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Teachers' Perspectives on the English Macro Skills Competence of Senior High School Students: Basis for a Contextualized Language Intervention Program

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ABSTRACT

This qualitative phenomenological study explored teachers' perspectives on the English macro skills competence of Senior High School students and examined the instructional implications for a contextualized language intervention program. Specifically, the study investigated teachers' observations regarding students' listening, speaking, reading, and writing competencies, the instructional challenges encountered in English language instruction, and the pedagogical strategies employed to improve language proficiency. Data were gathered through semi-structured in-depth interviews with twelve purposively selected Senior High School English teachers. Thematic analysis following Braun and Clarke's framework was utilized in analyzing the data. Findings revealed that students demonstrated difficulties in reading comprehension, oral communication confidence, listening comprehension, and academic writing organization. Teachers also identified limited vocabulary exposure, low language confidence, inconsistent reading habits, and minimal authentic English communication as major factors affecting macro skills competence. Despite these challenges, teachers demonstrated pedagogical adaptability through contextualized instruction, collaborative learning, performance-based activities, multimedia integration, and scaffolded language tasks. Participants emphasized the importance of learner-centered instruction, consistent language exposure, and contextualized communicative activities in strengthening English proficiency. Based on the findings, a Contextualized Language Intervention Program was proposed focusing on literacy enhancement, oral communication development, writing support activities, and differentiated language instruction. The findings underscore the importance of responsive and context-based language interventions in improving macro skills competence among Senior High School learners.

Keywords: English macro skills, language competence, Senior High School, English instruction, qualitative research, literacy development, language intervention

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I. INTRODUCTION

English language competence remains a critical component of academic achievement, communicative effectiveness, and professional preparedness among Senior High School students. In the Philippine educational system, English serves both as a subject discipline and as a medium of instruction across several academic areas. Consequently, learners are expected to develop proficiency in the four macro skills of language learning: listening, speaking, reading, and writing. These competencies are essential in promoting critical thinking, academic literacy, communication skills, and workplace readiness.

Despite the significance of English language proficiency, many Senior High School students continue to experience difficulties in macro skills development. Teachers frequently observe learners struggling with reading comprehension, oral communication, listening comprehension, grammar usage, vocabulary development, and academic writing. These challenges are often influenced by limited language exposure, multilingual classroom contexts, low confidence in English communication, and inconsistent literacy engagement.

In response to these instructional realities, teachers increasingly employ learner-centered and contextualized pedagogical approaches to improve language competence. Strategies such as collaborative learning, scaffolded instruction, multimedia integration, communicative activities, and performance-based tasks are utilized to strengthen learner participation and language acquisition. However, despite these adaptive practices, many learners continue to demonstrate varying levels of proficiency across the English macro skills.

Existing studies on English language competence commonly focus on quantitative assessments of language performance and proficiency levels. However, limited qualitative investigations examine teachers' lived instructional experiences and perspectives regarding learners' macro skills competence within localized Senior High School contexts. Understanding teachers' perspectives is essential in identifying instructional concerns, learner difficulties, and responsive pedagogical interventions that may strengthen English language education.

This study explored teachers' perspectives on the English macro skills competence of Senior High School students. Specifically, it examined learners' strengths and difficulties in listening, speaking, reading, and writing, the

instructional challenges experienced by teachers, and the pedagogical strategies utilized to improve language competence. The findings served as basis for developing a Contextualized Language Intervention Program for Senior High School learners.

Objectives of the Study

This study aimed to:

1. Explore teachers' perspectives on the English macro skills competence of Senior High School students;
2. Examine instructional challenges encountered in developing learners' listening, speaking, reading, and writing skills; and
3. Identify pedagogical practices and language support strategies that may strengthen macro skills competence.

Review of Related Literature

English macro skills competence significantly influences learners' academic performance, communication ability, and literacy development. According to Brown (2020), listening, speaking, reading, and writing are interconnected competencies that support meaningful language acquisition and communicative proficiency. Weaknesses in one macro skill may affect learners' overall academic communication and language performance.

Reading comprehension and oral communication remain among the most challenging competencies for many learners in multilingual educational contexts. Cummins (2000) emphasized that limited language exposure and vocabulary knowledge significantly affect comprehension and academic language development. Similarly, Richards (2021) noted that language anxiety and low communication confidence often hinder learners' speaking performance and classroom participation.

Teachers therefore employ differentiated and communicative pedagogical strategies to improve macro skills competence. Research by Graves and Graves (2020) emphasized the effectiveness of scaffolded instruction, contextualized activities, collaborative learning, and multimedia integration in strengthening literacy and communication skills. Learner-centered language instruction encourages active participation, authentic communication, and meaningful language use among learners.

Theoretical Framework

The study was anchored on Vygotsky's Social



Constructivist Theory (1978), which emphasizes the importance of social interaction, scaffolding, and collaborative learning in language development. The study also utilized Cummins' Theory of Language Proficiency (2000), which explains the relationship between language competence and academic learning within multilingual educational settings.

These theories guided the exploration of learners' macro skills competence, instructional challenges, and pedagogical practices in English language instruction.

II: METHODOLOGY

This study utilized a qualitative phenomenological research design to explore teachers' lived experiences and perspectives regarding the English macro skills competence of Senior High School students. The study was conducted in selected public Senior High Schools. Participants consisted of twelve purposively selected English teachers handling Senior High School learners.

Data were gathered through semi-structured in-depth interviews focusing on learners' macro skills performance, instructional challenges, classroom participation, and pedagogical strategies utilized in English instruction. Ethical considerations including informed consent, confidentiality, anonymity, and voluntary participation were strictly observed throughout the study.

The gathered data were analyzed using Braun and Clarke's (2006) thematic analysis framework. Interview transcripts were coded and categorized to identify recurring themes and patterns related to macro skills competence and instructional practices. Trustworthiness was established through member checking, triangulation, audit trails, and thick description.

III: RESULT AND DISCUSSION

Theme 1: Experiencing Difficulties in Reading Comprehension and Vocabulary Development

Participants consistently identified reading comprehension and limited vocabulary knowledge as major concerns affecting learners' English proficiency. Teachers observed that many students struggled to analyze texts, interpret ideas, and understand unfamiliar vocabulary during classroom activities.

One participant shared:

"Marami sa mga learners ang hirap umintindi ng reading passages lalo na kapag unfamiliar ang vocabulary."

Another teacher explained:

"Kapag comprehension activities, kailangan pang himayin ang text para maintindihan nila."

Participants also noted that weak reading habits and limited exposure to English reading materials contributed to learners' comprehension difficulties.

The findings suggest that vocabulary limitations and weak reading comprehension significantly affect learners' academic literacy and macro skills development. These findings support Cummins (2000), who emphasized the relationship between language proficiency and academic understanding.

Theme 2: Struggling with Oral Communication Confidence and Speaking Anxiety

Teachers described learners' low confidence in oral communication as a major instructional challenge. Participants observed that many students hesitated to speak in English due to fear of grammatical errors, pronunciation mistakes, and peer judgment.

One participant stated:

"Nahihiya ang ibang learners magsalita sa English kasi natatakot silang magkamali."

Another teacher shared:

"May mga learners na may idea pero hirap silang i-express nang maayos sa English."

Participants further emphasized that limited authentic communication opportunities affected learners' fluency and confidence during classroom discussions and oral presentations.

The findings indicate that communication anxiety and limited speaking exposure significantly influence learners' oral communication competence.

Theme 3: Addressing Writing Difficulties Through Scaffolded and Guided Instruction

Participants identified difficulties in grammar usage, sentence organization, coherence, and idea development as common concerns in learners' writing performance. Teachers explained that many students struggled to organize ideas logically and express thoughts clearly in written English.

One participant explained:

"Nahihirapan ang learners sa essay writing lalo na sa organization ng ideas at grammar."

Another teacher remarked:

"Kailangan talaga ng guided writing activities para matulungan sila step-by-step."

Teachers addressed these challenges through scaffolded writing tasks, guided activities, peer editing, and continuous



feedback.

The findings highlight the importance of scaffolded and learner-centered writing instruction in improving learners' written communication skills.

Theme 4: Promoting Macro Skills Development Through Interactive and Contextualized Pedagogies

Participants emphasized the effectiveness of collaborative learning, role-playing, multimedia integration, contextualized activities, and communicative tasks in strengthening macro skills competence. Teachers observed that interactive instruction improved learners' confidence, participation, and language engagement.

One participant shared:

“Mas nagiging active ang learners kapag may collaborative at communicative activities.”

Another teacher stated:

“Kapag relatable at contextualized ang activities, mas nagiging confident sila sa paggamit ng English.”

Participants further highlighted that multimedia-assisted instruction and performance-based tasks encouraged authentic communication and improved learner motivation. The findings suggest that contextualized and learner-centered pedagogical approaches significantly strengthen English macro skills development among Senior High School learners.

Discussion

The findings revealed that Senior High School learners continue to experience difficulties in reading comprehension, vocabulary acquisition, oral communication confidence, listening comprehension, and academic writing. These challenges significantly affect learners' participation, communication competence, and overall language performance.

Despite these instructional concerns, teachers demonstrated pedagogical adaptability through scaffolded instruction, collaborative learning, contextualized activities, guided writing exercises, multimedia integration, and communicative language teaching practices. These learner-centered approaches promoted active participation, authentic communication, and improved macro skills engagement.

The study further highlights the importance of responsive language instruction, differentiated pedagogies, and consistent literacy support in strengthening English language competence among Senior High School learners.

IV: CONCLUSIONS

The study concluded that Senior High School students demonstrate varying levels of competence across the English macro skills, with notable difficulties in reading comprehension, vocabulary development, oral communication confidence, and academic writing. These challenges significantly affect classroom participation, literacy development, and communicative competence.

Despite these instructional realities, teachers demonstrated resilience and pedagogical innovation through contextualized instruction, scaffolded learning activities, collaborative pedagogies, multimedia integration, and communicative teaching practices. These strategies strengthened learner engagement and supported macro skills development.

The findings underscore the importance of responsive, learner-centered, and context-based language instruction in improving English proficiency among Senior High School learners.

Proposed Contextualized Language Intervention Program

Based on the findings of the study, a Contextualized Language Intervention Program is proposed focusing on reading comprehension enhancement activities, vocabulary enrichment sessions, oral communication workshops, scaffolded writing instruction, listening comprehension exercises, multimedia-assisted language learning, peer collaboration activities, and differentiated literacy support strategies. The intervention program aims to strengthen learners' macro skills competence, communication confidence, literacy engagement, and overall English language proficiency.

Implications of the Study

The findings may guide curriculum developers, school administrators, and English teachers in strengthening language intervention programs, literacy support initiatives, and communicative language teaching practices for Senior High School learners. Schools may further enhance learner-centered and contextualized instructional approaches that address learners' varying language proficiency levels.

Future studies may further examine the effectiveness of contextualized language intervention programs in improving English macro skills competence across diverse educational contexts.



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