PRE-SERVICE ELT TEACHER BELIEFS: IMPLICATIONS FOR TEACHER EDUCATION

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ABSTRACT

English Language teachers (ELT), even before they embark on their teaching profession, possess rich school-based experiences that can impact the significance of learning and the quality of education as a whole. These experiences are accumulated through their interaction with peers and teachers during their school days. The experiences are worth capturing as they reveal insights into teacher beliefs and teacher identities. This study focuses on the English Language pre-service teachers' perceptions of a typical classroom. Teachers' perceptions are recorded through interview sessions that reveal specific conceptions and ideas related to teacher role and classroom management. These conceived notions form the pre-service teachers' personal teaching constructs (teaching beliefs and teacher identity). The study presents three main findings: classroom climate, establishing identity and teacher personality. The data gathered provide information and raise awareness to practitioners, teacher educators and programme developers on the importance of personal constructs and its impact on teacher training with a specific focus on the teaching of English language. The study highlights the importance of establishing a positive learning climate and good teacher factors in creating an effective classroom.

Keywords: teacher beliefs, teacher identity, teacher education programme, pre-service teachers

Introduction

Beginner teachers bring into their classrooms their prior knowledge and experiences which eventually shape their perceptions towards the world of teaching. It is pivotal that these beginner teachers' beliefs and perceptions are given due emphasis as these prior knowledge shape their teaching practice and eventually impact the quality of education as a whole. Teacher perceptions form teacher beliefs and eventually create teacher identities. As such, concerns related to teacher beliefs and teacher identity are instrumental factors in ensuring that the pre-service teachers are fully equipped with content knowledge and skills and are

prepared to embark on their teaching career in a meaningful and effective manner.

As posited by Stuart, Akeampon and Croft (2009), there are four ways on how teachers acquire professional knowledge, skills and values. They are observation, practice, acquiring knowledge and reflecting on experience. The pre-service teachers observe classroom practice during training and use the knowledge gained to establish their own personal styles and identities. The pedagogical strategies and skills are then explored and developed to enable these teachers to enhance their competency as practitioners in the classrooms. Acquiring knowledge from various academic sources provides these teachers with a solid theoretical base to implement their practice in the classroom. The reflection on experience is another avenue in which the teacher revisits teaching principles in an implicit manner. Besides enhancing teachers' pedagogical knowledge and practice, the above mentioned ways also form teacher's belief and establish their identity as practitioners in the classroom.

For pre-service teachers, reflecting on their experience becomes a key factor in guiding and moulding their role as beginner teachers in a classroom. These previous experiences form strong formidable teacher beliefs, which then set these young teachers to put into practice what they have seen and experienced as learners. Romanowski (1997) states that teacher's beliefs are essential in shaping the way teachers define and understand physical and social relations as well as content knowledge and pedagogy. Therefore, in order to develop and enrich these beginner teachers' knowledge base and enhance the quality of teacher education, one needs to ensure that the teacher's experience and belief must be understood and identified.

Concepts of Teacher Belief
According to Saroyan, Dagenais, and Zhou (2009), there are two concepts referring to teachers' pedagogic beliefs: teacher-centred teaching beliefs and student-centred teaching beliefs. The first concept refers to teachers' pedagogic beliefs that are relevant to individual teaching. Calderhead (1995) further adds that the areas most explored in teachers' beliefs are about teaching, learning and the learners, subject matter as well teacher roles. Table 1 illustrates the two aspects of belief development in teachers.

Table 1: Development of teacher belief

Aspect	Instructional Goal/Focus	Role of Teacher	Role of Student
Teacher-Centred Teaching Beliefs	**Transmitting Information** Transmit course content. The focus is on the teachers' activities in transmitting the information.	To sequence and structure material in a logical manner.	Passive recipient of knowledge. Learning requires paying attention, completing work, and regular attendance. Active agent in the learning process but the primary focus of the teacher is on their activities
	Preparing Context/ Managing Instruction Delivery of content and establishment of productive learning environment. The primary focus is the agency of the teacher.	To identify appropriate instructional strategies that address students' needs To establish a positive learning climate that fosters student motivation.	
Student-Centred Teaching Beliefs	**Promoting Course Learning** Acquisition of course concepts and achievement of specified learning outcomes. The primary focus shifts to the intended learning outcomes.	To align learning objectives with instructional and assessment strategies to best facilitate the acquisition of course concepts.	Meaning-fully engage with course content that involves asking questions and focusing on learning objectives To master self-regulation and other skills necessary for future problem solving and learning.
	Promoting Lifelong Learning To develop life-long learners who can socialize within and contribute to their professions.	To encourage students to refine their world views and promote students' self-confidence.	

Adapted from Saroyan, Dagenais, and Zhou (2009).

As presented in Table 1, there are two distinct stages in terms of belief development among teachers. In the teacher-centred teaching beliefs, the teacher has a dominant role in knowledge transmission as well as creating an environment that is conducive to learning. The learners are recipients of the

knowledge in which they are instructed to complete learning tasks and provide responses as required in the classroom.

The second stage explores a student-centred approach whereby the students are empowered to seek and develop knowledge skills with the help of the teacher. Learning objectives becomes a primary requisite to assess success in learning. Students are provided with meaningful learning contexts in which they are encouraged to use their prior knowledge and reinforce their competency in the subject matter.

Three domains of teacher identity

Heaton and Mickelson (2002) state that there are three domains of teacher identity in relation to changes in teaching from the period as pre-service teachers to being beginner teachers. Table 2 describes the three domains; self-image, program conceptualization, and issues in work context. As such, Mahlios (2002) advocates the need to know what images pre-services teachers bring with them upon embarking on a teacher education programme. Some images are formed during the days pre-service teachers were students themselves, observing the teachers they had encountered. Instead of disregarding or ignoring the experiences of these pre-service teachers, he suggests that these experiences should be capitalised. However the challenge is to make sure their experiences are in line with their broader professional identity.

Table 2: Teacher identity domains in the teacher education programme

Domain	Description
Self-image	Average pre-service teachers in Malaysia would have been students for at least 11 years (5 years as primary school and 5 years at secondary school). Some researchers term this process as 'apprenticeship of observation'. Heaton and Mickelson (2002) summarized this notion as 'teachers teach the way they were taught. Their self- image is based on their observation of their teacher in action in the classroom. These observations gained directly and indirectly will lead to developing personal constructs on what entails teaching as a whole.
Program conceptualization	The content of teacher education program will influence pre-service teachers' formation of teacher identity. Since the content of this program varies, there is an obstacle in establishing identities which are universally acceptable. The program concepts must meet the expectations and relate to the previous knowledge of the pre-service teachers. When there is a conflict between the personal construct of pre-service teachers and the program concepts and structure, it impacts the effectiveness of training.

Issues in work context	In many teacher education programs, teacher educators play a role in the formation of teacher identity. Often pre-service teachers' identities are influenced by the belief and identities of their teacher educators. Teacher educators here function as the bridge between theory and practice continuums. They assist and guide the pre-service teachers to see the link between these two continuums. Teacher educator must be able to develop future teachers who are able to extemporise using sound theoretical knowledge base.

Adapted from Heaton and Mickelson (2002).

The importance of teacher beliefs and teacher identities

Teacher educators must understand their pre-service teachers' beliefs, as failing to do so will affect a teacher education programme. In extreme cases, the consequences could be great forcing teachers to leave the profession. Kardos and Johnson (2007) point out that teachers remain in the profession when they have a strong professional teacher identity. However, to detach or rectify unwanted experiences and opinions formed during their education is a widely documented problem faced by many teacher education programs (Hammerness et al., 2005). To make pre-service teachers to think like a teacher, teacher education programs must bridge the gap between their personal and professional identities such as teacher identity (Gomez, Black & Allen, 2007).

The challenge many teacher education programs face is forming appropriate teacher identities. Namagi (2009) highlights teachers who had undergone teacher education programmes, but have limited opportunities to act upon the knowledge they have accumulated over the years. This is a consequence of the failure of teacher education programs to take into consideration the identity and belief pre-service teachers bring with them when joining the program.

This study seeks to explore and identify the pre-service teacher belief in the context of a classroom by identifying pre-service teachers' memorable classroom experiences as learners. In order to capture a more vivid and accurate depiction of their memorable experiences, pre-service teachers within the age of 19-22 years were selected for this study.

Methodology

The data for this study were acquired by asking the participants to recollect their experiences. Moustakas (1994) suggests qualitative approaches to allow researchers to capture the wholeness of participants' experiences. Since experience and behaviour are inseparable, this study used a qualitative approach instead of a quantitative approach.

A group interview was conducted in which all the participants were asked and had the opportunity to respond to the same questions. Besides allowing the participants to share their experiences, group interview provided validations of each other's experiences when they expressed their personal experiences.

The participants for the group interview were ten English language pre-service teachers selected from a cohort of 66 pre-service teachers. At the time of this study, these pre-service teachers were at the end of their pre-foundation teacher TESL education programme. The duration of the pre-foundation teacher education programme is three semesters. These pre- service teachers are required to obtain at least a pass in the pre-foundation programme before furthering their study at the tertiary level in the teacher education programme.

The purpose of this study and the interview were explained to the pre-service teachers. Prior to starting the interview, each pre-service teacher was given a sheet of paper to write down the most memorable experience they had experienced during their school days. To maintain anonymity and confidentiality the pre-service teachers were instructed not to write down their names.

This was followed by a group interview. The interview was carried out by the researchers. The researchers posed specific open-ended questions related to pre-service teachers' experiences during their school days that formed their teacher beliefs. These questions provided data for four domains related to teacher belief (a) how teachers establish their identity in a classroom, (b) how teachers ascertain their authority in a classroom, (c) role teacher personality in teaching and learning and (d) whether environment influences a teacher's behaviour. To facilitate the study, the interview session was recorded, with the permission of the pre-service teachers.

The recording was transcribed by the researchers. A cross-checking was done to ensure its accuracy. The transcriptions of the pre-service teachers' memorable experiences were done using Microsoft Excel containing text with numbered lines. Instead of using names, numbers were assigned to each pre-service teacher, ranging from PST1 to PST10. To obtain a commonality, each researcher analysed the data separately. The researchers then combined their respective analyses and sought common themes.

In the following section, the analyses are reported. As and when necessary, the pre-service teachers' responses were reported verbatim and analysed accordingly to support the findings. To facilitate ease of reading, the pronoun `her' is used to make references to the respondents or pre-service teacher. Hence, the references made to the respondents are not gender-based.

Results and Discussion

Teacher identities and teacher beliefs are two components scrutinised in this study. These two components are reflected through the findings generated in the study. The findings generated in this study are categorised into three main categories. They are as follows: classroom climate, establishment of identity and teacher authority, and teacher personality. Although these three broad categories are interrelated and have a crucial impact on the teaching-learning environment, they are discussed as separate entities.

The pre-service teachers' responses regarding the three mentioned aspects above indicate that their perceptions of a typical classroom scenario depict their association to teacher beliefs and teacher identities. For instance, classroom climate relates to the ambience in the classroom; the emotions generated in the teaching learning situation. The causal factors in determining the classroom climate would be teacher factors and the delivery of knowledge. The knowledge gained through the observations creates the personal teaching constructs (teacher beliefs and identities) amongst these pre-service teachers. By revisiting their experiences in the classroom, pre-service teachers form beliefs on the importance of environment that is conducive to learning.

The data reflect clearly the aspects of teacher beliefs and identity. The struggle for power among the teacher and learners indicate the need to establish the role of the teacher and the identity of the learners in the classroom. Teacher personality as the third finding of this study obviously relates to teacher belief and teacher identity. As pre-service teachers recalled their experiences in the classroom as learners, they formed ideas on how a teacher should behave in the classroom. These experiences would later form a basis for these pre-service teachers on what entails an image of a teacher.

Classroom climate

The teaching–learning climate in the classroom is a crucial factor in establishing a positive and meaningful learning experience for students. Many factors can impact the teaching-learning climate in the classroom. For example, the manner in which the teacher reprimands and disciplines the students can generate positive or negative feelings amongst the students. As stated by one pre-service teacher:

> *There would always be students who have not done their homework. The teacher will get mad and scold the students; the teacher uses the cane and asks the students to stand on the chair.*

For this respondent, the memorable event above left a negative impression on teaching- learning. The perception derived from the event stated above was that punishment was a part of the learning process and this created a negative impact on learning itself. During the interview session, this respondent felt that it was not necessary for the teacher to punish the student in that manner. Another respondent disagreed. She felt it was necessary to ensure that this offence, such as not doing the homework, would not be repeated. This led to a discussion on how to enforce discipline among students. Corporal punishment as meted out by this teacher could leave a lasting scar, especially for small children.

On the other hand, another respondent cited her own experience, where her teacher used the element of humour to create a positive context for learning. Students find humour as a motivating factor in helping them to plough through the learning process. As one respondent recorded her memorable experience:

> *I fell asleep in class. Then, I dreamt about playing volleyball with my friend. Unconsciously, I threw my pencil case to the whiteboard and all of a sudden the class became so quiet because of me. Instead of scolding me, the teacher cracked a joke about me at the beach.*

The above two responses show how contradicting beliefs can be in creating a conducive classroom climate. Though both the respondents agreed that discipline is of utmost important in ensuring that teaching and learning take place, the difference was in the approach. While one believed that corporal punishment is most effective, the other preferred a softer approach. Thus, this highlights the need to expose pre-service teachers to various means of establishing discipline in a classroom. Although some teachers are still in the school of thought of 'spare the rod and spoil the child', such means of disciplining are no longer in line with the times and could be viewed as child abuse.

Establishment of identity and authority

Teachers and students can be regarded as team players in the field of education. As team players, each member would need to collaborate and work cooperatively to ensure the teaching-learning process is implemented smoothly. The issue of identity and authority in view of this collaboration amongst teacher and students must be taken into account as it helps establish a sound foundation for positive rapport among the `team players'. Most of the times, teachers possess a strong need to establish a voice of authority in the class. At the same time, the students feel the need to seek and state their identity as individuals in the class. Hence, there appears two distinct teams; each vying to reinforce their stance in the classroom. The following examples illustrate the struggle for power and control

between the teacher and the students. In the first example, the respondent highlighted the incident involving the teacher and her peers. The students in the class were not paying attention. Hence, the teacher reprimanded them. As a result the following event took place:

> *My friends and I along with my Physics teacher were fighting for a pen. This happened because we were not focussing on her lesson and she was attempting to bully us. It was a funny situation as we did not expect it to happen.*

The respondent above realised that the teacher was attempting to discipline them. It was a `struggle for power' situation in which the learner and the teacher were trying to establish their respective identities in the class. The above incident also highlights the importance of lesson delivery and teacher rapport. Teachers should be made aware that the distraction and disengagement in learning can be caused due to ineffective lesson delivery. A common assumption in a classroom is that the students are expected to pay rapt attention to the teacher at all times. When students fail to meet the expectation of the teacher, the students are reprimanded. The teaching–learning could be meaningful and effective if emphasis is placed on casual factors for students to be distracted in learning.

Identifying the factors that could distract students' attention is a skill which teachers must possess. One respondent felt teachers should be observant and not too engrossed in delivering the lesson only. She stated that when a student yawns during the lesson, this should be taken as a signal that the lesson is boring. At this point, another respondent interjected by quoting that humans yawn when they are tired. As such, sustaining attention especially for lessons which are at the end of the day becomes more difficult.

Thus, the challenge for teachers is to have lessons which are creative. The respondents in this study noted that they had different views of creative teaching. One respondent stated that teaching becomes creative when teachers do not use books. On the other hand, another respondent was in the opinion that when lessons are delivered with teaching aids, then the teacher is being creative.

Creative teaching is a hotly debated topic. The beliefs of the respondents of this study could not be disputed. On the other hand, it emphasises the need to expose pre-service teachers to different facets of 'creative teaching'. Hence, elements of creative teaching must be incorporated in a teacher education program.

With regards to this study, the manner in which the teacher delivers the lesson, whether via creative methods or not highlight the importance of teacher presence and authority in the classroom. Teacher identity becomes more prevalent when the teacher is able to establish herself as the voice of authority in the classroom through the use of effective teaching methodologies. Therefore, one cannot deny

that a training programme should focus on providing valuable input and exposure to beginner teachers to enable them to deliver content effectively.

The following example illustrates a close rapport between the teacher and the students. The issue of the hand phone merely exemplifies the students' need to establish their presence and voice in the classroom. Working as a whole class enterprise as stated in "*the whole class planned to break his hand phone",* further indicates that the students wanted to be more personal with the teacher. In a way, these students wanted the teacher to be part of their community:

> *When the teacher is so strict and I must say, he is kind of a thrifty person. He seldom uses his money for unnecessary things, yet we, the whole class planned to break his hand phone. It was because his hand phone was dying to be thrown at that time and we wanted to let him buy a new hand phone. When he knew it, he really got really angry and the next day he showed us his new hand phone. We were still really furious because he bought a new hand phone of the same model.*

Another aspect to be looked into is that this memorable event as stated in his school life depicts a non-teaching-learning context. The issue about the teacher's hand phone indicates that the students were interested in the teacher's personal accessories and this if viewed in a positive manner unified the class as a whole. An important question which arises here is to what extent a teacher could reveal his personal side in a classroom. The teacher showing his personal side may seem to be having less authority in the classroom. The teacher may seem to lose control in terms of *voice of authority* when the teacher reveals his shortcomings or lack of competence. On the other hand, as stated by some respondents, sharing of feelings and fears can bridge the gap between the teacher and the students. Having a closer bond would come in handy in dispensing duties of a teacher, which is not only confined to academic domains in the classroom.

The next example presents the two key issues: teacher presence and significance of learning. The respondent below acknowledged the presence of his teacher as he stated "I will sleep in every Pendidikan Islam (Islamic Studies) period and the teacher never woke up me even though she would stand beside my table", yet did not attempt to rectify her behaviour in class. His lackadaisical attitude is further stressed with the statement: "I am really thankful that although I slept in her class, I passed my exam excellently and did well in my test**."**

The incident above highlights that the teacher presence as one of the key issues in a classroom. The teacher plays an instrumental role in ensuring the students gain knowledge and competency in a particular subject matter. Apart from lesson delivery, the teacher also needs to maintain class control and decorum. However

in the case above, the teacher failed to meet the expectations of the student as the student was not attentive and falling asleep in class. The student could have been disengaged in learning due to the perception that there was no learning in the classroom. The statement that she was able to pass the exams well despite the teacher undermining the significance of content delivery and teacher presence.

Teacher personality

A teacher is not merely a subject matter expert with a sole purpose of delivering knowledge to the learners in the classroom. The teacher also exhibits characteristics which are observed by the learners and these observations become infused with their learning experiences. Teacher personality impacts the classroom. Aspects such as rapport with students, teacher behaviour or mood changes affect the ambience in the classroom. As stated by one of the respondents:

> *I have experienced having a teacher who sulked in my class because we did not do her work. She did not attend the class the following day until we coaxed her. We had to promise her that we would do our work.*

The above extract indicates that the learners were engaged in learning to the extent the students had to coax the teacher to attend the class. Although her 'sulking' attitude made the students promise to complete their required tasks, it created a negative impact on the respondent. The respondent had to function as a counsellor and persuade the teacher to teach! This in a way defies the principles of teacher education in which the role of the teacher is to guide and facilitate learning among students and yet the students in this context had to cajole the teacher to perform her responsibilities.

Another respondent as stated in the extract below mentioned how the teacher misspent time by searching for an air conditioned classroom. Surprisingly the student felt that "as long as the room is comfort and good enough to learn, it would be okay". This further indicates that the learners are motivated to learn despite the teacher's attitude and reactions which could influence these learners to regard learning as a negative experience.

Students find teachers who also display humanistic characteristics and are emotionally expressive as a positive feature in the classroom. For example, one respondent reminisced the time the students played musical chair with the teacher. Another respondent recalled the time when the teacher shared her sad moments regarding her husband's death.

The examples above clearly indicate that the learners have a close rapport with their respective teachers. Despite the fact that these experiences are not academic related, it brings upon an impact on these students as they see the teachers as

human beings possessing real feelings and emotions. These experiences could be internalised by the learners that teaching and learning does not merely involve transmission of knowledge, but also conveys values and character building skills via sharing of experiences.

The three broad findings generated from this study: classroom climate, establishment of identity or authority and teacher personality encapsulates the importance of the teacher in the classroom. The respondents in this study present a teacher-centred belief concept in the context of teaching and learning. As shown in Table 1, the teacher-centred belief stage involves the teacher as a main agent for learning. The teacher becomes the determining factor in the process of learning. This is a pertinent point as it highlights the notion that these pre-service teachers' beliefs are centred on the role of the teacher as a primary figure in the classroom.

As much as knowing that these respondents place importance on the significance of teachers and their impact in the classroom, one also needs to consider the role of the learners. It seems that due to their experiences as learners in the classroom as well as observing their teachers in action, these pre-service teachers have relegated the learners into the background. In the interview session, these respondents mostly often related situations associated to the teacher who influences the teaching-learning environment. Hence, it is pertinent that the development of the beliefs amongst these pre-service teachers be scrutinised and developed accordingly to ensure that these future teachers would be able to use their experiences and knowledge gained in an optimal manner for the betterment of their students and the education system as a whole.

Recommendations

The data in this study draw focus to teacher beliefs and teacher identity. The data can assist in developing and enhancing teacher programs to cater to the needs of student teachers as well as the aspirations of the education system. However, designing and developing a teacher program requires a lot of effort and careful planning. One would not be able to view the end outcome of the program instantaneously. The laborious process of assessing the effectiveness of the program is seen through teaching competency and teacher efficacy of the pre-service teachers. Hence, it is crucial that appropriate steps are taken to develop and enhance teacher education programs to yield positive and significant teaching-learning outcomes, especially in the arena of teaching and learning of English.

Research has identified a few elements which must be included in a teacher education program in accordance with the findings of this study. A teacher education program should have components covering areas such as (a) classroom

management (b) new teaching methods (c) implementing the national curriculum (d) utilising technology in teaching and learning (e) assessment techniques (f) addressing the needs of students with disabilities or diverse cultural background (Zientek, 2007). These components are content-related that help prepare the trainees to form strong theoretical knowledge base in teaching. Teacher identity can be established by including these components in teacher education.

In reference to the findings of this study, pre-service teachers possess strong teacher-centred beliefs that can impact their training stints and future teaching in schools. Their personal construct in terms of their beliefs must be considered when implementing training programmes. The belief system accumulated through their learning experiences and observations should relate to the program components whereby the training programs should compensate and build on these learning experiences.

For instance, components linked to classroom management could include concerns raised by teaching beliefs. As evidenced in the data, the respondents recorded one of the memorable events in the class as being disengaged from learning. The data have shown that these climates for learning was not conducive, hence, creating distraction and non-commitment in learners. The training programme should stress on the importance of cultivating positive learning to enable willing learners in the classroom.

Teacher factor also influences the learning climate. Teacher personality shapes the teaching learning climate. Teacher attitudinal features are revealed during interaction with the students. These observations are gathered and accumulated as learning experiences eventually becoming the trainees' teaching beliefs. As such the teacher would serves as a good role model, so that the students are able to emulate positive character traits such as tolerance, compassion and others. A class consists of a group of diverse individuals with a wide range of needs and expectations. The teacher commonly faces a formidable task of catering to these needs. In the process of doing so, the teacher as an individual herself, may succumb to displaying negative emotions in class. At this point, the teacher should be able to manage the emotional equilibrium within the class.

According to Hargreaves (1994), guilt is a central emotional preoccupation for teachers. The feelings of guilt and frustration experienced in their daily encounter in classrooms can impact teachers' confidence and competence in teaching. Hargreaves (1994) further elaborates that in teaching, teachers may experience guilt traps and guilt trips. He terms guilt traps as social and motivational patterns which delineate and determine teacher guilt. This can lead to the teachers being emotionally charged in the classroom and causing them to be professionally unproductive. The guilt trips, on the other hand, are strategies used by the teachers to cope with the feelings of guilt and frustrations. Teacher

behaviours stem from these feelings of guilt and such feelings must be curtailed before they bring upon undesirable consequences to the learners and the learning context.

The training programme, apart from focussing on theoretical input and content knowledge, should place emphasis on self-management and coping strategies. Teaching is indeed a complex endeavour involving sophisticated understanding of practice (Lourghran 2007). Identifying the complexities and subtleties in the nature of teaching and presenting these elements to the trainees could help them manage and face challenges in the classrooms. As these young teachers embark on their teaching career, they are saddled with various challenges and concerns that can impede their development and progress as effective practitioners in the classroom.

The English language training programme could include coping and management-based components based on two domains; self-management and task management. For the self-management domains, student teacher can be exposed to various strategies and techniques in overcoming personal concerns related to their profession. For example, the programme can enhance their self-efficacy by infusing elements that increase their motivation and confidence levels to teach in the classroom. The task management domain could explore a wide range of methodologies that help overcome today's classroom scenarios. The methodologies, apart from being based on pedagogical theories, must possess practical and manageable techniques and strategies to provide these trainees with possible solutions to overcome classroom concerns comprising of content delivery or student management issues.

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