



## Experiences of Educators in Teaching Listening Skills: A Phenomenological Study on a Rural Public School

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### Abstract

This study aims to examine and understand the experiences of teachers in teaching listening skills to students in a rural public school. A phenomenological approach was used as a method to describe and share their personal experiences, challenges, and strategies used to improve students' listening skills. Through interviews and in-depth data analysis, various issues were identified, such as the lack of knowledge about strategies, limited teacher training, and environmental factors that may affect the effective teaching of listening. Effective strategies were discovered, including the use of modern technology, integration of interactive activities, and providing contextualized learning experiences. The study shows that it is essential to provide adequate support and training to teachers to enhance their ability to teach listening effectively. This highlights the need to enrich teaching methods to improve the listening skills of students in rural public schools.

**Keywords:** *phenomenological, listening skills, rural, contextualized learning experiences, modern technology*

### Introduction

Listening is one of the most important skills in communication that has a big role in the learning process of every student. In the context of education, the effective way of teaching listening skills is one true challenge for the educators, especially to the rural public schools where there are only limited resources and opportunities for a newer and more interactive way of teaching. Listening is not only a mechanical process of receiving sounds, phonetics, or words; this is also an active skill that needs a deeper understanding and interpretation. In schools, particularly on the subjects related to language, listening has an important role in learning. The students are not only expected to listen, but also to share their reactions, ask questions, and give opinions based on what they heard. The educator has a great role, where their skill and strategy in teaching listening skills is an important part of the process of teaching that will be used in shaping the skills of every student.

Listening is a vital communication skill that plays a crucial role in every student's learning journey. In the field of education, effectively teaching listening skills poses a significant challenge for educators, especially in rural public schools where resources and opportunities for innovative, interactive teaching methods are often limited. Listening is more than a mechanical act of receiving sounds or words; it is an active skill that demands deep

understanding and interpretation. Within the school setting, particularly in language-related subjects, listening becomes an essential component of academic success. Students are expected not only to listen but to respond, ask questions, and express opinions based on what they hear. In this process, teachers play a key role—their experience and strategies in teaching listening skills are central to shaping students' communicative competence.

According to a UNESCO study (2023), listening remains a critical aspect of communication that continues to be studied extensively in education, business, and psychology. Students reportedly spend 45–55% of their communication time engaged in listening. Effective listening fosters deeper comprehension and critical thinking (Beebe et al., 2017). Research in various countries emphasizes the importance of strong listening skills in enhancing students' academic performance and personal development. Globally, listening is increasingly viewed through the lens of 21st Century skills particularly critical thinking, collaboration, and communication. However, challenges also emerge with the rise of digital transformation in education and the diversity of pedagogical approaches. Countries such as Finland and Singapore, known for their high-quality education systems, emphasize student-centered learning where listening is practiced through active participation in discussions and creative tasks.

In the Philippines, listening comprehension is a core part of the Filipino and English curricula under the Department of Education's K-12 Basic Education Program. However, the reality in many rural public schools includes issues such as lack of teaching resources, teacher shortages, and limited local government support, all of which impact the quality of listening instruction. Despite its emphasized role in the K-12 curriculum, listening remains a difficult skill to teach effectively, particularly where teachers have limited access to training and professional development. Furthermore, the implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) policy often presents additional challenges for teachers navigating regional languages alongside Filipino and English instruction.

In the local context of schools in Tacurong City, various community-related factors influence the teaching and learning of listening. These include school population, general education levels, students' linguistic backgrounds, listening abilities, and parental support at home. The dominant language spoken in the community, alongside local customs and traditions, may also affect students' active listening behavior (Blatchford et al., 2011).

While many studies have focused on listening as a component of communication, few have addressed it with the specific goal of enriching macro-skills in student learning, especially in rural educational contexts. As Evangelista (2012) and Mabaglo (2015) suggest, students are unlikely to become effective communicators unless their teachers serve as effective models.

This study aims to explore the experiences of teachers in teaching listening skills in rural public schools during the 2024–2025 academic year. The insights gained will serve as a foundation for enhancing listening instruction in similar educational settings.

### **Theoretical Framework of the Study**

This study is guided by a set of theories and concepts that frame the analysis of teachers' experiences in teaching listening skills. The theoretical foundation is built upon the following perspectives:

First, Piaget's Cognitive Theory emphasizes how learners process information and the cognitive limitations they may encounter. In the context of listening, this theory underscores the importance of providing manageable input and using strategic teaching methods to avoid cognitive overload. Teachers play a critical role in adjusting instructional content to match students' cognitive capacities. Mulatu and Regassa (2022) found that many educators do not consistently implement recommended techniques, such as modeling effective reading behavior, immediate correction of mispronunciations, and translating texts into students' native languages to support those with lower reading proficiency. These practices are essential for fostering comprehension and skill development, particularly in multilingual settings.

Second, the Multisensory Learning Theory of Dr. Samuel T. Orton where it highlights the importance of engaging multiple senses—visual, auditory, and kinesthetic—to enhance the learning process (Narvaez & Panksepp, 2010). In modern classrooms, the integration of both traditional and digital methods, referred to as blended learning (Gonzales, 2020), supports active student engagement (Clavero, 2022). However, using blended learning effectively remains a challenge for many learners, particularly when it comes to self-assessment and evaluating learning outcomes (Cabigao, 2021). The multisensory approach advocates for diverse instructional strategies that respond to various learner preferences and enhance listening comprehension.

Third, Howard Gardner's theory of Multiple Intelligences framework presents a broad view of intelligence, including linguistic, visual-spatial, bodily-kinesthetic, naturalistic, and existential intelligences. According to Vinney (2024), pattern recognition through games and problem-solving tasks strengthens understanding, especially in mathematical and linguistic contexts. Breaking down complex tasks into smaller, manageable parts can support deeper and more effective learning. In teaching listening, acknowledging multiple intelligences enables educators to design activities that cater to students' individual strengths, enhancing engagement and comprehension.

#### **4. Metacognitive Theory by John H. Flavell**

Fourth, the Metacognitive Theory of John H. Flavell which focuses on individuals' ability to monitor and regulate their own thinking processes. As shown in the study by Larkin (2023), children develop metacognitive strategies that help them plan, observe, and evaluate their learning. In listening instruction, fostering metacognitive awareness allows students to become more conscious of their listening behaviors, assess their understanding, and apply strategies for improvement.

To support students' comprehension, the integration of sounds, visuals, and interactive activities has proven effective. When students are actively involved in constructing meaning through creatively designed learning experiences, their ability to grasp messages improves significantly. This aligns with Tomlinson's (2001) concept of Differentiated Instruction, which



promotes tailoring content to meet diverse learner needs. Ypon (2020) emphasized that student-centered teaching approaches are critical to achieving educational goals, as learners are the core focus of the educational process.

### **Statement of the Problem**

This study aims to explore and describe the perspectives of teachers regarding their experiences in teaching listening skills. As listening remains a fundamental component of language learning and communication, understanding how teachers engage with this skill in the classroom is essential for improving pedagogical practices, especially in diverse educational settings. The research seeks to address the following questions:

1. What are the teachers' experiences in utilizing students' listening skills in the classroom?
2. What are the contextual factors that shape these classroom experiences related to listening instruction?
3. How do teachers perceive their future roles in developing students' listening skills?
4. What recommendations can be proposed to enhance teachers' approaches to teaching listening skills?

### **Methodology of the Study**

This section outlines the methods and procedures employed in the conduct of the study. It includes the research design, participants, location, research instruments, data collection procedures, and statistical treatment of data.

#### **Research Design**

A qualitative research design was employed in this study, specifically the use of Transcendental Phenomenology to describe and analyze teachers' perspectives on the role of listening in learning. Phenomenology is considered one of the most effective research methodologies for exploring participants' lived experiences and understanding the nature of their perceptions (Moustakas, 1994).

Through this approach, the study investigates the unique insights of teachers, aiming to uncover their views and understanding of listening as a tool for facilitating student learning.

#### **Locale of the Study**

This study was conducted in selected schools under the East District of the Schools Division of Tacurong City, Sultan Kudarat. These included Amado Fernandez Central School, San Emmanuel Elementary School, and Victorina P. Dasmariñas Elementary School. These schools were purposefully selected by the researcher as they have shown a positive impact in addressing current issues within the educational setting. Through this study, solutions and



appropriate interventions may be developed that directly respond to the specific needs and challenges faced by both students and teachers.

### **Sampling Technique**

This study employed purposive sampling, a non-probability sampling method, to deliberately select participants who could provide in-depth insights into the phenomenon under investigation. In purposive sampling, participants are chosen based on specific criteria that align with the objectives of the research (Etikan et al., 2016). This approach is particularly effective in phenomenological studies, where the goal is to deeply explore the lived experiences of individuals who have direct and relevant involvement with the research topic (Creswell & Poth, 2018).

For this study, ten (10) teachers will be purposefully selected from schools within the East District of the Schools Division of Tacurong City. The participants are currently teaching Grade Six and have at least five (5) years of direct experience in teaching listening skills.

### **Research Instrument**

In this study, in-depth interviews were used as the primary method for data collection. Several research instruments were employed to gather relevant information. In-depth interviews were conducted with the participants to explore their experiences in teaching listening skills. The interviews followed a standardized interview guide prepared by the researcher, based on the framework outlined by Moustakas (1994). The participants' personal statements, experiences, actions, and reactions were recorded during the interviews. Additionally, a tape recorder or cell phone was used as a tool to ensure accurate documentation of the details provided by the participants.

### **Data Collection Process**

Before data collection commenced, the researcher obtained permission from the Dean of the Graduate School at Sultan Kudarat State University to conduct the study. Once approval was granted, the researcher wrote a formal letter requesting permission from the Division Superintendent of Schools in Tacurong City and the Principal of the East District for conducting interviews with selected teachers.

Additionally, the participants were provided with an orientation regarding the details of the study prior to the interview. During this orientation, ethical considerations, including confidentiality, were thoroughly explained to ensure that participants understood the nature of the research. This process helped establish the accuracy and honesty of the participants' responses during the interview.

The orientation also served as an essential opportunity for the researcher to build trust and rapport with the participants while facilitating a discussion on the ethical implications of the study. To ensure the credibility and transferability of the research, the interview guide created by the researcher was verified by a panel of experts.

The researcher prepared recording devices, such as a cellphone, to capture the data for analysis and transcription during the interview sessions. The interviews were expected to last between 60 and 120 minutes, during which participants shared their experiences. Furthermore, interview schedules were arranged based on the availability of the participants. If, at any point, a participant chose to discontinue the interview due to distressing experiences, the researcher, who also served as the interviewer, immediately ensured that such information was kept confidential.

In addition, member checking was employed by the researcher following each interview session (Creswell, 2013). This involved verifying the gathered information with the participants to ensure accuracy. In subsequent stages of the interview process, the researcher aimed to confirm the collected data through detailed discussions with the participants. This method is intended to foster trust and ensure the validity and reliability of the data obtained during the preliminary interviews.

### Data Analysis Method

To analyze the data in this study, the researcher used thematic analysis. According to Moustakas' methodology, thematic analysis emphasized identifying, analyzing, and reporting patterns and themes within the data. This method involves organizing and describing all the data in detail. Thematic analysis consisted of six (6) steps:

1. **Familiarizing with the data:** The researcher read and reread the data to become familiar with the content and to identify emerging patterns. This process occurred after data collection was completed.
2. **Generating initial codes and themes (Preliminary Themes):** The researcher generated initial codes by documenting where and how patterns emerged. This process involved data reduction, where the researcher grouped the data under labels to create categories for more efficient analysis. The complexity of the data was also simplified at this stage. The researcher also made inferences regarding the meanings of the codes.
3. **Searching for themes (Identifying major themes):** The researcher grouped the codes into broad themes that accurately described the data. It was important to develop themes that clearly reflected what the theme represented, even if they didn't fit perfectly. The researcher also clarified what was missing from the analysis.
4. **Reviewing themes:** In this step, the researcher examined how the themes supported the data and the overall theoretical perspective. If the analysis seemed incomplete, the researcher revisited the data to identify any additional elements that should have been incorporated.
5. **Defining and naming themes (Emergent themes):** The researcher described each theme, indicating which aspects of the data were captured and what was significant



about each theme.

6. **Writing the report:** In the final step, the researcher wrote the report, selecting the themes that offered meaningful contributions to understanding the data and its implications.

## **Ethical Considerations**

At all times, the researcher must prioritize the well-being of the participants and protect them from unnecessary stress (Cacciattolo, 2015). The following ethical principles were emphasized in this study: social value, obtaining informed consent from participants, risks, benefits, and safety, justice, transparency, the qualifications of the researcher, and community involvement.

## **Presentation, Analysis, and Interpretation of Data**

This section is the presentation, analysis, and interpretation of of the data collected in this study:

### **Teachers' Experiences in Teaching Listening Skills**

The researcher identified seven (7) emerging themes based on the teachers' experiences with listening skills. These themes reflect the critical need to address the requirements of teachers in order to enhance their knowledge and capabilities in teaching through listening skills. By doing so, sufficient interventions can be developed, and prioritizing the creation of training plans for teachers in schools will further improve and accelerate student learning.

### **Emerging Theme 1: Impact of Using Listening Skills**

In this study, the first emerging theme identified was the impact of using listening skills, which notably improved comprehension. This was the most frequent response to the question regarding important experiences in teaching listening skills to students in the schools where the teachers are assigned. The findings hold significant meaning, as revealed in the interviews, with four (4) out of the nine (9) participants confirming that the use of listening skills effectively enhanced comprehension.

Most of their responses were similar. Below are their responses presented as evidence.

Participant 1: *"Lumalago at nagiging mas mahusay sa pag-unawa at pagtanggap ng impormasyon"*

Participant 3: *"Natututo nang mas mahusay at nauunawaan ang tagubilin"*

Participant 4: *"Mahusay sa pag unawa at pagtugon sa impormasyon"*



Participant 7: *"Madaling nakakaunawa sa mga aralin kapag sila ay nakikinig"*  
*"Madaling maabot ang kakayahan ng mga bata sa pagsagot sa pagtugon sa mga kasagutan"*

According to the research by Rost and Wilson (2013), effective listening not only aids in the academic field but also in interpersonal communication. Good listening leads to a clearer understanding of the message from others, resulting in more effective interactions and appropriate responses.

In the context of enhanced comprehension, the table presents the participants' responses, which are similar. Participants 2, 3, and 4 directly used the term "effective" in their statements, referring to the excellence of comprehension when receiving information while students listen to the teacher. Although Participant 7 did not explicitly state the word "effective," they mentioned that students understand the lessons better when they listen, and it becomes easier to assess the students' abilities to answer and respond.

Participant 1: *"....mayroong interaksyon, may epektibong pakikinig"*

Participant 5: *"...nakatulong sa personal na pag-unlad ng mga mag-aaral"*

Participant 6: *".... noong unang panahon kasi meron tayong tinatawag na minimal punishment."*

*"....discipline natin sa classroom that time wala pa masyadong maraming gadget inaatupag, wala pang mga telebisyon."*

Participant 8: *".....Ang bata sir is... participative, attentive sila."*

Participant 9: *".....Kasiyahan na naibigay mo ang lahat para sa mga mag-aaral mo po Sir!"*

Meanwhile, Participant 1 mentioned that there is interaction, and effective listening is necessary between the teacher and students to measure students' interest. Participant 5 stated that through listening, it contributed greatly to their personal development. Participant 6 mentioned that limited penalties are given when students do not listen to the teacher. This has been their basis for discipline when students fail to listen, particularly in comparison to a time when the Child Protection Policy was not yet fully implemented. Participant 8 emphasized that students should be lively (participative, attentive) in any discussions, while Participant 9 expressed that the teacher feels satisfied when students listen during their lessons.

In Anderson's (2002) study, it is shown that the lack of active listening leads to lower academic performance and possible consequences in the form of low grades, lack of participation, and negative feedback from the teacher. According to Delos Santos et al. (2024), it was found that penalties for not listening to the teacher include reduced participation in



class activities, additional tasks, and discussions between the teacher and students to demonstrate the impact of not listening on learning.

## Emerging Theme 2: Methods for Developing Listening Skills

The second emerging theme from the teachers' experiences in teaching listening skills is the methods for developing listening skills. Meanwhile, five (5) out of nine (9) participants stated that the use of modern technology is one of the strategies identified to enhance listening skills.

In response to the guiding question about the methods or strategies used to improve listening skills, the majority of participants highlighted the role of modern technology. In fact, there is a deeper significance in the responses based on the interviews conducted.

The use of modern technology emerged as the leading response from the participants regarding the methods or strategies used to enhance listening skills. Some of the affirmations to this idea by the participants include their responses:

Participant 1: *"Interaktibong gawain sa loob ng klase sa tulong ng ICT" "Predicting o paghihinuha"*

Participant 2: *"Diskusyon o talakayan" "Paggamit ng teknolohiya, audio clip at Videos"*

Participant 3: *"Integrasyon ng Makabagong Teknolohiya (Use of Information and Communication Technology (ICT))"*

Participant 6: *"Interactive lessons gamit ang ICT"*

Participant 7: *"Paggamit ng Audio- Visual materials"*

In the study conducted by Gikas and Grant (2013), the use of mobile technology, such as smartphones and tablets, aids in the faster acquisition of information and promotes more interactive learning. According to Prensky (2011), current generations of students are referred to as "digital natives" because they have grown up in an era of technology. As a result, the use of multimedia, virtual reality, and artificial intelligence (AI) in education becomes more effective.

Some additional responses from the participants are as follows:

Participant 4: *"...gumagamit po ako ng iba't-ibang aktibidad katulad ng paggawa ng role-playing."*

Participant 5: *"...mapaunlad ang kasanayan sa pakikinig ay ang mga sumusunod Aktibong pakikinig, pagpapalawak ng bokabularyo, pagtatanong at pagsusuri."*



Participant 7: “.....bigyan sila na kaukulang panahon o kaukulang chance na hindi lang ikaw ang guro ang siyang nagsasalita buong maghapon.”

“...magbigay ng kanilang experience related sa lesson mo para sa paraan po yong palitan ng ideya at basta ang mahalaga po ay kaakibat sa mga aralin na ibinahagi mo.”

Participant 9: “.....more on asking questions po Sir ...activities Sir na mainvolve sila. Involvement of the learners.”

According to Participant 4, the use of listening skills became more effective when it was implemented through role-playing, which was employed as a method or strategy to enhance the listening skills of the students. Participant 5 mentioned that through active listening, vocabulary expansion, questioning, and analysis, listening skills are utilized. Participant 7 stated that providing students with the opportunity to speak, not just the teachers, is an effective way to improve listening skills, while Participant 9 emphasized questioning as a method for developing listening skills.

According to Ladousse, G. P. (2007), role-playing is an effective method for developing students' communication and interaction skills. His study highlights that students learn better when they are actively involved in teaching activities. Zigmont, J. J., Kappus, L. J., and Sudikoff, S. N. (2011) further emphasized that role-playing enhances critical thinking and the application of logic in learning situations.

### **Context of Teachers' Experiences in Using Listening Skills**

In this study, the first emerging theme based on the majority of the responses from the participants was the emotions brought about by the use of listening skills. Five (5) out of nine (9) participants confirmed their feelings of satisfaction whenever they used listening skills. In fact, there is a deeper meaning intended from the responses of the participants.

The second emerging theme was the integration of local culture or language through the use of listening skills. All of the participants stated that contextualization was the method through which the integration of local culture or language was applied in the use of listening skills.

### **Emerging Theme 1: Emotional and Psychological Effects**

The emotional and psychological effects of using listening skills resulted in feelings of satisfaction, as expressed by the majority of participants in this study. Below are some of their responses:

Participant 9: “Nakaramdam ng galak, tuwa at pag-asa”

Participant 4: “Nakaramdam ng kasiyahan at pag-asa”

Participant 8: “Nakaramdam ng sabik at kasiyahan na maibahagi ang mga



*kaalaman at kasanayan sa mabuting pakikinig"*

Participant 5: *"Pagiging masaya ang nararamdaman"*

Participant 3: *"Pagiging masaya"*

In the research conducted by Goleman (1995) on emotional intelligence, it was demonstrated that effective listening fosters stronger relationships with others, which leads to higher levels of satisfaction. Empathetic listening, where one listens with a genuine understanding of the emotions of others, creates positive connections and strengthens interpersonal relationships.

Here are some of the responses of the participants:

Participant 1: *"....ang damdamin ng pagiging isang Nanay, pagiging tagapayo."*

Participant 2: *"....kasiyahan. Nakaramdam ako kapag sila ay nagpapakita ng kabutihan, pag-unawa at pagtanggap ng impormasyon."*

Participant 6: *"...i'll makes sure I am giving learners different hands on activities where in sila na mismo ang mag-iisip."*

Participant 7: *"...para sa akin iyong damdamin ng pagiging ina. Kasi icompare natin sa bahay iyong mga anak natin na nakikinig sa salita ng ina."*

Participants 1 and 7 mentioned that the role of being a mother prevails as a teacher in the classroom. The participation of both the teacher and the students becomes more active when the nurturing aspect of motherhood dominates every learning experience. Participant 2 stated that kindness is emphasized in every learning opportunity for students, while Participant 6 mentioned providing different hands-on activities for each discussion.

According to Rosenblatt (2016), motherhood brings a mix of emotions such as joy, exhaustion, anxiety, and fulfillment. Mothers experience high levels of stress due to the responsibilities associated with raising children, but they also experience feelings of happiness and fulfillment when they see their children growing up well. Lareau (2011) asserts that mothers who guide and advise their children play a crucial role in shaping the child's confidence and ability to interact and learn. Positive communication and emotional support foster a deeper connection between parents and children.

## **Emerging Theme 2: Integration of Local Culture or Language in the Use of Listening Skills**

For the second emerging theme, the integration of local culture or language in the use of listening skills was identified. All participants highlighted contextualization as the method for integrating local culture or language. There is a profound implication of meaning derived from the interview findings.

Here are the responses from the participants that support this idea:

Participant 1: *"Paggamit ko ng mga lokal na kuwento sa pagtuturo gamit ang kasanayan sa pakikinig"*



Participant 2: *"Paggamit ko ng mga kuwento, awit, mga kasabihan"*

Participant 3: *"Paggamit ko ng mga kuwentong Lokal/awit sa talakayan"*

Participant 4: *"Paggamit ng lokal na wika. Paggamit ng mga kuwento"*

Participant 5: *"Paggamit ng lokal sa pagsasalin ng mga kahulugan sa Pagbibigay ng mga panuto"*

Participant 6: *"May bisaya, may ilokano, may maguindanaon. Kaya pag hindi nauunawaan ng mga bata ko ang English term, next ko na gagawin ay pinapasok ay ang Filipino term"*

Participant 7: *"May bisaya, may ilokano, may maguindanaon. Kaya pag hindi nauunawaan ng mga bata ang English term, next ko na gagawin ay pinapasok ay ang Filipino term. Then etranslate ko pa sa kung ano sa bisaya term, e translate ko rin sa tagalog term, sa Ilokano at least kahit papano may ilang term din akong alam sa Ilokano, Maguindanaon. mayroon ding Ilokano"*

Participant 8: *"Tinatranslate lng namin kapag hindi na nila naiintindihan"*

Participant 9: *"Kapag hindi pa rin po nila naiintindihan, magbigay pa ng more on activities. Gintranslate ko po sir kapag hindi nila naiintindihan"*

From the emerging theme, only one was formed from the grouped themes. It can be observed from their responses that there is a commonality in their ideas regarding contextualization.

According to Richards (2008), the use of local stories, songs, and dialects in listening activities leads to higher levels of student participation and interest. In this context, language learning becomes more efficient because it is connected to their lives and culture. Cummins (2000) further suggests that using the local language in listening not only enhances learning but also helps strengthen students' abilities in a second language.

### **Proficiency of Teachers in the Future Using Listening Skills**

In this study, the emerging theme was the proficiency of teachers in the future using listening skills. Five (5) participants out of nine (9) stated that providing technical support for improving teaching using listening skills is essential. Among those who mentioned this were Participants 2, 3, 4, 5, and 7. There is a profound implied meaning in the responses of the participants.

#### **Emerging Theme 1: Proficiency of Teachers in the Future Using Listening Skills**

Here are the responses from the five (5) participants who mentioned providing technical support for teachers to enhance proficiency in using listening skills.

Participant 2: *"Makapagprovide ng Technical assistance sa aking kapwa guro sa paggamit ng kasanayan sa pakikikinig".*



Participant 3: *"Magiging advocate ako sa paggamit ng kasanayan sa pakikinig at magbahagi ng karanasan sa aking kapwa kaguruan sa pagpapalalim ng paggamit ng kasanayan sa pakikinig"*

Participant 4: *"Maaring makapagbigay na rin ako ng Technical assistance sa aking kapwa kaguruan lalo na ang mga newly hire na mga guro sa paggamit at pagpapabuti sa paggamit ng kasanayan sa pakikinig".*

Participant 5: *"At kapag may mameet ako na mga mag-aaral ko before na naging guro na rin, aking ererekomenda ang pag iibayong gamit ng kasanayan sa pakikinig dahil mas lubusang makuha ang leksyon kapag Gagamit ang kasanayang ito"*

Participant 7: *"Makita ko ang mga mag-aaral na tagumpay sa kanilang buhay"  
"Maari siguro akong magbahagi ng mga ilang tips upang maging epektibo ang pagtuturo ng mga guro."*

Participant 9: *"Makapagprovide ako ng technical assistance sa mga guro sa pagpapalawak sa paggamit ng kasanayan sa pakikinig"*

Participants 2, 3, 4, 5, and 7 mentioned that providing technical assistance to improve teaching using listening skills is the preparation that teachers should undertake in the future. In their responses, a similarity in the content of their ideas can be observed.

According to the study by Ertmer and Ottenbreit-Leftwich (2013), providing technical support to teachers plays a crucial role in enhancing their teaching methods. The research by Johnson et al. (2016) demonstrates that the use of technology, such as digital audio recordings and online listening platforms, helps improve students' listening skills. Training teachers on the proper use of this technology is a key step in providing technical support.

In addition to the majority of participants' responses regarding technical assistance, here are the responses from other participants.

Participant 1: *"....magiging produktibo ang aking pagtuturo gamit ang kasanayan sa pakikinig bilang daan upang lubusang maintindihan ng mga mag-aaral ang aking aralin."*

Participant 6: *"....magresearch pa rin ng iba't-ibang estratehiya....dahil sa mga experience ko naabot ko ngayon."*

Participant 8: *"...maaring gagawa ako ng mga training design sa pagpapabuti sa kasanayang ito."*

Participant 1 mentioned that being productive in teaching listening skills is a way to ensure that students fully understand. Participant 6 stated that researching various strategies that

can help in discussions is important, while Participant 8 mentioned creating a Training Design to improve listening skills.

### **Benefits in Teaching Using Listening Skills**

In this study, the emerging theme was the benefits in teaching listening skills, while the second emerging theme, derived from the grouped themes, was the suggested methods in teaching using listening skills.

### **Emerging Theme 1: Benefits in Teaching Listening Skills**

In this study, the emerging theme was the benefits of teaching listening skills. Three (3) of the nine (9) participants mentioned that the fulfillment of responsibility was the benefit they gained from using listening skills. These participants included Participant 1, Participant 8, and Participant 9.

Supporting this, here are some responses from the participants:

Participant 1: *"....napabuti ko ang aking pagtuturo which is nagkaroon ako ng fulfilment"*

Participant 8: *"...Fulfilled"*

Participant 9: *"...Satisfied at the same time fulfilling"*

Based on their responses, it was evident that the fulfillment of responsibility was experienced by teachers through participation and collaboration in each discussion.

In a study by Ryan and Deci (2000) on Self-Determination Theory, it was shown that a teacher's ability to listen directly impacts their intrinsic motivation. Teachers who feel understood and respected through active listening tend to be happier and more fulfilled in their profession.

Here are additional responses from other participants.

Participant 2: *"....magpahalaga sa mga salita at empatiya at pakikinig sa ideya mula sa tao"*

Participant 3: *".....sa sobrang dami po ay siyempre, mas napapalago talaga ang sarili at ang mga teknik sa pagtuturo."*

Participant 4: *".....mas maging mahusay ang pakikipag-ugnayan ko sa aking mga estudyante."*

Participant 5: *"....ang benepisyo na nakuha ko sa pakikinig ay ang pagpapanatili ng komunikasyon."*

Participant 6: *"....madaling nakakaunawa sa mga aralin at nakakakuha ng atensyon sa guro."*

*".....naunawaan ko ang mga mag-aaral sa pinakamababang lebel na kanilang pag unawa."*

Participant 7: *"....ibig sabihin ang standard ni Teacher dapat hindi iyon ang abutin ni bata kundi ang standard ni bata iyon ang habulin ni Teacher."*

Participant 2 mentioned the importance of appreciation, empathy, and acceptance of ideas from others. Participant 4 emphasized strong communication with students due to teaching through listening. Participant 5 stated that maintaining communication and improving skills were essential. Participant 6 highlighted understanding lessons and gaining the teacher's attention to answer questions. Meanwhile, Participant 7 emphasized understanding, determining, and aligning with the learning level of the students.

According to Pianta, R. C. (2016), his study demonstrated that positive teacher-student interactions directly affect academic success and student behavior. Emotional support and effective communication from teachers increase students' motivation and confidence. In a meta-analysis by Cornelius-White, J. (2007), it was shown that teacher-student relationships based on respect, listening, and positive communication correlate with higher levels of student motivation and performance.

### **Emerging Theme 2: Suggested Strategies for Teaching Using Listening Skills**

For the second emerging theme, most participants' responses suggested using strategies in teaching listening skills. Three (3) out of nine (9) participants mentioned that using strategies to teach listening skills was necessary. Among those who mentioned this were Participants 1, 8, and 9. There is a deep implied meaning in their responses.

Some of the supporting responses from the participants include:

Participant 4: *"Paggamit ng iba't-ibang estratehiya sa pagtuturo ng pakikinig."*

Participant 5: *"Gumamit sila ng iba't-ibang uri ng estratehiya sa pagtuturo, magbigay ng klaro at malinaw na instructions sa mga talakayan".*

Participant 6: *"Nakagawa ako ng mga strategies na dapat kong ibigay para makuha mo ang attention nila upang makinig"*

Several studies suggest that teachers should use various strategies to improve their students' listening skills. In the study conducted by Nation and Newton (2009), the use of authentic listening materials, such as interviews, dialogues, and news, can help develop genuine listening abilities. In addition, the use of interactive listening activities, such as group skills.

Here are some additional suggestions from other participants.

Participant 1: *".....dapat pong hikayatin ang mga mag-aaral sa aktibong pakikinig."*

Participant 2: *".....magbigay ng pagkataon sa mga mag-aaral na makapagsalita at magpahayag ng kanilang mga saloobin at ideya"*

Participant 3: *".....maging mapanuri sa mga mga-aaral at konsiderahin ang maraming bagay."*

Participant 7: *"....ang pinakamahalaga ay kilala mo ang sarili mo ay kung ano ang kaya mong ibigay sa mga bata."*

Participant 8: *".....paiigtingin pa lalo ang pagplan ng lesson plan kasi guided tayo dito sa pagdeliver ng lesson."*

Participant 9: *".....kapag may mga bata sila na hindi nakakaintindi, kailangan nilang turuan nang mabuti Sir."*

The suggestions varied among the participants, including Participant 1, who emphasized the need for active listening. Participant 2 suggested the importance of speaking and expressing thoughts and ideas based on what they hear. Participant 3 pointed out the need to be analytical with students, while Participant 7 emphasized the importance of self-recognition and understanding what can be offered to the students. Participant 8 recommended strengthening the preparation of lesson plans to ensure the lesson is followed, while Participant 9 emphasized the need for effective teaching for students who do not understand. According to Rost (2011), active listening becomes more effective when the teacher fosters interactive conversations in the classroom. Asking open-ended questions and providing opportunities for students to share their opinions deepens understanding and promotes

active listening. Brown (2014) also supports this, stating that participative discussions increase attention and involvement in listening.

The researcher identified seven (7) emerging themes based on the experiences of teachers in teaching listening skills. There were a total of thirty-four (34) grouped themes. In the first theme, there were six (6) grouped themes. The second emerging theme had five (5) grouped themes. The third theme had four (4) grouped themes. The fourth theme had one (1), while the fifth had four (4). The sixth and seventh themes each had seven (7) grouped themes. These themes reflect the critical need to address the needs of teachers in order to strengthen their knowledge and ability to teach using listening skills.

discussions and role-playing, has been proven effective in enhancing students' listening

### **Conclusion**

The following conclusions are based on the combined emerging themes and perspectives of the participants.

These conclusions are grounded on the information gathered and the validation from the stories shared by the participating teachers. The results reveal that the use of listening skills significantly impacts student learning. It is an essential aspect of communication and learning between teachers and students. Concepts and ideas are better understood when students listen attentively, which facilitates easier processing of knowledge and skills with the creative application of teaching strategies. Effective listening leads to clearer understanding of others' messages, resulting in more effective communication and appropriate responses. The skills in listening can be further enhanced with the timely use of modern technology, which has broad implications across various aspects of life, including education, work, communication, and health.

Regarding the emotional and psychological impact on teachers, they experience greater satisfaction when students listen to them. Students' learning progresses more rapidly as they are given greater opportunities for broader and quicker comprehension. Contextualization is an effective method for improving teaching and interactive participation in discussions and learning activities. Students' participation becomes more active because they are connected to the context in which they are situated.

From the perspective of the majority of the interviewed teachers, the provision of technical assistance for improving listening skills should receive more attention from school leaders. Teachers should be provided with knowledge and training to further enhance their proficiency in using these skills. Active listening helps students gain a deeper understanding of lessons as they learn to analyze and assign meaning to the information they hear. Teachers experience a greater sense of fulfillment when students listen because their skills and knowledge can be improved more quickly.

The use of listening skills offers significant benefits as it maintains good relationships and active interaction between teachers and students in lessons. Through listening activities, students' proficiency and discipline are sharpened, preparing them to face life's challenges. The freedom in teaching aligns with the teachers' ability to use their creative methods to help



build more effective listening learning. Their personal approach to teaching has facilitated a deeper understanding of listening among students.

Although there are many challenges in teaching listening, gradual improvement in students' ability to listen with understanding has been observed. Providing immediate feedback and specific listening tasks has led to higher levels of participation and comprehension among students.

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