



COPING WITH CLASSROOM REALITIES: A PHENOMENOLOGICAL EXPLORATION OF TEACHING DEMONSTRATION EXPERIENCES AMONG BACHELOR OF SECONDARY EDUCATION ENGLISH STUDENTS

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Abstract

Supervised teaching demonstrations are a core practicum requirement in Philippine teacher education, yet little is known about how pre-service English teachers experience and cope with their first demonstrations. This study explored the experiences, challenges, and coping strategies of second-year Bachelor of Secondary Education (BSEd) English students during their first supervised teaching demonstrations and, based on the findings, proposed an intervention plan. Using a phenomenological qualitative design guided by Kolb's Experiential Learning Theory, we conducted semi-structured interviews with 13 purposively sampled participants from Dalubhasaan ng Lungsod ng San Pablo and analyzed the data through thematic analysis. Participants' experiences centered on nervousness, issues in lesson development and preparation, and instructional cognitive difficulties. Their main challenges were lack of confidence, time constraints, time management, lesson planning and preparation, classroom management and instructional delivery, and technical and external problems. They coped mainly through self-regulation and personal coping strategies and through time management strategies such as adjusting pacing and prioritizing tasks. Emotional, cognitive, and procedural demands interact during first teaching demonstrations. The findings informed *Get READY*, a proposed intervention plan combining confidence building, workshops, mentoring, and teaching simulations; its effectiveness remains to be tested.

Keywords: *classroom management, coping strategies, teaching demonstration, time management, teacher anxiety*



Introduction

Teaching demonstrations are a vital part of pre-service teacher education because they bridge theoretical knowledge and classroom practice. Teacher preparation programs worldwide emphasize experiential learning to build pedagogical competence and classroom management skills (Darling-Hammond et al., 2017), and demonstrations are credited with fostering confidence, communication skills, and the ability to apply innovative strategies in real classroom settings (Teachers Institute, 2023). In the Philippines, the Commission on Higher Education (CHED), through CMO No. 75, s. 2017, requires Bachelor of Secondary Education (BSEd) graduates majoring in English to demonstrate competence in employing innovative language and literature teaching approaches, designing learning plans aligned with the Grades 7–10 curricula, constructing appropriate assessment tools, and performing both independent and supervised teaching demonstrations (CHED, 2017). These requirements place teaching demonstrations at the center of future English teachers' professional readiness.

Despite these standards, many teacher education institutions struggle to provide students with positive, meaningful demonstration experiences. Pre-service teachers commonly encounter difficulties in planning, learner engagement, instructional design, and technology use, together with psychological struggles such as anxiety and lack of confidence (Diokno, 2025). These difficulties are compounded by limited exposure to authentic classrooms and insufficient structured support, which can hinder professional identity formation and readiness for the profession (Lanuza et al., 2024). At Dalubhasaan ng Lungsod ng San Pablo, students report having had little actual teaching demonstration experience, a gap in practical training that may lead to anxiety, uncertainty, and a sense of unpreparedness when they face real classrooms. However, empirical data on how these students experience and cope with their first demonstrations remain limited, which makes it difficult for institutions to design targeted interventions.

Review of Related Literature

Pedagogical competence and classroom management

Teaching demonstrations require pre-service teachers to show mastery of pedagogical skills and classroom management. Magday and Pramoolsook (2021) identified eight essential competencies among Filipino pre-service teachers, including professional appearance, enthusiasm, voice modulation, subject-matter familiarity, efficient use of instructional materials, classroom management, and questioning skills. Sappayani (2023) reported high competence in motivational activities and assessment design among Field Study students but persistent weaknesses in time management and higher-order questioning. Duldulao et al. (2023) found that BEED interns struggled to maintain discipline and align learning objectives during face-to-face demonstrations, and coped by setting classroom rules, using rewards, and seeking guidance from cooperating teachers.

Adaptability and emotional resilience

The post-pandemic learning landscape has required pre-service teachers to develop adaptability and emotional resilience. Lanuza et al. (2024) found significant differences in lesson planning and teaching methods across specializations in “new normal” classrooms, with English majors rated excellent and Science majors very good. Pattung and Caban (2023) documented challenges in ICT integration, modular instruction, and social interaction during remote internships. Albasin-Lacaba et al. (2022) reported moderate anxiety among practice teachers during final demonstrations, particularly in lesson planning and evaluation; demographic factors were not significantly correlated with anxiety, although specialization influenced planning-related stress.



Practicum challenges and the theory–practice gap

Du Plessis and Razmjooe (2025) showed that practicum challenges arise both before and during placements. Before placement, pre-service teachers face complex enrollment processes, inadequate school preparedness, and limited communication between institutions and schools; during placement, they struggle with classroom management, time management, differentiated instruction, and unclear expectations from supervising teachers. These difficulties widen a theory–practice gap that is aggravated by large classes, limited resources, and insufficient induction. Mufidah (2019) similarly found that pre-service teachers improved in lesson planning, classroom management, and instructional delivery, but that limited preparation time, grammar and pronunciation problems, and difficulty engaging students persisted.

Lesson planning and assessment literacy

Krepf and König (2023) found that most pre-service teachers could name and give reasons for their planning decisions but found it harder to link lesson phases and anticipate transitions. Xu and He (2019) showed that practicum experiences broadened pre-service teachers' conceptions of assessment from grading toward formative purposes, although gaps between conceptions and practice persisted, particularly in feedback delivery and peer assessment.

Professional growth through innovation and research

International placements such as SEA-Teacher challenge pre-service teachers to adapt to unfamiliar curricula, cultural norms, and resource constraints while fostering creativity, resilience, and 21st-century skills (Ratih et al., 2021), and can strengthen teacher identity when mentoring and institutional support are adequate (Anindya & Triyoga, 2025). Practitioner inquiry has been linked to teaching quality among Dutch pre-service primary teachers (Van Katwijk et al., 2023). Distance practicum models adopted during the pandemic offered flexibility but could not fully replicate authentic classroom dynamics (Koşar, 2021), whereas online demonstration schools that combine virtual simulation, structured reflection, and peer collaboration show promise (Whannell et al., 2019).

Synthesis and research gap

Taken together, these studies show that teaching demonstrations demand both cognitive and affective skills; that time management, lesson structuring, anxiety, and unclear institutional support recur as difficulties; and that mentoring, reflection, and context-sensitive support are commonly recommended remedies. The literature reviewed here, however, does not focus on how second-year BSEd-English students experience and cope with their first supervised teaching demonstrations. This study addresses that gap.

Theoretical Framework

The study was anchored on Kolb's Experiential Learning Theory (ELT; Kolb, 1984; Kolb & Kolb, 2018), which holds that learning occurs through the transformation of experience in a cycle of four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. The model has been widely applied in teacher education research to explain how activities such as teaching demonstrations develop pedagogical competence.

ELT provided a structured lens for examining how participants learned through their demonstrations. Concrete Experience corresponds to actual participation in the demonstration; Reflective Observation to reflection on challenges and performance; Abstract Conceptualization to forming strategies and insights for improvement; and Active Experimentation to applying those strategies in later demonstrations. Accordingly, the research questions were aligned with the cycle: experiences corresponded to Concrete Experience, challenges and reflections to



Reflective Observation, coping strategies to Abstract Conceptualization, and the proposed intervention plan to Active Experimentation.

Purpose and Research Questions

The purpose of this study was to explore the experiences of second-year BSEd-English students during their first supervised teaching demonstrations, identify the challenges they encountered, examine the coping strategies they employed, and use the findings to propose an intervention plan. The study sought to answer the following questions:

1. What are the teaching demonstration experiences of second-year BSEd-English students?
2. What challenges do they encounter during teaching demonstrations?
3. How do they cope with the challenges they encounter?
4. Based on the findings, what intervention plan can be proposed?

Significance of the Study

The study may help BSEd-English students reflect on their first supervised demonstration, recognize its role in developing their teaching competence, and identify coping strategies they can apply in future independent demonstrations. English teacher educators may use the findings to improve supervision and instructional support, and the College of Teacher Education may use them to develop intervention programs and policies that strengthen the experiential components of the curriculum in line with CHED standards. Future researchers may build on this work to examine related factors such as self-efficacy, stress management, and instructional innovation, or replicate the study in other contexts.

Key Terms

Challenges encountered refers to the issues and problems that second-year BSEd-English students face during their first supervised teaching demonstrations; a challenge is a task or situation that is difficult to handle (Meng et al., 2021). **Coping strategies** are the behavioral and cognitive efforts used to manage stress and overcome difficulties in demanding situations (Lazarus & Folkman, 1984); here, they are the approaches students use to deal with challenges during demonstrations. **Supervised teaching demonstrations** are classroom teaching activities performed by pre-service teachers under the guidance and observation of a mentor or supervising instructor, whereas *independent teaching demonstrations* are performed without direct supervision (CHED, 2017). **Teaching demonstration experiences** refer to the preparation, delivery, and reflection involved in applying teaching skills in a classroom setting (Kolb & Kolb, 2018). An **intervention plan** is a structured set of actions designed to address identified problems and improve outcomes in a specific context (Richards & Farrell, 2011).



Methods

Research Design

The study used a phenomenological qualitative design to explore the lived experiences of second-year BSEd-English students during their teaching demonstrations. Phenomenology seeks to describe and interpret individuals' experiences of a phenomenon as they perceive it, focusing on the essence of those experiences without imposing preconceived theories (Creswell & Poth, 2018). This design suited the study because it aimed to capture the authentic experiences, challenges, and coping strategies of students who had undergone supervised teaching demonstrations for the first time but had not yet experienced independent demonstrations. In-depth interviews generated rich, descriptive data that could be interpreted through Kolb's Experiential Learning Theory and used to inform an intervention plan tailored to pre-service teachers' needs.

Participants and Sampling

The participants were 13 second-year BSEd students majoring in English at Dalubhasaan ng Lungsod ng San Pablo during academic year 2025–2026 who had recently completed their first supervised teaching demonstrations as part of their practicum requirements. Purposive sampling, a non-probability method in which participants are deliberately selected for characteristics relevant to the research objectives (Etikan et al., 2016), ensured that only students who had undergone supervised demonstrations and could therefore offer meaningful insight into the phenomenon took part. The researchers identified eligible students through practicum records and invited them to participate voluntarily.

The inclusion criteria were that participants (a) were officially enrolled as second-year BSEd-English students at the institution, (b) had completed at least one supervised teaching demonstration, and (c) were willing to be interviewed and to give informed consent. Students who had not undergone any teaching demonstration, who had already completed independent demonstrations, or who declined or withdrew consent were excluded. The sample size was guided by data saturation: interviews continued until no new themes emerged.

Research Instrument

Data were collected using a researcher-developed, semi-structured interview guide. The guide had four parts aligned with the research questions: (a) teaching demonstration experiences, in which participants described their feelings, perceptions, and reflections; (b) challenges encountered, with prompts on lesson planning, classroom management, confidence, and time constraints; (c) coping strategies, in which participants described how they managed or overcame those challenges; and (d) suggestions for intervention, in which participants recommended support systems, training, or resources for future pre-service teachers. Each part contained an identifying question and probing prompts (Appendix A). The guide was administered through Zoom, Google Meet, or face-to-face, depending on participants' availability, which allowed flexibility and real-time interaction.

Data Gathering Procedure

Before data collection, the researchers obtained approval to conduct the study from the relevant authorities at Dalubhasaan ng Lungsod ng San Pablo and the appropriate academic offices. Experts validated the interview guide for clarity, relevance, and alignment with the research objectives (Appendix B). Informed consent was obtained from all participants after they were told the purpose of the study, the procedures involved, and their rights under the Data Privacy Act of 2012.

During data collection, the researchers interviewed participants face-to-face or through video conferencing. Each interview lasted approximately 30–60 minutes and was recorded with the participants' consent; detailed field



notes complemented the recordings. Afterward, the recordings were transcribed verbatim, and the transcripts were checked for accuracy and completeness.

Data Analysis

The transcripts were analyzed through thematic analysis, a method for identifying, analyzing, and reporting patterns (themes) within qualitative data. The data were first organized by the four areas of the research questions: experiences, challenges, coping strategies, and suggested interventions. Coding then proceeded by reading the transcripts, identifying significant statements, and grouping them into themes within each area. To support credibility and trustworthiness, member checking was used, in which the transcribed data and emerging themes were shared with participants to confirm that their perspectives were accurately represented. Kolb's Experiential Learning Theory guided the interpretation of the themes.

Ethical Considerations

Participation was voluntary, and informed consent was obtained before data collection. Participants were assured of anonymity and confidentiality: their identities were protected, and their responses were coded (P1–P13) to maintain privacy. Data handling followed the Data Privacy Act of 2012.

Scope and Delimitations

The study covered second-year BSEd-English students who had completed their first supervised teaching demonstrations at a single institution. It excluded independent teaching demonstrations and any quantitative analysis of teaching performance, because its aim was an in-depth understanding of the experiential and reflective aspects of supervised demonstrations rather than statistical generalization.



Results

The interview data yielded three themes on participants' teaching demonstration experiences, five themes on the challenges they encountered, and two themes on their coping strategies. The intervention plan derived from these findings is presented last. Participants are identified by code (P1–P13). Table 1 summarizes the themes.

Table 1. Themes by Research Question

Research question	Themes
1. Teaching demonstration experiences	1. Nervousness 2. Issues in lesson development and preparation 3. Instructional cognitive difficulties
2. Challenges encountered	1. Lack of confidence 2. Time constraints and time management 3. Lesson planning and preparation 4. Classroom management and instructional delivery 5. Technical and external challenges
3. Coping strategies	1. Self-regulation and personal coping 2. Time management strategies
4. Intervention plan	<i>Get READY: Reinforcing Effective and Adaptive Demonstration for Young Educators</i>

Teaching Demonstration Experiences

Theme 1: Nervousness

Participants described anxiety, fear, and pressure while delivering their lessons. P1 recalled that “the nervousness was still there... it was my first time doing a teaching demonstration,” P2 was “rather anxious at first when I was finally at the front of the class,” and P3 “felt pressured... I want to perform as well as they did.” Others feared losing their content or failing: “I felt really nervous that I might forget everything that I prepared” (P4); “it was nervousness that I mostly felt” (P5); “letting my social anxiety take over me” (P6); “the fear to fail” (P7). Two accounts referred to physical and mental effects: “my heart was pounding so fast... I am overthinking” (P10).

***Theme 2: Issues in lesson development and preparation***

Participants reported difficulties in planning, organizing, and carrying out their lessons. P1 said the lesson “didn’t go according to plan.” P4 “spent hours preparing my lesson plan, activities, and even the quiz.” P5 cited “uncertainty about students’ responses and also the polished assessment tool,” and P12 named “lack of prior experience.”

Theme 3: Instructional cognitive difficulties

Participants described mental difficulties during delivery. P4 said, “overthinking... made me in a mental block state,” and P6 “completely lost track of what I was supposed to discuss.” P7 reported “fear of making grammatically incorrect statements.”

Challenges Encountered***Theme 1: Lack of confidence***

P1 said that “my nervousness and my fear of public speaking... hindered me to perform well,” described “problem with confidence... big factor... negative experience,” and said that “all these challenges... affect my overall performance especially... confidence.” P3 stated, “The challenges was mainly my confidence,” and “I ended up speaking fast... because I was nervous.” P6 wrote of the need for “confidence I should have to overcome social anxiety.” Other participants pointed to “the intimidating presence of the class” (P7), “if you do not trust yourself... burnout” (P9), being “anxious at first” (P11), and “it also has to do with confidence since I am shy type” (P13).

Theme 2: Time constraints and time management

P2 said the demonstration “tested my time management... consumed my time” and left “little time to prepare speaking in the front.” P3 cited “managing my time, controlling my nervousness.” P4 described “managing my time... take more time on one question” and being “unable to manage my time... did not meet one checklist.” Others reported the “pressure of finishing the demo in time” (P5), “lack of time in preparation” (P6), and “time management issues... I spoke too fast” (P11).

Theme 3: Lesson planning and preparation

P2 said that “looking for the lesson... took a toll on our scheduled dates.” P6 cited “lack of time in preparation... not preparing teaching material,” and P7 referred to “materials that I need... challenges.” P5 described “compressing larger chunks of information.”

Theme 4: Classroom management and instructional delivery

P3 was concerned with “ensuring they understand the lesson.” P5 mentioned “coordination with my partner... delivery of information” and “less effectiveness and proficiency.” Other participants cited “noise, distraction” (P10) and a “hard time delivering fluently” (P12).

Theme 5: Technical and external challenges

Participants reported, “minor technical difficulty” (P7), “powering on of the computer, projector” (P8), and problems with “instructional materials” (P10). P8 also noted, “I need to change route a little bit.”



Coping Strategies

Theme 1: Self-regulation and personal coping

Participants described managing their emotions and sustaining their performance. P3 spoke of “controlling my nervousness,” P6 of the effort to “overcome social anxiety,” and P9 said, “if you do not trust yourself... burnout.” P11 stated, “I was able to continue.”

Theme 2: Time management strategies

Participants adjusted their actions to cope with time pressure. P3 was “speaking fast... to end my demo fast,” and P4 chose to “take more time in one question.” P2 noted that there was “little time to prepare” before the demonstration.

Proposed Intervention Plan

Based on the findings, the researchers proposed an intervention plan titled *Get READY: Reinforcing Effective and Adaptive Demonstration for Young Educators*. It addresses the themes of nervousness, lack of confidence, lesson planning, time management, and classroom delivery through confidence-building exercises, lesson planning workshops, time management training, classroom simulations, mentoring, peer support, and reflective practice. Its five objectives are to:

1. enhance students’ confidence and emotional readiness during teaching demonstrations;
2. improve lesson planning, instructional delivery, and classroom management skills;
3. develop effective time management and organization strategies;
4. strengthen students’ ability to manage cognitive load and instructional pressure; and
5. provide structured mentoring and feedback mechanisms for continuous improvement.

Table 2 presents the plan matrix.

Table 2. Get READY Intervention Plan Matrix

Program component	Target issue	Activities	Expected outcome	Responsible persons	Timeline
1. Confidence Building and Emotional Readiness	Nervousness, lack of confidence, anxiety	Public speaking drills, mock teaching, stress management sessions, reflection journals	Improved confidence, reduced anxiety, better emotional control	Teacher Educators, School Guidance Counselor	Week 1–2



Program component	Target issue	Activities	Expected outcome	Responsible persons	Timeline
2. Lesson Planning and Instructional Design Workshop	Lesson planning difficulties, preparation issues	Workshop on lesson alignment, guided lesson planning, peer review, sample lesson critique	Improved lesson structure, better preparation skills	Subject Teachers, School-Based Curriculum Experts	Week 2–3
3. Time Management and Teaching Efficiency Training	Time constraints, pacing issues	Time allocation exercises, timed teaching practice, lesson flow structuring	Improved pacing, balanced lesson delivery	Teacher Educators	Week 3–4
4. Classroom Management and Instructional Delivery Training	Classroom control, student engagement, communication issues	Role-playing scenarios, questioning strategies, voice modulation training, teaching simulations	Better classroom control, improved communication and interaction	Teacher Educators	Week 4–5
5. Technical and Resource Preparedness Orientation	Technical and external challenges	Training on use of ICT tools, preparation checklist, contingency planning	Increased readiness, reduced disruptions	ICT Coordinator, Teacher Educators	Week 5
6. Mentoring and Peer Support System	Need for guidance and feedback	Peer coaching, mentor consultation, feedback sessions	Continuous improvement, enhanced teaching skills	Assigned Mentors, Faculty	Ongoing
7. Reflective Practice and Experiential Learning Integration	Need for reflection and professional growth	Reflection journals, portfolio development, group reflection sessions	Improved self-awareness, continuous learning	Students, Teacher Educators	Ongoing



Discussion

This study explored how second-year BSEd-English students experienced their first supervised teaching demonstrations, what challenges they met, and how they coped. The findings point to a demanding experience in which emotional, cognitive, and procedural demands interact, and to coping strategies that were mostly individual and immediate. This section interprets the findings, relates them to the literature and to Kolb's Experiential Learning Theory, and considers implications, limitations, and directions for future research.

Teaching Demonstration Experiences

Nervousness appeared to stem from unfamiliarity with the teaching environment, the pressure to meet expectations, and comparison with peers. Participants' mention of forgetting prepared content and of social anxiety suggests that nervousness was internal as well as situational, and the reports of a pounding heart and overthinking suggest that it had physical and cognitive dimensions. This is consistent with research showing that teaching anxiety is common among pre-service teachers and is triggered by unfamiliar classrooms, fear of evaluation, and perceived lack of competence (Djawamara & Listyani, 2021; Pasaribu & Lestari, 2023).

The difficulties in lesson development and preparation indicate that even extensive preparation did not guarantee that a lesson would go as planned. The hours P4 spent preparing, and the uncertainty about learners' responses and assessment tools, suggest that participants were still developing the ability to align objectives, strategies, and assessments and to adjust plans to emerging classroom needs. Prior work likewise links limited experience to difficulties in integrating objectives, strategies, and assessments and in anticipating student responses (Djawamara & Listyani, 2021; Gorospe, 2022).

The instructional cognitive difficulties, such as mental blocks and losing track of the lesson, suggest that anxiety may have overloaded participants' working memory and attention, and the fear of grammatical errors added a language-related burden that may be particular to English majors. These accounts point to a close link between emotional state and cognitive performance, in line with evidence that teaching anxiety interferes with memory recall, attention, and decision-making (Aydın, 2021; Pasaribu & Lestari, 2023). Taken together, the three themes suggest that nervousness, preparation, and cognitive load reinforce one another rather than operate separately.

Challenges Encountered

Participants linked lack of confidence to fear of public speaking, social anxiety, shyness, and the intimidating presence of the class, and it appeared to affect delivery, such as when participants spoke quickly because they were nervous. The mention of burnout suggests that prolonged low confidence may also carry an emotional cost. These accounts agree with studies that identify public speaking anxiety as a barrier for pre-service teachers and that connect low self-efficacy with greater stress and lower instructional competence (Cansiz & Cansiz, 2019; Kenoh, 2021).

Time constraints affected both preparation and delivery: limited preparation time left participants feeling unprepared, and poor pacing led to unfinished tasks, rushed instruction, and added pressure. This resonates with reports that pre-service teachers struggle to balance planning, classroom management, and assessment within limited time (Albasin-Lacaba et al., 2022) and that pacing and time allocation are common problems for novice teachers (Uygun & Baş, 2026). The lesson planning challenges, namely selecting content, preparing materials, and condensing large amounts of information, are also consistent with research on novices' difficulty in choosing and structuring content (Sonsupap et al., 2025; Weber & Greiner, 2019).

Concerns about learner understanding, coordination with a partner, noise, and fluent delivery show that classroom management and instructional delivery were bound up with communication skills, as reported in earlier studies



(Astrero et al., 2024; Nikoçeviq-Kurti, 2023). Technical and external problems, although often minor, disrupted lessons and required participants to change their plans; the literature similarly describes situational factors and unexpected interruptions as sources of stress that demand quick adaptation (Ünal & Pamuk, 2025; Yetkin & Alagozlu, 2025). Overall, the five challenge themes appear interconnected: confidence shaped delivery, time pressure shaped preparation and pacing, and technical problems added external strain.

Coping Strategies

Participants' coping was largely self-directed. Controlling nervousness, working to overcome social anxiety, building self-trust, and continuing despite difficulty suggest that coping was intentional and involved monitoring and adjusting one's own emotional responses, not only reacting to problems. This aligns with findings that self-regulation and emotional coping support self-efficacy, resilience, and persistence in teacher development (Depping et al., 2024; Uygun & Baş, 2026).

Time-related coping, such as speeding up delivery, spending more time on one question, and working around limited preparation time, provided immediate relief but involved trade-offs. Speaking fast may have protected completion of the demonstration at the cost of clarity, and allocating extra time to one item may have unbalanced the lesson. Similar compensatory strategies, and their costs to clarity and balance, have been described in earlier work (Nikoçeviq-Kurti, 2023; Ünal & Pamuk, 2025). That coping centered on personal effort and pacing, with little mention of structured external support, points to a place where institutional intervention could help.

Interpretation Through Experiential Learning Theory and the Intervention Plan

Viewed through Kolb's cycle, the first demonstration served as the Concrete Experience; participants' accounts of what went wrong and why reflect Reflective Observation; the coping strategies they described reflect early Abstract Conceptualization; and the intervention plan is intended to support Active Experimentation in later demonstrations. The findings suggest that participants moved through the early stages of the cycle largely unaided and that many of their strategies were reactive and short-term.

The *Get READY* plan responds to this pattern. The findings showed that participants experienced nervousness, lack of confidence, time management difficulties, lesson planning challenges, classroom management issues, and cognitive overload, and that their own strategies, such as self-regulation and adaptive time management, were often insufficient for optimal performance. The plan therefore pairs targeted training with mentoring, peer support, and reflective practice to help students turn experience into learning through structured preparation, reflection, and guided practice, in keeping with ELT. Because the plan was derived from the findings and has not yet been implemented or evaluated, its effectiveness should be treated as untested.

Implications

The findings carry the following implications:

1. For students, developing confidence, self-regulation, and reflective practice is essential for effective teaching.
2. For teacher educators, structured mentoring, continuous feedback, and simulation-based training are important for addressing the challenges students commonly face.
3. For the College of Teacher Education, programs such as *Get READY* may improve the quality of teaching demonstrations and student preparedness.



4. For curriculum development, teacher education programs should integrate more practical training in time management, classroom management, and lesson planning.

Limitations

The analysis is limited to the views of 13 participants from a single institution and does not seek to generalize to all pre-service teachers or educational contexts. Reliance on interview data means that the findings reflect participants' individual perceptions and recollections and may be subject to bias. The study focused on supervised demonstrations and did not examine independent demonstrations or measure teaching performance quantitatively.

Future Research

Future studies may examine the relationship between confidence, self-efficacy, and teaching performance; compare students who do and do not take part in intervention programs; and evaluate the long-term effect of such programs on teaching competence and professional growth. Similar studies in other institutions would help test whether the findings hold elsewhere, and researchers may develop and test more advanced training models and intervention frameworks for pre-service teachers.

Conclusion

Second-year BSEd-English students' first supervised teaching demonstrations were marked by nervousness, preparation difficulties, and cognitive strain; by challenges in confidence, time management, lesson planning, classroom delivery, and technical matters; and by coping strategies that were mainly personal and time-related. Because these demands interact, support is likely to work best when it addresses emotional readiness, planning, pacing, and delivery together and gives students structured opportunities for mentoring and reflection. The proposed *Get READY* plan offers one such approach, and testing it is the natural next step.



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