

## *Original Paper*

# Perspectives on Language Teaching in the Philippines: Insights from a Chinese Practicum Student

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### ***Abstract***

*This study presents a comprehensive exploration of language teaching perspectives in the Philippines, utilizing the experiences of a Chinese practicum student. Immersed within the local educational landscape, this intern has gained unique insights into the dynamics of language education within a multicultural context. Employing interviews, observations, and reflective analysis, this research uncovers valuable information regarding the challenges and opportunities faced by language educators in the Philippines, along with the strategies employed to foster effective language learning.*

*The findings of this study constitute a significant contribution to the field of language pedagogy and cross-cultural teaching. They not only deepen our understanding of language education in the Philippines but also offer valuable insights for educators and researchers seeking to enhance language instruction in multicultural settings. Ultimately, this research endeavors to promote more effective teaching practices and advance intercultural competence in language education.*

### ***Keywords***

*Perspectives, Language teaching, Practicum experiences, Insights*

## **1. Introduction**

### *1.1 Background of Study*

Educational practice is an essential avenue for learning and accumulating work experience, aiding individuals in better comprehending their educational environment, fostering coherence between education and work, and enhancing their professional skills and abilities. As Paulo Freire (1921-) once aptly stated, "Education does not change the world, education changes people, people change the world." This quote underscores the transformative power of education, particularly within the context of language teaching in the Philippines.

This study seeks to improve my professional skills, enhance practical operational abilities, accumulate educational work experience, and lay a solid foundation for my future career development. Language teaching is a dynamic and ever-evolving field, shaped by diverse cultural contexts and pedagogical philosophies. In this report, we delve into the landscape of language teaching in the Philippines, drawing from the experiences and observations of a Chinese practicum student at the AIS International School. This study offers a unique perspective on language education in the Philippines, contributing to the ongoing discourse on effective language instruction.

### *1.2 Context of Language Teaching in the Philippines*

The Philippines, renowned for its linguistic diversity and proficiency in English, provides an intriguing backdrop for examining language pedagogy. This report serves as a conduit for cross-cultural exchange and understanding between the Chinese and Filipino educational systems, facilitating the sharing of insights and best practices in language teaching. During the study, the author gains a comprehensive understanding of the operation and management of international schools, including the educational background and team dynamics, to better adapt to the practical school environment and the content of education and teaching work.

The Philippines boasts a multilingual environment, with over 170 languages spoken across its archipelago. English holds a prominent position as one of the official languages and is widely used in education and business. However, the country also faces challenges in maintaining proficiency in Filipino and other languages. This linguistic diversity, coupled with the influence of globalization, makes the Philippines an ideal setting for exploring language teaching methodologies.

### *1.3 Cultural Sensitivity in Language Teaching*

This study places a strong emphasis on the importance of cultural sensitivity in language teaching. Understanding the cultural context and nuances of the Philippines is crucial for effective instruction. As the Chinese practicum student engages with Filipino students and educators, cultural exchange plays a pivotal role in shaping the teaching and learning experience. The Philippines' bilingual and multilingual environment highlights the need for a flexible and inclusive approach to language teaching. The study explores how educators balance the teaching of English with the preservation of local languages, fostering a deeper appreciation for linguistic diversity. As Alan Wells (2016) aptly stated, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart". This highlights the significance of linguistic inclusivity and cultural relevance in effective language instruction.

### *1.4 Challenges in Language Education*

Language education in the Philippines faces several key challenges, including ensuring equitable access to quality education, addressing varying levels of English proficiency among students, and preserving indigenous languages. Additionally, educators must adapt to evolving technological advancements and pedagogical trends, making it a constant concern. This study seeks to shed light on these challenges and offer insights into potential solutions.

Kandan Taleb (2015) wisely mentioned that John Dewey aptly put it, “Education is not preparation for life; education is life itself”. This perspective underscores the holistic nature of education, emphasizing that language teaching extends beyond the classroom and into the fabric of daily life. The study underscores the necessity of adapting teaching methods to suit the needs of diverse learners. Examining how educators at the AIS International School tailored their approaches to address students’ varying language proficiency offers valuable insights into effective pedagogy.

## 2. Research Objectives

It is very important to set clear objectives for a Productive Practicum.

Objectives are the guiding force that ensures our efforts are purposeful and effective. Without clear objectives, we risk drifting aimlessly, like ships at sea. In this practicum, well-defined objectives are not only essential for the writer’s learning journey but also for making meaningful contributions to the school community.

This study outlines several key objectives to direct the practicum experience:

Collaborate with teachers to create engaging lesson plans aligned with the curriculum, catering to diverse student needs.

Offer one-on-one or small group assistance to academically challenged students, aiding them in catching up or excelling in their studies.

Develop interactive learning materials, activities, or projects to enhance student engagement and participation in the classroom.

Assist in integrating technology into lessons, facilitating effective use of educational software and tools by both teachers and students.

Contribute to maintaining a positive classroom environment by supporting teachers in behavior management, fostering respect and inclusivity.

Lead or assist with extracurricular activities to enrich students’ experiences beyond the classroom.

Actively participate in and contribute to professional development sessions, sharing valuable insights and experiences with fellow educators.

Assist in maintaining open lines of communication with parents or guardians, ensuring they stay informed about student progress and school events.

Provide individualized support and accommodations as needed for students with special needs.

Engage with the local community through school outreach programs, fostering positive relationships between the school and its stakeholders.

Offer feedback on curriculum materials, textbooks, or resources, assisting the school in making informed decisions about educational materials.

Collect and analyze student data to identify areas for improvement and develop data-driven strategies to enhance education quality.

Promote cultural sensitivity and diversity awareness, creating an inclusive school environment.

Actively seek feedback from teachers and supervisors, using it as a tool to enhance teaching skills and contribute more effectively.

Contribute to school safety by participating in emergency drills and assisting with safety protocols.

In sum, this study aligns with the specific goals and needs of the school while demonstrating the intern's dedication to enhancing the educational experience for both teachers and students. Regular communication with the supervising teacher or mentor will ensure that contributions have a significant impact.

As Wenjia from the Ming Dynasty wisely said, "All advance is established, unprepared waste." Furthermore, as Xing Chunru emphasized in "The Actual Combat of Action," "Objectives are the direction of effort, clear goals can make dreams come true."

### *2.1 Strategies for the Study*

To ensure a successful practicum, this study employs effective strategies:

To collaborate with your supervisor to establish measurable learning goals and maintain Reflective Journals: Record daily experiences for self-awareness and growth insights. Regularly ask for input from supervisors and colleagues to identify areas for improvement and attend industry events, network, and connect with professionals for future opportunities. If possible, seek a mentor for guidance and support. Developing time management skills can meet deadlines and maximize productivity. Being open to new experiences, tasks, and problem-solving challenges. Maintaining transparent communication with supervisors and colleagues to align with goals and keep updated on industry trends and best practices. Periodically evaluate progress and adjust strategies as needed. To implement these strategies to make the most of your practicum, achieve learning goals, and enhance professional growth.

### *2.2 Significance of the Study*

The significance of gaining insights from a Chinese practicum student regarding language teaching in the Philippines cannot be overstated. This cross-cultural perspective offers a unique and valuable lens through which to understand the challenges and opportunities faced by educators in this Southeast Asian nation.

The Philippines is a linguistically diverse country with over 170 languages spoken, making it a complex environment for language teaching. A Chinese practicum student can provide fresh insights into how teachers navigate this diversity, tailor their teaching methods, and promote effective communication.

The Philippines has a strong demand for English language education due to its status as an outsourcing hub and a global business destination. The perspective of a Chinese student can shed light on the effectiveness of English language teaching and the degree to which it meets the needs of both local learners and international stakeholders.

The Philippines' educational system is influenced by various cultural and historical factors, including its colonial history. A Chinese student's observations can help uncover how these factors impact language teaching approaches and curriculum development.

In an increasingly interconnected world, cross-cultural exchanges in education are essential. The insights of a Chinese practicum student can foster mutual understanding, promote international collaboration, and enhance the quality of language education in the Philippines.

In short, the perspective of a Chinese practicum student on language teaching in the Philippines holds significant value in addressing the complexities of linguistic diversity, meeting the demand for English language education, understanding cultural influences, and promoting global educational exchange. It offers a fresh and indispensable viewpoint that can contribute to the improvement of language teaching practices in the Philippines.

This study not only enriches the field of language pedagogy but also strengthens the bonds of collaboration and understanding between nations, ultimately benefiting educators and learners in both China and the Philippines.

### **3. Methodology**

In this paper, the author employed qualitative research method to explore and gain a deeper understanding of educational phenomena within a classroom setting. Qualitative research was chosen for its ability to provide in-depth insights into human experiences, behaviors, and interactions. The methodology used for this practicum study encompassed the following components:

#### *3.1 Interview*

Through the interview with Headteacher and other teachers, it became evident that her dedication and love for teaching were profound. Despite their busy schedules and numerous responsibilities, their commitment to their students and passion for education shone through. The importance of love and patience in education, as emphasized by famous educator Tao Xingzhi, was exemplified in their approach. Their ability to sincerely connect with students and create a warm, nurturing environment was evident in their interactions. Their belief that love is the soul of education and their dedication to enhancing students' confidence and self-esteem left a lasting impression on the Chinese intern.

The interviews with these excellent educators provided valuable insights into various aspects of the school, including their dedication to teaching, teaching methods, and visions for education. These insights contributed to the writer's understanding of the school's culture and values, ensuring alignment with her own teaching philosophy and career goals. Additionally, the interviews shed light on the diverse needs and challenges of the student base, helping me tailor my teaching strategies effectively. Overall, interviews played a crucial role in assessing the compatibility of the school with the my aspirations and values.

#### *3.2 Observation and Classroom Supervision*

Observation and classroom supervision were essential components of the research methodology, enabling me to gain valuable insights into the dynamics of teaching and learning within the school setting. This direct observation contributed significantly to my comprehensive understanding of the educational processes taking place within the school.

The adoption of a qualitative research approach allowed for a holistic exploration of the educational context, emphasizing human experiences and interactions. This approach facilitated a deeper understanding of the dynamics present within the classroom setting, enriching my overall learning experience and providing invaluable insights.

Observing a classroom provided a unique opportunity to gain insights into the intricacies of teaching and learning dynamics. Classroom observation emerged as a powerful tool for comprehending the nuances of teaching and learning. By closely observing how teachers interacted with students and managed the classroom environment, the writer was able to assess various aspects:

The writer could assess the diverse instructional methods employed by teachers, providing insight into their teaching styles and approaches. Classroom management techniques were observed, including how teachers maintained discipline and created a conducive learning atmosphere.

The overall learning atmosphere within the classroom was evaluated, considering factors such as student engagement and participation. Observations revealed the quality of interactions between teachers and students, highlighting their ability to engage and respond to students' needs.

The utilization of classroom resources, technology integration, and instructional materials was examined to understand their impact on the learning process. Observations extended to observing student behavior and interactions, shedding light on the classroom's culture, peer relationships, and overall student engagement levels.

In sum, classroom observation served as a valuable means of assessing teaching practices, student engagement, and the overall learning environment. The insights gained through observation were instrumental in contributing to the improvement of the educational experience within the school. This direct involvement allowed the writer to gain a deeper appreciation of the complexities involved in teaching and learning, ultimately enriching her understanding of educational phenomena.

### *3.3 Daily Journals*

Maintaining daily journals allowed the writer to record personal experiences, challenges faced, and lessons learned during the practicum. These reflective journal entries provided a deeper understanding of the writer's growth and development throughout the experience.

In daily journals, participants, including students, teachers, and other relevant stakeholders, were asked to maintain daily journals. These journals will serve as a repository of personal reflections, experiences, and thoughts related to their experiences in the classroom. Journals provide a rich source of qualitative data that can reveal perceptions, emotions, and evolving narratives.

Through classroom observations, systematic and structured classroom observations were conducted to supplement the journal data. The practicum researcher observed classroom dynamics, teacher-student interactions, teaching methods, and any notable events or occurrences. Field notes, video recordings, or audio recordings were employed to document observations, ensuring the capture of nuanced details.

Participants were carefully selected to represent various roles within the classroom environment. This includes students of different ages, teachers with diverse teaching styles, and potentially other

stakeholders such as parents or administrators. A diverse participant group ensured a broader perspective on classroom experiences.

### *3.4 Data Collection*

Data collection for this research involved systematically gathering information about the school's practices, policies, and procedures. This approach aimed to provide a comprehensive view of the school's operational dynamics and educational environment.

After data collection, a thematic analysis approach was used to extract meaning from the collected data. This involved identifying recurring themes, patterns, and trends within journal entries and observational records, and organizing and synthesizing qualitative information through coding and categorization.

Data interpretation was crucial, involving contextualizing the identified themes and patterns within the research's overarching questions and objectives. Ethical considerations were paramount, with informed consent obtained from all participants, privacy and anonymity rigorously maintained, and ethical standards consistently upheld.

The research resulted in a comprehensive report detailing the methodology, key findings, and conclusions. Excerpts from journals and observational records bolstered credibility. Peer review ensured rigor and quality, with expert feedback validating and refining findings.

The research not only presented findings but also discussed practical implications for educators, policymakers, and stakeholders. Recommendations based on the findings aimed to inform and improve classroom practices and enhance educational experiences for students and teachers.

### *3.5 The Study Provided Discusses Various Concepts Related to Education, Leadership, Management, and Supervision. Here's a Summary of the Key Points*

Leadership unites people around shared goals, fosters innovation, and values team achievement and learning. Management encompasses planning, organizing, delegating, and fostering cooperation to achieve group goals in an organized setting. Supervision guides, instructs, and ensures exceeding responsibilities.

Curriculum development aims for criteria alignment, engaging learners in critical thinking, problem-solving, and addressing individual needs. Fair, consistent staff supervision and evaluation, grading policies, and comprehensive monitoring are essential for excellence.

Importance: Supervision creates a supportive, positive environment through communication and problem-solving. Management balances short- and long-term goals with effective authorization and control. Leaders drive results and proactively prevent crises.

Effective Leader/Administrator Qualities: Clear communication, wise decision-making, team building, integrity, fairness, tolerance, and inclusivity. Effective leaders foresee trends, support growth, act positively, continuously learn, and set a good example.

In supervision and Management of Classroom Teaching, developing and implementing achievable projects as a leader is vital for effective supervision and classroom teaching management.

These concepts stress leadership, management, and supervision's educational significance, highlighting the qualities and responsibilities of effective administrators and leaders.

#### **4. Results of the Study**

In this section, the key results of the study are summarized, primarily focusing on letters and certifications obtained from the EAC Graduate School and the AIS International School. These documents hold significant importance as they provide detailed descriptions to enhance the reader's understanding.

##### *4.1 A Letter from EAC Graduate School*

This letter serves as an official introduction to the intern's practicum experience at the AIS International Middle School. It provides a clear outline of the writer's responsibilities, tasks, and expectations during the practicum. The letter is signed by Dr. Maria Sharron D. Ricamora, the professor overseeing the practicum, as well as the intern.

##### *4.2 Certifications from the Principal's Office, AIS International Middle School*

a. Teaching Certification: This certification validates that Jiaolan Pan actively taught language to students in Grades 5-10 for a duration of nearly two months as a teacher volunteer. It highlights the intern's excellent teaching abilities, recognized and respected by both students and fellow teachers at the AIS International School.

b. Practicum Completion Certification: This certification signifies the successful completion of the practicum program by the practicum student. It attests to the writer's dedication and accomplishment during the practicum.

##### *4.3 A Certification and another Letter from a Student Representative*

These documents are particularly meaningful as they come from a representative of the students at the AIS International School, who is one of the top-performing students. The certification and the letter acknowledge the Chinese practicum teacher's language teaching and its positive impact on the students. The students' appreciation is evident through their active participation, hard work, and smiles during language classes. The writer reciprocates this appreciation by acknowledging the students' enthusiasm and initiative in learning. The letter from the student representative is described as a beam of warm sunlight that provides warmth and motivation, inspiring the author to continue her journey.

In conclusion, the letters and certifications received from the AIS Graduate School and the AIS International School validate the writer's successful completion of the practicum and their positive impact as a language teacher. These documents reflect the mutual appreciation and respect between the author and the students, creating a sense of pride and gratitude for the experiences shared during the practicum.

##### *4.4 Analysis, Evaluation of the Event Theme "We Speak, We Act, We Are Happy"*

"We Speak, We Act, We Are Happy": Fostering Joyful Learning

This theme aligns with Herbert Spencer's "Happy Education" philosophy, emphasizing nurturing



children's happiness through education. It promotes active learning by integrating speaking and physical movements for enhancing memory and engagement.

The writer created a lively, positive, and emotionally resonant classroom atmosphere for middle students, fostering a love for language learning, meeting curriculum standards, and showcasing language skills. All students aged 10-15 from Grades 5 to 10 at AIS International School, enthusiastic about this engaging learning approach.

Grounded in the "Unity of Knowledge and Action" theory and Constructivist Philosophy, emphasizing practical language skills for active learning. Teachers provide precise, constructive feedback to motivate students to excel. Video recordings document progress. Teachers stimulate interests, unleash potential, and make learning enjoyable, embracing Socrates' philosophy of facilitating self-discovery. This theme leads to student success, happiness, skill acquisition, increased interest, and confidence in learning, fostering pride and respect. It demonstrates teaching efficiency and potential for wider adoption.

Challenges: The theme demands substantial time, effort, careful planning, clear schedules, adaptable teaching methods, and stress management. Ongoing reporting to school leaders, communication with teachers, and coordination with tutorial teachers enhance communication and coordination skills for effective leadership

#### 4.5 Data Analysis of grading for Language Quarter 1 Test

The following data shows the effective teaching and learning efficiency in language,

Class 1: Language Q1 Test		
Name	Converted Grade	Letter Grade
S1	98.5	A+
S2	100	A+
S3	100	A+
S4	96	A+
S5	100	A+
S6	100	A+
S7	98	A+
S8	100	A+
S9	98	A+
S10	99	A+
S11	92	P

#### **Class 1. Soaring to Excellence Thrilled to Announce Class 1' Remarkable Achievements. Every Student Passed Q1 Tests with Excellent Grades, Showcasing Dedication and Hard Work**

Their commitment to studies and genuine enthusiasm for learning are commendable. Congratulations to all! Your success reflects diligence and unwavering effort.

I'm incredibly proud to be part of your educational journey. Moving forward, your commitment to excellence will lead to greater accomplishments. You inspire all, and I anticipate your continued growth and success.

Class2: Language Q1 Test		
Name	Converted Grade	Letter Grade
S1	98	A+
S2	100	A+
S3	100	A+
S4	100	A+
S5	100	A+
S6	100	A+
S7	98	A+
S8	100	A+
S9	100	A+
S10	100	A+
S11	100	A+

**Class 2. Soaring in Success Class 2 Excels with all Students Passing Q1 Tests and Achieving Top Grades. Their Dedication and Hard Work Make Me Immensely Proud**

Their outstanding results reflect unwavering commitment and a passion for learning. I congratulate each member for their remarkable success, driven by determination.

Teaching such exceptional students has been a privilege. I'm confident your commitment to excellence will lead to greater accomplishments. Your success inspires all, and I anticipate your continued growth and achievements.

Class 3: Language Q1 Test		
Name	Converted Grade	Letter Grade
S1	98	A+
S2	97	A+
S3	100	A+
S4	98	A+
S5	100	A+
S6	100	A+
S7	98	A+
S8	97	A+
S9	98	A+
S10	98	A+
S11	98	A+

**Class 3. Diligence and Triumph Classic, Excels in Q1 Language Test Due to Dedication and Passion**

Their outstanding scores show tireless effort and commitment to language. Consistently engaged in class, they impress with hard work and perseverance. Teaching them has been a privilege. Their enthusiasm will lead to greater achievements. Their commitment sets an example, and I look forward to their future success.

Class 4: Language Q1 Test		
Name	Converted Grade	Letter Grade
S1	98	A+
S2	97	A+
S3	100	A+
S4	98	A+
S5	100	A+
S6	98	A+
S7	98	A+
S8	97	A+
S9	98	A+
S10	98	A+
S11	98	A+
S12	96	A+
S13	97	A+

**Class 4. Dedication and Success Class4, Excelled in Q1 Language Test, Showcasing Unwavering Commitment and Tireless Effort. Their Impressive Scores Reflect Dedication and Genuine Interest**

Their enthusiasm for learning is commendable. I'm immensely proud of their hard work and determination, evident in their excellent results. Teaching Class4 has been an honor. Their passion will drive future accomplishments, inspiring all. I eagerly await their continued success.

Class 5: Language Q1 Test		
Name	Converted Grade	Letter Grade
S1	98	A+
S2	100	A+
S3	100	A+
S4	98	A+
S5	100	A+
S6	100	A+
S7	100	A+
S8	97	A+
S9	98	A+
S10	90	P

**Class 5's Q1 Language Scores Reflect Remarkable Dedication**

They are a lively, spirited class with intelligence and enthusiasm for language learning. I deeply cherish teaching them, finding immense joy.

They maintain a lively, joyful atmosphere in the classroom, with an infectious sense of humor and constant laughter. Their enthusiastic approach to learning is remarkable.

I hold great affection for this group, admiring their commitment to Mandarin. Their lively nature and dedication make them exceptional. Their passion for learning ensures a bright academic future.

Class 6: Language Q1 Test		
Name	Converted Grade	Letter Grade
S1	100	A+
S2	100	A+
S3	100	A+
S4	98	A+
S5	100	A+
S6	100	A+
S7	100	A+
S8	100	A+
S9	98	A+

### Class 6. A Remarkable Learning Journey

Class 6 is exceptional. Teaching them is a joy due to their passion for language learning, dedication, and consistent excellence. They excel in all tasks, demonstrating mastery and curiosity by posing insightful questions that enrich our learning environment. I'm proud of their accomplishments and love for language. Their commendable commitment makes guiding them a privilege. They have a bright future ahead, filled with success and intellectual growth.

Class7: Language Q1 Test		
Name	Converted Grade	Letter Grade
S1	98	A+
S2	97	A+
S3	100	A+
S4	98	A+
S5	100	A+
S6	98	A+
S7	98	A+
S8	97	A+
S9	98	A+
S10	98	A+
S11	98	A+
S12	96	A+
S13	97	A+
A14	98	A+

### Class 7. They Have Achieved Remarkable Success in Their Quarter 1 Test, with Each Student Passing at a High Level and Earning a Grade of A+

What sets this class apart is their evident enthusiasm for language learning and their dedication to mastering language skills. Their commitment to excellence is apparent in their outstanding academic achievements.

These students are not only eager learners of language but also enthusiastic about acquiring various skills. Their passion for learning extends beyond the confines of language education, demonstrating their curiosity and willingness to explore new knowledge areas.

As a teacher, it has been an absolute pleasure to witness the enthusiasm and diligence of Class 7. Their exceptional performance in language learning reflects their dedication and hard work. I am proud to have had the opportunity to teach and work with these exceptional students. Their achievements are a testament to their unwavering commitment to education and their bright future ahead.

Class8: : Language Q1 Test		
Name	Converted Grade	Letter Grade
S1	100	A+
S2	100	A+
S3	100	A+
S4	98	A+
S5	100	A+
S6	100	A+
S7	100	A+
S8	100	A+
S9	98	A+
S10	97	A+
S11	96	A+
S12	98	A+
S13	99	A+
S14	100	A+
S15	98	A+

### Class 8. An Outstanding Team

In Class 8, every student has not only excelled in their Quarter 1 test, achieving high-level results, but they have also consistently received grades higher than A+. Their dedication to language learning is remarkable.

What sets this class apart is their diverse range of interests and talents beyond language. They display a passion for activities such as playing the guitar, engaging in chess games, and participating in singing and dancing. This multifaceted approach to learning highlights their well-rounded personalities and their commitment to various skills.

In addition to their academic achievements, Class8 has showcased their talents on broader platforms. They have proudly secured the first prize in both the Local Culture Festival and the United Nations Day events. This remarkable feat reflects not only their language proficiency but also their creativity, teamwork, and leadership abilities.

As the teacher of Class 8, I am genuinely appreciative of their outstanding efforts and achievements. Knowing and teaching this group of students has been a pleasure and an honor. They have proven to be an exceptionally excellent team, demonstrating consistent growth and progress. The joy I have experienced in teaching them is immeasurable, and I look forward to witnessing their continued success in the future. My admiration for this remarkable group knows no bounds.

#### *4.6 Significance of Language Test Data Analysis*

The analysis of language test scores is crucial for accurately evaluating students' language skills, including reading, writing, listening, and speaking abilities. These scores are often used for admission purposes and to determine language proficiency levels.

A comprehensive analysis considers various aspects, including test content, scoring criteria, and proficiency benchmarks. It allows individuals to assess their strengths and weaknesses, aiding them in making informed decisions about their language learning journey.

Language test data analysis can highlight areas that require improvement, enabling students to focus on specific language skills and enhance overall proficiency. It ensures fairness and consistency in language assessment, playing a vital role in promoting effective communication within a multicultural and multilingual school environment.

#### *4.7 Observing Excellence in Classroom Teaching*

During my classroom observations at AIS International School, I witnessed remarkable teaching practices, offering insights into effective education. The teachers displayed comprehensive teaching quality, with strong pedagogical skills, clear objectives, and a deep understanding of curriculum standards and students' backgrounds. They engaged students actively, fostering autonomy and participation through interactive and cooperative learning methods.

Teachers adeptly used both oral and body language to create a warm, inviting classroom atmosphere, integrating multimedia technology to link lessons to real-world situations. Their teaching strategies effectively transitioned from basic to advanced concepts, incorporating situational teaching, task teaching, and cooperative inquiry learning, thus enriching the learning experience.

The classroom organization was enhanced by diverse and dynamic teaching activities, including emotional education. Multimedia technology was skillfully used to stimulate students' interest and encourage active learning.

Evaluation methods were varied, focusing on holistic development beyond traditional knowledge assessment. Post-class reflections showed teachers like the English teacher and the Math teacher emphasizing student initiative, creativity, and a conducive learning atmosphere.

My personal growth from these observations includes leveraging multimedia for student engagement, designing tiered exercises, and focusing on student-central approaches in various subjects.

In conclusion, the AIS International School's high education quality and effective management, led by dedicated teachers and staff, contribute to its reputation as a top international school, attracting students and parents worldwide.

#### *4.8 Interview the Teachers*

The interviews with educators provided valuable insights into various aspects of the school, including their dedication to teaching, teaching methods, and visions for education.

Teacher 1: a computer teacher, demonstrated confidence, enthusiasm, and a strong commitment to teaching. Despite her relatively new role as a teacher, she embraced the challenges of the profession

with optimism. Her willingness to learn from experienced teachers highlighted her dedication to continuous growth.

Teacher2: A math teacher. The teacher's grace and smart demeanor, both in her appearance and teaching style, reflected her genuine interest in education. The writer's belief in Teacher1's potential for success in her professional field was underscored by her excellence and helpfulness to students and colleagues.

Teacher 3: A language teacher, was described as a high-quality, careful, and well-trained educator who possessed a strong theoretical background. Her love for teaching and students was evident in her approach. Despite her youth, the teacher's commitment to professional development was highlighted by her reading of many professional books. Her effectiveness in the classroom further demonstrated her dedication to providing quality education.

Teacher 4: A science teacher from Japan, is not only a good teacher but also a friend to his students. His emphasis on building positive relationships and his belief in giving students time and space to pursue their interests and life skills were notable. His approach to education, focusing on personal growth and the development of useful skills, aligned with the author's perspective on education extending beyond the classroom.

These insights contributed to the author's understanding of the school's culture and values, ensuring alignment with her own teaching philosophy and career goals. Additionally, the interviews shed light on the diverse needs and challenges of the student base, helping the writer tailor her teaching strategies effectively. Overall, interviews played a crucial role in assessing the compatibility of the school with the author's aspirations and values.

#### *4.9 Analysis of Daily Journals: Buwan ng Wika Event on September 8th*

The journal entry recounts the Buwan ng Wika event at the Aguinaldo International School, highlighting the author's experiences and observations. Celebrated on September 8, the event offered a deep immersion in local culture, with students and teachers enjoying traditional food and customs. The author felt a sense of nostalgia watching children's performances, and appreciated the educational and experiential learning opportunities. They thanked the school for organizing this cultural exchange. Specific details like the opening ceremony time and Headteacher's speech were mentioned, reflecting the event's enthusiastic reception.

Additionally, the author describes a poster and slogan making activity, emphasizing the school's commitment to cultural education. The importance of food in showcasing cultural diversity is noted, with dishes prepared by families for the festival. A puzzle-solving activity in the AVT Room, involving students in cooperative problem-solving, highlighted the value of teamwork and mutual understanding. The culmination was a competition among senior students, with classes judged on performances, decorations, and activity designs. Class 6 of No. 2 and Class8 of No. 4 were recognized for their exceptional efforts, showcasing unity, spirit, and creativity in their presentations and decorations. The event was a success, providing students with knowledge, skills, and personal growth, while the teachers

were lauded for their dedication and mentorship.

#### 4.10 The United National Day Celebration

The United National Day celebration was a remarkable event that brought together students and teachers in a joyful display of unity. The performances were nothing short of amazing, characterized by exceptional quality and a high level of talent, all of which were meticulously documented throughout the festival.

The United National Day celebration was a magnificent event uniting students and teachers in a joyful, unified display. Class Seven students showcased Germany's culture with eloquence and intelligence, impressing everyone with their academic and performance skills. Class 6 students, known for their friendly demeanor, beautifully portrayed Mexico's culture through classroom decoration and role-playing. Class Eight students presented a vibrant exhibition of African culture, focusing on Egypt and standing out for their excellence. Class Five students impressively presented Japan's diverse culture, displaying creativity and confidence. Overall, the celebration highlighted the students' talent, dedication, and enthusiasm, leaving lasting impressions and cherished memories. Additionally, students demonstrated artistic commitment by crafting beautiful decorations, turning the event into a magical, awe-inspiring experience.

#### 4.11 Tables of Assessment

##### Assessment of Moral Education

Implementation, Organization and Outcomes

	Strong ability	Fair ability	Weak ability
Implementation of the curriculum	√		
Organization of the curriculum		√	
Evaluation of the curriculum			√

##### Assessment of School Culture

Good practices of the school

	Endorsing and spreading the culture	No feeling	Disagree
good practices of the school	√		

##### Assessment of Strategic Operation

Planning styles or practices



	Strong Execution	Average Execution	Weak Execution
planning	√		
styles/practices			

### Quantitative Evolution Form

E

Criteria/Rating	1	2	3	4	5
<b>Work Habits</b>					
1. Punctual					
2. Reports regularly					
3. Performs tasks without much supervision					
4. Practices self-discipline in her/his work					
5. Demonstrates dedication and commitment to the tasks assigned to her/him(you)					
<b>Work Habits Total/Average:</b>					
<b>Work Skills</b>					
1. Demonstrates the ability to operate machines needed on the job					
2. Handles the details of the work assigned to her/him					
3. Shows flexibility (whenever the need arises) in the process of going through her/his task					
4. Manifests thoroughness and precise attention to details					
5. Fully understands the linkage or connection between her/his(you) task to previous, intervening and subsequent tasks					
6. Usually comes up with sound suggestions to problems					
<b>Work Skills Total/Average</b>					
<b>Social Skills</b>					
1. Shows tact in dealing with different people she/he comes in contact with					
2. Develops effective working relationships with staff					
3. Effective communicator with fellow workers					
4. Shows respect and courtesy in dealing with peers and superiors					
5. Willingly helps others (whenever necessary) in the performance of their tasks					
6. Is capable of learning from and listening to co-workers					
7. Shows appreciation and gratitude for any form of assistance granted to her/his by others					
8. Shows poise, self-confidence and is always well groomed					
9. Shows emotional maturity					
<b>Social Skills Total/Average</b>					
<b>OVERALL TOTAL/AVERAGE</b>					

### 5. Discussion and Conclusion

By examining language teaching in the Philippines through the unique perspective of a Chinese practicum student, supported by daily journal data and thorough analysis, this study offers valuable insights into the challenges, opportunities, and cultural dynamics within the Philippine educational landscape.

The analysis of language teaching in the Philippines from the perspective of a Chinese practicum student reveals several key findings and challenges. The study, based on daily journal entries and thorough analysis, highlights the trans-formative potential of cross-cultural experiences in language teaching. It provides a deep understanding of the unique challenges, cultural dynamics, and the need for adaptable pedagogical approaches in the Philippine educational context.

The practicum also underscores the importance of peer-to-peer mentoring, collaboration, and creating supportive learning environments. Such interactions not only enhance the learning experience but also encourage interns to seek opportunities for personal and professional growth.

The study emphasizes the significant impact of the educational field's demands on the mental and physical health of both students and teachers. It advocates for the development of strategies to support health and well-being, such as stress-reduction techniques, mindfulness programs, and improved work-life balance initiatives.

However, one significant observation is the heavy workload of teachers in the Philippines, following an American educational system model. Teachers often work from 7:00 am to 3:00 pm or even 4:00 pm with no breaks, leading to exhaustion and health issues. This intensive schedule leaves little time for personal well-being or professional development. The study suggests a need for reconsideration of this administrative model to better cater to the needs of teachers and provide a more balanced learning environment for students.

So the study points out the challenges faced by teachers in accessing quality professional development programs tailored to their needs. The demanding nature of their job often leaves them with little time and energy for self-improvement, highlighting the need for more accessible and flexible professional development opportunities.

In conclusion, this practicum experience has been pivotal in the personal and professional growth of the Chinese student and has shed light on crucial issues in the Philippine educational system. It advocates for further research and initiatives aimed at enhancing teacher development, health, and overall well-being, thereby contributing to a more positive and productive educational environment.

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### **Attachment**

*Assessment by the inters of school*

*Assessment of knowledge level*

1. *Demonstrates knowledge of relevant legislation, policies, \_\_\_\_\_ and standards.*

*Comments: Above expectation -performs above standards*

2. *Demonstrates professional ethics in practice. \_\_\_\_\_*

*Comments: Acceptable meets standards at an average level for practicum students.*

#### **PLANNING AND CASE CONCEPTUALIZATION:**

3. *Ability to perform an appropriate assessment. \_\_\_\_\_*

*Comments: Above expectation -performs above standards*

4. *Ability to implement and evaluate effectiveness of the plan/program. \_\_\_\_\_*

*Comments: Above expectation -performs above standards*

#### **CRITICAL THINKING:**

5. *Can identify and articulate assumptions governing thinking. \_\_\_\_\_*

*Comments: Acceptable meets standards at an average level for practicum students.*

6. *Demonstrates ability to formulate concepts, make connections, \_\_\_\_\_ generate meaning, solve problems, and make decisions.*

*Comments: SELF-AWARENESS/REFLECTION:*

7. *Knows when to seek supervision. \_\_\_\_\_*

*Comments: Acceptable meets standards at an average level for practicum students.*

8. *Uses supervision effectively. \_\_\_\_\_*

*Comments: Acceptable meets standards at an average level for practicum students.*

#### **PROFESSIONAL SKILLS:**

9. *Capable of conducting comprehensive assessments. \_\_\_\_\_*

*Comments: Above expectation -performs above standards*

10. *Plans ahead, sets priorities and organizes workload. \_\_\_\_\_*

*Comments: Above expectation -performs above standards*

*Please comment on your overall level of performance during the practicum, include any further observations of strengths or weaknesses, and note any recommendations you might have.*

**EVALUATION OF INTERNSHIP** By the administrator

*Internship Site: The EAC International School / the Middle School Department*

*Please rate your overall practicum performance according to the rating scale below.*

*1= Did not meet job requirements. Significant performance improvement urgently needed.*

*2 = Met minimum job requirements. Work improvement plan was needed to bring performance to a satisfactory level*

*3 = Met normal job requirements with few exceptions. Improvements in performance needed in one or more elements.*

*4 = Fully met job requirements. Performance was what was expected of a person in his/her position.*

*5 = Exceeded job requirements. Student performance was impressive, exceeded what is normally expected in this position.*

*Notes: Please indicate your assessment of your own performance in the practicum placement according*

*to the criteria below and add any comments that you may have.*

*N/A. Not applicable or not enough information to form a judgment.*

*1. Far below expectations - needs much improvement, a concern.*

*2. Needs improvement - skills developing but needs some improvement to meet standards*

*3. Acceptable meets standards at an average level for practicum students.*

*4. Above expectation -performs above standards*

#### **KNOWLEDGE: LEVEL**

*11. Demonstrates knowledge of relevant legislation, policies, \_\_\_\_\_ and standards.*

*Comments: Above expectation -performs above standards*

*12. Demonstrates Comments: knowledge of professional ethics in practice. \_\_\_\_\_*

*Comments: Above expectation -performs above standards*

#### **PLANNING AND CASE CONCEPTUALIZATION:**

*13. Ability to perform an appropriate assessment. \_\_\_\_\_*

*Comments: Above expectation -performs above standards*

*14. Ability to implement and evaluate effectiveness of the plan/program. \_\_\_\_\_*

*Comments: Above expectation -performs above standards*

#### **CRITICAL THINKING:**

*15. Can identify and articulate assumptions governing thinking. \_\_\_\_\_*

*Comments: Above expectation -performs above standards*

*16. Demonstrates ability to formulate concepts, make connections, \_\_\_\_\_ generate meaning, solve problems, and make decisions.*

*Comments: Above expectation -performs above standards*

*SELF AWARENESS/REFLECTION:*

17. Knows when to seek supervision. \_\_\_\_\_

*Comments: Above expectation -performs above standards*

18. Uses supervision effectively. \_\_\_\_\_

*Comments: Above expectation -performs above standards*

*PROFESSIONAL SKILLS:*

19. Capable of conducting comprehensive assessments. \_\_\_\_\_

*Comments: Above expectation -performs above standards*

20. Plans ahead, sets priorities and organizes workload. \_\_\_\_\_

*Comments: Above expectation -performs above standards*

*Please comment on the student's overall level of performance during the practicum, include any further observations of strengths or weaknesses, and note any recommendations you might have.*