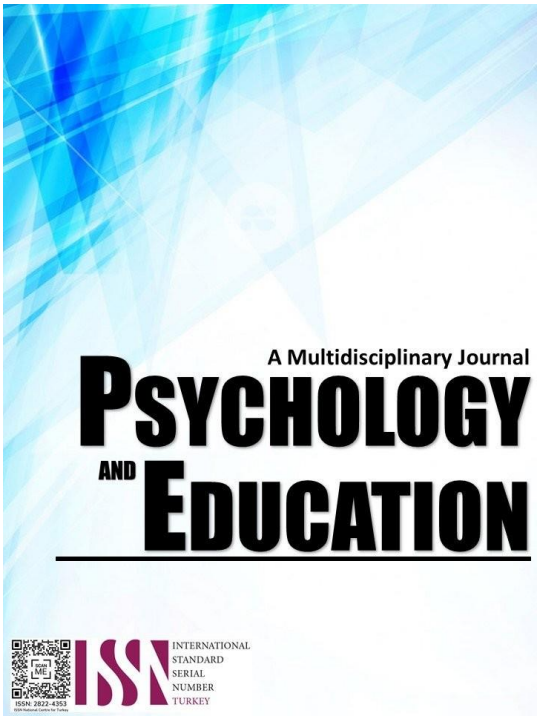
A PHENOMENOLOGY OF PRE-SERVICE ENGLISH TEACHERS TEACHING NON-ENGLISH SUBJECTS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 30
Issue 10
Pages: 1481-1508
Document ID: 2025PEMJ2927
DOI: 10.5281/zenodo.14662624
Manuscript Accepted: 12-20-2024

Psych Educ, 2025, **30**(10): 1481-1508, Document ID:2025PEMJ2927, doi:10.5281/zenodo.14662624, ISSN 2822-4353

CC BY NC

Research Article

A Phenomenology of Pre-Service English Teachers Teaching Non-English Subjects

Aizamie U. Taos,* Kristy Jane R. Muegna
For affiliations and correspondence, see the last page.

Abstract

This study explores the lived experiences of English pre-service teachers as they engage in teaching subjects other than English. Using phenomenological methods, it delves into the unique perspectives, challenges, and insights these individuals encounter while navigating the complexities of teaching non-English subjects. Through in-depth interviews and focus group discussions, the study seeks to unveil the essence of their teaching experiences, shedding light on the intricate interplay between personal beliefs, pedagogical approaches, and cultural contexts. The findings offer valuable insights into the professional development of pre-service teachers and provide recommendations for enhancing teacher preparation programs to better support educators in diverse classroom settings.

Keywords: *non-English subjects, English pre-service teachers, phenomenological study, interview, focus group discussion*

Introduction

In the dynamic field of education, the pre-service practicum is widely regarded as the pivotal phase in teacher training. Pre-service teacher education includes the structured training individuals undergo before becoming certified educators and it serves as critical step in their journey from student to classroom teacher. However, the teaching practicum can become an exceptionally demanding experience for pre-service student teachers majoring in English, especially when they are tasked with teaching subjects beyond English (Jain, 2023; Hamilton & Margot, 2019).

In international setting, specifically in Mongolia, pre-service English educators were having a problem in teaching non-English subjects. Mongolian's pre-service English educators who find themselves teaching non-English subjects indeed encounter substantial challenges related to both subject matter expertise. The need to grasp the content of a subject they may not have specialized in can be demanding, requiring extensive preparation and research to effectively convey information to students. These challenges result in a heightened workload for pre-service educators, demanding additional time and effort in meticulous lesson planning. This is essential for delivering instruction that is both meaningful and comprehensible, concurrently fostering a deeper understanding of the subject matter among the educators themselves (Marav, 2022).

In the Philippines, pre-service English educators encounter difficulties in teaching subjects outside their specialized field. Their lack of experience relevant to their appointments hinders their teaching in subject and language matter. They face the challenge of managing language dynamics, striving to achieve effective communication in both English and the local dialect or language while navigating the hybrid teaching environment. Additionally, they must demonstrate a strong command of the subject matter, ensuring the coherence and educational value of their lessons. This places a burden on them as they engage in the intricate balancing act between language proficiency and subject expertise, all the while adapting to the unique demands of a hybrid teaching model that necessitates fluency in both in-person and digital instruction (Adin, 2020).

Investigating the challenges faced by Pre-service English Educators teaching non-English subjects in multilingual settings holds great societal relevance. In our globally connected world, this research addresses the essential requirement for educators to effectively handle linguistic diversity. This study has the potential to narrow educational training disparities and improve interdisciplinary teaching methods. Educational institutions could create dedicated training programs for English student teachers, equipping them to effectively communicate subject matter and enhance students' learning experiences. Also, the research is of immediate importance due to its focus on a critical concern within the Philippines' education system: the preparation of prospective English educators to thrive in multilingual teaching settings. Grasping and effectively addressing these challenges is essential in guaranteeing the proficiency and flexibility of educators, consequently elevating the educational quality for a wide-ranging student demographic.

Also, several studies were being conducted such as the study of Marav (2022) entitled, "Mongolian Pre-Service English Teachers' Voices about Their Teaching Practicum Experience" and Guamushig (2023) entitled, "Pre-service English teachers' experiences in teaching practice ". However, there may be a lack of attention to the specific linguistic and cultural context in which these educators operate, which could influence the nature of their difficulty of their experiences. While these studies touch on the overall experience, there is a need for research that delves deeper into how pre-service English teachers navigate the complexities of teaching in diverse linguistic settings.

Therefore, the dissemination plan for this study will include presenting findings at education conferences to reach a wider audience of educators and researchers. Additionally, publishing articles in reputable education journals will provide in-depth insights into the themes and findings of the study. Leveraging social media platforms to share key findings and engage with educators will facilitate broader discussions and potential implementation of recommendations.

Research Questions

This study examined the challenges faced by pre-service English educators teaching non-English subjects.

1. What are the experiences of pre-service English educators in teaching non-English subjects?
2. How did the pre-service English educators cope with the different challenges they encountered in teaching non-English subjects?
3. What are the insights of pre-service English educators that they can share with their peers and future colleagues from their teaching experiences?

Methodology

Research Design

Qualitative research involves collecting and analyzing non-numeric data, such as text, audio, or video, to understand concepts, opinions, or experiences. Its goal is to deeply explore a subject and gain insights or generate new research ideas. Unlike quantitative research, which focuses on numerical data and statistical analysis, qualitative research is common in fields like humanities and social sciences. It explores how people perceive and interact with their environment, emphasizing flexibility and preserving the nuanced meanings in the data (Bhandari, 2020).

In this study, qualitative research is essential for understanding the complex experiences of pre-service English educators teaching non-English subjects in multilingual settings. Techniques like interviews, observations, and discussions are used to gain a deep understanding of the educators' perspectives, their interactions with students, and the strategies they use. This qualitative approach captures rich, context-specific insights that might be missed by quantitative methods.

Phenomenology, a type of qualitative research, focuses on how individuals experience a phenomenon. It involves documenting and analyzing the beliefs, emotions, and perspectives of those who have directly encountered the subject being studied. The researcher's personal views should not influence the study. Unlike quantitative research, phenomenology seeks depth, focusing on interpreting and understanding the lived experiences of the audience (Good, 2023).

This study uses phenomenology to explore the lived experiences of pre-service English educators in multilingual classrooms. It allows the researchers to understand the essence of these experiences, examining the challenges, strategies, and interactions involved in teaching language and subject matter. Through this approach, the study provides a holistic view of the educators' journey and how they cope with the difficulties of being pre-service teachers in this complex context.

Participants

The study involved 14 pre-service English teachers from Kaplaong College of Agriculture Sciences and Technology, assigned to various secondary schools, wherein seven participants took part in in-depth interviews, while the remaining seven joined focus group discussions, ensuring sufficient data saturation. Participants were selected using purposive sampling based on specific inclusion criteria: (a) they must be enrolled in a teaching internship program, (b) must have a practical teaching experience in non-English subjects such as MAPEH, Science, Math, Filipino, Araling Panlipunan and Edukasyon sa Pagpapakatao, demonstrate basic English proficiency through academic records and (c) must have the willingness to participate in the study. Exclusion criteria included teachers non-actively teaching non-Englsih subjects.

Procedure

Qualitative research serves as an investigative approach aimed at delving into and comprehending individuals' convictions, attitudes, encounters, and actions. It entails the gathering and examination of data to gain understanding into intricate phenomena and societal concerns. Methods emplzoyed in qualitative research encompass interviews, focus groups, observational studies, and the analysis of documents (Kaluza, 2023).

The data collection process for this study began by writing a formal letter to the participants, explaining the purpose of the research and inviting them to take part. The letter included clear information about the study's goals, what would be expected from the participants, and how their privacy and confidentiality would be protected. After receiving their consent, interviews were scheduled at times convenient for the participants. These interviews focused on their experiences as English pre-service teachers teaching non-English subjects.

During the interviews, open-ended questions were asked to allow participants to share their thoughts and feelings freely. Each interview was recorded, with permission, to ensure accurate data collection. Notes were also taken to capture important insights. Afterward, participants had the option to review the transcripts of their interviews to make sure everything was recorded accurately. All data was securely stored, and participants were reminded they could withdraw from the study at any time if they chose.

Data Analysis

Thematic analysis was used to analyze all of the collected data. Thematic analysis is a qualitative data analysis technique where a

researcher examines a dataset to identify recurring patterns and themes within the data's meaning. It's an engaged process that involves the researcher's personal perspective in interpreting the data. Thematic analysis is also a structured approach that involves dissecting and structuring the abundant data from qualitative research by assigning relevant codes to individual observations and quotes, facilitating the identification of significant themes. As such, the interpretations of the participants are important because they provide the best justifications for their behaviors, deeds, and ideas (Rosala, 2022).

In the study, thematic analysis was used to explore the experiences of these teachers by identifying key patterns and themes from their interviews or observations. The researchers carefully reviewed the data, coded important ideas or repeated concepts, and grouped these into larger themes that reflected the teachers' challenges, strategies, and perceptions. This process helped them understand how these pre-service English teachers navigated teaching non-English subjects, emphasizing their unique experiences and interpretations.

Additionally, data reduction was utilized in this study, the process of selecting, concentrating, simplifying, abstracting, and altering the data that appear in field notes and transcriptions. This made the data more manageable by enabling the researcher to meaningfully organize and condense the vast amount of data. Data reduction frequently necessitates decisions regarding which elements of the acquired data should be highlighted, minimized, or altogether disregarded in order to shine light on the relevant issues. To integrate, manage, sort, and categorize data with ease using this method, the researcher sought the assistance of a specialist, a data analyst. This expert was particularly helpful in processing, organizing, and sorting large amounts of qualitative data (Neha, 2020).

In the study, data reduction was used to manage the large amount of information gathered. This involved carefully selecting and simplifying the data from field notes and interviews to focus on what was most important. The researcher worked with a data analyst to help organize and categorize the data, making it easier to analyze and highlight key issues while removing unnecessary details.

Ethical Considerations

Ethical considerations in research encompass a set of fundamental principles that shape the design and conduct of research endeavors. It is imperative for scientists and researchers to consistently abide by a prescribed code of ethics when engaging with individuals for data collection. Human research endeavors frequently aim to comprehend real-world phenomena, explore the efficacy of treatments, delve into behaviors, and contribute to various aspects of human well-being. Therefore, the choice of research topics and the manner in which research is conducted inherently involve critical ethical deliberations (Bhandari, 2021).

Respect for Persons or human dignity is one of the foundational ethical principle that places a central emphasis on safeguarding the autonomy of research participants while providing comprehensive information about the study, including potential risks and benefits (Barrow et al., 2022).

The researcher verbally requested the identified respondents if they would be willing to participate in the study by providing their experiences and being questioned before conducting the interviews. As a result, the researcher planned an interview schedule in advance. This was done to make sure that the participants would not have to avoid, postpone, or cancel any necessary errands because of the researcher. Teachers are busy people who do a lot of things, so they might reject your request because they are not prepared. That is why asking permission first to set a schedule that participants prefer is important. As an example, the researcher conducts an abrupt interview without first asking them.

Beneficence, in essence, involves prioritizing the well-being and interests of research participants. This principle underscores researchers' endeavors to minimize potential risks to participants while striving to maximize both individual and societal benefits. For instance, when shaping a research plan, the principle of beneficence prompts us to explore whether there are alternative methods to acquire the same knowledge while exposing participants to fewer potential hazards (Msalganik, 2014).

The research, exploring the phenomenology of English pre-service teachers instructing non-English subjects, was meticulously conducted with a paramount focus on beneficence. Every step, from the initial design to the final data analysis, prioritized the well-being of the participants. Alternative research methods were explored to minimize potential risks, ensuring their safety and comfort throughout the study. The researchers diligently safeguarded all information files, preventing any unauthorized access or exposure, reinforcing their commitment to ethical research practices. This unwavering dedication to beneficence ensured that the research not only yielded valuable insights but also fostered a positive and respectful environment for all involved.

Consent is yet another crucial method to respect people when conducting research. All participants are being informed of the goals and purpose of the research project in which they will take part. Consent is a form that must be written in straightforward language that can be easily understood by participants, with a focus on minimizing any potential coercion or undue influence. It is crucial to provide individuals with ample time to deliberate on their decision to participate. However, it's important to emphasize that informed consent goes beyond a mere signature on a document; it constitutes a comprehensive process wherein participants gain a clear understanding of the research and its associated risks. This process is meticulously outlined in ethical guidelines and regulations governing human subject research. Key components of ethically sound informed consent encompass the voluntary expression of consent by a competent participant and the thorough disclosure of research-related information (Manti & Licari, n.d.).

In this research, the process of obtaining informed consent for research involving English pre-service teachers teaching non-English subjects was a crucial step in ensuring ethical conduct. Participants were meticulously informed about the research's goals and purpose,

presented with clear and concise consent forms written in straightforward language, and given ample time to consider their participation. This process went beyond a simple signature; it involved a comprehensive understanding of the research, its potential risks, and the participant's voluntary agreement to take part. This commitment to ethical research was meticulously outlined in guidelines and regulations governing human subject research, ensuring that all participants were treated with respect and dignity.

Confidentiality revolves around the mutual understanding between the researcher and participant, ensuring that sensitive or private information will be treated with the utmost care, fundamentally grounded in trust. This trust implies that participants rely on researchers to fulfill their obligations and safeguard their interests. To formalize this commitment, an agreement is established, clearly outlining these responsibilities and communicating them to the participant. In practical terms, upholding confidentiality involves several key practices: default anonymity of research participants, cautious handling of private data only when justified, providing participants with comprehensive information about the research's purpose, methods, and data access, obtaining active and non-coerced consent with the freedom to withdraw at any point, and affording participants the opportunity to review and rectify any perceived errors in their data (Bos, 2020).

As a researcher, I recognized the importance of confidentiality in my study on the phenomenology of English pre-service teachers teaching non-English subjects. I understand that the participants in my research will share personal experiences and perspectives that may be sensitive. To ensure their trust and protect their privacy, I will prioritize anonymity, securely store all data, and provide clear information about the study's purpose and procedures. Participants will have the opportunity to review their data and withdraw from the study at any time. By upholding these principles, I aim to create a safe and respectful environment for all participants.

All the participants' identities were hidden; during the interview they were allowed to use their first name or names that they prefer to call them during discussion or interview and give them assurance regarding confidentiality to their responses.

Justice compels researchers to consistently emphasize fairness towards their research participants, giving precedence to the participants' welfare over the study's goals. One of the hurdles researchers encounter in upholding this principle is guaranteeing that every sector of society, irrespective of perceived vulnerabilities, has an equal chance to gain advantages from engaging in research. To exclude or hinder any group, including patient populations, from participating in clinical research could be seen as an unfair practice (Gelling, 2015). They were unable to make any purchases while in the interview. They received practical gifts in appreciation for their work on the project.

As a researcher, there is a deep commitment to ensuring fairness and ethical practices in the study of English pre-service teachers teaching non-English subjects. This involves prioritizing the well-being of participants, ensuring equal opportunities for all to benefit from the research, and avoiding any practices that could be perceived as unfair or discriminatory. Particular attention is given to including all sectors of society, regardless of perceived vulnerabilities, in the research process. This commitment to justice guides every step of the research, from participant recruitment to data analysis and dissemination.

Results and Discussion

Participants

The participants of this study were the English pre-service teachers deployed in public schools in the division of Davao del Norte. As shown in table 1, a total of 14 individuals took part in this study, comprising 7 participants for the in-depth interview and 7 participants for the focus group discussion. Among these 14 participants, four pre-service teachers were from School A, four participants from School B, three participants from School C and three participants from school D.

In-depth interview and focus group discussion. There were seven key participants in in-depth interview and seven participants for focus group discussion in this study. All of these participants were English pre-service teachers located in Davao del Norte. To uphold the principle of confidentiality, each participant was assigned pseudonym during their interviews, following the approach employed by Bernal (2014). These pseudonyms were chosen by the participants themselves based on their preferences and their unique characteristics that emerged during the interview session.

The selected pseudonyms provided insights into the characteristics and qualities of the participants. For instance, Optimistic earned her nickname due to having positive attitude towards teaching non-English subjects. Adaptive was named for Compassionate is chosen for she demonstrates empathy and care for her students' well-being and learning progress. Creative received her nickname since he utilizes innovative and imaginative teaching methods to engage students and enhance learning outcomes. Determined earned her nickname since she shows strong resolve and persistence in overcoming challenges and achieving teaching goals. Hardworking was named for her being diligent in putting effort and dedication to continuously improve her teaching skills and practices. Ambitious was chosen for her setting a high aspiration for her professional growth and strives to excel in her teaching career.

Furthermore, Sincere received her nickname due to her genuine sincerity and authenticity in her interactions with students, colleagues, and others. Committed earned his nickname by displaying unwavering dedication and loyalty to her role as educator. Devoted was named for exhibiting deep loyalty and dedication to her students' academic and personal development. Smart got her nickname for possessing intellectual acumen and applies critical thinking skills to effectively address teaching challenges. Eager received her

nickname for displaying enthusiasm and eagerness to learn and implement new teaching strategies and techniques. Versatile was named for adapting flexibly to different teaching contexts and student needs, demonstrating a diverse range of teaching skills. Capable received her nickname for demonstrating competence and proficiency in fulfilling her responsibilities as English pre-service teachers.

All participants answered the same set of questions. The selection of participants was based on their involvement and experiences as English pre-service teachers teaching non-English subjects, which were identified by the researcher and verified through personal declarations provided by the participants.

The in-depth interviews and focus group discussion were conducted both online and face-to-face because it allowed for flexibility and ensured broader participation. Additionally, the researcher did face-to-face interviews to build a personal connection and read body language, while online interviews were chosen for convenience and to reach a wider audience. The researcher respected the participants' decision when asked to adjust and reschedule the interview due to their important reasons related to their on-the-job training (OJT). The researcher considers online and face-to-face as an important factor to consider in achieving and ensuring the validity, credibility and flexibility of the study.

Categorization of Data

After conducting in-depth interviews and focus group discussion, the interview responses were transcribed, translated and analyzed. The analysis commenced with the coding process which involved organizing the materials into segments of texts to derive meaningful information. Through coding descriptions of the participants' settings and thematic categories were generated to shape an overall depiction of the phenomenon under study. Data results were presented in the form of a table. The data gathered was handed to the data analyst for analysis of data and emerging themes.

Table 1. *Participants of the Study*

In-depth Interview (Pseudonyms)	*Age*	*Sex*	*Code*
Optimistic	23	Female	IDI-01
Adaptive	24	Female	IDI-02
Compassionate	23	Male	IDI-03
Creative	23	Female	IDI-04
Determined	24	Female	IDI-05
Hardworking	21	Male	IDI-06
Ambitious	22	Female	IDI-07
Sincere	23	Female	FGD-01
Committed	23	Female	FGD-02
Devoted	24	Male	FGD-03
Smart	22	Female	FGD-04
Eager	23	Female	FGD-05
Versatile	23	Female	FGD-06
Capable	22	Female	FGD-07
Total= 14			

The data was categorized into central themes based on the research question and these themes were presented. Thorough discussions were conducted to vividly describe the emerged themes from the study, while the core ideas of the participants' responses were also included in the table alongside the major themes.

In the data analysis, I followed the second step by categorizing the data and presenting it in Table 2. The themes were organized according to the research question and referred to as central themes, while the opposite significant themes were presented as co-ideas from the participants' responses, which served as the basis for classifying them into general, typical and variant categories, as discussed above.

Research Question No. 1: What are the experiences of pre-service English educators teaching non-English subjects?

To answer this question, in-depth interviews and focus group discussion were conducted with the participants respectively. Hence, several sub-questions were asked to understand their experiences regarding English pre-service teachers teaching non-English subjects.

The major themes and core ideas for research question number 1 were presented in Table 2. From the answers of the participants, four major themes had emerged and these are: experiencing pedagogical uncertainty in teaching non-English subjects, encountering challenges in sourcing appropriate curriculum resources, focusing on comprehension rather than language proficiency and struggling to familiarize oneself with the subject matter.

Experiencing Uncertainty in Teaching Non-English Subjects

The theme focuses on the experience of English pre-service teachers having uncertainty when teaching non-English subjects. The participants highlighted that they felt uncertainty due to their lack of expertise and experience in subjects like Araling Panlipunan, Science, MAPEH and Filipino. Despite their doubts, they saw it as an opportunity to broaden their teaching skills and knowledge.

Table 2. *English Pre-service Teachers Experiences in Teaching Non-English Subjects*

Emerging Themes	*Supporting Statements*
Experiencing Uncertainty in Teaching Non-English Subjects	"So, initially when I am told to teach non-English subjects, I feel a bit nervous or unsure because it is not my main area of expertise. However, I also seek opportunity, an opportunity to broaden my teaching skills and knowledge. So, I feel nervous when my cooperating teacher told me that I'm going to teach non-English subjects." -IDI-01 "When asked to teach a non-English subject, I was surprised and somewhat doubtful. This is because while I feel confident in my English teaching abilities, teaching other subjects requires me to adapt and expand my knowledge base. Since I am teaching science, I really have to be knowledgeable in the subject matter and widen my understanding to ensure that the students understand what I am teaching. I was doubtful of my ability to teach science because it is not my strong subject, but I accepted it since it will also help me in my future career as a teacher."- IDI-04 "I feel uncertain about teaching non-English subjects since my expertise is more focused on English language. With that, I am not entirely confident in my ability to effectively convey complex concepts outside of my primary areas of expertise specifically the MAPEH subject."- FGD-03 "When I was told to teach a non-English subject, specifically the Filipino subject, I was surprised and at the same time doubtful if I could handle teaching it. I am still a practice teacher and I do not have much experience in teaching especially in Filipino because most of the subjects I have learned and taught are in English."- FGD=05
Encountering Challenges in Looking for Appropriate Curriculum Resources	"One of the challenges that I face is finding suitable curriculum materials and resources for this subject. There are limited resources available, and the problem I encounter is aligning the language proficiency level since English is my major and shifting to the Filipino language is difficult for me. It was really challenging because I am not used to speaking Filipino."- ID-02 One of the challenges I encounter regarding curriculum materials or resources when teaching subjects other than English is finding resources that are suitable for the class. Sometimes, if I rely solely on the textbook, I may not fully understand the content and need to do further research. So, what I do is use online platforms such as Google and YouTube for additional resources."- IDI-04 "When I teach subjects other than English, finding suitable curriculum materials can be tough. Sometimes there are not enough resources available, or they may not align well with the content I need to cover. It can be a challenge to find materials that are engaging and accessible for all students, especially if the subject is specialized or less commonly taught. Additionally, staying updated with the latest resources can be time-consuming."-IDI-06 "The main challenge is finding appropriate curriculum materials and resources that align with the subject content and learning objectives. Since I am teaching Science, sometimes I struggle to find references that fit my lesson, so I often search the internet or ask my cooperating teacher if they have any books I can use as references." FGD-02 "One of the main challenges I encountered regarding materials or resources in teaching non-English subjects is finding suitable materials that are engaging and appropriate for the students' level of understanding. Sometimes, there are limited resources available compared to English materials. For example, in Filipino subjects, unlike in English, there are fewer materials that I can find, especially on the internet, and I have to search extensively."- FGD-05 "As a pre-service teacher teaching subjects other than English, I often encounter challenges in finding curriculum materials and resources that are tailored to specific content and standards of my subject area which is the Science. Locating relevant and engaging materials that align with the curriculum objectives can be time consuming and sometimes limited, requiring creative adaptation and supplementation to ensure effective instruction."- FGD-07
Focusing on Comprehension Rather Than on Language Proficiency	"When teaching non-English subjects, I focus more on content comprehension and application because I handle Araling Panlipinan. I need to have a deep understanding of the subject so that I can provide accurate answers when my students ask questions. Unlike in English, where I focus on language proficiency and adapt instructional strategies accordingly, content comprehension is my main focus when teaching non-English subjects." -IDI-02 The key difference in my teaching approach when I teach non-English subjects compared to English is that I focus more on the content rather than on language proficiency. In non-English subjects, like Edukasyon sa Pagpapakatao, my priority is ensuring students understand the subject matter deeply, rather than solely focusing on language skills. While in English classes, I may emphasize language proficiency through various activities and exercises, in non-English subjects, my main goal is to facilitate comprehension and critical thinking related to the content being taught."-IDI-03 "The main differences in my teaching approach when teaching non-English subjects compared to English involve utilizing various instructional strategies suited to the subject matter, like hands-on activities, visual aids, and interactive discussions. I prioritize content comprehension and critical thinking skills over language proficiency, especially in teaching science, where I concentrate on the subject matter but also incorporate language proficiency to some extent, although not as strictly." -IDI-04 "When teaching non-English subjects, like science, I focus more on content such as breaking down concepts visually and using simpler language to explain complex ideas. I also use more hands-on activities and examples relevant to the subject to make it easier to understand. For English subjects, I emphasize language skills, reading comprehension, and writing techniques. I encourage discussions and critical thinking to analyze texts and express ideas effectively."- IDI-06 The differences in my teaching approach when teaching non-English subjects compared to English involve focusing more on comprehension rather than language proficiency. In teaching Science subject, I prioritize helping students understand the content or the subject matter and apply critical thinking skills, rather than solely focusing on language skills. This approach allows students to grasp the subject matter deeply and engage with the material

	effectively, regardless of their language proficiency level."-FGD-02 "When teaching a non-English subject specifically on MAPEH, I focus more on the content itself. I use visual aids, demonstrations, and hands-on activities to help students understand concepts without relying heavily on language. In English subjects, like literature or writing, I emphasize language skills like reading comprehension and grammar while still using similar strategies to make the content accessible and engaging." -FGD-05
Struggling to Familiarize the Subject Matter	"While teaching non-English subjects, one challenge I faced was feeling unfamiliar with the subject matter. To overcome this, I sought help from colleagues and my cooperating teacher, utilized supplementary materials, and searched for additional information online. By actively seeking support and resources, I minimized the impact of my unfamiliarity and ensured effective teaching for my students."- IDI-02 "For me, it's challenging when I'm unfamiliar with the subject because transitioning from English to Science is a big difference. Science involves many concepts that I'm not familiar with, and it requires thorough research. Sometimes even when my cooperating teacher explains, I still struggle to understand because Science is not my strong suit."-IDI-05 "Some challenges I faced while teaching non-English subjects included unfamiliarity with the subject matter, difficulty in explaining complex concepts, and ensuring student comprehension without relying heavily on language, especially in science where it's crucial not to misinform students. To overcome these issues, I ask assistance from colleagues and my cooperating teacher, utilized supplementary materials, searched for further information on different online platforms, and incorporated hands-on activities to make the content more accessible and engaging for students."- IDI-06 "When teaching non-English subjects, I faced challenges like having difficulty in understanding the content as well as the difficulty in explaining complex concepts. With that, I always seek advice from my cooperating teacher as well as leverage online resources."- IDI-07 "Teaching non-English subjects was challenging due to my unfamiliarity with the content or subject matter. Since, I am really new at teaching subjects beyond English, I find it hard to grasp the few concepts in the book so to overcome this, I extensively researched the topics beforehand and utilized visual aids and simplified explanations to ensure effective communication and understanding for my students."-FGD-03 "Teaching MAPEH presented challenges such as being new to the content and struggling to explain complex concepts without relying solely on language the language itself. To address these challenges, I sought assistance from colleagues and my cooperating teacher, utilized supplementary materials, and introduced hands-on activities to engage students and improve their understanding."- FGD-05

However, they acknowledged the need to adapt and expand their understanding to effectively convey complex concepts outside of their primary areas of expertise.

According to the experience of Optimistic (pseudonym), she expressed feeling nervous or unsure initially when assigned to teach non-English subjects because it was not her main area of expertise. Despite this, she viewed it as an opportunity to broaden her teaching skills and knowledge. However, she still felt nervous when her cooperating teacher informed her about teaching these subjects.

"So, initially when I am told to teach non-English subjects I feel a bit nervous or unsure because it's not my main area of expertise. However, I also seek opportunity, an opportunity to broaden my teaching skills and knowledge. So, I feel nervous ma'am when my cooperating teacher told me that I'm going to teach non-English subjects." -IDI-01

(So, initially when I am told to teach non-English subjects, I feel a bit nervous or unsure because it's not my main area of expertise. However, I also seek opportunity, an opportunity to broaden my teaching skills and knowledge. So, I feel nervous when my cooperating teacher told me that I'm going to teach non-English subjects.)

As with the other participant, Creative (pseudonym) expressed surprise and doubt when assigned to teach a non-English subject, particularly science. Despite feeling confident in her English teaching abilities, she recognized the need to adapt and expand her knowledge to effectively teach science. While initially doubtful due to it not being her strong subject, she accepted the challenge as it would contribute to her future career as a teacher. She mentioned that:

"My initial reaction when asked to teach non-English subject is na surprise ko ug medyo doubtful ko it is because while I feel confident in my English teaching abilities, teaching other subjects requires me to adapt and expand my knowledge base and since I am teaching Science ahmm I really have to be knowledgeable in the subject matter. I have to widen my understanding so that I can ensure na makasabot gani ang mga students sa akong ginatudlo. Then doubtful ko sa akong ability nga magteach ug science Kay dili jud ko hawd ana nga subject pero giaccept nalang pud nako since it will help me man pud sa akong future career as a teacher." -IDI-04

(I was surprised when asked to teach a non-English subject. Teaching science requires me to expand my knowledge base. I accepted to teach science even though it's not my strong subject. Thus, I know it will help me in my future career as a teacher.)

Additionally, Devoted (pseudonym) expressed uncertainty about teaching non-English subjects, citing his expertise primarily in the English language. This lack of confidence stemmed from his concern about effectively conveying complex concepts, particularly in subjects like MAPEH, where his expertise was not as strong. This highlights the challenge English pre-service teachers face when tasked with teaching subjects beyond their main area of specialization. As she explained:

"For me is I feel uncertain about teaching non-English subjects since dili man ko expert ana and mas nagfocus man ko into English

language. With that, kay kanang kuan diili gani ko confident sa akong ability nga mag explain ug mga complex concepts especially MAPEH akong ginatudlo layo ra kaayo sya sa akong primary expertise jud." -FGD-03

(I feel uncertain about teaching non-English subjects since my expertise is more focused on English language. With that, I'm not entirely confident in my ability to effectively convey complex concepts outside of my primary areas of expertise specifically the MAPEH subject.)

Moreover, Eager (pseudonym) for one of the participants, expressed surprise and doubt when assigned to teach the Filipino subject as a practice teacher. Lacking experience in teaching subjects other than English, particularly Filipino, she felt unsure of her ability to handle it effectively. This uncertainty stemmed from her limited exposure to teaching non-English subjects, given that most of her learning and teaching experiences had been in English. Eager expressed that:

"When I was told to teach a non-English subject, specifically the Filipino subject, I was surprised and at the same time doubtful if I could handle teaching it. I am still a practice teacher and I don't have much experience in teaching especially in Filipino because most of the subjects I've learned and taught are in English."-FGD-05

Encountering Challenges in Sourcing Appropriate Curriculum Resources

Teaching subjects other than English poses challenges for pre-service teachers in finding appropriate curriculum materials. They struggle to align resources with the content and language proficiency levels, particularly when shifting from English to another language like Filipino. Limited resources, especially for specialized subjects like Science, make it necessary to rely on online platforms and the guidance of cooperating teachers for additional references. Despite efforts to search extensively and adapt creatively, the process remains time-consuming and occasionally insufficient to meet the diverse needs of students.

Based on Adaptive (pseudonym), she highlighted the difficulty of finding appropriate curriculum materials for subjects where English pre-service teachers, like herself, must teach in languages other than English, such as Filipino. Adaptive faces challenges aligning the language proficiency level, as her major is English, not Filipino. The transition to teaching in Filipino is particularly daunting due to her lack of familiarity with speaking the language. This struggle underscores the need for accessible resources and support mechanisms to bridge the gap between language proficiency and effective teaching in non-English subjects. As she pointed out:

"One of the challenges that I face no is finding suitable curriculum materials and resources sa kani nga subject. There are only limited availability ra man gud sa resources ba tas ang problema sad nako is ang alignment sa language proficiency level nako kay English baya akong major tas mag shift into Filipino language. So it was really hard jud para sa ako kay I'm not used speaking Filipino jud so mao na sya."-IDI-02

(One of the challenges that I face is finding suitable curriculum materials and resources for this subject. There are limited resources available, and the problem I encounter is aligning the language proficiency level since English is my major and shifting to the Filipino language is difficult for me. It was really challenging because I'm not used to speaking Filipino.)

Additionally, Creative (pseudonym) expressed that she faced difficulties in sourcing appropriate curriculum resources for non-English subjects. Dependency on textbooks alone sometimes leads to incomplete understanding, prompting additional research. To compensate, Creative utilizes online platforms like Google and YouTube for supplementary materials, ensuring comprehensive content coverage in the classroom. As she stated:

"One of the challenges I encounter regarding curriculum materials or resources when teaching subjects other than English is finding resources that are suitable for the class kay usahay man gud if sa book rako magbase is dili kaayo ko masabot kinahanglan pa sya ug further research jud. So, what I did is I use online platforms such as google and YouTube pud for additional resources."-IDI-04

(One of the challenges I encounter regarding curriculum materials or resources when teaching subjects other than English is finding resources that are suitable for the class. Sometimes, if I rely solely on the textbook, I may not fully understand the content and need to do further research. So, what I do is use online platforms such as Google and YouTube for additional resources.)

Furthermore, Hardworking (pseudonym) narrated his difficulties in sourcing appropriate curriculum materials for non-English subjects. He encounters challenges due to limited resources and difficulties aligning them with the content he needs to teach. Finding engaging and accessible materials, particularly for specialized or less commonly taught subjects, poses a significant hurdle. Additionally, the time-consuming task of staying updated with the latest resources adds to the complexity of the teaching process. As he indicated:

"When I teach subjects other than English, kana ganing mangita ug suitable nga curriculum material kay maglisod ko. Kuan man gud, sometimes there are not enough resources available or dili sya align sa content nga need gani nako icover. So, it is really challenging para sa akoa nga mangita ug kanang materials nga engaging ug at the same time Kay accessible para sa tanan students labon na pag subject nga kanang diili gani kaayo ginatudlo. Also, kana pud ganing updated ka sa mga latest resources kay very time consuming sad kaayo."-IDI-06

(When I teach subjects other than English, finding suitable curriculum materials can be tough. Sometimes there aren't enough resources available, or they may not align well with the content I need to cover. It can be a challenge to find materials that are engaging and

accessible for all students, especially if the subject is specialized or less commonly taught. Additionally, staying updated with the latest resources can be time-consuming.)

Moreover, Committed (pseudonym) expressed her main challenge of finding suitable curriculum materials and resources that align with the subject content and learning objectives. Teaching Science poses difficulties in sourcing references that match the lesson, leading to frequent internet searches or consulting with cooperating teachers for relevant books. This reflects the ongoing struggle English pre-service educators face in ensuring alignment between teaching materials and instructional goals. As she mentioned:

"The main challenge is finding appropriate curriculum materials and resources that align with the subject content and learning objectives kay since Science man akong ginatudlo usahay gani maglisod ko mangita ug kanang reference nga mahaom sa akong lesson so usahay magsearch ko sa internet or magask ko sa akong CT if naa ba syay book nga pwede nako mahimong reference."-FGD-02

(The main challenge is finding appropriate curriculum materials and resources that align with the subject content and learning objectives. Since I am teaching Science, sometimes I struggle to find references that fit my lesson, so I often search the internet or ask my cooperating teacher if they have any books I can use as references.)

Similarly, Eager (pseudonym) narrated that one of the main challenges encountered regarding materials or resources in teaching non-English subjects is finding suitable materials that are engaging and appropriate for the students' level of understanding. Eager highlighted the scarcity of resources compared to English materials, particularly evident in Filipino subjects. Unlike English, there are fewer accessible materials, especially online, requiring extensive searches to gather sufficient resources for effective teaching. Eager mentioned that:

"For me is ang main challenge jud nga naencounter nako is regarding sa pagpangita ug suitable materials nga engaging ug appropriate para sa akong students level of understanding. Kay usahay man is naa ray limited nga resources available if icompare nimo sya sa English materials. For example, is in Filipino subject dili sila the same sa English kay gamay ra jud nga resources or materials nga akong makita especially jud sa internet so kinahanglan jud nako mag search ug maayo."-FGD-05

(One of the main challenges I encountered regarding materials or resources in teaching non-English subjects is finding suitable materials that are engaging and appropriate for the students' level of understanding. Sometimes, there are limited resources available compared to English materials. For example, in Filipino subjects, unlike in English, there are fewer materials that I can find, especially on the internet, and I have to search extensively."

Lastly, the statement by Capable (pseudonym) expressed her common challenges faced by pre-service teachers, particularly when teaching subjects outside their primary expertise, such as Science. The difficulty in finding curriculum materials and resources tailored to specific content and standards in the subject area can be daunting and time-consuming. Also, the limited availability of relevant and engaging materials underscores the need for creative adaptation and supplementation to deliver effective instruction. Overall, this narrative underscores the importance of resourcefulness and flexibility in overcoming obstacles to provide quality education in diverse subject areas. As she stated:

"As a pre-service teacher teaching subjects other than English, I often encounter challenges in finding curriculum materials and resources that are tailored to specific content and standards of my subject area which is the Science. Locating relevant and engaging materials that align with the curriculum objectives can be time consuming and sometimes limited, requiring creative adaptation and supplementation to ensure effective instruction."-FGD-07

Focusing Comprehension Rather Than Language Proficiency

In this theme, the participants emphasized prioritizing comprehension over language proficiency. They utilize various instructional strategies such as hands-on activities and visual aids to aid content understanding. Unlike English subjects where language skills are emphasized, the focus lies on deep comprehension and application of the subject matter. This approach aims to engage students effectively, irrespective of their language proficiency level.

Based on the experience of Adaptive (pseudonym), she expressed that while teaching non-English subjects like Araling Panlipinan, she emphasized the necessity of deep content comprehension and application. Unlike teaching English, where language proficiency is the focal point, her priority lies in ensuring students grasp the subject matter thoroughly to provide accurate answers to their inquiries. This shift in focus allows for a tailored approach, prioritizing content comprehension over language proficiency in non-English subjects. As she stated:

"When teaching non-English subjects, I focused more on content comprehension and application kay Araling Panlipunan mn gud akong ginahandle so dapat maalam gani ko sa subject para if magask akong mga students is naa koy ikatubag. kesa sa English nga nagafocus ko sa language proficiency, adapting instructional strategies kay mao man jud na ang main focus nako kung magtudlo ko ug English."-IDI-02

(When teaching non-English subjects, I focus more on content comprehension and application because I handle Araling Panlipinan. I need to have a deep understanding of the subject so that I can provide accurate answers when my students ask questions. Unlike in English, where I focus on language proficiency and adapt instructional strategies accordingly, content comprehension is my main focus

when teaching non-English subjects.)

Additionally, Compassionate (pseudonym) emphasizes a significant shift in teaching approach when handling non-English subjects compared to English ones. In subjects like Edukasyon sa Pagpapakatao, the focus is on ensuring deep comprehension of the subject matter rather than solely on language proficiency. While language skills are highlighted in English classes, the primary goal in non-English subjects is to facilitate comprehension and critical thinking related to the content being taught. As he pointed out:

"The key difference in my teaching approach when I teach non-English subjects compared to English is that I focus more on the content rather than on language proficiency. In non-English subjects, like Edukasyon sa Pagpapakatao, my priority is ensuring students understand the subject matter deeply, rather than solely focusing on language skills. While in English classes, I may emphasize language proficiency through various activities and exercises, in non-English subjects, my main goal is to facilitate comprehension and critical thinking related to the content being taught."-IDI-03

Furthermore, Creative (pseudonym) reflected on her teaching experience where she expressed a shift in approach when teaching non-English subjects compared to English. Creative emphasized employing diverse instructional methods such as hands-on activities and visual aids tailored to the subject. Her focus lies on enhancing content comprehension and critical thinking skills, particularly evident in science classes. While language proficiency is integrated to some degree, it takes a secondary role compared to the subject matter's depth and understanding. Based on her remarks:

"The main differences in my teaching approach when teaching non-English subjects compared to English include the use of different instructional strategies tailored to the subject matter, such as hands-on activities, visual aids, and interactive discussions. I also focus more on content comprehension and critical thinking skills rather than language proficiency since I am teaching science I focused more on the content on the subject matter but I also integrate language proficiency though dili gani kaayo ko ana kahigpit."-IDI-04

(The main differences in my teaching approach when teaching non-English subjects compared to English involve utilizing various instructional strategies suited to the subject matter, like hands-on activities, visual aids, and interactive discussions. I prioritize content comprehension and critical thinking skills over language proficiency, especially in teaching science, where I concentrate on the subject matter but also incorporate language proficiency to some extent, although not as strictly.)

Moreover, Hardworking (pseudonym) highlighted feeling a shift in focus when teaching non-English subjects like science, where simplifying complex ideas and incorporating visual aids are prioritized. In contrast, for English subjects, the emphasis is on language skills, reading comprehension, and writing techniques, fostering discussions and critical thinking. This dual approach aims to cater to the specific needs of each subject while ensuring effective understanding and expression for students. As she indicated:

"So kanang when teaching non-English subjects specially science kay mao man akong ginateach is that I focus more on content like akong ginabreak down gani nako ang mga concepts visually as well as I am just using simple language if mag explain ko ug complex ideas. I also use more hands-on activities and examples relevant to the subject to make it easier to understand. For English subjects, gina emphasize jud nako ang language skills, reading comprehension, and writing techniques. I encourage discussions and critical thinking to analyze texts and express ideas effectively."-IDI-06

(When teaching non-English subjects, like science, I focus more on content such as breaking down concepts visually and using simpler language to explain complex ideas. I also use more hands-on activities and examples relevant to the subject to make it easier to understand. For English subjects, I emphasize language skills, reading comprehension, and writing techniques. I encourage discussions and critical thinking to analyze texts and express ideas effectively.)

Similarly, Committed (pseudonym) also emphasized the shift in her teaching approach when instructing non-English subjects, particularly Science. She highlighted prioritizing comprehension and critical thinking over language proficiency. By focusing on helping students understand the subject matter deeply, regardless of their language skills, she aims to enhance engagement and facilitate effective learning. As she highlighted:

"When teaching non-English subjects, I focus more on content delivery and understanding {…} So, I use language as a tool to enhance comprehension rather than as the primary focus of instruction and I emphasize the application of language skills in real-world contexts relevant to the subject matter para easy ra gani ang flow sa klse ug mamake sure nako nga tanang students is makatuon jud ug tarong."-FGD-02

(The differences in my teaching approach when teaching non-English subjects compared to English involve focusing more on comprehension rather than language proficiency. In teaching Science subject, I prioritize helping students understand the content or the subject matter and apply critical thinking skills, rather than solely focusing on language skills. This approach allows students to grasp the subject matter deeply and engage with the material effectively, regardless of their language proficiency level.)

Lastly, Eager (pseudonym) reflecting on her teaching experience in non-English subjects such as MAPEH where she stressed a focus on content comprehension. She employs visual aids, demonstrations, and hands-on activities to facilitate understanding, minimizing reliance on language. In contrast, for English subjects like literature or writing, she emphasizes language skills alongside similar strategies to ensure accessibility and engagement with the content. As noted b Eager:

"When teaching a non-English subject specifically on MAPEH, I focus more on the content itself. I use visual aids, demonstrations, and hands-on activities to help students understand concepts without relying heavily on language. In English subjects, like literature or writing, I emphasize language skills like reading comprehension and grammar while still using similar strategies to make the content accessible and engaging."-FGD-05

Struggling to Familiarize the Subject Matter

In this theme, the participants discussed their struggles teaching non-English subjects, focusing on challenges such as feeling unfamiliar with the subject matter, difficulty in explaining complex concepts, and ensuring student comprehension without relying heavily on language. They addressed these issues by seeking assistance from colleagues and cooperating teachers, using supplementary materials, conducting online research, and incorporating hands-on activities to engage students effectively. Despite the hurdles, they were proactive in finding solutions to ensure effective teaching and student learning.

Based on Compassionate (pseudonym) experience, he found it challenging to teach non-English subjects such as Edukasyon sa Pagpapakatao due to his limited familiarity with the subject matter and the complexity of explaining concepts to his students. To overcome these challenges, he reached out to colleagues and his cooperating teacher for assistance, utilized extra resources, conducted online research for additional information and included hands-on activities to enhance student learning. Through these strategies, he successfully ensured effective teaching despite the difficulties faced. As he stated:

"When teaching non-English subjects like Edukasyon sa Pagpapakatao, I encountered difficulties due to my lack of familiarity with the subject matter {…} Through that way, I always ensured effective teaching despite the challenges I encountered."-IDI-03

(When teaching non-English subjects like Edukasyon sa Pagpapakatao, I encountered difficulties due to my lack of familiarity with the subject matter and the challenge of explaining complex concepts to my students. To address these hurdles, I ask assistance from colleagues and my cooperating teacher, utilized additional resources, conducted online research for further information, and incorporated hands-on activities to facilitate student learning. Through these efforts, I ensured effective teaching despite the challenges encountered."

Additionally, according to Determined (pseudonym) she also expressed a common challenge faced by her co-english pre-service teachers when transitioning from one subject area to another, particularly from English to Science. Science can indeed be daunting for those who are not familiar with its concepts and require thorough research to grasp them fully. Despite receiving explanations from her cooperating teacher, Determined still struggles to understand because Science is not her strong suit. This highlights the importance of personalized support and resources tailored to individual learning needs during such transitions. In her view:

"For me, is kanang unfamiliar gani ko sa subject kay from English to Science it's really big difference. Science entails a lot of concepts that I'm not familiar with and it needs thorough research. Sometimes bisn unsa pa gani ug pasabot sa akoa sa akong CT is dili gihapon ko makasabot kay dili jud ko hawd ug Science."-IDI-05

(For me, it's challenging when I'm unfamiliar with the subject because transitioning from English to Science is a big difference. Science involves many concepts that I'm not familiar with, and it requires thorough research. Sometimes even when my cooperating teacher explains, I still struggle to understand because Science is not my strong suit.)

Furthermore, based on the experience of Hardworking (pseudonym), he expressed feeling overwhelmed and challenged by various aspects of teaching non-English subjects, particularly in science. He struggled with unfamiliarity with the subject matter, finding it difficult to explain complex concepts while ensuring student comprehension without relying too heavily on language. To address these challenges, Hard Working sought assistance from colleagues and her cooperating teacher, utilized supplementary materials, and conducted thorough research on different online platforms. Additionally, he incorporated hands-on activities to make the content more accessible and engaging for her students, demonstrating hIis dedication to overcoming obstacles and providing effective instruction. According to Hardworking:

"Some challenges I faced while teaching non-English subjects included unfamiliarity with the subject matter, difficulty in explaining complex concepts, and ensuring student comprehension without relying heavily on language, especially in science where it's crucial not to misinform students. To overcome these issues, I ask assistance from colleagues and my cooperating teacher, utilized supplementary materials, searched for further information on different online platforms, and incorporated hands-on activities to make the content more accessible and engaging for students."-IDI-06

Moreover, according to Ambitious (pseudonym) she expressed feeling challenged. This statement suggests that when teaching non-English subjects, Ambitious encountered difficulties in both understanding the content and explaining complex concepts. As a result, she sought advice from her cooperating teacher and utilized online resources to overcome these challenges. Ambitious expressed that:

"When teaching non-English subjects, I faced challenges like having difficulty in understanding the content as well as the difficulty in explaining complex concepts. With that, I always seek advice from my cooperating teacher as well as leverage online resources."IDI07

Similarly, Devoted (pseudonym) acknowledges that teaching non-English subjects was challenging for her due to his unfamiliarity with the content or subject matter. Being new to teaching subjects beyond English, he found it difficult to grasp certain concepts from

the textbook. To address this challenge, he took proactive measures by extensively researching the topics beforehand. Additionally, he utilized visual aids and simplified explanations during teaching to ensure effective communication and understanding for her students. Thus, the statement highlights the individual's dedication in overcoming challenges and her commitment in providing quality education despite initial difficulties. As he emphasized:

"Teaching non-English subjects was challenging due to my unfamiliarity with the content or subject matter. Since, I'm really new at teaching subjects beyond English, I find it hard to grasp the few concepts in the book so to overcome this, I extensively researched the topics beforehand and utilized visual aids and simplified explanations to ensure effective communication and understanding for my students."-FGD-03

Lastly, Eager (pseudonym) narrated her difficulties in teaching MAPEH due to being new to the content and struggling to explain complex concepts without relying solely on language, which could have hindered student comprehension. To overcome these obstacles, Eager sought guidance from colleagues and her cooperating teacher. He also utilized additional teaching materials, and implemented hands-on activities to actively engage students and enhance her understanding of the subject matter, demonstrating a proactive approach to addressing teaching challenges. As she stated:

"Teaching MAPEH has been so challenging to me, the reason of that is I am just new to the content and since I'm just new to it, I also struggle to explain kaning mga ahhhmm complex concepts without gani nagarely lang sa language itself.So para maadldress ni nako is ga-ask ko ug assisstance from my co-english pre-service teachers as well as sa akong CT ug naga utilized pud ko ug supplementary materials and also to make sure that my students will be engaged in my class and improve their understanding, I also introduced some hands-on activities."-FGD-05

(Teaching MAPEH presented challenges such as being new to the content and struggling to explain complex concepts without relying solely on language the language itself. To address these challenges, I sought assistance from colleagues and my cooperating teacher, utilized supplementary materials, and introduced hands-on activities to engage students and improve their understanding.)

Research Question No. 2: How did the pre-service English educators cope with the different challenges they encountered in teaching non-English subjects?

To answer this research question, in-depth interviews and focus group discussion were conducted with the participants, respectively. Hence, several sub-questions were asked about their strategies for coping with the challenges they faced in teaching non-English subjects. It was revealed that they employed several strategies and techniques to overcome these difficulties.

The major themes and core ideas for research question number 2 were ppresented in Table 3 from the answers of the participants, three major themes emerged: seeking guidance from cooperating teacher, demonstrating dedication to student development and personal and professional advancement and integrating engaging and interactive instructional methods.

Table 3. *Coping Mechanisms for the Challenges Faced by English Pre-service Teachers Teaching Non-English Subjects*

Emerging Themes	*Supporting Statements*
Seeking Guidance from Cooperating Teacher	"Yes, there are support systems and resources available, including mentorship programs, where seeking advice from my cooperating teacher or other professionals and experts is crucial. Additionally, attending development workshops and participating in online forums allows me to connect with other educators facing similar challenges. Furthermore, I utilize online resources and educational apps to supplement teaching materials."- IDI-01 "Yes, of course. I have a cooperating teacher, so I ask for assistance from her if I ever struggle to understand a lesson, and my cooperating teacher is willing to help. Also, I search online for additional materials." -IDI-02 Yes, of course. I have my CT who is willing to help me if I have trouble understanding a concept, and she will explain it to me. My family who always supports me, and also my colleagues and friends who are also ready to help me.- IDI-03 "Yes, such as cooperating teacher, peer collaboration, and access to educational resources like textbooks, online materials, and teaching aids were instrumental in overcoming challenges while teaching non-English subjects.IDI04 "Yes, I had support systems such as my cooperating teacher, colleagues, and educational resources. They offered guidance, shared teaching strategies, and provided materials tailored to the subject. With that, these resources helped me adapt my teaching methods and enhance student learning experiences in non-English subjects."-IDI-06 "Yes, I found support from fellow educators who shared their teaching strategies and offered advice. Additionally, there were resources like textbooks and online materials tailored to help me overcome challenges in teaching subjects outside my expertise. Aside from that, I also seek or ask guidance from my cooperating teacher since she has enough knowledge about the subject matter. Also. collaborating with colleagues and utilizing available resources proved invaluable in overcoming challenges."-IDI-07 "Support systems such as mentorship from my cooperating teacher are essential because they have more knowledge about the subject matter. Whenever I encounter difficulties, especially in handling subjects like Science, I always seek guidance from her to avoid any mistakes. In addition, I access teaching resources like textbooks, online materials, and educational websites to overcome challenges in teaching non-English subjects."- FGD-02 "Yes, I ask support from colleagues, utilized educational resources, and received guidance from my cooperating teacher to overcome teaching challenges effectively."-FGD-04 "Yes, I utilized support systems such as mentor teachers and colleagues who offered guidance and advice.

	Additionally, I accessed online resources to enhance my understanding and teaching effectiveness in non-English subjects." – FGD-07
Demonstrating Dedication to Student Development and Personal as well as Professional Advancement	"The desire to grow as an educator and make a positive impact on students' learning experiences is the most important thing. Providing a positive impact on my students' learning and reminding myself of the importance of being adaptable in lifelong learning and flexible so that I can provide what is needed, the needs of the learners."- IDI-01
	"What motivated me to persist through the challenges when teaching subjects beyond my primary expertise is the desire to make a positive impact on students' learning and the opportunity to expand my teaching skills. As a pre-service teacher, I aim to be well-rounded so that I can effectively impact my students' learning. I believe that as an educator, it is important to give my best because I am the facilitator of learning."- IDI-02
	"For me, the desire to learn and grow as an educator, to make a positive impact to my students along with the support of colleagues and resources, keeps me motivated to persist through challenges when teaching subjects beyond my primary expertise. Knowing that overcoming these challenges will make me a more well-rounded educator drives my determination to succeed."-IDI-03
	"My motivation to persist through challenges stemmed from my commitment to student learning and professional growth. I remained focused on the importance of providing quality education and continuously sought opportunities for self-improvement to better serve my students." –IDI-04
	"My motivation to persist through challenges when teaching subjects beyond my primary expertise stems from a passion for student learning and a commitment to professional growth, as it is my primary goal as a pre-service teacher. Overcoming these challenges leads to personal and professional development that will be beneficial for my future endeavors. I also tell myself that I can do this, and I will achieve my dream of becoming a teacher someday."-FGD-02
	"The curiosity to learn alongside my students, the support from colleagues, and the desire for personal growth keep me motivated to persist through challenges when teaching subjects beyond my primary expertise. Knowing that every obstacle is an opportunity to expand my knowledge and become a better educator encourages me to overcome difficulties with determination and a positive attitude."-FGD-06
Integrating Engaging and Interactive Instructional Methods	"So, engaging student and maintaining their interest involve incorporating interactive activities or relating to subject matter to their interest and experiences. I also encourage student's participation and provide opportunities for hands-on learning for them to actively engage in the lesson." -IDI-01
	"I engaged students and maintained their interest by relating non-English subjects to real-life examples and cultural contexts. I understand how challenging it can be to think of creative ideas to keep students engaged, especially when the subject is far from what they're used to. For me, I always use real-life activities like role-playing and think of interactive activities. Additionally, I utilize multimedia resources to keep my lessons engaging and relevant."-IDI-02
	"Engaging students and maintaining their interest in non-English subjects required creativity, enthusiasm, and relevance. I incorporated interactive activities, hands-on experiences, and multimedia resources to make the lessons dynamic and meaningful, fostering a positive learning environment for my students."-IDI-06
	"I engaged students by using interactive activities, like group discussions and hands-on projects, to make the material more relatable and interesting. I also incorporated real-life examples and stories to help them connect with the concepts. By showing enthusiasm and genuine interest in the subject, I sparked curiosity and encouraged active participation. Building a supportive classroom environment where students felt comfortable asking questions and sharing their thoughts also played a crucial role in maintaining their interest. So, adapting my teaching approach and being creative helped keep students engaged and motivated to learn, even in subjects outside my primary focus."-IDI-07
	"I engaged students and maintained their interest by making lessons relevant and interactive, incorporating real-world examples and practical applications, fostering a positive and supportive classroom environment, and adapting teaching methods to meet students' interests and learning styles. Through this way, students will be engaged and also cater the diverse needs of my students."-FGD-02
	"For me, utilize various interactive activities such as role-playing exercises, educational games, collaborative problem-solving tasks, peer teaching, presentations, and interactive multimedia resources like videos or online quizzes. Through these activities, it aims to promote engagement, enhance understanding, and facilitate active participation among my students in the learning process."-FGD-05

Seeking Guidance from Cooperating Teacher

In this theme, participants discussed the importance of seeking guidance from their cooperating teacher and utilizing support systems and educational resources to overcome challenges while teaching non-English subjects. They highlighted the value of mentorship from the cooperating teacher, who offers expertise and assistance in understanding complex lessons. Additionally, participants emphasized the significance of accessing teaching resources such as textbooks, online materials, and educational websites to supplement their teaching methods and enhance student learning experiences. Collaborating with colleagues and attending development workshops were also mentioned as beneficial strategies for overcoming teaching challenges effectively. Thus, participants recognized the essential role of support systems and resources in facilitating their professional growth and improving their teaching effectiveness in non-English subjects

Based on Optimistic (pseudonym), she expressed that she understands the importance of seeking guidance from various sources in her

teaching journey, including mentorship programs and experienced professionals. Optimistic emphasize the significance of continuous learning through workshops and online forums, which allow for collaboration with other educators. Additionally, Optimistic shows a proactive approach to enhancing their teaching skills by utilizing online resources and educational apps to meet diverse learning needs. As such, the statement reflects Optimistic's commitment to continuous improvement and her proactive efforts to seek support and resources to excel in heir role as an educator. As she stated:

"Yes, there are support system and resources available including mentorship programs like also kuan pud kanang support systems ang pinakaimportante gyud kanang mag seek ka ug advice gyud sa imong CT or sa mga professional ug mg expert. Also, pwede development workshops and online forums where I could connect to other educators with similar challenges. Additionally, I utilize online resources and educational apps to supplement each material."-IDI-01

(Yes, there are support systems and resources available, including mentorship programs, where seeking advice from my cooperating teacher or other professionals and experts is crucial. Additionally, attending development workshops and participating in online forums allows me to connect with other educators facing similar challenges. Furthermore, I utilize online resources and educational apps to supplement teaching materials.)

During the interview, Adaptive (pseudonym) she reflects a positive attitude towards seeking assistance and utilizing available resources for learning. She acknowledges the support of her cooperating teacher, demonstrating a proactive approach to seeking guidance when faced with challenges in understanding a lesson. Additionally, her willingness to search online for additional materials highlights a commitment to self-directed learning and resourcefulness in enhancing her understanding of the subject matter. Hence, Adaptive's experience underscores the importance of collaboration, support, and initiative in navigating the learning process effectively. Adaptive expressed that:

"Yes of course. Naa man koy cooperating teacher so sa iya ko nagapangayo ug assistance if ever maglisod gani ko ug sabot sa lesson and my CT is willing to help man pud. Also, I surf online for additional materials pud."-IDI-02

(Yes, of course. I have a cooperating teacher, so I ask for assistance from her if I ever struggle to understand a lesson, and my cooperating teacher is willing to help. Also, I search online for additional materials.)

As with the other participant, Compassionate (pseudonym) conveyed feeling backed by his cooperating teacher, ready to assist whenever he encounters difficulty grasping a concept. Furthermore, he articulated feeling upheld by his family, who consistently provides support, alongside his colleagues and friends, who stand prepared to offer assistance. As he mentioned:

"Yes, of course. Naa akong CT to help if naglisod ko ug sabot sa isa ka concept and she will share it with me. My family nga ginasupport ko always and my colleagues and friends nga andam pud mutabang sa ako."-IDI-03

(Yes, of course. I have my CT who is willing to help me if I have trouble understanding a concept, and she will explain it to me. My family who always supports me, and also my colleagues and friends who are also ready to help me.)

In addition, Creative (pseudonym) shared that she found support systems like her cooperating teacher, collaborating with peers, and having access to educational resources such as textbooks, online materials, and teaching aids crucial in overcoming challenges while teaching non-English subjects. This suggests that Creative recognized the importance of various support systems, including her cooperating teacher, peer collaboration, and access to educational resources, in successfully addressing challenges while teaching non-English subjects. As she stated:

"Yes, such as cooperating teacher, peer collaboration, and access to educational resources like textbooks, online materials, and teaching aids were instrumental in overcoming challenges while teaching non-English subjects."-IDI-04

Also, Hardworking (pseudonym) acknowledges the importance of having support systems in his teaching journey, particularly when handling non-English subjects. The support systems mentioned, including cooperating teachers, colleagues, and educational resources, played crucial roles in providing guidance, sharing teaching strategies, and offering materials specific to the subject matter. As a result, these resources enabled him to adapt teaching methods effectively and improve student learning experiences in non-English subjects. Hence, the statement highlights the significance of collaboration and access to resources in enhancing teaching effectiveness and student outcomes. Based on Hardworking remarks:

"Yes, I had support systems such as my cooperating teacher, colleagues, and educational resources. They offered guidance, shared teaching strategies, and provided materials tailored to the subject. With that, these resources helped me adapt my teaching methods and enhance student learning experiences in non-English subjects."-IDI-06

Moreover, Ambitious (pseudonym) conveyed the importance of seeking support and guidance from fellow educators, especially when facing challenges in teaching subjects outside of one's expertise. It highlights the value of collaborative efforts and the exchange of teaching strategies and advice among colleagues. Additionally, Ambitious emphasizes the significance of utilizing available resources, such as textbooks and online materials, tailored to address specific teaching challenges. Seeking guidance from more experienced educators, like cooperating teachers, also emerges as a valuable resource in navigating unfamiliar subject matter. Hence, Ambitious experience underscores the significance of collaboration, resourcefulness, and mentorship in overcoming teaching challenges

effectively. As she pointed out:

"Yes, I found support from fellow educators who shared their teaching strategies and offered advice. Additionally, there were resources like textbooks and online materials tailored to help me overcome challenges in teaching subjects outside my expertise. Aside from that, I also seek or ask guidance from my cooperating teacher since she has enough knowledge about the subject matter. Also, collaborating with colleagues and utilizing available resources proved invaluable in overcoming challenges."-IDI-07

Additionally, in her teaching journey, Committed (pseudonym) expressed that she values and relies on support systems, particularly mentorship from her cooperating teacher, to navigate challenges, especially in subjects like Science. Seeking guidance from someone with more knowledge helps them avoid mistakes and improve her teaching effectiveness. Additionally, accessing teaching resources like textbooks and online materials underscores her proactive approach to overcoming difficulties in teaching non-English subjects. Thus, it highlights the importance of continuous learning and seeking support to excel in teaching. Committed highlighted that:

"Mga support systems like mentorship from my cooperating teacher since she has more knowledge in the subject. With that, I also seek help from especially sa mga concepts nga lisod, sa Science para makaiwas gani ko magkamali. Aside ana is naga access pud ko ug mga teaching resources just like textbooks, online materials, ug educational websites para maovercome nako ang mga challenges when teaching non-English subjects."-FGD-02

(Support systems such as mentorship from my cooperating teacher are essential because they have more knowledge about the subject matter. Whenever I encounter difficulties, especially in handling subjects like Science, I always seek guidance from her to avoid any mistakes. In addition, I access teaching resources like textbooks, online materials, and educational websites to overcome challenges in teaching non-English subjects.)

Moreover, Smart (pseudonym) acknowledges the importance of seeking support and guidance from various sources to overcome teaching challenges effectively. By asking for support from colleagues, utilizing educational resources, and receiving guidance from a cooperating teacher, he demonstrates a proactive approach to addressing difficulties in teaching. It implies a willingness to learn, collaborate, and adapt in order to improve teaching practices and ultimately enhance student learning outcomes. According to Smart:

"Yes, I ask support from colleagues, utilized educational resources, and received guidance from my cooperating teacher to overcome teaching challenges effectively."-FGD-04

Lastly, Capable (pseudonym) expressed that she improved her teaching effectiveness, especially in non-English subjects, by seeking guidance from mentor teachers and colleagues, leveraging their expertise and experience. Additionally, she demonstrated a proactive attitude towards professional development by utilizing online resources to enhance her understanding and confidence in unfamiliar areas. Overall, Capable's commitment to utilizing support systems and available resources underscores her dedication to enhancing her teaching skills and ultimately benefiting her students' learning outcomes. As she stated:

"Yes, I utilized support systems such as mentor teachers and colleagues who offered guidance and advice. Additionally, I accessed online resources to enhance my understanding and teaching effectiveness in non-English subjects."-FGD-07

Demonstrating Dedication to Student Development and Personal and Professional Advancement

The theme focuses on the dedication of English pre-service educators to student development and personal and professional advancement. It emphasizes the importance of continuously striving to make a positive impact on students' learning experiences and being adaptable in lifelong learning. English pre-service teachers express their motivation to persist through challenges, driven by their commitment to student learning and their desire for personal growth. They highlight the significance of being well-rounded educators, seeking opportunities for self-improvement, and embracing challenges as opportunities for growth and development. Thus, the theme underscores the passion and determination of educators to excel in their roles and make meaningful contributions to the education field.

Based on Optimistic (pseudonym), she emphasizes the significance of personal growth as an educator and aims to positively influence students' learning experiences. She underscores the importance of adaptability in lifelong learning and flexibility to meet the diverse needs of learners, prioritizing their development above all else. Based on Optimistic's remark:

"The desire to grow as an educator and make positive impact on students learning experiences so mao man gyud nay pinakaano gyud no kanag students learning kanang makahatag tag positive impact sa atong mga estudyante sa learning and I remind myself on the importance of being adaptable in lifelong learning and also be flexible one so that I can give my better or I can give the unsa na kanang kinahanglan the needs of the learners."-IDI-01

(The desire to grow as an educator and make a positive impact on students' learning experiences is the most important thing. Providing a positive impact on my students' learning and reminding myself of the importance of being adaptable in lifelong learning and flexible so that I can provide what is needed, the needs of the learners.)

During the interview, Adaptive (pseudonym) conveyed that her motivation to overcome challenges in teaching unfamiliar subjects stems from her desire to positively influence students' learning and enhance her teaching abilities. As an English pre-service teacher, she strives to be versatile in her approach to effectively support student learning. Believing in the crucial role of educators as facilitators

of learning, she is committed to giving her best in every teaching opportunity. As she pointed out:

"What motivated me no to persist through the challenges when teaching subjects beyond my primary expertise is the desire to make a positive impact on students' learning and the opportunity to expand my teaching skills. As a pre-service teacher no I have to be well-rounded so that I can make an impact on my students learning. For me man gud is when you enter in this job, you have to give your best kay ikaw ang facilitator of learning."-IDI-02

(What motivated me to persist through the challenges when teaching subjects beyond my primary expertise is the desire to make a positive impact on students' learning and the opportunity to expand my teaching skills. As a pre-service teacher, I aim to be well-rounded so that I can effectively impact my students' learning. I believe that as an educator, it is important to give my best because I am the facilitator of learning.)

As with the other participant, Compassionate (pseudonym) conveyed that he is driven by his desire to continuously learn and develop as an educator, aiming to positively impact his students. With the support of colleagues and resources, he remains motivated to overcome challenges, recognizing that doing so will enhance his skills and effectiveness as an educator. His determination to succeed stems from the belief that overcoming obstacles leads to personal and professional growth. As he indicated:

"Para sa ako is ang desire jud to learn and grow as an educator, para gani kanang makahatag ug positive impact sa akong mga students with the help or support sa akong mga colleagues and resources. Sa kana nga butang kay naga keep sya sa ako nga ma-motivate gani para ma-persist nako ang mga challenges nga akong naaagian when teaching subjects nga grabe kalayo sa akong expertise. Also, kabalo sad ko nga overcoming these challenges will make me a more well-rounded educator and sa kana is naga-drive sya sa akoa or ma-determined gani ko nga ma-succeed ra ko ani."-IDI-03

(For me, the desire to learn and grow as an educator, to make a positive impact to my students along with the support of colleagues and resources, keeps me motivated to persist through challenges when teaching subjects beyond my primary expertise. Knowing that overcoming these challenges will make me a more well-rounded educator drives my determination to succeed.)

In addition, Creative (pseudonym) expressed that her motivation to overcome challenges is rooted in her dedication to student learning and personal growth as an educator. She maintains a steadfast focus on delivering quality education and actively pursues avenues for self-improvement to enhance her ability to support her students effectively. As she explained:

"My motivation to persist through challenges when teaching subjects My motivation to persist through challenges stemmed from my commitment to student learning and professional growth. I remained focused on the importance of providing quality education and continuously sought opportunities for self-improvement to better serve my students."-IDI-04

Similarly, Committed (pseudonym) narrated that her motivation to overcome challenges in teaching unfamiliar subjects arises from her dedication to student learning and her pursuit of professional growth as a pre-service teacher. She views overcoming these obstacles as opportunities for personal and professional development, ultimately leading to her dream of becoming a successful educator in the future. Committed mentioned that:

"My motivation to persist through challenges when teaching subjects beyond my primary expertise stemmed from a passion for student learning, a commitment to professional growth since it is my primary aim man as a pre-service teacher. Through overcoming these challenges, it leads me to personal and professional development that would be helpful for my future endeavors. I also say to myself na kaya ko ni, mahuman rani tanan. Makab-ot ko ra lagi ni akong pangandoy nga mateacher puhon."-FGD-02

(My motivation to persist through challenges when teaching subjects beyond my primary expertise stems from a passion for student learning and a commitment to professional growth, as it is my primary goal as a pre-service teacher. Overcoming these challenges leads to personal and professional development that will be beneficial for my future endeavors. I also tell myself that I can do this, and I will achieve my dream of becoming a teacher someday.)

Lastly, Versatile (pseudonym) conveyed that her motivation to persist through challenges in teaching subjects beyond her primary expertise stems from her curiosity to learn alongside students, support from colleagues, and desire for personal growth. She views obstacles as opportunities to expand her knowledge and become a better educator, fueling her determination and positive attitude towards overcoming difficulties. According to Versatile:

"For me, the curiosity to learn alongside my students, the support from colleagues, and the desire for personal growth keep me motivated to persist through challenges when teaching subjects beyond my primary expertise. Knowing that every obstacle is an opportunity to expand my knowledge and become a better educator encourages me to overcome difficulties with determination and a positive attitude."-FGD-06

Integrating Engaging and Interactive Instructional Methods

This theme focuses on integrating engaging and interactive instructional methods to enhance student learning experiences. English pre-service educators emphasize the importance of making lessons relevant, interactive, and relatable by incorporating real-world examples, hands-on activities, and mSultimedia resources. By fostering a positive and supportive classroom environment and adapting teaching

methods to meet students' interests and learning styles, educators aim to actively engage students and cater to their diverse needs.

According to Optimistic (pseudonym), he emphasizes that he manages in engaging students by incorporating interactive activities and relating the subject matter to their interests and experiences. He encourages student participation and provides opportunities for hands-on learning to actively involve them in the lesson. This approach fosters student engagement and enhances their learning experience. As he stated:

"So, engaging student and maintaining their interest involve incorporating interactive activities or relating to subject matter to their interest and experiences. I also encourage student's participation and provide opportunities for hands-on learning for them to actively engage in the lesson."-IDI-06

Additionally, Adaptive (pseudonym) engages students by connecting non-English subjects to real-life examples and cultural contexts, acknowledging the challenge of keeping students engaged in unfamiliar topics. She employs creative methods such as role-playing and interactive activities, along with multimedia resources, to make lessons engaging and relevant. Adaptive's approach demonstrates a commitment to fostering active learning and ensuring students' comprehension and interest in the subject matter. As she mentioned:

"I engaged students and maintained their interest by relating non-English subjects to real-life examples and cultural contexts. I know it is hard no to think creative ideas on how to keep students to be engaged in the lesson especially kung layo kayo imong subject sa imong ginakuan karon but as for me naman no, I always used real life activities like role play kana ganing mga ingana. Aside is that naga himo or nagathink pud ko ug mga interactive activities and also I use multimedia resources to keep my lesson engaging and relevant."-IDI-02

(I aged students and maintained their interest by relating non-English subjects to real-life examples and cultural contexts. I understand how challenging it can be to think of creative ideas to keep students engaged, especially when the subject is far from what they're used to. For me, I always use real-life activities like role-playing and think of interactive activities. Additionally, I utilize multimedia resources to keep my lessons engaging and relevant.)

Also, Hardworking (pseudonym) emphasized the importance of creativity, enthusiasm, and relevance in engaging students and maintaining their interest in non-English subjects. He utilized interactive activities, hands-on experiences, and multimedia resources to create dynamic and meaningful lessons, fostering a positive learning environment for his students. As highlighted by Hardworking:

"Engaging students and maintaining their interest in non-English subjects required creativity, enthusiasm, and relevance. I incorporated interactive activities, hands-on experiences, and multimedia resources to make the lessons dynamic and meaningful, fostering a positive learning environment for my students."-IDI-06

During the interview, Ambitious (pseudonym) engaged students through interactive activities, real-life examples, and enthusiasm to make the material relatable and interesting. Creating a supportive classroom environment encouraged active participation and maintained student interest. Adapting teaching approaches and being creative were key in keeping students engaged and motivated to learn, even in subjects outside the primary focus. As she mentioned:

"I engaged students by using interactive activities pareha anang group discussion and hands on projects to make the materials more relatable as well intereststing pud sya ba. Aside pud ana is naga incorporate pud ko ug mga rea -life examples or stories that could help to connect with the concepts. {…} So, adapting my teaching approach and being creative helped keep students engaged and motivated to learn, even in subjects outside my primary focus."-IDI-07

(I engaged students with interactive activities like group discussions and hands-on projects to make the materials more relatable and interesting. Additionally, I incorporated real-life examples or stories to help them connect with the concepts. As a teacher, it's important to show enthusiasm and great interest in the subject to influence students, sparking their curiosity and encouraging participation. Building a supportive classroom environment where students feel comfortable asking questions and expressing their thoughts is crucial. Adapting my teaching approach and being creative helped keep students engaged and motivated to learn.)

Furthermore, Committed (pseudonym) expressed her commitment by engaging students through relevant and interactive lessons, including real-world examples and fostering a supportive classroom environment. By adapting teaching methods to cater to students' interests and learning styles, she ensures engagement and meets the diverse needs of her students effectively. According to Committed:

"I engaged students and maintained their interest by making lessons relevant and interactive, incorporating real-world examples and practical applications, fostering a positive and supportive classroom environment, and adapting teaching methods to meet students' interests and learning styles. Through this way, students will be engaged and also cater the diverse needs of my students."-FGD-02

Lastly, Eager (pseudonym) she stressed that in maintaining her students interest she used interactive activities which includes role-playing exercises, educational games or simulations, collaborative tasks, peer teaching or presentations, and interactive multimedia resources such as videos or online quizzes. These activities aim to promote engagement, enhance understanding, and facilitate active participation among students in the learning process. Eager expressed that:

"For me, I utilize various interactive activities such as role-playing exercises, educational games, collaborative problem-solving tasks,

peer teaching, presentations, and interactive multimedia resources like videos or online quizzes. Through these activities, it aims to promote engagement, enhance understanding, and facilitate active participation among my students in the learning process."-FGD-05

Research Question No. 3: What are the insights of pre-service English educators that they can share with their peers and futures colleagues from their teaching experience?

To answer this research question, in-depth interviews and focus group discussion lwere conducted with the participants, respectively. Hence, several sub-questions were asked to share their insights about their experience in teaching non-English subjects.

The major themes and core ideas for research question number 3 were presented in Table 4. From the answers of the participants, three major themes emerged: the crucial role of building rapport and establishing connections with students, embracing the opportunity for personal growth and fostering a supportive and inclusive classroom environment.

Table 4. *Insights of English Pre-service Teachers Teaching Non-English Subjects*

Emerging Themes	*Supporting Statements*
The Crucial Role of Building Rapport and Establishing Connections with Students	"The valuable insights I gained from this teaching experience are that as a pre-service teacher, fostering a supportive learning environment is crucial because you set the mood of your class. If students feel that you're not in the mood, they might hesitate to participate because they fear giving wrong answers and feeling embarrassed. Therefore, it's essential to establish connections with your students and build rapport. Additionally, flexibility and adaptability to students' needs are important because you're handling diverse students; you can't assume that all students are the same, so you need to be flexible and adaptable in terms of students' needs and interests."-IDI-07 The valuable insights I've gained from my teaching experiences, which I believe would be beneficial for my fellow pre-service teachers, are the importance of building rapport with students and being adaptable to their needs. Building rapport means connecting with your students so that you can foster a classroom environment where everyone feels comfortable, valued, and confident to participate. Essentially, you have to create a positive and supportive learning environment for students to enhance their engagement and learning."-IDI-02 For me, I learned that building rapport with students and being adaptable to their needs are crucial. It's essential to connect with students so they feel comfortable participating, fostering a positive learning environment for better engagement." –FGD-05 From my teaching experiences, I learned the importance of connecting with students to create a comfortable and valued learning environment. Being adaptable to their needs is key to fostering engagement and participation in class. Also, building a positive atmosphere where everyone feels supported enhances learning for all." –IDI-03 "My teaching experiences taught me the importance of establishing connections with students and adjusting to their requirements. I have learned that a supportive atmosphere fosters active participation and enhances learning outcomes." –FGD -02 "Through my experience, I have learned how important it is to connect with my students and adjust to their needs. As a teacher, it is crucial to create a positive and nurturing environment to help students get involved and succeed academically. For me, staying flexible and paying attention really helps me become a better teacher." –FGD 01
Embracing the Opportunity for Personal Growth	The advice I would give to my fellow pre-service English educators who may find themselves teaching subjects outside their primary expertise is to embrace the opportunity to expand their pedagogical skills and seek support from colleagues and resources. This teaching experience can greatly benefit your future career and help you become a well-rounded teacher. Also, approach with curiosity and a willingness to learn alongside students in subjects outside your expertise."-IDI-02 "To my fellow pre-service English educators teaching subjects outside their primary expertise, I would suggest embracing the opportunity to expand our teaching skills and approaching the experience with curiosity and open-mindedness. Don not be afraid to seek support from colleagues, especially our cooperating teachers, and utilize available resources. Be willing to learn alongside students as we teach non-English subjects." -IDI-04 "Embrace the chance to learn new skills and seek help from colleagues and resources. Always be creative in your teaching strategies or pedagogical skills because in that way, your learners will be engaged in the discussion. Also, Approach teaching with curiosity and be willing to learn alongside students in unfamiliar subjects."- FGD-05 "The advice I would give to my fellow pre-service English educators who may find themselves teaching subjects outside their primary expertise is to embrace the opportunity to expand their pedagogical skills and seek support from colleagues and resources. This teaching experience can greatly benefit your future career and help you become a well-rounded teacher. Also, approach with curiosity and a willingness to learn alongside students in subjects outside your expertise."-FGD-02 "To pre-service English educators teaching Non-English subjects, I advise to just take this opportunity and just embrace it. Never be afraid to seek support from colleagues, resources and even to your cooperating teachers to enhance understanding of the subject matter. Build rapport with students to create a positive learning environment. Be adaptable to diverse learning needs and interests. Remember, it is okay to ask for help and take the time to explore and understand the material thoroughly."- FGD-4 "If you are a pre-service English educator teaching subjects you're not familiar with, seek support from colleagues, learn alongside your students, and adapt your teaching methods to make the material relatable and engaging."IDI06 "If I were to offer advice to fellow pre-service English educators who find themselves teaching subjects outside their primary expertise, I would suggest approaching the situation with humility and an eagerness to learn. It is okay to acknowledge that you may not be an expert in the subject matter, but your willingness to engage with it

	and learn alongside your students can be a valuable asset. Don't be afraid to ask questions, seek guidance from colleagues or mentors, and explore resources to deepen your understanding of the content. Remember that teaching is a journey of continuous growth and improvement, and each new experience presents an opportunity for development. Embrace the challenge with an open mind and a positive attitude, and you will likely find that you are capable of more than you initially thought." – IDI-07
Fostering a Supportive and Inclusive Classroom Environment	"The specific instances from my teaching experience that offer insights into effective teaching strategies such as visual aids, real-world examples, and providing opportunities for student engagement and active participation. We need to provide opportunities for students to be more engaged and active in class, and these insights can benefit peers and future colleagues by offering practical approaches to increasing teaching effectiveness across diverse subject areas."-IDI-01 The valuable insights that I have as a pre-service teacher emphasize the importance of using active learning techniques, student-centered inquiry, and meaningful feedback in the classroom. It is crucial for engaging students effectively. Additionally, I understand the significance of continuous reflection and refinement of teaching practices, as adaptability and flexibility are essential traits for educators. These insights can benefit my fellow pre-service teachers by providing them with a foundation for handling subjects outside their expertise, making their teaching journey smoother and more effective." -FGD-02 "For me, always using active learning strategies such as group discussions where students collaborate to analyze a topic promotes engagement and deeper understanding through peer interaction. Make a safe and supportive learning environment for students. Also, always remember that you are the facilitator of learning and you are inside the class to guide your students towards meaningful learning, so always incorporate real-world examples and interactive strategies. Reflecting on teaching methods helps refine practices and sharing these insights guides peers toward effective teaching strategies."-IDI-07 "One valuable insight from my teaching experience is the importance of fostering a supportive and inclusive classroom environment. By actively encouraging participation from all students and creating a safe space for open dialogue, I found that engagement and learning outcomes significantly improved. Additionally, incorporating diverse teaching methods, such as multimedia presentations and hands-on activities, catered to various learning styles and kept the material fresh and engaging. Building strong relationships with students by showing genuine interest in their progress and well-being fostered trust and motivation within the classroom. Sharing these insights with peers and future colleagues could help them cultivate dynamic and effective teaching environments that prioritize student success and holistic growth." – IDI-05 "One valuable insight that I could share is that always be creative in your teaching strategies and activities. Incorporate visual aids, group activities, and hands-on demonstrations as well as make everyone feel included by having a supportive learning environment and through these, I engage students more effectively. This approach fosters deeper understanding and encourages active participation, enriching the learning experience for all."FGD 07

The Crucial Role of Building Rapport and Establishing Connections with Students

The theme focuses on the crucial role of building rapport and establishing connections with students in the teaching environment. Participants emphasize the importance of fostering a supportive learning environment where students feel comfortable, valued, and confident to participate. They highlight the need for pre-service teachers to connect with students, be adaptable to their diverse needs, and create a positive atmosphere that enhances engagement and learning outcomes. Building rapport and being flexible are identified as key factors in promoting student involvement and academic progress. Hence, the theme underscores the significance of teacher-student relationships in facilitating effective teaching and learning experiences.

According to Adaptive (pseudonym) she stressed the significance of establishing connections with students to foster a classroom environment where everyone feels comfortable, valued, and confident to participate, ultimately enhancing engagement and learning outcomes. Adaptive emphasized the necessity of creating a positive and supportive learning atmosphere to facilitate student engagement and academic success, highlighting the essential role of pre-service teachers in this process. As she stated:

"The valuable insights that I gain from my teaching experiences that I believe would be beneficial for my fellow pre-service teachers is that you have to build rapport with students and be adaptable to their needs. Rapport meaning you have to connect with your students no so that makafoster gani ka ug klase nga everyone is feeling comfortable valued and kana ganing dili sila maulaw to participate in class. Kumbaga you have to build a positive and supportive learning environment for students for better learning engagement."-IDI-02

(The valuable insights I've gained from my teaching experiences, which I believe would be beneficial for my fellow pre-service teachers, are the importance of building rapport with students and being adaptable to their needs. Building rapport means connecting with your students so that you can foster a classroom environment where everyone feels comfortable, valued, and confident to participate. Essentially, you have to create a positive and supportive learning environment for students to enhance their engagement and learning)

In addition, Creative (pseudonym) she shared that she discovered the significance of forging connections with students to establish a nurturing and inclusive learning environment. She recognized that adaptability to students' needs plays a pivotal role in fostering active engagement and participation in the classroom. Also, she emphasized the importance of cultivating a positive atmosphere where students feel supported, ultimately enhancing the learning outcomes for all individual

involved. As Creative expressed:

""The valuable insights that I gained from this teaching lang jud is that never be afraid to ask for help from your CT, friends ug colleagues kay dili man jud nimo kaya nga ikaw ra isa. Aside ana is always build a positive or kana ganing supportive learning environment inside sa classroom kay if you set this your class will be engaging as well as your students will not afraid to participate inside the class so mao to."-IDI-03

(From my teaching experiences, I learned the importance of connecting with students to create a comfortable and valued learning environment. Being adaptable to their needs is key to fostering engagement and participation in class. Also, building a positive atmosphere where everyone feels supported enhances learning for all)

Furthermore, Ambitious (pseudonym) conveyed that her teaching experience provided valuable insights, underscoring the essential role of nurturing a supportive learning atmosphere as a pre-service teacher. She highlighted the significance of creating a conducive classroom environment, as students might be reluctant to engage if they perceive a lack of enthusiasm from the teacher. Also, Ambitious emphasized the importance of forming connections with students, fostering rapport, and demonstrating flexibility to address the varied needs and interests of her students.As she mentioned:

"The valuable insights that I gain from this teaching experience is that as a pre-service teacher you have to foster a supportive learning environment it is because you set the mood of your class.{…} So, it really needed na macreate ka ug connection within your student or build a rapport. Also, Flexibility and adaptability to students' needs are important pud kay you are handling diverse students, you can't I mean dili nimo makuan nga tanang students is the same lang so kinahanglan ka nga flexible ug adaptable ka interms sa students need and interest."-IDI-07

(The valuable insights I gained from this teaching experience are that fostering a supportive learning environment is crucial. If students feel that you're not in the mood, they might hesitate to participate because they fear giving wrong answers and feeling embarrassed. Therefore, it's essential to establish connections with your students and build rapport. Additionally, flexibility and adaptability to students' needs are important because you're handling diverse students; you can't assume that all students are the same, so you need to be flexible and adaptable in terms of their needs and interests.)

Moreover, Sincere (pseudonym) has come to understand the significance of forming bonds and establishing connections with her students, while also adapting to their individual needs. She emphasizes the importance of creating a nurturing environment that encourages student involvement and supports academic progress. Sincere believes that maintaining flexibility and attentiveness are key factors in enhancing teaching effectiveness and facilitating positive learning outcomes. In her view:

"So through my experience, I've learned the importance of having bond or being connected to my students and naga adjust or nagaadapt pud sa ilang mga needs. It is important as a teacher na mag establish ug kuan kanang positive and nurturing setting to foster student's involvement and academic progress sad. So for me is remaining flexible and attentive really helps me to become a better teacher."-FGD-01

(Through my experience, I've learned how important it is to connect with my students and adjust to their needs. As a teacher, it's crucial to create a positive and nurturing environment to help students get involved and succeed academically. For me, staying flexible and paying attention really helps me become a better teacher.)

Similarly, Committed (pseudonym), reflecting on her teaching experiences, emphasized the significance of establishing connections with students and adapting to their needs. She recognized that creating a supportive atmosphere is essential for encouraging active participation and improving learning outcomes in the classroom.

Through her journey, she discovered that nurturing a positive rapport with students enhances the overall educational experience for both teacher and learner. Based on Committed remarks:

"My teaching experiences taught me the importance of establishing connections with students and adjusting to their requirements. I've learned that a supportive atmosphere fosters active participation and enhances learning outcomes."-FGD-02

Lastly, Eager (pseudonym) emphasized the importance of building rapport with students and being adaptable to their needs. She stressed the significance of establishing connections with students to create a comfortable and supportive learning environment, thus encouraging active participation and enhancing engagement. Eager highlighted the role of fostering a positive atmosphere in facilitating better learning outcomes for students. As she highlighted:

"For me, I learned that building rapport with students and being adaptable to their needs are crucial. It's essential to connect with students so they feel comfortable participating, fostering a positive learning environment for better engagement."-FGD-05

(To my fellow pre-service English educators teaching subjects outside their primary expertise, I would suggest embracing the opportunity to expand our teaching skills and approaching the experience with curiosity and open-mindedness. Don't be afraid to seek support from colleagues, especially your cooperating teachers, and utilize available resources. Be willing to learn alongside students as you teach non-English subjects.)

Embracing the Opportunity for Personal Growth

The theme focuses on embracing the opportunity for personal growth, particularly for pre-service English educators who find themselves teaching subjects outside their primary expertise. Participants advise embracing the chance to expand pedagogical skills, seek support from colleagues and resources, and approach teaching with curiosity and a willingness to learn alongside students. They emphasize the importance of staying open-minded, creative, and adaptable to enhance teaching effectiveness and foster a positive learning environment. Thus, the theme highlights the value of embracing challenges as opportunities for growth and continuous improvement in teaching practice.

Based on Creative (pseudonym), she emphasized the importance of staying curious and open-minded for fellow pre-service English educators facing challenging situations. She viewed these moments as opportunities for mutual learning with students and for exploring new subject areas together. Creative encouraged her peers not to hesitate in seeking support from colleagues, cooperating teachers and resources, emphasizing that adaptability and a positive attitude are key in overcoming obstacles in teaching. As she stated:

"To fellow pre-service English educators teaching subjects outside their primary expertise, I would suggest them na iembrace ang opportunity to expand their pedagogical skills and approach the experience with curiosity and open-mindedness. Dili maulaw na mag seek ug support from colleagues especially sa ilang mga CT, leverage available resources, and be willing to learn alongside students as you teach non-english subjects."-IDI-04

(To my fellow pre-service English educators teaching subjects outside their primary expertise, I would suggest embracing the opportunity to expand our teaching skills and approaching the experience with curiosity and open-mindedness. Don't be afraid to seek support from colleagues, especially your cooperating teachers, and utilize available resources. Be willing to learn alongside students as you teach non-English subjects.)

Additionally, Hardworking (pseudonym) emphasized the importance of seeking support from colleagues and learning alongside students for pre-service English educators teaching unfamiliar subjects. He highlighted the need to adapt teaching methods to ensure the material is relatable and engaging for students, promoting effective learning experiences. This approach reflects his commitment to professional growth and creating supportive learning environments for his students. As he emphasized:

"If you are a pre-service English educator teaching subjects you're not familiar with, seek support from colleagues, learn alongside your students, and adapt your teaching methods to make the material relatable and engaging."-IDI-06

Furthermore, Ambitious (pseudonym) advises fellow pre-service English educators teaching subjects outside their primary expertise to approach the situation with humility and eagerness to learn. It's essential to acknowledge one's limitations in the subject matter but also embrace the opportunity to grow alongside students. Seeking guidance, exploring resources, and maintaining a positive attitude are crucial in navigating the challenges and fostering continuous growth as educators. As she expressed:

"If I were to offer advice to fellow pre-service English educators who find themselves teaching subjects outside their primary expertise, I would suggest approaching the situation with humility and an eagerness to learn. {…} Always remember nga teaching is a journey of continuous growth and improvement, and each new experience presents an opportunity for development. Embrace the challenge with an open mind and a positive attitude, and you'll likely find that you're capable of more than you initially thought."-IDI-07

(If I were to offer advice to fellow pre-service English educators who find themselves teaching subjects outside their primary expertise, I would suggest approaching the situation with humility and an eagerness to learn. It's okay to acknowledge that you may not be an expert in the subject matter, but your willingness to engage with it and learn alongside your students can be a valuable asset. Don't be afraid to ask questions, seek guidance from colleagues or mentors, and explore resources to deepen your understanding of the content. Remember that teaching is a journey of continuous growth and improvement, and each new experience presents an opportunity for development. Embrace the challenge with an open mind and a positive attitude.)

Moreover, Adaptive (pseudonym) advises her fellow pre-service English educators to embrace teaching subjects outside their primary expertise by expanding their pedagogical skills and seeking support from colleagues and resources. She emphasizes that this teaching experience can greatly benefit their future careers and help them become well-rounded teachers. Also, Adaptive encourages approaching the opportunity with curiosity and a willingness to learn alongside students in subjects beyond their expertise. As she mentioned:

"The advice I would give to my fellow pre-service English educators who may find themselves teaching subjects outside their primary expertise is to embrace the opportunity to expand their pedagogical skills and seek support from colleagues and resources. This teaching experience can greatly benefit your future career and help you become a well-rounded teacher. Also, approach with curiosity and a willingness to learn alongside students in subjects outside your expertise."-IDI-02

Similarly, Smart (pseudonym) expressed her advice to pre-service English educators teaching Non-English subjects, encouraging them to embrace the opportunity and seek support from colleagues, resources, and cooperating teachers to enhance their understanding of the subject matter. She emphasized the importance of building rapport with students to create a positive learning environment and being adaptable to diverse learning needs and interests. Her message highlighted the significance of asking for help and taking the time

to explore and understand the material thoroughly for effective teaching. As she indicated:

"So sa mga pre-service English educators nga nag teach ug non-English subjects, ako rang maadvise is itake lang jud na nga opportunity ug iembrace lang jud. {…} So no, remember lang jud always nga okay ra jud kaayo magask ug help and itake lang jud imong time nga mag explore ka ug different materials."-FGD-04

(To pre-service English educators teaching Non-English subjects, I advise to just take this opportunity and advise to just take this opportunity and just embrace it. Never be afraid to seek support from colleagues, resources and even to your cooperating teachers to enhance understanding of the subject matter. Build rapport with students to create a positive learning environment. Be adaptable to diverse learning needs and interests. Remember, it's okay to ask for help and take the time to explore different materials.)

Lastly, Eager (pseudonym) emphasized the importance of embracing opportunities to learn new skills and seeking assistance from colleagues and resources. She highlighted the value of creativity in teaching strategies to engage learners actively in discussions. Also, Eager encouraged approaching teaching with curiosity and a willingness to learn alongside students, particularly in non-English subjects. As she noted:

"I advise them to just embrace the chance to learn new skills and seek help from colleagues and resources. Always be creative in your teaching strategies or pedagogical skills because in that way, your learners will be engaged in the discussion. Also, Approach teaching with curiosity and be willing to learn alongside students in unfamiliar subjects."-FGD-05

Fostering a Supportive and Inclusive Classroom Environment

This theme focuses on the importance of fostering a supportive and inclusive classroom environment through effective teaching strategies and active learning techniques. Participants emphasize the significance of creating a safe space for learning where all students feel valued and encouraged to participate. Insights from teaching experiences highlight the use of diverse teaching methods, such as multimedia presentations and group discussions, to cater to various learning styles and promote engagement and deeper understanding. Sharing these insights with peers and future colleagues can guide them in cultivating dynamic and effective teaching environments that prioritize student success and holistic growth.

Based on Optimistic (pseudonym), she expressed insights from her teaching experience, highlighting effective strategies like using visual aids and real-world examples. She emphasized the importance of providing opportunities for student engagement and active participation. These insights can benefit peers and future colleagues by offering practical approaches to enhance teaching effectiveness across diverse subject areas. As she stated:

"The specific instances from my teaching experience that offer insights into effective teaching strategies such as visual aids, real world examples like that and providing opportunities for students' engagement and active participation. We need to provide opportunities para mas ma engage tong estudyante tapos para ma active, we have active participation in class and these insights' can benefit peers and future colleagues by ano offering practical approaches to increasing teaching effectiveness across diverse subject areas."-IDI-01

(The specific instances from my teaching experience that offer insights into effective teaching strategies such as visual aids, real-world examples, and providing opportunities for student engagement and active participation. We need to provide opportunities for students to be more engaged and active in class, and these insights can benefit peers and future colleagues by offering practical approaches to increasing teaching effectiveness across diverse subject areas.)

During the interview, Determined (pseudonym) expressed the importance of fostering a supportive and inclusive classroom environment. By actively encouraging participation and creating a safe space for open dialogue, she observed significant improvements in engagement and learning outcomes. Also, incorporating diverse teaching methods and building strong relationships with students were key factors in fostering trust, motivation, and academic success within the classroom. According to Determined:

"So, one valuable insight from my teaching experience is the importance of fostering a supportive and inclusive classroom environment. {…} Through ani nga experience is it could help them cultivate effective teaching environments that prioritize student success and holistic growth."-IDI-05

(One valuable insight from my teaching experience is the importance of fostering a supportive and inclusive classroom environment. By actively encouraging participation and creating a safe space for open dialogue, I found that engagement and learning outcomes significantly improved. Additionally, incorporating diverse teaching methods, such as multimedia presentations and hands-on activities, catered to various learning styles and kept the material fresh and engaging. Building strong relationships with students by showing genuine interest in their progress and well-being fostered trust and motivation within the classroom.)

Additionally, Ambitious (pseudonym) emphasized the importance of active learning strategies, particularly through group discussions, to foster student engagement and deeper understanding through peer interaction. She highlighted the necessity of creating a safe and supportive learning environment for students while reminding herself of her role as a facilitator of learning, guiding students towards meaningful learning experiences with the incorporation of real-world examples and interactive strategies. Also, Ambitious stressed the value of reflecting on teaching methods to refine practices and sharing insights with peers to guide them toward effective teaching strategies. As she explained:

"For me, always use active learning strategies pareha anang group discussions where students collaborate to analyze a topic kay through ana is maka promote siya ug engagement and deeper understanding through peer interaction. Make a safe and supportive learning environment for students. Also, always nimo hinumduman nga you are the facilitator of learning and naa ka didto para iguide imong students towards meaningful learning, so kinahanglan jud nimo mag incorporate ug mga real-world example ug interactive strategies. So reflecting on my teaching methods helps me refine my practices and sharing these insights guides my peers toward effective teaching strategies"-IDI-07

(For me, I always use active learning strategies such as group discussions where students collaborate to analyze a topic promotes engagement and deeper understanding through peer interaction. Make a safe and supportive learning environment for students. Also, always remember that you are the facilitator of learning and you are inside the class to guide your students towards meaningful learning, so always incorporate real-world examples and interactive strategies. Reflecting on teaching my methods helps me refine my practices and sharing these insights guides my peers toward effective teaching strategies.)

Furthermore, Committed (pseudonym) stresses the significance of active learning techniques, student-centered inquiry, and meaningful feedback in creating a safe and engaging classroom environment. She underscores the importance of continuous reflection and adaptation in teaching practices to accommodate diverse student needs, aiming to support fellow pre-service teachers in their journey towards effective teaching. As she stated:

"The valuable insights that I have as pre-service teacher is in class, you have to use active learning techniques, student-centered inquiry, and meaningful feedback kay effective jud kaayo sya para maengage ang students. Also, continue to reflect and refine your teaching practices since you have to be adaptable and flexible as a teacher. So, this insight can be beneficial to my fellow pre-service teacher it is because it will guide them on how to handle or teach subjects outside their expertise. It will guide them or kana ganing ilaha ning mahimong foundation para mas easy nalang sa ila."-FGD-02

(The valuable insights that I have as a pre-service teacher emphasize the importance of using active learning techniques, student-centered inquiry, and meaningful feedback in the classroom. It's crucial for engaging students effectively. Additionally, I understand the significance of continuous reflection and refinement of teaching practices, as adaptability and flexibility are essential traits for educators. These insights can benefit my fellow pre-service teachers by providing them with a foundation for handling subjects outside their expertise, making their teaching journey smoother and more effective.)

Lastly, Capable (pseudonym) emphasized the importance of creativity in teaching, advocating for diverse strategies like visual aids and group activities. She highlighted the need for a supportive learning environment to ensure inclusivity and student engagement. By employing these methods, Capable effectively engages students, fosters deeper understanding, and encourages active participation, enriching the learning experience for all. As Capable pointed out:

"One valuable insight that I could share is that always be creative in your teaching strategies and activities. Incorporate visual aids, group activities, and hands-on demonstrations as well as make everyone feel included by having a supportive learning environment and through these, I engage students more effectively. This approach fosters deeper understanding and encourages active participation, enriching the learning experience for all."-FGD-07

Conclusions

In conclusion, the study revealed that the participants had a variety of experiences such as experiencing pedagogical uncertainty in teaching non-English subjects, encountering challenges in sourcing appropriate curriculum resources, focusing on content comprehension rather than language proficiency and unfamiliarity with the subject matter. Additionally, the participants employed various coping mechanisms such as seeking guidance from cooperating teachers, demonstrating dedication for student development and personal professional advancement and integrating engaging and interactive activities. Furthermore, the participants shared valuable insights regarding the study, emphasizing the crucial role of building rapport and establishing connections with students, embrace opportunity for comprehensive personal growth and foster supportive and inclusive classroom environments.

The findings of the study show that the English pre-service teachers have experienced challenges when teaching non-English subjects. These experiences range from grappling with pedagogical uncertainty and sourcing curriculum resources to prioritizing content comprehension over language proficiency and grappling with subject matter unfamiliarity. Despite these challenges, the participants demonstrated resilience and resourcefulness by employing various coping mechanisms, such as seeking guidance from cooperating teachers and integrating engaging activities into their lessons. Moreover, the study underscores the importance of fostering supportive and inclusive classroom environments, as well as embracing opportunities for personal and professional growth. Overall, these insights contribute to a deeper understanding of the complexities inherent in teaching non-English subjects and provide valuable guidance for improving teacher preparation and support systems in multilingual educational settings.

From the beginning, the panel members entrusted the researcher with this title, expecting a sincere commitment to the study. As anticipated, the researcher devoted substantial time and effort to ensure the research's significance and relevance in academia. Throughout the study's progression, the researcher invested significant energy in various tasks, including interviews, transcription, data analysis, and presentation. Despite facing numerous obstacles, the researcher remained steadfast in completing the study. Although

accepting this challenge involved risks, the resulting final product reflects the researcher's utmost dedication, driven not only by academic obligations but also personal commitment. The researcher hopes that this study will resonate with readers and be recognized as a credible contribution to the field.

References

Adin, A. F. (2020). Hybrid High School Pre-service Teachers of English: Their Lived Experiences.BAHANDIAN,13(2).https://repository.cpu.edu.ph/handle/20.500.12852/1279

Agyei, D. D. (2022). What is Confirmability. IGI GLOBAL. https://doi.org/10.4018/978-1-7998-8844-4.ch018

Asis, J. M. (2022). Managing Life Behind the Bars: A Phenomenological Inquiry. International Journal of Research Publications, 114(1). https://doi.org/10.47119/IJRP10011411220224186

Azis, J. (2022). Dependability and Trustworthiness in Qualitative Research. Quantilope. https://www.quantilope.com/resources/glossary-trustworthiness-in-qualitative-research#:~:text=Dependability%20in%20qualitative

Baker, J. (2023, September 7). Pedagogy in Education: 7 Benefits of Pedagogy in Teaching. SplashLearn. https://www.splashlearn.com/blog/pedagogy-in-education-learning-ecosystem-complete-overview/

Barack, L. (2024, January 17). Connecting with students doesn't stop at building rapport. K-12 Dive. https://www.k12dive.com/news/connecting-students-building-rapport/704679/

Barrow, J., Brannan, G., & Khandhar, P. (2022). Research Ethics. National Library for Medicine. https://www.ncbi.nlm.nih.gov/books/NBK459281/

Barton, T. (2019, July 1). Pedagogy In Education. Serve Learn. https://servelearn.co/blog/pedagogy-in-education/

Bhandari, P. (2020, June 19). What Is Qualitative Research? | Methods & Examples. Scribbr. https://www.scribbr.com/methodology/qualitative-research/

Bhandari, P. (2021, October 18). Ethical Considerations in Research | Types & Examples. Scribbr. https://www.scribbr.com/methodology/research-ethics/

Bos, J. (2020). Research Ethics for Students in the Social Sciences. Springer Link. https://link.springer.com/chapter/10.1007/978-3-030-48415-6_7

Chand, R., Alasa, V., Chitiyo, J., & Pietrantoni, Z. (2022). What is Pre-Service Teachers. IGI GLOBAL. https://www.igi-global.com/dictionary/preparation-of-pre-service-teachers/23201

Clark, J. (2023, January 27). Indeed. What Is a Transcriber? (Plus Job Types, Skills and FAQs). https://www.indeed.com/career-advice/finding-a-job/what-is-transcriber

Co, A. G., Abella, C. R., & De Jesus, F. (2021). Teaching Outside Specialization from the Perspective of Science Teachers. Scientific Research, 8(8). https://doi.org/10.4236/oalib.1107725

Costache, O., Becker, E., Staub, F., & Mainhard, T. (2019). Using Uncertainty as a Learning Opportunity During Pre-lesson Conferences in the Teaching Practicum. Teaching and Teacher Education, 89(2019.102890). https://www.sciencedirect.com/science/article/pii/S0742051X18322558?via%3Dihub

Cobb, D. (2020). Initial Teacher Education and the Development of Teacher Identity. Waikato Research Commons. https://researchcommons.waikato.ac.nz/bitstream/handle/10289/13717/The%20role%20of%20Initial%20Teacher%20Education%20in%20the%20development%20of%20teacher%20identity%20FINAL%20%281%29.pdf?sequence=14

Collins, J. (2020, June 6). Ascertaining Credibility in Research Surveys and Studies. Impactio. https://www.impactio.com/blog/ascertaining-credibility-in-research-surveys-and-studies

Coppley, A. (2020). Professional Growth: How do Cooperating Teachers Grow Through the Experience of Having a Student Teacher? Doctor of Education Dissertations, 16. https://digitalcommons.gardner-webb.edu/education-dissertations/16

Coulombe, M., & Márquez, K. L. (2020). Supporting Multilingual Students in the Early Grades. Edutopia. https://www.edutopia.org/article/supporting-multilingual-students-early-grades/

Davis, J. R. (2020). Supporting the Future: Mentoring Pre-Service Teachers in Urban Middle Schools. Penn GSE's Perspectives on Urban Education Journal. https://urbanedjournal.gse.upenn.edu/archive/volume-20-issue-1-fall-2022/supporting-future-mentoring-pre-service-teachers-urban-middle

Değirmenci, S. (2022). The Effect of Subject Matter Knowledge Education on Pre-Service Science Teacher's Approach to Errors. Journal of Educational Issues, 8(1). https://doi.org/10.5296/jei.v8i1.19805

Devault, G. (2019, August 20). Establishing Trustworthiness in Qualitative Research. liveabout.com. https://www.liveabout.com/establishing-trustworthiness-in-qualitative-research-2297042

Dos Santos, L. M. (2020). Pre-service Teachers' Pedagogical Development Through the Peer Observation Professional Development Programme. South African Journal of Education, 40(3). https://doi.org/10.15700/saje.v40n3a1794

Dy, A., & Sumayao, E. (2024). Influence of the Pre-service Teachers' Language Proficiency to Their Teaching Competence. The Asian Journal of English Language & Pedagogy, 11(1), 1–21. https://doi.org/10.37134/ajelp.vol11.1.1.2023

Frimpong, S. (2021). The Role of Teaching and Learning Materials and Interaction as a Tool to Quality Early Childhood Education in Agona East District of the Central Region of Ghana. NETJOURNALS, 9(1), 168–178. https://doi.org/10.30918/AERJ.91.20.112

Garcia, O. (2022). Not a First Language but One Repertoire: Translanguaging as a Decolonizing Project. Sage Journals, 53(2). https://doi.org/10.1177/00336882221092841

Gawlewicz. (2022, September). Research Across Languages: Translating Data. Methodspace. https://www.methodspace.com/blog/data-in-translation

Gelling, L. (2015, February 7). Justice – being fair to research participants. Clinfield. https://clinfield.com/justice/

Good, H. (2023, February 7). What is Phenomenology in Qualitative Research? Dovetail. https://dovetail.com/research/phenomenology-qualitative-research/

Hamilton, E., & Margot, K. (2019). Preservice Teachers' Community-Based Field Experiences. Frontiers, 4. https://doi.org/10.3389/feduc.2019.00115

Hassan, M. (2023b, November 3). Data Verification – Process, Types and Examples. Research Guide. https://researchmethod.net/data-verification/

Havia, J., Lutovac, S., Komulainen, T., & Kaasila, R. (2022). Preservice Subject Teachers' Lack of Interest in Their Minor Subject: Is It a Problem? International Journal of Science and Mathematics Education, 21, 923–941. https://doi.org/10.1007/s10763-022-10277-3

Heath, C. (Ed.). (2023, February 5). What is purposive sampling? Dovetail. https://dovetail.com/research/purposivesampling/#:~:text=Purposive%20sampling%20is%20a%20technique,judgmental%

Irani, F. H., Chalak, A., & Tabrizi, H. H. (2020). Assessing Pre-service Teachers' Professional Identity Construction in a Three-phase Teacher Education Program Iran. SpringerOpen. https://sfleducation.springeropen.com/articles/10.1186/s40862-020-00100-3

Jain, H. (2023a, June 6). Concept and Need of Pre-service Teacher Education. Prep With Harshita. https://prepwithharshita.com/concept-and-need-of-pre-service-teacher-education/

Jain, H. (2023b). Teacher Subject Matter Knowledge and Disciplinarity. Prep With Harshita. https://prepwithharshita.com/teacher-subject-matter-knowledge-and-disciplinarity/#:~:text=Teacher%20subject%20matter%

Jankielewicz, R., & Whiting, B. (2022, May 24). What is Data Analysis? Study.com. https://study.com/learn/lesson/what-is-data-analysis.html

Jita, T., & Munje, P. (2021). Preservice Teachers‟ Mentorship Experiences during Teaching Practice in a South African Teacher Preparation Program. International Journal of Higher Education, 11(1), 142. https://doi.org/10.5430/ijhe.v11n1p140

Johnson, M. (1967). Definitions and Models in Curriculum Theory. Wiley Online Library. https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1741-5446.1967.tb00295.x

Jooste, A. (2019). Student Teacher Expectations of the Role Mentor Lecturers Play in Developing Teacher Identity. NDLTD Global ETD Search. http://hdl.handle.net/2263/76868

Kaka, S. (2019). Cooperating Teachers' Perceptions of their Preservice Teacher's Impact on Student Learning. Educational Research: Theory and Practice, 30(2), 75–90. https://files.eric.ed.gov/fulltext/EJ1248410.pdf

Kaluza, J. (Ed.). (2023, March 9). 7 Focus Group Examples For Your Next Qualitative Research Project. Dovetail. https://dovetail.com/research/focus-group-examples/

Karsli, V., & Yagiz, O. (2022). Examination of the Pre-service Teachers' Experiences and Perceptions on Teaching Practices: English Language Teaching Case. Arab World English Journal (AWEJ), 13(2), 73–90. https://doi.org/10.24093/awej

Kaur, M. (2018). Exploring Teachers Professional Identity: Role of Teacher Emotions in Developing Professional Identity. Bioscience Biotechnology Research Communications. https://doi.org/10.21786/bbrc/11.4/24

Kishore, J. (2023, July 26). What are the Interactive Teaching Methods to Engage Your Students? LinkedIn Corporation.

https://www.linkedin.com/pulse/what-interactive-teaching-methods-engage-your-students-jatoth-kishore/

Krastel, T. (2022). 3 Ways to Activate Your Multilingual Students' Superpowers. Mwea. https://www.nwea.org/blog/2022/3-ways-to-activate-your-multilingual-students-superpowers/

Kratz, E., & Davis, J. R. (2022). Supporting the Future: Mentoring Pre-Service Teachers in Urban Middle Schools. Penn GSE Perspectives on Urban Education, 20(1). https://eric.ed.gov/?q=+role+of+cooperating+teachers&id=EJ1382730

Lindqvist, H. (2019). Strategies to Cope With Emotionally Challenging Situations in Teacher Education. Journal of Education for Teaching, 45(5). https://doi.org/10.1080/02607476.2019.1674565

Lynch, M. (2023, May 8). How Important is Subject Matter Knowledge for a Teacher? The Edvocate.https://www.theedadvocate.org/how-important-is-subject-matter-knowledge-for-a-teacher/

Macasero, R. (2023, August 11). New K-10 Curriculum in the Philippines: What You Need to Know. Rappler. https://www.rappler.com/nation/deped-k-10-curriculum-philippines-things-to-know/

Mahmoudi, F., & Yzkan, Y. (2016). Practicum Stress and Coping Strategies of Pre-service English Language Teachers. Research Gate, 496. https://doi.org/10.1016/j.sbspro.2016.10.067

Manti, S., & Licari, A. (n.d.). How to Obtain Informed Consent for Research. National Library of Medicine. https://doi.org/10.1183/20734735.001918

Maphalala, M. C. (2013). Understanding the Role of Mentor Teachers during Teaching Practice session. Research Gate. https://doi.org/10.1080/09751122.2013.11890069

Marav, D. (2022). Mongolian Pre-Service English Teachers' Voices about Their Teaching Practicum Experiences. MDPI. https://www.mdpi.com/2227-7102/12/5/339

Maślak, I. (2023). Functions of Research. Coepedia.org. https://ceopedia.org/index.php/Functions_of_research

Maulimora, V. N. (2019). English Pre-service Teachers' Perception of Anxiety in Peer Teaching: A Case Study at Universitas Kristen Indonesia. Journal of English Teaching. https://doi.org/10.33541/jet.v5i3.1307

Mbuti, E. E. (2022). Effect of Interactive Teaching on Pupils' Activeness in Learning: A Case of Primary Schools in Korogwe District, Tanzania. East African Journal of Education and Social Sciences, 3(6), 101–108. https://doi.org/10.46606/eajess

McCombes, S. (2019, September 19). What Is Qualitative Observation? | Definition & Examples. Scribbr. https://www.scribbr.com/methodology/sampling-methods/

Mhir. (2023, April 13). Importance of Adaptability in Teaching. Mirplay. https://www.mirplayschool.com/importance-of-adaptability-in-teaching/?lang=en

Mncube, D., Ajani, O., Ngema, T., & Mkhasibe, G. (2023). Exploring the Problems of Limited School Resources and Curriculum Management. ResearchGate, 6(2). https://doi.org/10.32350/UER.62.01

Msalganik. (2014, July 29). The Belmont Report: Three Principles for Ethical Research. WordPress. https://msalganik.wordpress.com/2014/07/29/the-belmont-report-three-principles-for-ethical-research/

Mudifah, N. (2019). The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin Nida Mufidah State Islamic University of Antasari, Banjarmasin. DINAMIKA ILMU, 19, 98. http://doi.org/10.21093/di.v19i1.1469

Nasution, E., Perangin-angin, & Nasution, V. (2023). Assessing Non-English Teachers' Pedagogical Content Knowledge (PCK) in Teaching English at Preschools. ResearchGate. https://doi.org/10.32734/lingtersa.v4i2.12085

Neha, T. (2020, September 14). Data Reduction. Binary Terms. https://binaryterms.com/data-reduction.html

Nesbitt, H., & Barry, D. (2022). Cooperating Teachers' Best Practices For Mentoring#1: Supporting Cooperating Teachers. IFAS Extension. https://doi.org/10.32473/edis-WC419-2022

Norman, J. (2021). How Do We Teach the Teachers? Pre-service Teacher Education in Foundational Literacy and Numeracy in LMICs. Shared. https://shared.rti.org/content/how-do-we-teach-teachers-pre-service-teacher-education-foundational-literacy-and-numeracy

Nuñes, K. L. (2022, November 14). How to Build Rapport With ESL Students: 8 Strategies for Fostering Good Relationships. Bridge Universe. https://bridge.edu/tefl/blog/how-to-build-rapport-with-esl-students/

Nurfauziah, A., Suryaman, M., & Mobit, M. (2022). Synchronous Virtual Classroom Management: Challenges and Coping Strategies of Pre-service English Teachers. Professional Journal of English Education, 5(1). https://doi.org/10.22460/project.v5i1.p159-168

Paez, K. (2017). Principles of Teaching. WordPress. https://paezkimberly.wordpress.com/category/reflections-insights-and-realizations/

Pasaribu, T. A., & Harendita, M. E. (2018). English Language Anxiety of Pre-service Teachers: Causes and Coping Strategies. A Journal on Language and Language Teaching, 21(2). https://doi.org/10.24071/llt.v21i2.1261

Patterson, M. (2020). Working With Pre-service Teachers Towards Professional Development. Humanising Language Teaching. https://www.hltmag.co.uk/june2020/working-with-pre-service

Pishghadam, R., Golzar, J., & Miri, M. A. (2022). A New Conceptual Framework for Teacher Identity Development. Frontiers, 13. https://doi.org/10.3389/fpsyg.2022.876395

Ravaglia, R. (2023, June 15). The Importance of Subject Matter Knowledge. Education World. https://www.google.com/amp/s/www.educationworld.in/the-importance-of-subject-matter-knowledge/amp/

Rosala, M. (2022, August 17). How to Analyze Qualitative Data from UX Research: Thematic Analysis. Nielsen Norman Group. https://www.nngroup.com/articles/thematic-analysis/

Rosales, E., & Bernardo, A. (2017). When Pedagogical Acceptability Judgments of ESL Teachers and ESL Learners Differ. International Journal of Education and Research, 5(7). https://www.ijern.com/journal/2017/July-2017/14.pdf

Rutt, A., & Mumba, F. (2020). Developing Secondary Pre-Service Science Teachers' Instructional Planning Abilities for Language- and Literacy-Integrated Science Instruction in Linguistically Diverse Classrooms. Journal of Science Teacher Education, 31(8). https://doi.org/10.1080/1046560X.2020.1760431

Rutledge, P., & Hogg, J. L. (2020). In-Depth Interviews. The International Encyclopedia of MediaPsychology.https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119011071.iemp0019

Salma. (2023, October 4). Creating a Positive and Inclusive Classroom Environment. Parent. https://www.parent.app/blog/creating-positive-and-inclusive-classroom-environment

Shirke, A. (2021, October 7). What Is Pedagogy? Importance Of Pedagogy In Teaching And Learning Process. MasterSoft. https://www.iitms.co.in/blog/importance-of-pedagogy-in-teaching-and-learning-process.html

Stanley, R. (2023, June 15). 5 Ways To Make Teacher Professional Development Effective (& 7 Powerful Resources). Prodigy. https://www.prodigygame.com/main-en/blog/teacher-professional-development/

Stokes, D., & Evans, P. (2021). Enhancing Preservice Teacher Preparation through Formal and Informal Learning Experiences. Emerald Insight. https://doi.org/10.1108/S1479-368720210000035005

Thomas, J. (2022, November 9). What Are Interviewer Responsibilities? A Comprehensive Guide. Indeed. Tran, B. (2020). What is Encoder. IGI GLOBAL. https://doi.org/10.4018/978-1-4666-9970-0.ch022

Trochim. (2020, March 18). What is transferability in qualitative research? My Dissertation Coache. https://mydissertation.coach/q-and-a/what-is-transferability-in-qualitative-research

Ulz, J. (2022, July 6). Roles and Responsibilities of a Researcher. Researcher Life. https://researcher.life/blog/article/roles-and-responsibilities-of-a-researcher/

UNESCO. (2021, August 26). (UIS-UNESCO (UNESCO Institute for Statistics). n.d. 'Pre-service Teacher Training'. In: Glossary, n.d.); UNESCO. http://uis.unesco.org/en/glossary-term/pre-service-teacher-training

Vygotsky, L. (1934). Vygotsky's Sociocultural Theory Of Cognitive Development. SimplyPsychology. https://www.simplypsychology.org/vygotsky.html

Wong, A., & Yuh, E. (2020). Development of Preservice Teachers' Professional Identity: The Role of Teacher Education. NIE Digital Repository. https://repository.nie.edu.sg/handle/10497/22888

Xu, A., Baysari, M. T., & Carland, J. E. (2020). Researchers' Views on, and Experiences With, the Requirement to Obtain Informed Consent in Research Involving Human Participants: A Qualitative Study Medical Ethics. https://bmcmedethics.biomedcentral.com/articles/10.1186/s12910-020-00538-7

Yadav, K. (2019, December 6). Pedagogy as a of Effective Teaching and Learning. Evelyn Learning. https://www.evelynlearning.com/pedagogy-as-a-tool-of-effective-teaching-and-learning/

Yin, J. (2019). Connecting Theory and Practice in Teacher Education: English-as-a-Foreign-Language Pre-service Teachers' Perceptions of Practicum Experience. Innovation and Education. https://innovationeducation.biomedcentral.com/articles/10.1186/s42862-019-0003-z#article-info

Affiliations and Corresponding Information

Aizamie U. Taos
Kapalong College of Agriculture, Sciences and Technology – Philippines

Kristy Jane R. Muegna, PhD
Kapalong College of Agriculture, Sciences and Technology – Philippines