

SOME AFFECTIVE AND LINGUISTIC FACTORS AS PREDICTORS OF VERBAL COMMUNICATION IN PRE-SERVICE TEACHERS IN COLLEGES OF EDUCATION IN OYO STATE, NIGERIA

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Abstract

This study examined affective and linguistic factors that predict verbal communication among pre-service teachers in Colleges of Education in Oyo State, Nigeria. The study adopted mixed methods design, involving a combination of qualitative and quantitative data that were involved in the study. A multistage sampling technique was used to select 600 pre-service students from Colleges of Education across the three senatorial districts of the state, representing the three categories of Colleges of Education based on ownership: federal, state, and private. Seven research instruments were used for the study. Six research questions were answered. The findings of the study revealed that English pre-service teachers had poor verbal communication skills; their willingness to communicate was high; there was low language anxiety among them; their communication apprehension was high; and they had a moderate level of inhibition to communication. Based on the findings, the following recommendations were made: pre-service English language teachers should be encouraged to identify their English Language anxiety traits so they can be able to reduce their influences for better performance in verbal communication; college management and English language lecturers should be able to devise means of minimising their influences through effective drill in public speaking and spoken English; there is the need for English language lecturers to update their knowledge on factors that can impact verbal communication and teaching practice attitude negatively through personal development and that regular professional development activities such as seminars and workshops should be organised for pre-service teachers to keep them abreast of latest research findings that can help improve their verbal communication in lesson delivery.

Keywords: Language anxiety, vocabulary knowledge, inhibition to communicate, verbal communication, willingness to communicate, communication apprehension.

Introduction

Good verbal communication skill of teachers could enhance good lesson delivery and academic success of students. Teachers communicate more instructions orally in classroom to students. Therefore, teachers with poor verbal communication skill may cause failure of students to learn (Sherwyn, Michael, Judy, 2000). Good verbal communication skills minimise the potential of unkind feelings during the process of teaching. Loss (2000), therefore, submitted that teachers must have the ability to communicate in a clear and understandable manner. As a variety of skills are needed for good teaching, a study conducted by Ehindero and Ajibade (2000) revealed that, for effective teaching, teachers require good verbal communication skills. However, there is a general perception that a significant number of pre-service teachers at colleges of education perform poorly in teaching practice for a number of interconnected reasons, chiefly among which is poor communication skills (Egbo, 2011; Ayankajo, 2017; Lasisi, 2021)). As important as verbal communication skill is to effective lesson delivery in

teaching practice, reports have shown that many pre-service English teachers of colleges of education are deficient in verbal communication during teaching practice. This is often manifested in their poor pronunciation of words, inappropriate use of stress and intonation in connected speeches, poor grammatical expressions, as well as poor audibility. The result of these is that, however sound the pre-service teachers may be in content knowledge, poor verbal communication may hinder effective delivery of lessons and comprehension of the lessons taught by their students (Adegbite, 2007).

This had earlier been observed by Aina (2014) that many pre-service English language teachers in colleges of education in Southwestern Nigeria exhibited poor articulation of stress; emphatic stress and intonation; the result is that they were not be able to communicate effectively with the students no matter the depth of their content knowledge of the concept taught. Literature search has shown that topic familiarity, language anxiety, communication apprehension, vocabulary knowledge, willingness to communicate, and inhibition to communication are some of the factors that affect effective verbal communication (Anderson (2013). According to (Adeniyi 2017), components of effective verbal communication include good pronunciation and articulation of words, phrases and sentences, using good motivation, correct use of pitch and accentuation, and other components include grammatical accuracy and appropriate lexical choices that suit the subject matter. In the view of Sibanda (2015), Effective verbal communication is an important prerequisite for teachers' success in their classroom interactions with their students. In fact, pre-service teachers must possess good verbal communication skills to perform well in teaching practice.

Previous studies aimed at assessing teachers' communication skills and the use of effective communication in their classroom interactions include (Adebola, 2020 and Arokodare, 2023) and their involvement of the four aspects of English language skill (Fredrick, 2019 and Ajuwon, 2022), among others. These available studies have looked into pre-service teachers' involvement of English language in their classroom interactions and classroom practices without adequate attention paid to the investigation of vocabulary knowledge, communication apprehension, willingness to communicate, inhibition to communication and language anxiety which have been identifies in literature as factors that can promote or hinder effective verbal communication.

Vocabulary knowledge involves comprehensive linguistic knowledge of words syntactic and semantic relationship with other words in the language, involving knowledge of antonym, synonymy, hyponym and collocation meanings. Adegbola (2014,) identified nine parts of vocabulary knowledge as: knowledge of the spoken form of a word; knowledge of the written form of a word; knowledge of the parts in a word which have meaning; knowledge of the link between a particular form and a meaning; knowledge of the concepts a word may possess and the items it can refer to; knowledge of the vocabulary that is associated with a word; knowledge of a word's grammatical functions; knowledge of a word's collocations; and knowledge of a word's register and frequency.

The more extensive one's vocabulary is, the more likely their language proficiency will be higher. Vocabulary knowledge is a vital aspect of linguistic competence that works in collaboration with discourse competence, socio-cultural competence, and an individual's verbal communication skills. It should be noted that vocabulary knowledge does not guarantee high communicative proficiency, but it fulfills one of the prerequisites for language use, which automatically leads to communicative proficiency. It has been observed that vocabulary knowledge leads to language use, and language use enables an increase in vocabulary knowledge. When pre-service English teachers have good vocabulary knowledge, they are more likely to be able to pronounce well and make themselves understandable to their students (Sibanda, 2015; Onebunne, 2015).

Next is language anxiety. It is explored in two ways: either as a transfer of anxiety from a unique experience or from an individual's personality trait. However, Macintyre (2018) placed language anxiety in a broader horizon when he compared it with other forms of anxiety that are associated with verbal communication. Language anxiety serves as an excuse for many pre-service teachers poor verbal communication. It is an abstract phenomenon that prevents pre-service teachers' effective verbal communication in lesson delivery. Howitz *et al.*, (2016) classified language anxiety into three general categories which are: communication apprehension, fear of negative evaluation by others and text anxiety. However, of the three classes, only comprehension, anxiety and fear of negative evaluation are germane to this study. The study carried out by the Howitz et al revealed that second language students' academic performance is affected significantly by language anxiety. Theo *et al.*, (2010) confirmed that in- class and speaking oriented practices are strong sources triggering language anxiety. Horwitz and Tong (2011) established a strong relationship between language anxiety and second language learning. There are three categories of language anxiety in Endless (2010)'s study. These according to him are trait, situation specific and state anxiety. People who have high trait anxiety are more or less people that are nervous and lack emotional stability in the course of their interaction and communication with others. While situation specific anxiety means that people get anxious only in specific situation, such as: text anxiety and speech anxiety. State anxiety on the other hand, refers to the moment to moment experience of anxiety, which also means temporary anxious feeling.

Neagley and Hilda (2013) have established that state anxiety has an effect on both cognition and behaviour as it arouses more sensitive automatic nervous system. Second language learners with a high level of language anxiety are easily affected by moment-to-moment anxious feelings, while second language learners with lower level of language anxiety do not experience state anxiety frequently. Language anxiety of the pre-service teachers could therefore affect their verbal communication in the classroom. Another factor that could affect effective verbal communication during teaching practice is inhibitions or impediments to communication. Many variables combine to inhibit learners from communicating in the English language, as it has been found in studies on second language. Such variables are inadequate time allotted to the teaching of the language at the early stage of learning it; inadequate time given for practice, lack of adequate exposure to English inside and outside the classroom; shallow knowledge of some grammatical and pronunciation rules of the language; inability to retrieve the suitable vocabulary during oral communication; as well as lack of self-confidence in most pre-service English teachers to speak in front of a crowd. All these combine to inhibit pre-service teachers of English using English as a second language as the medium of their oral communication during teaching (Pintrich, 2012).

On the other hand, Morona and Yehsin (2013) identified the fact that most students are afraid of making mistakes, use their native language, especially when they work in pairs or in groups, and, more importantly, when the students lack the required resources for solving the given tasks as factors causing inhibition to communication. Inhibition to communication, therefore, makes it difficult, if not impossible, for pre-service teachers of English to perform well in verbal communication in the class. Many students cannot express themselves intelligently, reasonably, and accurately, without too much hesitation (Pintrich, 2012; Morona and Yehsin, 2013).

Another independent variable is willingness to communicate. Mc Croskey and Richmond (2017) define it as an individual's general personality orientation towards talking. This is the idea that pre-service English teachers who are willing to communicate in the second language actively look for chances to communicate. It is an individual's readiness to enter into discourse at a particular time. Mc Croskey and Richmond (2017) explain willingness to communicate as the most important task orientation towards communication. Willingness to communicate is

important in the process of communication. More attention has been paid to learning strategies and methods of improving learners' participation in teachers' classroom practices for better learning outcomes. Proficiency in one language is measured by one's ability to communicate fluently rather than mere mastery of the structures of that language as it used to be. In all, willingness to communicate is traceable to some factors that are strongly linguistic, psychological and cultural. Others are: anxiety, shyness, reticence, stage fright, and teacher's intimacy. Willingness to communicate in English is likely to be affected by psychological factors, of which motivation and attitude are high (Ogunbameru and Uwameiye, 2012).

Communication apprehension could also affect verbal communication. According to McCroskey and Richmond (2017), Communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons. Communication apprehension is a psychological response to evaluation. This psychological response, however, quickly becomes physical as our body responds to the threat the mind perceives. When it comes to communication apprehension, the physical responses are often not well adapted to the nature of the threat experienced, as the excess energy created by the body can make it harder to be effective public speakers.

Communication apprehension is also seen as the blatant discomfort that comes when called upon to speak in front of an audience. For others, it is the bit of anxiety felt before having to converse in group settings or the jolt of nervousness experienced when walking into a meeting. It can also exist in interpersonal communication when calling someone important on the phone or when entering the office to discuss with a boss. While some individuals experience communication apprehension to a greater extent than others, every individual to some extent is affected by a degree of communication apprehension, and the level of apprehension individuals experience has the potential to either positively or negatively influence oral communication (Quiggins, 2012).

There are many factors that can determine how comfortable we are when we speak to others. The way we communicate often varies depending on the size of our audience, how well we know them, our self-image, and whether or not we expect to be closely evaluated when speaking. Although they share similar symptoms, communication apprehension is not the same as stage fright. Stage fright is a response to either the participation in or the anticipation of a public performance. It is experienced at least to some degree by nearly everyone (Shimotsu and Mottet, 2019). Communication apprehension is a response to any communication experience, either public or private, with any number of other people. You may experience communication apprehension whether you're talking to a large audience or just one person; a stranger or even a close friend. Indicators of communication apprehension may be a nervous feeling in your stomach, shaky hands, talking too fast, or not talking at all.

Statement of the Problem

The fluency and freedom that a pre-service teacher has in his/her communication in the classroom is an important component of teacher preparation programme in colleges of education in Nigeria. That explain the inclusion of use of English language in about five times in the course of their three years programme. Research has, however, shown that most pre-service English language teachers score in their classroom interactions traceable to poor verbal communication skills, which affect their lesson delivery. Empirical literature on teachers' classroom interactions is found with little attention paid to linguistic and affective factors that affect pre-service teachers' verbal communication. This study, therefore, will investigate pre-service English language teachers' vocabulary knowledge, communication apprehension, English language anxiety, inhibition, and willingness to communicate as predictors of verbal communication in colleges of education in Oyo State, Nigeria.

Research Questions

This study answered the following six research questions:

1. What is the pre-service English teachers' rating in verbal communication?
2. What is the level of pre-service English teachers' willingness to communicate?
3. What is the pre-service English teachers' attitude toward teaching practice?
4. What is the pre-service English teachers' level manifestation of inhibition in communication?
5. What is the pre-service English teachers' level of English language anxiety?
6. What is the pre-service English teachers' communication apprehension?

Scope of the study

The study investigated pre-service teachers' vocabulary knowledge, communication apprehension, language anxiety, inhibition and willingness to communicate as predictors of pre-service English teachers' verbal communication. The study covered Part three pre-service English Language teachers from the three senatorial districts of Oyo State, Nigeria.

Significance of the study

Findings of the study revealed the factors that account for pre-service English Language teachers' poor verbal communication with a view to mitigating them. Pre-service teachers in colleges of education will benefit from the study as it will reveal the major factors that are directly relevant to improving their verbal communication. The study provided empirical information to colleges of education management on the factors to address for improved pre-service teachers' verbal communication. The study was guided by Aristotle and Lasswell models of communication. Aristotle's model of communication focused on five major elements: the speaker, the speech, speech occasion, audience and effect. This model provides a good means of judging how effectively a speaker responds to the requirements of a speaking situation. The model emphasizes that fact the listeners get influenced and respond accordingly (Augustine, 2014). In Aristotle's model of communication, the speaker is fully responsible for all communication. The speaker selects his words carefully, analysing his/her audience as such prepares his/her audience and preparing his/her speech accordingly. Aristotle advises speakers to build speeches for different audiences on different occasions and for different effects. The audience in Aristotle's model of communication includes all those who are listening to the speaker. To him, rhetoric falls into three divisions that is determined by three major people/issues: speaker, listener, and speeches.

Harold Lasswell in 1948 came up with a model of communication. The major attention of the model is paid to each of the following: who, says what, in which channel, to whom, and to what effect? His model fits in well with that of Aristotle. In his model, 'who' refers to the speaker, 'what manner' refers to the channel, 'to whom' refers to the audience, and 'with what effect' refers to the effect of such communication. It has these characteristics: it is based on the effect of the sender's message on the receiver: there is no feedback for the message sent by the speaker; it is linear in nature as the feedback elements is missed out and it presents communication as more of persuasive process rather than an information (Godwin, 2014). It considers communication as the transmission of a message, emphasizing effect over meaning. A summary of his model of communication can be presented as 'Who says what to whom with what effect'. 'Who says what' refers to the speaker, 'to whom' refers to the audience, and 'with what effect' refers to the action motivated in the audience from their exposure to the message received from the speaker. 'Who?' refers to the communicator who wants to send the message? 'What?' refers to the message the communicator wants to put across. That is the communicator wants to communicate what? 'Whom?' on the other hand focuses on the

receiver or destination of the information or message sent by the communicator. ‘What effect?’ simply means what will be its impact?

Methodology

This study adopted a mixed-methods design comprising qualitative and quantitative methods. The qualitative method involved the administration of questionnaires, tests, and rating scales to collect data, while the qualitative aspect involved oral interviews that elicited responses from selected pre-service teachers. The population of this study comprised pre-service English language teachers in colleges of education in the three senatorial districts of Oyo State, Nigeria. The multi-stage sampling procedure was adopted in the study. At the very first stage of the sampling, three colleges of education offering programmes in English in the three senatorial districts, in Oyo State, Nigeria were purposively selected for the study. Purposive sampling was used to select three federal colleges of education, while the three state colleges of education were randomly selected. The three federal colleges of education that were selected are Federal College of Education (Special), Oyo, Oyo State College of Education, Lanlate, Mufu Laninhun College of Education, Ibadan. Purposive sampling was used to select 600 part three pre-service English teachers’ (100 per college) in the sampled colleges of education, as 200 per college of education.

Seven research instruments were used for the study

- Vocabulary Knowledge Test (VKT)
- Communication Apprehension Questionnaire (CAQ)
- Language Anxiety Questionnaire (LAQ)
- Inhibition to Communicate Questionnaire (ICQ)
- Willingness to Communicate Questions (WCQ)
- Pre-service Teachers’ Verbal Communication Rating Scale (VCQ)
- Interview Guide

The instruments were validated by three experts in evaluation at the University of Ibadan. Their reliability was confirmed by testing them on twenty pre-service English language teachers from two colleges of education that were not part of the main study. Their reliability was confirmed using Cronbach's alpha coefficient, which yielded .87, .82, .85, .88, .81, .86, and .84 for each of the instruments. The data collected were subjected to quantitative and qualitative analyses. Quantitative data were analysed using descriptive statistics of frequency counts, percentages, and standard deviation. Qualitative data were analysed using content analysis.

Results

Research question 1: What is the pre-service English teachers’ rating in verbal communication?

Table 1: Pre-service English teachers’ verbal communication

S/N	Statements	5	4	3	2	1	Mean	STD.D
1	The pre-service teacher has a good command of English grammar	18 5.4%	86 25.6%	115 34.5%	102 30.4%	15 4.5%	2.97	0.98
2	The pre-service teacher’s choice of words is appropriate to students’ level	12 3.6%	23 6.8%	148 44.0%	151 44.9%	2 0.6%	2.68	0.76
3	The pre-service teacher adopts rich and appropriate vocabulary in his/her expression	41 12.2%	65 19.3%	100 29.8%	95 28.3%	35 10.4%	2.95	1.18
4	The pre-service teacher could pronounce words correctly	27 8.0%	40 11.9%	43 12.8%	143 42.6%	83 24.7%	2.36	1.10

5	The pre-service teacher communicates with students fluently	27 8.0%	179 53.3%	59 17.6%	24 7.1%	47 14.0%	3.34	0.71
6	The pre-service teacher explains concepts clearly using appropriate simple and clear words	64 19.0%	30 8.9%	165 49.1%	77 22.9%	- -	3.24	0.75
7	The pre-service teacher displays confidence ' while communicating with students using appropriate stress/intonation is achieved	- -	141 42.0%	98 29.2%	52 15.5%	45 13.4%	3.00	1.06
8	The pre-service teacher manages and achieves transition through cuing and interactional negotiation	- -	29 8.6%	120 35.7%	135 40.2%	52 15.5%	2.38	0.85
9	The pre-service teacher's voice is audible enough	- -	19 5.7%	86 25.6%	138 41.1%	93 27.7%	2.09	0.87
10	The pre-service teacher's expression is free of tension	- -	36 10.7%	74 22.0%	131 39.0%	95 28.3%	2.15	0.96
11	The pre-service teacher uses different voice patterns to enhance students' understanding	10 3.0%	72 21.4%	104 31.0%	94 28.0%	56 16.7%	2.68	1.08
12	The pre-service teacher is able to explain concepts lucidly	10 3.0%	80 23.8%	101 30.1%	75 22.3%	70 20.8%	2.66	1.14
13	The non-verbal signals adopted by the pre-service teacher reinforces the messages of the spoken words	- -	18 5.4%	99 29.5%	109 32.4%	110 32.7%	2.07	0.91
14	The pre-service teacher's facial expression is appropriate to situation	- -	12 3.6%	82 24.4%	93 27.7%	149 44.3%	1.87	.90
15	The pre-service teacher demonstrates active listening ability	- -	22 6.5%	72 21.4%	120 35.7%	122 36.3%	1.98	0.92
16	The pre-service teacher's choice of words arouses students' interest in the lesson through feedback given by the students	- -	20 6.0%	78 23.2%	113 33.6%	125 37.2%	1.98	0.92
17	The pre-service teacher has ability to express ideas concisely and clearly	13 3.9%	161 47.9%	74 22.0%	40 11.9%	48 14.3%	3.15	0.92
18	The pre-service teacher's capacity to communicate information and knowledge in their area of expertise's	55 16.4%	115 34.2%	75 22.3%	51 15.2%	40 11.9%	3.28	1.14
19	The pre-service teacher employs different communication method	28 8.3%	128 38.1%	84 25.0%	62 18.5%	34 10.1%	3.16	0.76
20	The pre-service teachers maintain self-confidence when speaking to the students	- -	73 21.7%	104 31.0%	72 21.4%	87 25.9%	2.49	0.98
Weighted mean = 2.62								
Criterion mean = 3.00.								

Table 1 revealed the responses of the respondents to verbal communication with a weighted mean of 2.62, out of the maximum obtainable score of 5.00, which is less than the weighted mean average of 3.00. This implies that pre-service English teachers' verbal communication is poor.

Research question 2: What is the level of pre-service English teachers' willingness to communicate?

Table 2: Pre-service English teachers' willingness to communicate

S/N	Statements	Always	Someti mes	Rarely	Never	Mean	STD.D
1	I initiate conversation with my friends	111 33.0%	86 25.6%	49 14.6%	90 26.8%	2.65	1.20
2	I like talking about current issues with friends	163 32.4%	109 32.4%	48 14.3%	16 4.8%	3.25	0.87
3	I am always willing to talk at meetings	136 40.5%	115 34.2%	67 19.9%	18 5.4%	3.10	0.90
4	I don't like to participate in class discussions	16 4.85	23 6.8%	79 23.5%	218 64.9%	3.49	0.82
5	I feel nervous when I have to speak to others	84 25.0%	46 13.7%	94 28.0%	112 33.3%	2.70	1.18
6	I dislike group discussions	55 16.4%	95 28.3%	63 18.8%	123 36.6%	2.64	1.12
7	I do not fear engaging in group discussions	109 32.4%	59 17.6%	92 27.4%	76 22.6%	2.51	1.16
8	I find it difficult to make conversations with strangers	69 20.5%	74 22.0%	125 37.2%	68 20.2%	2.57	1.03
9	I feel at ease making conversations with strangers	235 69.9%	69 20.5%	16 4.8%	16 4.8%	3.56	0.79
10	I am not afraid to speak up in conversations	192 57.1%	93 27.7%	32 9.5%	19 5.7%	3.36	0.87
11	Talking to other people is a waste of time	21 6.3%	38 11.3%	141 42.0%	136 40.5%	3.17	0.86
12	I don't converse with people because I don't want to commit grammatical error	17 5.1%	59 17.6%	144 42.9%	116 34.5%	3.07	0.85
13	I feel uneasy trying to speak up because my idea may not be welcome	12 3.6%	58 17.3%	156 46.4%	110 32.7%	3.08	0.80
14	I often discuss my students' homework with my cooperating teacher	167 49.7%	129 38.4%	31 9.2%	9 2.7%	3.35	0.76
15	I feel free to read newspaper articles aloud on the assembly ground while addressing the students	149 44.3%	152 45.2%	24 7.15	11 3.3%	3.31	0.74
16	I feel free to ask and answer questions of students while in class	126 37.5%	134 39.9%	46 13.7%	30 8.9%	3.06	0.93
17	I like to talk in large classroom interactions	162 48.2%	109 32.4%	45 13.4%	20 6.0%	3.23	0.90
18	I like to participate in debates and quizzes	157 46.7%	118 35.1%	37 11.0%	24 7.1%	3.21	0.91
19	I like to talk for a long period of time	28 8.3%	66 19.6%	132 39.3%	110 32.7%	1.96	0.93
20	I like to speak clearly and audibly	159 47.3%	121 36.0%	40 11.9%	16 4.8%	3.26	0.85

Weighted mean = 3.03

Criterion mean = 2.50

Table 2 revealed the responses of the respondents to willingness to communicate. Table 4.2 indicated the weighted mean of 3.03, out of the maximum obtainable score of 4.00, which is higher than the weighted mean average of 2.50. This implies that pre-service English teachers' willingness to communicate is high.

Research question 3: What is the pre-service English teachers' attitude to teaching practice?

Table 3: Pre-service English teachers' attitude to teaching practice

S/N	Statements	SA	A	D	SD	Mean	STD.D
1	I have always aspired to be a teacher	149 44.3%	143 42.6%	27 8.0%	17 5.1%	3.26	0.81
2	I enjoy teaching practice	132 39.3%	148 44.0%	30 8.9%	26 7.7%	3.15	0.88
3	I am proud to be a student teacher	106 31.5%	121 36.0%	61 18.2%	48 14.3%	2.84	1.02
4	I desire to continue teaching irrespective of my economic needs	99 29.5%	122 36.3%	40 11.9%	75 22.3%	2.73	1.11
5	Choosing to be a teacher is the best decision of my life	71 21.1%	116 34.5%	45 13.4%	104 31.0%	2.46	1.14
6	I am happy going on teaching practice	91 27.1%	115 34.2%	56 16.7%	74 22.0%	2.66	1.19
7	Teaching practice is an enjoyable exercise	197 58.6%	68 20.2%	54 16.1%	17 5.1%	3.32	0.92
8	I hate teaching practice	17 5.1%	36 10.7%	93 27.75	190 56.5%	3.36	0.87
9	Teaching practice is a wasteful exercise	69 20.5%	73 21.7%	108 32.1%	86 25.6%	2.71	0.88
10	I want teaching practice cancelled in colleges of education	71 21.1%	87 25.9%	68 20.2%	110 32.7%	2.77	0.84
11	I feel ashamed to identify myself as a student teacher among my friends and colleagues	94 28.0%	59 17.6%	92 27.4%	91 27.1%	2.54	0.86
12	I regret having chosen education as a course because of teaching practice	34 10.1%	64 19.0%	90 36.8%	148 44.0%	3.05	0.82
13	Teaching Practice is boring	35 10.4%	61 18.2%	75 22.3%	165 49.1%	3.09	0.74
14	I like teaching practice exercise	122 36.3%	73 21.7%	53 15.8%	88 26.2%	2.68	0.72
15	Teaching practice is not necessary in teacher preparation	217 64.6%	119 35.4%	-	-	3.73	0.85
16	It makes me happy to think that I am going for teaching practice	115 34.2%	72 21.4%	45 13.4%	104 31.0%	2.59	0.74
17	Teaching practice should be made an optional course	70 20.8%	51 15.2%	92 27.4%	123 36.6%	2.70	0.86
18	I feel proud to be a student teacher	110	97	62	67	1.96	0.71
19	I take teaching practice seriously	178 53.0	158 47.0%	-	-	3.56	0.75
20	I like to work hard during teaching practice	120 35.7%	66 19.6%	56 16.7%	94 28.0%	2.63	0.93

Weighted mean = 2.89

Criterion mean = 2.50

Table 3 revealed the weighted mean of 2.89, out of the maximum obtainable score of 4.00, which is higher than the weighted mean average of 2.50. This indicates that pre-service English teachers attitude to teaching practice is positive.

Research question 4: What is the pre-service English teachers' level manifestation of inhibition to communication?

Table 4: Pre-service English teachers' inhibition to communication

S/N	Statements	Always	Sometimes	Seldom	Never	Mean	STD.D
1	I am afraid to speak up in conversation	49 14.6%	79 23.5%	57 17.0%	151 44.9%	2.08	0.75
2	I talk less because I am shy	38 11.3%	85 25.3%	56 16.7%	157 46.7%	2.01	0.84
3	I converse freely because I am not shy	159 47.3%	42 12.5%	82 24.4%	53 15.8%	2.09	0.96

4	I prefer listening to talking in conversation	124 36.9%	56 16.7%	72 21.4%	84 25.0%	2.52	0.82
5	I feel nervous when I have to speak to others	91 27.1%	71 21.1%	34 10.1%	140 41.7%	2.34	0.90
6	I dislike group discussions	45 13.4%	74 22.0%	74 22.05	143 42.6%	2.06	0.86
7	I do not fear engaging in group discussions	240 71.4%	67 19.9%	26 7.7%	3 0.9%	2.48	0.68
8	I find it difficult to have conversations with strangers	220 65.5%	95 28.3%	17 5.1%	4 1.2%	3.58	0.65
9	I feel at ease making conversations with strangers	80 23.8%	71 21.15	153 45.5%	32 9.5%	2.59	0.95
10	I am not afraid to speak up in conversations	77 22.9%	72 21.4%	132 39.3%	55 16.4%	2.51	0.92
11	Talking to other people is a waste of time	57 17.0%	126 37.5%	70 20.8%	83 24.7%	2.53	0.87
12	I am a stammerer	-	-	149 44.4%	187 55.6%	2.06	0.97
13	I don't converse with people because I don't want to commit grammatical errors	28 8.3%	84 25.0%	80 23.8%	144 42.9%	2.00	0.74
14	I feel uneasy trying to speak up because my idea may not be welcome	96 38.6%	90 26.8%	62 18.5%	88 26.2%	2.58	0.89
15	I find it difficult to communicate because of a lack of self-confidence	155 46.1%	91 27.1%	38 11.3%	52 15.5%	3.04	0.94
16	My poor proficiency in English discourages me from communicating orally	133 39.6%	85 25.3%	67 19.9%	51 15.2%	2.89	0.91
17	Stage fright often prevents me from talking with people	86 25.6%	69 20.5%	89 26.5%	92 27.4%	2.44	0.92
18	I feel frightened when a lot of people are watching me	133 39.6%	89 36.5%	62 18.5%	52 15.5%	2.94	0.93
19	I find it difficult to organize ideas logically in oral discourse	60 17.9%	74 22.0%	94 28.0%	108 32.1%	2.26	0.70
20	I find it difficult to speak when am not prepare fully	91 27.1%	85 25.3%	84 25.0%	76 22.6%	2.57	0.93

Weighted mean = 2.48

Criterion mean = 2.50

Table 4 indicated the weighted mean of 2.48, out of the maximum obtainable score of 4.00, which is at par with the weighted mean average of 2.50. This implies that pre-service English teachers' level of manifestation of inhibition to communication is average.

Research question 5: What is the pre-service English teachers' level of English language anxiety?

Table 5: Pre-service English teachers' English language anxiety

S/N	Statements	SA	A	D	SD	Mean	STD.D
1	I feel jittery speaking in English	99 29.5%	67 19.9%	80 23.8%	90 26.8%	2.48	0.74
2	I have no fear of my use of English being evaluate	114 33.9%	81 24.1%	73 21.7%	68 20.2%	2.28	0.77
3	I feel that time is enough for me when speaking English language	129 38.4%	72 21.4%	60 17.9%	75 22.3%	2.84	0.83
4	I am afraid of writing English essays	94 28.0%	73 21.7%	74 22.0%	95 28.3%	2.49	0.74
5	Speaking English is a very frightening experience	81 24.1%	84 25.0%	70 20.8%	101 30.1%	2.57	0.93

6	Speaking English makes me feel good	196 58.3%	140 41.7%	- -	- -	3.68	0.76
7	My mind seems to go blank when I start to answer questions in English	49 14.6%	29 8.6%	60 17.9%	198 58.9%	3.21	0.95
8	I am always composed when using English language	212 63.1%	73 21.7%	30 8.9%	21 6.3%	3.42	0.89
9	I am afraid of speaking English in public	28 8.3%	32 9.5%	76 22.6%	200 59.5%	3.33	0.96
10	I am often afraid of committing errors when writing a composition in English	29 8.6%	54 16.1%	107 31.8%	146 43.5%	3.10	0.97
11	I feel confident in my ability to express myself English language	139 41.4%	116 34.5%	54 16.1%	27 8.0%	3.09	0.94
12	I like to speak English to my friends	165 49.1%	133 39.6%	20 6.0%	18 5.4%	3.32	0.81
13	I am nervous about speaking English language	22 6.5%	29 8.6%	127 37.8%	158 47.0%	3.25	0.87
14	I feel uneasy with English examination	26 7.7%	32 9.5%	116 34.5%	152 48.2%	3.23	0.91
15	I feel uneasy trying to speak English in public	15 4.5%	29 8.6%	144 42.9%	148 44.0%	3.27	0.80
16	I always feel comfortable discussing with my friends in English language	159 47.3%	123 36.6%	41 12.2%	13 3.9%	3.27	0.82
17	Speaking English language is a lot of fun	149 44.3%	113 33.6%	51 15.2%	23 6.8%	3.16	0.92
18	I am afraid to commit errors when speaking in English language	30 8.9%	21 6.3%	109 32.4%	176 52.4%	3.28	0.93
19	I have a terrible time speaking English language	22 6.5%	43 12.8%	113 33.6%	158 47.0%	3.21	0.90
20	Discussing in English language with others is an enjoyable experience	152 45.2%	131 39.0%	29 8.6%	24 7.1%	3.22	0.88

Weighted mean = 3.09

Criterion mean = 2.50

Table 5 indicated the weighted mean of 3.09, out of the maximum obtainable score of 4.00, which is higher than the weighted mean average of 2.50. This means that pre-service English teachers' English language anxiety is high.

Research question 6: What is the pre-service English teachers' communication apprehension?

Table 6: Pre-service English teachers' communication apprehension

S/N	Statements	SA	A	D	SD	Mean	STD.D
1	I feel jittery when communicating orally	17 5.1%	24 7.1%	126 37.5%	169 50.3%	3.33	0.82
2	I am not nervous when communicating verbally	178 53.0%	124 36.9%	21 6.3%	13 3.9%	3.39	0.77
3	I am afraid of verbal communication	18 5.4%	31 9.2%	97 28.9%	190 56.5%	3.37	0.86
4	Verbal communication is a very frightening experience	44 13.1%	23 6.8%	115 34.2%	154 45.8%	3.13	1.02
5	Engaging in verbal communication makes me feel good	156 46.4%	118 35.1%	38 11.3%	24 7.1%	3.21	0.91
6	My mind seems to go blank when I communicate verbally	38 11.3%	32 9.5%	149 44.3%	117 34.8%	3.03	0.95
7	I am always composed when communicating	109 32.4%	145 43.2%	44 13.1%	38 11.3%	2.97	0.95
8	I am afraid of communicating with people in public	32 9.5%	45 13.4%	134 39.9%	125 37.2%	3.05	0.94
9	I am often afraid of standing before an audience to communicate	14 4.2%	24 7.1%	98 29.2%	200 59.5%	3.44	0.80
10	I feel confident in my ability to do well in verbal communication task	172 51.2%	130 38.7%	26 7.7%	8 2.4%	3.39	0.73

11	I feel confident communicating with people	137 40.8%	187 55.6%	12 3.6%	-	3.53	0.87
12	I experience stage fright when communicating verbally	22 6.5%	48 14.3%	138 41.15	128 38.1%	3.11	0.88
13	I feel uneasy when communicating with people	- -	13 3.9%	144 42.8%	179 53.3%	3.65	1.08
14	I feel uneasy trying to communicate in public	33 9.8%	46 13.7%	158 47.0%	99 29.5%	2.96	0.91
15	I always feel comfortable communicating with my friends	123 36.6%	134 39.9%	42 12.5%	37 11.0%	3.02	0.97
16	Verbal communication is a lot of fun	175 52.1%	126 37.5%	35 10.4%	-	3.61	1.10
17	I am afraid to commit errors when speaking with people	20 6.0%	22 6.5%	164 48.8%	130 38.7%	3.20	0.81
18	I have a terrible time communicating verbally	26 7.7%	19 5.7%	164 48.8%	127 37.8%	3.17	0.85
19	Communicating with others is an enjoyable experience	131 39.0%	170 50.6%	18 5.4%	17 5.1%	3.24	0.77
20	I feel delighted when communicating with my students	159 47.4%	177 52.7%	-	-	3.76	0.88

Weighted mean = 3.28

Criterion mean = 2.50

Discussion of Findings

The findings of this study revealed that English Language pre-service teachers' verbal communication skills are poor. The implication of this is that English language pre-service teachers found it difficult to effectively pass on lesson content to their students, as some of them lack a good command of English, rich and appropriate vocabulary, and correct pronunciation of words, among others. The reason for this might be due to the poor English proficiency that some of these student teachers brought from secondary schools to tertiary institutions. Meanwhile, it has been ascertained that teachers require good verbal communication skills to achieve effectiveness in lesson delivery. This result corroborates Olatunbosun (2019), who reported that one other area in which teachers of secondary schools in Nigeria are found wanting is the level of preparation to accommodate exigencies of communication in the classroom. Findings from this study revealed that many of the teachers appeared unprepared for their lessons, thus lacking substance in their presentation. Similarly, the findings support the work of Iyamu and Iseguan (2009), whose work indicated that one of the major obstacles.

This result obtained here shows that pre-service English teachers' willingness to communicate is high. This implies that they are always willing to engage in conversation and discussion with people. It could be inferred that the student teachers did not feel shy in class, nor were they reticent. They also never experienced stage fright in the course of lesson delivery, irrespective of the size of the class. An examination of the level of inhibition to communicate experienced by pre-service teachers revealed a moderate level of inhibition. This could mean that all impediments to effective oral communication are moderately manifested by the respondents. In other words, the respondents were moderately familiar with the subject matter of the lesson; they also exhibited mild stage fright and a moderate level of confidence in their classroom practices, all of which contributed to a moderate level of inhibition. A low level of language anxiety was exhibited by the participants as revealed in the results. This shows that the participants were not in any form of apprehension when speaking or writing English. The implication of this is that the classroom activities were smoothly conducted. Concepts were also properly explained and clarified without any form of ambiguity.

This may justify the claim by Anthony (2021) that it is almost impossible for foreign language learners not to exhibit different traits of anxiety in their course of learning or using a foreign language. The level of communication apprehension among the respondents was very high. The reasons for this are that the teachers in training often felt jittery and nervous in class. They also get uneasy in teaching situation. They also fidget when communicating in class with learners because they are not confident enough in the use of English. The results support that of Ayankojo (2020) who found that the level of apprehension displayed by the students during microteaching presentation is high. According to Ayankojo, college students were visibly shaken, stammering, and shy in the practicum demonstration class.

Conclusion

This study investigated the predictive capacity of English Language anxiety, vocabulary knowledge, communication apprehension, inhibition to communication, and willingness to communicate on verbal communication of pre-service teachers in colleges of education in the three senatorial districts in Oyo State, Nigeria. Findings revealed that English pre-service teachers had poor verbal communication skills. The willingness to communicate among the pre-service teachers was high. There was low language anxiety among the pre-service teachers. Communication apprehension was high among the pre-service teachers. There was a moderate level of inhibition to communication among the pre-service teachers. Vocabulary knowledge, communication apprehension, language anxiety, and willingness to communicate are negatively related to verbal communication. On the other hand, inhibition to communicate had a positive relationship with verbal communication. All the affective factors jointly contributed to the prediction of achievement in verbal communication.

Recommendations

Going by the findings of this study, the following recommendations are given:

- Students should be encouraged to identify their English Language anxiety traits so they can be able to reduce their influence for better performance in verbal communication in and attitude to teaching practice.
- College management and English language lecturers should be able to devise means of minimising their influence through effective drills in public speaking and spoken English.
- There is a need for English language lecturers to update their knowledge on factors that can impact verbal communication and teaching practice attitude negatively through personal development.
- Regular professional development activities such as seminars and workshops should be organised for pre-service teachers to keep them abreast of the latest research findings that can help improve their verbal communication in lesson delivery.

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