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Experience of Education Students in Classroom Teaching Demonstrations for Teaching Language Skills and its Implications for the Curriculum

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Abstract. This study explored the experiences of education students during their teaching demonstrations. It involved 39 third year in rural settings -English major students enrolled in the second semester of the 2024-2025 school year. Using a qualitative research design, the researcher employed various methods, including interviews, classroom observations, and document analysis. To analyze the collected data, thematic analysis was utilized. The findings revealed the challenges and opportunities faced by participants in their teaching demonstrations, highlighting their dual role as learners and teachers. This experience provided valuable insights into their presentation and pedagogical skills, fostering growth, reflection, and adaptability. Although the participants faced doubts and a loss of confidence, these challenges were integral to their growth process, leading to deeper learning and professional development. Furthermore, based on the participants' experiences, there is a clear need to strengthen training in presentation skills, enhance the integration of pedagogical content knowledge, promote reflective practices, build confidence, and improve preparation for classroom management. By addressing these areas, programs can better equip English majors for successful teaching careers. Based on the findings, the study proposes that teacher education programs should adopt a competency-based progression framework that establishes mentor and peer feedback systems and authentic assessment methods. Additionally, it advocates for comprehensive faculty development focusing on key areas such as feedback training and reflection facilitation techniques. This approach aims to encourage meaningful reflection and professional dialogue among students while equipping faculty with strategies to create supportive learning environments.

Keywords: Teaching demonstrations; teacher education; classroom teaching; student teachers; curriculum

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1. Introduction

Teaching demonstrations are used in teacher education programs for education students as a strategy to illustrate technical skills as a bridge between theoretical knowledge and practical application. Some educators use teaching demonstrations to assess whether student teachers understand the fundamentals of teaching and are adept at applying the different approaches, strategies, and methods expected of teacher (Sappayani, 2023).

Teaching demonstrations are used in courses that require the application of teaching strategies which provides student teachers with practical experience in classroom teaching while they are being observed and evaluated by their supervising faculty and their cooperating teachers in their field of training. Furthermore, teaching demonstrations are always part of teacher's activity from job application to classroom observations since teaching plays some role in determining tenure and promotion, so they are heavily weighted (Smith et al, 2013).

In the interview process for a teaching job for academic institutions, teaching demonstrations may be part of the process to learn about candidates' teaching strategies, communicative skills, and classroom management skills, among others. For Bachelor of Secondary Education-English (BSED-English) students, their experience allows them to refine their language teaching skills, interact with diverse learning styles, and receive constructive feedback, either from peers or instructors, ultimately to deliver their lessons effectively.

In rural areas, where access to educational resources and advanced teaching technologies can be limited, these demonstrations become even more significant. Education students in such contexts often face unique challenges, yet they are also increasingly aware of contemporary teaching methodologies and technological advancements. These challenges and awareness highlight the necessity of research into their experiences, as understanding how teaching demonstrations impact their language teaching practices could reveal strategies for enhancing educational outcomes in resource-constrained environments.

Despite the significance of teaching demonstrations in the professional preparation of education students, in the case of BSED-English students, there is a lack of comprehensive understanding regarding their experiences and the challenges they face while teaching macroskills in language education. Specifically, many student teachers feel unprepared to engage effectively with the core elements of listening, speaking, reading, and writing during their demonstrations. This concern is particularly evident among BSED-English students at Mountain Province State University, Philippines, despite some of their courses requiring teaching demonstrations as a key component of their training.

Without a thorough exploration of these experiences, it is difficult to pinpoint the specific pedagogical support and enhancements needed in teacher training programs. This research undertaking was vital because it not only addresses gaps in the existing literature concerning the experiences of education students in rural

settings but also contributes to the broader discourse on improving teacher training programs. By analyzing how teaching demonstrations help shape language instruction in these areas, educators and policymakers can develop targeted interventions and resource allocations, ultimately fostering a richer learning experience for both teachers and students alike. Hence, this research answered the following questions:

1. How do education students describe their experiences during their teaching demonstrations?
2. What are the strengths and weaknesses in English major students' demonstration performances?
3. What specific areas of the teacher preparation curriculum need strengthening based on observed demonstration outcomes?

2. Literature Review

Classroom teaching demonstrations play a pivotal role in shaping education students' experiences and understanding of effective teaching strategies. The demonstration method involves using teaching materials to provide or show something related to the subject matter, which aids the teaching and learning process (Adhikari, 2024). While this is regarded as a teacher-centered approach, this may not be the case for student teachers when they do teaching demonstrations and have to apply the teaching approaches, strategies, or methods they have learned. These demonstrations provide opportunities for aspiring educators to observe and participate in real-world teaching scenarios (Sandoval et al., 2024), thereby enhancing their practical knowledge and skills in delivering instructional content.

Understanding the experiences of education students in classroom teaching demonstrations for teaching language skills is essential for improving teacher preparation programs and ensuring the effectiveness of curricula. This approach allows student teachers to acquire specific skills, concepts, and processes through real-life demonstrations. Several studies have highlighted the significance of classroom teaching demonstrations in enhancing the teaching efficacy of education students.

According to Smith and Brown (2017), participation in teaching demonstrations helps students develop a deeper understanding of instructional strategies, classroom management techniques, and student engagement methods. These experiences provide valuable insights into the challenges and successes of teaching language skills, allowing students to reflect on their own teaching practices and refine their approaches. Teaching demonstrations expose student teachers to different teaching styles and perspectives performed by other student teachers, which can help them better understand and retain the material (Anthonysamy et al., 2020).

In addition, Lee and Johnson (2019) suggested that exposure to diverse teaching styles during classroom demonstrations can broaden students' perspectives on effective language instruction. By observing experienced educators in action and receiving feedback on their own teaching efforts, education students can gain

valuable insights into the nuances of language teaching and learning processes. This exposure can also help students identify their strengths and areas for improvement, leading to a more comprehensive and effective teacher development process.

Several studies have addressed the challenges faced by student teachers during their teaching experiences. Sandoval et al. (2024) identified that creating and designing visual aids is the most difficult task for student teachers during their teaching demonstrations. Similarly, Tantoy and Gemota (2019) highlighted several deficiencies observed in pre-service teachers, including issues related to classroom management, teaching methods, content knowledge, and questioning skills. Furthermore, Comia et al. (2024) identified lesson planning as a demanding process that requires significant effort, and they noted that pre-service teachers often encounter difficulties when developing a lesson plan.

The experiences of education students in classroom teaching demonstrations for teaching language skills have significant implications for the design and implementation of teacher preparation programs. By integrating hands-on teaching experiences, reflective practices, and mentorship opportunities into the curriculum, educators can better prepare students for the complexities of classroom teaching. Moreover, incorporating feedback mechanisms and self-assessment tools can help students monitor their progress and continuously improve their teaching skills.

Fundamentally, the experiences of education students in classroom teaching demonstrations for teaching language skills are essential for shaping the future of teacher preparation programs. By understanding the impact of these experiences on students' development as educators, curriculum designers can optimize the learning outcomes and ensure that aspiring teachers are well-equipped to meet the challenges of modern education settings.

3. Theoretical Framework

This research was anchored in experiential learning theory which is learning by doing. Specifically, the study used David Kolb's experiential learning theory which is a four stage-process:

1. Concrete learning, in which learners encounter a concrete experience.
2. Reflective observation, involving careful consideration of the experience from multiple perspectives.
3. Abstract conceptualization, in which learners form theories and concepts based on their reflections.
4. Active experimentation, in which new concepts are tested in different situations.

Learners applies their new ideas to see what happens (Jones-Roberts & Bechtold, 2024; Nurcahyandi & Purwaningrum, 2022; Giac et al., 2017). This provides a foundation for understanding and enhancing teacher preparation programs, specifically in the context of English language education. In his theory, Kolb views learning as an integrated process in which knowledge emerges through a cyclical

interplay between doing and thinking which he frames as “transformation of experience” rather than simply the absorption of knowledge (Mcleod, 2025). It is emphasized that learning occurs when students’ progress through all four stages. (Nhlumayo & Eze, 2024). This will improve learner engagement, deepen understanding of concepts, develop critical and creative skills, and foster collaborative work in all education levels (Rahmi, 2024).

Since the focus of this study is English major students, using this theory as a framework is valuable given the interactive, communicative nature of language education. Education students benefit from authentic opportunities to practice language teaching strategies, reflect on their effectiveness, integrate their experiences with theoretical knowledge, and experiment with new approaches in subsequent teaching opportunities. This research allowed the researcher to observe all of this while students made sense of what they were doing in the classroom given their dual role in teaching demonstrations as both learner and teacher.

Furthermore, Kolb’s theory allows education students to move beyond mere theoretical understanding to practical application. The concrete experience stage allows students to engage directly with real classroom situations., while reflective observation helps them analyze their teaching performance from multiple perspectives (Nhlumayo & Eze, 2024). The abstract conceptualization phase enables them to connect their experiences with pedagogical theories, and active experimentation allows them to test new teaching strategies in subsequent demonstrations (Liu & Wang, 2020).

4. Methodology

4.1 Research Design

To explore the experiences of English major education students in classroom teaching demonstrations, a qualitative research approach was employed. The qualitative approach allowed the researcher to explore the experiences of education students in classroom teaching demonstrations for teaching language skills. This also guided the researcher to ensure that the participants’ experiences were represented in the resulting narratives. This method involved collecting rich, descriptive data through in-depth interviews, observations, and document analysis.

4.2 Participants of the Study

This research employed purposive sampling. A total of 39 third-year BSED-English students, who were enrolled in the course “Teaching and Assessment of the Macroskills” during the second semester of the 2024–2025 school year, participated in the study. These students were interviewed and observed to collect data.

4.3 Instrumentation

The study employed various tools to collect the necessary data to address the research questions. These tools included interviews, observations, and document analysis. Semi-structured interviews were conducted with education students to

gather their experiences, perspectives, and insights regarding their participation in teaching demonstrations. The interviews were audio-recorded and subsequently transcribed for analysis. To ensure the validity of this tool, a content validity check was performed, and necessary revisions were made before administering it to the participants.

In addition to interviews, classroom observations of teaching demonstrations were carried out to provide the researchers with a firsthand understanding of the teaching and learning processes. Field notes were taken to document key observations and interactions. Each participant was observed once, with each teaching demonstration lasting between 15 and 20 minutes.

Lastly, document analysis was also utilized. Relevant documents, such as teaching materials and student evaluations, were analyzed to gain additional insights into the context and expectations associated with classroom teaching demonstrations.

4.4 Data Collection and Analysis

Before data gathering, the participants were asked for their voluntary participation in this research. Informed consent was obtained from all the participants. The participants' confidentiality and anonymity were strictly maintained. The research adhered to the ethical guidelines and practices of conducting research. The collected data from interviews, observations, and document analysis were analyzed using thematic analysis. The first step involved transcribing the interviews, followed by a systematic coding process based on established guidelines, ensuring the data was organized effectively for analysis.

Once the coding was completed, the initial themes were listed, derived from different codes assigned to various data segments. The next step was to identify sub-themes within each of the initial themes. This helped further refine the analysis and provided a more detailed understanding of the data.

All the identified themes and sub-themes were analyzed in depth. This involved looking for patterns and connections between different segments of the data.

5. Results and Discussion

5.1 Experiences of English Major Students During Their Classroom Teaching Demonstrations

Based on the interviews, a major theme emerged—the dual experience which includes two perspectives: the experiences of the participants as a learner and as a teacher. The participants shared both viewpoints, which lead to the identification of subthemes within each perspective.

5.1.1 The Dual Experience: Learner and Teacher Perspectives

a. As a Learner on Navigating Uncertainty and Growth

The students admitted that they have had different experiences every time they have had their teaching demonstrations. The students' teaching demonstration experiences clearly revealed a complex psychology journey for them. A primary concern that emerged during their demonstrations is that they doubt their

knowledge. Their self-doubt manifested in their shaken confidence which created a paradoxical situation since they have to project authority, even while they question their competence internally. During the interview, Student 5 stated:

“During my demonstration, a student asked me a question related to the subject. I don’t know what happened, I went over my notes and I was not sure of the answer so I just immediately moved to my next slide. I know I turned red because my face felt so hot.”

Other students revealed:

“I chose prepositions as my topic for demonstration. I reviewed the rules, but during my demo when I asked my students to write their sentences on the board, and we started correcting them, I was not sure of some of the sentences if they were correct that time. I have to ask my instructor for help. I think I did not recover from that because until the end of my lesson, I already lost my confidence .” (Student 15)

“From the start of my demonstration, I was already nervous. I was not confident enough to teach as it was my first time. Maybe because of that, I forgot some important information to teach my students. I guess they got confused when I repeatedly changed some answers in the activity.” (Student 10)

Most of the student participants also admitted that, in their demonstrations, they learned new strategies through direct experience. They claimed that they discovered approaches that may not have been fully appreciated in theoretical contexts. Furthermore, there was a need for them to adapt to new situations. During their demonstrations, the student participants encountered unexpected classroom interactions such as how their students answered them and their peers, their behavior that differed from their planned scenarios, or technical difficulties.

Albasin-Lacaba et al. (2022), in their study on the anxiety of practice teachers on their final demonstration, found that student teachers have normal anxiety level when it comes to class management, and they highlighted the need of the students to improve their knowledge about the application of different teaching strategies to at least lessen their anxiety.

The students’ experiences as learners during teaching demonstrations align closely with established research on student teacher anxiety. According to literature, student teachers experience anxiety from multiple sources including evaluation, students’ behavior, less English proficiency, self-confidence, fear of making mistakes, time management, lesson delivery, teaching preparation, and high expectations from cooperating teachers and students (Charisma & Nurmalasari, 2020; Gorospe, 2022; Pasaribu & Lestari, 2023).

This multi-dimensional anxiety manifests particularly during high-stakes teaching demonstrations in which students must perform under evaluation while managing actual classroom dynamics.

The self-doubt experienced by participants, as evidenced in Student 5's account of inability to respond when asked an unexpected question, reflects what King (2014) described in the cognitive-behavioral model of teaching anxiety. This model demonstrates how anxiety can create a cycle in which fear of negative evaluation leads to self-doubt about competence, which in turn impairs performance and increases anxiety levels. The physical manifestations described by Student 5 ("I turned red because my face felt so hot") are consistent with the somatic symptoms of performance anxiety documented in teacher education literature (Merç, 2011; Tum, 2015).

The adaptive learning observed in participants aligns with Schön's (1983) concept of "reflection-in-action," in which practitioners learn to think with immediacy and adjust their approaches in real-time. This capacity for situational adaptation represents a crucial component of professional competence that develops through direct experience rather than theoretical instruction alone (Korthagen, 2018).

b. As a Teacher on Developing Reflective Practice

The experiences of students acting as teachers during their teaching demonstrations highlighted three themes that are crucial for the development of effective teaching practices. The following themes that emerged were: reflective practice; adaptive learning and flexibility; and professional growth and insights.

1. Reflective Practice: One theme that emerged during the interview was reflection. Education students expressed that after their teaching demonstrations, taking the time to critically analyze the strategies they employed allowed them to identify what worked well and what did not. This helped them what to improve in their next demonstration. This reflection not only provided insight into their lesson execution but also encouraged them to think deeper about their teaching philosophy and methods. The ability to evaluate one's own practice is essential for continuous improvement and professional growth as educators. Student 1 expressed:

"Thinking on how I have conducted my lesson, I want to rewind that situation and maybe I could have done better."

Student 1's reflection exemplifies what Korthagen (2018) described as the ALACT (action, looking back, awareness, creating, and trial) model of reflection, in which teachers analyze experiences to inform future practice. This type of structured reflection has been shown to significantly impact teacher development by promoting deeper understanding of teaching and learning processes (Hatton & Smith, 1995; Ward & McCotter, 2004).

The reflective capacity demonstrated by participants aligns with research showing that reflective practice enhances teaching strategies and techniques, teacher self-efficacy, and professional identity development (Beauchamp & Thomas, 2009; Orosz et al, 2023; Rodgers & Scott, 2008). When teachers engage in systematic reflection on their practice, they develop greater awareness of their teaching decisions and their impact on student learning, leading to more intentional and effective instruction.

2. Adaptive Learning and Flexibility: Another prevalent theme was the necessity of adaptability during the teaching process. Many students reported moments during their demonstrations when unexpected situations arose, such as varying student engagement levels or technological failures. The experience underscored the need for teachers to be flexible in their instructional approaches. By learning to adjust their strategies in real time, they could better meet the diverse needs of their students. This adaptability not only enhances the learning experience but also cultivates a more responsive learning environment.

The necessity for adaptability observed in participants' experiences reflects current understanding of teaching as a complex, dynamic activity requiring continuous adjustment (Hammerness et al., 2005). The ability to modify instruction in response to unexpected situations – what participants described as “varying student engagement levels or technological failures” – represents what Berliner (2001) identified as expert teaching behavior.

This adaptability is particularly crucial in language teaching contexts, in which classroom dynamics can shift rapidly based on student responses and comprehension levels (Richards & Farrell, 2005). The participants' recognition that “a one-size-fits-all approach does not work in education” demonstrates developing pedagogical content knowledge, which Shulman (1987) identified as the intersection of content knowledge and pedagogical knowledge that distinguishes effective teachers.

3. Professional Growth and Insights: The profound realizations participants experienced about their identities as future educators reflect what Beijaard et al. (2004) described as professional identity formation—an ongoing process of interpretation and re-interpretation of experiences that shapes how teachers understand themselves and their practice. The recognition that “education goes beyond content delivery” indicates movement toward what Feiman-Nemser (2001) termed “educative mentoring,” in which teachers understand their role as facilitating learning rather than simply transmitting information.

The teaching demonstration experiences of these students highlighted the importance of reflection, adaptability, and profound realizations about their future roles as teachers. As they move forward in their careers, these themes will empower them to face the challenges of the classroom and become effective educators who inspire and facilitate learning in dynamic ways.

5.2 Strengths and Weaknesses in English Major Students' Demonstration Performances

Based on the classroom observation notes provided by the participants' course professor, as well as the teaching materials used, several strengths and weaknesses in their teaching were identified. Tables 1 and 2 summarize these identified themes, along with relevant quotes from the notes. The data were systematically coded to highlight these themes.

Table 1: Summary of themes with observer's notes on the strengths and weaknesses in English major students' presentation skills during teaching demonstrations

Critical Weaknesses Observed on Students' Presentation Skills
<p>Weak Vocal and Physical Presence</p> <ol style="list-style-type: none"> 1. <i>Avoid putting your hands in your pocket.</i> 2. <i>Be presentable in class.</i> 3. <i>Make your voice louder.</i> 4. <i>Check hand gesture, avoid unnecessary movements.</i> 5. <i>Try to relax more.</i>
<p>Low Confidence and Lacks Content Mastery</p> <ol style="list-style-type: none"> 1. <i>Try to sound confident.</i> 2. <i>You have hesitation - be confident.</i> 3. <i>Check examples - make sure they are grammatical.</i> 4. <i>Confused focus - not sure what is the focus of the lesson.</i> 5. <i>Read more on your topic and try to practice.</i>
<p>Lack of Clarity in Communication</p> <ol style="list-style-type: none"> 1. <i>Make your instructions clear.</i> 2. <i>Too many instructions - this could confuse students.</i> 3. <i>Provide correct structure or correct the students' sentences.</i> 4. <i>Improve pronunciation.</i> 5. <i>Brush up on your grammar.</i> 6. <i>Avoid code mixing in discussing and with many fillers - this could confuse the learners or they will lose interest.</i> 7. <i>Make sure to use larger font size for your power point.</i>
Notable Strengths on Student's Presentation Skills as Observed During Their Demonstrations
<ol style="list-style-type: none"> 1. <i>Showed authority to the class.</i> 2. <i>There is mastery of lesson.</i> 3. <i>Good voice quality.</i> 4. <i>Enthusiastic.</i> 5. <i>Good posture.</i> 6. <i>Good command of class.</i> 7. <i>Gave examples on the activity.</i>
Critical weaknesses Observed on Students' Presentation Skills
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13. <i>Good command of class.</i>
14. <i>Gave examples on the activity.</i>

5.2.1 On Presentation Skills

5.2.1.1 Critical Weaknesses Observed on Students' Presentations Skills

The presentation skill challenges identified in this study align with extensive research on teacher communication competence. The vocal and physical presence issues observed—including low voice projection, poor posture, and lack of eye contact—directly impact what McCroskey and Richmond (1983) identified as teacher immediacy behaviors that significantly influence student learning and engagement. The data revealed several concerning patterns in the participants' presentation skills that significantly impact their teaching effectiveness:

Vocal and Physical Presence: Many students struggle with fundamental presentation elements, including low voice projection, which immediately compromises classroom communication. This is reflected in observation notes with comments such as: "Add volume to your voice. Only those in front could hear you; No command in your voice, add power", or another comment such as, "Do not slouch, show that you are in command; Match good posture with a powerful voice." Unnecessary movements or bad posture suggest nervousness and lack of confidence, while poor facial expressions and absence of eye contact with learners create barriers to student engagement.

Confidence and Content Mastery: Low confidence appears as both a cause and consequence of other presentation weaknesses, creating a cycle that affects overall performance. The students often appear confused with content when presenting, suggesting insufficient preparation or deep understanding of the material they are teaching. As reflected in their communication fluency, the presence of too many fillers and general lack of energy indicates students have not yet developed the polished communication skills necessary for effective instruction.

The low confidence and content mastery issues observed create what Bandura (1997) described as low self-efficacy beliefs, which can become self-fulfilling prophecies that limit teacher effectiveness. Research consistently shows that content knowledge, communication skills and interpersonal relationship skills enhance the quality and effectiveness of teaching (Florence et al., 2022; Abdul-Majid, 2017; Okoli, 2017).

The presence of excessive fillers and lack of energy in communication reflects what Koleva et al. (2018) identified as fundamental gaps in presentation skills training within teacher education programs. These communication deficits are

particularly problematic in language teaching, in which teachers serve as primary language models for students (Richards & Farrell, 2005).

5.2.1.2 Notable Strengths on Student's Presentation Skills as Observed During Their Demonstrations

Despite these challenges, some students demonstrated good voice quality and clear articulation, suggesting that effective presentation skills are achievable with proper training and practice. Though some students presented bad posture during their demonstrations, other students showed good posture and enthusiasm. Some students indicated that confidence and engagement can be developed through experience and support. The observation that some students demonstrated good voice quality and enthusiasm suggests that effective presentation skills are teachable competencies rather than fixed traits. This aligns with research showing that targeted training in presentation skills can significantly improve teacher communication effectiveness (Alshare & Hindi, 2004; Baranova et al., 2022).

5.2.2 On Pedagogical Skills

Table 2 : Summary of themes with observer's notes on the strengths and weaknesses in English major students' pedagogical skills during teaching demonstrations

Significant Weaknesses of Students' Pedagogical Skills
<p>Refinement needed in instructional design</p> <ol style="list-style-type: none"> 1. Write student examples on the board especially when asking them to create a sentence. 2. Unnecessary use of materials. 3. Do not just read, connect with your students. 4. Give time for students to grasp or understand a concept - fast pacing. 5. Call other students not the same people.
<p>Lack of Student Engagement</p> <ol style="list-style-type: none"> 1. Let students explain the concept to lessen teacher talk. Ask questions 2. Practice Instruction Checking Questions (ICQs) for too many instructions in one activity. 3. Practice Concept Checking Questions (CCQs) to check if students understood the concept 4. Try to elicit answers from students - to give more students the opportunity to explain the figures of speech - not only identifying the speech 5. Instead of you giving the meaning, let your students provide this based on their understanding and their activity - not giving or having them read 6. Call for volunteers if students avoid being called
<p>Inadequate Differentiation and Misaligned Activities with Learning Goals</p> <ol style="list-style-type: none"> 1. Provide opportunities for student practice. 2. Try writing student response or let them write on the board. 3. Let your students give the meaning of the word being asked, not you giving or reading the meaning- through this you can give them opportunities. 4. Interact with your students and do not focus on your material. 5. Let students give their interpretation - just guide them to get to the meaning. 6. Check grade level - seems like too easy for any high school level - adjust with activity to be appropriate with the level. 7. Vary activities in a way that you cover the macroskills and difficulty level should be appropriate too. 8. Practice elicitation technique.
Promising Strengths on the Pedagogical Skills of Students
<p>Resource Utilization</p> <ol style="list-style-type: none"> 1. Good use of the board. 2. With materials - appropriately used. 3. Clear PowerPoint material. 4. Prepared teaching materials for varied activities.
<p>Effective Classroom Management</p> <ol style="list-style-type: none"> 1. Good classroom management. 2. Good flow of lesson. 3. It is good that you go around and check what students are doing. 4. Gave encouragement to students. 5. Showed appreciation or acknowledging student's correct answer. 6. You gave time allotment in your activities. This is good.

7. <i>Nice motivation.</i>
Interactive Techniques
1. <i>Good attempt on elicitation technique.</i>
2. <i>Good attempt on listening activity but practice ICQs to check if they (learners) understood your instructions - you could also give the material earlier.</i>
3. <i>Engaged students using varied activities.</i>
4. <i>Attempted to use CCQs.</i>

5.2.2.1 Significant Weaknesses of Students' Pedagogical Skills

Another concern concerning finding was pedagogical weaknesses in teacher preparation. Shulman (1987) termed pedagogical content knowledge as the ability to transform subject matter knowledge into forms accessible to learners. The tendency toward excessive 'teacher talk' and insufficient student practice opportunities indicates what Freire (1970) criticized as the "banking model" of education, in which teachers deposit information rather than facilitating active learning.

Instructional Design: Their supervisor commented that most of the instructions of students, whether in their lesson plan or when giving their instructions verbally, were too long and confusing which suggest that the students had not yet mastered clear, concise communication. Another comment was the tendency of the participant students toward too much teacher talk, indicating a lack of understanding of student-centered learning principles. Additionally, the students were over explaining even simple concepts, leading learners becoming bored.

The observation that student teachers provide "too long and confusing" instructions reflects insufficient development of what Brown (2007) identified as effective classroom management and instruction delivery skills. The lack of opportunities for student practice contradicts fundamental principles of communicative language teaching, which emphasizes active student engagement and meaningful interaction (Richards, 2006). The failure to use visual aids effectively, particularly board work for sentence construction, represents missed opportunities for what Mayer (2001) described as multimedia learning—the integration of verbal and visual information processing that enhances comprehension and retention.

Student Engagement: In the observation notes of the supervisor and also as observed during the demonstrations, most of the student teachers did not give opportunities for students to practice target skills. Either the student teacher tended to lecture the entire period or gave no activity at all. When asked, the participants expressed that they did not have enough time for student activity. Because of this, it led to lack of interaction with students which reveals a fundamental misunderstanding of effective pedagogy. Another observation noted was that the student teachers' failure to write examples on the board suggested poor use of visual aids and support materials. Considering that they teach the four macroskills, their supervisor noted that that have to use the board to write or let their students write sentences, especially if they are asking their learners to construct sentences.

Differentiation and Appropriateness: Another notable observation was that the level of context and activity was not appropriate to target students. This indicates insufficient understanding of learner needs and developmental appropriateness. The presence of dull moments in the classroom suggests inability to maintain engagement and momentum. Observation allowed the researcher to see that some of the topics covered or taught by the student teachers were not appropriate to the identified level of the students. This led the learners to be confused or bored. Also, since the topic was not on the level of the learners, some of the prepared activities were also not, especially when the difficulty level was considered.

The mismatch between content difficulty and student levels indicates insufficient understanding of the zone of proximal development theory (Vygotsky, 1978), which emphasizes the importance of providing instruction slightly above students' current competency level. This pedagogical principle is fundamental to effective language teaching and requires careful assessment of student needs and abilities (Krashen, 1985).

5.2.2.2 Promising Strengths on the Pedagogical Skills of Students

However, the data also revealed encouraging pedagogical competencies such as instructional variety, resource utilization, classroom management, and interactive techniques:

Instructional Variety: There were some students who demonstrated or implemented varied activities which showed understanding of different learning styles and the importance of maintaining interest through diversity. One observation noted was the use of different activities which the students also enjoyed. However, the supervisor noted that students must ensure that these activities are appropriate and not just consider applying different activities just for the sake of it.

The observed use of varied activities and appropriate teaching materials suggests developing understanding of multiple intelligence theory (Gardner, 1983) and the importance of addressing diverse learning styles. The demonstration of good classroom management skills by some participants indicates natural leadership abilities that can be further developed through targeted training.

Resource Utilization: Appropriate use of teaching materials was also observed during the demonstrations of the students. This indicates that some students understand the importance of multi-modal instruction and preparation.

Classroom Management: The supervisor also noted in the observation notes that some student teachers had a good command of the class. This suggests some students possess natural leadership qualities or have developed effective management strategies.

Interactive Techniques: As observed, some students attempted to use elicitation techniques and attempted to employ other teaching strategies which demonstrated a willingness to experiment and engage students actively.

However, it was also noted that these students still need to practice these techniques for a smooth flow of lesson implementation. Student participation in some demonstrations indicated successful creation of interactive learning environments.

The attempts to use elicitation techniques and interactive strategies reflect movement toward what Richards and Rodgers (2001) described as communicative approaches to language teaching, which emphasize student-centered learning and meaningful interaction. The findings reflect a complex interplay between the learning and teaching experiences of English majors during their demonstrations, highlighting both areas for improvement and strengths to build upon.

5.3 Implications for Curriculum Reform

5.3.1 Competency-Based Teacher Education

The findings support the movement toward competency-based teacher education that clearly defines and systematically develops essential teaching competencies. In competency-based education, success in the teaching and learning process hinges on demonstrating student competence through the measurement of their progress using formative assessments. This requires several key steps: clearly defining competencies, measuring them effectively, and providing support to ensure continuity (Açıkgöz & Babadoğan, 2021).

Hence, the program could follow the four elements to have a successful competency-based education as forwarded by Scheopner Torres et al. (2018), which are defining and adopting competencies, expressed with unambiguous and specific statements; developing formative and summative assessments to measure progress toward mastery; providing students and teachers with necessary support; and creating and adopting structures promoting competency-based learning.

5.3.2 Integration of Theory and Practice

The disconnect between theoretical knowledge and practical application observed among participants highlights the need for better integration of theory and practice in teacher education. Following Korthagen's (2018) realistic teacher education approach, programs should begin with practice, in which instructors start with concrete teaching experiences that motivate theoretical learning. Additionally, there should be a clear connection between theory and practice, linking theoretical concepts to practical teaching situations. Finally, it is essential to provide opportunities for students to reflect on how theory informs and enhances their practice.

According to Brookfield (2017), reflecting on teaching situations is crucial for addressing any problems or issues that may arise. The positive outcomes associated with reflective practice highlight the need for its systematic integration into teacher education programs. One practice is to use video analysis. Using video recordings can effectively boost self-confidence as a reflective practice for teachers. This method enables prospective teachers to analyze their teaching skills, content delivery, and the appropriate use of technology. Through this

reflection, they can identify their strengths for development and areas of weakness for improvement (Hamel & Viau-Guay, 2019; Lepp et al., 2023; Shayeb & Daher, 2024). Ultimately, the success of these approaches depends on how instructors integrate these elements into student activities.

6. Conclusion

The teaching demonstration experiences of English major students reveal both the challenges and opportunities inherent in teacher preparation. While significant weaknesses in presentation and pedagogical skills are evident, the demonstration of growth, reflection, and adaptive capacity in some students suggests that these competencies can be developed through targeted intervention and support. The dual perspective of students as both learners and teachers during demonstrations provides valuable insights into the complex process of professional identity formation. The experience of doubt and shaken confidence, while challenging, appears to be a necessary part of the growth process that leads to deeper learning and professional realization.

For teacher preparation programs, these findings suggest the need for comprehensive curriculum reform that addresses both the technical skills of teaching and the psychological and professional development needs of future educators. By strengthening presentation skills training, enhancing pedagogical content knowledge integration, promoting reflective practice, building confidence, and improving classroom management preparation, programs can better prepare English majors for successful teaching careers.

The ultimate goal must be to transform the teaching demonstration from a source of anxiety and self-doubt into a powerful learning experience that builds competence, confidence, and professional identity. This transformation requires systematic attention to the identified weaknesses while building upon the demonstrated strengths and natural reflective capacities of students.

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