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Research Article

Teaching Dynamics, Public Speaking Anxiety, and Language Proficiency of Student Interns in Capiz

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ABSTRACT

This mixed-method research aimed to evaluate the teaching dynamics, public speaking anxiety, and language proficiency of student interns in Capiz during the Academic Year 2023-2024. A sample of 300 student interns, drawn from a total population of 1,137 across various teacher education programs, participated in the study. Additionally, nine teacher mentors, an internship supervisor, and nine student interns from Higher Education Institutions in Capiz were involved in the qualitative component. Data collection employed a researcher-constructed questionnaire and focus group discussion guide, addressing variables such as teaching dynamics, public speaking anxiety, and language proficiency. Statistical tools used included mean, standard deviation, ANOVA, and Pearson correlation coefficient, with an alpha level set at .05. The findings revealed that student interns demonstrated a "very high" level of teaching dynamics, excelling in classroom authority, communication, interaction, and expertise while showing a "high" level of assessment knowledge. Significantly, public speaking anxiety was "moderate" across behavioral and emotional components. The interns exhibited "very high" language proficiency, particularly in writing, with "high" vocabulary, grammar, and reading comprehension levels. There were no significant differences in public speaking anxiety across teaching dynamics or language proficiency levels. However, a significant relationship was found between teaching dynamics and both public speaking anxiety and language proficiency. No significant relationship was found between language proficiency and public speaking anxiety. These findings suggest that while student interns' teaching dynamics and language proficiency are strong, addressing public speaking anxiety remains essential to further enhance their overall teaching effectiveness.

Keywords: *Teaching Dynamics, Public Speaking Anxiety, Language Proficiency, Student Interns*

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Background

Teaching internships integrate theory with practice to prepare future teachers worldwide. These programs target student interns with 14 to 16 years of education, focusing on skill development and professional readiness (Aydın, 2013). A key goal of teacher education is bridging the gap between theory and practice. To achieve this, candidates undergo professional laboratory experiences, a vital aspect of teacher preparation (Zeichner, 2010).

In line with this global approach, the Philippines mandates student interns to engage in direct classroom teaching as the final stage of their training. The Commission on Higher Education (CHED), through its joint memorandum with the Department of Education (DepEd) (Order No. 39, 2005), provides guidelines for the deployment of student teachers in various institutions. These internships not only fulfill academic requirements but also shape teacher-student dynamics, significantly influencing the learning environment (Goodwin et al., 2014).

Teaching dynamics involve classroom authority, communication, and educator expertise (Emmer & Sabornie, 2015). Effective teachers balance authority with creativity, fostering collaboration through clear communication and active listening (Gordon, 2021). Assessing student performance with constructive feedback supports continuous learning (Brookhart, 2017).

Public speaking anxiety is a major challenge for student teachers, especially in second

language education (Horwitz, 2001; Piechurska-Kuciel, 2015). For non-native English-speaking interns, language proficiency affects confidence and teaching effectiveness (Richards, 2017; Medgyes, 2019). This study explores the links between teaching dynamics, public speaking anxiety, and language proficiency among student interns in Capiz.

Statement of the Problem

1. What is the level of teaching dynamics as a whole and in terms of classroom authority, communication and interaction, knowledge and expertise, and knowledge of assessment of the student interns?
2. What is the level of public speaking anxiety as a whole and in terms of the emotional and behavioral aspects of student interns?
3. What is the level of language proficiency as a whole and in terms of vocabulary, grammar, reading comprehension, and writing of the student interns?
4. Does language proficiency significantly vary with different levels of teaching dynamics?
5. Does language proficiency significantly vary with different levels of public speaking anxiety?
6. Do teaching dynamics, public speaking anxiety, and language proficiency of the student interns show significant relationships?

Conceptual Framework

Independent Variables Dependent Variables

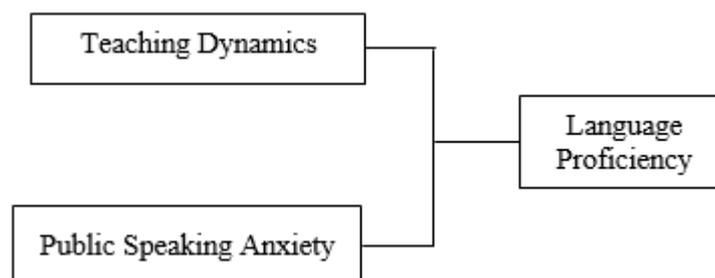


Figure 1. Presents the relationship of teaching dynamics, public speaking anxiety, and language proficiency

Methods

The study employed a mixed-method research design, utilizing a survey correlation for the quantitative component and a focus group discussion for the qualitative element. This approach aimed to determine the public speaking anxiety and language proficiency levels, as well as the viewpoints on the teaching dynamics of student interns. A mixed-method research design incorporates both qualitative and quantitative methods, representing the third research paradigm following qualitative and quantitative methodologies. The decision to employ both approaches in a single study is often grounded in an overarching theoretical framework within the social sciences (Jones, 2004).

Research Participants

The quantitative method of this study involved three hundred (300) student interns out of one thousand one hundred thirty-seven (1,137) enrolled in the Teaching Internship Course across colleges and universities in Capiz in the Academic Year 2023-2024.

The Focus Group Discussion of the student interns includes:

- two (2) Bachelor of Secondary Education (BSED) program;
- two (2) Bachelor of Elementary Education (BEED) program;
- one (1) Bachelor of Physical Education (BPED) program;
- one (1) Bachelor of Technology and Livelihood Education (BTLED) program;
- one (1) Bachelor in Technical-Vocational Teacher Education (BTVTED) program;
- one (1) Bachelor of Culture and Arts in Education (BCAED) program.

The FGD of educators and supervisors includes:

- four (4) teacher mentors handling student interns;
- two (2) teaching internship supervisors;
- the research adviser;
- and one panel member.

The selection process for participants employed stratified random sampling and utilized Raosoft Software to ascertain the appropriate sample size.

Research Instruments

Teaching Dynamics of Student Interns Questionnaire. The survey questionnaire comprised four distinct areas, focusing on Classroom Authority, Communication and Interaction, Knowledge and Expertise, and Knowledge on Assessment. Each section includes 20 items for each question, culminating in a total of 80 items. An instrument deemed reliable has a reliability index of 0.70 or higher but not more than 1.0, as per Carretero-Dios and Pérez (2007). The reliability result yielded 0.90, interpreted as reliable.

Public Speaking Anxiety of Student Interns Questionnaire. The 30-item survey questionnaire for Public Speaking Anxiety was researcher-made. The instrument was designed by the emotional and behavioral aspects, was already reviewed by expert panelists, and underwent pilot testing for reliability. This survey was then distributed to three hundred (300) student interns in Capiz. The reliability result yielded 0.83, interpreted as reliable.

Language Proficiency Test. The research instrument employed was a 50-item researcher-made test on English Language Proficiency. The multiple-choice English Proficiency Test is composed of 10 items for the vocabulary test, 10 items for the grammar test, 15 items for reading comprehension, and 15 points for the writing test. The questionnaire underwent pilot testing with non-participants and was deemed reliable with minor revisions on some items. The test was then administered to a sample of three hundred (300) student interns in the province of Capiz.

Data Analysis

The following statistical methods were utilized for the analysis of the acquired data:

Mean and Standard Deviation. These measures were utilized to assess the level of teaching dynamics of the student interns, the level of their public speaking anxiety, and the level of language proficiency of the student interns in Capiz.

Analysis of Variance (ANOVA). This measure was applied to discern variations in the teaching dynamics and public speaking anxiety among the levels of language proficiency of the

student interns. The statistical analysis included ANOVA tested at a significance threshold of $p \leq 0.05$.

Pearson r. This test was employed to ascertain the correlations among the teaching dynamics, public speaking anxiety, and language proficiency of the student interns. Pearson correlation coefficient is tested at a significant level of $p \leq 0.05$.

Narrative Inquiry. This approach was employed to directly ask questions to the participants considering the variables such as teaching dynamics, public speaking anxiety, and language proficiency. The involves inquiry directed at narratives of human experience or inquiry that produces data in narrative form.

Ethical Considerations

In conducting this study, the researcher adhered to several ethical considerations. Firstly, informed consent was obtained from all participants. They were fully informed about the purpose of the study, the methods being utilized, and the potential outcomes. This ensured that they were equipped with sufficient information to make an informed decision about participating in the research. Importantly, participants were given the freedom to choose whether or not to take part, without any form of coercion or deception. Furthermore, the researcher emphasized the importance of maintaining anonymity and confidentiality throughout the study. Participants were assured that all

information provided in the questionnaires and interviews would be treated with the utmost professionalism. Strict confidentiality measures were implemented to safeguard their privacy rights. This ensured that participants could freely share their thoughts and experiences without fear of their responses being disclosed to others. Moreover, the researcher considered ethical considerations, including restricting access to data, disposing of research materials, and informing participants of future publications. Considering the ethical standards of the university, the researcher obtained the clearance to conduct the study.

Result and Discussion

Teaching Dynamics of Student Interns

The table below presents the mean and standard deviation regarding the level of teaching dynamics of student interns in Capiz, focusing on classroom authority, communication and interaction, knowledge and expertise, and knowledge on assessment. The teaching dynamics of student interns is reported as "Very High" ($M = 4.26$, $SD = 0.25$). Specifically, the classroom authority receives a "Very High" rating ($M = 4.24$, $SD = 0.34$), communication and interaction is considered "Very High" ($M = 4.30$, $SD = 0.36$), knowledge and expertise is rated as "Very High" ($M = 4.37$, $SD = 0.36$), and knowledge on assessment is labeled "High" ($M = 4.11$, $SD = 0.34$).

Mean and Standard Deviation of Teaching Dynamics

Variable	Mean	Description	SD
Teaching Dynamics	4.26	Very high	0.25
Classroom Authority	4.24	Very high	0.34
Communication and Interaction	4.30	Very high	0.36
Knowledge and Expertise	4.37	Very high	0.36
Knowledge in Assessment	4.11	High	0.34
Scale		Description	
4.21-5.00		Very High	
3.41-4.20		High	
2.61-3.40		Moderate	
1.81-2.60		Low	
1.00-1.80		Very Low	

The results indicate that the teaching dynamics of student interns are at a very high

level, characterized by lively engagement, interactive learning experiences, and

adaptability. These teachers likely employ a diverse range of teaching strategies to actively involve their students in the learning process.

In terms of *classroom authority*, it signifies that the student interns likely command respect and obedience from their students, fostering an atmosphere of orderliness and attentiveness. The student interns were able to establish rules and guidelines that most of the students are likely to follow since they are young enough and can relate to their students as well.

In terms of *communication and interaction*, the result indicates an environment where effective dialogue, engagement, and collaboration between student interns and students are paramount. This means that they foster meaningful connections with their students, actively listening to their concerns and responding empathetically. Their communication skills enable them to convey information clearly and effectively, ensuring that students understand concepts and instructions.

In terms of *knowledge and expertise*, it indicates that there is depth of understanding, proficiency in subject matter, and effective pedagogical skills. The student interns may likely possess a strong grasp of their academic disciplines from the institution in which they are enrolled, enabling them to convey complex concepts with clarity and accuracy.

In terms of *knowledge on assessment*, the result indicates the proficiency of student interns in understanding the principles, methods, and practices related to evaluating student learning and progress. They may encompass competence, including the ability to design assessment tools, interpret assessment data, provide constructive feedback, and make informed decisions to support student development.

In the focus group discussion, the results of the study are reinforced by the insights and personal experiences conveyed by participating student interns regarding the teaching dynamics components.

Discussant 1 shared that *“Teaching dynamics in a classroom environment includes teacher’s behavior, emotions, the way interaction occurs, the way we present our teaching strategies.*

We can define teaching dynamics particularly in terms of classroom authenticity.....”

Discussant 3 also shared the different elements of teaching dynamics that make his pre-service teaching effective. *“I believe that teaching dynamics are the different sets or elements that work together in a classroom to create a good learning environment. We need to incorporate class participation. When we talk about teaching dynamics, we are now focusing on the students who are participating more, engaging more, and giving their insights more to the teacher.....”*

The result conforms to the study of Erickson (2018), wherein, for classroom learning to take place, teachers must persuade students to cooperate, and students must be willing to give their assent to what is “deliberately taught”. Society traditionally entrusts teachers with the formal right and responsibility to take charge in the classroom and expects students to obey. The character of teacher-student authority relations has a great bearing on the quality of students’ educational experience and teachers’ work.

The results also conform to the study of Chan et al. (2016), which says that about two-thirds of the students in the survey reported having a good relationship with their teachers. They claimed that engaging in small talk with teachers (during breaks or lunch), eating lunch together, and having teachers treat them well in the classroom all helped to reduce their stress levels in this stressful environment. The teacher-student relationship was always seen as requiring clear instruction, contact, understanding, and trust. These were all seen to be supportive elements of the partnership.

Public Speaking Anxiety of Student Interns

Table 2 displays the mean and standard deviation pertaining to the level of public speaking anxiety of student interns in Capiz, focusing on the behavioral and emotional aspects. The overall public speaking anxiety level of student interns is denoted as “Moderate” (M = 2.76, SD = 0.26). Within specific categories, the behavioral aspect (M = 2.77, SD = 0.29) and emotional aspect (M = 2.75, SD = 0.37) are all deemed as “Moderate”.

Mean and Standard Deviation of Public Speaking Anxiety of Student interns

Variable	Mean	Description	SD
Public Speaking Anxiety	2.76	Moderate	0.26
Behavioral Aspect	2.77	Moderate	0.29
Emotional Aspect	2.75	Moderate	0.37
Scale	Description		
4.21-5.00	Very High		
3.41-4.20	High		
2.61-3.40	Moderate		
1.81-2.60	Low		
1.00-1.80	Very Low		

As reflected in Table 2, the results suggest a level of discomfort or nervousness in speaking situations that is manageable but may still present challenges in certain contexts. While these teachers may experience some anxiety when speaking in front of their students or peers, it is not to the extent that it significantly impairs their ability to communicate effectively or engage with their audience.

In terms of the behavioral aspect, the findings indicate a level of discomfort or apprehension that may influence their classroom interactions and teaching practices to some degree. While these student interns may experience occasional nervousness or self-consciousness when speaking in front of their students or colleagues, it is not to the extent that it significantly impedes their ability to effectively manage classroom dynamics or engage with their audience.

In terms of the emotional aspect, the findings indicate a level of nervousness or apprehension that may impact their emotional well-being and confidence in speaking situations. While they may experience occasional feelings of fear or discomfort when presenting in front of their students or peers, it is not to the extent that it significantly affects their overall emotional state or mental health.

In the focus group discussion of the student interns, discussants shared their personal experiences on public speaking anxiety which shows how they manage to overcome it inside the classroom.

Discussant 1 shared his personal experiences in his internship: *"It is normal actually to feel the anxiety, like the nervousness, etc. It's nerve-wracking, especially when you are in the*

middle of the stage and everyone is looking at you; it's giving anxiety. However, I believe that one of the main reasons why we feel such a thing is not because of stage fright but rather lack of practice. As for me, I don't just stand there with a week of practice, I do it months. And I believe that if you are prepared, and when you know that your audience are engaging with you, your anxiety will lessen and lessen to the point that you are enjoying it."

Discussant 6, on the other hand, shared her technique on how to alleviate public speaking anxiety. *"In public speaking, anxiety is a common fear. Your heart beats faster, and you have sweaty palms. As a pre-service teacher, and even professional teachers, it is very important to practice proper pausing before saying words. And I count from 1 to 10 to alleviate my anxiety. And overcoming this anxiety requires time and practice."*

In the discussion of the teacher mentors and teaching internship supervisors, they pointed out how public speaking affects the student interns. Discussant 3 shared his insights on how to address the manifestations of public speaking anxiety. *".....in order to address these manifestations in public speaking anxiety, let's start giving task like reporting to our student. Second is constructive criticism. These are feedbacks specifically suggestions on the things that need to be improved by the student interns. We need to see to it that when we give instruction or constructive criticism, it must be clear and easy to follow. Thirdly, encourage your students to join in any school activities or competitions. And lastly, try to give a challenging task to the students."*

Pajares (2013) found that individuals with higher levels of self-efficacy tend to experience lower levels of anxiety when faced with speaking tasks. This suggests that interventions aimed at enhancing student interns' self-efficacy may help alleviate their discomfort in speaking situations. This conforms to the results of this study which explains the moderate level of public speaking anxiety.

The study of Darling-Hammond et al. (2015) and Cochran-Smith et al. (2018), it examines the effectiveness of teacher education curricula in equipping student interns with the necessary skills for classroom communication.

Findings of this study inform recommendations for enhancing public speaking training in teacher preparation programs.

Language Proficiency of Student Interns

Table 3 highlights the mean and standard deviation of language proficiency of student interns, which is characterized as "Very High" (M = 84.20, SD = 5.24). Within specific components, vocabulary is "High" (M = 76.13, SD = 12.97), grammar is interpreted as "High" (M = 76.13, SD = 13.97), reading comprehension is "High" (M = 74.27, SD = 14.94), and writing is described as "Very High" (M = 92.66, SD = 4.49).

Mean and Standard Deviation of Language Proficiency

Variable	Mean	Description	SD
Language Proficiency	84.21	Very high	5.24
Vocabulary	76.13	High	12.97
Grammar	77.70	High	13.97
Reading Comprehension	74.27	High	14.94
Writing	92.66	Very high	4.49

Scale	Description
81.00-100.00	Very High
61.00-80.00	High
41.00-60.00	Moderate
21.00-40.00	Low
0.00-20.00	Very Low

In Table 3, the results indicate a very high level of language proficiency, which shows adeptness of student interns in comprehending, expressing, and communicating ideas effectively. This proficiency enables them to establish clear and engaging communication channels with their students, ensuring that instructions, explanations, and discussions are conveyed with clarity and precision.

In terms of *vocabulary*, it indicates that they have a strong command of language, which is essential for effective communication, both in their teaching practice and in interactions with colleagues, students, and parents. This reflects a breadth of knowledge and intellectual curiosity, indicating that these student interns are likely well-read and have engaged deeply with academic content.

In terms of *grammar*, it indicates that the student interns can express themselves clearly, avoiding misunderstandings and facilitating

smooth interactions with students, colleagues, and parents. Moreover, high-level grammar indicates a mastery of the rules and structures of the language, enabling student interns to model correct usage for their students and provide clear explanations when needed.

In terms of *reading comprehension*, the results indicate that the student interns engage deeply in academic texts, educational materials, and research literature, allowing them to stay abreast of current pedagogical trends, theories, and best practices. This depth of understanding empowers student interns to critically evaluate and integrate new knowledge into their teaching methods, fostering continuous professional development and innovation in their practice.

In terms of *writing*, the result indicates that the student interns can communicate ideas effectively and coherently through written expression. This proficiency encompasses several

key aspects, including clarity, organization, grammar, vocabulary usage, and style. Their proficiency in crafting clear and concise written communication extends to classroom interactions, where they can provide students with detailed explanations, constructive feedback, and prompts for reflection.

In the focus group discussion of the student interns, they share insights about proficiency based on the results.

Discussant 5 shared her self-assessment regarding language proficiency. *“Well, assessing my language proficiency involves empowering grammar, comprehension, and writing skills. To be honest, I can converse well. For me to maintain and improve more on this skill, I keep on reading, and watch anime films, seek feedback from professionals, and engage talking with foreigners, and lastly consistent practice.”*

In the discussion of the teacher mentors, discussants shared their observations about the performance of the student interns regarding proficiency.

Discussant 7 shared her first-hand experience during the pre-service teacher’s final demonstration teaching. *“In my personal experience during their final demo, they already have mastery in language that is why they were able to deliver the lessons effectively. Their reading comprehension becomes strong, maybe because they really ought to do that. They should*

understand the information they need to teach or else it would be a fiasco or disaster during the class meetings.”

The results of this study conform to the study of Cruz and Duarte (2017) and Zhang and Jin (2019) who investigated the language skills required for effective communication and instruction in multilingual classrooms. Results indicate that understanding the language proficiency levels of student interns can inform language teacher education programs and curriculum development initiatives. It shows that student interns with high language proficiency levels often perform better in handling classes.

It also corroborates the research by Nation (2014) and Schmitt (2018) exploring vocabulary learning techniques, such as explicit instruction, extensive reading, and vocabulary games. Empirical evidences guide teacher educators in integrating vocabulary instruction into pre-service teacher training programs.

Difference in Language Proficiency Among the Levels of Teaching Dynamics of Student Interns

Table 4 presents the test or difference in language proficiency among the levels of teaching dynamics of student interns, with results indicating there is no significant difference between the two variables ($t = 0.96, p = 0.33$).

Analysis of Variance of Language Proficiency Among the Levels of Teaching Dynamics

Source of Variation	SS'	df	MS	F	Sig.
Between Groups	26.4	1	26	0.963 ^{ns}	0.33
Within Groups	8170	298	27		
Total	8197	299			

* $p < 0.05$ significant @ 5% alpha level

ns $p > 0.05$ not significant @ 5% alpha level

As reflected in Table 4, the results show no significant difference, which indicates that while student interns may have varying levels of language proficiency, this does not necessarily impact their effectiveness in delivering instruction or managing classroom dynamics. This means that the level of teaching dynamics does not vary regardless of the level of language proficiency.

Additionally, it could suggest that student interns with lower language proficiency are employing effective strategies to compensate for any linguistic limitations, such as utilizing visual aids, incorporating hands-on activities, or providing additional support for language learners. Conversely, it is also possible that student interns with higher language proficiency are not effectively leveraging their linguistic

abilities to enhance teaching dynamics, perhaps due to a lack of training or awareness of how language proficiency can impact instruction.

This implies that effective teaching involves a combination of various skills and competencies beyond just language proficiency. Beyond language skills, pedagogical competence, classroom management techniques, and teacher-student rapport emerge as critical determinants of effective teaching.

In the focus group discussion of the student interns, the discussants shared that there are some factors why language proficiency does not vary among the levels of teaching dynamics among student interns in Capiz. Discussant 3 shared several components that contribute to teaching dynamics. *“I believe that this can be influenced by a lot of factors, such as, their educational background, their majors, and exposure to diverse or linguistic environment, personal interests and language learning, and also the availability to access these courses. And I also believe that socio-economic factors such as the access to quality education materials will affect differences.”*

In the focus group discussion of the internship mentors and supervisors, several points were captured that support the results. Discussant 1 shared that teaching dynamics is not only measured through language learning. According to her, *“A pre-service teacher has primarily established first and foremost self-confidence. Second is the learning experience in speaking publicly wherein it must be gradual and consistent engagement and exposure. And lastly, this could truly be realized once that teacher education proper training anchored to the mission, vision, and goals of the Teacher Education Department including the knowledge, course skills and attitude in preparation for their future - to the real world of teaching.”*

The study of Smith et al. (2019) on ESL student interns concluded that while language proficiency is important, it is not the sole determinant of teaching effectiveness. This aligns with the findings of the current study, indicating that factors such as pedagogical skills and classroom management techniques may play a more significant role.

Lee and Kim (2020) investigated the strategies used by novice teachers with limited English proficiency and found that they often relied on visual aids, hands-on activities, and scaffolding techniques to support student learning. This resonates with the suggestion in the current study that student interns may employ effective strategies to compensate for linguistic limitations, regardless of their proficiency level.

Moreover, Jones and Smith (2018) found that while student interns with higher language proficiency demonstrated stronger communication skills, they did not necessarily translate this into more effective teaching practices. This echoes the suggestion in the current study that effective teaching involves a combination of various skills and competencies beyond just language proficiency.

Since there is no significant difference in the language proficiency among the levels of teaching dynamics of the student interns in Capiz, the null hypothesis, which states that there is no significant difference in the language proficiency among the levels of teaching dynamics, is thereby accepted.

Difference in Language Proficiency Among the Levels of Public Speaking Anxiety of Student Interns

Table 5 reveals that there is no significant difference in language proficiency among the levels of public speaking anxiety of student interns ($t = 0.82, p = 0.44$).

Analysis of Variance of Language Proficiency and Among the Levels of Public Speaking Anxiety

Source of Variation	SS	df	MS	F	Sig.
Between Groups	44.752 ^{ns}	2	22	0.815 ^{ns}	0.44
Within Groups	8152	297	27		
Total	8197	299			

ns $p > 0.05$ not significant @ 5% alpha level

In Table 5, the results suggest that language proficiency alone does not determine one's ability to speak effectively in public settings. This means that regardless of the level of public speaking anxiety, the level of language proficiency does not vary. It could indicate that student interns with lower language proficiency levels have developed compensatory strategies to overcome any linguistic barriers when speaking in public. These strategies might include practicing extensively, utilizing visual aids, structuring their presentations effectively, and seeking feedback to improve their delivery.

Conversely, student interns with higher language proficiency levels might not necessarily excel in public speaking if they lack confidence or effective presentation skills. This could be due to factors such as nervousness, lack of practice, or unfamiliarity with public speaking techniques. The manifestations of emotional and behavioral aspects are the factors that might affect speaking anxiety.

In the focus group discussion of student interns, insights were shared regarding the factors affecting public speaking anxiety. Discussant 9 shared that language proficiency is such a plus factor in public speaking, but effective teaching involves different skills to become effective. *"No matter how proficient we are in a specific language, there is still anxiety. But as teachers, instead of focusing on the anxiety that we have, most especially in public speaking, we need to deal with it and face it, it's because we are teachers. And we are required to speak anytime, anywhere, and to any kind of people every day."*

In the discussion of teacher mentors and supervisors, they shared insights regarding language proficiency and public speaking anxiety. Discussant 8 shared that, *"I believe that addressing public speaking anxiety and enhancing language proficiency will improve the teaching effectiveness of the student interns because if a teacher is not nervous in front of the class, he or she may deliver the message to the student with*

clarity." He pointed out that a pre-service teacher should overcome nervousness to deliver the lesson well.

Research in communication studies has extensively explored the impact of non-linguistic factors on public speaking effectiveness. For instance, studies by Turner and Rieger (2019) and Chen et al. (2020) have emphasized the significance of confidence, organization, delivery style, and audience engagement in determining the success of public speeches. These findings align with the argument presented in the current study that effective public speaking involves more than just language proficiency.

Lee and Kim (2018) conducted research on non-native English speakers and found that they often employed strategies such as extensive practice, use of visual aids, and effective structuring of presentations to compensate for linguistic limitations.

Similarly, Lin and Zhang (2019) explored the strategies used by Chinese students to improve their public speaking skills and identified techniques such as seeking feedback and participating in speaking clubs.

Since there is no significant difference in the language proficiency among the levels of public speaking of the student interns in Capiz, the null hypothesis, which states that there is no significant relationship between the variables, is thereby accepted.

Relationships Among Teaching Dynamics, Public Speaking Anxiety, and Language Proficiency of Student Interns

Table 6 revealed the test of correlation among the teaching dynamics, public speaking anxiety, and language proficiency of student interns in Capiz. The findings show significant relationships between teaching dynamics and public speaking anxiety ($p = 0.012$, $r = 0.144$) and teaching dynamics and language proficiency ($p = 0.047$, $r = 0.015$), while there is no significant relationship between language proficiency and public speaking anxiety ($p=0.031$, $r=0.589$).

Pearson r Among Teaching Dynamics, Public Speaking Anxiety, and Language Proficiency

Variables	r	Sig
Teaching Dynamics and Public Speaking Anxiety	(-)0.144*	0.012
Teaching Dynamics and Language Proficiency	(-)0.115*	0.047
Public Speaking Anxiety and Language Proficiency	(-)0.031 ^{ns}	0.589

* p<0.05 significant @ 5% alpha level

ns p>0.05 not significant @ 5% alpha level

As reflected in Table 6, the results indicate that there is a significant relationship between teaching dynamics and public speaking anxiety, which means that the way student interns manage their classrooms, engage with students, and deliver instruction is influenced by their level of anxiety when speaking in public settings.

Those who experience higher levels of public speaking anxiety may struggle with certain aspects of teaching dynamics, such as maintaining control of the classroom, delivering content confidently, or effectively engaging students in discussions or activities. Conversely, student interns who are more comfortable with public speaking may exhibit greater ease and confidence in managing their classrooms and delivering instruction, resulting in more dynamic and effective teaching practices. This is mainly because the components of public speaking anxiety involve behavioral and emotional aspects that can greatly affect the dynamics of teaching.

Moreover, the negative correlation signifies that as public speaking anxiety decreases, teaching dynamics such as classroom management, instructional delivery, and student engagement tend to improve, or vice versa. In other words, student interns who experience lower levels of anxiety when speaking in public are likely to exhibit more effective and dynamic teaching practices.

The findings indicating that there is a significant relationship between teaching dynamics and language proficiency signifies that the student interns with higher levels of language proficiency are likely to exhibit more dynamic and effective teaching practices compared to those with lower proficiency. Student interns with advanced language skills may be better equipped to adapt their language to different classroom contexts, tailor their instruction to meet the diverse needs of students, and foster

a supportive learning environment. Conversely, student interns with lower language proficiency levels may encounter challenges in conveying information accurately, connecting with students, and effectively managing classroom dynamics.

A negative correlation between language skills and classroom interactions suggests that as language proficiency decreases, teaching dynamics like classroom management, instructional clarity, and student engagement tend to improve. Interns with lower language proficiency may compensate by using alternative strategies, such as visual aids or interactive activities, to enhance student involvement and understanding. In contrast, those with higher language proficiency might rely on complex language structures, which could inadvertently hinder student comprehension and engagement.

On the other hand, the findings on public speaking anxiety and language proficiency show no significant relationship, which implies that an individual's level of public speaking anxiety does not necessarily correlate with their language proficiency.

This finding suggests that addressing public speaking anxiety may require targeted interventions that focus on building confidence, providing opportunities for practice and feedback, and offering strategies for managing anxiety regardless of language proficiency level. Additionally, it underscores the importance of recognizing the diverse ways in which individuals experience and cope with public speaking anxiety, irrespective of their linguistic abilities.

The negative correlation in the findings implies that the higher the language proficiency, the lower the public speaking anxiety or vice versa. In other words, student interns with stronger language skills tend to experience less anxiety when speaking in public. This could be

due to various factors, such as increased confidence in communication abilities, greater familiarity with public speaking situations, or more effective coping strategies for managing anxiety. It also suggests that language proficiency may indirectly influence public speaking anxiety. This is mainly because there are speakers who are proficient enough in language but may still experience anxiety whenever speaking in front of large audiences.

In the focus group discussion, several insights were shared to reinforce the results. Discussant 1 shared that the three variables affect each other in a way that they can collectively impact one another. *"As a pre-service teacher, teaching dynamics, public speaking anxiety, and language proficiency affect each variable and can collectively impact each other. When I deliver my discussion, the strategies, behaviors, and how the interaction between me and students goes well. I realized that I should be confident in the English language so that I can be an effective communicator someday. Teaching dynamics, speaking anxiety, and language proficiency should be embodied by a pre-service teacher to be effective someday."*

In the focus group discussion of the teacher mentors and supervisors, discussants shared their ways and means on how teaching dynamics interplay with language proficiency and public speaking. Discussant 1 leaves a challenge for the student interns. *"I would personally challenge them to plan so that they could prepare value-focused and engaging activities. They can think creatively and prepare engaging activities that collaborate with the learners. They could enhance their teaching dynamics through constant practice and providing constructive feedback to the interns."*

Brown and Smith (2018) and Jones et al. (2020) have found that higher levels of public speaking anxiety are associated with challenges in classroom management, instructional delivery, and student engagement. These findings support the argument presented in the current study that public speaking anxiety can hinder certain aspects of teaching dynamics, leading to less effective teaching practices.

Lee et al. (2019) researched language proficiency and classroom management skills and found that student interns with higher

language proficiency exhibited more dynamic and effective teaching practices compared to those with lower proficiency.

Similarly, Smith and Brown (2021) investigated the impact of language proficiency on instructional clarity and student engagement and found a positive correlation between language proficiency and teaching effectiveness. These studies support the findings of the current study regarding the significant relationship between language proficiency and teaching dynamics.

Since there is a significant relationship between language proficiency and the teaching dynamics, between public speaking anxiety and teaching dynamics of the student interns in Capiz, the null hypothesis is thereby rejected.

On the other hand, the null hypothesis, which states that there is no significant relationship between language proficiency and public speaking anxiety, is accepted.

Conclusion

1. The possibilities of creating a conducive learning environment and facilitating effective instruction can be achieved since the student interns possess a commendable level of proficiency in various aspects of teaching dynamics.
2. The fear of speaking in public is not a hindrance for the student interns to manage classroom discussion effectively. Therefore, the classroom interaction and communication are not altered, making the engagements more meaningful and purposeful.
3. The results reflect positively on the ability of student interns to understand and communicate effectively in both written and spoken forms of language, which are essential skills for educators in facilitating learning and communication with students.
4. Student interns employed effective coping mechanisms or strategies to manage their public speaking anxiety while maintaining dynamic teaching practices, highlighting their resilience and adaptability in navigating the challenges associated with public speaking while maintaining effective instructional practices in the classroom.

5. Student interns opt to work on other factors, such as past experiences, personality traits, or situational factors, that play a more significant role in determining the anxiety individuals experience when speaking in public settings.
6. The importance of language development in teacher education programs is emphasized to the student interns making them equipped with the communication skills necessary for dynamic and impactful teaching.

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