



Listening and Speaking Pedagogical Approaches towards the Development of Innovative Macro Skills among English Teachers in Binakayan National High School: A Narrative Study

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ABSTRACT

A child becomes able to speak after getting enough exposure to the language through listening. This only proves that listening and speaking are the most important skills to be developed first among all skills. But, despite this truth of importance, for many years, these two skills do not receive any priority in language teaching and testing. Hence, this study aims to analyze the listening and speaking pedagogical approaches of Binakayan National High School English teachers, their impact to their profession as language teachers through their response to the challenges, and their contribution for the development of innovative macro skills. This research is a narrative study using a purposive sampling with pre-set criteria for the prospect respondents. Data gathering was done through interviews, self-made questionnaires which underwent content validation, and focus group discussion as research instruments. In data analysis, transcribing/inductive coding and thematic analysis were utilized in getting the emerging ideas of the study. The study's findings and results state that Binakayan National High School English teachers apply listening and speaking pedagogical approaches in their instructional plan through task-based and interactive teaching and learning approaches, they respond to challenges of these approaches gracefully which lead them become

more dedicated to their profession as language teachers, and enumerating the pedagogical approaches they apply in their English classroom, still they need more technical assistance on the development of strategies and techniques towards innovative macro skills.

Keywords: pedagogical approaches, teaching listening and speaking, macro skills, innovative techniques and strategies

Introduction

As stated in Executive Order No. 210 on establishing the policy to strengthen the use of the English language as a medium of instruction in the educational system, there is a need to develop the aptitude, competence, and proficiency of the learners in the English language to maintain and improve their competitive edge in emerging and fast-growing local and international industries (Maulina et al., 2022). Hence, enhancing listening and speaking among learners and teachers as essential parts of macro skills needs to be given full attention to achieve the goal of this EO.

Among the four language skills (reading, writing, listening, and speaking), listening and speaking are considered the primary ones (Tran & Duong, 2020; Xu, 2020). A child becomes able to speak after getting enough exposure to the language through listening (Zimmerman et al., 2009). This is being supported by some research studies which have shown that congenitally, deaf children are unable to acquire language though they are given enough exposure. This only proves that listening and speaking are the most important skills to be developed first among all.

Listening is an activity of paying attention to and trying to get meaning from something heard. A communication process wouldn't be successful without the involvement of an excellent listening skill (Carolino & Queroda, 2018; Mulyadi et al., 2021). Therefore, listening skill is very essential to be taught properly to learners. Listening skill should be taught explicitly to learners at school; instead of leaving it to be developed as part of a pupil's general education training (Barrot, 2019; Goh, 2013). Learners spend almost all their classroom time listening, so it should be developed properly. Without it, learning wouldn't be possible.

On the other hand, speaking requires investment of knowledge, determination, and strength to be fully achieved. To have productive discussions in all learning areas, both learners and teachers need to be able to express ideas clearly, concisely, and confidently. Having excellent communication skills leads to better social relationships. Moreover, according to a Soviet psychologist Lev Semyonovich Vygotsky, by giving our students practice talking with others, we give them frames for thinking on their own.

Therefore, speaking skills require learners to take turns, speak confidently, stay on topic, and speak with clarity. Learners are more likely to master speaking and listening skills when they can actively engage in learning them (Agustin & Ayu, 2021).

Interactive activities give them a clear picture of these skills and an immediate opportunity to both practice them and receive feedback.

With this, listening and speaking do really correlate to each other, and they play an important and primary role in developing innovative macro skills. Despite this truth of importance, for many years, these two skills of listening and speaking did not receive any priority in language teaching and testing. Hinz et al. (2022) reiterated in the article *Testing Oral Proficiency: Difficulties and Methods* that speaking is probably the most difficult to teach and test due to its complexity which may involve a combination of skills that may have no correlation to each other, and which do not blend themselves well to objective testing.

Due to the ruthless attack of COVID-19 everything in the educational system had changed. With distance learning being implemented as part of the LCP or Learning Continuity Plan, learners just stayed at home and tried their best to achieve learning of whatever modules and learning materials given to them by the teachers through reading and writing. Again, in this learning modality, listening and speaking skills were set aside and ignored.

In addition, competencies to be delivered in the teaching and learning process amidst the virus attack were restudied and reconstructed for the MELCs or Most Essential Learning Competencies to be crafted and be utilized during the time of this crisis when learners are not allowed to come to school and attend classes. MELCs are competencies necessary to develop a learner's practical and lifelong learning and skills at the middle of the most uncomfortable time of his life such as pandemic, epidemic, etc. for the attainment of a successful and prosperous life. The said MELCs if will be evaluated well, will only come out that it just added salt to the sad reality which is setting aside the importance of teaching and testing speaking and listening.

Scrutinizing the MELCs of English 10 which should be tackled within the school year, out of twenty-five learning competencies (seven for the first quarter, nine for the second quarter, four for the third quarter, and five for the fourth quarter), only two of them from the first quarter learning competencies are listening and three competencies specifically from the second quarter are for speaking and the rest are writing, viewing, and reading. These number figures only prove that listening and speaking are really given less importance in the Philippine academic curriculum. This visible yet ignored curriculum dearth may just lead to Filipinos who do not know how to speak confidently and listen attentively.

This study aims to analyze the listening and speaking pedagogical approaches of Binakayan National High School English teachers, their impact on their profession as language teachers based on how they respond to their challenges, and their contribution for the development of innovative macro skills. Specifically, this study seeks answers to the following questions:

1. How do English teachers in Binakayan NHS apply listening and speaking pedagogical approaches in their instructional planning?

2. How do the English teachers in Binakayan NHS respond to the challenges in terms of listening and speaking pedagogical approaches toward the development of innovative macro skills?
3. What proposed innovative strategy or technique can be developed to improve the listening and Speaking Pedagogical Approaches among English teachers in Binakayan NHS?

Theoretical Framework

Pedagogical Approach as defined in the article Pedagogical Strategies and Practices published by Montclair State University, is from the word pedagogy which refers to the methodology and process of how educators approach teaching using a specific curriculum with specific goals in mind. Hence, in every strategy that an educator does in his instructional plan, a goal of attaining learners' learning and mastery is present (Ismail & Aziz, 2020; Mavlonov, 2022). In teaching listening and speaking as one of the macro skills, some pedagogical approaches which have great impact in developing excellent innovative macro skills were short-lived, while others stood the test of time (Cheung, 2010). These approaches are the humanistic approach, which is based on the principle that an individual holistically not just the mind needs to be engaged in learning, and the task-based learning approach which helps learners explore the world of learning through authentic tasks in real-life situations. Here is the conceptual framework to present the concepts underlying this study.

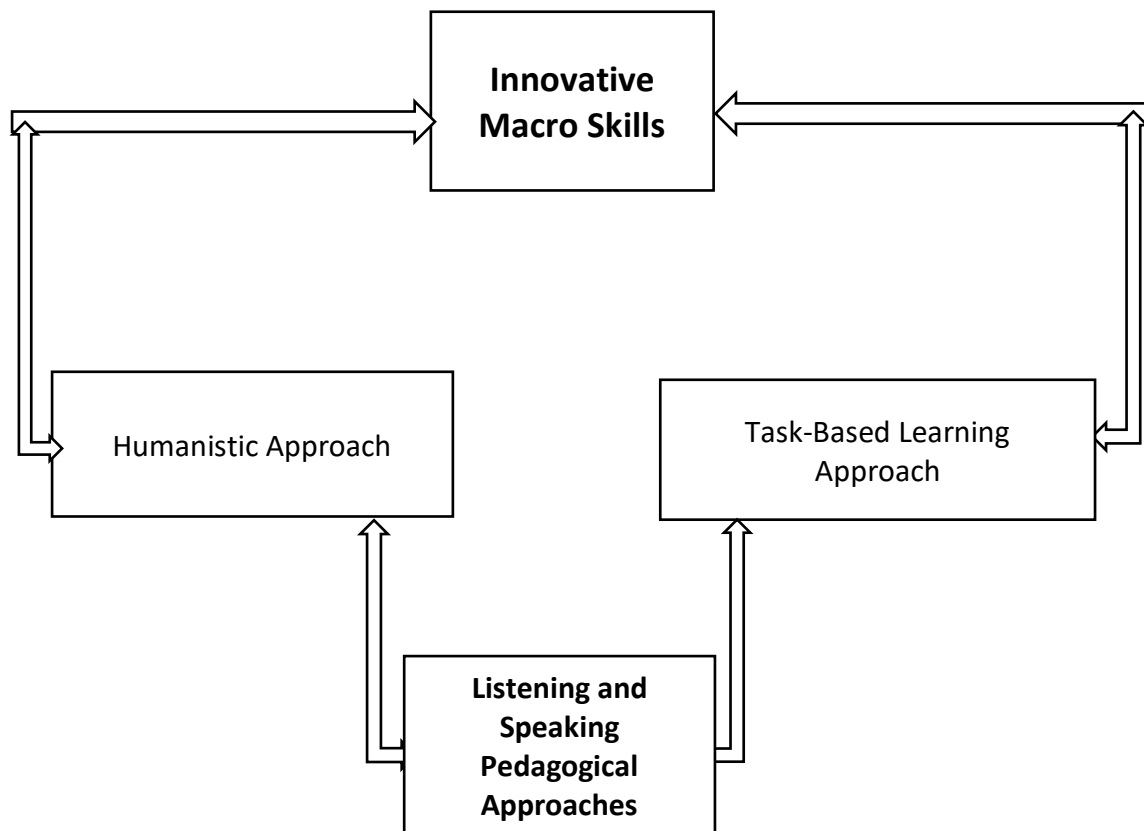


Figure 1 Conceptual Framework

Methodology

This study is a narrative research study in which narration was employed as research design using a purposive sampling with pre-set criteria for respondents as follows; the respondent must be teaching English in Binakayan National High School in any grade level, must be a permanent plantilla holder, and must be at least three years in service. Data gathering was done through interviews, self-made questionnaires which underwent content validation of a research enthusiast and focus group discussion as research instruments. In data analysis, transcribing/coding, specifically inductive coding and thematic analysis were utilized in getting the emerging ideas and new concepts from the responses of the respondents. The researcher informed and asked permission from the office of the principal so as the respondents, to conduct the study through a letter. Questionnaires were disseminated after the approval of the school head.

Table 1 Demographic Information of the Participants

Participants	Years in Service	School Rendering Service	Subject Being Taught/Grade Level	Permanent Plantilla Holder/Position
Participant 1	13	Binakayan NHS	English 10	Yes/Master Teacher 1
Participant 2	9	Binakayan NHS	English 8	Yes/ Teacher III
Participant 3	10	Binakayan NHS	English 7	Yes/Teacher II
Participant 4	10	Binakayan NHS	English 9	Yes/Teacher I
Participant 5	13	Binakayan NHS	English 7	Yes/Teacher I

In this narrative study, the researcher set criteria for the chosen participants. All the information shown in the table fits the said criteria. Long history of discussion and debate on the correlation between teacher knowledge and quality instruction are still in discussion. Thus, there are only few empirical research testing this hypothesis. According to König et al. (2017) some studies on this relationship are still on review and thus, far is beginning to show that teachers' general pedagogical knowledge is relevant to understanding quality teaching as understood by its impact on student learning outcomes.

Findings

The findings section reports the results of your study based on the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence, clear and concise, without bias or interpretation. You can use table(s) and figure(s) (graphic, photo) to support

your presentation and description. Please pay attention to how to attach the table and figure below.

Table 2 Result of analysis

Response	Coding	Sub-themes	Theme
SOP 1	SOP 2		Pedagogical Approaches
<p>Participant 1 said that she applies listening and speaking pedagogical approaches in all parts of the instructional plan from activity to assessment. These are manifested in her various strategies such as peer teaching, collaborative tasks, utilization of audio-visual materials, art of questioning, and others.</p>	<p>Participant 1 (Initial coding and Line by Line coding (In vivo coding)) “In all parts of the instructional plan from activities to assessment through various strategies like; peer teaching, collaborative tasks, utilization of audio-visual materials, and art of questioning”</p>	<p>Application of teaching and listening and speaking strategies promoting collaboration among learners with the utilization of authentic materials such as audio-visual materials together with the excellent command of art of questioning.</p>	<p>collaborative / interactive approach - authentic materials utilization approach -Learner-centered approach</p>
<p>Participant 2 stated that she usually incorporates questions or topics that are relatable to the level of interest of the learners.</p>	<p>Participant 2 (Initial coding and Line by Line coding (Descriptive coding)) “interest” .</p>	<p>Delivery of topics and activities that cater the learners’ interest, capability/ability, and needs.</p>	
<p>Participant 3 gave emphasis that in her instructional planning she thinks of appropriate activities that will require active listening and speaking among all learners.</p>	<p>Participant 3 (Initial coding and Line by Line coding (In vivo coding)) “Appropriate</p>	<p>Involvement of learners to an active listening and speaking</p>	

	<p>activities that will activity. require learners' active listening and speaking".</p>
<p>Participant 4 she always made sure that in her instructional planning, activities which cater the learners' listening and speaking skills are present. Activities must be updated or "in" so they can follow and understand the instructions and/or lessons.</p>	<p>Participant 4 (Initial coding and Line by Line coding (Descriptive coding)) "capability/ability". "Needs."</p>
<p>Participant 5 said that she applies pedagogical approaches in her instructional planning first by setting objectives which clearly defines the goals and directions related to the listening and speaking skills that I want my students to achieve. This could include improving their comprehension of spoken language, developing their ability to express ideas orally, enhancing pronunciation and intonation, etc. Second, by using authentic materials such as audio recordings, videos, and songs that reflect real-life language use. These materials expose learners to different accents, speech rates, and topics, helping them develop their listening skills in diverse contexts. Third, through speaking practice. Wherein, I made sure that the students were given ample opportunities to practice speaking in a supportive environment. Encourage pair or group work to promote interaction and collaboration. Activities like role-</p>	<p>Participant 5 (Initial coding and Line by Line coding (Process coding)) "Setting clear objectives directing to the achievement of the listening and speaking skill of the learners. This improves the learners' comprehension of the spoken language, develops their ability to express ideas orally, and enhances pronunciation, intonation, etc." "Using authentic materials on real-life language usage like audio recordings, videos, and songs. These expose learners to different accents, speech rates, and topics</p>

plays, debates, presentations, and discussions, help students develop fluency, accuracy, and confidence in their speaking abilities.

which help them develop listening skill in diverse context".

"Giving learners ample opportunities to practice speaking in a supportive environment."

"Encouraging learner to pair or group work to promote interaction and collaboration".

"Involving learners to activities such as role-play, debates, presentations, and discussions to develop their fluency, accuracy, and confidence".

SOP 2	SOP 2		
Participant 1 said that she is trying to enrich her knowledge and skills in listening and speaking through engaging in research activities, professional readings, attending seminars, etc.	Participant 1 (Initial coding and Line by Line coding) (Process coding) "Enriching her knowledge through engaging in research activities, professional readings, and attending seminars, etc.	Self-Enrichment through research, professional readings, seminars, and teaching and learning trends.	Challenges Responses and Impact Towards Innovative Macro Skills
Participant 2 stated that it is vital to be updated with the trends that can arouse curiosity and get the attention of the learners.	Participant 2 (Initial coding and Line by Line coding) (Descriptive coding) "Learner-centered"	Adjustment and Adaptation towards learners' life-long and true learning.	
Participant 3 answered that she	Participant 3	Implementati	

<p>maximizes the use of technology. She mixes visuals with listening materials, then present timely and relevant scenarios that will encourage learners to share their thought orally</p>	<p>(Initial coding and Line by Line coding (Descriptive coding) “combination”</p>	<p>on of combined strategies and utilization of learning materials for learners’ active participation and engagement.</p>
<p>Participant 4 reiterated the importance of improving oneself by reading and updating lessons and activities so she can meet her learners needs and enhance their strength.</p>	<p>Participant 4 (Initial coding and Line by Line coding (Descriptive coding) “self</p>	
<p>Participant 5 answered that with the challenges in achieving innovative macro skills such as technological limitations, time constraints, and learners’ motivation and participation, it is just right to use other strategies such as using audio recordings, written materials, or customizing exercises to the available resources, incorporating quick activities, encouraging students to practice outside the classroom by giving them homework and encouraging to self-study, designing activities that are relevant, meaningful, and interactive, incorporating topics and themes that resonate with students’ interests, and encouraging them to share their own experiences ad opinions.</p>	<p>Participant 5 (Initial coding and Line by Line coding (Process coding) “Using audio recordings and written materials, customizing exercises, incorporating quick activities, encouraging students to do constant practice and self-study, designing activities that are relevant, meaningful, and interactive, discussing topics catering who the students are.</p>	
<p>SOP 3</p>	<p>SOP 3</p>	
<p>Participant 1 suggested to develop teacher-made-audio-visual resources.</p>	<p>Participant 1 (Initial coding and Line by Line coding</p>	<p>Development of teacher-made and Proposed Innovative</p>

	<p>(Descriptive coding) “Materials”</p>	<p>technology-based learning resources.</p>	<p>Strategies and Techniques -Teacher-made and technology-based learning resources -Tasks close monitoring strategies - Professional Development Seminars and Trainings for Teachers - Integrated Language Skills Technique</p>
<p>Participant 2 said that she cannot think of any macro skills innovative strategy/technique right now, but she emphasized that she has the strong will to let herself learn something on this matter to improve her learners’ skills.</p>	<p>Participant 2 (Initial coding and Line by Line coding (Values coding) “the teacher has the eagerness and willingness to learn and adjust”</p>	<p>Implementation of tasks close monitoring strategies. Development of seminars and trainings for teachers’ eagerness</p>	

		and willingness to adjust on the learners' demands.
Participant 3 suggested the gamification strategy	Participant 3 (Initial coding and Line by Line coding (Descriptive coding) "Materials"	Development of the integrated language skills approach catering all macro skills through the utilization of authentic materials, real-world tasks, active listening strategies, and collaborative learning.
Participant 4 stated to make activities that allow the students to listen (whether it's a song or news report) and take down important details. Check their notes to see if they managed to take note the needed details. Let them share in class.	Participant 4 (Initial coding and Line by Line coding (Descriptive coding) "Monitoring"	
Participant 5 enumerated strategies these are the integrated language skills approach in which all the macro skills, not only listening and speaking were employed in the activity, next is the authentic materials and real-world tasks which encourages teachers to incorporate authentic materials such as podcasts,	Participant 5 (Initial coding and Line by Line coding (Descriptive coding) "strategies"	

interviews, TED Talks, news articles, and videos in their lessons, followed with the active listening strategies which includes note-taking, summarizing, predicting, asking questions, and making connections, another is collaborative learning, pronunciation and intonation practice, technology integration, and finally is ongoing professional development for teachers. According to her, by implementing these proposed strategies, Binakayan NHS can foster a more engaging and effective learning environment for English language learners that prepares them for real-life communication in English.

Based on the data presented in table 2, Binakayan National High School English teachers already apply various learner-focused listening and speaking pedagogical approaches such as collaborative/interactive approach, authentic materials utilization approach and learner-centered approach which are all task-based approaches. These three approaches mainly aim to teach these two macro skills based on who the learners (Rahman & Akhter, 2017). Moreover, as shown on the responses of the respondents on how they respond to the challenges brought by the application of these pedagogical approaches towards the development of innovative macro skills, it is implicitly stated that these challenges made them more resourceful, creative, flexible, and dedicated to their profession as language teachers by doing self-examination for enhancement, adjustment, and adaptation to the dynamic and innovative world of teaching and learning macro skills. Furthermore, hybridity of humanistic and task-based strategies and instructional materials in the teaching process are also applied just to meet the demands of the upcoming 22nd century learners (Dincer & Yeşilyurt, 2013; Renukadevi, 2014; Susanti et al., 2024)

Furthermore, the respondents have proposed innovative strategies and techniques that can be developed to improve the listening and speaking Pedagogical Approaches among English teachers in Binakayan NHS. The said proposed strategies and techniques are as follows; teacher-made and technology-based learning resources, tasks close monitoring strategies, professional development seminars and training for teachers, integrated language skills technique.

Too add, As shown in table 2, BNHS English teachers apply three pedagogical approaches anchored on TBLT or Task-Based Language Teaching and these are

collaborative/interactive approach, authentic materials utilization approach, and learner-centered approach. These three approaches mainly aim to teach these two macro skills based on who the learners are as (Bsharat & Barahmeh, 2020) emphasized in the third edition of his book *Teaching and Testing Literature to Adolescents*. Then, Binakayan NHS English teachers gracefully responded to the challenges laid upon them by the application of various pedagogical approaches to achieve innovative macro skills which also made them more resourceful, creative, flexible, and dedicated to their profession as language teachers. This happened by doing self-examination for enhancement, adjustment, and adaptation to the dynamic and innovative world of teaching and learning macro skills. Furthermore, hybridity of humanistic and task-based strategies and instructional materials in the teaching process are also applied just to meet the demands of the upcoming 22nd century learners. Last, the respondents have proposed innovative strategies and techniques that can be developed to improve the listening and speaking Pedagogical Approaches among English teachers in Binakayan NHS. The said proposed strategies and techniques are as follows; first, teacher-made and technology-based learning resources, these aim to maximize the presence of technology and interest of the learners. Second, tasks close monitoring strategies, these refer to constant and close monitoring of all task-based activities given to the learners. Third, professional development seminars and training for teachers, these are very essential for teachers to be updated with the latest educational trends for them not to be left behind by their learners. Finally, integrated language skills technique, catering all macro skills through the utilization of authentic materials, real-world tasks, active listening strategies, and collaborative/interactive learning

Conclusion

Based on the findings of the study, the following conclusions were derived. First, Binakayan National High School English teachers apply listening and speaking pedagogical approaches in their instructional planning through task-based approaches such as collaborative approach, authentic materials utilization approach, and learner-centered approach. Second, Binakayan NHS English teachers respond to the challenges of the application of different pedagogical approaches in listening and speaking through doing self-examination for enhancement, adjustment, and adaptation to the dynamic and innovative world of teaching and learning macro skills. Furthermore, hybridity or combination of humanistic and task-based strategies and instructional materials in the teaching process are also applied just to meet the demands of the learners. The way they respond makes them more creative, flexible, resourceful, and dedicated to their profession as language teachers. The last, the proposed innovative strategies or techniques to improve listening and speaking pedagogical approaches among English teachers of Binakayan NHS are teacher-made and technology-based learning resources, tasks close monitoring strategies, professional development seminars and training for teachers, and integrated language skills technique.

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