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Exploring Teaching Demonstrations in the Teaching Journals:
A Case of Filipino Pre-Service Teachers

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Abstract

In any teacher education practicum program in the Philippines, teaching demonstration is the most challenging undertaking of the student teachers during the internship program. This phenomenological study design explored the teaching demonstration experiences of student teachers reflected in their teaching journals. Data were 22 teaching journals taken from the internship portfolios produced by the Bachelor of Secondary Education (BSEd)-English graduates from a state university in the Philippines. Content analysis was used to analyze the data. Eight generated themes from the teaching journals that could provide suggestions for future student teachers and other members of the discourse community concerning the teaching demonstration were drawn, which are 1. 'The Look' of a Student Teacher, 2. Teaching with Enthusiasm, 3. The Voice of a Student Teacher in the ESL Classroom, 4. Lesson Planning Advice, 5. Subject Matter Familiarity, 6. Instructional Materials Efficiency, 7. Tips for Classroom Management, and 8. Improving the Questioning Skill. A focus group interview with the participants, which was also analyzed using content analysis, with some of the BSEd-English graduates was also utilized to further discuss the findings. The paper concludes with pedagogical implications for the Teacher Education Institution (TEI) and the concerned members of the discourse community.

Keywords: teacher education, teaching demonstration, teaching journals

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1. Introduction

The teaching internship has always been a key component of any teacher education program worldwide. It offers practice teachers or interns an opportunity to participate in critical thinking as they construct meaning out of their teaching experiences and attempt to discover their teaching methods as future teachers. It is also a point of reference that must be considered in terms of shedding light on ways to re-scaffold the teaching education curriculum (Portman & Abu Rass, 2019) since its success is one of the indicators of the quality of teacher education programs (Haigh et al., 2013).

In the Philippines, State Universities and Colleges (SUCs) that offer teacher education programs prepare education students to carry out their responsibilities and maintain educational excellence and quality (Higher Education Act of 1994, as cited in Magday & Pramoolsook, 2020). Thus, the policies, standards, and guidelines for teacher-training programs must be improved to maintain the "highest standards of objectives, components, and processes of teacher education curriculum" (Commission on Higher Education Memorandum Order [CMO] No. 30, s. 2004, p.1). Among the requirements of the student internship program (CMO, 2004) is the internship portfolio (see Appendix A), which is a collection of internship experiences designed to help student teachers to consider their teaching methods. The following ten components are expected to be included in the internship portfolio: 1. Table of Contents, 2. Prayer of a Student Teacher, 3. Curriculum Vitae or Resumé, 4. Brief History of Cooperating School, 5. Learning Plans, 6. Teaching Journals, 7. Evaluation/Observation Sheets, 8. Sample of Students' Outputs, 9. Professional Readings and References, and 10. Photographs (CMO, 2004). The teaching journal, which is the study's principal data, is a collection of student teachers' narrative reflections.

Considering that teaching practicum is an important part of the teacher education curriculum that needs to be investigated to increase the quality of the teacher education program (Ulla, 2016; Prabjandee, 2019; McEntyre et al., 2020), the researchers in this study explored the student teachers' first-hand teaching experiences, which were reflected in their teaching journals. Abednia et al. (2013) share a concept on the importance of student teachers' reflection, which corresponds to the aim of this study, in voicing their experiences in teaching. Through reflecting on their teaching experiences, they will identify challenges, evaluate their teaching method and strategy (Abednia et al., 2013), and be able to

become more attentive and self-aware as a result of their critical reflection on their practice (Farrell, 2015).

1.1. Theoretical Framework

People are considered to learn when they have gained experience from what they study, according to the constructivist theory's primary premise. People, in other words, construct their own meaning through their experiences. Constructivist thinking is based on Jean Piaget and Lev Vygotsky's cognitive ideas in numerous ways. From Piaget, we actively learn, devise plans, integrate and accommodate all types of science, and so forth. From Vygotsky, we have social constructivism, group work, internships, and other such activities. As a result, we can claim that constructivism is the root of both "top-down" and "bottom-up" learning methods. This means that the primary idea will be presented by the teacher, and the students will receive the information and process it. In this way of thinking, the teacher does not explain the details so that the students have a difficult time grasping them (Aljohani, 2017). The most significant aspect of constructivism is that the learner should be the center of attention during the learning process. Learners, not others, are responsible for actively expanding their own knowledge. Learners must take charge of their own development. Therefore, the emphasis on educating and teaching is placed on the learners rather than the educators, and they are given the opportunity to develop their own information and express their own points of view in order to take responsibility for their actions.

Since this current study dealt with the teaching experiences through demonstrations, it belongs to the domain of constructivist learning theory, which is considered as an appropriate lens to explore the student teachers' teaching demonstrations during the internship program. Within this framework, the goal of this study is to carry out a qualitative content analysis on the teaching demonstrations of the teacher education students during the Teaching Internship course in the hope that these first-hand experiences could provide suggestions for the next student teachers and other concerned members of this discourse community and community of practice. This study is significant in the sense that it gives a comprehensive understanding of the first-hand experiences of the student teachers on the teaching demonstration, which were authentic reflections revealed in the teaching journals.

Research Question

What are the teaching demonstration experiences of the BSEd-English student teachers reflected in their teaching journals?

2. Literature Review

Several studies on the various aspects of teaching practicum can be found in the literature. Most of these studies are related to the effectiveness of teacher education programs that explored different components of the internship experiences (e.g., Adams et al., 2020; Kaygisiz & Özmen, 2021; Mau & Harkness, 2020; McEntyre, Curtner-Smith & Richards, 2020; Mpofu, 2019; Turhan & Kirkgoz, 2018; Ulla, 2016; Wong, 2020; Yuan & Lee, 2014) in various types of research data, which are observation, reflection, interview, questionnaire, survey, log entries, among others. For instance, Adams et al., (2020) investigated the intended classroom management (CM) in the written curriculum, which they claim plays a major role in the training of student teachers. The data (i.e., internship curriculum and interviews) were gathered, recorded, and analyzed utilizing the case study method. They stressed the significance of CM for their student teachers and underscored that many student teachers struggle to maintain good CM. The researchers strongly suggest constructing a CM knowledge base in the whole curriculum, particularly for the internship program.

Kaygisiz and Özmen's (2021) study disclosed the self-regulatory strategic processes that student teachers go through before, during, and after their microteaching. Six student teachers enrolled in an English Language Teaching Program at a state university in Ankara, Turkey, participated in the study. Data were gathered using a qualitative approach through two sets of interview sessions, observations, and reflective journals, and content analysis was performed. The findings demonstrated that the student teachers engaged in self-regulated strategic processes such as motivational, personal, metacognitive, behavioral, emotional, and social throughout their micro-teaching phases.

The motivation of the student teachers has also played an imperative role in their practicum as revealed in Wong's (2020) study that explored the issues of motivation of student teachers before and after their practicum. The instrumentation, in this study, is composed of the questionnaire, log entries, and interviews that were analyzed via mixed methods approach. Students'

disobedience, according to this study, can be disastrous for a student teacher. However, having and being able to establish a rapport with learners during practicum increased the motivation of student teachers to become teachers.

If most of the studies in the existing literature, like those mentioned above, support the effectiveness of teacher education programs, contrarily, Shin's (2020) study that analyzed, through an inquiry approach, an online open-ended questionnaire on the effect of the edTPA (Teacher Performance Assessment) on their student teaching experiences has not confirmed previous research on the effectiveness of teacher education programs. The participants of this study revealed the edTPA's unanticipated impacts on their student teaching experiences, such as the [non-]educative, [un]authentic, and [un]professional side of the edTPA. The conclusions of this study encourage teacher educators, policymakers, and administrators to reconsider and re-examine the field's edTPA provision.

Many researchers have extensively employed phenomenological design to explore the lived experiences of their participants. Salazar (2017) comprehended and described the nature of the partnership experiences of student teachers and their cooperating teachers during the fieldwork, in which 5 key themes were generated. Hsiu-Lien (2020) analyzed peer mentoring of student teachers coaching their fellow student teachers in a teacher education curriculum in North America. Five themes were identified from the in-depth interviews with 23 participants. The findings mainly focused on the fact that peer coaching has a good long-term impact on student teaching program. Kılınç et al. (2020) explored the lived experiences of ten overseas students at a Turkish state university whereby the findings from the semi-structured interviews yielded two major themes: Overseas students' perspectives and The help they received and the difficulties they faced during their studies. Most of these phenomenological studies only utilized interview data to explore the lived experiences of the participants. In this current study, the researchers attempted to use varied sources of data, which are teaching journals/narrative reflections, interviews along with field notes and researcher's insights on student teaching as an insider or member of the discourse community being explored.

Furthermore, surprisingly, in the existing literature of the Philippine teacher education studies, no one has attempted to explore the teaching journals as one of the components of the internship portfolio, which is a final requirement of a teacher

education student before receiving the diploma (CMO No. 30, 2004). Other aspects of internship portfolios have been explored by some researchers, i.e. the Detailed Lesson Plans (Pramoolsook & Magday, 2019) and the Evaluation Forms (Magday & Pramoolsook, 2020), and these same authors continued the investigation to cover the Teaching Journals component, which is reported in the current study.

3. Methodology

The phenomenological approach to qualitative study was used in this study. It is usually referred to as the study of phenomena as they appear in our daily lives and of the manner in which we view and comprehend phenomena. Phenomenology, to put it another way, is the study of a person's lived experience of the world as described by Cresswell (2013).

This study utilized content analysis (Neuman's, 2009) to analyze the student teachers' teaching demonstrations reflected in their teaching journals (see Appendix B) and the focus group interview data. The semi-structured interview was mainly focused on the student teachers' teaching demonstrations during the Teaching Internship course.

3.1 Data Collection

Initially, the researchers sought permission to access the portfolios from the concerned university officials. Then, they purposively selected 22 internship portfolios (see Appendix A) produced by the Bachelor of Secondary Education-English graduates from Batch 2014 to Batch 2018 of a teacher-training institution, the College of Teacher Education (CTE) of Nueva Vizcaya State University (NVSU) in Bayombong, Nueva Vizcaya, Philippines. The teaching journals, a component of the internship portfolio, were then considered as the main data of the study. The journals were photocopied, and the content analysis was done manually on each page.

3.2 Analysis Process

Neuman's (2009) phases in the content analysis process: a. formulate the research question, b. decide on units of analysis, c. develop a sampling plan, d. construct coding categories, e. coding and intercoder reliability check, and f. data collection and analysis were utilized in analyzing the two sets of data: the 22 teaching

journals and the focus group interview. The interview data along with the field notes were considered secondary data because these were used to generate qualitative data that could further discuss the findings of the teaching journals. Thus, excerpts of the interview were included in the Discussion Section in support of the findings of the teaching journals.

The coding manual of Saldana (2009) was used as a reference framework in coding the data. An example of a coded datum is presented in the following excerpt from a teaching journal of Student Teacher 3:

All of the evaluators suggested that I should give [8]follow-up questions on the answers of my students because I only gave praises like Yes, Correct, and That's right. My [3]voice was also weak, they said.

    Our [4]1-on-1 tutorial on lesson planning with my critic teacher played a big role in the success of my teaching.

[8]questioning skill

[3]voice

[4]lesson planning

To ensure the reliability of the coding process and findings, Neuendorf (2002) intercoder reliability (ICR) assessment was used whereby three language professors (Crookes, 1986 as cited in Magday & Pramoolsook, 2020) were tapped to reach an agreement in which they all achieved a high degree of ICR.

4. Results and Discussion

This section presents the teaching demonstration experiences in the form of eight themes, which were generated from the student teachers' teaching journals during their Teaching Internship course. The themes are mostly associated with practicum experiences, but in this study, they are understood within the teaching demonstration experiences. Aside from the teaching journals, this section also includes the focus group interview excerpts, relevant information from related studies, and some DepEd memoranda.

Theme 1: 'The Look' of a Student Teacher

The term 'The Look', in this analysis, talks about the physical appearance of the student teachers during the Teaching Internship course. The participants reflected that they had an outstanding score in their evaluation forms under the Teacher's Personality competency because they dressed professionally in the teaching demonstration. As Student Teacher 2 stated:

> *"My observers praised my appearance because during my demonstration, I was well-dressed. I got a 1.0 score in the Teacher's Personality."*
> (Teaching Journal 2)

The other things that were mentioned in the teaching journals that could represent 'The Look' of a student teacher during the internship process are proper hairstyle or haircut, good personal hygiene habits, avoiding using backpacks, appropriate makeup, wearing perfume, and always smiling. These views complement the results obtained from a focus group discussion wherein the majority of the participants stated that their professional appearance boosted their confidence to face their students and mingle with the cooperating teachers, other in-service teachers, and people in the community. As a participant responded:

> *"I like our internship uniform especially the coat because it helped me stand out and to [sic] be confident. I remember when I rode in a tricycle going to the school in which a passenger offered his seat to me."*

(Participant 3, focus group interview)

This response of Participant 3 finds similar to the study of Westfall et al. (2016) that posits that teachers with a good physical appearance engage students' participation and motivate them to perform better in their studies. This Westfall et al.'s (2016) result is consistent with a growing body of evidence suggesting that attractive people draw more attention than others, and are more appealing (Lemay et al., 2010; Lorenzo et al., 2010; Delima-Bastos & Pessoa, 2019). This might be one of the reasons why the Department of Education through DepEd Order No. 3, s. 2007 or known as Guidelines for the Deployment of Pre-Service Teachers on Experiential Learning strictly orders that the at all times, the student teacher must project a positive image as a teacher by adhering to the Code of Ethics for professional teachers, following the required dress code, and arriving on time in all activities of the internship.

Theme 2: Teaching with Enthusiasm

Teaching with enthusiasm is the second most mentioned theme by the student teachers. This could indicate that they were well aware of the significance and power of 'enthusiasm' in the internship process. Most of them narrated the good experiences they had concerning this theme. Student Teacher 1 narrated:

> *"My teaching was very successful today. I have sustained my energy and enthusiasm, and my students were also very active. I have observed that if I lacked energy, my students would not be interested to study…"*
> (Teaching Journal 1)

The excerpt could signify that an energetic teacher drives the class with enthusiasm and motivates students to participate. Teacher enthusiasm may also result in improved teaching evaluations, favorable feelings toward cooperating teachers and better performance. As Student Teacher 19 narrated:

> *"Last month, I did not have any confidence to teach in front of my students and evaluators. I also lacked energy, and Madam [xxxx] was not happy with my teaching performance. I even cried when she gave me a 3.0 rating. My students were bored and not interested to learn. But as time went on…I got a 1.0 grade."*
>
> (Teaching Journal 19)

In this extract, the student teacher reflected in how enthusiasm contributed to his teaching and the students' performance. The students showed a good learning engagement because the student teacher was very energetic in teaching the class. Consequently, enthusiasm is also claimed by several researchers across disciplines as a key factor of successful teaching (e.g., Keller et al., 2014; Keller et al., 2016; Kunter et al., 2011; Taxer & Frenzel, 2018). The findings from these previous studies show that in the classroom, teacher enthusiasm has a profound impact on student engagement. Thus, the more energetic and dynamic teachers are, the more behaviorally, cognitively, and emotionally engaged students become.

Theme 3: The Voice of a Student Teacher

Voice, in this analysis, is the loudness of the student teacher's voice in teaching the lesson. In the Philippines, the average class size is around 50 students, with a mix of boys and girls (DepEd, 2004; Lorcher, 2019), and this is one of the reasons why the student teachers found it difficult to teach with a loud voice so that all of the students

could hear them as written in the teaching journal of Student Teacher 12.

Student Teacher 7 had also experienced the same issue. In his teaching journal, it was narrated that he had 47 students during his teaching demonstration, and most of the students who were seated at the back could hardly hear him. As a result, his rating in the Teacher's Personality competency of the evaluation form specifically in Sub-Competency E, "The teacher has a well-modulated voice." was only Satisfactory, which is not a good rating in the teaching demonstration. Meanwhile, Student Teacher 5 shared a potential remedy for this concern.

> *"I was very lucky because my room is equipped with speakers and a microphone. My critic teacher told me to use it because she knew that my voice is not loud enough for the number of my students. This was so timely because I have had a sore throat since last week. If I did not use the mic, I would be voiceless this time."*

(Teaching Journal 5)

The extract shows a possible solution for the student teachers and in-service teachers who do not have loud voices. Most of the classrooms in Region 02 (Cagayan Valley Region), the setting of this investigation, are not equipped with speakers, and this experience shared by Student Teacher 5 could open the eyes of the DepEd officials in the region to consider a classroom upgrade. The students could hear the teacher's voice even those who sit at the back of the room. This can also reduce the voice stress of the teachers who normally teach from 7:30 in the morning until 4:00 p.m. Two medical doctors (Mundo & Vinco, 2018) in the Philippines conducted a study on the voice problems of the public high school teachers in Bacolod, Philippines. Only 16 (32 percent) of the 50 individuals had asthma, 19 (38 percent) had allergic rhinitis, 19 (38 percent) had a nasal drip, 24 (48 percent) had colds, 12 (24 percent) had sinusitis, and only 1 (2 percent) had a history of laryngitis. In a nutshell, most of the teacher participants had voice problems, and this study's implications have been focused on teachers' vocal health because they are expected to speak continuously in the class. This study posits that problems in voice production may have an impact on the quality of instruction and teaching performance. It suggests that sharing this finding with the teachers would yield proper vocal hygiene and reduce the risk of lasting damage to their larynx as well as voice fatigue.

In fact, in this study, a well-modulated voice does not necessarily mean the volume of voice while teaching. The loudness of voice was just elaborated in this

section because it was brought up by 4 out of the 6 student teachers through their teaching journals as one of the main issues they experienced. Thus, 'The Voice' in this analysis, is also about how the student teachers changed their voices (e.g., variation, intensity, tone, and modulation) while teaching.

Theme 4: Lesson Planning Advice

The majority of the teaching journals shared some tips in preparing a Detailed Lesson Plan (DLP) for the student teachers.

4.1 Refer to the K-12 Curriculum Guide in English. The first step is to be acquainted with the K-12 Curriculum Guide in English (DepEd, 2016). The topics to be taught are all indicated in the curriculum guide. According to the teaching journals of Student Teachers 4 and 10, they need to be aware of the content of this guide to be apprised on the learning outcomes of a topic before preparing the lesson plans.

> *"…the K-12 handbook on curriculum was very helpful in planning my lesson. There are suggested activities and references for each topic. I used some of the activities. My critic teacher was also very supportive. She gave me examples of lesson plans as my guide."*

(Teaching Journal 4)

The curriculum guide serves as the basis for all the teachers in the Philippines in teaching the topics. Aside from the topics, possible learning outcomes are also presented in the guide. As novice teachers, this should be taken into consideration by every student teacher even before the Teaching Internship course. Thus, it is recommended that this guide should be part of the Teacher Education Institution (TEI) curriculum. It should be added as one of the lessons or topics in any Professional Education courses of the Secondary Education Program (SEP) so that the student teachers will be acquainted with its content before they undergo the internship process.

4.2 Talk to the Cooperating Teachers. The student teachers mentioned the importance of one-on-one mentorship with the cooperating teachers concerning the planning of the lessons. This is important because the first one to check the student teachers' lesson plans is no other than the cooperating teachers. Student

Teachers 9, 12, and 15 reflected in their journals that before they wrote their lesson plans, they consulted first their cooperating teachers. They asked for a possible idea from their cooperating teachers on how to organize the lesson plans. Student Teacher 15 reflected that in her last 3 lesson plans, her cooperating teacher allowed her to design the lesson plans by herself because the cooperating teacher had trusted her already after a series of mentorship regarding lesson planning. This finding could imply that the student teachers, as novices in the teaching career, should always inform their cooperating teachers about their plans or ideas concerning the planning of the lessons. Although the student teachers are the ones who facilitate the teaching during their internship program, it does not mean that they have full control of classroom management. The cooperating teachers are still the manager of the teaching process, and that they always stay in the classroom while the student teachers are teaching the topics.

4.3 Follow the DLP Format. The five sections of a lesson plan, which are Objectives, Subject Matter, Procedure, Evaluation, and Assignment imposed by CHED for novice teachers (Pramoolsook & Magday, 2019) are considered as the framework in planning the lessons. In the Philippines, there are three structures of planning a lesson: 1) the Daily Lesson Log (DLL) that has only keywords, 2) the semi-detailed format, and 3) the Detailed Lesson Plan (DLP). The DLL is for the seasoned in-service teachers like cooperating teachers, headteachers, etc. (Pramoolsook & Magday, 2019).

The student teachers, through their teaching journals, narrated that they were instructed by the College of Teacher Education (CTE) professors and cooperating teachers to strictly follow the five-part lesson plan model mandated by CHED for the student teacher. However, a concern was brought up by a majority of the student teachers. An example of this issue was narrated in the teaching journal of Student Teacher 15:

> *"...I had some troubles drafting a detailed lesson plan for my teaching demonstration. The format that was taught to us is incomplete. I could not hardly [sic] compose statements in each part. My critic teacher checked it four times. I've wasted a lot of time writing a lesson plan."*

(Teaching Journal 15)

The excerpt leads to an issue that needs to be addressed immediately. This problem recurred in every batch of interns in the Secondary Education Program (SEP), and it was always encountered by one of the researchers in this study as

one of the members of the internship program committee. The student teachers were aware of the five-part structure of a DLP, but they had difficulty composing the statements or subparts of every main part of a DLP. Thus, the researchers proposed a DLP Framework for the novice teachers as their reference in planning their lessons as thoroughly discussed in Pramoolsook and Magday (2019).

4.4 Submit the DLP Draft. Student Teachers 10 and 15 reflected in their journals that a DLP draft should be given to the cooperating teachers at least 2 days before the teaching demonstration. Two days will be enough for the cooperating teachers to check and give comments on such a draft. It will also be enough for both the student teachers and cooperating teachers to let other signatories (e.g., headteachers, principals) verify the DLP.

The student teachers' DLPs are expected to be submitted to the cooperating teachers at least 2 days before every teaching demonstration to give ample time for all the concerned signatories to evaluate them. The attention of the cooperating teachers is called by the headteachers and principals if the DLPs are not given to them within the expected date of submission. This is the main reason why the cooperating teacher of Student Teacher 15 scolded them when they submitted their DLP late as narrated in her journal. If there is a major correction of the DLPs, the cooperating teachers will return them to the student teachers for revision.

Theme 5: Subject Matter Familiarity

This theme was mentioned in 16 teaching journals. It was one of the two most mentioned themes by the student teachers. This finding shows the importance of subject matter familiarity in the teaching demonstration of the student teachers. The teaching journal of Student Teacher 5 pointed out this situation and shared some advantages if a student teacher had mastery of subject matter.

> *"My PPt presentation went wrong, but thanks God I had a plan B. I successfully taught my topic despite that technical problem. At first, I was about to inform my evaluators to postpone my demo teaching, but when I saw my critic teacher's gesture telling me to go on, I just did my best. I was able to teach because I was very familiar with my topic. I was commended for that."*

(Teaching Journal 5)

Interestingly, in a focus group interview with the participants, Participant 6 happened to be the same student teacher who wrote Teaching Journal 5, and she

repeated the same scene when asked about their experiences while teaching in front of the students. Aside from Participant 6, Participant 5 also stated:

"I see to it that I've mastered my topic a day before teaching it. The textbook and other reference materials were my partners every day. It's always in my head what happened in one of my daily teachings where my critic teacher stood up from her chair and called my attention because I was not teaching the right grammar rules. That was very disappointing, but taught me a lesson."

(Participant 5, focus group interview)

These two forms of data from the different student teachers would seem to imply that mastery of the subject matter could help the student teachers teach the topic and impart knowledge efficiently and confidently. The study of Kamamia et al. (2014), which aimed at determining the extent to which subject mastery improves student teachers' teaching quality during teaching practice, posits that subject mastery allows student teachers to organize their classroom resources in preparing a lesson plan. Therefore, the findings suggest that the ability of student teachers to organize selected materials in the preparation of a lesson plan and to come up with new ideas to increase mastery of their subjects improves teaching quality. Also, considering the utmost importance of subject matter familiarity for the student teachers during the Teaching Internship course, the researchers suggest that student teachers should have subject mastery even before planning the lessons.

Theme 6: Instructional Material Efficiency

Ten out of the 22 teaching journals had this theme. The majority of the teaching journals reflected the function of instructional materials in the teaching demonstration of the student teachers. Specifically, instructional materials were described in the teaching journals as tools that help the student teachers in teaching the topics. Student Teachers 3, 9, 15, 19, and 20 stated that instructional materials provided more opportunities for both the student teachers and learners to enjoy meaningful and interesting classroom activities. As Student Teacher 15 reflected:

"I wouldn't be able to teach my lesson without the help of my visual aids. My students enjoyed all the activities because of the learning tools that I prepared. I've realized the importance of visual aids in teaching. It helped me."

(Teaching Journal 15)

The excerpt could probably confirm the importance of instructional materials in teaching. However, one interesting point was raised by Student Teacher 19, who underscored that it is not expected that the instructional materials should take the place of the student teacher in the classroom, but rather they should be suitable resources that when effectively used, could enhance students' learning. This finding could mean that student teachers are still the most important factor in the teaching process. No matter how superb the teaching tools are, if the student teachers did not use them effectively, teaching would not be successful. Thus, the teacher, as reflected in Teaching Journal 20, is still the best instructional material because a teacher is the one who manages the classroom, and the instructional materials are the only tools used by the teacher in teaching the topic (Romo & Forneas, 2010; Huumllya, 2015).

Eight out of the 10 teaching journals that mentioned the role of instructional materials in teaching pointed out an interesting concern regarding this theme, which is the advantages of technology-based or multimedia instructional materials in teaching English. One best excerpt to support this view is the input made by Student Teacher 9.

> *"I am [sic] very lucky because I used the Audio-Visual Room this morning. The state-of-the-art equipment in that room helped me in teaching my lesson effectively. I remember when Sandra asked me about the word 'catastrophe' and I immediately told the class, 'Let's google it.' I was able to define that word with some examples and images immediately. I think teaching and learning will be great and effective if all the classrooms are equipped with modern equipment and the internet."*

(Teaching Journal 9)

The DepEd reports that in the Philippines, 74 percent of schools do not have access to the internet especially in remote areas, and Region 2 or Cagayan Valley Region, the setting of this current investigation, is one of these areas. Due to the country's geographical characteristics, there are remote islands where schools are having difficulty accessing internet-based education (DepEd, 2019). This is the concern of the student teachers as revealed by Student Teacher 9 in her teaching journal. Although not directly included in the scope, several studies published in the literature prove the positive impact of ICT-based instructional materials on academic achievement and performance and increase the motivation of students (e.g., Carbonilla-Gorra & Bhati, 2016; Coffey, 2012; Monserate, 2018).

Theme 7: Tips for Classroom Management

In this analysis, the researchers adopted DepEd's perspective on classroom management and teaching methods, which are the specific activities and teaching-learning management that teachers and learners normally do in the classroom setting as stipulated on DepEd Order No. 42, s. 2016. Thus, the researchers provided Tips for Classroom Management, which were all based on the narrative reflections of the student teachers.

7.1 Start the Class with Greetings. In a typical classroom setting, before starting any activity, the student teacher normally starts the class with a greeting. Student Teacher 12 mentioned a very interesting way of greeting the students and how this influenced their teaching performance. Smile encourages students' engagement.

> *"I smiled and greeted each of my students at the entrance door. They appreciated that, and I would like to continue that strategy in the future. I noticed that when I did that, my students smiled back at me. I added a twist instead of just doing it in front of the students, I did the greeting at the entrance door, and my students enjoyed it."*

(Teaching Journal 12)

This extract signifies the importance of greeting the students first before teaching, and Student Teacher 12 shared another way of greeting the students and that was doing it at the classroom door before they enter. Cook et al. (2018) conducted a quantitative study about greetings at the door of the classroom as a technique for improving students' classroom behavior. The findings showed that the positive greetings at the door (PGD) routine yielded a favorable impact on the academic achievement of students, and it also reduced their disruptive behaviors. The students specified some gestures they used as shown below.

7.1.1 Use Hand Signals and Posters. Student Teachers 5, 7, 9, and 11 narrated their experiences in using gestures specifically hand signals in the teaching demonstration.

7.1.2 Closing palm. This signal was used by Student Teacher 7, and its function is to let the students close their mouths or stop talking.

7.1.3 Raising hand. Student Teacher 5 used this signal to inform the students that they need to participate or recite in the class.

7.1.4 Winking eye. The purpose of this signal, according to Student Teacher 5, is to help a student who does not know the answer to a question or activity.

7.1.5 Crossed fingers. Student Teacher 9 used this non-verbal classroom cue to signal the students that they need to keep quiet. This student teacher mentioned in her teaching journal that this signal was much better and more effective than using

her voice.

This concurs well with previous findings in the study of Liu et al. (2020) that the teachers' gestures in teaching with numerous representations are common nonverbal activities in the classroom, and they can facilitate the teaching and learning processes efficiently. They further suggested that to make it easier to analyze teachers' gestures in the classroom, gesture categories must be created.

The results also share a common observation with Sato's (2020) findings on an observational study to examine how the gestures of Japanese English as a foreign language (EFL) teachers affected their second language (L2) utterances in EFL classes whereby it was suggested that teachers' gestures are extremely important in EFL classes, and they should be taken into account more in L2 teacher education and training programs.

Moreover, Student Teacher 11 had another way of managing the students using non-verbal classroom management, and that was through the use of posters. A picture on a placard would mean a message that a student wanted to tell (i.e., number 1 means toilet, number 2 for water, question mark for a student who has a query, among others).

"…my gestures (face, hands, feet, etc.) played a big role in managing my class. I got an Outstanding rating in classroom management because of these hand signals. My students' attention was evident and they participated actively."

(Teaching Journal 11)

The extract is only one of the pieces of evidence that hand signals helped the student teachers in managing the class during the teaching demonstration. The student teachers had their unique ways of using hand signals according to their functions. This suggests that hand signals could vary based on their purposes during the teaching demonstration. Thus, the findings of this analysis do not impose any rules to follow concerning the hand signals and their purposes. The student teachers are free to conceptualize their signals as the needs arise.

7.2 Set a Timer. Giving students a clear idea of when they will move on to the next activity can help (Teaching Journal 13). Majority of the teaching journals that narrated this tip shared that using a timer is an effective classroom management technique. Student Teacher 7 stated in the journal that she used the timer application of her mobile phone, and it would ring if she needed to proceed to the next planned activity.

The importance of managing time in teaching the students has also been

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emphasized in the policy on time allotment in teaching English for Grades 1 to 10 (DepEd, 2021) in the Philippines through DepEd Order No. 31, series of 2012 where the teachers are only allowed to teach English within 50 minutes. As such, the teachers, especially novice ones at the very early stage of their profession, must train themselves to use their time wisely in teaching English. Thus, setting a timer is one of the tips that should be considered.

During the focus group interview, when the participants were asked about their memorable teaching demonstrations during the internship program, one of the participants stated:

> *"...when my evaluator told me to end my teaching because the time was no longer enough. I cried in front of my students. I could not do anything about it because the next teacher was waiting in the corridor. I even thought of quitting the practicum. That's why in my next demo teaching, I brought a mini timer and put it on top of my table, and that worked."*

(Participant 3, focus group interview)

This experience of Participant 3 could attest to the truthfulness of the reflective narrations of the student teachers presented earlier concerning the importance of time management in the teaching demonstration. Participant 3 offered a very relevant idea on how to cope with this issue, which was presented in the last part of his interview response. Thus, for novice teachers, it is imperative to put in mind the importance of setting a time in every activity.

7.3 Assign Classroom Seating. Teaching Journal 1 reflected that when students choose their seats, they are more disruptive than when seats are assigned. One interesting idea regarding seating arrangement was pointed out in Teaching Journal 8, and that is seating arrangement varies according to the designed activities prepared by the student teachers. Several recent research studies on seating arrangement inside the classroom have also been conducted which posit that teachers should apply various seating arrangements that work best for the students' needs (Harvey & Kenyon, 2013; Rands & Gansemer-Topf, 2017; Supratman, 2015). This is in good agreement with the findings of Hwang and Lee's (2021) study on the effect of classroom seating arrangement on creative thinking moderated by seating preference. By interacting with 237 students, this study was able to determine the impact of environmental elements such as classroom seating arrangement and personal characteristics such as seating preference on creative thinking. Through one-way ANOVA, U-shaped seating

arrangement demonstrated a higher level of creativity than the cluster formation. Two-way ANOVA revealed that the U-shaped structure demonstrated a better level of creative thinking than the Rows, Columns, and Cluster in groups that chose the back seats. The findings of this study were significant in that they demonstrated that classroom seating arrangements for students and teachers may be easily changed, and that classrooms can be innovative.

Overall, classroom management as a generated theme is also qualitatively consistent with the findings of Adams et al. (2020) that classroom management is crucial because it promotes other vital teaching activities such as creating engaging classes, motivating students, and communicating effectively. Taken together, these results from previous studies and this current study would seem to suggest that classroom management has an effect on a teacher's ability to be effective and to enjoy teaching. Above all, a well-managed classroom has a significant impact on students' academic success.

Theme 8: Improving the Questioning Skill

This theme was mentioned in 16 out of the 22 teaching journals and was one of the two most mentioned categories in the data. This number of teaching journals that talked about this theme could mean that questioning is an imperative skill of every student teacher. The majority of the teaching journals reflected that the student teachers had difficulty in asking follow-up questions, which were not indicated in their lesson plans. They knew the guide questions because these were part of the lesson plans, but when they wanted to ask more related questions, they could hardly conceptualize them immediately.

Questioning can be divided into two categories based on the teaching journals of Student Teachers 5, 9, and 21. Generally, questions that have only one correct answer, are short, and are designed to help one remember what has been learned were called convergent questions (Teaching Journal 9) or closed-ended questions (Teaching Journal 5) as students were not anticipated to contribute to a novel idea. On the contrary, divergent or open-ended questions require the students to respond to a subject, an issue, or a situation by analyzing, synthesizing, or evaluating it based on their prior knowledge (Teaching Journals 9 and 21). These two types of questions could also address the concerns of Student Teachers 3 and 10 where they narrated that they were confused about what questions would they ask the students.

5. Conclusion and Pedagogical Implications

From the findings, eight generated themes: 1) 'The Look' of a Student Teacher, 2) Teaching with Enthusiasm, 3) The Voice of a Student Teacher in the ESL Classroom, 4) Lesson Planning Advice, 5) Subject Matter Familiarity, 6) Instructional Materials Efficiency, 7) Tips for Classroom Management, and 8) Improving the Questioning Skill could provide insightful information for the discourse community members: the cooperating teachers, the Teacher Education Institution (TEI) professors, and the student teachers as well, about the Teaching Internship course preferably the teaching demonstration, which is labeled by the student teachers (Teaching Journals 3, 16, & 21 and Focus Group Interview Participant No. 3) as the most challenging and problematic stage of their student teaching demonstrations.

The implication of this investigation is anchored on Neuendorf's (2002) principle on content analysis, which is a research tool used by the researchers to measure and evaluate the nature, definitions, and connections or interrelationships of specific words, patterns, or concepts of qualitative data (i.e., text like the teaching journals). Thus, the inferences embedded within the texts of this investigation were reported through the eight generated themes from the data.

The researchers recommend that a module that has 8 units must be prepared for all the education students of the Bachelor of Secondary Education (BSEd)-English. This module must be validated and approved by the concerned TEI officials before using it as part of the instructional materials for pre-service teachers. The 8 units of this module are the generated themes of the current investigation. The first-hand narrative experiences of the student teachers across the five batches could lead the future student teachers into reflections and realizations concerning the Teaching Internship course. Copies of the said module should also be given to the cooperating teachers and members of the student teachers' supervising team.

Aside from the module for pre-service teachers, another program is proposed and that is a Voice Care Seminar and Workshop or Voice Training Program for Student Teachers. It aims to share insightful information about why student teachers or in-service teachers are at high risk of having voice issues or problems, and empower the teachers not only with knowledge but also tools and routines that they can use to prevent vocal strain. This workshop will be properly coordinated with DepEd and CHED officials. Voice experts (e.g., speech-language pathologist, otolaryngologist, voice coach, among others) from other agencies will be invited to spearhead the seminar and workshop, and a program

plan regarding this seminar and workshop will be designed with the presence of the concerned TEI supervisors and cooperating teachers.

Furthermore, to enhance the teaching skills (e.g., subject matter familiarity, classroom management, questioning skill, use of instructional materials, lesson planning, among others) of the pre-service teachers, continuous teaching demonstration practices should also be done by all the BSEd-English students. The TEI professors might serve as the evaluators and act as the cooperating teachers of the demonstrators, and the other students will be considered as the demonstrators' students. For the lesson planning, the Lesson Plan Framework for Novice Teachers (Pramoolsook & Magday, 2019) is also recommended for the students as a guide. The researchers analyzed the course descriptions of all the major courses offered in the BSEd-English program as stipulated on CHED Memorandum Order No. 75, s. 2017 and found that there are 3 courses where the students could have the English teaching demonstration practices, which are 1) Teaching and Assessment of the Macro Skills, 2) Teaching and Assessment of the Literature Studies, and 3) Teaching and Assessment of the Grammar.

Acknowledgements

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Appendices

Appendix A
Internship Portfolio
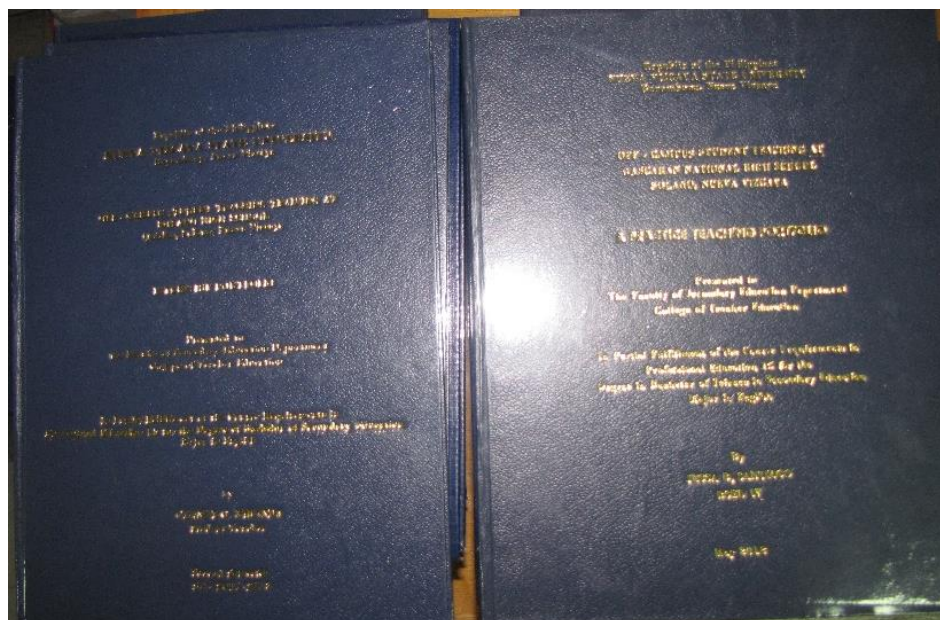
Appendix B
A Sample of Teaching Journal

TJ 9

March 14, 2016

What a very tiring day. Before writing this journal, I sat for a while and closed my eyes. My students' voices and evaluators' faces were still in my head. This day is one of my most unforgettable day as practice teacher. I was very nervous because I was the last demonstrator and all of my classmates were in my classroom watching me.

Before my demo teaching, the evaluators were smiling as they checked my lesson plan. I knew they were satisfied with my lesson plan. Thanks to my critic teacher who checked it. I consulted first her suggestions before writing my lesson plan, and that was a very good idea.

After our prayer, I started the class with a unique greeting. We did it through a simple song that I taught last week, and they enjoy it. It also served as the checking of attendance. I am very lucky because I used the Audio-Visual Room this morning. The state-of-the-art equipment in that room helped me in teaching my lesson effectively. I remember when Sandra asked me about the word 'catastrophe' and I immediately told the class, 'Let's google it.' I was able to define that word with some examples and images immediately. I think teaching and learning will be great and effective if all the classrooms are equipped with modern equipment and the internet.

My main weakness during my local demo teaching was the questioning skill. My critic teacher was not satisfied with my performance at that time. According to her, my students failed to understand the moral of the short story because of my questioning skills. I just asked questions starting with Who, Where and When, which were convergent questions. She suggested me to go beyond the simple recall type of questions. I did that today, and I was rated Outstanding in the questioning skill. Thanks to her advice and to Prof. Ronnie who lent his module on convergent and divergent questioning techniques in English teaching. I managed the class effectively. My evaluators told me that I had a full control of the class. I think the non-verbal classroom signals were very effective. I taught some signal to my students instead of using my voice to call their attention. For examples, raising their hands if they want to tell something or answer my questions and crossing my fingers, which means that they have to be quiet. They were very effective in managing my class.

All of today's experiences, good or bad, are God's will for me to improve. I know that this is just the beginning of my journey as a future teacher. After all my demonstration teachings, I can say that I am very much ready to become a teacher. I am excited actually, but I have to finish first my internship portfolio and pass the LET examination.

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