

Classroom Practices of Teacher Interns in Taiwan and Philippines: A Comparative Study

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Abstract

This study aims to compare the classroom practices of teacher interns in terms of lesson planning, classroom management and assessment during the teaching of English in the primary schools in the countries of Taiwan and Philippines. Document analysis, field notes, interns' reflective daily journals, and classroom observations were used during the data collection of this study. Results show that there are significant similarities and differences in the classroom practices of the teaching of English of the two countries in terms of lesson planning, classroom management and assessment. The two countries differ in the way they organized instruction of internship courses. To prepare more innovative and quality teachers in English starts from the teacher training where pedagogical knowledge is developed during the pre-service years that includes the pre-service teaching program.

Keywords: classroom practices, lesson planning, classroom management, assessment, teacher interns, comparative study, Taiwan and Philippines

1.0 Introduction

Teaching is an essential experience in the professional education program. Teaching internship or pre-service teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities. Teaching internship is the core of the teacher education course curriculum (Pogoy and Montalbo, 2010). The teaching internship experience is designed to provide a controlled learning situation in which the prospective teacher can put into practice the principles and methods in the Teacher Education Program. The ultimate goal is for the teacher interns to achieve competency in entry level skills in the teaching profession.

One of the biggest challenges confronting teacher educators is to convey theoretical understandings that go some way in modifying the deeply-held, acculturated views of teaching and

learning that prospective teachers bring to their pre-service education (Sega, 2002). It has been widely disagreed that this will not occur without the introduction of new and more effective pedagogies that enable teacher interns to both conceptualize and also enact ways of doing and behaving in the classroom (Yayli 2008; Meijer, de Graaf & Meirink 2011).

Teaching internship assignments must be made available to students earlier in their academic careers for many colleges and universities because it can significantly and positively affect students' knowledge and performance. A positive internship experience can enhance student's motivation to learn and gain the academic benefits more than course specific areas. By doing so, students are able to have the opportunity to observe, to gain first-hand and the desired skills and knowledge. Moreover, internship experience assists students

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to integrate the learned principles and theories in school to actual practice. In contrast, schools which do not offer an internship program is highly inflexible and should consider modifying their curricula (English & Koeppen, 1993).

Student teaching or teaching internship in the Philippines is considered as the culminating stage of the education degree program. Teacher education institutions require varied activities to teacher interns to maximize their experiences on the teaching-learning process. A student teacher or intern in any field of specialization like English must have a satisfactory academic performance, must be proficient both in English and Filipino, physically fit to carry out the physical demands of teaching and must have satisfactorily complied with the requirements of all subjects to afford him/her full focus and total immersion in actual teaching (Reganit & Osea, 2004) as noted by Pogoy and Montalbo (2010).

In Taiwan, the internship for the teaching of English is a course requirement which is now an elective course. This is an exciting and innovative program that provides students with theoretical as well as practical experiences working and navigating within the teaching and learning environment. Teacher interns have their training on teaching English to a chosen elementary school based on their English proficiency and interest. However, there is only a four- hour- credit training course for the students who want to be a language teacher after graduation in the English department. With the limited time of training, it is difficult to absorb the theoretical knowledge and apply those theories to the actual teaching (Kai, 1996).

There is a significant parallelism and similarities of policies and practices in the internship teaching of English in Taiwan and Philippines in terms of their field study, nature of internship experience, innovations and forms of assessment despite of the different socio-cultural systems of the two

countries (Pogoy & Su, 2013). To date, no single study has been done on comparing the classroom practices of teacher interns specifically in these two countries. This prompts the researchers to explore and compare the classroom practices of teacher interns in terms of lesson planning, classroom management and assessment during the teaching of English in the primary schools in both countries. This study may help in renewing and modernizing the internship teaching of English in the Teacher Education Institutes of the two countries namely; Taiwan and Philippines.

2.0 Literature Review

Teaching Internship Program in Taiwan

There is only a four- hour- credit training course for the students who want to be a language teacher after graduation in the English department. With the limited time of training, it is difficult to absorb the theoretical knowledge and apply those theories to the actual teaching (Kai, 1996). Fu (2005) pointed out that Taiwan currently holds a total of 7,926 elementary school English teachers, but only 4,306 are having the expertise and qualified as English teachers.

To ensure the quality of English teachers, there are requirements like passing the test given by the Minister of Education, with the degree related to English, passing the TOEFL and the test given by counties' government self-training program for certification. Taiwan's current status of primary school English teachers is important. The department funded training, since the academic year 1998 to facilitate a series of English teaching elective courses such as English teaching, phonetics, English teaching materials and methods and teaching children English, which are available for students who have the interest in teaching English as a job (Lin, 2005).

Huang (2010) did a study to investigate four interns' cognition and their instructional practices

about grammar instruction in three junior high schools. A close-ended questionnaire, interviews, classroom observations, the researcher's field notes were used in this study. The major findings of this study were: (1.) the subjects' grammar teaching cognition was concerning the issues embedded in the role, approach, content, and time of grammar instruction as well as grammatical error treatment. (2.) approximately 40% obvious cognition changes were found in the interns' grammar teaching cognition before and after the practicum. Among the changes, these subjects' cognition regarding time issue of grammar instruction varied the most. (3.) the subjects' grammar teaching was served in a traditional way, as their frequent use of Chinese and grammatical terms in their repetitive practices and deductive teaching approach. 4, Inconsistencies were found between these interns' grammar teaching cognition and practices. Mostly, the divergences were found in the grammar teaching content and grammatical error treatment. Finally, these subjects' grammar instruction was influenced in relation to the factors of student learning issues, working environment, and personal prior learning experiences.

According to Chen's (2012) report at Yun in University of Science and Technology, as a form of assessment for the internship program,

interns who take a practicum course are required to write a final report on contents including: (1.) introduction about served organization- history, basic information, and organization chart. (2.) Internship description: work conception, work contents, and work journal. (3.) Reflection: the problems or difficult things of internship; reflection on the work place; the valuable things of internship; future plan after the internship; and suggestion to served organization, students, and intern's department. (4.) Photos were taken in the practicum. (5.) Attachments (e.g. sheet of work hour) (See Appendix E & F).

Teaching Internship in the Philippines

In the Philippines, the Commission on Higher Education Memorandum Order (CMO) 30, s. 2004, known as the "Revised Policies and Standards for Undergraduate Teacher Education Curriculum", six (6) Field Study (FS) courses are prescribed in Professional Education for both Bachelor of Elementary Education (BEEd) and Bachelor of Science in Education (BSEd) programs with all majors including the teaching of English.

English is widely spoken in the Philippines with 93.5% of Filipinos able to speak and understand it well (Tizon, 2011). It is the language of business and instruction in schools and universities. Teacher



Figure 1. Teacher Education Practice in Taiwan

interns in the teaching of English are assigned to mentors in the university or TEIs who are English majors in their baccalaureate degree program, graduate and post doctoral degree programs. The mentors are carefully chosen who possess the personal qualities such as objectivity, honesty, credibility, helpfulness, wisdom and firmness. They are guidance providers, learning facilitators and special agents of change (Experiential Learning Course Handbook, 2007). Student Teaching Mentors (STM) or mentors in the Philippines, motivates, encourages and supports their mentees in the teaching of English both in elementary and secondary schools. They help and guide the teacher interns in the preparation of the lesson, during the actual teaching using varied methods, approaches and strategies, instructional materials and assessment tools. They give feedbacks after teaching in terms of the teacher interns' performance during teaching, their attitude towards teaching and doing ancillary activities in school. These mentors develop the confidence of the teacher interns to take responsibility in the teaching of English in the classrooms.

During off campus teaching, the teacher interns assigned in Philippine public schools are chosen by the principals of the schools. Mentors in the elementary schools for student interns are not necessarily English majors to teach English. They are known as generalist teachers for they are teaching all subjects, specifically, in the lower or primary grades. These mentors use English as their medium of instruction in teaching. For the teacher interns assigned to teach in the secondary schools, they have mentors who are English majors in the baccalaureate degree program. Some finished English as their major in the graduate school. Both elementary and secondary teachers who are mentors of the teacher interns in English have the professional and personal qualities.

The teacher interns in English have varied teaching experiences in the Philippines. For some colleges and universities or TEIs, they are exposed to their own laboratory schools where they have their first internship in half of the semester and the off campus teaching in public or private schools in the same province either in elementary or secondary schools for the remaining months of the semester. For those who are willing and have the financial capacity, they are assigned to teach in other TEIs in other regions of the country. They are exposed to the teaching of English in different levels trying out the theories and principles of teaching they have learned in their professional education courses. Usually, if they assigned in the public schools they are asked to teach in large classes of more than forty to sixty (40-60) students in the class. Since there are more student interns, not all of them have the opportunity to teach in the advance classes but in heterogeneous classes. These teacher interns are given the opportunity to handle and be exposed to co-curricular and extra-curricular activities in the school such as leadership trainings for scouting, research conferences, school's monthly celebration and activities where they take the lead in handling basic education student activities. English teaching internship in the Philippines is done for one semester after they have taken up their Field Study courses and all Professional Education courses in college. This is a six (6) credit unit course where teacher interns stay in the laboratory schools for their practicum or internship.

Teacher Education Development Program (TEDP) in the Philippines as is the articulation of a singular competency-based framework for teaching and teacher development that would guide all policies, reforms and activities related to teaching and teacher development. The National Competency-Based Teacher Standards (NCBTS)

is at the heart of the TEDP. It is the key element of the TEDP. NCBTS defines effective teaching as being able to help all types of students learn the different learning goals in the curriculum. NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching.

Benefits of Teacher Training and Internship

Sun (2010) pointed that the benefits of internship are: (1) students are exposed to real teaching environment, pedagogy and theoretical courses are moved to the actual teaching in real primary school classroom; (2) through the contact with pupils can allow these future teachers to build up feelings of affiliation between students and establish the professional ideology solid basis. Students’ professional growth is a long way to pave the road of being able to teach English education in primary school. Building up a more adaptive

internship program for students to gain their professional growth is the premise to realize the overall goals.

The teacher education practicum or internship as cited by Walker and Ralph (2008) has been consistently characterized by particular strengths and recurring weaknesses. Neville, Sherman, and Cohen (2005) compared the preparation of teachers to that of six other professional fields and found out that the richness and value of the teaching experience vary depending on the quality of the supervisor and the amount of time she or he spends monitoring and coaching the student. In education, internship experiences are often reported to be limited, disconnected from university coursework, and inconsistent.

In the Philippines and Taiwan, varied experiences were provided for the teacher interns as mentioned by Pogoy and Su (2013) as shown in the figure 2.

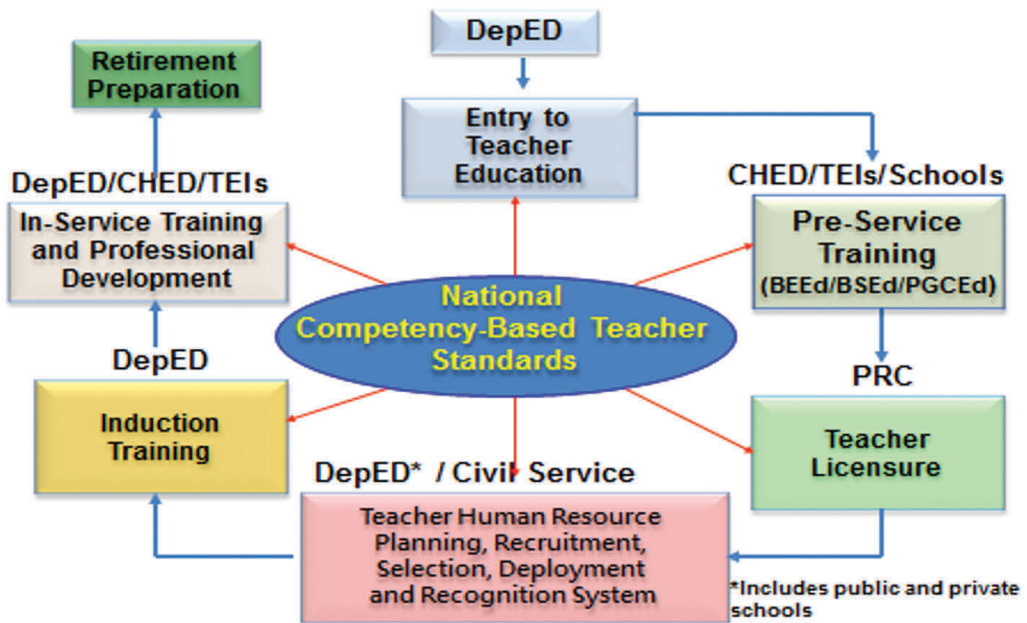


Figure 2. The teacher education and development map of the Philippines

Results of the Study	
Nature of Experience	
Taiwan	Philippines
<ul style="list-style-type: none"> ➤ Varied experiences in English in public elementary and secondary schools ➤ On and off campus teaching 	<ul style="list-style-type: none"> ➤ Varied experiences in public and private elementary and secondary schools ➤ On and off campus teaching ➤ Expose to large classes and multi-grade teaching if necessary
<ul style="list-style-type: none"> ➤ Participate in two different conferences and workshops (write reflections at 1000 words per one report) ➤ Participate in school activities 	<ul style="list-style-type: none"> ➤ Participate in different trainings, conferences and workshops ➤ Lead/handle monthly celebration activities in school
<ul style="list-style-type: none"> ➤ Prepares the lesson, use varied teaching strategies, instructional materials, assessment tools 	<ul style="list-style-type: none"> ➤ Prepares the lesson, use varied teaching strategies, instructional materials, assessment tools ➤ Make portfolio, reflection and insights ➤ Do professional readings
<ul style="list-style-type: none"> ➤ one demonstration and evaluated by qualified teachers from "Teacher Education program" or in-serve schools' principals, deans or teachers 	<ul style="list-style-type: none"> ➤ actual teaching demonstration in elementary and secondary school with the presence of mentors, administrators and visitors as required

Figure 3. Nature of Experience: Taiwan VS. Philippines

Note. Source from: Pogoy, A. & Su, S.C. (2013). *The 8th Aletheia University International conference on foreign Language Teaching and Cross-Cultural Studies*. P.5. ISSN 1998-4669.

Teacher interns in both countries have varied experiences in the teaching of English as shown in Figure 3. Teacher interns in the Philippines are more exposed in teaching different groups of students from huge classes to multi-grade teaching aside from homogenous and heterogeneous grouping both in private and public schools. During their internship, students from both countries participate in the trainings, conferences, workshops while in the Philippines, teacher interns have to lead school activities like monthly celebrations. In both countries, they have to prepare lesson plans, instructional materials and assessment tools and do actual teaching while mentors and administration observe them.

Classroom practices such as lesson planning was difficult for the teacher interns and that Byra and Coulon (1994) pointed out that pre - service teachers must have sufficient opportunity to learn instructional planning. Thus virtually every teacher education program allots considerable time and

effort in teaching pre-service teachers how to write instructional plans (Kagan & Tippins, 1992). When writing instructional plans, teacher interns need to deal with at least five general characteristics involved in practical and dynamic situations which includes the complexity, uncertainty, instability, uniqueness, and value conflict (Clark & Yinger (1987). During instructional planning, teacher interns may become discouraged if they are not given gradual guidance and enough support.

Another classroom practice that teacher interns experienced in teaching is the classroom management which continues to be the most common concern (Clement, 1999; Clement, 2000). teachers (Pigge & Marso, 1997; Veenman, 1984; Wesley & Vocke, 1992; White, 1995). According to Good & Brophy (1986) classroom studies of effective teaching have emphasized the behavioral aspects of teaching and identified classroom management as one of the most critical features of good teaching. However, learning to be an effective

classroom manager can be both challenging and difficult, and student teachers often report feeling underprepared as they enter their culminating semester of student teaching (Matus, 1999; Pilarski, 1994; Tulley, 1995; White, 1995). McCormack (2001) noted that pre-service and in-service teachers often cite classroom management and discipline as one of the most difficult and disturbing aspects of teaching. Classroom management is beginning to be thought of in a much different way than in the past (Gordon, Arthur, & Butterfield, 1996; Lewis, 1994; Martin, Yin, & Baldwin, 1997; White, 1995). McCormack (2001) stated that the focus has shifted from a primary concern for discipline as a response to misbehavior to a concern for a more holistic approach using effective classroom organization and management.

Classroom assessment is one of the pre-service teachers' experiences during the teaching internship. It is one of the essential educational tools that teacher interns have to develop to better understand what their students are learning. Hattie and Timperley (2007) pointed out that feedback, when combined with effective instruction, can be very influential in enhancing learning. It should be about the particular qualities of the work, with advice on what or how the student can improve, and must be timely to ensure effectiveness in teaching (Black, Harrison, Lee, Marshall, & Wiliam, 2002).

3.0 Methodology

This comparative study utilized qualitative research method using narrative inquiry and content analysis. Both are based on naturalistic inquiry that entails identifying themes and patterns and involves rigorous coding. They are both used to analyze and interpret qualitative data specifically on similarities and differences (Priest, Roberts, & Woods, 2002). Furthermore, qualitative content analysis was considered a strategy for the analysis

of qualitative descriptive studies (Sandelowski, 2000).

The design incorporated fact-finding process of classifying, analyzing and interpreting the data based on perceptions and practices of the thirty (30) teacher interns in Taiwan and thirty (30) pre-service teachers from the Philippines which were randomly purposively selected. These teacher interns had teaching experience in English as a subject. To use narrative inquiry and content analysis is to adopt a particular view of experience as phenomenon under study (Connelly & Clandinin, 2006).

Data on classroom practices involved lesson planning, classroom management and assessment of student learning which were verified by five (5) relevant professional experts from each country such as the experienced mentors in English teaching and also the researchers, teacher interns and school administrators from the two countries namely; Taiwan and Philippines. These two countries provide details of particular themes or characteristics on classroom practices. Data collection includes document analysis, field notes, interns' reflective daily journals, and classroom observations. These data represent the main evidence based on the study. Sartori (1991) had stated that entities to be compared should have both shared and non-shared attributes and should be at the same time similar and incomparable.

4.0 Results and Discussion

Good lesson planning is necessary to the process of teaching and learning. It is very important to note that the best planned lesson affects interesting delivery procedures, along with good classroom management techniques and assessment of students' performance. Table 1 presents the comparison of lesson planning of the countries namely; Taiwan and Philippines.

Table1. Lesson Planning of Teacher Interns in the Philippines and Taiwan

Parts of the Lesson Plan	Philippines	Taiwan
Objectives	<ul style="list-style-type: none"> - Use of Philippine Elementary Learning Competencies and K to 12 Curriculum Framework and Teaching Guide - Teacher interns took time to formulate Specific, Measurable, Attainable, Result-oriented and Time Bounded (SMART) objectives - At first, interns found this aspect in lesson planning difficult to formulate - Written for a forty (40) minute period. 	<ul style="list-style-type: none"> - Use objectives provided by the schools - Teacher interns take time to think and formulate their objectives - Few of the teacher interns had difficulty to write their objectives and failed to design a lesson plan. - Objectives were discussed by the mentors to help the interns formulate their own - Writing of objectives became a homework for the interns needed more time to formulate.
Instructional Materials	<ul style="list-style-type: none"> - Varied instructional materials were used during teaching - Some teacher interns had difficulty in preparing the materials appropriate for the lesson and for the learners - Most of the student interns were creative and resourceful in preparing and using the appropriate materials for the lesson - Required to read and use books and other references to make the lesson easier for their students to learn 	<ul style="list-style-type: none"> - Varied instructional materials were used during teaching - Some teacher interns had difficulty in preparing the materials appropriate for the lesson and for the learners; they just did a sloppy work on using anything quick and didn't make colorful flash cards or materials, etc. - Most of the student interns were creative and resourceful in preparing and using the appropriate materials for the lesson - Students are free to prepare for their instructional materials.
Lesson Preparation	<ul style="list-style-type: none"> - Motivation was done by asking the children's experiences and interests relevant to the lesson - Preparatory activities were carefully chosen to prepare the students for the new lesson - Drill exercises and review are also done during the lesson preparation - Songs, chants and games are also used to prepare the students for the new lesson - Teacher interns find this part of the lesson plan difficult to prepare 	<ul style="list-style-type: none"> - Lesson preparation and motivation depends on the lessons required by the elementary schools on a specific time frame or occasion. - Teacher will explain to the interns in class about the preparatory activities needed to be carefully prepared for the new lesson; it includes drill exercises, songs, chants and games for the lesson preparation over and over again. However, students will do preparations based on their preference of activities for their lessons.
Lesson Development	<ul style="list-style-type: none"> - Varied strategies and approaches in teaching English were used by the teacher interns like the cooperative learning strategies, Think –Pair- Share, interactive instruction, role playing, group dynamics, story- telling, games, riddles, etc - Teacher interns enjoy the use of varied activities, approaches and strategies during teaching but find it hard in the planning of the lesson. - Teacher interns were given the freedom to develop the concept of the lesson but the mentors had the final say before they teach in the class - There was difficulty for some interns to construct questions of higher order thinking skills for the students. - Language skills or modes like listening, speaking, reading and writing were considered every time to teach. 	<ul style="list-style-type: none"> - Varied strategies and approaches in teaching are used like *cooperative learning strategies (game) *Instructional Strategy (such as lecture, reading, audio/visual, demonstration, or guided observations, question and answer period) *TPR (demonstration) *On-the-Job-Training (OJT), practice by doing (some direction or coaching is required) *Normally developed on own (informal learning) through self-study or learning through mistakes, but mentoring and coaching can speed the process. <p>Teaching Procedure as follows:</p> <ul style="list-style-type: none"> - Students will follow the procedure with this form and it is easy for them in the planning of the lesson and their teaching.

Assessment	<ul style="list-style-type: none"> - Different assessment forms were prepared as seen in the lesson plans depending on the objectives and activities prepared which were approved by the teacher intern mentors - Teacher interns assessed the performance, process and products of the students aside from giving them paper-pencil tests - Teacher interns find this part easier to prepare 	<ul style="list-style-type: none"> - Different assessment forms are prepared in the lesson plan depending on the objective and activities prepared which are approved by the teacher intern mentors - Teacher interns find this part easier to prepare - Intern students will make their own quizzes or find assessments from the Internet which related to their objectives of lessons to check or evaluate elementary students' learning or performance. - Intern students will also ask elementary students questions to know about their progress.
Assignment /Homework	<ul style="list-style-type: none"> - Exercises to be answered or projects are to be done at home for the enhancement of the skills are written in lesson plans - Projects done by groups were also done outside the classroom - Teacher interns find this part easier to prepare. 	<ul style="list-style-type: none"> - Exercises to be answered or projects are to be done at home for the enhancement of the skills are written in lesson plans - Group discussions for group projects are done outside their classes - Teacher interns find this part easier to prepare.

Taiwan and Philippines shared more or less the same parts of lesson plan namely; objectives or purpose, instructional materials learning resources used, lesson preparation or motivation, lesson development or procedure in teaching, assessment or evaluation and giving of assignment or homework. Teacher interns for both countries prepare the parts of the lesson with the guidance and approval of the mentors. More or less teacher interns' practices in lesson planning are similar. Student interns from both countries found assessment and giving assignment and homework easier to prepare compared to other parts of the lesson plan. Teacher interns have difficulty in writing specific, measurable, attainable, result-oriented and time bounded (SMART) objectives, motivating or preparing students to learn through varied activities, appropriate methods, strategies or approaches and instructional materials that will enhance learning.

Teacher interns in both countries have difficulty in terms of lesson planning. Planning lessons is a fundamental skill teachers must develop and hone in the actual teaching experience which takes some time. During the early phase of their professional learning, teacher interns need to know what a lesson plan actually is, as well as understanding

the crucial nexus that exists between planning and teaching (John, 2006). Learning to become a teacher is sharing and learning from experiences in close cooperation with practice teachers and teacher educators (Dall'Alba & Sandberg, 2006). The pre-service teachers or teacher interns are more concerned with coping with the direct demands of teaching a class (Loughran, 2007; Grossman, 2006), than learning to plan the optimal use of instructional resources.

According to Beck, & Kosnik (2002), teacher education programs generally obstruct the learning of practical knowledge and thinking skills about instructional planning. Pre-service teacher education is often regarded as "overly theoretical, fragmented, and unconnected to practice. For example, teacher educators often simplify and systematize the instructional planning process and fail to link individual instructional plans with real classroom contexts. Furlong et al., (2002) as cited by Liu (2005) noted that teacher training in the university cannot sufficiently support pre-service teachers. Pre-service teachers lack contact opportunities with experienced teachers and so few of them have the opportunity to learn how an expert thinks (Schrader, et al., 2003) in lesson planning.

Table 2. Classroom Management of Teacher Interns in the Philippines and Taiwan

Classroom Management	Philippines	Taiwan
Classroom Routine	<ul style="list-style-type: none"> - Teacher interns facilitated students in doing classroom routine like cleaning the room before classes start and arranging the seats orderly to promote a conducive learning environment 	<ul style="list-style-type: none"> - Teacher interns helped the students in facilitating classroom routine to promote a conducive learning environment - They gave reminder to students for the agreed rules regarding the behavior inside the classroom
Classroom discipline	<ul style="list-style-type: none"> - Reminders were given to the students for the agreed rules regarding the behaviors inside the classroom like showing respect to one another and no bullying of classmates - They still needed management skills in facilitating group activities. They found it difficult to catch the attention of the students from the start. 	<ul style="list-style-type: none"> - Facilitated systematic and orderly group activities which most of them did not have the management skills yet.
Time management	<ul style="list-style-type: none"> - Some interns started the lesson on time and finished their teaching on time. Most of them can not finish on time for they had difficulty in allotting time for the given tasks. 	<ul style="list-style-type: none"> - Interns started the lessons a little late and finish their teaching late. Most of them find difficult to start and finish on time.
Reinforcement	<ul style="list-style-type: none"> - Positive reinforcement was given to students who behaved well in terms of praises and recognition. They gave inspiring messages to students - Interns find difficulty in dealing with the diverse students in large classes - They were happy if assigned to smaller number of students in the class 	<ul style="list-style-type: none"> - They gave positive reinforcement to students who behaved well in terms of praises and recognition, most of the students would ask students who behaved well and brought rewards (such as drinks or small gifts for them for next class). - Intern students always spent their money on buying rewards to make them well behaved. - Intern students don't care about the number of students in a class; they look forward to teach kids for the next class. - It is found that the lower grades of students don't need the classroom management skills; they were all cute and well behaved. - The higher graders (5th or 6th graders are difficult to handle. - Intern students mentioned that the elementary students are very naughty, sometimes make them very happy, but overall, they like to teach children and being a teacher.

Classroom management refers to the wide variety of skills and techniques that teachers used to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Teacher interns in both countries had difficulty in classroom management. They found it to be the most difficult part during the teaching internship. Teacher interns from both countries have similar experiences in classroom routines, classroom discipline, time management during teaching and giving positive reinforcement to students. On the other hand, teacher interns in Taiwan can afford to give rewards in the form of material things for their students like buying drinks for well-behaved students while in the Philippines they can give rewards in the form of points and inspirational notes and recognition for a job well done in the class.

Teacher interns in both countries noticed that their classroom instruction was successful if they could manage the class well. This result validated McCormack (2001) statement that pre-service and in-service teachers often cite classroom management and discipline as among the most

difficult and disturbing aspects of teaching. This also confirmed to what Henson (2001) stated that successful classroom management is essential for effective instruction and a teacher's belief in his or her ability to positively facilitate student learning may affect classroom management.

Although classroom management and effective instruction are interrelated with each other, several studies showed that both pre-service and in service elementary teachers perceived a lack of connection between the information provided in teacher preparation programs and the real classroom environment (Laut, 1999). Teachers thought that they were inadequately prepared in handling classroom management and it is a distinctive factor in causing stress (Silvestri, 2001, Youseff, 2003). Furthermore, teachers who self-define their teaching experiences as failures attribute their experiences to a lack of preparation by their teacher education programs.

Table 3 below presents the teacher interns experiences in assessing student learning during the teaching of English in the countries of Taiwan and Philippines.

Table 3. Classroom Management of Teacher Interns in the Philippines and Taiwan

Assessment	Philippines	Taiwan
Paper –pencil test	<ul style="list-style-type: none"> - Teacher interns prepared all types of paper pencil test (completion test, matching type, multiple-choice, true or false, etc.) depending on the topics to teach with the approval of the mentor. 	<ul style="list-style-type: none"> - All test item types like completion tests, ,matching types, multiple choices, true or false, crosswords, fill in the blanks, oral tests, etc. on the topics to teach and they have the freedom to design based on their preferences of the types of test items
Alternative / authentic assessment	<ul style="list-style-type: none"> - Oral participation was part of the performance and process assessment. Product assessment was also given importance by asking students to come up with projects such as collage, scrapbook, posters etc.. These were assessed using rubrics as approved by the mentors. - Teacher interns had no difficulty in providing varied assessment tools to the students with the guidance of the mentors. 	<ul style="list-style-type: none"> - Workweeks, homework, product or exercises were used depending on the topics to teach. - It doesn't need to follow the rubrics or approved by the mentors. - Teacher interns them found easier to prepare.

Providing varied assessment tools to students was not a difficulty for the teacher interns in both countries; Taiwan and Philippines. Teacher interns can construct varied types of test and varied alternative or authentic assessment or tasks for their students with the approval of their mentors. They enjoyed in preparing this classroom practice for they believed that they had enough preparation and exposure in assessing student learning. This shows that teacher interns had learned the theories and concepts in assessing student learning in English and they were exposed to varied assessment tools in their previous classes before they have their internship.

The classroom practices' perceptions and experiences of the teacher interns in the teaching of English in Taiwan and Philippines in terms of lesson planning, classroom management and assessing student learning is a challenge for higher education institutions to meet the expected teacher performance or standard. According to Lu (2002) and Wertheimer & Honigsfeld, (2000), this requires pre-service teachers in countries where English is a foreign language to be prepared to meet the challenges and standards for EFL teaching. Pre-service teachers are challenged by the conceptual struggle about teaching and learning (Wang & Odell, 2002, p. 515). What they believe about effective teaching and learning may conflict with the reality of teaching in the school context. Liu's (2005) research indicates that pre-service EFL teachers tend to follow their school-based mentors' examination-oriented English teaching methods, which focuses on vocabulary and grammar. It appears that learning to teach within the school context does not match the pre-service teachers' university education and current advocated practices. The connection between theory and practice (i.e., praxis) needs to be more explicit in the school settings, which requires well-

constructed mentoring programs.

5.0 Conclusion

There are similarities and differences in classroom practices in terms of lesson planning, classroom management and in assessing student learning for the teacher interns in Taiwan and Philippines. The two countries differ in the way they organized instruction of internship courses like in the deployment of their teacher interns for practice and the duration and exposure to varied activities where Filipino teacher interns lead the different monthly school activities for they can speak English as their mother tongue. There is a need for teacher education institutions to prepare more innovative and quality teachers in English by exposing teacher interns to varied teaching experiences with the use of English language in teaching. Pedagogical knowledge maybe developed and honed during the pre-service years within the context on the pre-service teaching program.

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