



East African Journal of Education Studies

eajes.eanso.org

Volume 7, Issue 3, 2024

Print ISSN: 2707-3939 | Online ISSN: 2707-3947

Title DOI: <https://doi.org/10.37284/2707-3947>



EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

The Pedagogy of Cultivating Confidence and Assertiveness in Preservice English Language Teachers in Order to Enhance their Self-Concept

Nicholas Isaac Mukwana, PhD^{1*} & Prof. Ssebbunga Masembe Connie, PhD¹

¹ Makerere University, P. O. Box 7062, Kampala, Uganda.

* Author for Correspondence ORCID ID: <https://orcid.org/0009-0002-0690-5831>; Email: mnisaac30@gmail.com

Article DOI: <https://doi.org/10.37284/eajes.7.3.2025>

Date Published: ABSTRACT

06 July 2024

Keywords:

Confidence,
Assertiveness,
Interpersonal
Communication,
Preservice

Confidence and assertiveness are two essential components of interpersonal communication that every school-going child ought to tap into in order to thrive and succeed in the school environment as well as contribute to its well-being. Teacher education institutions have the obligation to cultivate confidence and assertiveness in their learners such that they are empowered enough to be able to establish lasting healthy interpersonal relationships in schools. This study was conducted at Makerere University, College of Education and External Studies, Department of Humanities and Language Education, in the English Language and Literature in English section. The study focused on the English language teacher trainers (ELTT) and Preservice English language teachers (PELT) as the unit of analysis. The main objective was to establish the pedagogies ELTT used to cultivate confidence and assertiveness in the PELT. The study was qualitatively conducted and an in-depth interview guide, focus group discussion guide and document analysis guide were the instruments used to collect data. The results revealed that confidence and assertiveness are not catered for in the English language Teaching (ELT) curriculum, but the teacher trainers cultivated confidence and assertiveness extemporaneously as situations arose during lecturer-learner interactions. The study recommends that confidence and assertiveness should be included in the ELT curriculum, the number of PELT admitted and a policy on mark allocation be tabled so that lecture attendance, participation and research work take the greatest percentage of the marks in order to neutralise the grade-centric mindset of the learners and encourage lecture attendance.

APA CITATION

Mukwana, N. I. & Connie, S. M. (2024). The Pedagogy of Cultivating Confidence and Assertiveness in Preservice English Language Teachers in Order to Enhance their Self-Concept *East African Journal of Education Studies*, 7(3), 41-51. <https://doi.org/10.37284/eajes.7.3.2025>

CHICAGO CITATION

Mukwana, Nicholas Isaac and Ssebbunga Masembe Connie. 2024. "The Pedagogy of Cultivating Confidence and Assertiveness in Preservice English Language Teachers in Order to Enhance their Self-Concept". *East African Journal of Education Studies* 7 (3), 41-51. <https://doi.org/10.37284/eajes.7.3.2025>

HARVARD CITATION

Mukwana, N. I. & Connie, S. M. (2024) "The Pedagogy of Cultivating Confidence and Assertiveness in Preservice English Language Teachers in Order to Enhance their Self-Concept", *East African Journal of Education Studies*, 7(3), pp. 41-51. doi: 10.37284/eajes.7.3.2025.

IEEE CITATION

N. I., Mukwana & S. M., Connie "The Pedagogy of Cultivating Confidence and Assertiveness in Preservice English Language Teachers in Order to Enhance their Self-Concept" *EAJES*, vol. 7, no. 3, pp. 41-51, Jul. 2024. doi: 10.37284/eajes.7.3.2025.

MLA CITATION

Mukwana, Nicholas Isaac & Ssebbunga Masembe Connie. "The Pedagogy of Cultivating Confidence and Assertiveness in Preservice English Language Teachers in Order to Enhance their Self-Concept". *East African Journal of Education Studies*, Vol. 7, no. 3, Jul. 2024, pp. 41-51, doi:10.37284/eajes.7.3.2025

INTRODUCTION

Many learners could be getting out of lecture rooms with various questions which could be answered by the lecturers, but they lack confidence. Confidence and assertiveness are very important concepts that have to be dealt with academically. However, there is insufficient scientific study to elucidate the appropriate pedagogical practices and strategies that ELTT could employ in order to cultivate confidence and assertiveness in the PELT (Wessels et al., 2017). The study therefore interrogated how the ELTT cultivated confidence and assertiveness in the PELT, who could be responsible for cultivating confidence and assertiveness, and under what contexts could confidence and assertiveness be cultivated in the PELT. The language teacher has the role of cultivating confidence and assertiveness but not arrogance and insensitivity. Many times, people mistake arrogance for assertiveness and insensitivity for confidence. Many scholars have delved into this topic of confidence from different angles. Some scholars look at what they term self-confidence, others look at it as general confidence, others look at academic confidence and still others explore cultural confidence. In this study, regardless of what one may call confidence and assertiveness, the gist of the matter is that preservice English language teachers need to be prepared to inculcate confidence and assertiveness in their learners. This is only possible if and when the ELT trainers cultivate confidence in them.

Definition and the Gist of Confidence and Assertiveness

Confidence is an intrinsic belief in one's ability to navigate this world regardless of the situation at hand. Assertiveness on the other hand is the capability to communicate what one wants to hold to be true and valuable to them. These two

concepts go hand in hand because they communicate something about the individual who defined self-confidence as the perception that an individual has of their own skills, aptitudes and abilities to achieve their own goals. Their study points out clearly that confidence is an important component of teaching and enhancing academic self-concept.

REVIEW OF RELATED LITERATURE

In this study, the focus was on how ELT trainers cultivated the confidence of their learners who were training to become teachers. Nambi (2019), in her study, established that reading aloud in class increased learners' enjoyment of the play, boosted their vocabulary build-up and also led to the development of personal confidence. Research consistently shows that confidence-building lies more in pedagogy than content. However, there is limited empirical research that addresses the specific pedagogical practices. On top of that, there is insufficient attention to the role of ELTT in shaping PELT's confidence and assertiveness in a bid to form their self-concept.

The ELT trainers need to design methods that can help build or cultivate the confidence of their learners since confidence is one of the major skills required in interpersonal interactions. Unfortunately, there is limited research on the sustainable effect of pedagogical interventions on cultivating PELT's confidence and assertiveness (Wessels et al., 2017). What is worrying is the findings which revealed that *the entire primary and secondary education was tainted with various challenges* which were sociological, economic and philosophical in dimensions and recommended that the whole education system should be overhauled especially in terms of pedagogical and non-pedagogical dimensions. This current study sought to bridge the gap by contributing to a deeper understanding of exactly

what happens in the ELT education training of the PELT and what could be done to mitigate the missing link between pedagogy and practice.

On top of that the finding by Nabayego & Itaaga (2015) established further that informal activity-based training such as students' self-directed and proactive participation is not applied in university education in Uganda, a conclusion used to explain the reason most Ugandan University graduates are less productive. This assertion could account for graduates with poor interpersonal communication skills who cannot interact with others effectively. This is because interpersonal communication skills are nurtured not just taught. Pedagogies here play a vital role in nurturing confidence in the learners.

The findings by Johnston et al. (2021) are consonant with Granero-Gallegos et al. (2022) whose study proved that ELT trainers should promote self-determination, motivational experiences and academic engagement which will lead to greater academic achievement. This implies that pre-service teacher trainers should employ different teaching styles so that learners are engaged, motivated and interested in learning.

In nurturing interpersonal communication, the speaker's or writer's confidence and assertiveness are key. Research studies indicate that learners with high self-confidence are always active participants and lively in their learning process as opposed to their low self-confidence counterparts, who, in most cases are either isolated or quiet (Zondag et al., 2020). It is, therefore, incumbent upon language teachers, in the process of second language learning, to instil and develop confidence and assertiveness among the learners. (Johnston et al., 2021) revealed that whenever the teachers communicated their expectations of the learners, they instilled confidence in them thereby motivating them to work even harder. However, whenever teachers made negative comments, the learners' confidence was affected severely. These findings indicate that the learners' confidence is shaped by the manner in which teachers communicate to and about them.

Wahyuni (2020) found out that 87% of their respondents said that public speaking was one of the best components of boosting their confidence. This component conversely illustrates the importance of learners speaking in language classes. It is important for the learners to be engaged in activities that give them the opportunity to speak. On the other hand Shelton-Strong & Mynard (2021) in their study, "*Promoting positive feelings and motivation for language learning: the role of a confidence-building diary*" concluded that when learners are taught to build and keep dairies known as confidence building dairy, they promote positive feelings. Therefore, language teachers ought to be creative in their promotion of interpersonal communication skills. Whereas Ibrahim & Shahabani (2020) advocate for public speaking as an interpersonal method of teaching and promoting confidence (Shelton-Strong & Mynard, 2021) advocate for confidence building dairy. The baseline in all these is that creativity in teaching language is paramount.

English language teachers need to be innovative in designing activities and methods that can cultivate confidence among their learners. Much as confidence could be taught as a topic, research studies indicate that it can only be learned when learners are actively engaged in practical work and fun activities that make them relaxed and enjoy the lessons (Zondag et al., 2020). On top of that motivational factors such as praise from the teacher and attitude of the language instructor are said to be vital in aiding the self-confidence of the learners (Alam et al., 2021). Therefore, this study was interested in the ELT trainers' pedagogical competencies in cultivating confidence and assertiveness in preservice English language teachers, because the ability of the teacher to raise and sustain the confidence and assertiveness of the learners is pedagogical.

As a teacher trainer and a researcher, I am motivated by the fact that interpersonal communication skills can be nurtured in preservice English language teachers so that they too are empowered enough to nurture interpersonal communication skills in English

language learners. This study therefore sought to propose an intervention by proposing a pedagogy based on the teaching experience of over ten years in the teaching practice and based on the scaffolding theories advanced by Jerome Bruner (1966) and the transactional model of communication advanced by Barnlund (1970). This pedagogy is Reciprocal Centric Pedagogy. (RCP).

Reciprocal learning is where learners work in pairs to master content knowledge (Iserbyt, 2015). It is more of a dialoguing learning. RCP is where both the learner and the teacher are central at one point in time in the lesson. It is where both the teachers and the learners are actively involved in the lesson for the benefit of constructing knowledge and skills, values, and attitudes necessary for successful learning and behaviour modification. Such pedagogies include the lecture method used by the teacher to introduce new concepts and give learners support. This is the '*contingency*' stage as advanced by the principles of scaffolding theory. The teacher either gives a lecture, demonstrates or explains a new topic/theme or concept as learners, listen, imitate or write in their books. Then dialoguing method could take the teacher and the learner or learner and learner as it seems fit for the teacher, but also depending on the level of simplicity or complexity of the subject under discussion. This is consonant with the second principle of scaffolding theory known as '*fading*'. The teacher begins to relinquish his/her responsibilities as learners begin to master the knowledge shared. Then group work, debates and discussion groups as the final aspects of pedagogical application. This stage reflects the third principle of scaffolding theory known as '*transfer of responsibility*'. At this level, the teacher's support decreases exponentially as the learner takes responsibility for his/her learning. The teacher can at the third level evaluate whether the learner can now manage his own learning or if extra support is required. This pedagogy begins at TCP and ends at LCP. Therefore, the teacher and the learner are both active participants during the teaching and learning process.

MATERIALS AND METHODS

This study was conducted at Makerere University, College of Education and External Studies, School of Education, in the Department of Humanities and Language Education. The choice of Makerere University was due to its long-standing reputation as a renowned school of education. The Department of Humanities and Language Education has fully experienced faculty members with immense expertise in language education, communication studies and pedagogy. Its location has ease of access for participants, with well-staffed research facilities and collaboration opportunities.

It adopted a qualitative research approach. This approach is appreciated because it is realistic in explaining the phenomenon of the preservice English language teachers' interpersonal communication skills nurtured among them in their preparation for secondary school careers. This study involved analysing the English language teacher trainers' interpersonal communication skills nurtured among the preservice English language teachers that meet with the interest of the study because of the desire to gain a deep and comprehensive understanding of interpersonal communication skills. This was done through interviews with the four ELTT (lecturers), focus group discussions with twenty PELT (Third-year students of Bachelor of Arts with Education, English/Literature) and analysis of the ELT curriculum, with five Course outlines. The purpose was to establish whether the lecturers are cognizant of the interpersonal communication skills they ought to nurture in the preservice English language teachers and how they nurture the learners in that line. Similarly, establish whether the preservice teachers are conscious of the interpersonal communication skills they ought to possess.

The research therefore is grounded in an interpretive paradigm which adopts reality through subjective observation of the phenomenon. Consequently, content and thematic data analysis was adopted.

Nevertheless, in order to achieve the desired outcomes, a case study research design was embraced. This was because case study research design especially of a single entity helps to give an in-depth understanding and holistic evidence of the problem under investigation.

RESULTS

The data analysed from the documents of the five-course outlines indicate that confidence as a skill in interpersonal communication is not catered for in the syllabus. This is in consonance with all the

data collected from the in-depth interviews and focus group discussions. The analysed data shows that confidence is a very important component of ICS that every language teacher should possess. It further revealed that many factors are involved in a learner having confidence, but ELT trainers are responsible for cultivating it. Unfortunately, the curriculum does not cater for it and the trainers feel it would be asking too much from them. The table below summarises the data collected from the analysis of the ELT Curriculum, specifically from five course outlines.

Table 1: Summary of the Data collected from Document Analysis

Document Analysed	Aspects Interpersonal Communication
Doc01:ELT2201 Professional Issues in ELT	No aspects of Confidence and Assertiveness identified
Doc02: ELL 3101 Literature Resources in ELT	No aspects of Confidence and Assertiveness identified
Doc03: ELE 3101 Methods of Teaching Poetry	No aspects of Confidence and Assertiveness identified
Doc04: ELE 3201 Methods of Teaching Literature (Novel, Plays)	No aspects of Confidence and Assertiveness identified
Doc05: ELM3201 Language Skills in ELT	No aspects of Confidence and Assertiveness identified
Overall Comment	The ELT Curriculum does not cater for aspects of Confidence and Assertiveness to be nurtured in the PELT.

In the above table, it was clearly indicated in the five-course outlines analysed that there was no mention of any skill related to interpersonal communication. This data resonates well with the data collected for interviews and FGD.

The table below summarises the aspects of confidence and assertiveness that ELT trainers build in the preservice English language teachers.

Table 2: Summary of the aspects of confidence and assertiveness

Aspects of confidence and assertiveness	Intention
Self-image	Builds a positive reflection on the traits and abilities possessed.
Self-esteem	Builds belief in one's worth/ value self
Self-efficacy	Build belief in one's ability and capacity to carry out things with ease.
Self-concept	Builds self-discovery and self-respect
Self-evaluation	Builds the ability to monitor self-progress

In the above table, the study revealed that in the process of cultivating confidence and assertiveness, the aspects dealt with were the learner's self-image, self-esteem, self-efficacy, self-concept and self-evaluation. Each of the aspects builds an intrinsic element that leads to confidence and assertiveness.

The aspects of confidence revealed in this study are cultivated under different contexts. The table below summarises the contexts in which confidence can be learned.

Table 3: Various contexts in which learning of confidence occurs

Context of Learning Confidence	Interview Guide	Document Analysis Guide	FGD Guide
God/Nature/ Personality	02	00	04
Family/Home/Parents	03	00	08
School/Class/ teachers	04	00	20
Adult Life/Self-drive	04	00	06
Mentorship/Role Modelling	04	00	12

The table above casts light on the contexts in which the different aspects of confidence are cultivated in the preservice English language teachers. Some participants mentioned God, nature, and personality as the sources of or lack of confidence and assertiveness in learners. Then some participants mentioned family, home and parents as responsible contexts for cultivating or decultivating the confidence of the learners. Also, school, class and teachers were pointed out as the context in which cultivating confidence occurs. In the same interview, participants mentioned adult life or self-drive. The last context mentioned was mentorship or role modelling. In response to what could be a source for cultivating confidence in the PELT;

Participant coded 01: DNN, responded thus:

“It is a yes and no. confidence starts from GOD, others will call it nature. Confidence is a personality issue stemming from God. The chloric and sanguine are naturally born confident and takes a lot to be shut down. The melancholic and phlegmatic are naturally born shy. Then, family comes second. When learners come from families that affirm them,

give them linguistic support and praise them even in small achievements. Such families build confidence in their children. Then, the school becomes third critical institution that has to shape confidence which is in line with politeness. It is important for children to be politely confident. Confidence without politeness interferes with interpersonal communication.”

Participant coded 02: DNR responded thus:

“Yes! They are training. We want to train all round teacher and being confident is one of the characteristics. As a trainer, I have to give them opportunities for them to develop this confidence”

The study, therefore, revealed that nature gifted in personality is one of the contexts of cultivating the confidence of the learners, home cultivated by parents, schools by teachers, adult life by self and mentorship by role models, respectively. School, however, was ranked highest in cultivating confidence in the learners, followed by mentorship and family.

Table 4: Events responsible for cultivating confidence in the PELT

Context of Nurturing Confidence	Interview Guide	Document Analysis Guide	FGD GUIDE
Academic Activities	04	00	18
Class Activities	04	00	20
Modelling	04	00	14
Mentorship	04	00	12
Content	02	00	07

In response to who is responsible for cultivating confidence in the preservice English language teachers, the data analysed revealed class activities organised by teachers as the main source of cultivating confidence in the preservice English language teaching. Academic activities such as

debates followed, then modelling by their lectures/ teachers and content taught in lectures as the least avenues in which cultivation of confidence occurred. In response to who is responsible for cultivating confidence in the PELT,

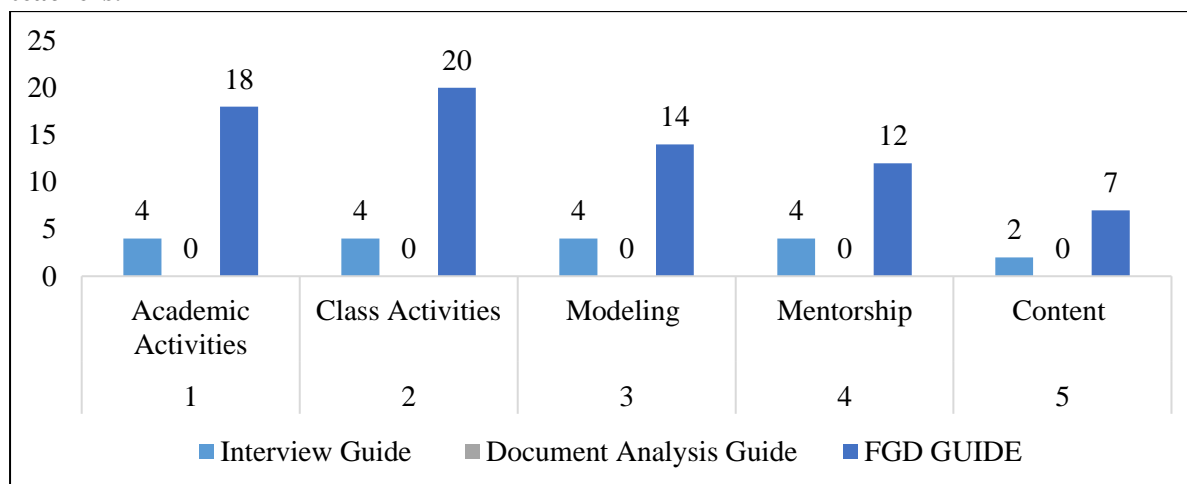
Participant coded 03: DNJ responded thus:

From my experience, I would say yes and no. We have a group of learners that come in and are very confident. It does not bother them to stand in front of their fellow students and they are always in the lead of group discussions and presentations. So you see a pattern of students from schools that have given them the basics because when you dig deeper, you realise such students come from certain schools. So there are certain schools that produce confident learners where you know if such a student comes from there, they are not shy at all. Then we have others that are in the

middle that are not confident but need to be assured, told and encouraged, they are in the middle, they are timid and their coming out is not so much. Then we have the majority who decide to keep quiet completely and they are overshadowed by a small group because the confident ones are fewer while the majority are in the other category.

The table below illustrates the persons and the activities that according to the data collected, analysed and interpreted are responsible for cultivating confidence in the preservice English language teachers.

Figure 1: The Activities responsible for cultivating confidence in the preservice English language teachers.



In the above digraph, lecture/class activities have been pointed out as the most impactful in cultivating confidence in the preservice English language teachers. These activities include group discussions, project presentations, and poetry recitation, among others. Learners seem to appreciate those activities as they indirectly help to cultivate and boost their confidence. Academic activities such as debates, music dance and drama have been identified too as the next most impactful in cultivating confidence in the learners. Modelling confidence by ELT trainers/teachers is another very impactful activity in cultivating confidence in the preservice English language teachers. Mentors or role models, who could be teachers or parents are also cited to be impactful in cultivating confidence in them. Content taught

is cited as the least impactful in cultivating confidence in the learners.

DISCUSSIONS

The data analysed established that confidence as a skill in interpersonal communication skills is not catered for in the syllabus. This is in consonance with all the data collected using the in-depth interviews and focus group discussions. However, the present study established that lecture/class activities have been pointed out as the most impactful in cultivating confidence in the preservice English language teachers. This finding is in congruent with Wahyuni (2020) who established that 87% of their respondents pointed out that public speaking was one of the best components of boosting their confidence. In the present study, the activities ELT trainers used

included group discussions, project presentations, poetry recitations, among others. The preservice English language teachers appreciated these activities as they explicitly cultivated and boosted their confidence.

On top of that, this study established that academic activities such as debates, music dance and drama have been identified too as the next most impactful in cultivating confidence in the learners. This finding corresponds with Granero-Gallegos et al. (2022) who proved that ELT trainers should promote self-determination, motivational experiences and academic engagement which will lead to greater academic achievement. This implies that pre-service teacher trainers should employ different teaching styles so that learners are engaged, motivated and interested in learning.

Modelling confidence by ELT trainers/teachers is another impactful activity in cultivating confidence in the preservice English language teachers. Mentors or role models, who could be teachers or parents are also cited to be impactful in cultivating confidence in them. The content taught is cited as the least impactful in cultivating confidence in the learners. This finding correlates with the study conducted by Zondag et al. (2020) who established that confidence is learned better when learners are engaged in activities that bring about fun and enjoyment. In the same vein, Nambi (2019) strengthens this present study when her study findings pointed out that reading aloud in class increased learners' enjoyment of the play, boosted their vocabulary build-up and also led to the development of personal confidence. These benefits notwithstanding, the study revealed further that not many learners were interested in reading aloud activity, instead most of them showed total disinterest. Therefore, much as the ELT trainers have tried to engage as many learners in activities that would cultivate and boost their confidence, many preservice English language teachers remain aloof.

However, this present study did not establish any relationship between the teachers' expectations and confidence building as observed by Johnston

et al. (2021) who asserted that whenever the teachers communicated their expectations of the learners, they instilled confidence in them thereby motivating them to work even harder. However, there was a correlation between the present study's findings and those of (Johnston et al., 2021). In the present study, unfriendly remarks by the ELT trainers affected the learners' confidence. Just as (Johnston et al., 2021) established that whenever teachers made negative comments, the learners' confidence was affected severely.

In the same vein, this present study did not find any relationship between the cultivation of confidence and confidence-building dairy as established in the study conducted (Shelton-Strong & Mynard, 2021). In their study, when learners are taught to build and keep dairy known as confidence dairy, they promote positive feelings, a thing this study did not establish. Instead, the present study established that God-given nature plays a vital role in an individual's confidence. This finding is consistent with the study conducted by Prabhakararao Samphirao (2016) who associated self-esteem with personality. However, the study by Kagoda & Ezati (2014) holds that teachers with low self-esteem can be boosted by attending conferences, workshops and group activities. This conclusion agrees with the present study whose findings indicated that preservice English language teachers appreciated coursework presentations, group work and research-related activities given to them by their ELT trainers since those activities boosted their self-esteem and enhanced their confidence.

This study's findings established that learners with high self-confidence are always in the lead when it comes to activities such as presentations, debates, group discussions and poetry recitation. This confident lot is said to be few in number as compared to the majority who are either mediocre or shy and timid. The present study established that a small number of confident learners are always in the lead and the majority are left out. Furthermore, the study indicated that ELT trainers try to break the monotony of the self-confident learners in order to bring in the mediocre and the

shy lot. This finding is in agreement with the study by (Zondag et al., 2020) who established that learners with high self-confidence are always active participants and lively in their learning process as opposed to their low self-confidence counterparts, who, in most cases are either isolated or quiet, recommended that language teachers should find improvised activities that can help the less confident category to cope with the high confident lot of learners.

Furthermore, the present study established that the quality of the ELT trainers' attitude especially in the lecture theatres is imitable. The findings established that ELT trainers are constantly encouraging them to be active in lectures, to participate in group course work and those who excel are rewarded with praises. This established finding is in total agreement with the study conducted by (Alam et al., 2021) whose study concluded that motivational factors such as praise from the teacher and the attitude of the language instructor are said to be vital in aiding the self-confidence of the learners. The present study therefore allayed fears highlighted by (Muwagga, et al, 2013) whose study revealed that "the whole primary and secondary education was are soiled with numerous challenges which were sociological, economic and philosophical in dimensions and recommended that the whole education system should be overhauled especially in terms of pedagogical and non-pedagogical dimensions. This is because the quality of pedagogical competence at the School of Education, was found to be qualitative and the manner in which preservice English language teachers are trained is appreciable by the learners. What remained worrying was the quality of lecture attendance and the examination-orientated attitude of the learners.

CONCLUSIONS

The problem that led to this study was the failure of learners in secondary schools in Uganda to have effective and healthy interpersonal relations, sparking off a lot of assaults, fights, and strikes which in some cases are fatal, leading to death or loss of property or both. The study therefore investigated confidence and assertiveness as

components of interpersonal communication skills ELT trainers nurture in the preservice English language teachers. This was based on the assumption that these preservice teachers, when trained in interpersonal communication skills would nurture the same in their learners in order to harness healthy interpersonal relations in secondary schools.

For that reason, therefore, based on the analysed and discussed findings of this study, the following salient conclusions could be made according to the study objectives and study questions that guided the investigations.

All aspects of interpersonal communication skills such as confidence and assertiveness are not catered for in the ELT curriculum/syllabus. Nevertheless, the study findings established that confidence and assertiveness are successfully taught spontaneously based on the circumstances that arise during lecturer-learner interaction, either in the lecture theatres, outside lecture theatres, lecturers' offices, or in the examination rooms.

This study concludes that the quality of preservice English language teachers who graduate every year from Makerere University is relatively low. The low quality does not rise from the ELT trainers' standpoint because the lecturers never miss to attend to the learners, are adequately trained and are always eager even to do more including mentoring learners, a thing outside their docket. However, the low-quality products are a result of the products themselves, the preservice English language teachers, who take advantage of the large numbers of learners to miss lectures. This is based on the study findings which revealed that most of the preservice English language teachers are inconsistent in attending lectures, and when they attend, due to a large number of learners, most of them spend time on their phones either on social media, watching movies or listening to music.

It could be, therefore, argued that the prevailing poor relations among secondary school learners and the physical assault in and outside classrooms could be a result of a majority of poorly trained

English language teachers who possess the grades but not the skills. This study argues that the monster called examinations must be dealt with henceforth without any delay. The biggest percentage of marks should be attached to lecture attendance, active participation, engagement and arguments and presentations. Whereas grades should remain vital in the selection and placement of learners, the examinations should not determine the grading.

Furthermore, it is here concluded that the spirit of communication has not been given the worth it deserves. Knowing a language and using that language to communicate are two different things. It is therefore concluded that both the ELT trainers and the preservice English language teachers do not give communication the prominence it deserves either party taking it for graduation that meaning has been created.

It can also be concluded that based on the study findings that are analysed and discussed, the modes of teacher education training suggest a combination of the TCP approach and the LCP approach. The combination of these two approaches to language teaching suggests a reciprocal kind of teaching and learning. Since the approach is neither TCP nor LCP, yet it is both, it is therefore concluded that in Makerere University, College of Education and External Studies, School of Education in the Department of Humanities and Language Education, in the section Literature in English and English language, there is a new approach to teaching and learning called Reciprocal-Centric Pedagogy. An approach to learning where both the teacher and the learners are co-creators of meaning in the lecture rooms.

Recommendations

Based on the research findings, it is recommended that:

ELT curriculum and/or syllabus should cater for confidence and assertiveness either as topics in various course units or as a course unit on its own. The methods could be a mixture of TCP and LCP so that both the lecturers and learners are actively engaged in the learning process. It should be

highly practical and the teaching materials to be real-life scenarios and fiction. The results would be amazing for teacher education.

Either the university increases teaching staff in the School of Education, in the Department of Humanities and Language Education, in the Literature in English and English Language section or the university trims the number of preservice English language teachers admitted to ease the lecturers monitoring of attendance. This will go a long way in increasing the quality of English language teachers who graduate each year.

The policy on apportioning marks at a university level should be revised. Since grades seem to be the highest motivation among the learners, lecture attendance and active participation should be apportioned marks as well as group discussions and coursework presentations such that each day a learner attends a lecture, is aware of marks earned. The final examination marks should take less than forty percent (40%). All this will be aimed at ensuring lecture attendance which in turn will work in favour of knowledge and skills acquisition.

Communication skills should not be left to language and literature teachers alone. All other subject teachers should be cognizant of the interpersonal communication skills that are ideal for creating and sustaining a collaborative and respectful learning environment. This implies that all lecturers should be retooled in the form of continuous professional development in that area of communication skills. This could go a long way in supporting the language and literature teachers in nurturing communication skills among preservice teachers.

The art and science of communication should be adopted as a subject taught right from primary, secondary and university so that learners can appreciate the value of one another in interpersonal communication.

REFERENCES

- Alam, M. R., Jahan, S., Khan Milon, M. R., Ansarey, D., & Faruque Al Hadi, S. U.

- (2021). Accelerating Learners' Self-confidence Level in Second Language Acquisition: A Qualitative Study. *ICRRD Quality Index Research Journal*, 2(3). <https://doi.org/10.53272/icrrd.v2i3.5>
- Barnlund, D. (1970). A Transactional Model Of Communication. In J. Akin, A. Goldberg, G. Myers & J. Stewart (Ed.), *Language Behavior: A Book of Readings in Communication. For Elwood Murray on the Occasion of His Retirement* (pp. 43-61).
- Granero-Gallegos, A., Escaravajal, J. C., López-García, G. D., & Baños, R. (2022). Influence of Teaching Styles on the Learning Academic Confidence of Teachers in Training. *Journal of Intelligence*, 10(3). <https://doi.org/10.3390/jintelligence10030071>
- Ibrahim, I. W., & Shahabani, N. S. (2020). The use of public speaking to promote confidence in learning English as a second language. *European Journal of English Language Teaching*, 6(1).
- Iserbyt, P. (2015). Reciprocal peer learning with task cards: analysis of behaviour and verbal interactions in structured and unstructured dyads. *Physical Education and Sport Pedagogy*, 20(2), 174-185.
- Johnston, O., Wildy, H., & Shand, J. (2021). 'Believe in me, and I will too': a study of how teachers' expectations instilled confidence in Grade 10 students. *Social Psychology of Education*, 24(6), 1535-1556. <https://doi.org/10.1007/s11218-021-09668-1>
- Kagoda, A. M., & Ezati, B. A. (2014). Secondary School Teachers' Perception of "Teacher Professional Development": A Case Study of Teachers from Five Districts of Uganda. *Journal of Teacher Education and Educators*, 3(2), 185-202.
- Muwagga, A. M., Itaaga, N., & Wafula, W. S. (2013). Challenges to quality primary and secondary education in Uganda. *Zimbabwe Journal of Educational Research*, 25(3).
- Nabayego, Catherine; Itaaga, N. (2015). How University Education in Uganda Can Be Improved To Prepare Economically Productive Graduates. *Asian Journal of Social Sciences and Management Studies*, 1(2), 62-70.
- Nambi, R. (2019). Secondary school students' experiences with reading aloud in Uganda: A case study. *Journal of Language Teaching and Research*, 10(2), 224-231. <https://doi.org/10.17507/jltr.1002.02>
- Prabhakararao Sampthirao. (2016). Self-Concept and Interpersonal Communication. *International Journal of Indian Psychology*, 3(3). <https://doi.org/10.25215/0303.115>
- Shelton-Strong, S. J., & Mynard, J. (2021). Promoting positive feelings and motivation for language learning: the role of a confidence-building diary. *Innovation in Language Learning and Teaching*, 15(5), 458- 472. <https://doi.org/10.1080/17501229.2020.1825445>
- Wahyuni, I. (2020). The Use Of Public Speaking To Promote Confidence. *European Journal of English Language Teaching*, 6(1), 76-86. <https://doi.org/10.46827/ejel.v6i1.3346>
- Wessels, S., Trainin, G., Reeves, J., Catalano, T., & Deng, Q. (2017). Pre-service teachers' confidence and attitudes toward teaching English learners. *Teacher Education and Practice*, 30(3), 443-461.
- Yang, A. (2018). English Teaching and the Cultivation of Young People's Cultural Confidence. *Advances in Educational Technology and Psychology*, 2(1), 125-155.
- Zondag, A., Larsen, A. B., Guldal, T. M., & van den Tillaar, R. (2020). The influence of improvisation activities on speaking confidence of EFL student teachers. *Nordisk Tidsskrift for Utdanning Og Praksis*, 14(2), 82- 102. <https://doi.org/10.23865/up.v14.187>