertinence to the research questions posed in this study. Data were further categorised as points of interest to recommend further study on the topics they pointed to. My observations throughout the engagement with participants also added nuances to the emergent foci. The foci will be discussed in sections two and three of this chapter. As mentioned in Chapter Three, participants selected their own pseudonyms with preferred gender pronouns, and these will be used when referring to comments and quotes from them. The legends for the

data methods used will be the following: I-1 – interview 1; I-2 – interview 2; P1-8 – participant 1-8.

This chapter, therefore, answers questions that relate to my study in exploring and understanding how the lecture room and classroom influenced participants' development of competence and confidence in using English for learning interaction and as a medium of instruction. Furthermore, this chapter provides valuable insights into understanding how participants' attitude towards English influences their oral competence and confidence. The datasets briefly explained here and described in detail in Chapter Three, supplied me with the data which made it possible to answer the research questions posed in this study.

4.2 Main themes: Lecture room and replicated classroom environment: Factors that influence competence and confidence in using English speaking skills (self-reported data)

In this section, I will discuss self-reported data from participants and the emergence of three main themes that were categorised through the frequency with which they appeared in participants' responses. All participants referred to aspects of interaction as factors that influenced their oral competence and confidence in either the lecture room or the replicated classroom. These aspects of interaction are listed below:

- Lecturer interaction
- Peer interaction
- Learner interaction

These three main themes will be described and discussed in the following paragraphs, looking at how related factors possibly increased and/or decreased oral confidence and competence in participants. The data analysed and discussed in this section were based on participants' drawings, two individual interviews and a self-assessment questionnaire completed by participants after their micro-teaching lesson.

4.3 Lecturer interaction

Lecturer interaction emerged as the first of the main themes from the self-reported data from participants concerning lecture room experiences. This main theme focused on their engagement with the lecturer during lectures. Participants referred to what lecturers did and said during lectures and how they perceived the lecturers' approaches to accommodating their

English additional language status in the lecture room. The main theme of ‘Lecturer Interaction’ has been divided into four categories that either decreased or increased oral competence and confidence in the lecture room. They are:

- 4.3.1: The way instructions were given by the lecturer
- 4.3.2: Lecturers’ approach to teaching and learning
- 4.3.3: Lecturers’ reciprocal facial expression
- 4.3.4: Lecturers’ accommodation and awareness of English additional language speakers

These are discussed in greater detail below.

4.3.1 The way instructions were given by the lecturer

This theme relates to how the lecturer communicated instructions to students and the self-reported effects it had on their oral competence and confidence in the lecture room. The first category mentioned had a consequential effect on certain participants. Thandi indicated in an interview that some lecturers gave ambiguous instructions for activities and as the time to respond was limited, the lecturer added more instructions and statements that sometimes contradicted the initial instructions. Thandi explained that this significantly affected whether she understood the instructions, which created uncertainty about comprehensible input and consequently comprehensible output. This in turn made her uncertain about whether her response would be accepted by lecturers and peers and if her answer was appropriate.

April described her experience in the lecture room concerning interacting with the lecturer as follows:

I definitely think that when in the lecture room, when there’s times of explanation and when you at the same time have to give a response or formulate your own opinion and there are lots of people talking over each other and you are trying to formulate your own opinion. And the lecturer is just carrying on with work and you might not understand a specific concept or a specific word, then your concentration span is hindered in terms of formulating your own thoughts. (P5, I-1)

The last two statements related to the sub-topic of classroom management, where time management and classroom discipline is vital. April illustrated the ineffective management of time, in this instance, not giving students enough time to formulate answers to questions posed

and activities given during lectures. Secondly, the last two statements made by April alluded to ineffective lecture room management, particularly regarding noise levels during discussions. In April's account, ineffective classroom management skills possibly added to impaired concentration, which in turn could decrease her ability to respond to the lecturer, possibly decreasing her confidence to engage orally with the lecturer and peers.

On the other hand, Thandi comprehensively explained her experience and the effects of clear and systematic instructions given by the lecturer. She stated:

There was another lesson I enjoyed because I was confident in that because the instructions were clear and systematic, so already when you know what you need to do, I find that it already creates a space where, it kind of makes things easier because then you already think 'Okay, this is the line to follow, and you can easily find interpretation in what you're doing. And if you can easily interpret what you meant to do in the instruction, then it's easier to communicate it as well' ... because the whole challenge becomes, trying to first find interpretation, and then you got to find the words and then you got to think. (P8, I-1)

When the lecturer provided clear instructions and guidelines, it became easier for Thandi to understand concepts and what was expected of her, increasing the possibility of engaging orally with confidence.

4.3.2 Lecturers' approach to teaching and learning

Whether the lecturers allowed practical engagement emerged as a category that firstly, possibly increased the competence of the participants to communicate orally. In this case, students believed that they had a good understanding of the theoretical concepts explained by the lecturer. Secondly, the confidence level of the participants increased because they believed that they were competent in the content which they had to present orally. In some instances, the lecturer could further develop students' confidence by providing an opportunity for the student to illustrate their understanding of theoretical concepts practically. Thandi reported in an interview:

So, it's taking content and creating relevant perspective, so contextualising it into what I can easily relate to. There are lessons where I found that our lecturer allowed us to engage practically with the content and apply it practically to our situation. (P8, I-1)

Additionally, Thandi elaborated in an interview that certain lecturers' interactive approaches assisted her with confidence in using English orally during lectures. The lecturers thus provided an environment that encouraged oral interaction.

Kurnia (2019) found in her study that student teachers' perceptions of how teaching and learning take place under the control of the lecturer were one of the factors that contributed to the willingness of student teachers to interact orally in English. Thus, the way that the lecturer teaches, influences whether a desire is evoked to speak. In this study, the perception that some participants had of how the lecturer presented information and instructions, strongly influenced their willingness to interact orally in English. Lecturers have a key role in establishing communication patterns in students (Johnson, 1995).

4.3.3 Lecturers' reciprocal facial expression

One participant indicated that the facial expressions and body language of the lecturer contributed positively to their ability to speak in English in the lecture room environment. In an interview, Ashley stated:

Sometimes when we have to explain something in the lecture room, the lecturer, while I was explaining, would show a facial expression that gives me an indication that they are getting my message. They are understanding what I am trying to say. (P4, I-1)

It can be concluded that the lecturer's facial expression and body language indicated to the participant that she was understood, suggesting that she was communicating successfully. This in turn created confidence to communicate further. Ashley explained further in the same interview that the idea of being understood by the lecturer when communicating orally increased her confidence to engage. She stated:

We had to come up with something new and nobody had an idea, and I had an idea and I just spoke, and the lecturer was actually impressed with the idea I had. And that was an indication to me that the lecturer understood what I was trying to say, and the idea was a good idea. (P4, I-1)

Comments on the combination of the lecturers' approach and their reciprocal facial expressions suggested that lecturers' willingness to understand what students were communicating was crucial to encouraging students to speak in English in the lecture room.

4.3.4 Lecturer awareness of the needs of English additional language speakers

This section focuses on data gathered on the perceptions participants had when it came to engaging orally with lecturers which were based on how accommodating and aware lecturers were. Students linked this awareness to a perception that lecturers were aware of the needs of English additional language speakers.

In this regard, Noah made a statement in an interview on how he perceived lecturers' expectations when having to speak English in the lecture room. He stated, "The high expectations of lecturers. The lecturer wants us to answer the questions, to give high standard answers for the questions they ask" (P6, I-1).

It can be deduced that in this instance that, Noah perceived the engagement with the lecturer as one in which there was no understanding that he comes from an English additional language background. The lecturer made no accommodation for his additional language status, and this was problematic for Noah. This seems to have left Noah feeling under pressure to communicate at a level that he perceived as appropriate. Consequently, Noah's perceived performance was inhibited. In contrast, Noah also shared in the same interview about a moment where he felt that the lecturer was accommodating and understanding of his background of being an English additional language speaker. He stated:

I had a private conversation with one of my lecturers where I just spoke fluently and confidently. I didn't realise it at that moment. Later in the day, I realised that I didn't stutter or nothing like that. So, I felt good, and I think that what contributes to that is that I knew that they would understand that English was my second language. And the fact that I know that they would not judge me, made it easier for me to just speak English, regardless of how I am speaking it or how I am struggling. (P6, I-1)

A conclusion can be drawn that in this case Noah felt at ease and did not have to overthink about how and what he was communicating because he believed that the lecturer did not have expectations of him to communicate at a level of English beyond his current ability. One can further conclude that Noah thus felt comfortable and confident because of the decreased expectations and the lecturer's understanding of his additional language background. The lecturer thus ignored any language errors to negotiate meaning with Noah who felt affirmed by this. This category can also be related, like the two previous categories, to the willingness of lecturers to understand and accommodate language and to focus on meaning. Even if the

information communicated under this category was based on a perception Noah had, it shows the importance of feeling understood or of experiencing a willingness from listeners to derive meaning from a communication.

As this data suggests, the lecturer plays a key role in how communication patterns develop in the educational environment (Johnson, 1995). This aligns with other research in the field. For example, Kurnia (2019) found in her study that the perception that the lecturer had of student teachers' willingness to interact orally can influence the teaching and learning process and student teachers' development. Thus, the approach undertaken by lecturers to encourage student teachers to engage during lectures is pivotal. The education setting created by the lecturer can influence whether student teachers feel confident and competent to communicate orally during lectures. Furthermore, Kurnia (2019) found that certain student teachers' perception of their lecturers increased their confidence to communicate in English. Student teachers reported in interviews with Kurnia (2019) that they felt comfortable speaking English with their lecturer because they found their lecturer to be more considerate of the challenges that they might have with interacting orally and focused rather on deriving meaning from what the student teacher was trying to say. Kurnia's (2019) findings align with the findings emerging from the data collected and analysed in my research.

4.4 Peer interaction

Peer interaction emerged as the second main theme from the self-reported data of participants concerning lectures. This main theme focuses on the reported experiences of participants in their engagement with peers during lectures. This engagement can be further described by referring to how participants interacted with their peers, whether they participated in one-on-one communication, pair-, or other collaborative work, talking or presenting in front of peers and finally, how participants perceived peers' responses to them being English additional language speakers. The main theme of 'Peer interaction' has been divided into three categories that possibly decreased/and or increased oral competence and confidence in the lecture room.

These are:

- 4.4.1: Engaging with peers in the lecture room
- 4.4.2: Communicating with English home language peers
- 4.4.3: Peer collaboration

These are discussed in greater detail below.

4.4.1 Engaging with peers in the lecture room

Antas explained in an interview that he did not feel comfortable engaging with peers because he did not know them well enough. He further explained that he was also unsure about how his peers would react to the way he spoke English, which was perceived by him as different to how most of his peers spoke English. Antas conveyed that because he did not know his peers well enough, he was afraid that he would be judged for the way he spoke English. This made it difficult for Antas to speak in front of his peers and he found it difficult to make eye contact. In contrast to Antas, Aubrey described in an interview, “I drew myself confident because this is how I feel when communicating with peers and educators” (P2, I-1).

The contrasting experiences of the two participants indicate that how one feels around others, in this case, engaging with peers in the lecture room, can possibly influence confidence to engage orally. Krashen’s (1982) Affective Filter Hypothesis links well with the data gathered from the two above participants. Krashen (1982) referred to how various affective (emotional) variables relate to the acquisition process of second language skills and identified three variables that relate to success in second language acquisition. Krashen’s Affective Filter Hypothesis is discussed in detail in Chapter Two as it formed part of the theoretical framework of my study. Self-confidence is considered as a variable that influences whether speakers acquire skills effectively and, in this case, use them effectively. In the case of Antas, his self-confidence was low and hindered the use of effectively interacting orally with peers and speaking in front of them. Opposing Antas’ experience was that of Aubrey, who exhibited high levels of self-confidence that supported the acquisition and use of *their* speaking skills.

4.4.2 Communicating with English home language peers

During interviews, four participants described how knowing that many of their peers were English home language speakers, made them more aware of their oral engagement. This had different effects on their oral confidence and competence during lectures. Enrico described his experience in an interview, stating, “*they* sometimes use words that I know the meaning of, but *I don’t use* it in that manner. And sometimes they speak *so fluently English*, and *I put myself down*” (P3, I-1). Enrico wanted to use the same or similar words to those his peers used, even though they were not in his normal vocabulary.

Similarly, Noah communicated in an interview that he felt that English home language students expected that English additional language students must be able to speak English well and on the same “level” as they do. Noah suggested that there was no accommodation or consideration made by some English home language students towards English additional language speakers and that this decreased his confidence when he must engage orally with peers in lectures. For this reason, he engages less. One can deduce that Noah was more comfortable and confident with communicating with peers who were English additional language speakers. Similarly, Antas mentioned in an interview that it was easier to communicate in English with peers who were also English additional speakers. With Noah and Antas, I deduced that communicating with other English additional speakers takes the pressure off communicating at a perceived “higher level” and they feel less judged on how they speak English. Both these participants stated in interviews that they felt judged by peers when they have to speak English during lectures.

4.4.3 Peer collaboration

Peer support on topics discussed in the lecture room environment increased firstly, April’s strategic competence, and secondly, her confidence in interacting orally in the lecture room environment. April, in an interview, described her experience with peers as follows, “If a specific sentence is said once and there’s sometimes a bit of confusion between my peers and me. The sentences can be rephrased so that better understanding can be grasped” (P5, I-1). Peer collaboration and support possibly increased students’ strategic competence and consequently their confidence to communicate orally during lectures. In Chapter Two, I discussed the sub-category of oral strategic competence that fell under ‘Communicative competence’. Strategic competence has to do with repairing communication when it breaks down or attempting to negotiate meaning by collaborating with others (Canale & Swain, 1980). In this instance, communication is repaired, and meaning is negotiated between peers to enhance meaningful communication. Developing strategic competence in English additional speakers is useful and for student teachers who must teach in their additional language, this competence is pivotal and extremely helpful for meaningful oral interactions with learners and effective instruction in their future classrooms.

Kang (2005) and Riasati (2012) explored the perceptions that learners had of the classroom concerning their willingness to interact orally in English. They found that their participants felt

more confident and competent to interact with someone with whom they were comfortable and familiar and by whom they felt understood. Furthermore, participants' confidence and competence increased when they felt that they could collaborate in their efforts in making meaning of oral communication and supporting one another. Certain participants in their study felt that this "someone", was at times their peers and at other times their lecturer. The work of Kang and Riasati confirms the finding that emerged from the data in my research, that lecturer and peer interaction are two factors that can influence the confidence and competence in student teachers to communicate orally in English for the purposes of meaningful interaction.

4.5 Learner interaction

Learner interaction emerged as the third main theme in relation to the replicated classroom. This theme focuses on experiences of participants that relate to their engagement with students representing learners during the presentation of micro-teaching lessons to replicate a classroom environment. Thus, when referring to learners in this section, I am referring to student teachers who imitated learners during micro-teaching lessons. The main theme of 'Learner interaction' has been divided into three categories that possibly decreased/and or increased oral competence and confidence in the lecture room. They are:

- 4.5.1 Learner engagement and response times to questions
- 4.5.2 Learners' facial and body expressions during lessons
- 4.5.3 Verbal feedback

These are discussed in greater detail below.

4.5.1 Learner engagement and response times to questions

Minimal learner engagement during the lesson decreased the level of confidence in communicating for Snowflake and resulted in overthinking whether *they* were communicating competently because of the lack of interaction. Snowflake observed that there was minimal oral engagement from learners during the lesson and though it did not influence *their* own competence in engaging orally during the lesson, it affected *their* confidence somewhat during opportunities of learner interaction. This observation was communicated in a follow-up interview on the micro-teaching lesson Snowflake conducted. Likewise, Aubrey explained in an interview that "the only other stressor was when some of the other students would take a

while to respond or wouldn't be on the right track" (P2, I-2). Like Snowflake's account, Aubrey's competence in using English during the lesson was not decreased. However, in the moments of posing questions and asking for opinions from learners, Aubrey experienced moments of anxiety on whether the learners would communicate clearly. Learners took longer to respond to answer questions and opportunities for them to share their opinions and this made Aubrey somewhat less confident in *their* English oral competence during these opportunities for oral engagement given to learners.

4.5.2 Learners' facial expressions and body language during lessons

Just as the lecturers' non-verbal signals encouraged the participants, so did the reciprocal expressions and body language of the learners influence their communication. At least three participants indicated that their oral confidence increased when they saw that learners were understanding and enjoying what was being communicated during the lesson. Noah explained his experience in an interview, "But as I was doing my lesson, I could see the learners enjoyed what I was teaching them and so it built more confidence in what I was saying and doing" (P6, I-2). The facial expression and perhaps the body language that learners exhibited during the lesson was indicative of the enjoyment and interest communicated to Noah. This possibly increased his ability to continue interacting confidently and competently with the learners. Similarly, Thandi described her experience of becoming more orally confident and at ease during the lesson. She stated:

So, I felt slightly more confident when I could see that they were able to comprehend and were able to take in and rationalise and analyse and evaluate the actual topic and bring it into their personal context and then give me appropriate examples that weren't too far off from the topic itself. (P8, I-2)

Additionally, Thandi commented in an interview that her confidence in speaking increased further when she could see that learning took the direction she intended for the lesson. This indicated to her that she was communicating competently and that in turn increased her confidence in orally communicating in English in the classroom environment.

4.5.3 Verbal feedback

Verbal feedback from learners emerged as a category in Thandi's statement above. Learners gave oral feedback during the lesson, and this indicated to Thandi that she was being

understood during the lesson. And as mentioned by her, her confidence to continue interacting in the same way increased. When looking at the two categories of the learners' reciprocal facial and body expressions during lessons and verbal feedback, it signalled a willingness from learners to understand what was communicated by the student teachers. This reciprocal signalling is similar to what has been discussed in sections above regarding the willingness signalled by lecturers during interactions. The last two categories mentioned also relate to managing interaction aspects at a discourse level. Strategies at the discourse level suggest ways of coping with language challenges across sentences and across taking turns (Mariani, 1994). In Chapter Two, I discussed aspects of discourse competence strategies that were significant to my study. During the presentations of micro-teaching lessons, there were interactions between the participants and learners, and negotiation of meanings and intentions took place. Cooperative strategies were used because the process of oral interaction took place between the participants and learners. They thus shared in the communication process while attempting to agree on the meanings in the situations (Mariani, 1994).

The practice of participants' English oral discourse and strategic competence skills took place through dialogue, with interactions between them either as learners or those presenting the micro-teaching lessons. The analysis of data and specifically the emergence of the three main themes and their categories illustrated the communicative and social nature of oral competence development in context. The three emergent main themes were partially underpinned by the principles of Long's (1981) Interaction Hypothesis. I described Long's (1981) hypothesis in detail in Chapter Two. When participants interacted orally with peers, lecturers, and learners, it provided opportunities for reciprocal meaning-making and collaborative language correction. It is this process of engaging in interaction that allows for access to comprehensible input and opportunities for comprehensible output (Namaziandost & Nasri, 2019).

4.6 Lecture room environment: Foci that influence competence and confidence in using English speaking skills

In this section, I will be discussing self-reported data and the emergence of foci that relate to participants' experiences during the lecture room environment. Foci that emerged were categorised based on the experiences of participants. The data analysed and discussed in this section are based on participants' drawings and individual interviews in which they discussed these drawings.

The categories are:

- 4.6.1: Lecture content knowledge
- 4.6.2: The use of English vocabulary
- 4.6.3: Overthinking language structures before speaking
- 4.6.4: Language preferences for oral engagement
- 4.6.5: Unrehearsed speaking
- 4.6.6: Uncertainty about cultural aspects of communicating in English

These are discussed in greater detail below.

4.6.1 Lecture content

This section presents data that relates to subject content discussed with peers or explained by the lecturer. Variations of how lecture content influenced oral competence and confidence in participants will be discussed. This data provided details on the effect of enjoyment and interest in content discussed – an awareness of knowing the content under discussion but also the effects of discussing content that participants felt they had inadequate knowledge about.

In an interview, Ashley described her experience during a lecture where she was challenged to find a solution to a problem posed by the lecturer. She stated, “we had to come up with something new and nobody had an idea, and I had an idea and I just spoke, and the lecturer was actually impressed with the idea I had” (P4, I-1). Ashley’s confidence in speaking English increased because she believed that she had a solution to the problem posed by the lecturer. One can deduce that the confidence and insight Ashley had on the topic that other peers were struggling with, increased her confidence in communicating in English in the lecture room. Similarly, two participants indicated how the enjoyment of the content under discussion during a lecture, influenced their confidence in oral engagement. Antas described this in an interview when he stated:

The lecturer gave all of us an opportunity to speak but at that time, I didn’t feel like ‘Everyone is watching me!’ or ‘What are they gonna say?’ because I enjoy the subject and I enjoyed the topic we were discussing. And that’s why I just spoke fluently. I didn’t mind the people who were there because I enjoyed it. (P7, I-1)

Additionally, in an interview, Thandi communicated her experience on the topic of enjoyment of content discussed during lectures. She stated, “I find that also the more people enjoy or the more you enjoy a certain topic or a certain subject then the more you’ll tend to want to actively participate” (P8, I-1). The enjoyment of content discussed during lectures could thus increase the confidence in participants to engage orally during lectures. In contrast to the above statement, Snowflake described an experience in relation to the content discussed during lectures and stated in an interview:

Your confidence kind of like dulls down in a sense when we don’t have the knowledge, but someone asks you something about it. So, for instance, a lecturer asks me something about a subject that I haven’t actually like studied and then you don’t have the answer. (P1, I-1)

One can deduce that the participant felt less confident to engage orally during the lecture because they believed that they did not know enough about the content that the lecturer was discussing. Not unexpectedly, Kurnia (2019) found in her study that student teachers were more confident to orally engage in English when they felt that they understood what was being discussed, and when the topic was interesting to them. Similarly, Cao (2011) and Kang (2005) found that certain topics participants were faced with created increased confidence to give an oral contribution to the discussion. In contrast, Cao (2011) found in her study that students were reluctant to speak on topics they found uninteresting, furthermore, students reduced oral engagement when they felt that they lacked knowledge on a topic discussed. The findings of Kurnia, Cao and Kang reaffirmed that the data analysed from my participants, and the emergence of how the topic or content discussed during lectures, can be identified as a factor that can influence the confidence of students to engage orally during lectures.

4.6.2 The use of English vocabulary

This section focuses on English vocabulary aspects and refers to two language areas: Firstly, challenges with strategic competence, specifically finding the correct set of words to communicate a concept; secondly, there is a focus on how BICS and CALP usage and development possible influences oral competence and confidence.

In an interview, Aubrey indicated that when having to answer questions, sometimes *they* would have the answer but could not find the words to communicate *their* understanding.

They explained:

I'll sometimes have an issue where I can't place my finger on the specific word I am looking for. Like, I'll sit there, trying to get the word to get to my head but I won't be able to translate it in my head on the fly. So, I'll sit there thinking of what that word is and then from there I will move on and if I can't find the word, I'll explain what I am trying to get to. (P2, I-1)

This inability to find the correct words possibly decreased participants' confidence and made oral engagement more challenging and time-consuming during lectures. This alludes to the importance of the development of strategic competence for the purposes of meaningful interaction and the ability of speakers to repair communication when it breaks down. A broad vocabulary is key to this strategy as it relies on participants being able to choose from a range of expressions and phrases to make their meaning clearer (Canale & Swain, 1980).

When it came to engaging orally during lectures, Enrico shared his experience in an interview, indicating that the use of more academic English words in the lecture room made it more challenging to communicate on a similar level. Though Enrico explained that he understood the messages conveyed with the more academic vocabulary, he did not feel as confident using the same type of language, as he did not use it every day. As a result, participants believed that they were less competent in using an academic style and phrasing. In contrast to Enrico's experience was that of Snowflake when referring to using English for conversational and/or academic purposes in the lecture room. In an interview, Snowflake explained:

We studied on BICS and CALP and honestly if you aren't as confident in a language, it also brings down your confidence because if you can't communicate with someone on their level, it does make you feel inferior. At the same time, it also affects your form of communication, which is actually the most important in our field. (P1, I-1)

Through further discussion with the participant and collection of information in an interview, it can be deduced that the participants' belief of having a well-developed Basics Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1996), gives them an advantage when communicating orally but also increases the level of confidence in their language skills and the use of their additional language during lectures. Cummins (1996) identified BICS as conversational communication supported by contextual and interpersonal cues such as gestures, the situation, and negotiation of meaning between participants. CALP refers to academic language use within a reduced context where

learners must access or create cognitively advanced meaning purely through linguistic cues, which are not part of the immediate context of communication (e.g., having to follow complex instructions, such as to “analyse” or “construct an argument” or having to interpret signal words like “however” or “although” in densely constructed texts) (Cummins, 1996). Both Aydin (2017) and Compton (2007) found in their research that their participants’ self-confidence was one of the factors that influenced their willingness to engage orally. This self-confidence in their ability to communicate orally in English could be due to various reasons. In the case of my participants, Snowflake felt confident in *their* BICS and CALP development. One can then also deduce that for Enrico, the challenge could be not feeling confident in using their English CALP for oral engagement during lectures.

4.6.3 Overthinking language structures before speaking

This section focuses on participants’ experiences and thought processes when having to use English to interact with students and lecturers during lectures. Focus areas include overthinking pronunciation of words, whether they are using the appropriate words during oral interaction, and translation processes that take place before orally communicating in English.

Some participants indicated that before communicating, they spend time deciding on what and how they will convey messages orally and whether they will be understood by fellow students and the lecturer. The idea of communicating in the additional language and becoming overly aware of the possibility of errors influenced how often participants chose to engage, thus also affecting their confidence to communicate orally in English. Three participants indicated that, before communicating orally, they overthink whether they will pronounce and/or use the correct word. Overthinking in this instance refers to thinking too much about what and how information is communicated orally. In an interview Noah stated:

I often overthink on how to say things or what to say so that people understand what I am trying to say to them. But I think I am more nervous than anxious because I have come to the conclusion that I struggle with pronunciation of words. I know what to say and I know how to spell it, but I can’t seem to pronounce the words right. (P6, I-1)

Similarly, Enrico indicated that he first had to say the sentences in his head before saying them out aloud to ensure that the sentence construction is correct. Enrico described his experience, stating, “I think I try to think in Afrikaans and then want to translate it. But I think it is the lack

of confidence in myself from my side because I always, most of the time, want to get to a picture of the sentence structure of my sentence and then I need to speak it” (P3, I-1). The fact that some participants needed to first translate their responses or answers from their home language to English before orally communicating could decrease their confidence to engage orally. This could express uncertainty and anxiety, firstly in whether participants felt that they were being understood when communicating, and secondly whether they understood the initial message they were responding to, correctly. The experiences of Noah and Enrico and the sense of anxiety that accompanied overthinking about communication relates to Krashen’s (1982) Affective Filter Hypothesis discussed in detail in Chapter Two. Anxiety is listed as one of the common variables that influence the acquisition of second language knowledge and skills, in this case, participants’ speaking skills. When anxiety is high, it can impede the acquisition of additional language skills. This might have been the case for both Noah and Enrico.

4.6.4 Language preferences for oral engagement

This section focuses on participants’ experiences of being in a lecture room environment where the LoLT is English. Two participants indicated that being in an English home language environment decreased their confidence in communicating in English as they were from an Afrikaans home language background. In previous learning environments, they were exposed to mainly their home language when having to communicate. In an interview, Ashley commented:

It feels like it is English majority, even the students. So, when speaking in that environment, it feels like I will be judged for maybe using the wrong grammar or saying the wrong thing or just saying one word where it’s not supposed to be. Maybe it must be at the start of the sentence or maybe at the middle or at the end, and then I say it at the wrong place. (P4, I-1)

Two participants have indicated that there is a challenge in adapting to this “English” environment, as they were not used to it. However, in contrast to this, Enrico found this a positive experience. He stated that “through communication and being constantly in English environments where they are speaking English, I can truly say that there was a big difference and there was a lot of confidence in me” (P3, I-1).

Enrico’s approach was that being in an English environment was a motivating factor that increased the confidence level of engaging orally. Furthermore, the participant was given the

opportunity to practice speaking, which is a skill, possibly resulting in the increase of both the participant's confidence and competence in oral English communication. Tulgar (2018) found in her study that additional language participants revealed that they were experiencing anxiety when communicating with home language speakers of Turkish. Though Tulgar's (2018) study focused on Turkish and my study on English as the additional language of participants, her study revealed significant findings relevant to my study and dovetails with the experiences of some of my participants. Tulgar's (2018) participants communicated that they were concerned about making language mistakes and being judged when engaging orally with students. They further indicated that what would help them with their speaking anxiety was reminding themselves that being around home language speakers, gave them the opportunity to develop their speaking skills. The data from Tulgar's (2018) study shows the validity of the experiences of the two participants that I mentioned and their challenges with adapting to the "English" environment. Both participants indicated that they experienced anxiety when engaging orally during lectures. One participant also indicated that he felt judged, as expressed by some of Tulgar's (2018) participants. In contrast, Tulgar's (2018) study also showed how adopting a certain approach to communicating with home language speakers can make a difference in engaging orally. Similarly, Enrico adopted an approach that allowed him to view being surrounded by English home language speakers as an opportunity to develop his competence in oral engagement. This could possibly also increase his confidence in engaging orally during lectures.

What was clear through interviews is the need participants felt for their educational institution to be more pro-active in firstly, having an understanding that some students come from a completely different language background and secondly, that they are exposed to English as a LoLT for the first time at tertiary level.

4.6.5 Unrehearsed speaking

Some participants indicated that they felt less confident in engaging orally in the classroom if discussions or presentations were impromptu. In an interview, Ashley stated:

And to add, in terms of being asked questions and you haven't had time to formulate your own opinion and having to speak in an unprepared manner. When you don't feel fully prepared or don't feel fully confident in your own opinion, that can often be challenging. (P4, I-1)

The ability to speak unrehearsed can be viewed as a skill that can be developed. Some participants' confidence decreased when having to share content or understanding, including doing presentation activities in the lecture room, which made it more challenging to orally communicate. Wulandari (2015) found in her study that her participants were less confident and willing to engage orally when the lecturer had given topics just before they needed to present on it orally. Wulandari's (2015) study was based on identifying factors that influenced students' willingness to orally engage in English. Öztürk and Gürbüz (2014), supported this notion as they found in their study on speaking anxiety amongst English foreign language students, that students were more confident to engage orally if they felt that they had been given enough time to prepare for speaking activities before presenting them in class.

4.6.6 Uncertainty about cultural aspects of communicating in English

Thandi indicated in an interview that she was reluctant to communicate orally in English in the lecture room because of the uncertainty of how her tone of voice sounded when having to use English. She explained:

There is a lot of etiquette that you have to consider. There is a lot of physical and verbal etiquette that you have to consider, whereas with our language, strangely enough, the etiquette standards, if I can call it that, are completely opposite to what it would mean. In the form of verbal, in the form of English versus Xhosa, for example. So, then that's also another deliberating factor that you have to internalise on, whether you are effectively communicating, whether the tone is correct, the posture, the manner of etiquette. (P8, I-1)

The student explained that that in her home language there were cultural rules that might not be appropriately transferred to English when she needed to orally engage with English home language students and lecturers. The participant was concerned about being misunderstood due to tonal differences in her home language and English and did not want to use the language nuances of English incorrectly. Ndimurugero (2016) conducted a study on students' experiences of learning English for academic purposes at a Rwandan HE institution. He argued that students need to be aware of the cultural context of the LoLT and the home language of the students and that this awareness would create a better understanding of the relationship between language and culture (Ndimurugero, 2016). Furthermore, Ndimurugero (2016) alluded to the importance of students being able to compare linguistic elements and cultural concepts between the home language of the student and English. Thandi and other participants

who experienced the same language concerns when having to engage orally in English could find significance in developing this awareness of various cultural aspects, and the differences and similarities between their home language and English. Once an interdependence between the two languages is understood, Thandi might be able to engage orally with less reluctance and greater confidence (Ndimurugero, 2016).

4.7 Replicated classroom environment: Foci that influence competence and confidence in using English speaking skills (self-reported and observed data)

In this section, I will be discussing data and the emergence of foci that relates to participants' experiences during micro-teaching lessons. Foci that emerged were categorised based on the experiences of participants. The data analysed and discussed in this section are based on participants' drawings, two individual interviews, and a self-assessment questionnaire completed by participants after conducting their micro-teaching lessons. The categories are:

- 4.7.1: Strategic Competence in Teaching
- 4.7.2: Lesson preparation
- 4.7.3: Lesson content interest and enjoyment

These are discussed in greater detail below.

4.7.1 Strategic competence in teaching

Strategic competence in teaching emerged as one area of focus as highlighted in participants experiences during the conduct of their micro-teaching lesson. This section looks at language aspects that the participants were facing during their lesson. It included aspects of strategic competence in finding the correct words to communicate. These emerged from how participants responded to questions posed by learners and how successfully participants felt they communicated with learners. Lastly, I discuss how being aware of communicating in English, affects oral competence and confidence in participants.

One participant indicated that they struggled to find the correct words at some point during the lesson. Aubrey described *their* experience in an interview and stated, "I did have a couple of moments where I was struggling to find the words because my brain was lost in translation" (P2, I-2). Similarly, another participant shared that they were scared to say the wrong thing, while another participant stated that they struggled at certain times to give adequate

explanations of certain terms or clarify certain topics under discussion. The above data relates to aspects of oral strategic competence and strategies that can be used in oral interaction (Canale & Swain, 1980). These aspects, explained in detail in Chapter Two, focus on understanding strategies used on a word and sentence level, as well as a discourse level. English additional speakers would benefit from using strategic and discourse strategies in managing oral interactions.

Communicating in an additional language emerged as a variant under aspects of communication experienced by participants during lessons. In an interview, Thandi stated:

Right from the beginning, with all of these eyes looking at me and am I then going to get the intended message across, are my learners going to be able to understand what I am trying to say? With English being my second language, I was thinking, if they kind of don't understand the direction that I want to approach with the lesson or the kind of feedback that I am expecting from them. (P8, I-2)

The participant was clearly aware that they needed to communicate and teach in their additional language. The participant was concerned about being understood and this could have decreased the confidence in oral communication during the presenting of the micro-teaching lesson.

Confidence in oral strategic competence skills emerged as an area of focus when two participants illustrated their belief in their confidence in relation to language and speaking competencies. In an interview, April explained her confidence in the ability to explain concepts. She stated, "And I feel if I can be confident in my own abilities of speaking English, I can portray my own feelings, which my learners can then understand to the best of their abilities" (P5, I-1). Similarly, Snowflake stated in an interview, "And I do feel that it was directed in a form that the learners would have understood because of it being on the content level of the grade because I did level 6, so the Grade 6's would have understood. So, I do feel confident in the clear instructions that I have given" (P1, I-1).

The confidence and strong belief that these two participants expressed about their language and communication abilities possibly increased their confidence to communicate and engage orally with learners during their micro-teaching lessons. Krashen's (1982) Affective Filter Hypothesis links well with the data gathered from the two above participants, as discussed in Chapter Two. In this case, a conclusion can be drawn that students' self-confidence in their English oral abilities increased their confidence in engaging orally even more.

4.7.2 Lesson preparation

This section focuses on aspects of lesson preparation that influenced the behaviour of participants in one way or the other during their micro-teaching lessons – how prepared participants felt in conducting their lesson and interacting with learners. For clarification purposes, when referring to learners in this section, I refer to student teachers imitating learners during the presenting of micro-teaching lessons by the participants.

Three participants alluded to feeling or being underprepared for some aspect of presenting the lesson. One participant indicated in an interview that they felt unprepared for teaching and learning changes during the lesson. In an interview, Thandi explained that she felt unprepared because it was her first time teaching and found it challenging when the lesson structure or flow changed. A high level of strategic competence would have helped her negotiate the changes. Thandi felt unprepared when facing slight changes during the lesson, whether it was an unexpected question that asked about teaching content not prepared for, or struggling to adapt to an activity, as learners responded differently than the participant had anticipated. This awareness created moments of decreased confidence in oral engagement during the teaching and learning phase of the micro-teaching lesson.

Similarly, Antas explained in an interview how he felt that he could have prepared better for the lesson; he stated, “I think if I prepared more or prepared earlier, then it would have been much more successful” (P7, I-2). Antas felt that he was not well prepared to conduct the lesson, and this perceived unpreparedness possibly decreased the oral competence and confidence in the participant. I observed during the micro-teaching lesson, that the participant struggled to communicate clearly, seemed nervous, and lacked confidence during the lesson presentation as well as the interaction with learners. Additionally, Enrico shared in an interview a similar account. He stated, “I think I did not respond well to the learners in the classroom when they asked me questions. I didn’t answer them correctly. I didn’t answer the question that they asked me” (P3, I-2). The participant’s confidence decreased during the lesson, as he perceived himself as unprepared to answer unexpected questions by learners and was unsatisfied by the way he answered these questions. In the case of Enrico, as with Antas, their perception of believing that they were not well prepared, influenced their confidence in engaging orally with learners.

In contrast, in an interview, Ashley described her experience as follows: “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). Similarly, April described in an interview that before conducting the lesson, she had a practice run with family members that provided her with insights on how to adjust the lesson and ensure that learning interactions were meaningful and that instructions were clear and well understood. April stated, “So, I was confident because I felt that I had enough preparation to produce a lesson that could make sense and could be successful if taught in a classroom” (P5, I-2). Being and feeling prepared was a recurring area of focus. Though it may not always be possible to have a run-through of a lesson before conducting it like April, it proved useful in delivering a successful micro-teaching lesson. In my own observation of the lesson that April conducted, I noted her absolute competence and confidence in oral interaction and engagement with learners. April was able to answer all the “unexpected” questions for clarification clearly and effectively. She focused on meaningful learning interaction with the learners, where the engagement throughout the lesson was learner-centred, communication was clear, and conversations were redirected and ended politely and appropriately. She communicated appropriately by using the correct expressions and attitudes when engaging with learners. April further exhibited discourse strategies such as borrowing and literal translations to ensure that meaningful interaction took place between her and the learners. A conclusion can be drawn that April felt confident in her communication abilities and the lesson content because she prepared well for her lesson. Feeling prepared and preparing well for lessons, where oral interaction takes place, influenced participants’ confidence to engage orally. Consequently, it affected how competent participants perceived themselves to be in teaching effectively in English.

4.7.3 Lesson content interest and enjoyment

Participants indicated various aspects relating to subject content that increased their competence and confidence during the presenting of micro-teaching lessons.

The enjoyment of subject content by participants emerged as a factor that increased three participants’ oral competence and/or confidence during their micro-teaching lessons. In an interview, Aubrey stated, “And I was very confident about my lesson and the way I set it up. I liked the content that I was covering, so I felt like it was a very fun lesson to do” (P2, I-2). While Enrico, in an interview, described his experience of teaching content he enjoyed: “I was

confident in the content of that lesson because I enjoy teaching Mathematics and I enjoy the subject of Mathematics. So, I think I felt confident in teaching the subject” (P3, I-2). These statements demonstrate well how enjoyment and students’ sense of competence in the subject content, increased their confidence and competence in interacting with and instructing learners.

Similarly, Snowflake stated in an interview:

I felt quite confident in my lesson because it was something that I connected with because, in that time when we had to give the lesson, we actually had times where we didn’t have water in our area. Because of that I actually felt that my lesson came from that, from the personal experience and why I felt that it was so important. (P1, I-2)

This statement reveals that when the participant related to the content that they were teaching and also thought it was personally important, it created ease in communicating orally in the classroom, thus increasing the level of confidence and competence when engaging and interacting with learners in the classroom. As previously stated, Kurnia (2019), Cao (2011), and Kang (2005) all found in their studies that students who found certain topics interesting or enjoyable were more confident in engaging orally.

4.8 Emotions experienced when using English in the lecture room and replicated classroom environment

This section of the chapter focuses on self-reported and observed data that suggests how emotions experienced by participants during oral interaction in both lectures and their micro-teaching lessons, influenced their oral competence and confidence. This data comprises participants’ drawings, two individual interviews, a self-assessment questionnaire completed by participants after their micro-teaching lessons as well as data gathered through my observation of participants’ lessons.

In this section, I will firstly discuss variants of participants’ experiences during their micro-teaching lessons, and the effects they had on their oral competence and confidence. Secondly, I will summarise the emotions participants experienced during their lectures and some of their effects on the participants’ oral confidence and competence. Lastly, I will provide a summary of emotions indicated through participants’ drawings and interviews. This data and discussion will also evaluate participants’ attitudes towards speaking English and whether it influenced their oral competence and confidence.

4.8.1 Emotions experienced during micro-teaching lessons

At least three participants indicated that they experienced nervousness during the presentation of their micro-teaching lesson. Ashley stated in an interview, “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 Krashen’s (1982) Affective Filter Hypothesis, being nervous could decrease the level of confidence participants experienced during their micro-teaching lessons. Through my observation, however, participants were able to engage orally with good competence, despite feeling or being nervous about the oral engagement.

In addition, 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 perceived himself as underprepared to conduct the lesson. From my observation during the micro-teaching lesson, Antas’ emotions became evident in his conduct during the lesson as he appeared nervous when explaining concepts and interacting with learners, by, for example, cutting sentences short and speaking in an uncertain tone of voice. Feeling overwhelmed or nervous was a common emotion expressed by participants. In an interview, 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 due to perceived under-preparedness decreased the confidence of Noah to communicate and engage with the learners at the start of the lesson. Antas explained further in an interview that he felt overwhelmed when he started with his micro-teaching lesson. He stated:

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 my observation of Antas, I 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, Krashen’s (1982) Affective Filter links well with the data gathered from Antas’ experience with anxiety and feeling overwhelmed during oral interactions when he conducted his micro-teaching lesson. In the case of Antas, his 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, if Antas could manage and reduce his personal anxiety, lowering his affective filter, it would promote the display and increase of oral competence and confidence.

The data in the above section illustrates that the emotions participants experienced played a significant role in their oral confidence and oral competence and decrease it significantly. Therefore, how participants manage their emotions can contribute negatively or positively to their oral competence and confidence.

4.8.2 Emotions experienced during lectures

In addition to these emotions, after the micro-teaching experience, each of the eight participants reported an array of emotions that they experienced when having to use their English speaking skills in the lecture room. One of the emotions indicated by five out of the eight participants was feeling anxiety. Here one can refer again to Krashen's (1982) Affective Filter, in this case with respect to the lecturer and the environment the lecturer creates. Educational environments that are designed to decrease anxiety in students can assist in decreasing participants' personal anxiety – personal anxiety that normally results in the creation of learning barriers instead of a low filter that contributes to the acquisition of language skills, in this case, oral competence (Stevick, 1976).

When explaining their drawings, three out of the five participants indicated that they felt confident when having to use their English speaking skills during lectures, while one participant indicated that she felt mildly confident, stating in an explanatory paragraph to a drawing that, "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 Krashen's (1982) Affective Filter Hypothesis were evident in the three participants who indicated that they felt 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), while another participant described that they felt comfortable when using their English speaking skills. Similarly, one participant illustrated in their drawing that they felt professional, a word which suggested confidence. Kurnia (2019) concluded in her

study that the emotions student teachers experienced, had a direct impact on whether they would actively engage in oral communication. She further stated that when student teachers felt happy, relaxed, and comfortable, there was an enthusiasm 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 engaging orally.

In contrast, two participants stated in interviews that they felt judged when using their English speaking skills in the lecture room. Similarly, one participant indicated that he felt ridiculed, stating in an explanatory paragraph to a drawing that, “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). Furthermore, one participant indicated in a drawing that they felt confused when speaking English during lectures, while another participant indicated in an interview that he felt uncertain using English to speak. Thandi communicated in an interview that she experienced a sense of reluctance when having to communicate in English, stating:

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)

Out of the 13 emotions experienced by the participants, seven had a negative connotation, while six identified emotions that could be seen as more positive and hopeful. Below is Table 4.1 that demonstrates the emotions that participants experienced during lectures when using English in oral communication.

Table 4.1: 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

4.8.3 Participants' attitude 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 LoLT of the school. Furthermore, the interviews suggest that all participants deemed the ability to communicate in English confidently and competently important. Three out of the eight participants indicated that they had complete confidence in their ability to use English as a tool of learning interaction and as a medium of instruction. Five out of the eight participants indicated several challenges they faced when having to use English as a tool of learning interaction and as a medium of instruction, even though they had asserted a positive attitude towards English as their additional language.

It should, however, be noted that despite the challenges indicated by participants, such as experiencing anxiety, nervousness, and overthinking behaviours, four out 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 orally communicate further during the micro-teaching lesson, and this resulted in the lesson being ended abruptly. The other five participants who indicated a challenge with English 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 conclusion can be drawn that this was a motivating factor for participants to continue to understand and develop their oral competence and confidence in using English. Kurnia (2019) found that student teachers were motivated to engage orally because it is a sought-after international language. Student teachers in Kurnia's study felt proud if they could speak English and placed value in being able to speak in English. Furthermore, as previously mentioned, participants indicated several emotions during lectures that would be considered negative. However, despite experiencing these emotions, students were still motivated to develop their oral confidence and competence, substantiating the critical role participants' attitudes can play. Being motivated can be considered as a factor that contributes to the development of oral competence and confidence. Krashen (1982) mentioned in the Affective Filter Hypothesis that motivation has been identified as an affective variable that influences people to perform better at acquiring certain 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 in an interview, "I would want to be competent in speaking English, speaking it fluently by the time I do graduate" (P4, I-1). This desire and deeming teaching in English as important could also lead to participants being over-critical of their own performance and wanting to measure up to what they perceived as an appropriate oral competence level. This was evident in my observations of students during data collection engagement. Throughout this chapter, certain participants shared their concerns and thought processes before communicating and during oral interactions with learners and lecturers. In my engagements with participants, they communicated competently. It was astonishing to see, that after analysing data, the above-mentioned negative

processes and negative emotions some participants experienced when communicating in English. I believe that participants were over-critical about their oral performances.

4.9 Summary of main findings

Under this section, I will discuss findings that answer the research questions posed in Chapter One. These are:

Main Research Question

How do student teachers develop oral confidence, oral strategic and discourse competence in using in using English additional language as a tool for teaching and learning?

Sub-questions

- How does the lecture room environment influence the development of competence and confidence in using English for learning interaction and as a medium of instruction?
- How does the simulated classroom environment influence the development of competency and confidence in using English as a tool for learning interaction and as a medium of instruction?
- How do the student teachers' attitudes towards English as their additional language influence their competence and confidence in using it as a tool for learning interaction and as a medium of instruction?

Broadly speaking, this research confirms other research into the difficulties additional language speakers experience when they must interact in the target language. It also confirms research which suggests that oral confidence is influenced by many factors, in particular the personal attributes and attitudes of speakers as well as their interactions with fellow students and lecturers.

In terms of their interactions with students and lecturers, the first aspect which my research underlines highlights *the role of the lecturer*. Interactions between the lecturer and the participants, as well as how these were perceived by the participants, influenced their oral competence and confidence. Some participants' confidence in engaging orally increased and others' decreased based on their perception of the lecturers' understanding of the challenges that they faced as English additional language speakers. Furthermore, the teaching and learning

approaches that lecturers adopted, and whether they created an engaging environment and used strategies that encouraged oral engagement, increased the oral confidence of the participants. Kurnia's (2019) study confirms how student teachers' perceptions of how teaching and learning interactions take place under the control of the lecturer, contributes to the confidence of students and their willingness to engage orally.

The second aspect that increased participants' competence and confidence in English oral engagement highlights *the role of other students*. Participants' ability to collaborate with other students in making meaning of oral communication and supporting one another during lectures was particularly important. Conversely, oral confidence might decrease when student teachers do not feel comfortable communicating in front of or with their peers. One reason for a decrease in oral confidence emerging from this study was participants' discomfort when communicating with English home language students. Student teachers who felt insecure about using their additional language during oral engagements might feel uncomfortable or ridiculed, and as a result overthought correct sentence construction, vocabulary, and academic language usage when they had to work together on tasks in lectures. Kang (2005) and Riasati (2012) confirmed that student teachers felt more confident and competent when they could collaborate in making meaning of oral communication and felt supported by one another. In these situations, student teachers' oral competence increased. The opposite can also be deduced when student teachers do not feel comfortable or confident about collaborating orally. I can conclude that the nature of the interaction can either increase or decrease, firstly, the level of confidence students must engage orally, and secondly, that the type of interaction with lecturers and peers can influence oral competence. Here, Long's (1981; 1983; 1996) Interactional Hypothesis upholds the above finding that language is learnt through social interaction. Interaction with others helps with the acquisition and development of skills, which in this study, was oral skills. What is important to mention, as I explained in Chapter Two, is that Long (1981; 1983; 1996) was clear that the focus is on how interaction is used, that is, as a vehicle to ensure that meaningful interaction takes place between speakers. From the above discussion on collaboration, how meaning is negotiated plays a pivotal role in the acquisition of oral competence. This is not an unimportant aspect of language learning as students who withdraw from interactions miss out on opportunities for collaborating on repairing communication and meaningful oral interactions. Furthermore, the pivotal role that collaborating with peers and lecturers play in both the confidence and competence of participants to communicate, emphasises that language is learnt

socially and when speakers feel confident, language is a tool used for interaction. This upholds the findings of Kang (2005) and Riasati (2012) referred to in section 2.3 of the literature review.

A factor common to both of the above two features is that *reciprocal facial expressions* and the body language of those who engage orally with the student teachers increase their confidence in speaking. Reciprocal facial expressions suggest a willingness to understand what is communicated by the student teachers and signals to them to continue communicating, thus increasing their oral confidence. Here I can refer again to Long's Interaction Hypothesis, specifically Table 2.1 found in Chapter Two. Long (1981; 1983; 1996) created modifications that are involved in negotiating meaning. Some of the interactional features he referred to are as follows: Clarification requests – “Any expression that elicits clarification of the preceding utterance” (Ellis, 1991, p. 5); confirmation checks – “Any expression immediately following the previous speaker's utterance intended to confirm that the utterance was understood or heard correctly” (Ellis, 1991, p. 5); comprehension checks – “Any expression designed to establish whether the speaker's own preceding utterance has been understood by the addressee” (Ellis, 1991, p. 5). This negotiation of meaning thus takes place continually between speakers and for these three features, an “expression” which is used to elicit clarification or that the speaker is understood would also include any non-verbal communication, especially facial expressions and body language. The importance of non-verbal affirmation when communicating with additional language speakers should clearly not be underestimated. The social nature of language development embedded in the sociocultural approach to language is evident and the significant role interacting plays in developing the confidence to engage orally. Consequently, this provides opportunities for the development and consolidation of oral competence. This study sheds light on the global importance of reciprocal facial expressions and how it can be identified as a tool of meaning making that can be adopted cross culturally, thus making it a global tool for meaning making and interaction. In the review of literature, this aspect of reciprocal facial expressions has been underrated. Lecturers can use this tool to enhance interaction, in turn student teachers can use this tool for meaningful interaction in their future classroom.

The third factor relates to *lecture content*. My study further suggests that some participants' oral confidence increased when the content discussed or explained in a lecture was found to be interesting and enjoyable, both during lectures and in the lessons conducted by participants.

On the other hand, finding content too difficult to understand or being unable to relate to it, decreased some participants' oral confidence and their engagement during lectures. The works of Kurnia (2019), Cao (2011), and Kang (2005) support my finding, as their work indicated that topics under discussion influence the confidence and willingness in students to engage orally, as described in Chapter Four.

A fourth aspect relates in a number of ways to *identity issues*. In this group of participants, it appears that a significant motivating factor was their belief in the importance of teachers being able to orally communicate in English. Norton's construct of investment may play a role in understanding this motivation. She explained the significant role between the additional language speaker's identity and language learning (Norton & Toohey, 2011). In this shift of identity, participants are motivated to develop their English oral skills in order to be seen as competent and confident speakers of the English language. As previously mentioned in Chapter Four, I found that participants were over-critical of their level of English oral competence. In this study there could be a relationship between the participants' commitment to being competent and confident English speakers and their wish to belong to the target language community. My observations of the participants and my assessment of their spoken English was that they were competent at communicating in both lecture rooms and on TP. However, Norton's concept of investment suggests the need for additional language speakers to belong to a target language community. In the case of my findings, participants might have wanted to be seen as competent and confident by their peers, lecturers, and within the educational institution that they were studying. There are potentially a number of interpretations of what this group of participants deemed as being 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. Participants made statements comparing their own 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 they felt that they would be judged by their English home language peers for the way that they spoke English. In addition, the participants of this study would enter a profession where the preferred LoLT at schools is English. I can conclude 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 was a concept that substantiates the answer as to why all participants deemed being competent in English as important. Furthermore, in a country like South Africa, where there are 11 official languages, the desire to belong to an English competent community warrant further exploring into the language context of South Africa 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 that are English additional speakers, alludes to deeper rooted variables of the role of language identity in South Africa and how its influences the attainment and development of English competence in students.

Furthermore, this motivation seemed to have a positive effect on participants being able to communicate orally with competence, despite experiencing negative emotions which were usually considered discouraging to oral engagement. How student teachers manage their emotions during oral engagement contributes negatively or positively to their oral competence and confidence. Throughout the study, Krashen's (1982) Affective Filter was found to be significant in the analysis of the data and in coming to this finding. How student teachers filter emotions can influence how they acquire and develop their oral competence and consequently their confidence. This will apply to their performance in both the lecture room and in their own future classrooms.

Findings in this study indicate that certain factors can be situated within a global context, common among English additional and additional language speakers of other target languages. Certain findings, though grounded in global commonalities can also be focused on how it influences particularly South African English additional language speakers. Concepts of investment as explained by Norton (2011) sheds light on the deeper rooted language topics that relates to the history of English within South Africa, and its effects in society. Though certain findings discussed in this section fall outside of the scope of this study, the cultural awareness and knowledge of languages and its use when engaging with one another also further emphasise the social nature of language as discussed in Section 2.2.1 and how it is used as a tool of meaningful interactions. For student 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 used to ensure meaningful learning interactions and effective teaching. Not forgetting, as one student highlighted, that English

might hold certain cultural linguistic customs that teachers from an English additional background might not be aware of. This in turn might create decreased confidence to engage and teach in English.

4.10 Summary of the chapter

The above data gathered through participant's drawings, two individual interviews, a self-assessment questionnaire and an observational checklist, and their analysis generated emergent themes, sub-categories, and foci that suggested how various factors influenced oral competence and confidence in participants concerning its use in the lecture room and classroom environment. The data further revealed how participants' attitudes and emotions influenced their competence and confidence in the mentioned educational environments. Lastly, key findings were presented and discussed.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study set out to explore how student teachers develop oral strategic and discourse competence and confidence in using English as their additional language, first as a tool of learning interaction during lectures and then as a medium of instruction in the classroom environment. The first section of this chapter a discussion on the limitations of the study will take place. Secondly, a discussion on the potential values of the study will be undertaken. The third section of this chapter will focus on recommendations for tertiary educational institutions on module construction and development, the structuring of teaching experience programmes, lecturer practice within lecturing environments, and support initiatives for student teachers. In addition, recommendations will be made to the South African DoE in relation to teacher training and support. In the final section of this chapter, recommendations are made for further research.

5.2 Limitations of the study

The findings of this study resulted from a qualitative perspective applied to a case study methodology. Thus, the conclusions of this study are pointers rather than generalisations that could hold for other student teachers who are English additional language speakers, not only in private HE institutions but in public universities in South Africa as well. The small sample size mentioned and explained in Chapter Three might be seen as a limitation of this study. However, participants provided rich, detailed data in response to different data collection tools. The rich data provided an authentic, textured insight into the experiences of participants, their perceptions, emotions, and attitudes concerning using English as a tool for learning interaction and a medium of instruction during lectures and the classroom environment. These insights can confidently be taken as starting points for further study or for further interactions with other additional language speakers in similar training programmes.

Moreover, the aim of this qualitative study was not necessarily that of generalisability. It was rather to understand how a particular group of student teachers were influenced by factors in

their educational environment in understanding and developing their own oral competence and confidence. Furthermore, as mentioned in Chapter Three, participants conducted micro-teaching lessons, which served as simulations of actual classroom interaction with learners. To a certain extent, the fact that participants were unable to conduct a full lesson during their TP because of COVID-19 restrictions impacted the data gathered in that section of the study. The data gathered from the classroom simulations gave significant insights. However, if the opportunity had existed during this study for participants to conduct a lesson in a school classroom with learners, data would have been more detailed and comprehensive with more subtle variations on themes. Findings on classroom factors that influenced the development of oral competence and confidence in participants were thus limited.

5.3 Potential value of study

Some teachers are confident and competent in using English as their additional language to teach, have meaningful conversations and effective learning interactions in their classrooms, while others have heart palpitations, sweaty palms, and are overwhelmed by feelings of incompetence when having to use English in the classroom. Teachers are speakers and it is this oral competence and confidence that is vital in effective and engaged learning and teaching. It is with this understanding that I undertook this research. Through this study, a greater awareness might be created in understanding how English oral strategic and discourse competence and confidence developed in a specific group of student teachers within a South African context. The findings of this study could provide some insights and information to student teachers on how their oral competence and confidence in using English as their additional language develops for the purposes of learning interaction and instruction. The findings of this study will be shared with the participants; consequently, they will be able to further develop and improve their oral competence and confidence. For the group of student teachers who participated in this study, it is invaluable to be able to use English confidently and competently.

Researchers may also find the conclusions of this study useful for future studies in understanding how different environments and student perceptions may influence the development of competence and confidence among student teachers who will have to use English as a tool for instruction and learning interaction. Additionally, this study could provide information that can be used by tertiary institutions in creating modules that focus on building

student teachers as competent and confident speakers. Teacher development policy makers can also use the findings from this study to create initiatives to support in-service teachers who may be finding it challenging to use English as a tool of learning interaction and medium of instruction in their classrooms. Regular workshops and centres for professional communication development can be established to create resources for teachers. Teachers can also be provided with the opportunity to enrol for elective communicative modules to assist with teaching in English.

5.4 Recommendations for practice

The findings of this study show that certain participants felt unprepared for even slight changes in their lesson structure when learners interacted in ways they had not prepared themselves for, specifically when having to answer unexpected questions. Considering the above information, I would like to recommend that TP and WIL departments re-evaluate how students are prepared for classroom practice before completing their TP at schools. There seems to be room for a module for developing speaking skills specifically for presenting lessons, for example through creating micro-teaching experiences. A further recommendation can be made to the TP departments to consider implementing interventions or remedial measures for student teachers, who, after TP, became aware, either through their own experience, their mentor-teacher, or supervisor about the need to develop their oral discourse and strategic competence skills.

Moreover, based on the above discussion, a recommendation is also made to didactics module lecturers to include more micro-teaching lessons, whether individually or as groups of student teachers, to assist student teachers with adjusting to unexpected changes in the lesson structure and its execution. Some participants who experienced such challenges were first-year Bachelor of Education students who had been at their tertiary institution for more than four months and had didactic module lectures for several weeks before conducting their micro-teaching lesson for this study. The importance of having regular micro-teaching lessons as part of their teacher training became evident. It is here that developing communicative competence is essential. Student teachers need to use their oral skills in the context of teaching, interacting with learners, explaining specific concepts, and giving instructions. Changes in lesson direction and focus are constant occurrences because lessons are complex social constructs during which teachers are dealing with learners and monitoring their responses as they interact with new information and learning experiences. And as such, student teachers must become accustomed to managing

these unexpected changes of plan and learn to be flexible with possible deviations from the prepared lesson structure. A teacher who lacks this skill may only be able to pursue the lines of a scripted lesson, and not be able to engage with learners in ways that explain ideas to them. Critical and engaged teaching demands flexibility. Regular micro-teaching lessons in didactics module lectures could assist with this flexibility, with the addition of strengthening their subject knowledge and increasing subject competence. Student teachers will thus practice their speaking skills, which will assist them in becoming more confident and competent when using English as their additional language in the classroom environment. Suggesting the content of modules which might teach speaking skills to student teachers falls outside of the scope of this study. However, converting lesson preparation into performance has emerged as an important factor which influences the confidence and competence in student teachers.

Further recommendations based on the above finding and discussion would be for tertiary institutions to create initiatives that support student teachers who are English additional language speakers in becoming competent and confident in using English as a tool both for learning interaction and as a medium of instruction. Tertiary institutions and teacher training institutions need to evaluate the function of first additional language and communicative modules specifically for student teachers so that the knowledge and skills learnt in such modules prepare them for communication in the classroom – the work setting they will be finding themselves in – thus, primarily engaging with learners during lessons in the classroom.

A further recommendation is made to tertiary institutions and teacher training institutions to create criteria for the speaking skills that are the most important for teachers to possess. Based on these criteria, HE institutions should create modules and support initiatives that promote the development and strengthening of these skills. For student teachers who are additional language speakers, such criteria may include strategic competence strategies that will assist student teachers in effectively repairing their communication when it breaks down. However, such criteria should include other skills, such as ending or redirecting a discussion with learners during lessons. Strategic competence strategies can be a key component in such a module, to prepare student teachers to teach in English orally, with confidence and competence. Similarly, this recommendation can also be made to the South African Department of Education. In-service teacher training and support initiatives concerning English additional language instruction are important and needed. As studies in Chapter Two indicated, in-service teachers

who are English additional language speakers find teaching in English challenging as they receive no formal training on how to teach subject content in English. Referring to Chapter Two and the detailed discussion on the preference of English as the LoLT in schools, teachers are compelled to teach in a language that is not their mother tongue.

A final recommendation for teacher training courses is for lecturer training. Lecturer interaction during lectures emerged as the main theme under the factors that contributed to the development of oral competence and confidence in participants. Data revealed that the lecturer played a pivotal role in firstly, the willingness of participants to engage orally, and secondly, their ability to do so competently and confidently during lectures. The recommendation here would be for lecturers to re-assess the teaching and learning environment that they create and manage. Aspects of re-evaluation include the teaching approach adopted, the way instructions are given, and creating an environment that decreases anxiety. Some of these aspects influence the perceptions student teachers have about their lecturers and the level of support they feel is given to them. Perceptions are also created by how lecturers accommodate the challenges student teachers face who are English additional language speakers. In this study, as discussed in Chapter Four, collaborating with peers increased both the confidence and competence in participants to engage orally because of working together and supporting one another to derive meaning and tackle the difficult content matter. A teaching approach that uses strategies that encourage collaboration and engagement could be useful, such as using a cooperative learning strategy, i.e., groupwork.

5.5 Recommendations for research

The preparation and performance of lessons were indicated as factors that influenced participants' confidence and competence. This area of focus contained aspects that were outside the scope of my study, but that could be pursued further by those involved in initial teacher training and related fields. Further training and/or practice in specific aspects of lesson planning and execution can be explored to understand the relationship between lesson planning and its execution and how it affects feelings of competent and confidence.

Not having a clear understanding of the cultural context of the LoLT and how it differs in relation to students' home language, can create a reluctance to communicate in the LoLT. This area of focus emerged unexpectedly from data gathered from one participant's experience

during lectures, as discussed under Chapter Four. It warrants further research. As mentioned in Chapter One and Chapter Two, South Africa is a linguistically diverse country and within the education system there are several language aspects to consider along with historical and political language complexities. It would be useful to understand and find the emergent themes that influence competence, confidence, attitudes, and emotions in people in relation to the use of English as their additional language.

Researchers in the field of additional language development at the school level and its usefulness after formal schooling might find some of the results in this study useful. As mentioned in Chapter Two, participants of this study were also products of a schooling system where they were most likely exposed to English as a first additional language. The ideals set out in CAPS are that learners will be able to use their additional language at a high level of proficiency to prepare them for further or HE or the world of work (Department of Education, 2011). The extent to which Much can be unpacked based on the above statement and the experiences of my participants in using their additional language in spaces considered by the DoE as further or HE or the world of work environments.

5.6 Conclusion

Reflecting on my research journey at the completion of this thesis is a way of drawing meaning from the experience as a researcher and as a lecturer.

As a researcher, this journey has taught me valuable principles. I have come to be more patient and trusting of the research process. I have embraced change as an integral part of research, adapting my thought processes and understanding in ways that contribute to my development as a researcher. I have learnt that I do not have to always identify what is significant but that it emerges on its own after methodical analysis. I have gained knowledge and skills as a researcher. I have found my voice and have become more confident in the interpretations I make. I am honoured to belong to a community of researchers and have gained in my understanding of collaboration in research. Throughout this journey there were many critical friends who I could consult, refer to, share ideas and opinions with, and this experience has provided clarity and motivation throughout this research journey.

As a lecturer, who took on the role as researcher, connecting with the participants of this study has been the highlight on this journey. It was amazing and humbling to hear their experiences,

their perceptions, and opinions. Throughout data collection interactions with participants, I found myself critically reflecting on my own practice and conduct as a lecturer. I am more motivated and inspired now to make a positive and lasting impact on learning experiences of my students. I believe I can put forth best practices professionally and make contributions to knowledge building and practices in the environment that I am a part of.

I am grateful and humbled by this research journey, knowing that this is only the beginning for me as an emergent researcher.

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APPENDICES

Appendix 1: Proposal approval document



• EDUCATION FACULTY
• CHAIR • EDUCATION HIGHER DEGREES COMMITTEE
• PO Box 94, Makhanda, 6140
Tel: +27 46 603 8390 • e-mail: h.lotz-sisitka@ru.ac.za

22/02/2021

Rozanne Elanore Meyers

4861

Education Department

Dear rozanne elanore meyers

Re: A Case Study: Exploring and understanding how English additional language student teachers develop oral strategic and discourse competence and confidence in using their English speaking skills as a ms-4861 Feb 2021

This letter confirms that the Higher Degree Committee has approved your research proposal, for the degree of Master of Education in Education in the Faculty of Education titled: A Case Study: Exploring and understanding how English additional language student teachers develop oral strategic and discourse competence and confidence in using their English speaking skills as a ms

You will need ethical clearance from the Education Faculty Ethics Committee before you can begin your research. The ethics review process is underway and you will receive a separate outcome notification from the Chair: Education Faculty Ethics Committee.

Sincerely,



Heila Lotz-Sisitka (Ph.D.)

Distinguished Professor

Chair: Education Higher Degree Committee

SARCHI Chair: Global Change and Social Learning Systems

cc. Ms Rozanne Elanore Meyers

Appendix 2: Ethics approval



Rhodes University, Education Faculty
Research Ethics Committee
PO Box 94, Makhanda, 6140, South Africa
Tel: +27 (0) 46 603 8393
Fax: +27 (0) 46 603 8028
email: e.rosenberg@ru.ac.za

<https://www.ru.ac.za/researchgateway/ethics/>

18/02/2021

rozzanne elanore meyers

Education Department

g20m5820@campus.ru.ac.za

Dear rozzanne elanore meyers

Your application, "A Case Study: Exploring and understanding how English additional language student teachers develop oral strategic and discourse competence and confidence in using their English speaking skills as a means of communication", 2021-4861-5925, has been reviewed by the Education Faculty Research Ethics Committee (EF-REC).

Ethics approval has been granted pending the required Permission Letters being obtained from the organisation(s) listed in your application, including:

The Independent Institute of Education

Department of Education

Schools as they become known to you.

Your application can be downloaded as a PDF version and forwarded with your permission letter requests. Please refer to the Applicant User Guide for how to do so.

Please forward the required permission letters, once received, to the EF-REC Chair (E.Rosenberg@ru.ac.za) and to the Education Research Ethics Coordinators (s.mandela@ru.ac.za) in order for your approval to be finalised. It is understood that you may not receive all the permissions at the same time and approval can be given in a step-wise manner, for research in those institutions that have given written permission.

You may wish to refer to your application on ERAS for further comments from the reviewers, for your consideration.

Sincerely,

Professor Eureka Rosenberg

Chair: Education Faculty Research Ethics Committee

Appendix 3: Permission to conduct research

Reference: R.15507
Enquires: [REDACTED]

19 April 2021

Permission to conduct research of [REDACTED] staff, students, sites or artefacts with standard and additional conditions

Initials and surname:	R.E. Meyers
Institution:	Rhodes University
Qualification/output:	Master's in Education
Research to be conducted in:	2021
Title of study/paper:	A Case Study: Exploring and Understanding How English Additional Language Student Teachers Develop Competence and Confidence in Using their English Speaking Skills as a Medium of Teaching

Dear Ms Meyers,

The committee considered your request and have granted permission to conduct research [REDACTED] staff, students, sites or artefacts in accordance with your request – on condition that you strictly adhere to the conditions stipulated below. This approval is based on the assumptions that (1) the information you have provided is true and factually correct and that (2) the study will be conducted in an ethical manner.

Permission is granted to proceed with the above study subject to meeting the conditions listed below. Permission may be withdrawn should any of these conditions not be met.

Please note: The panel has not considered the merits, accuracy or ethical soundness of the research. The only merits examined are the use of The [REDACTED] as a sample.

Standard conditions to be met	
1.	A copy of the final paper must be submitted electronically to The [REDACTED]'s Dean for Research and Postgraduate Studies [REDACTED] no later than 30 days post finalisation.
2.	The researcher(s) is neither permitted to refer to The [REDACTED] or any of its educational brands nor to the name, logo, brand or any other identifiers of The [REDACTED] or any of its educational brands in any way, including, but not limited to, in questionnaires, surveys, interviews, proposal or research reports. The [REDACTED] or educational brand in question must be referred to in a generic manner, for example 'A private provider'.
3.	The researcher(s) will need to obtain informed consent in writing from all of the participants in his/her sample if the study is not anonymous.
4.	If the Learning Management System (LMS) of The [REDACTED] is used, the researcher(s) is not permitted to refer to it by name. It needs to be referred to in a generic manner, for example 'The Learning Management System of a Higher Education provider.'
5.	A copy of this letter must be forwarded to the relevant person(s) at the brand or The [REDACTED] that would be involved in the study.
6.	Research must be conducted in such a way that the normal programme and operations of the site/ offices is not interrupted.

7. The principal/ manager of a site must be consulted about an appropriate time when the researcher(s) may carry out the research at the site.
8. The researcher(s) may only use this data for these research purposes and in no other way.
9. Should the researcher(s) wish to publish this research or in any way make the results public, for example by publishing the results on a social media platform, this committee will need to approve a request to this end first.
10. No names or identifying information of participants may be used within the research and the research must be voluntary.
11. Photographs of human subjects may only be taken if relevant to the research and informed consent from the participants or respondents was obtained, and, even with informed consent, the photographs may not be published.
12. The researcher is responsible for supplying and utilising his/ her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions or the offices visited for supplying such resources.
13. If any of [REDACTED] reports or policies are used as part of the research, all identifying information needs to be removed.
14. Please make it clear that the information will not be used punitively in any way and participants may in no way be counselled or advised based on this.
15. The reference number for this letter must appear, in one format or another, on all research documentation distributed amongst [REDACTED] staff or students.

Additional conditions to be met

16. Data collection, according to your proposal, may only commence once [REDACTED] Office receives a copy of your 'full' or 'final' ethics clearance certificate as issued by Rhodes University.

Yours sincerely,

[REDACTED]

[REDACTED]

Appendix 4: Participant informed consent

INFORMED CONSENT DECLARATION

(Participant – Student Teacher)

Research Project: A Case Study: A Case Study: Exploring and understanding how English additional language student teachers develop strategic and discourse competence and confidence in using their English speaking skills as a medium of teaching.

Rozanne Elanore Meyers, the Principal Investigator from the Master's student in the Department of Education at Rhodes University has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project and this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to explore how student teachers develop oral competence and confidence in using English as their additional language, first as a tool of learning interaction, and then as a medium of instruction in their future classrooms by:
 - Exploring how the classroom and lecture room environment influences competence and confidence in using English to teach.
 - Exploring how students' attitudes toward their additional language influences competence and confidence in using English to teach.
2. The Rhodes University has given ethical clearance to this research project (2021-4861-5925) and I have seen/may request to see the clearance certificate and lodge queries with regards to ethical matters by contacting Mr Siyanda Manqele (s.manqele@ru.ac.za).
3. By participating in this research project, I will be contributing towards,
 - the creation of a greater awareness in understanding how English oral competence and confidence develops in a specific group of student teachers within a South African context.

- assisting in providing insights and information to student teachers and in-service teachers on how their oral competence and confidence in using English as their additional language develop for the purposes of learning interaction and instruction.
 - the employability of student teachers with regards to language competence, which may benefit me.
 - the provision of information can be utilised by tertiary institutes in creating modules that focuses on building student teachers as competent and confident speakers and other teacher training programmes.
 - the possible creation of initiatives that can support in-service teachers who may be finding it challenging to use English as a tool of learning interaction and medium of instruction in their classrooms.
4. I will participate in the project by agreeing to be, 1. Interviewed by the Principal Investigator based on a lesson I have conducted and on a drawing I have created; 2. Completing a reflective Observational Questionnaire based on a lesson I will be conducting during my teaching experience; 3 Allow my assigned supervisor to observe my lesson and complete an observational sheet based on what is observed during the lesson.; Share a drawing of how I perceive myself in using English in the lecture room environment.
 5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
 6. I will not be compensated for participating in the research, but my out-of-pocket expenses may be reimbursed, for example, the use of my data for online interviews.
 7. I understand there are no known or anticipated risks associated with participation in this study. I know that I may, however, decline to answer any or all questions and may terminate my involvement at any time if I choose.
 8. Rozanne Elanore Meyers, the Principal Investigator intends publishing the research results in the form of a Thesis. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
 9. I will receive feedback in the form of an electronic document regarding the results obtained during the study.

Appendix 5: Informational text on study

The purpose of the informational text is to inform you of the background of the study and the purpose of completing the self-assessing questionnaire based on your Micro-Teaching Lesson.

The purpose of this study is to explore how student teachers develop oral competence and confidence in using English as their additional language, first as a tool of learning interaction, and then as a medium of instruction, in their future classrooms. Teachers are speakers and it is important that they can communicate competently and confidently in the classroom.

One of the focus areas of this research is to understand how the classroom environment, as experienced during student teachers' Teaching Practice, influences the development of competence and confidence in using English as a tool for learning interaction and a medium of instruction. It will be important to observe student teachers while they are conducting a lesson in the classroom using their additional language, English. The role of the supervisor will be to observe the student teacher and complete an observation questionnaire based on the Micro-Teaching Lesson the student teacher conducted. The observation questionnaire is based on categories of oral communication known as *strategic competence*.

Strategic competence describes speakers' ability to initiate, terminate, maintain, repair and redirect communication. It also includes having knowledge of verbal and non-verbal communication strategies which enable speakers to overcome difficulties when communication breaks down and to enhance the efficiency of communication. This ability to cope with unexpected problems, when no ready-made solutions are available is an important skill for teachers to have, as they are often in positions where they must think on their feet when interacting with learners in the classroom.

Aspects of communication that indicate strategic competence in student teachers will include strategies utilised on word, sentence, and discourse level. Strategies at a word or sentence level include borrowing (code-switching); literal translations; interlanguage-based generalisation; -paraphrasing; and -restructuring (self-repair). Strategies at discourse level suggest ways of coping with language challenges across sentences and across taking turns. Strategies at discourse level would include the ability to successfully open and close conversations; to keep conversations going; to express feelings and attitudes, to manage interaction (handling a topic or discussion) and to negotiate meanings and intentions. Specifically, while negotiating

meaning and intentions, cooperative strategies are often used because communication also involves other participants.

The above categories are provided in a checklist in the self-assessing questionnaire to be completed by the student teacher, reflecting on the lesson they conducted.

Appendix 6: Participant self-assessment questionnaire

Instruction: After your lesson and reflection, please tick one of the five boxes when answering each of the questions.						
During the lesson I was able to...		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	give clear instructions .					
2.	communicate appropriately by using correct words when explaining certain topics.					
3.	give an explanatory phrase when I struggled to find a correct word .					
4.	simplify/rephrase an idea to learners when they did not understand initial concept explained.					
5.	communicate appropriately by using the correct expressions and attitudes when engaging with learners.					
6.	open conversations between learner(s) and I.					
7.	keep conversations going between learner(s) and I.					
8.	redirect communication effectively between learner(s) and I.					
9.	terminate discussions with learners politely .					
10.	share the communication process by working with learners in deriving meaning of intended messages.					
Any additional comments:						

Appendix 7: Explanatory sheet of terms found in questionnaire

Question Number 3

An indication of the student teacher “struggling” to find words would include them hesitating to complete the sentence; the student teacher is searching for words by listing a few. The student teacher would then, instead of giving the suitable word, give a phrase attempting to explain the word their trying to find in the communication process.

Question Number 5

The focus is on non-verbal expressions, facial expressions, and body language. “Attitude” refers to the way the student teacher communicates with learners. It has to do with the tone of voice when giving instructions and further verbal engagement with learners, like explaining terms or answering questions. For example, does the student teacher seem amused by the question being asked? Or does the tone of voice suggest irritation or impatience towards a learner asking a question again, after the student teacher had explained the term already?

Question Number 9

The focus is on the ability of student teachers to terminate a discussion between themselves and a learner where teaching and learning time is wasted by, for example, an unrelated discussion and questions from a learner. An example would be that the student teacher had finished explaining a concept and perhaps has given instructions to the learners to complete but a learner wants to continue in unrelated communication.

Appendix 8: Observational checklist

Instruction: Tick one of the five boxes when answering each of the questions.						
During the lesson, the student teacher was able to...		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	give clear instructions .					
2.	communicate appropriately by using correct words when explaining certain topics.					
3.	give an explanatory phrase when they struggled to find a correct word .					
4.	simplify/rephrase an idea to learners when they did not understand initial concept explained.					
5.	communicate appropriately by using the correct expressions and attitudes when engaging with learners.					
6.	open conversations between learner(s) and themselves.					
7.	keep conversations going between learner(s) and themselves.					
8.	redirect communication effectively between learner(s) and themselves.					
9.	terminate discussions with learners politely .					
10.	share the communication process by working with learners in deriving meaning of intended messages.					

Any additional comments:

Appendix 9: Interview sample questions: (micro-teaching lesson)

1. How did you feel emotionally when you struggled to communicate confidently and competently, and why?
2. How did you feel emotionally when you communicated confidently competently and why?
3. Were there any factors that you believe made it challenging for you to communicate competently and confidently during certain phases of your lesson? Identify the phases and suggest why you experienced problems at this point.
4. Were there any factors that you believe contributed to you being able to communicate competently and confidently during certain phases of your lesson? Identify the phases and suggest why you experienced problems at this point.
5. Is there any other information that you would like to share about the lesson that you think might be useful?

Appendix 10: Draw-yourself

Instructions: Draw-yourself

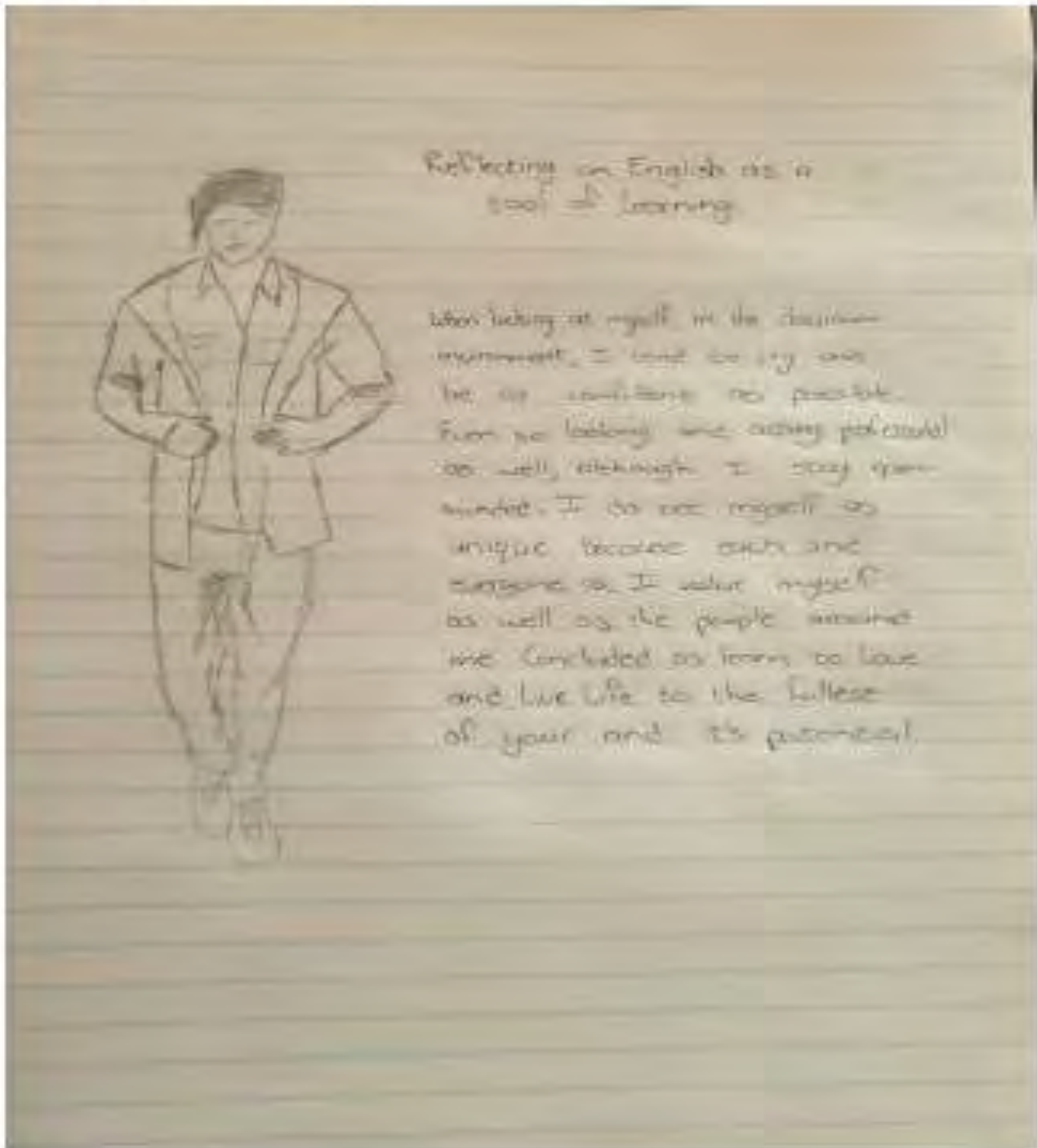
Reflect on your interaction of using English as a tool of learning and medium of interaction amongst your fellow students and lecturer in the lecture room environment. Draw yourself as you see yourself in the lecture room environment when having to use using English in the manner explained in the previous sentence. Your drawing should be completed in pencil, no colour is permitted. The drawing of a person should be done on a A4 paper and the figure should be approximately 15–17 cm in size. You can give special attention to facial expression as well as body language in your drawing of yourself. Please explain in 5-7 sentence why you have selected to draw yourself in the manner that you did.

Appendix 11: Interview sample questions: Draw-yourself

1. What do you believe are the factors that are contributing towards your emotional state depicted in the drawing as it relates to the lecture room environment?
2. Please elaborate on why you think these factors are contributing towards what you are feeling when it comes to using English amongst your fellow students and lecturer as tool of learning and interaction?

Appendix 12: Samples of participants' drawings of self

Participant 1 Draw yourself



Participant 7 drawing and explanation



I chose this facial expression because this is exactly how I feel when I must speak English in front of the class. Yes, I can speak English but because I come from an Afrikaans household and an Afrikaans school I do not have enough confidence to speak English confidently. When I need to speak in front of an audience 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. I am also always worried about the pronunciation of English words and whether people will understand me or understand what I am trying to say.

Appendix 13a: Sample of interview 1 transcription (participant drawing of self)

Participant 1 Snowflake

Researcher: I have looked at a few of your sentences and what I could gather from it that being confident is something that is quite important; being open-minded; you celebrate your uniqueness and value those around you. And so, would you say being confident, is that something that is important when you communicate? Do you think that it is something important and why?

Participant 1: Being confident, especially in a manner of communication and the way you address yourself is very important as an educator, in my opinion. Because the form of communication is basically our entire career if you think about it. Because we must communicate with our learners. We must communicate with parents. We must communicate with everyone and be able to transfer the knowledge we have. We need to be able to be confident in the way that we communicate. So, looking through the perspective of communication, I believe you need confidence because if you cannot be confident enough in the language that you want to teach. You will not be able to teach that language. And if someone cannot understand what you mean, it will make it harder. It could bring your confidence down. If that makes sense.

Researcher: Thank you so much XXXX [*participant's name*], that makes perfect sense. And so, you see yourself as a confident speaker, having a good command of English. I wanted to know from you, if you could think back on your two and a half years at XXXX [*educational institute's name*], or in the lecture room environment, were there ever moments where you did not feel that you were confident in speaking? Were there any factors in the lecture room environment that didn't always make it that easy for you to be confident and professional when you spoke with, whether with your lecturer or with your classmates? Are there factors that make it difficult for you to be confident in speaking?

Appendix 13b: Sample of interview 1 transcription (participant drawing of self)

Participant 7 Antas

Researcher: So, what I could deduce from your drawing is that sometimes you aren't as confident using English and that pronunciation and understanding is a concern to you. And making sure in your mind first that the answers are correct before you speak. Is there anything that comes to mind that makes it challenging for you to communicate in the lecture room environment, anything that the lecturer does or says; your fellow students do or say; or even something that you do that sometimes makes it challenging for you?

Participant 7: I think it is because I don't know the students yet and I am quite shy at first. When I get to know people, I open up more and express myself more. And I think it's also because I am a bit shy and I can't look them back in the eyes. I can't make eye contact with people if I talk. And I think that it is a negative point of me, but I would like to improve it because, like I said in the drawing, I am from an Afrikaans school. We didn't use English that much and that's why I am not very confident in speaking English and so on.

Researcher: If you can recall, were there moments in the months of being at XXXX [current educational institute], where you felt confident and where you didn't have to overthink, where you just spoke? Again, is there something that the lecturer did or said; fellow students said or did or even something you did that helped you to be more confident?

Participant 7: Yes, It was in the teaching and learning class. The lecturer gave all of us an opportunity to speak but at that time, I didn't feel like "Everyone is watching me!" or "What are they gonna say?" Because I enjoy the subject and I enjoyed the topic we were discussing. And that's why I just spoke fluently. I didn't mind the people who were there because I enjoyed it.

Appendix 14a: Sample of completed self-assessment questionnaire

Participant 6 Noah

Instruction: After your lesson and reflection, please tick one of the five boxes when answering each of the questions.						
During the lesson I was able to...		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	give clear instructions .			×		
2.	communicate appropriately by using correct words when explaining certain topics.			×		
3.	give an explanatory phrase when I struggled to find a correct word .			×		
4.	simplify/rephrase an idea to learners when they did not understand initial concept explained.		×			
5.	communicate appropriately by using the correct expressions and attitudes when engaging with learners.		×			
6.	open conversations between learner(s) and I.			×		
7.	keep conversations going between learner(s) and I.			×		
8.	redirect communication effectively between learner(s) and I.			×		
9.	terminate discussions with learners politely .		×			
10.	share the communication process by working with learners in deriving meaning of intended messages.			×		
Any additional comments: I feel I could have asked the class more engaging questions.						

Appendix 14b: Sample of completed self-assessment questionnaire

Participant 5 April

Instruction: After your lesson and reflection, please tick one of the five boxes when answering each of the questions.						
During the lesson I was able to...		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	give clear instructions .			×		
2.	communicate appropriately by using correct words when explaining certain topics.			×		
3.	give an explanatory phrase when I struggled to find a correct word .				×	
4.	simplify/rephrase an idea to learners when they did not understand initial concept explained.		×			
5.	communicate appropriately by using the correct expressions and attitudes when engaging with learners.				×	
6.	open conversations between learner(s) and I.		×			
7.	keep conversations going between learner(s) and I.				×	
8.	redirect communication effectively between learner(s) and I.		×			
9.	terminate discussions with learners politely .				×	
10.	share the communication process by working with learners in deriving meaning of intended messages.				×	
Any additional comments:						

Appendix 15a: Sample of completed observational checklist

Participant 8 Thandi

Instruction: Tick one of the five boxes when answering each of the questions.						
During the lesson, the student teacher was able to...		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	give clear instructions .	×				
2.	communicate appropriately by using correct words when explaining certain topics.	×				
3.	give an explanatory phrase when they struggled to find a correct word .	×				
4.	simplify/rephrase an idea to learners when they did not understand initial concept explained.	×				
5.	communicate appropriately by using the correct expressions and attitudes when engaging with learners.			×		
6.	open conversations between learner(s) and themselves.		×			
7.	keep conversations going between learner(s) and themselves.		×			
8.	redirect communication effectively between learner(s) and themselves.			×		
9.	terminate discussions with learners politely .				×	
10.	share the communication process by working with learners in deriving meaning of intended messages.		×			

Any additional comments:

Good engagement with students, however, discussions were terminated impolitely.

Good explanations given and allowing learners time for application of knowledge taught when having to answer questions.

Shares consequences, etc. after learner answers question on specific topic.

Appendix 15b: Sample of completed observational checklist

Participant 3 Enrico

Instruction: Tick one of the five boxes when answering each of the questions.						
During the lesson, the student teacher was able to...		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	give clear instructions .		×			
2.	communicate appropriately by using correct words when explaining certain topics.	×				
3.	give an explanatory phrase when they struggled to find a correct word .		×			
4.	simplify/rephrase an idea to learners when they did not understand initial concept explained.	×				
5.	communicate appropriately by using the correct expressions and attitudes when engaging with learners.	×				
6.	open conversations between learner(s) and themselves.			×		
7.	keep conversations going between learner(s) and themselves.				×	
8.	redirect communication effectively between learner(s) and themselves.				×	
9.	terminate discussions with learners politely .	×				
10.	share the communication process by working with learners in deriving meaning of intended messages.	×				

Any additional comments:

A very reassuring tone throughout lesson. Redirecting communication was not evident, participant could not stay on track when learners moved away from topic being discussed; participant failed to communicate misconceptions, and this struggled to simplify certain concepts.

There wasn't complete engagement with learners.

Participant explained concepts clearly and presented as confident.

"Apologised" frequently, when learners redirected discussions, off topic.

Appendix 16a: Sample of interview 2 transcription (micro-teaching lesson)

Participant 2 Aubrey

Researcher: What was your experience like when you conducted your Micro-Teaching Lesson?

Participant 2: My experience of teaching my micro-teaching lesson was actually a nice one. Except for the stress of the technical difficulties of my laptop deciding to pause and freeze. But I think it went quite well. I did have a couple of moments where I was struggling to find the words because my brain was lost in translation. But other than that, I think I did quite well.

Researcher: I can then assume that you felt confident conducting the lesson. Why was this so, especially since it was also done virtually?

Participant 2: Because of COVID I had to start teaching online, virtually, through the use of Zoom, Skype and all of those things. So, it has just become the new normal, I would say. So, I think I was used to teaching and explaining content over the internet. And I was very confident about my lesson and the way I set it up. I liked the content that I was covering, so I felt like it was a very fun lesson to do.

Researcher: Apart from the technical glitches, were there moments during your lesson where you did not feel confident and why?

Participant 2: Not really, the only other stressor was when some of the other students would take a while to respond or wouldn't be on the right track but that wasn't a major stressor.

Appendix 16b: Sample of interview 2 transcription (micro-teaching lesson)

Participant 4 Ashley

Researcher: What was your experience like when you conducted your Micro-Teaching Lesson?

Participant 4: I was a little bit on my nerves, but I think because I prepared, it was not that nerve-wracking, like the other times but I was still on my nerves. Scared to say the wrong thing or give a wrong explanation. But overall, it felt good to do something like that.

Researcher: How did you feel when you conducted your lesson when you spoke to the learners?

Participant 4: Not completely confident. I would say on a scale of 1 to 10, s 7 out of 10, or 6 to 7.

*Please take note that full data sets are available upon request.