

## Pre-Service Teachers' Perception on the Prospective in Teaching English at High School: Phenomena and Challenges

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**Abstract.** Pre-service teachers need to develop skills and apply them as teaching practice in high school to become qualified teachers. Therefore, it is essential to prepare for the availability of a complete and qualified school. The research uses qualitative methods that investigate the challenges faced by teachers based on phenomena occurring in the classroom during teaching practice. The study employed a qualitative phenomenological case study methodology, which helped develop a deeper understanding of the dynamics and complexity of teaching English. In this study, the sampling technician chose three interns as informants who informed the challenges phenomena, and insights that identified cases. This study found that pre-working teachers faced many challenges during the teaching practice in creating an effective classroom, where the influential factors were lack of facilities and insufficient resources. However, this study showed the three challenges that faced the pre-service teacher: lack of respect, and lack of education resources. The findings show that beginner teachers, need to put inductive and productive experiences, not only for teachers but also for school administrators and policymakers to cope with the challenges facing them.

**Keywords:** Pre-service teacher; English instruction; phenomena; challenge.

## Introduction

Successful teachers are those who are capable of developing skills and knowledge in complex and multidimensional processes. Therefore, from various aspects, the future teacher explores many sides, actors, and dynamics that attract attention. Growth substantially increased, mainly in the field of research and the area of teaching practice in this discipline. Especially in the areas of practical teaching, the fields of research and publication in the discipline have grown substantially, and their teaching practices are heavily influenced by early education and early teacher development. (Evelein et al., 2008)

Teaching opportunities for prospective teachers are very useful, including opportunities to grow and learn to become professional teachers while improving their understanding and realizing their theories and philosophies. Previous statements were closely linked to this discovery that highlighted the importance of teacher training in the field of education (Foncha et al., 2015) (Adebola, 2022). The study aims to find out how interns view the prospects of teaching English in high school. The study also discusses the challenges faced by teachers during their teaching practice and the phenomena that occur in the classroom during the teaching-learning process. So that we can identify and minimize the obstacles faced by future pre-service teachers.

Teachers will be valuable if they acquire the theory and knowledge, skills, attitudes, and behavior in the context of the real education they need. In other words, an effort to enhance the understanding and competence of teachers requires teaching practices made

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to help prospective teachers apply the knowledge they have learned theoretically to a class as a professional instructor. (Bohórquez, 2012)

The prerequisite for being a teacher is indeed teaching experience, where a teacher can expose himself to scenarios and practical situations in the real world also requires teaching experiences as well as barriers and strategies to overcome them. Lacking a doubt, teaching practice gives student teachers a great chance to try their hand at teaching before they enter the workforce (Abongdia et al., 2015). This is a requirement that prospective teachers greatly need to be professionally trained and ready to become effective (Khalid, 2014).

On various aspects of teacher preparation, several studies have been carried out. According to the literature, in practice teaching is followed by a candidate teacher to acquire pedagogical information, skills, and values necessary for future teacher professionalism to improve performance (Mafugu, 2022). Previous research has shown that the curriculum of teachers' education is very interesting concerning the instruction of their training. As discussed earlier on the teaching practice majority of research places emphasis on ranging from evaluation to benefits and disadvantages. Demonstrate a particular relationship through further investigated practices. However, a significant impact at that time there can be found characteristic.

Nevertheless, it turns out there are some gaps in the literature. Initially, many of the previous studies assessed the practical teaching practices of practical instruction, evaluation, positive and negative features, and class management. Secondly, in previous research on teaching practice, the life experience of teachers is a significant part. In addition to the idea that the preparatory process of strict teaching requires investigation and self-examination based on previous research.

This research has concluded that its connection to teacher development due to classroom instructional research about their identities, the resources they use, student participation, and policy implementation is sure to provide a lot of insight into policymakers' programs and teacher training. A teacher needs to examine these important qualities as a teacher's preparation. Previous studies have examined classroom instruction in the field of education, but they still haven't looked directly at English in High School (Adebola, 2022). For four weeks they did teaching practice, and gained experience as an English teacher, three teachers of English education major, were asked to think about how their teaching methods and concepts so that there is a change and can improve the teacher's skills in teaching more interesting.

Using a phenomenological approach is known to have a great impact with positive about the dynamics and challenges that are full of understanding of being a teacher. Besides, to provide teaching training, as a source of knowledge and guidance when preparing prospective teachers can use this study to identify the possibilities that will be faced by teachers. Through the report, there will be a preventive investigation into teaching practices in Schools and Universities. The result of offering clear information about the teaching practicum program will help legislators to calm the curriculum in the educational training facility at the high school level. As a preparation, the school administrators, supervisors, and other staff members must make decisions about teaching training. Particularly the parties concerned reduced the challenges faced by prospective teachers during the teaching practice.

Another step that can be taken to overcome such obstacles is identifying the obstacles that may be encountered by teachers, guidelines when preparing to provide teaching training can be used by prospective teachers as a source of knowledge and guidance. Besides, teaching practical programs in schools and universities will be prevented through the report.

From the above research, a similar study has been conducted that discusses the challenges of Indonesian EFL pre-service teachers during teaching practice based on experience in teaching English and has not discussed the perception and phenomena faced by pre-service teachers in learning English during practice teaching. This study in addition to

addressing the problems and challenges faced by pre-service teachers during teaching practice, also discusses the phenomena in the classroom.

### **Theoretical Framework**

(Debreli, 2012) posits that pre-working teacher retains some of their initial belief about teaching English at the time they complete the program. (Khalid, 2014), explain that a requirement that prospective teachers greatly need to be professionally trained and ready to become effective. (Fhaeizdhyall<sup>1</sup> et al., 2018), concur pre-service teacher is especially concerned about their student's language skills. Students who are not good at language will lose interest in the language, have a bad opinion about it, use it inappropriately, and use it against the English in the classroom.

(Wessels et al., 2017) presented the result that before starting their formal training, pre-service teachers having a positive attitude towards teaching students English in their future classroom, in the fact that they have not yet faced difficulties teaching English in their classroom can affect their overall optimistic prospects.

(Fraser-Seeto, 2013), emphasized that the challenge of teachers has a significant impact on every student's life and is a variable in the classroom environment, and the social and emotional growth of each student. (Lauderdale-Littin & Brennan, 2017) Expands on the ability of pre-service teachers to meet the needs of children in the classroom are directly affected by their training. (Jennifer & Mbato, 2020), explaining the finding that showing a lack of material exposure can leave many pre-service teachers less equipped to deal with student behavior after completing teacher training programs.

The focus of this research is on the ability to teach internships in English by preparing an instructional strategy, which is very significant. The study aims to describe interns' perceptions of the difficulties and events they encounter while working as interns at school. There are two main reasons why this research is important. This study helps interns prepare for class by providing insights, information, and skills. In addition, the school will establish a respectable space that can serve as a basis for extracurricular activities designed to help students use the new knowledge they have acquired.

The main objective of this study is to describe the perception of internship teachers towards English teaching in high school, the questions that will be addressed in the research are as follows:

- Q1. What is the perception of an internship teacher teaching first teaching in high school?
- Q2. What challenges do interns face during their teaching practice?
- Q3. What kind of phenomena happens during the learning process in the classroom?
- Q4. What is the perception of the internship teacher with the facilities available at the school?

### **Materials and Method**

The current study emphasizes the teaching of English as a foreign language with a particular focus on the field experiences of student instructors. This qualitative phenomenological case study methodology was used in the study, which is beneficial to gain a deeper comprehension of the dynamics and complexity of being an English teacher. The phenomenological approach involves investigating a phenomenon through the lens of a group of individuals who have all had the experience of the occurrence together. Due to its focus on the perspectives of the subjects and the interpretations they produce of the event under investigation, the phenomenological case study design was considered suitable for this study.

#### **Participant**

##### ***A third-year pupil***

A purposive sample technique was used to invite enrolled education students from a state Islamic institution in North Sumatra, Indonesia, to participate in this study. The intended

purpose of the selection of samples as a resource for well-informed research approach selections (Thomas, 2022) serves as proof of sampling. Evaluate the teaching experience of fourth-year students who have conducted internships. To that goal, the sample approach is used. For the phenomenon being investigated then not all institute students meet the criteria, in the sampling used. As a result, the researchers suggested that the instructor-students who have just completed the magistracy must meet the requirements and considerations.

### **Data Collection**

Describes the problem examined comprehensively and unifies current research using multiple data sources. There are two types of data sources obtained. Primary data sources are taken from teaching journals and semi-structured interviews, while secondary data includes video teaching during pre-work teacher practice recordings. To obtain this data is to obtain information about the experienced potential teacher. Understanding the issues under investigation, do a semi-structured interview. Get complete information obtained from the different explanations and perspectives of the three participants during the conduct of the teaching practice interviewed individually. The methods used in this study are likely to specify the speedy interviewers are allowed to ask about issues related to issues by providing a broad background and even being able to define the nature of the interview. In addition, respondents may be able to collect systematic and comparable data through phenomenon examination and forms.(Bogdan & Biklen, n.d.). The interviews are conducted after the participants have completed their internship and are recorded through audio in Indonesian and translated into English with a duration of 20 -30 minutes. The interview begins with a predetermined topic based on the problems experienced during the teaching practice.

Respondents were asked to explain how their pre-practice now belongs to fulfillment or vice versa, and by engaging with students in their learning planning what they encountered at an important time was collected as an additional source of data to investigate how teachers viewed the phenomena of their classroom practice. As an additional data source, teaching journals were collected to research how the views of teachers on their classroom practice phenomenon. As documentation for the process of analysis and results, the teaching journal would be photographed. Done to unify the data and gain an understanding of the issues being investigated in depth. During the field experience, participants kept diaries due to limited time and availability. Student teachers were asked to submit in their teaching journals because we refused to visit the teaching practicum site about the weaknesses and disadvantages of teaching at the time and how it impacted students. The authenticity and reliability of the research were proved by the first-hand reports of participants about their experiences as inexperienced teachers. (Pinnegar & Daynes, 2007)

### **Data analysis and Ethical consideration**

Researchers encode and examine data to identify emerging themes (Karim et al., 2020) Therefore, the three data sources are collected and analyzed using thematic analysis. (Braun & Clarke, 2006) show that to obtain highly comprehensive and complex data descriptions, data sources use thematic analysis which serves as a versatile and useful research approach. The data in the form of patterns and themes is identified, evaluated, and presented to the organization to interpret various aspects of the experience of prospective teachers during their teaching training. To reach this stage, initially, the results of interviews recorded in audio were converted into transcripts all of the audio-recorded interviews were transformed into transcripts using word-processing software, and then, to determine differences and similarities, the transcript was analyzed and compared with the three participants' transcriptions. To identify patterns, themes that pop up, and sub-themes between the data (Muyassaroh et al., 2019). Initially, to gain a broad understanding of the outcome of the interview then the transcript interview must be reviewed. From our global perspective interviews based on interviews, the researchers combined the same data into

one theme. The researchers chose the most prominent voice to learn and organize data from the researchers' point of view, closest to the emerging theme.

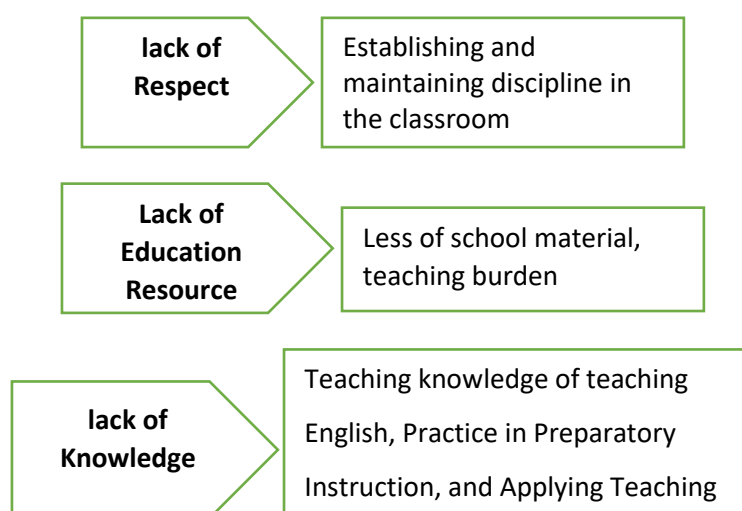
The most important part of this research is ethical considerations as it deals with the respondent's awareness and desire to participate in the research; therefore, it is necessary to inform them by asking for their consent. (Akaranga & Makau, 2016)

Applying this, the researchers assume that all respondents are aware of their right to an explanation of the purposes, methods, objectives, and findings of the research, as well as their right to refuse participation or withdraw at any time.

## Results and Discussion

### Results

This study aims to explore how the pre-service teachers' perception of the challenges of teaching English in high school. The study uses triangulation of data through interviews, collection of future teaching journals, and video observation of teaching. There are three themes and some identified sub-themes from the analytical gazelles that have been collected from three sources as shown in Figure 1.



**Figure 1.**

Themes and sub-themes of challenges to English instruction

### Lack of Respect

The motivation of students increases over the application of innovative pedagogical approaches to the potential of educators. However, in this study, to organize their classes, prospective teachers will face the scourge of discipline. They struggle to maintain discipline to arrange classes at school. Students are aware that they are in the institution only to gain teaching experience and, therefore, cannot claim power over them (Adu & Abongdia, 2015)

### ***Establishing and maintaining discipline in the classroom***

Internship teachers also experience a total absence among students over intimidation from schools to receive services as a place of their teaching practice. (Mufidah, 2019). However, the decline in moral standards and lack of discipline experienced by internship teachers was the reason for the intimidation of the school. It's a global phenomenon, not the bad attitude of a non-exclusive country.

Unfortunately, this behavior is referred to as one of the obstacles that impede the effectiveness of future teachers throughout teacher training. To verify the statement above, the following respondent quotation is provided. (Abdillah & Fithriani, 2023)

*"I was so disappointed to find out my students ate in class as I explained the material. Almost every time I go to class to teach, they're still eating. I warned you, but they kept repeating it. I'm confused about making them understand that their*

*actions are rude. Finally, I always tell them to finish their meals before class"* **(Participant 1)**

*"I'm disappointed with the noisy students in my class. When their host teacher explains, they should be attentive and silent."* **(Participant 2)**

*"Almost every time I teach, there's always a student who causes a quarrel in the classroom, so making classes unfavorable and have to be stopped, a waste of time"* **(Participant 3)**

Disruptive learning behavior seems to be a major obstacle to all pupils. As noted by the pupils, bullying, sheep complaining, starting a fight, using inappropriate language, disobedience, and disrespect for the teacher often occurred. Based on that reaction, participant 1 complained about a lot of students joking while he was teaching. Although he was indirectly them this situation lasted until it was eventually ignored by him. He also stressed that the participants greatly underestimated the internship teacher. It's happening to the second participant. The fact that he found a student arguing convinced him that the student was very disrespectful to him and assumed it had no consequences.

In particular, they complain about the inability to anticipate inappropriate behavior, using ineffective methods to cope with it. They seem unsure about how to manage students' disturbing behavior. Besides they misjudge their abilities as potential interns because they are unable to apply teaching methods effectively.

### **Lack of educational resources**

The key to learning success is to use the right teaching materials in all areas and must support the implementation process to the optimal learning objectives. Therefore, during the teaching-learning process providing teaching material efficiently and effectively requires the provision of resources. The process of teaching and learning would be relatively easy if schools had sufficient teaching resources (Abdillah & Fithriani, 2023).

Students must become interns to undergo school training and must be equipped with the right resources to be professional teachers. However, during the course of training, there are some challenges faced by interns. However, for optimal educational outcomes, future teachers must be able to overcome these obstacles. Stress, short teaching time, heavy workload, and lack of complete facilities in the school are challenges faced by potential teachers.

### **Less of school materials /equipment**

As mentioned in previous research the lack of educational resources makes it difficult for teachers to apply their knowledge in the classroom. One of the trainees complained about the books they used at school. Excerpts from the following interview show this:

*I think the books used do not match the competence of the student, not only that I also had difficulty finding a matching book because of the limitations of the book. So, I had to find a learning resource that could support the learning process.* **(Participant 1)**

### **Teaching burden**

One of the instructors identified the load of teaching work during the field practice. During the teaching, the interns felt unmotivated and rather burdened by their duties, which caused their emotional and pedagogical burdens to increase.

*My mentor handed all the duties over to me, from drafting the curriculum to making the questions of the examination.* **(Participant 2)**

### **Lack of Knowledge**

Lack of knowledge is one of the problems that teachers face during teaching practice. Knowledge of pedagogical subjects is very necessary in particular can help teachers build clarity to a high degree because create authentic educational material for students the presence of pedagogic content consisting of special content (Ball et al., 2008)(Baumert et al., 2010)

#### ***Teaching knowledge of teaching English***

As the data shows, not all interns can master the skills in English. Interns are not sure about their knowledge, grammar, vocabulary, and teaching expertise. This seems to make the teaching level inferior in their pedagogical, and emotional environment.

*"As a teacher of English, I acknowledge that my language skills are very low, as well as my teaching skills. I am not sure of what I teach them, because I have no teaching experience so I hesitate and worry, that what I learn is less accurate". (Participant 3)*

The third participant mentioned that her insufficient knowledge of the subject matter was the reason for the teaching issue connected to content-related knowledge. A lack of confidence in one's abilities to mentor pupils was expressed by participants. Her inability to speak English made it difficult for her to instruct pupils.

#### ***Practice in Preparatory Instruction***

Apart from inadequate pre-working teacher knowledge, inadequate preparation for student-teacher teaching practices also leads to a deficiency in topic understanding.

*"I have limited time to prepare for things linked to teaching training, along with other student instructors. We only spend a short amount of time in schools because our main goal is to obtain permits to practice teaching there." (Participant 1)*

According to the response, the very short time made him barely able to prepare for teaching. It shows that the teacher is not ready to practice and is not familiar with the teacher's training. However, the teacher endeavors to keep doing practice with the teacher's training.

#### ***Applying Teaching Strategies***

Teaching methods occur as a means to fill time, enhance learning, teacher-centered space in the classroom (R. N. Allen & Jackson, 2017). In applying learning teachers often find it difficult to apply ideas acquired in classroom teaching. Below are the participants' comments for the preceding.

*I often considered my ideas when I was teaching in class, I wanted to make interesting teaching methods yet, I was confused to apply them. Finally, all I do is follow what my teacher does. (Participant 2)*

The above answers make it clear that pre-work teachers struggle to implement teaching strategies, even though they fail to recognize the challenges faced in this category. The researchers also note that pre-working teachers find it difficult to understand the teaching strategy, either because they do not know enough about the strategy they use or because they suggest strategies during the lesson planning phase that are not in line with the strategy.

A thorough analysis of the data indicates that most participants experience difficulties in completing their teaching practice. It is important to emphasize that the above difficulty is caused by a combination of several factors and not a single party or circumstance. The data gathered indicates that pre-working teachers have difficulty effectively teaching English

during instruction. Numerous factors can be blamed for this issue, such as the school's reluctance to assist teachers in supporting their teaching practices and the lack of facilities and media that promote learning. In addition, disruptive student behavior poses a serious challenge to the efficiency of pre-work teacher instruction. Additionally, pre-working teachers are unable to finish an ideal teaching practice due to their lack of pedagogical knowledge and English language proficiency.

## Discussion

The study aims to investigate the perception of pre-working teachers in teaching English at high school based on the challenges and phenomena during their teaching practices. According to the findings of this study, during the teaching practice, pre-worker teachers begin to be challenged with their pedagogical practice. On the other hand, they also face challenges related to their English language pedagogy. The results show that the challenges faced during the teaching experience through teaching resources, learning media, pre-works teacher English language skills, and teaching techniques.

This study revealed that to improve the curriculum for teachers through pedagogical approaches better educational institutions to assist the pre-service teachers in attending to the knowledge brought by their students to the classroom rather than focusing on perceived shortcomings (Moll et al., 2001). To design learning some principles encourage and guide the pre-service teacher in teaching. Student teachers deliberately promote pedagogical awareness by practicing teaching, behavior, and posture (Loughran & Hamilton, 2016)(Lunenberg et al., 2007)

Teacher skills in teaching are very much needed in schools especially teaching at the high school level that needs potential teachers. As you can see the teacher's understanding of the school's culture, has resulted in difficulty adapting. However, the above picture of the phenomenon is that schools cannot employ student teachers if their teaching practices are not in line with what students need.

This study shows that different students' levels of intelligence make classes non-interactive. Because of the lack of student confidence to be active during the learning process. Teachers don't get the students to ask and answer during the learning process. This will then cause fewer students to understand the material taught. Besides, an inactive class will create turmoil to distract boredom. Challenges such as a stormy classroom will significantly impede teacher performance if teachers lack teaching material and experience.

Nevertheless, teachers and teachers were prevented from developing learning methods due to the lack of facilities in the school, so they could only study in the laboratory. They improve the abilities that arise as a result of being mentally strong which involves barriers in designing meaningful learning experiences for students.

Therefore, a complete facility such as a laboratory needs to exist because it makes it easy for teachers to teach English and can consider their teaching methods as well as encourage greater interaction between students and teachers (Hofstein, 2004) (Hofstein & Lunetta, 2004)

The study also shows that the quality of teachers is influenced by the teaching resources in their training aspects. Some student teachers that a field teacher did not help him in designing a learning plan to practice learning in the classroom. Teaching practice strongly supports the development of the teacher's knowledge of designing and teaching lessons that are aimed at. Besides, Ericsson (2014) notes that developing adaptive abilities is also important.

Another phenomenon revealed in this study is that English language interns also face challenges in teaching, especially in organizing classroom students. Student teachers also showed that noisy classes have a great impact on how student teachers manage their classes (Abdillah & Fithriani, 2023). According to (Ulla, 2016) student noise during learning is a lack of concentration, and respect for the teacher is a contribution to such difficulty. The obstacles that teachers typically experience are caused by the disruption of learning behaviors. In some cases, prospective teachers often consider teaching methods to be more



difficult to minimize difficulties and avoid inappropriate behavior in the classroom during the learning process.

These pre-service teachers had no preconceived notions about how the classroom ought to look when they walked in. This is consistent with what (Foncha et al., 2015) said that pre-service teachers imagined a friendly environment for instruction and learning without understanding that teachers create this with their students. Pre-service teachers worry a great deal about time management and running the classroom (Murray-Harvey et al., 2000) (Mudra, 2018). The reason for this is that the pre-service teachers saw it as a barrier to executing the lesson plans. As a result, it has been noted that student teachers' readiness, the teaching and learning environment, and learners' reactions all affect how well pre-service teachers can manage their courses (Mudra, 2018). The pre-service teacher would eventually give up her identity as a teacher.

Establishing classroom duties, such as controlling students' volume levels and dealing with unacceptable behavior, presents challenges for student teachers. One difficulty is not being the perfect teacher because they are concerned about their classes, roles, and effects on the pupils. Contrary to their assumptions, many view an authoritarian instructor as their ideal educator. Attempting to imitate an idealized instructor might cause emotions of demotivation and unhappiness due to the danger of losing authority.

An example of an effective approach taken from the teacher's experience during the internship did not provide a teacher with an educational program. Building on teaching results, teachers of preservation struggle, because they are not taught how to do it. This research found that the problem faced by teachers is not having the competence to teach knowledge. Like the statement made (Öztürk, 2016) the inability to understand the content and subjects of learning is the anxiety faced by teachers about what is taught to students. A lack of understanding of the content makes student teachers worried that could lead to misunderstandings. Therefore, having a high level of knowledge and pedagogical understanding is very much needed by the interns because it is useful training for them.

It was noted that comprehensive theories were not often accompanied by effective practice because the teaching method is employed by instructors in school. (J. M. Allen, 2009) participated in discussing notes about prospective teachers who highly respect the theory acquired during training, but adhere to conventional teacher practice after training work. Besides the content of knowledge and subject student teachers must be able to master certain approaches and ideas in developing their classroom. Because observations give student instructors a rapid opportunity to become familiar with their duties and then know how to tackle them sustainably, pre-working teachers can build effective plans for training teachers. This demonstrates that there are challenges in getting teachers ready for classroom instruction. As a result, they hold inadequate teacher preparation responsible for their poor instruction (Arasomwan & Mashiya, 2021)

To improve the understanding of pre-working teachers there is an urgent need about the possibility that it is highly a language teacher. Through problem-based learning, this can be achieved. In the teacher's training book is not authentic if the pre-work is presented with problems moving class scenarios (Le Maistre & Paré, 2010). Pre-working teachers are asked to analyze class phenomena that are challenging in a real case study of beginners and have the experience to be a teacher.

Moreover, this research has implications for policymakers to demonstrate an experience that is structured to develop productivity. The main findings in this study show that there are three barriers that teachers face during their teaching practicum: 1) Establishing and maintaining discipline in the classroom, 2) Less school material, teaching burden, 3) Teaching knowledge of teaching English, practice in preparatory Instruction, and applying teaching the challenge of pre-working teachers during the teaching exercise must use this information and implement preventive measures against barriers.

## Conclusion

This research investigates the phenomena that occur in the classroom during the learning process and the challenges faced by a pre-service teacher during their teaching

practice. This research uses the phenomenological case method as an in-depth understanding of the dynamics of being a teacher teaching English in high school. In this research, it was found that teachers encountered various challenges ranging from how to communicate with students effectively, to creating interactive classes due to incomplete resource factors and teachers' discomfort with teaching due to student arguments. This study identified three challenges namely lack of teaching resources, lack of respect, and lack of knowledge about learning content. The findings of this research indicate the need for structured and systematic induction for teachers, especially those who have just started teaching or are beginners, as a process to avoid challenges that may be faced. In addition, the findings of this research illustrate that it is important to prepare the necessary things for worthy teachers, especially in terms of available resources, teaching, and supervision. The data obtained in this research was a lack of student discipline, lack of respect for teachers, and noise. Poorly understood content is also the reason for challenges for teachers due to lack of preparation for teaching practice. These insights will be useful for policy-making, and other interests in making wise decisions about the instructional training of each pre-service teacher.

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