

## ASSESSING THE TEACHING INTERNSHIP PERFORMANCE OF CLASS 2024 ENGLISH PRE-SERVICE TEACHERS

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### **Abstract**

*The present study aimed to assess the teaching internship performance of English Pre-Service Teachers from the Class of 2024, with regard to their professionalism, classroom management, content understanding, and reflective practices. In a quantitative-descriptive research design, data was collected through a researcher-developed 4-point Likert scale answered by supervising teachers. Findings revealed that the strength of the English Pre-Service Teachers lies in professionalism, with high regard for ethics; able to communicate and deliver the lesson well, creating good adaptation. They performed quite well in managing their classes, along with creating a worthwhile learning atmosphere. The study identified variances in development regarding enhancing diversity in instructional strategies, adjusting the pace of lessons to accommodate students' learning ability, and infusing students' cultural knowledge into the curriculum. These findings highlight increasing needs for better flexibility of instruction to meet the complex demands of diverse learners' needs. The study confirms that the strengths the English Pre-Service Teachers possess regarding major teaching competencies are to be further developed in relation to differentiated instruction, integration of technology, and reflective thinking. Recommendations include continuous professional development and robust mentorship programs to support their growth, ensuring their readiness to meet the complexities of modern education.*

**Keywords:** assessment, pre-service teachers, teaching internship, teaching performance.

### **INTRODUCTION**

Assessing the performance of pre-service teachers (PSTs) during their teaching internship is pivotal to evaluate their acquired practical skills and knowledge during their months-long stay in their respective clinic school or cooperating schools. Haddad-Adaimi et al. (2022) proposes that a systematic approach for evaluating internship must be employed to secure in bridging potential gaps between student skills and job market requirements since teaching internship, as a form of experiential learning,

must instill practical skills and knowledge that PSTs may carry once they officially enter the teaching field. Parilla et al. (2023) discussed that institutional objectives with teacher education, particularly focusing on embedding educational philosophies in teacher preparation programs, are vital; hence, it established the need to have stronger partnerships amongst related stakeholders in order to better implement and assess teaching internships. Moreover, Aguenza (2024) stated that quality management frameworks in educational institutions influence teacher preparation and professional development. With this, teacher education institutions must have a continuous evaluation of the teaching internship performance of their PSTs in order to be consistently updated with research-based data upon improving the implementation of their yearly teaching internship programs.

De Oliveira Maciel et al. (2022) stated that supervising teachers are significant during the teaching internship as they train PSTs, facilitate knowledge acquisition and bridge theory and practice for professional development. Therefore, supervising teachers may influence the success of teaching internship experience of a PST. Hence, there is a need to scrutinize potential supervising teachers to be assigned per PST. At the same time, supervising teachers have rights to conduct continuous assessment of their PST to ensure an enriching teaching internship experience.

Damoco et al. (2023) noted that content knowledge and use of the language instruction are some of the concerns that most PSTs may encounter during their teaching experience. In this regard, there must be training and monitoring from their respective supervising teachers to ensure continuous improvement; hence, their study emphasized the need of a supportive learning environment, mentorship, collaboration and continuous program improvement. Moreover, Pattung and Caban (2023) documented that during the COVID-19 pandemic in the Philippines teaching internship courses were made experiential, using the different new normal learning modalities; hence, emphasizing that the internship program itself may be deemed flexible based on the situational needs. Despite the contexts, Karacaoğlu (2024) enumerated that “communication skills, empathy, love for students, subject knowledge, self-development, patience, tolerance and passion for teaching” are crucial competencies both teachers and pre-service teachers must possess. Capitalizing on their findings, the researchers aimed to describe the internship performance of their own English PSTs that may be used to suggest research-based improvements in the internship program in terms of catering the situational needs and addressing least mastered competencies.

Therefore, the study sought to answer the following questions:

1. What is the level of the teaching internship performance of the English Pre-Service Teachers in terms of:
  - 1.1. professionalism;
  - 1.2. classroom environment;
  - 1.3. deep content understanding;
  - 1.4. coherence and continuity;
  - 1.5. real-world connections;
  - 1.6. active learning;
  - 1.7. critical and creative thinking; and
  - 1.8. reflective thinking?
2. What recommendations may be made based on the findings?

In this regard, the researchers aimed to holistically describe the competencies, both full and least mastered, of their English PSTs using a researcher-made rating scale that was accomplished by the supervising teachers of the said PSTs. As a result, the researchers also aimed to use the findings to improve some components of the teaching internship program to better cultivate the competencies needed by the PSTs before they officially enter the teaching profession.

### ***Teaching Internship in the Philippines***

The practicum, otherwise known as teaching internship, is an integral component of teacher training in the Philippines. The pre-service teachers gain basic 'real-life' classroom experience through the practicum. Various studies state and expound on the complexities of the program, focusing mainly on the challenges, competencies in pedagogy, and how the novel pandemic COVID-19 has shaped teaching practices.

Pattung and Caban (2023) indicated that the use of ICT and multiple ways in teaching pose a great challenge to PST often when internet connectivity is poor, or when instructional resources are few. This resonates with the argument from Tuasikal et al. (2021), stating that without sufficient resources, a transition into modes of teaching and learning has amplified their plight and there exists a call to provide appropriate technological support to them (Tuasikal et al., 2021). Those emotional barriers, for example, fear of mistakes and problems with class management are highly exaggerated among PSTs. Such concerns require some formal mentorship and supervision by the supervising teacher. That is echoed by Parveen & Mirza 2022 because mentoring alleviates emotional stress while boosting practical skills and confidence among pre-service teachers (Parveen & Mirza, 2022).

Another one is core teaching competencies: pedagogical techniques, assessment skills. Such internships allow pre-service teachers to bridge theoretical knowledge with classroom practice, therefore enhancing both their instructional and classroom management abilities as presented by Dangdang and Lucero (2023). Similar observations were made by Ledger and Vidovich, who pointed out that practice internship is far more potent in terms of developing teaching competence as well as meeting professional standards. Similarly, Tagnong and Tagnong (2022) discussed how hard and soft skills are intertwined and recommended to include a range of skill building opportunities for PSTs to better prepare them for the field.

Supervised training is going to ensure an effective teaching internship program. Micabalo et al. (2020) called for a closely observed internship framework, involving workshops and pre-deployment orientations, in order for PSTs to be brought up-to-date on educational innovations. The corresponding recommendation by Carpenter and Blance (2007) was that internship programs should incorporate systematic supervision of all operations that will reinforce pre-service teachers being adequately prepared for different classroom demands (Carpenter & Blance, 2007).

In conclusion, although the teaching internship forms a very crucial component of the professional development of pre-service teachers, it points out some systemic areas that benefit from reformulation, such as solid mentorship and resources required for better teacher education outcomes.

### ***Lived Experiences of Pre-Service Teachers in the Philippines***

Similar is the call for an all-encompassing support system as Baldomar et al. (2023) reported on the challenges that PSTs faced during the COVID-19 pandemic: adjusting to new norms especially on issues of technology problems in their instructional delivery (Baldomar et al., 2023). Rubio and Saenz (2023) pointed out the development of pedagogical competencies, notably in technology use, and noted that those having more advanced competencies make it easier for them to manage the classroom environment. Tenedero and Rosales (2024) also emphasized the fact that "using technology" plays a crucial role in PST training, and there is a call for policies that support digital competencies Tenedero & Rosales, 2024).

Galut (2024) found it best to encourage workshops and experiences to be shared with the PSTs in a way that would challenge them to explore experiences, coping mechanisms, and insights which might be further helpful in their professional development. Such a suggestion resonates with the work of Caybot et al. (2024), where kinesics, part of the non-verbal communication skills, was established as a necessary element when taking classroom involvement and how PSTs deal with

problems with greater control and confidence (Caybot et al., 2024). These findings therefore point to both instructional and emotional support systems for dealing with wide ranges of experiences that shape PSTs' development.

While teaching internship forms an important underpinning for professional growth, further reforms such as better mentorship, technical support, and skill-building workshops are crucial and necessary in the preparation of PSTs more fully to deal with professional demands.

## **RESEARCH METHOD**

### ***Research Design***

The researchers employed quantitative research methodology, which entails gathering and analyzing numerical data to detect patterns, establish averages, test causal relationships, and generalize findings to larger populations (Bhandri, 2020). Specifically, a quantitative-descriptive research design was used by the researchers in this study. According to Aggarwal (2019), a descriptive study aims to outline the distribution of one or more variables without considering any causal or other hypotheses. Thus, the study only aimed at describing the teaching internship performance of the English Pre-Service Teachers as evaluated by their respective supervising teachers that may assist the researchers to recommend improvements to the teaching internship experience of the next batch of English PSTs.

### ***Respondents***

The respondents of this study are 20 English supervising teachers from different public schools in Olongapo City, Philippines. They were selected using convenience sampling where voluntary participation is highlighted.

### ***Instrument***

The instrument used in the study is a researcher-made 4-point Likert scale that was accomplished in person by the selected respondents. There are eight (8) parts of the rating scale corresponding to the competencies that are being monitored. Each competency has descriptors that the target respondents need to evaluate if such descriptors are evident or not in their own English Pre-Service Teachers.

### ***Data Collection Procedure***

The data was gathered in-person during the final demonstration teaching of the English Pre-Service Teachers. The researcher-made 4-point Likert scale was accomplished by the 20 English supervising teachers who voluntarily participated in the study.

### **Ethical Considerations**

Voluntary participation is highlighted in selecting the respondents of this study as the researchers aimed to establish authentic data collection and analysis. Through voluntary participation, the respondents are expected to be more comfortable in assessing their own English Pre-Service Teachers and sharing the data with the researchers using the researcher-made 4-point Likert scale.

### **Data Analysis**

The data gathered by the researchers were analyzed using descriptive statistics, specifically, mean. Bhandari (2020) stated that descriptive statistics can summarize and organize characteristics of a data set. Hence, using this, the researchers may appropriately describe, analyze and interpret the data obtained from the research instrument used. By specifically utilizing the mean, the data were described as the representative value that can be easily interpreted further assisting the researchers to make inferences based on the sample data (Kumar et al., 2023; Ali & Bhaskar, 2016).

## **RESULT AND DISCUSSION**

The following tables illustrate the various competencies assessed to the English pre-service teachers by their own supervising teachers. The interpretation of the ratings are here as follows:

**Table 1**  
*Average Range Interpretations*

<b>Rating</b>	<b>Interpretation</b>
4 (3.25-4.00)	Strongly Agree
3 (2.50-3.24)	Agree
2 (1.75-2.49)	Disagree
1 (1.00-1.74)	Strongly Disagree

**Table 2***Assessment of the English Pre-Service Teachers in terms of Professionalism*

Descriptors	Average Rating
Teacher meets expectations of attendance, punctuality, preparedness, appropriate dress, and appropriate demeanor, and demonstrates integrity and ethical behavior.	4.4
Teacher communicates effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators.	4.35
Teacher maintains organized and accurate records and submits requested documents and materials by stated deadlines.	4.35
Teacher is able to cultivate professional relationships with school colleagues, and he/she is aware of professional growth opportunities within the school, district, and/or college.	4.4
Teacher appropriately and respectfully initiates communication with and responds to communications from students' families, with the approval of his/her Mentor Teacher.	4.45
<b>AVERAGE</b>	<b>4.39</b>

Table 2 shows the assessment of English pre-service teachers in terms of professionalism. It reveals consistently high ratings across various professional competencies. The average rating across all descriptors is 4.39, indicating that the pre-service teachers generally meet or exceed professional expectations. The highest rating (4.45) is observed in their ability to appropriately and respectfully communicate with students' families, demonstrating their competence in establishing positive family engagement. Competencies such as maintaining attendance, punctuality, preparedness, and ethical behavior, along with building professional relationships and managing effective communication with students and colleagues, received ratings ranging from 4.35 to 4.4. This suggests that the teachers exhibit strong professional skills that are essential for a successful teaching career.

The high ratings reflect established standards in teacher professionalism. According to Ingersoll et al. (2018), professionalism, including ethical behavior, punctuality, and responsibility, is critical in creating a trustworthy and effective educational environment. Effective communication skills, as highlighted by Gkonou et al. (2020), are essential for building relationships with students, colleagues, and parents, directly impacting classroom management and student engagement. The importance of organizational skills and timely submission of documents, as noted by Darling-Hammond et al. (2019), underscores the need for accountability and reliability in professional teaching practice. Furthermore, Avalos (2019) emphasizes that cultivating professional relationships and pursuing growth opportunities are crucial for continuous professional development and job satisfaction among teachers. The ability to engage positively with students' families aligns with Epstein's (2018) findings, which suggest that respectful family communication enhances student outcomes and fosters

a supportive learning environment. These findings are consistent with established standards of teacher professionalism, which emphasize the necessity of ethical behavior, punctuality, and accountability to foster a trustworthy and effective educational environment (Kilag & Evangelista, 2023). Additionally, effective communication with students and families is a foundational element in building a collaborative and supportive learning environment (Regudon & Yazon, 2022). The commitment to professional relationships, ethical responsibility, and continuous development aligns with research suggesting that such traits are pivotal for both job satisfaction and positive student outcomes. Furthermore, consistent attendance and preparedness are indicators of professional dedication, reinforcing the importance of these practices in cultivating a reliable and organized educational framework.

**Table 3**  
*Assessment of the English Pre-Service Teachers in terms of Classroom Management*

Descriptors	Average Rating
Teacher treats students equitably, showing mutual respect and care.	4.7
Teacher actively works to get to know his/her students as well as establish and maintain rapport with students.	4.55
Teacher articulates and demonstrates high expectations for all students' achievement.	4.4
Teacher establishes and maintains classroom procedures and routines.	4.5
Teacher establishes and maintains clear standards of student conduct through effective management strategies.	4.5
Teacher cultivates a culture of learning and actively works to build a community of learners within the classroom.	4.6
<b>AVERAGE</b>	<b>4.54</b>

Table 3 indicates the assessment of English pre-service teachers in terms of classroom management which demonstrates strong performance across various classroom management skills, with an overall average rating of 4.54. The highest rating (4.7) is for treating students equitably and showing mutual respect and care, suggesting that teachers are adept at fostering a respectful and inclusive classroom environment. The ability to establish rapport with students received a rating of 4.55, reflecting the teachers' success in building personal connections that enhance the learning experience. Consistent ratings of 4.5 were observed for maintaining classroom procedures, routines, and clear standards of conduct, indicating that pre-service teachers effectively manage their classrooms through structured strategies. The teachers also scored high (4.6) in cultivating a culture of learning, demonstrating their commitment to creating a community of learners. Overall, the results highlight the pre-service teachers' proficiency in essential classroom management practices.

This positive assessment underscores the importance of equitable treatment and mutual respect in fostering a conducive learning environment. Gregory et al. (2020)



argue that equitable treatment enhances student engagement and academic achievement. Similarly, Baldomar et al. (2023) found that mutual respect and fairness significantly contribute to a supportive classroom climate, essential for classroom management. The high rating for rapport-building with students aligns with Marzano (2018), who emphasizes the role of teacher-student relationships in classroom management, supported by findings from Regudon and Yazon (2022) on the critical impact of teacher-student rapport on student motivation. The focus on high standards and structured routines aligns with research by Weinstein and Romano (2019), which suggests that clear expectations and high standards motivate students and promote academic success, asserting that well-established routines and accountability measures are foundational for effective teaching. Lastly, the emphasis on cultivating a culture of learning aligns with Bryk et al. (2020), who stress that a collaborative classroom culture supports positive student outcomes, fostering an environment where learning is valued.

**Table 4**  
*Assessment of the English Pre-Service Teachers in terms of Deep Content Understanding*

Descriptors	Average Rating
Teacher demonstrates thorough content and pedagogical content knowledge by providing students with accurate and clear explanations, feedback, answers to questions, and clarification of misconceptions.	4.2
Teacher includes multiple pathways to learning key concept(s), including opportunities for student practice, as well as new resources and technologies when appropriate and useful.	4.15
Teacher differentiates content and materials while scaffolding instruction to meet the needs of all learners (including students with disabilities).	4.2
Teacher demonstrates flexibility and responsiveness in meeting the learning needs of all students in the 'real time' progression of the lesson.	4.25
<b>AVERAGE</b>	<b>4.20</b>

Table 4 reveals a solid grasp of both subject matter and pedagogical skills, with an overall average rating of 4.2. The highest rating (4.25) was given to the teachers' ability to demonstrate flexibility and responsiveness during lessons, indicating their effectiveness in adapting instruction to meet students' needs in real-time. Both demonstrating thorough content knowledge and differentiating instruction received ratings of 4.2, reflecting teachers' proficiency in delivering accurate explanations, clarifying misconceptions, and adjusting content to accommodate diverse learning needs, including those of students with disabilities. The lowest rating (4.15) was for incorporating multiple pathways to learning key concepts, though this still suggests that teachers are effectively integrating diverse resources, technologies, and opportunities for student practice into their lessons. The results underscore the

teachers' capability to engage students through comprehensive content understanding and adaptive teaching methods.

According to Shulman (2018), deep content knowledge combined with pedagogical expertise enables teachers to present material in ways that make it comprehensible and engaging for students, thereby enhancing learning outcomes. The ability to provide multiple learning pathways, including technological integration, supports findings by Koehler and Mishra (2019), who highlight the value of technological pedagogical content knowledge (TPACK) in diversifying instruction and making learning accessible. Furthermore, Tomlinson (2020) emphasizes the significance of differentiated instruction in addressing the diverse needs of learners, reinforcing the importance of flexible teaching strategies noted in this assessment. Studies by Darling-Hammond et al. (2019) also underscore the critical role of responsive teaching, suggesting that real-time adaptability is essential for meeting the dynamic learning needs of students. This collectively affirms the competencies demonstrated by the English pre-service teachers in terms of their deep content understanding and instructional effectiveness.

**Table 5**

*Assessment of the English Pre-Service Teachers in terms of Coherence and Continuity*

Descriptors	Average Rating
Teacher develops and communicates to students lesson objectives and/or learning goals that are related to content/academic standards and aligned with the lesson's assessment(s).	4.55
Teacher designs and maintains an appropriate pace for the lesson so as to ensure students meet the lesson goals by the end of the designated time frame.	4.15
Teacher solicits from students their understandings of prior lesson objectives and makes connections from these to the current lesson, future lessons and/or curriculum unit	4.4
Teacher demonstrates lesson coherence through connected sequences and developmentally appropriate instructional steps that build understandings of the key concept(s).	4.4
<b>AVERAGE</b>	<b>4.37</b>

Table 5 highlights their strengths in developing structured, connected, and goal-oriented lessons, with an overall average rating of 4.37. The highest rating (4.55) was observed in the ability to communicate lesson objectives and align them with academic standards and assessments, indicating that teachers effectively articulate clear learning goals that guide student progress. The teachers also demonstrated competence in making connections between prior knowledge and current learning objectives, as well as future lessons, with a rating of 4.4, reflecting an understanding of curriculum continuity. However, a slightly lower rating (4.15) was given for maintaining an appropriate lesson pace, suggesting some challenges in time

management to ensure lesson goals are met within the designated time frame. This indicates that pre-service teachers are proficient in creating coherent lesson sequences that promote continuous learning.

According to Hattie (2018), clear communication of lesson objectives linked to assessments enhances students’ understanding of expectations and helps guide their learning effectively. The ability to connect prior knowledge to current and future lessons, as highlighted by the high ratings, aligns with the work of Bransford et al. (2019), who argue that building on existing knowledge scaffolds deeper understanding and fosters curriculum coherence. Moreover, maintaining appropriate pacing in lessons, though slightly lower in rating, is critical to ensuring students achieve learning objectives, as highlighted by Brown et al. (2020), who suggest that effective pacing can significantly impact student engagement and comprehension. Lastly, the demonstration of coherence through connected instructional steps aligns with Darling-Hammond et al. (2019), who emphasize that well-structured lessons are pivotal for deep content learning and skill development. This validates the importance of coherence and continuity in effective teaching, as observed in the pre-service teachers’ performance.

**Table 6**  
*Assessment of the English Pre-Service Teachers in terms of Real-World Connections*

Descriptors	Average Rating
Teacher situates learning in real-world contexts and connects classroom instruction to students’ lives and to the world beyond the classroom.	4.35
Teacher chooses curriculum materials that represent a range of groups (i.e., racial, gender, economic class)	4.25
Teacher taps students’ personal experiences as valued resources in the lesson.	4.25
Teacher taps students’ cultural knowledge /practices as valued resources in the lesson.	4.15
<b>AVERAGE</b>	<b>4.25</b>

Table 6 shows that the teachers effectively incorporate practical and relevant contexts into their classroom instruction, with an overall average rating of 4.25. The highest rating (4.35) is attributed to their ability to situate learning within real-world contexts, indicating that teachers are proficient at making learning relatable by connecting lessons to students' lives and broader societal issues. Both choosing curriculum materials that represent diverse groups and tapping into students' personal experiences received ratings of 4.25, reflecting the teachers' efforts to make their lessons inclusive and relevant. The lowest rating (4.15) pertains to the incorporation of students’ cultural knowledge and practices as valuable resources, suggesting room for improvement in integrating diverse cultural perspectives into lessons. This demonstrates that pre-service teachers are successfully establishing meaningful

connections between classroom content and the real world, fostering a more engaging and relevant learning environment.

The integration of real-world connections into teaching aligns with contemporary educational trends emphasizing the importance of contextualized learning. According to Gay (2018), culturally responsive teaching, which involves connecting curriculum content with students' cultural backgrounds and real-life experiences, significantly enhances student engagement and academic success. The emphasis on choosing diverse curriculum materials resonates with the findings of Banks (2019), who argues that inclusive educational materials that reflect varied racial, gender, and socio-economic perspectives are crucial for fostering an equitable learning environment. Additionally, the practice of valuing students' personal experiences and cultural knowledge in lessons, although rated slightly lower, aligns with Ladson-Billings (2020), who underscores the importance of drawing from students' lived experiences to make learning more relevant and meaningful. Darling-Hammond et al. (2019) further reinforce the notion that situating learning within real-world contexts helps students develop critical thinking skills and better prepares them for real-life challenges.

**Table 7**  
*Assessment of the English Pre-Service Teachers in terms of Active Learning*

Descriptors	Average Rating
Teacher ensures that all students meaningfully participate in the lesson by employing effective questioning and discussion strategies.	4.3
Teacher facilitates student learning by doing (e.g., with manipulatives, guided inquiry, learning centers, technological tools and experiments).	4.25
Teacher encourages students to think for themselves, to make choices, to ask questions, and to take ownership of the learning process.	4.4
<b>AVERAGE</b>	<b>4.31</b>

Table 7 shows the effectiveness of English pre-service teachers in implementing active learning strategies, with average ratings reflecting their performance across various teaching dimensions. The pre-service teachers scored an average of 4.3 in encouraging meaningful student participation through effective questioning and discussion techniques, highlighting a strong capacity to engage students actively. They received an average rating of 4.25 for their ability to facilitate learning through practical activities, such as using hands-on tools, guided inquiry, and technological aids, demonstrating proficiency in making learning interactive. The highest average rating of 4.4 was observed in promoting student independence, encouraging learners to think critically, make decisions, and take ownership of their learning journey. The overall average of 4.31 suggests that pre-service teachers are adept at fostering an

active and participatory classroom environment, with a notable emphasis on student empowerment and self-directed learning.

The positive ratings of pre-service teachers emphasize the importance of active learning in enhancing student engagement and academic outcomes. Rahman et al. (2024) found that effective questioning techniques significantly boost student participation, resonating with the observed high rating for engaging students in discussions. Similarly, Kahu and Nelson (2018) highlighted that interactive discussions facilitate deeper content understanding, supporting the effectiveness of these methods. The slightly lower rating for hands-on facilitation aligns with Saunder and Wong’s (2020) findings, which affirm that practical learning tools and guided inquiry are essential for improving students’ practical and conceptual skills. The highest rating for fostering student autonomy is consistent with Tan and Leong (2019), who emphasize that encouraging students to take control of their learning enhances motivation and academic performance. This collectively underscores the critical role of active learning strategies in creating a dynamic and effective educational environment.

**Table 8**  
*Assessment of the English Pre-Service Teachers in terms of Critical and Creative Thinking*

Descriptors	Average Rating
Teacher models critical and creative thinking, inquiry, and reflection for students as important and explicit components of the learning process.	4.3
Teacher creates a classroom environment that promotes risk-taking and inspires learners to develop original and unique ideas.	4.35
Teacher asks open-ended questions that have no pre-established answers, which enables learners to respond creatively.	4.25
Teacher encourages learners raise questions, ask for clarification, or pose alternative possibilities about lesson content (to teacher or classmates).	4.35
Teacher encourages participation and work that demonstrate movement towards higher order or innovative thinking.	4.35
<b>AVERAGE</b>	<b>4.32</b>

Table 8 evaluates the effectiveness of English pre-service teachers in fostering critical and creative thinking skills among students. The assessment shows high ratings across various descriptors, reflecting the teachers’ strong performance in this area. Pre-service teachers scored an average of 4.3 for modeling critical and creative thinking, inquiry, and reflection, highlighting their ability to explicitly integrate these skills into the learning process. Creating a classroom environment that encourages risk-taking and the development of original ideas received a slightly higher average rating of 4.35, indicating an effective promotion of creativity and innovation. Teachers were rated 4.25 for asking open-ended questions that stimulate creative responses, suggesting a commendable, though slightly less prominent, emphasis on encouraging diverse

thinking. Encouraging learners to question, clarify, and explore alternative possibilities, as well as promoting participation that leads to higher-order thinking, both received a high rating of 4.35. The overall average of 4.32 indicates that pre-service teachers are proficient in nurturing a critical and creative classroom atmosphere, with a consistent emphasis on higher-order thinking and student inquiry.

The observed proficiency of pre-service teachers in promoting critical and creative thinking underscores the significance of these skills in modern education. According to Chiu (2019), modeling critical thinking and inquiry as essential classroom components is crucial for student cognitive development, which corresponds with the teachers' high ratings in this domain. This finding is further supported by Black and Allen (2018), who emphasized the role of classroom environments that encourage risk-taking in enhancing students' capacity for innovative and unique idea generation, resonating with the high score of 4.35 for fostering originality. The effectiveness of open-ended questioning in cultivating creative responses is highlighted in studies such as Kim et al. (2020), who found that such questioning techniques encourage students to explore multiple perspectives, aligning with the 4.25 rating observed. Finally, literature by Trilling and Fadel (2019) underscores the importance of promoting higher-order thinking skills, validating the teachers' ability to facilitate advanced cognitive engagement through innovative teaching practices. Collectively, this confirms that active strategies in modeling, questioning, and encouraging risk-taking are fundamental to fostering critical and creative thinking among learners.

**Table 9**

*Assessment of the English Pre-Service Teachers in terms of Reflective Thinking*

Descriptors	Average Rating
Teacher evaluates student learning during and at the end of lesson through various checks for understanding; multiple approaches to assessment are used as appropriate.	4.55
Teacher plans for and collects student work/data to systematically analyze the effects of his/her teaching to adjust and improve it as well as guide future inquiries.	4.35
Teacher is able to describe and explain teaching principles, research, and theory, and determine how and why such knowledge works to enhance students' performance.	4.2
Teacher accurately identifies challenges in his/her practice and determines the appropriate actions and resources needed to address those challenges.	4.4
Teacher welcomes constructive feedback from others.	4.6
Teacher demonstrates self-awareness and awareness of the political and social contexts that influence schooling.	4.5
Teacher encourages learners to provide feedback to teacher about their own learning and participate in classroom evaluations.	4.4
<b>AVERAGE</b>	<b>4.42</b>

Table 9 provides an assessment of English pre-service teachers in terms of reflective thinking, highlighting their ability to engage in self-evaluation, feedback, and adaptive teaching practices. The highest rating of 4.6 was given to pre-service teachers for welcoming constructive feedback from others, demonstrating their openness to continuous improvement through external insights. Teachers also scored highly, with an average of 4.55, for evaluating student learning during and after lessons, showcasing their proficiency in using various assessment methods to gauge understanding. Reflective practices such as collecting student work and systematically analyzing teaching effects were rated at 4.35, indicating strong but slightly less frequent engagement in data-driven adjustments. The ability to identify challenges in practice and take appropriate actions received a 4.4, along with teachers' encouragement for learners to provide feedback, highlighting their focus on mutual evaluation. Pre-service teachers also demonstrated high self-awareness and an understanding of the broader socio-political contexts affecting education, reflected in a 4.5 rating. The average rating of 4.42 indicates that English pre-service teachers possess strong reflective thinking skills, with particular strengths in feedback integration and adaptive assessments.

The high ratings of pre-service teachers in reflective thinking show the importance of reflective practices in effective teaching. Darling-Hammond and Hyler (2020) highlight the critical role of continuous feedback and reflective evaluation in fostering teacher growth, aligning with the high score of 4.6 for openness to feedback. Similarly, the effectiveness of formative assessment practices, as reflected in the 4.55 rating for evaluating student learning, is well documented by Black and Wiliam (2018), who argue that diverse and systematic assessment approaches enhance teaching outcomes. The slightly lower, yet significant, engagement in systematic analysis of student work (rated 4.35) aligns with findings from Cochran-Smith and Villegas (2020), who emphasized the need for teachers to regularly collect and review data to inform instructional adjustments. Pre-service teachers' ability to recognize and address challenges in their practice is consistent with Schon's (2018) reflective practice theory, which underscores the importance of self-awareness in professional development. Lastly, the rating of 4.5 for understanding the social and political influences on education reflects research by Suphasri and Chinokul (2021), who emphasize that contextual awareness is crucial for informed teaching practices. This shows that reflective thinking is significant in enhancing teaching efficacy and student outcomes.

## **CONCLUSION**

In general, pre-service teachers have consistently performed at a high level in professionalism, classroom management, understanding of content, and reflective practice. They excel in upholding ethical standards, being punctual, and being prepared. Additionally, they have strong communication skills, particularly in interacting with students and their families. Within the classroom, they effectively manage well-organized, inclusive settings and demonstrate dedication to nurturing respect, building rapport, and creating a positive learning environment.

The pre-service teachers demonstrate a strong understanding of their subject matter and are able to adjust their instruction to accommodate different student needs. They can improve by providing a greater variety of learning options and better managing the pace of their lessons. While they effectively connect classroom material to real-life situations, they could further incorporate students' cultural knowledge to promote greater inclusivity.

The implementation of active learning strategies is strong, with a particular emphasis on fostering student independence, critical thinking, and participation. While pre-service teachers effectively encourage creativity and critical inquiry, there is room to give more attention to eliciting creative responses through diverse questioning methods. Their capacity for reflective thinking is noteworthy, and they have shown a willingness to receive feedback, engage in self-assessment, and continually improve professionally.

To sum up, English pre-service teachers are well-equipped to meet the challenges of modern education, displaying a high level of competency in professionalism, classroom management, content comprehension, and reflective thinking. Ongoing professional development in areas such as lesson pacing, innovative questioning, and cultural integration will further improve their efficacy as future educators.

Based on the conclusions, here are some of the recommendations:

First, professional development sessions are recommended on differentiated instruction techniques, classroom management strategies, time optimization, and reflective practices. These sessions would provide educators with knowledge and skills to stay updated about trends and methodologies in education. Moreover, the mentoring process with experienced instructors should be systematic, while personal tutoring is vitally important for individual guidance of pre-service teachers to ensure that there is "regular reflection leading to identification of personal and professional improvement." Furthermore, it is important to recommend training workshops for teachers on integrating technology in teaching.

Workshops on the use of various digital assessment tools and some interactive teaching resources that support differentiated instructions in ways to enhance both student engagement and accessibility should be provided. In this regard, pre-service teachers should also be practically oriented on diversified learning approaches to understand how best to engage a class full of diverse ways of learning. This shall prepare them to create learning environments that are inclusive yet dynamic, catering



to all kinds of learning needs. Last but not least, there should be an inclusion of cultural competency training to sensitize and bring awareness to the cultural diversity present within education. Pre-service teachers will hence create an environment where the classroom will be one of respect and inclusion since students' knowledge of cultures will be implemented into their teaching practice. This training will contribute positively toward an individual's interaction with others as far as cultural aspects are concerned. This therefore brings more improvement on the learners learning experience since all shall have been integrated into teaching processes which is key for higher performances of both the teacher and the provision of quality educations.

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