An Analysis of Pre-Service Teachers' Experience in Teaching Writing Analytical Exposition Text

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Abstract

According to the Revised K13 Curriculum, second-year Indonesian senior high school students must be able to master writing analytical exposition text stated in the basic competencies inside the English syllabus regulated by the curriculum. However, teachers are having a hard time fulfilling those competencies due to many factors. One of the factors is the various difficulties that teachers faced in the field. A similar situation was also encountered by the pre-service teacher during his education internship program. So, this study's purpose is to analyze the pre-service teacher's recorded experience of teaching writing analytical exposition text. This study was conducted in the researcher's home. The study subject was the pre-service teacher who was also the researcher of this study. This is a qualitative type of study and uses the autobiographical narrative inquiry method. This study collects data by using the collecting relevant documents method. This study uses the interactive model data analysis method proposed by Miles & Huberman (1994) and uses the data source triangulation method. This study finds out that: a) the pre-service teacher activities were lecturing students, assigning homework, holding a teacher-student question-and-answer activity, and holding a writing practice, b) there are four difficulties faced by the pre-service teacher, and c) the pre-service teacher was using lecture and interactive lecture teaching method. Those findings will be explained further in this journal. The study implies that the pre-service teacher can take lessons from this education internship to prepare himself for the real-time situation in Indonesian education.

Keywords: education, writing skill, teaching writing, writing analytical exposition text, pre-service teacher.

INTRODUCTION

The Indonesian Ministry of Education of Culture has issued a Revised K13 Curriculum to Indonesian education institutions from kindergarten to senior high school. This curriculum regulates the syllabi for each education level and one of them is the English subject syllabus for second-year students of Indonesian senior high school. Inside that syllabus, there are many basic competencies that a second-year senior high school

student must master, and one of them is analytical exposition text. Analytical Exposition text is a text genre taught by Indonesian senior high school English teachers to second-year students of Indonesian senior high school, according to the syllabus regulated by the Revised K13 Curriculum (Salamah, 2021; Kemendikbud 2020). This difficult text genre must be mastered by the students in many aspects (Salamah, 2021). However, schools are struggling to implement the curriculum and teachers are having a hard time fulfilling the basic competencies inside the syllabus to the maximum potential. This is because of many factors such as difficulties faced by the teachers and those difficulties were reported in the references used in this study (Adam, N., Abid, & Bantulu, Y., 2021; Prawanti, L.T., & Sumarni, W., 2020; Dhiba et. al., 2020; and Anugrahana, 2021). At the same time, a similar situation was also faced by the pre-service teacher in the middle of his education internship in the month of October-November 2021 at one of the senior high schools in Kartasura, Central Java. At that time, the pre-service teacher faced similar difficulties while teaching writing analytical exposition time to the second-year senior high school students. Those difficulties were found during the online and offline classes he held during that time. This led to the pre-service teacher's experience becoming interesting as the difficulties were found in the two different class environments and situations. From that, this study wants to analyze and investigate further the pre-service teacher's experience in teaching writing analytical exposition text in such a situation by finding out information from his experience and relating it with the currently available study.

This autobiographical narrative inquiry study of pre-service teacher's experience during teaching analytical exposition text is related to the study discussing teacher's difficulty when teaching English lessons in general or specifically teaching this material, difficulties that were found when teaching in a pandemic situation, and other research discussing analytical exposition in English lesson. In the last five-eight years, the research on analytical exposition text in English mostly discussed the best teaching method or technique to teach the material (Sisbiyanto, 2016; Elita, 2015; Nurnajati, 2017, Pratiwi, 2020), students' difficulties in some aspects (Kalzan, Jismulatif, Prawati, 2020; Salamah, 2020; Elfa, 2020), and analyzing student's work (Kurniawan, 2021; Zulfi, 2021; Elfa 2020; Zuana, 2020). Meanwhile, there was no related previous research using the autobiographical narrative inquiry method discussing a teacher's or teachers' experience while teaching writing analytical exposition text.

In this study, the researcher found out the pre-service teacher's experience in teaching writing analytical exposition text to the students. The experience in this case is about the activities that the pre-service teacher does during class, the difficulties faced by the pre-service teacher, and what are the teaching method used by the pre-service teacher. There is also a discussion section based on those three main findings. This journal only include the main information of the discussion section which those are the analysis of the findings related to the theories in the literature review and other related references. This study uses autobiographical narrative inquiry which follows the pre-service teacher's life when teaching writing analytical exposition text during his education internship held by one of the national universities in Central Java, Indonesia. The source of data comes from his teaching diary and artifacts such as pictures, screenshots, and online artifacts such as

Google Classroom, Google Meet, and Google Drive. The data collection method of this study was to collect the relevant documents which the documents itself were mentioned in the previous sentence. This study finds out that: a) the pre-service teacher activities were shown teaching writing skills, following the writing process, and not holding any assessment-related activities, b) the difficulties faced by the pre-service teacher were proved to have existed during the lesson and related to the findings inside the reference used in this study, c) the pre-service teacher was using lecture and interactive lecture teaching method during the lesson time. Detailed information about the findings and the discussion about them will be explained further in the paper. Meanwhile, this paper will give good information about research related to analytical exposition text, and teaching in general, and also encourage teachers to self-improve, students to keep paying attention and respect to their teacher, and reference to other researchers who want to study the topics related to this study.

LITERATURE REVIEW
Definition
Writing

Writing, according to Nunan (2003: 88), is an intellectual activity that involves gathering thoughts and deciding how to convey and organize them into a statement and paragraph that is easy to comprehend. Meanwhile, White and Arndt (1991) in Hammad (2013: 1) define that writing as a cognitive activity that requires intellectual work. From those two definitions, the researcher concludes that writing is an intellectual activity that allows the writer to express what is inside their mind in the form of written media by considering many things such as writing aspects and stages of writing so that the readers can catch what the writer wants to 'say' to them

Teaching

There is a concept definition of teaching from Morrison (1934) and Dewey (1934) that says, "teaching is an intimate interaction between a more mature personality and a less mature personality to further the latter's knowledge." Then, they both give a summary of that concept that writes, "Teaching is learning as selling is to buying." John Brubacher (1939) defines teaching as the organization and manipulation of a circumstance in which there are gaps or impediments that an individual will try to overcome and learn from in the process. Teaching, according to Edmund Amidon (1967), is an interactive activity, principally including classroom discussion that happens between instructor and learner and occurs during specific predefined tasks. From those definitions, it can be summarized that teaching in general, is an activity between students and teachers who have a goal to expand students' knowledge by doing a specific activity in a specific place.

Teaching Methods

University at Buffalo, US, the website (2022) defines teaching methods are the larger techniques used to assist students in achieving learning goals, whereas activities are the many ways in which these methods are implemented. IGI Global (2022) website provides one of the definitions of teaching method that says, teaching methods are combinations of strategies by teachers to facilitate student learning, which is influenced in

part by the subject matter to be taught and in part by the learner's personality. All of these definitions can be concluded that teaching methods are a mix of many techniques or practices and principles that is used by teacher or instructors to facilitate and assist students in learning by making the teaching-learning process more effective which leads to reaching learning goals or suiting learner's personality which can be done in many ways depending on the used method. Many teaching methods were categorized by Nilson (2016) in a table. Some of them are the lecture method and interactive lecture method. While other teaching methods listed in Nilson's (2016) table can be seen on the website page of the University at Buffalo, which the link is in the references section of this journal.

Analytical Exposition Text

Analytical exposition is a type of writing or speech that is primarily intended to persuade the reader or listener that something is in the case (Garot and Wignell, 1994:192). On the other hand, Komariyah (2015) states that exposition text is a type of text where the writer gives information and explanations about a certain topic. Djuharia (as cited in Amilia, Intan, and Sisbiyanto, 2016) defines analytical exposition text as an argumentative text in which the writer provides readers or listeners with a point of view, ideas, or thoughts on a topic, issue, or problem that requires attention or explanation with no apparent efforts to persuade readers. In conclusion, an analytical exposition text is an argumentative type of text that contains information such as views, ideas, or thoughts on a topic, issue, or problem that requires attention or explanation with no apparent effort to persuade readers despite it being intended to persuade them.

Previous Study's Review

In the last five to eight years, the research on analytical exposition text mainly focused on the student's side and some on the teacher's side. Thematically, the research related to such text genre on the students' side mainly discussed students' difficulty in writing or understanding (Kalzan, Jismulatif, & Prawati, 2020; Salamah, 2020;) and analyzing students' writing performance in making analytical exposition text (Garintama, 2018; Muslimin & Ichsaniati, 2016). Meanwhile, on the teachers' side, the research focused on the best teaching method or improvement that can be used during the lesson (Fitriani, 2020).

The research method itself is autobiographical narrative inquiry, in the last five years that were focused on English teachers' experience or around it, there was no related previous research using the autobiographical narrative inquiry method discussing a teacher's or teachers' experience while teaching writing analytical exposition text.

Methodologically, the studies that related to students' difficulties, students' work analysis, and best teaching method were using the quantitative method, and the other studies of autobiographical narrative inquiry were using the qualitative method. The trend of the research methodology from year to year was not changing. However, only the theme of the research was changing. Hence, there is still room for research about analyzing pre-service teachers' experience in teaching writing analytical exposition text.

Similar Previous Study's Review

Regarding the similar previous studies related to this study, there is a similar one. That study is from Tiaz Rahma Sari (2017). This is a bachelor's thesis. This study discussed

"student-teacher" or pre-service teacher difficulties when doing teaching practice (equal to the pre-service teacher's education internship held by his alma mater/state university). Sari (2017) wants to find out the difficulties faced by the "student-teacher" during that program and how those "student-teacher" deal with that difficulties. The respondents of this study were 20 "student-teacher" from her alma mater which was the English Education Department, Faculty of Teacher Training and Education, Mataram University. The data was collected via a close-ended questionnaire. The result was that the major difficulties that were faced by the "student-teachers" were related to classroom management, evaluation of students, and learning material issues. While minor difficulties that were found in this study were related to participation in non-teaching duties and supervision-cooperation with teachers issues. The way that those "student-teachers" deal with those difficulties varies, such as discussing with their internship mate, studying from various sources, communicating with students or guidance teacher (guru pamong), using rewards and punishment system, etc.

RESEARCH METHOD

This study was conducted in the researchers' homes via online platforms such as Google Meet, Google Classroom, and Google Docs. The study was carried out from July 2021 until April 2022. This was due to the COVID-19 pandemic that currently still happening in Indonesia. The participant of this study was the researcher himself who was a pre-service English teacher who attends the education internship that was held in the month of September-November 2021, which was when the pre-service teacher or the researcher was teaching writing analytical exposition text to the second-year senior high school students.

This study used qualitative method, autobiographical narrative inquiry type research. Parkinson & Drislane (2011) defines qualitative research as a study of a place or practice utilizing methodologies such as participant observation or case studies, which results in a narrative, descriptive account. These strategies are generally used by sociologists who reject positivism in favor of interpretive sociology.

The data was collected via collecting relevant documents such as the pre-service teacher's diary, photos or screenshots, links, and other relevant documents that contain information that becomes the answer to this study's research questions and becomes the findings of this study.

The data analysis used in this study was The Interactive Model proposed by Miles and Huberman (1994). Miles and Huberman (1994), cited in Haryoko, Bahartiar, and Arwadi (2020), proposed a data analysis technique that only consisted of three steps, codification and data reduction, data display, and conclusion drawing. In this study, the data analysis was done in five steps that follow the interactive model proposed by Miles and Huberman (1994). The first step was codification and data reduction, the second step was data presentation or display, the third step was data description or describing the data, the fourth step was discussing the data, and the final step or fifth step was drawing conclusions.

The data triangulation method used in this research is data source triangulation. According to Rahardjo (2010) in his post on the UIN Malang website, data source triangulation is a type of triangulation that tries to unveil the truth of certain information via many methods and sources of data. In this case, the main source of data that was used in this study's data source triangulation was the pre-service teacher's diary. Meanwhile, the other source of data that became the tool to prove the diary's authenticity, objectivity, and credibility were photographs, screenshots, short videos, and links such as Google Classroom, Google Docs, and Google Meet.

FINDINGS

Activities that the pre-service teacher did in teaching writing analytical exposition text

The activities that were done by the pre-service teacher during online class were inviting students to the online class, opening or starting the online class, lecturing the learning material, assigning students an assignment, and closing the online class. Meanwhile, the activities that were done by the pre-service teacher during offline classes were different. The first offline class activities were coming to the classroom and filling the journal and class attendance, having a teaching-learning process, and closing the class. The second offline class activities were coming to the classroom and filling the journal and class attendance, starting the lesson writing practice, halting the writing practice and giving messages to the students, and closing the offline class.

Difficulties faced by the pre-service teacher in teaching writing analytical exposition text

Difficulties that were faced by the pre-service teacher was different between online class and offline class. In the online class, the difficulties were students were hard to manage due to low communication between students and the pre-service teacher, and some students were not understood well the lesson materials. Meanwhile, two difficulties were faced during the offline class. Those were very limited teaching time because one hour of lesson equals 30 minutes, and couldn't make sure the lesson was well received by the students because not all students were attending the class.

Teaching methods that the pre-service teacher used in teaching writing analytical exposition text

The teaching method used by the pre-service teacher during class was different. The teaching method used in the online class was a teacher-oriented lecture teaching method. Meanwhile, the teaching method used in offline classes was a teacher-oriented interactive lecture teaching method.

DISCUSSION

The activities that the pre-service teacher did during teaching writing analytical exposition text related to writing aspects (Hughes, 1996; Kitao, 1998; Nunan, 1998; Johnson and Johnson, 2002; Brown, 2004; and Jacobs, 1981) and writing process theory (Lyons, 1987). In this case, the pre-service teacher activities show that all of them were having content that proved the pre-service teacher teaches all writing aspects of content, organization, vocabulary, and mechanics to the students by following those experts'

views. For example, when the pre-service teacher teaches analytical exposition text's definition and social functions, it follows the views of Jacobs (1981) and Nunan (1998) that content or the content control aspect of writing should be considered when writing. It means, that when the pre-service teacher teaches the text's definition and social functions, it also teaches the students to consider what's inside the text that they write. So, they will write their text that has information that follows the text's definition and fulfilling its social function.

Meanwhile, the writing practice which was held in the third meeting or the second offline meeting shows that it follows the writing practice theory (Lyons, 1987) although it didn't include the last step or process due to the situation that was faced by the pre-service teacher. For example, by following Lyons's (1987) views, the moment when the students start writing their text during that time, it was considered a while-writing process because students were trying to implement all knowledge, ideas, and other things they get during the pre-writing process into a concrete form which was their analytical exposition text. Lastly, all activities that were done by the pre-service teacher was not related to the theory of assessing students' writing skill from Hughes (2003). This was because there were no activities that show the pre-service teacher assessing his students' writing skills or planned to have a writing assessment skill activity during teaching writing analytical exposition text. It was also strengthened by the findings that there were no activities done by the pre-service teacher that fulfilled the criteria stated by Hughes (2003) whether an activity was considered an assessing students' writing skill activity.

Next was the difficulties faced by the pre-service teacher related to the references (Adam, N., Abid, & Bantulu, Y., 2021; Prawanti, L.T., & Sumarni, W., 2020; Dhiba et. al., 2020; and Anugrahana, 2021) used in this study. There were some difficulties faced by the pre-service teacher during online and offline classes that were related to references used in this study. For example, the difficulties of students were hard to manage due to low communication between students and the pre-service teacher was related to Dhiba et. al. (2021) and Anugrahana's (2020) study. Both studies found that teachers were having a hard time monitoring and holding a class activity during an online class. This was also as same as the one encountered by the pre-service teacher in form of the teacher can't see what students were doing because they turn off their camera and microphone, the bad online class attendance (students who enter the online class were not as same as those who write their name in the attendance list in the Google Classroom post comment section), and students who enter and exit the online meeting without clear reason. The pre-service teacher also needs to call the students' names to ask them to read the text's example shown in the online presentation. Otherwise, no students would want to read it. That was why this difficulty encountered by the pre-service teacher was related to Dhiba et. al. (2021) and Anugrahana's (2020) study. There were also other difficulties such as some students didn't understand well the lesson material, very short teaching time and the pre-service teacher couldn't make sure the lesson was well accepted due to not all students being present were related to other studies (Adam, N., Abid, & Bantulu, Y., 2021; Prawanti, L.T., & Sumarni, W., 2020). It was concluded that the difficulties during teaching writing analytical exposition text exposed in this study proved to be true and existed in the field

as it was encountered or faced by the pre-service teacher and also related to the references used in this study.

Lastly, the teaching methods that the pre-service teacher used during teaching writing analytical exposition text. This study founds that the pre-service teacher used a teacher-oriented teaching method, which the methods were lecture type and interactive lecture type according to Nilson's (2016) table of teaching method types. The teaching method used in the online class was classified as a lecture-type teaching method, while the one used in the offline classes was an interactive lecture teaching type. This classification decision was made because the activities that were done by the pre-service teacher were shown fulfilling the criteria of using a lecture type and an interactive lecture type. For example, the pre-service teacher's activity during the online class was full of him lecturing the students via using an online presentation, while the students were taking notes and having a session of question-and-answer in each section explained by the teacher. Those were already matched with the criteria of a lecture-type teaching method according to Nilson's (2016) table that defines a lecture-type teaching method as a type of teaching method where the Instructor presents material and answers student questions that arise. Students were only receiving the lesson, writing it into their dictate book, and responding to the instructor's lecture. Meanwhile, Nilson (2016) mentions the activities inside a lesson that uses a lecture-type teaching method were demonstration, modeling, questions (convergent), presentation, slideshow, and note-taking. The pre-service teacher was doing a presentation, slideshow, and lecturing the material while students were taking notes and asking questions regarding it during the online class were the reasons why the online class was using a lecture-type teaching method. As it was fulfilling the criteria according to Nilson's (2016) table of teaching method types or classification.

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS
Conclusion

Based on the data from the previous chapter some conclusions could be drawn.

1. Based on the first research question "What are the pre-service teacher's activities in teaching writing analytical exposition text?", it can be concluded that the activities that were done by the pre-service teachers when teaching writing analytical exposition text were lecturing the lesson materials, assigning a homework, holding a teacher-student question-and-answer activity, and holding a writing practice. Those activities were shown teaching writing aspects of content, organization, vocabulary, and mechanics which follow views from Hughes (1996); Kitao (1998); Nunan (1998); Johnson and Johnson (2002); Brown (2004); and Jacobs (1981). The activities were also showing that the pre-service teacher did not hold any students' writing skill assessment-related activity and those activities did not fulfill the criteria of having a student's writing skill assessment stated by Hughes (2003), cited by Richards (2002). Lastly, the activities of writing practice was following the writing process theory stated by Lyons (1987). Despite the process was not done completely, the writing activities did show pre-writing and while-writing processes as was shown by the pre-service teacher's diary.

2. Based on the second research question "What are the difficulties that the pre-service teacher faced when teaching writing analytical exposition texts?", it can be concluded that the difficulties faced by the pre-service teacher during teaching writing analytical exposition text were related to the references (Adam, N., Abid, & Bantulu, Y., 2021; Prawanti, L.T., & Sumarni, W., 2020; Dhiba et. al., 2020; and Anugrahana, 2021) used in this study and the difficulties that were as same as the findings inside the reference studies were proven to be true and existed in the field. The difficulties such as students were hard to manage during the online class (Prawanti, L.T., & Sumarni, W., 2020) and very limited or short teaching time (Adam, N., Abid, & Bantulu, Y., 2021) were as same as the difficulties stated in this study research findings albeit in a different form and situation. Other difficulties (some students didn't understand well the lesson material and the pre-service teacher couldn't make sure the lesson was well accepted due to not all students being present) were not found in the reference but related to the same topic which was teaching writing difficulty and teaching difficulty in the online environment. The factors that cause the difficulties to exist during teaching come from three sources: the pre-service teacher, the students, and the school or the regulation. The difficulties such as some students didn't understand well the lesson material and very limited or short teaching time was caused by the pre-service teacher's mistake during the online class and the school's limited face-to-face meeting regulations respectively.

3. Based on the third research question "What are the teaching methods that the pre-service teacher used when teaching writing analytical exposition texts?" it can be concluded that the pre-service teacher was using lecture teaching methods during the online class, and interactive lecture teaching methods during both offline classes. This is because the pre-service teacher's activities during those classes were fulfilling the criteria that the pre-service teacher was using lecture and interactive lecture teaching methods by following the information in Nilson's (2016) table. From the discussion section, it is clear that the teaching method used by the pre-service teacher in the online class was the lecture teaching method as the whole lesson activity was full of lectures by the pre-service teacher and not having any other activities that the teacher-student did together during that time. Meanwhile, the teaching method used in the first offline class was categorized as an interactive lecture teaching method as there were activities that make student-teacher interact with each other (question-and-answer session) and then the pre-service teacher continues or fills the lesson with the lecture regarding writing analytical exposition text (student's text example dissection and explanation). Finally, the teaching method used in the third meeting or the second offline class was categorized into an interactive lecture teaching method. This was because the activities during this meeting were not fulfilling the criteria or requirements of a project-based method as was explained in the previous chapter discussion section. So it was categorized as an interactive lecture teaching method. Albeit the pre-service teacher faced many difficulties that affect the teaching-learning process, the meetings are considered

properly using the teaching method that was categorized by Nilson (2016) in the table in the second chapter. Still, the pre-service teacher needs to improve their teaching proficiency and other education-related researchers have to conduct more research on new teaching methods that suit such conditions explained in the findings section of this study. As it was found that the students were not received the lesson well due to the difficulties from many factors, one of them from the pre-service teacher, and using a such teaching method that was available to the pre-service teacher but was not suitable to the conditions found in the diary and the fourth chapter.

Implication

Based on the findings, this study implies that the experience of teaching writing analytical exposition text experienced by the pre-service teacher can be taken as lessons to prepare the pre-service teacher for the real-time reality in the field of Indonesian education. For example, based on the first research question findings, the pre-service teacher can take lessons that sometimes the teaching plan that was already well planned is not able to be successfully executed because of the situation and therefore it has to be changed to follow the situation without interfering with the teaching-learning process. From the lessons that can be taken from the findings, such as the example in the previous sentences, the researcher believes that this will be an excellent lesson for the pre-service teacher to prepare himself before facing the real situation that happened in the field of Indonesian education, especially in English. Without participating in the education internship, the pre-service teacher would not know what is the feeling when teaching in a real situation compared to the simulation that was held by his lecturers in the university courses, and also causes the pre-service teacher to have less experience in teaching in a real-life situation which gives a difficulty when he starts to seek out English teaching jobs to enrich his teaching experience. Since he has to teach in real-life environments on those jobs, he never had a single experience teaching in real-life environments, which can cause the pre-service teacher to feel "shocked" or awkward when doing the teaching job. This implication also has become the new reason why the researcher is interested in researching this topic because it was previously never thought of it and also become a reason why this study becomes an interesting one to look at due to the chosen topic.

Suggestions

For Teachers

To the teachers and also pre-service teachers, the researcher would like to encourage them to build their readiness to teach in any conditions and situations in the field. When the teachers are building their readiness, they are also building their ability to implement the best teaching way and problem-solving skills in any condition and situation. In the meantime, the researcher also encouraged all teachers and pre-service teachers to study, learn, and master new and latest improvements in education which helps to support the building of the teacher's and pre-service teacher's readiness. This can be in the form of learning new effective teaching methods that can be used in a teaching-learning process for any situation, learning tips and tricks to make the lesson not boring, and learning new effective methods of assessing students' knowledge and skill for any

situation, and so on. When teachers and pre-service teachers are building readiness and at the same time learning new teaching-related skills to support that readiness, the researcher expects that they will be prepared for having teaching and learning process in any conditions without getting any shock, awkwardness, or difficulty. Therefore, this will improve the teacher and pre-service teacher's performance and education quality for the betterment of Indonesia's future education.

For Students

Suggestions for the students, not just XI MIPA 3 students, are expected to learn more about writing. Writing activity is not just trying to make a text asked by the teacher and then submit it to get an academic mark. Students have to know that writing is about making something that is not just following the pattern, but also meaningful or makes sense, following the rules of the language and writing, using correct and many words or related vocabulary, having good content and composition inside it and fulfilling the writing's social function, etc. In other words, a writing activity is not a trivial activity because it has deep and wide knowledge behind it to make the work owned by the writer considered good in many things including academic standards. Therefore, the researcher expects the students to learn more about writing.

For Other Researchers

For the other researchers, this study could give an insight or idea of new research on how to tackle those difficulties faced found in this study, the better teaching method that teachers can use during such situations or conditions, the potential activities during class that could improve both students' knowledge or academic performance and their learning motivation, and so on. Other researchers or teachers could also learn from the findings of this study to improve their teaching performance and increase their adapting skills to changing situations in society and education so they will always be prepared and maintain their good performance in teaching or other educational activities.

The authors declare that there is no conflict of interest in this work.

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