CHAPTER 7

CONCLUSION AND RECOMMENDATION

This section concludes the research topic: English Language Teacher Training-Proficiency in the Spoken skill." This chapter shall also recommend ways in which M.A. ELT programme at AMU can incorporate speaking activities for TT for further developing speaking skills among them.

7.1. IMPLICATION OF THE STUDY

The purpose of the research was to investigate how the trainee teachers performed in presenting language models that are rich in language input. The personal teaching experience of the researcher motivated her to investigate why speaking as a skill is avoided. Teaching is done for the students and hence, in a second language situation, students do not get much exposure. Apart from their classroom instructions and academic needs, their social conventions of the language fail to build up. Another reason is that they seem to feel uneasy and uncomfortable in using English outside the classrooms as it seems artificial. Expressions need to be genuine while speaking therefore, when one becomes conscious of selecting words and being correct; the message is either miscommunicated, not conveyed, or looses its effectiveness. Moreover, with the limited exposure of English that the students receive from their teachers it becomes extremely important for teachers to be responsible in bringing and rich language input accommodated within classroom time. Hence, the teachers’ of English need to have an excellent command of the language and also present rich models of language; and to make the best use of classroom time for communicative exercises.

The study attempted to view teaching as it was happening/progressing in the classrooms of initial trainee teachers of M. A. ELT, AMU. The students learn from their teachers and since the emphasis of language teaching is to gain communicative competence, interaction and exposure to language is sought as much as possible. The trainee teachers’ are extensively trained in the methodology, their representation of knowledge transformed into application in the classroom was reflected upon in analyzing their potential as teachers’. Their performance in presenting models of
language to their students in the form of instructing, delivering and interacting is analysed. It was found that factors that affected their teaching were observed to be due to:

- The teaching content (those that did not require much interaction, eg. Grammar teaching and writing exercises in the classroom),
- Anxiety of initial exposure as teachers;
- Unawareness of students needs;
- Rapport of student-teacher not established.

Though meeting all the parameters of proficiency is difficult for Initial teacher trainees', proficiency in speaking can be developed with time, exposure and reflective feedback. Proficiency in speaking requires a teacher to have expertise over the language and added efforts on the personal level to develop it as a skill.

Realities of the classrooms need spontaneous actions which are not planned. To develop a research plan that focuses specifically on classroom observation and the analysis of the actual teaching performance of these teachers, complemented by a triangulation of results obtained through different methods can develop proficiency levels. This methodological shift towards classroom practices will surely bring a new set of topics or a new perspective to those already existing, such as the comparison of teachers at different educational levels and in different contexts, or the grammatical knowledge and level of language awareness displayed by trainee teachers in the classroom.

7.2. **LIMITATIONS OF THE RESEARCH**

Observations for analysis have been limited due to the constraints of resources. The duration of four weeks, for planning and executing the survey for data collection, to some degree restricted the amount of information required for analysis. A complete study would have been possible if more classes were observed and more cooperation could have been sought from practising teachers'.

This study is limited to a number of 10 trainee teachers. It would have been ideal if observations were made from their first classroom exposure to the last so that the
feedback from the supervisor and modification could have been incorporated in the research. This incorporation of improvement would show the development and effectiveness of the TT.

The number of feedback from students from each class had to be limited to 20 because the teaching observed was of compulsory English classes, where the number of students varied largely. The minimum number of feedback from a class was selected for the purpose of maintaining uniformity in analysis.

The data collection is from various streams and each trainee teacher is not given feedback from the same group of students. Therefore, one trainee cannot be compared with the other. It is also to be mentioned that the feedback from the students is taken to gather a general view on how the trainee performed on the given speaking variables.

7.3. **OUTCOMES OF THE RESEARCH**

It is expected that there will be significant outcomes of this research:

- There will be an opportunity for the researcher and other prospective teachers to correlate from the observation and analysis of other teachers practice.
- It will also suggest teachers’ ways of self reflection in empowering speaking skills.
- The research will also help practising teachers to improve their own teaching.
- The data collected can be used as further evidence for the research in language teacher training and classroom research.
- The data and analysis of this study may be compared and contrasted with other parallel studies.

The purpose of this study is not to arrive at universal conclusions but on a real situation and a particular case of M. A. BLT – empowering trainees with skills of enabling speaking among learners’. The results of the research are sought through practical exposure of trainees through observation and student feedback. The outcome of this thesis is not generalisable.
7.4. RECOMMENDATION

ACTIVITIES TEACHER EDUCATORS CAN USE FOR DEVELOPING SPEAKING SKILLS IN THE TRAINING PROGRAMME.

As mentioned in chapter 3 section 3.4.3, teacher trainer/educators can use the following activities for incorporating speaking skills among the TTs'. These are tasks that can encourage speaking and can also be adapted by trainee teachers in their own classrooms. The level of difficulty may be adjusted according to the standard of the students the TT is teaching.

ACTIVITY 1: DESCRIBING

Fig. 7.1

![Figure 7.1: Two pictures showing different scenes.](Adopted from Luoma (2004, p. 140))

Teaching Skill:

Time: Each trainee is given 2 – 3 minutes.

Procedure:

1. The teacher divides the trainees into pairs.
2. The teacher gives two similar pictures to each pair.
3. Each trainee describes their picture.
4. The teacher will then ask them to discuss the similarities and differences in them.
5. After the pair has talked about their picture, the teacher can further give prompts: describe the scenery, describe the town, time, part etc.
ACTIVITY 2: NARRATING A STORY

Teaching Skill: Describing and interpreting

Fig. 7.2.

Time: 45 minutes.
Procedure:

1. The TE divides the trainee teachers into groups of 3 or four.
2. Each group is given a set of pictures.
3. The trainees discuss the picture to prepare a short outline among them.
4. These pictures have to be narrated in the form of a story by one group representative.
5. The trainees can also ask for suggestions from other group members to conclude what could have happened after the story are narrated.
6. This will help in trainee involvement as well as different views and approaches to the story.

**ACTIVITY 3: PAIRED INTERACTION**

Teaching Skill: Using a situation to illustrate a story

Time: 30 minutes

Procedure:

1. The class is divided into 10 groups.
2. Each group is presented a picture that the other group is not aware of.
3. The TE asks each group to discuss their picture among them.
4. A group representative is then asked to describe his/her picture.
5. After each group has described their picture, the TE asks them to connect the sequence of these pictures into story.
ACTIVITY 4: GIVING INSTRUCTIONS

Teaching Skill: Giving instructions for something to be done.

Time: 20 minutes

You are away and your puppy needs to be fed. Your friend says he/she will do it for you. Tell your friend what is to be done, what will be needed and where to find the things required.

Instructions to follow:

1. Take the puppy to the garden for a walk.
2. Feed him (you need 1, 2, 3)
3. Drink! (you need 4)
4. Walk (you need 5)
5. After returning, wipe puppy's feet (you need 6)
6. Water again!
Then check whether your friend understood what to do. Ask him/her to tell you what is to be done, needed and where to find the things.

Fig. 7.5

ACTIVITY 5: INTRODUCING NEW WORDS

Teaching Skill: Presenting vocabulary with its alternative words that can be used to make users understand its meaning.

Time: 25-30 minutes.

Procedure:

1. The TE divides the trainees into pairs.

2. Each pair is given a word.

3. The pair has to give at least 3 to 4 words that have the same meaning or that are near equivalents.
Example.

The TE can introduce words like: Jealous (envious, suspicious, resentful, desirous), diagnose (detect, spot, identify, establish), Illustrate (demonstrate, exemplify, show, point out), comrade (among men, colleague, companion, fellow soldier), morbid (perversion, gloomy, dark, sick), astounding (astonish, overwhelm, surprise, amaze), prodigious (phenomenal, immense, remarkable, exceptional), etc.

4. The trainees can discuss the words and write the meanings down or can also make use of the dictionary.

5. The TE can ask them to write two sentences for the word.

6. After writing the sentences the trainees have to read their sentences aloud and leave out the target word.

Example: Jealous

A man goes to a party with his wife who is a very attractive and talented woman. She spends the whole evening talking to other men who are very interested and amused by everything she says. The husband sees all this and is not very pleased, infact he feels .......

Campbell & Kryszewska (1995, p. 56)
ACTIVITY 6

Teaching Skill: DISCUSSION

Time: 25-30 minutes

Procedure:

1. The TE brings a picture to class
2. The TE asks each trainee teacher to describe the picture.
3. Each trainee has to present his/her views on the picture.
4. The TE can also bring more than one picture and divide the class into groups or pairs.
5. The trainees can be given a picture that they can talk about. It can be like the picture

Example:

Fig. 7.6.
6. Below that the trainees can discuss and talk about and give their views on the issue of large classes, diverse classes, ability groups etc.

Fig. 7.7.

There are lots of children in my class!

7. Each of the issues raised can be put on the board and discussed with the teacher making it an interesting interaction learning experience.

ACTIVITY 7

Teaching Skill: GIVING DIRECTIONS/ LOCATING PLACES.

Time: 30-40 minutes

Procedure:

1. The teacher can bring the map of a locality to the class.
2. Place the map in front of the class for everyone to see.
3. Each trainee teacher need to direct others a place the TE indicates.
4. Trainee A has to indicate the direction from the point of destination i.e. YOU ARE HERE to the travel agent then the teacher can ask TT A how can one get to the park from the travel agents? Then TT B can be asked to direct the class to the cinema from the park and so on )
ACTIVITY 8

Teaching Skill: LANGUAGE CONVENTIONS

Time: 10 minutes

Procedure:

1. The teacher can ask the trainees to sit in pairs.

2. The TE presents phrases in the class.

3. She/ he asks the trainees to guess what the phrase is or what it means.

4. The trainees have to guess what the phrase it and use it in a sentence for everyone to understand how it is used.

5. The TE can also help with cues and flash cards indicating if the trainees find difficulty in guessing the phrase.
Example:

Phrase- *Loose your trail of thought*

![Cartoon illustration of a conversation]

So, I was saying, what was it? No... ah yes that's it... What I really wanted to say was...

Lindsay & Knight 2006, p. 59

When you forget something that you were saying due to a disturbance you will use your trail of thought.

**ACTIVITY 9: ROLEPLAY A TEACHER**

Teaching Skill: Writing role cards

Time: 45 minutes

**Procedure:**

1. The TE can ask the trainees to recall one of their former teachers in as much detail as possible. (appearance, gestures, manner of speaking, mannerisms, etc.)
2. They write a role card for the teacher.
3. The TE can collect these role cards and redistribute them.
4. The trainees have to present the teacher described on the role card.
5. Give them some time to think about their presentation and to look for props if they wish.

Adapted from Campbell & Kryszewska (1995, p.4)

**ACTIVITY 10:**

**Teaching Skill:** Interaction Strategy proposed by Lourdunathan & Sujatha (pg. 13). The lessons can be taken one at a time depending on the interaction strategy the teacher wants to teach.

**Time:** Dependant on the time the teacher can invest with different examples. Approx 40 minutes.

**Lesson 1: Teaching and providing practice on agreement and disagreement.**

Teaching cooperative learning and peer support.

**Agreeing**

1. I agree with you.
2. Yes, that’s a good idea.
3. Alright, I accept your suggestion.
4. Your suggestion sounds good.
5. You’re right.

**Disagreeing**

1. I’m sorry, but I don’t agree with that.
2. I’m sorry; I don’t think that’ll work.
3. No, I’m afraid I don’t see it your way.
4. No, I cannot accept that.
5. I beg to differ.
6. I think it would be better if we tried something different.
Lesson 2: Reinforcing Lesson 1. Teaching and providing practice on clarifying oneself and seeking clarification.

Seeking Clarification:

1. Do you mean that ...
2. So, you’re saying that ...
3. You think that ...
4. Sorry, but I don’t quite understand.
5. Sorry, could you repeat that please?
6. Sorry, could you say that again, please?

Clarifying Oneself:

1. What I said was ...
2. What I meant was ...
3. Let me repeat that.
4. Let me explain once again.

Lesson 3: Reinforcing Lessons 1 & 2. Teaching and providing practice on directing interaction.

Directing Interaction

1. What about you?
2. What do you think?
3. What is your opinion on this matter?
4. How about you?
5. Do you agree to that?

Lesson 4: Revising, practicing and consolidating all the five interaction strategies.

Adopted from p.13-18.
RECOMMENDATIONS

It is observed that non-native English Speaking teachers do not meet the standards as English speakers. English as a second language is learned by them and not acquired. Therefore, for teachers to become proficient speakers requires for them to be exposed to the language, have a cultural understanding, involve in a continuous process of improvement and bettering oneself. Interest in research, reflective practices and development as teachers can be achieved by the suggestions made under reflective practices.

REFLECTIVE PRACTICES

The development of teacher from initial stages to the later stages is a developmental process which is reflective in nature. Initial teacher trainees (ITT) require experience and exposure to deal with the classroom situations. It takes time for teacher self development and years of experience of trial and error (reflection) on one’s own practice and its results. Problems occurring in teaching or areas where the teacher requires improvement are dealt by reflective practices i.e., feedback, cooperative discussions, peer observations, recording one’s lessons and participation in communities of practice (CoP) (Tsui 2007 cited in Wright 2010: 284) The changes from ‘packaged knowledge’ to being reflective is a reorientation of procedures in which the trainee teachers are observed and their observed lessons are discussed with the teacher observer.

ACTION RESEARCH (AR)

Action research being an investigative technique is a very productive way for acting upon an area of teaching teachers can improve on. AR can be conducted in small groups/teams or individually. It can also be an effort to ‘share the learning’ Gobel (2010: 59).

AR is defined by Kummins and McTaggart (1982: 5) as “Trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning.”
AR runs parallel to Teaching Practice (TP) and methodology. Teachers better understand themselves and the decisions they make, steps they take, the requirement of language they meet and their own professional knowledge. The data collection techniques teachers can use for AR are: case studies, audio and video recording techniques, teacher and learner diaries, questionnaires, interviews and classroom observation sheets.

It is advised that teachers can use the following steps for planning the action research:

1. **Identifying the problem**: Problems in classroom teaching can be identified with a peer teacher and identifying the problem through reflection, teacher diaries and observation and learner feedback.

2. **Selecting the instrument**: Analysing the data collected, and discussing it with other teachers to deal with the problem. Select the instrument to use and assess the problem area. (e.g. read literature on it)
3. *Seek solution:* To understand the nature of the problem and discuss the best possible way it can be resolved.

4. *Check effectiveness of solution:* It involves how the problem translated into the process of solution. The changes that were made with results justifying the effectiveness of the solution.

The purposes for AR in one’s development as teacher include the following:

- to help you notice what you and your students really do, rather than what you think they do,
- to get feedback as to the success or failure of what you are doing,
- to help you tailor teaching to your learners’ learning in their context,
- to help you to be able to justify the teaching and learning choices you make,
- to increase your knowledge of learning and teaching and become an authority on teaching,
- to ensure you maintain your interest in teaching,
- to enable you to become less dependent on decisions made by people who are far away from your classroom such as textbook writers and managers. (p.60)

An action research template presented by Gobel (2010), to help teachers plan, act, review and share learning, is a process of AR that teachers can adapt for improving their teaching and on the whole lead to their gradual development as teaching professionals.
### Table 7.2.

**Action research planning template for teachers**

<table>
<thead>
<tr>
<th>Topic</th>
<th>What broad area are you going to investigate?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem</strong></td>
<td>Identify the problem—</td>
</tr>
<tr>
<td></td>
<td>- 'Indian speakers have problems with' ....</td>
</tr>
<tr>
<td></td>
<td>- 'My class never' ....</td>
</tr>
<tr>
<td></td>
<td>- 'My students face problems in' ....</td>
</tr>
<tr>
<td><strong>What's Known</strong></td>
<td>What do you know about the problem?</td>
</tr>
<tr>
<td></td>
<td>What do your colleagues know about it?</td>
</tr>
<tr>
<td></td>
<td>Is there anything you could read about it?</td>
</tr>
<tr>
<td><strong>Research question</strong></td>
<td>What question do you want to answer?</td>
</tr>
<tr>
<td></td>
<td>- 'I want to see if &lt;do X&gt; will my Indian students &lt;do Y&gt;?'</td>
</tr>
<tr>
<td></td>
<td>- 'If I persuade my class to &lt;do X&gt; will &lt;Y happen&gt;?'</td>
</tr>
<tr>
<td></td>
<td>- 'If I adapt &lt; X procedure&gt; for my class will they be able to &lt;do Y&gt;?'</td>
</tr>
<tr>
<td><strong>Checklist</strong></td>
<td>Ask yourself is it manageable? If not, try to narrow it down.</td>
</tr>
<tr>
<td></td>
<td>Have you got access to any resources you will need?</td>
</tr>
<tr>
<td></td>
<td>Will it take up more time than you can afford to invest?</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>What exactly are you going to do in class?</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>(reflective notes, verbal reports, observations, questionnaires, interviews)</td>
</tr>
<tr>
<td><strong>Teaching/Act/Reflect</strong></td>
<td>Which lessons will you implement it in?</td>
</tr>
<tr>
<td></td>
<td>Will you keep a record of each lesson?</td>
</tr>
<tr>
<td></td>
<td>Think about how its going.</td>
</tr>
<tr>
<td></td>
<td>Do you need to make any changes?</td>
</tr>
</tbody>
</table>
TEACHER TRAINING WORKSHOPS

Teacher training workshops are organized for a certain practical outcome. The completion of a task during the workshop has highly observable outcomes. A workshop may include activities where teachers can prepare materials for certain skills and share among others. These workshops are very productive modes of improving discovery within one's self as well as learning from other co-trainees. They are platforms where teachers come in contact with people sharing the same profession. The tutor/trainers goal is to make teaching issues 'problematic' (Wallace 1991). This means that putting teaching issues and presenting them in a way that they seem to be problems. The teachers need to solve the issues individually or in a group, whatever is expected, in the form of puzzles, games or practical execution of tasks and skills. How the trainees' approach the problem suggests their background knowledge, teaching experience, skill, individuality, creativity and tact also. It broadens the teachers' vision by sharing information, ideas and trends, thus introducing the teacher with the WHY, WHAT and HOW of teaching.

Effectiveness of workshops on Teacher Competencies

Introducing new ways in teaching cannot be implemented without tutors or trainers guiding teachers. These teacher training workshops serve the purpose of innovative techniques for classroom teaching. The introduction to new techniques may be a complex process because it requires a change in teachers' beliefs, use of new methods and materials. They serve as modes of introducing alternative, innovative and effective strategies to bring teachers to understand and become skillful and competent in the use of new ways. Active participation of teachers in planning, executing and reflecting produces enriching results after the workshop. The purpose of workshops reflects the shift of professional development from teacher being objects to teacher as subjects.

Borko and Putnam (1996) have stated that, in order to be successful; efforts to improve teachers' learning must recognize that teachers' knowledge and beliefs about teaching, learning, learners, and subject matter play a critical role in determining
whether and how they implement new instructional ideas. Workshops are generally divided into sessions. Each session has a planned outcome that the trainer intends to cover. At the end of each session teachers are asked to reflect on what they know and their perception and how students learn English and how English should be taught.

The workshops and refresher courses for teachers enable them with skills, strategies and techniques to use in their classrooms. With the implementation in their classrooms, teachers discover the practicality of the training.

For a wholesome and successful planning of a workshop the facilitator can plan pre-workshop and post-workshop activities that can be tried and tested to reflect upon its impact, application and effectiveness. The kind of pre-workshop and post workshop activities that can be used in language teaching can include:

Pre- workshop: The facilitator can visit classrooms and observe lessons. This helps in reflecting the needs and point out where common improvement is needed (diagnose the language area). The facilitator can then prepare, design lessons and come up with suggestions for teachers to better their teaching for effective instructions, teaching and learning. For e.g. In relation to the present study conducted, it was found that the general area where teachers' fell short was in using interaction strategies of trainees. This can be an issue where a workshop can be organized and suggestive strategies to resolve the issue.

Post- workshop: The effectiveness of the workshop for the trainee/ participant is possible with post workshop follow-up. The post workshop activities can have the facilitator or tutor to visit one of the participants’ classrooms and observe their implementation of new ways in the classrooms. In this way, teachers get the opportunity of expert guidance, collaboration and continued learning for bettering themselves.

Guskey (2000) identifies five critical levels of professional development evaluation ranging from simple to more complex. The levels are:
1. Participants’ reaction

2. Participants’ learning

3. Organizational support and change

4. Participants’ use of new knowledge and skills

5. Students’ learning outcomes.

For evaluating a professional development programme the following aspects need to be considered:

- Teachers concerns as they go through the process of change.
- Teachers’ level of use involved in implementing new practices or techniques.
- Its impact to improvement in students learning. It involves determining whether the new practices are really different from what participants used in the past or what other teachers are using at present.

PORTFOLIO MANAGEMENT

Portfolios are purposeful, organized, systematic collections of one’s work. Teachers who maintain portfolios are better equipped with their targets and have a reflection of their teaching in a documented form. Portfolio assessment can be a joint process for department heads and the teacher. The portfolio assessment can lead to better suggestions from colleagues and improve teaching practices and teacher development.

Portfolio assessment emphasizes evaluation of students’ progress, processes, and performance over time. There are two basic types of portfolios:

- A process portfolio serves the purpose of classroom-level assessment on the part of both the instructor and the student. It is formative in nature. A collection of process portfolios can help teachers develop and assess themselves for being effective.
- A product portfolio is more summative where teacher is evaluated as a whole.
In both types of portfolios, emphasis is placed on including a variety of tasks that elicit spontaneous as well as planned language performance for a variety of purposes and audiences, using rubrics to assess performance, and demonstrating reflection about learning, including goal setting and self and peer assessment.

**Portfolio characteristics:**

- Represent an emphasis on language use and cultural understanding
- Represent a collaborative approach to assessment
- Represent a teacher’s range of performance in reading, writing, speaking, and listening as well as cultural understanding
- Emphasize the teachers’ effectiveness
- Represent the teachers performance over time
- Helps in establishing teaching goals and providing feedback
- Address improvement, effort, and achievement
- Allow for assessment of process and product
- Link teaching and assessment to learning

**JOURNAL/ DIARY WRITING**

The usefulness of diaries/journals to teachers in terms of reflective tools is helpful for improving learning and teaching. Nunan (1992) cited in Krishnan and Hoon (2002: 227) considers diaries, logs and journals as ‘important introspective tools in language research.’

Journal entries include teachers’ observation of classroom experience over a period of time. It involves reporting teaching practices acted by one. They are indirect learning tools, consisting of authentic language use in actual teaching situation where it has scope to be evaluated. Journals become a means of communication between the mentors and teachers. They develop skills of planning and monitoring of the teacher’s
success and progress. It also includes problems that come across in their classrooms. Teachers’ beliefs about learning may be formed through their previous experiences as learners, and their training and teaching experiences (Freeman 1992: 3). Beliefs are reflected in the teachers’ classroom practices. The presence of a mentor while the teacher is teaching provides guidance and assess the lessons. Harkin (2010) has suggested 5 sections to be included in journal namely:

*Diary-* It is like an organizer that contains weekly planners and targets, important dates and other information (contacts)

*Reflections-* This encourages teachers to continue to make journal entries beyond the course and offers guides on what to include.

*Development-* It contains a range of tools and suggestions for continuing professional development.

*Resources-* This provides information about sources of materials and channels of support as well as bank of low- resources, low- tech classroom activities.

*Notes-* They can be used as a notebook for the teacher. It is handy for noting down ideas or points while teaching or things to remember.

Another approach to journal writing is proposed by Carroll (1994) cited in Krishnan and Hoon (2002), as guidelines for information to be included in the journal.

**Purpose of a journal:** To record daily language experiences occurring in the classroom. This will reflect the day by day progress and help teachers in self reflection and self evaluation.

**Reason for journal entries:** Journal entries are essential tools in reflective practices followed by teacher who think beyond their duties and textbooks. Journal entries encourage writing every day, teachers can express the reason behind decisions made in the classroom; they display feelings, satisfaction or dissatisfaction over what they
do or have done. A 15 minute write up about the thoughts and feelings, questions that
teachers can ask themselves are-

- Did I incorporate speaking in the class?
- Was I successful in encouraging students’ to speak? How did I do it?
- Have I come to know something new and useful from today’s class?
- Did I achieve any new goals today?
- What was I unable to do? Why? How do I feel about it?
- What further steps can I take?

It is challenging for English language teachers to be proficient in a language that is not
their mother tongue. Therefore, to gain excellence as L2 teachers, one must go
beyond the norms of classroom teaching and methodology, involving reflective
practices of continuous innovative research practices in the classroom for attaining
high levels of proficiency.