Enhancing Language Learning: A Framework for Teachers' Strategies and Students' Listening Proficiency in Public Secondary Schools

Neboy B. Navarez, MAT – English

neboy.navarez001@deped.gov.ph

currently teaching at Jesus J. Soriano National High School, Teacher III, Department of Education, Davao City, Davao del Sur, 8000, Philippines

Abstract

This study aimed to determine and describe the framework strategies employed by teachers and assess the listening proficiency of students in public secondary schools, specifically in Cluster 2, Talomo District, Division of Davao City. A non-experimental quantitative research design using a correlational method was utilized. The respondents comprised 140 teachers in public elementary schools, selected through universal sampling. Data analysis included mean, Pearson r, and regression analysis. The findings revealed that teachers frequently manifest the framework strategies in public secondary schools, and the listening proficiency of students is also often demonstrated by teachers. Significantly, a relationship was found between teachers' framework strategies and students' listening proficiency in public secondary schools. The study further indicated that the domains of framework strategies significantly influenced the listening proficiency of students in public secondary schools. Based on these findings, it is recommended that public school teachers attend language conferences and DepEd training programs for professional development. This approach can enhance language teachers' proficiency, promoting effective education through improved framework strategies and listening proficiency in public secondary schools. Simultaneously, it ensures that learners engage in healthier academic practices.

Keywords: Framework strategies of teachers; listening proficiency of students; public secondary schools; Philippines

1. INTRODUCTION

Listening is a fundamental skill in second language instruction, acknowledged for its pivotal role in comprehension (Rost, 2014). However, students in international universities often encounter challenges in their listening approaches, leading to suboptimal outcomes in comprehension, as highlighted by Brown and Carlsen (2015). The intricate nature of listening proficiency can impact student comprehension both positively and negatively (Wenden, 2016). Addressing these challenges necessitates a nuanced understanding of the underlying issues affecting students' listening skills, as identified by Yagang (2014) across four critical factors: the message, the speaker, the listener, and the physical setting. A plethora of research, exemplified by Michaels (2011), has aimed to dissect these challenges and illuminate the complexities of effective listening.

In the context of the Philippines, students grapple with three specific listening challenges. Firstly, the difficulty in grasping proper names arises from a lack of prior exposure, leading to a deficit in background knowledge. Secondly, the struggle with unfamiliar, uninteresting, and excessively lengthy listening materials engenders feelings of alienation and disinterest among students. Lastly, the nuances of sound connections and intonation spoken by native speakers with diverse accents pose a unique challenge (Nunan, 2014; Osada, 2014). Recognizing the significance of listening skills, language educators must address these challenges, considering them as foundational conditions for the oral output in the language learning process (Barker & Watson, 2013).

Listening proficiency is not merely a student skill but also a cornerstone for educators. It enables clear understanding and interpretation of verbal communication, allowing teachers to comprehend assignments and expectations set by school heads (Blau, 2010; Engle, Kane, & Tuholski, 2009). Moreover, listening proficiency facilitates the establishment of robust relationships between teachers, colleagues, school heads, and students, with proficient listeners exhibiting a superior track record in problem resolution (Clemant, Dornyei & Noels, 2014). The social value of studies on listening proficiency is underscored by Cheung (2010), emphasizing the importance of listening comprehension in learning English as a second language, positioning listening as a prerequisite skill in language acquisition.

In light of the foregoing, this research embarks on an extensive review of literature, seeking variables associated with listening proficiency. Among these variables, Framework Strategies (FS) emerges as a crucial contributor, playing a pivotal role in learning to listen (Goh & Hu, 2014; Rahimirad & Shams, 2014; Maftoon & Alamdari, 2016). This multifaceted approach to learning significantly influences second language listening comprehension (Read & Barcena, 2016). Furthermore, scaffolding, as advocated by various authors (Al-Yami, 2008; Attarzadeh, 2011; Magno, 2010), serves as an additional positive variable impacting listening proficiency. Scaffolding, defined as the teacher's assistance in enabling learners to independently complete tasks in the future (Gibbons, 2012), introduces a moderating variable in this study, deviating from the predominant focus on bivariate relationships.

The findings of this study hold the promise of addressing common challenges faced by students in English as a Second Language (ESL) classes, contributing to the awareness among English teachers about the pivotal role of framework strategies in achieving listening proficiency, aligning with the emphasis by Moust, van Berkel, and Schmidt (2007). While existing studies have explored the relationship between framework strategies and listening proficiency (Haskett, 2015; Haynes, 2015; Vandergrift et al., 2016; Brownell, 2016), there is a noticeable gap in the exploration of students' listening proficiency concerning scaffolding strategies, providing a unique focus for this research.

1.1. Review of Significant Literature

This section provides an in-depth review of pertinent literature concerning teachers' framework strategies and the listening proficiency of students. Drawing insights from various sources including books, articles, and relevant theories, this review aims to unravel the pivotal role played by these strategies in the process of language acquisition. This concise review delves into key pedagogical dimensions, emphasizing the intricate dance between framework strategies and linguistic adeptness, laying the groundwork for a nuanced understanding of language education dynamics.

Framework Strategies

This section offers a comprehensive review of literature concerning framework strategies employed by ESL teachers to enhance language students' listening proficiency. Framework strategies involve breaking down learning into manageable chunks, providing tools such as concept maps or structures for each segment. As described by Van de Pol, Volman, & Beishuizen (2010), these strategies include visual aids, vocabulary instruction, interpretations, and feedback.

In education, framework strategies are essential instructional techniques aimed at guiding students progressively towards a deeper understanding and independence in the learning process. Comparable to physical scaffolding, these supportive strategies are gradually removed, transferring more responsibility to the students (Asgari & Mustapha, 2011).

Teachers commonly use framework strategies to bridge learning gaps, helping students overcome challenges in understanding texts or tasks. The goal is to reduce negative emotions and self-perceptions associated with challenging tasks, fostering a gradual transition to independent learning (Baudhan, 2015).

The term "scaffolding" originated from the works of Wood, Bruner, and Ross (1976), and it metaphorically describes the assistance provided by teachers or peers to support learning. The teacher helps students master tasks or concepts initially beyond their grasp, guiding them through incremental steps. The process involves "fading," where the scaffolding is gradually removed, enabling students to work independently (Albert, Gumperz & D. Hymes, 2016).

Facilitative tools within framework strategies include breaking tasks into smaller parts, using 'think aloud' techniques, cooperative learning, concrete prompts, questioning, coaching, cue cards, and modeling (Bidabadi & Yamat, 2011). Teachers must be attentive to students' stress levels, ensuring tasks are challenging yet achievable.

Listening Proficiency

Listening proficiency is a multifaceted skill involving the components of hearing, understanding, remembering, interpreting, evaluating, and responding (Chiang & Dunkel, 2012). Listening, a complex and energy-intensive skill, plays a crucial role in language acquisition.

The listening process begins with the receiving stage, where hearing, the physiological process of registering sound waves, is paired with attending, accurately identifying and interpreting sounds as words. Effective listening involves focusing on speech sounds while disregarding extraneous noise (Liu, 2018).

Understanding, the second stage, is the shared meaning between parties in a communication transaction. It is essential for gathering basic information in various contexts, such as receiving instructions at work or learning new concepts at school (Canale, 2014).

The remembering stage involves categorizing and retaining information for future access, contributing to memory formation. Memory is crucial throughout the listening process, aiding in understanding and placing current information in a broader context (Watanabe, 2008).

Interpreting, as a stage in the process, refers to oral or verbal translation, enabling real-time cross-linguistic communication. Simultaneous interpreting, whisper interpreting, and other forms are employed depending on the context (Vandergrift, 2015).

Evaluating, the penultimate stage, involves assessing received information qualitatively and quantitatively, forming opinions, and developing responses. This stage is critical for critical analysis and understanding a speaker's motivations and goals (Wood, Wood, & Middleton, 2008).

The final stage, responding, requires the listener to provide verbal and/or nonverbal reactions based on short- or long-term memory. Responding adds action to the listening process, allowing the listener to communicate understanding and interest (Maeng, U., 2017).

The literature reviewed underscores the integral connection between framework strategies employed by teachers and the listening proficiency of language students. The dynamic interplay between these elements highlights the significance of effective instructional methods in fostering language acquisition and proficiency.

1.2. Research Questions

This investigation aimed to explore the framework strategies employed by teachers and assess the listening proficiency of students in public secondary schools within Cluster 2, Talomo District, Division of Davao City. The study specifically addresses the following queries:

1. What is the extent of framework strategies employed by teachers in public secondary schools concerning:
    1.1 Modeling,
    1.2 Participation,
    1.3 Explanation,
    1.4 Consideration, and
    1.5 Contribution?

2. To what degree do students in public secondary schools exhibit listening proficiency, considering:
    2.1 Hearing,
    2.2 Understanding,
    2.3 Remembering,
    2.4 Interpreting,
    2.5 Evaluating, and
    2.6 Responding?

3. Is there a statistically significant relationship between the framework strategies employed by teachers and the listening proficiency of students?

4. Which domains of framework strategies employed by teachers significantly contribute to the listening proficiency of students in public secondary schools within Cluster 2, Talomo District, Davao City Division?

2. METHODOLOGY

This chapter delineated the research design, research participants, research instruments, data collection procedure, data analysis, and additional sources of information for data treatment.

2.1. Research Design

Utilizing a non-experimental quantitative design with a correlational method, this study aimed to describe the existing status of the situation and explore the causes of the phenomenon under investigation. The correlational method was chosen to ascertain the degree of relationship between quantifiable variables, as outlined by Travers (2006).

Quantitative research design focused on determining the relationship between an independent variable and a dependent or outcome variable in a population. This descriptive study established associations between variables, requiring a sample size often in the hundreds or thousands for an accurate estimate of the relationship. The correlational method, while useful for identifying relationships, did not establish cause-and-effect relationships, as variables were not under the control of the researcher.

In this descriptive survey, quantitative data was gathered through a structured questionnaire designed for the targeted respondents to assess framework strategies of teachers and listening proficiency of students in public secondary schools within Cluster 2, Talomo District, Davao City Division.

2.2. Research Respondents

The study encompassed 60 teachers and 60 students, totaling 120 respondents from public secondary schools in Cluster 2, Talomo District, Davao City Division. The distribution included 20 teachers and 20 students from Catalunan Pequeno National High School, Mabini National High School, and Talomo National High School, respectively. Survey questionnaires were administered to evaluate colleagues and students. Teachers included in the study had a minimum of three years of service in public elementary schools. The study was conducted during the academic year 2020 to 2021, and respondents were selected through universal sampling with deliberate oversampling to account for potential non-responses.

2.3. Research Instruments

The research instrument, a questionnaire, drew from global authors and was contextualized to the local setting. The questionnaire underwent refinement with input from the thesis adviser and three validators. Comprising 50 items across 10 indicators, each indicator consisted of five questions. Likert's scale was employed to gauge framework strategies of teachers and listening proficiency of students. A pilot test was conducted in Jesus J. Soriano National High School with 25 teachers and 25 students. The instrument exhibited a reliability and validity of .786 Cronbach's alpha.

Part 1 of the questionnaire focused on the framework strategies of teachers in public high schools within Cluster 2, Talomo District, Davao City Division. The scale for framework strategies assesses the manifestation frequency of teachers' strategies in public high schools. A mean range of 4.20 – 5.00 indicates very high consistency, 3.54 – 4.19 suggests high frequency, 2.60 – 3.39 reflects moderate periodicity, 1.80 – 2.59 indicates low infrequency, and 1.00 – 1.79 signifies very low rarity.

Part 2 of the scale focused on the listening proficiency of students in the public high school department within Cluster 2, Talomo District, Davao City Division. Conversely, the scale for listening proficiency evaluates the manifestation frequency of language students' proficiency in the public high school department. A mean range of 4.20 – 5.00 suggests very high consistency, 3.54 – 4.19 reflects high frequency, 2.60 – 3.39 indicates moderate periodicity, 1.80 – 2.59 suggests low infrequency, and 1.00 – 1.79 signifies very low rarity.

2.4. Data Gathering Procedure

The study on the framework strategies of teachers and listening proficiency of students in the public high school department, cluster 2, Talomo District, Davao City Division, commenced with the acquisition of a letter of permission. Authorization was obtained from the Dean of Graduate Studies at Rizal Memorial Colleges, the Adviser, School Principal, Moderators, and Teacher in Charge in public secondary schools. The signed letters ensured proper conduct of the study.

Clear printed copies of the questionnaire were administered personally by the researcher to the respondents. The respondents were urged to provide honest responses, fostering the collection of valid and reliable data. The distribution process spanned two weeks, with an additional two weeks allocated for questionnaire retrieval. Remarkably, a 100% retrieval rate was achieved, attributed to the availability, kindness, and cooperation of the respondents.

2.5. Data Analysis

The gathered data underwent classification, analysis, and interpretation using the following statistical tools:

- Mean: Utilized to determine the framework strategies of teachers and listening proficiency of students in public high school department, cluster 2, Talomo District, Davao City Division.

- Pearson Product Moment Correlation or Pearson r: Employed to identify significant relationships between the framework strategies of teachers and listening proficiency of students in the public high school department.

- Regression Analysis: Utilized to measure the influence of the framework strategies of teachers on the listening proficiency of students in public high school department, cluster 2, Talomo District, Davao City Division.

3. RESULTS AND DISCUSSIONS

In this chapter, the results and discussions derived from a survey questionnaire focused on the framework strategies employed by teachers and their impact on the listening proficiency of students in public secondary schools within Cluster 2, Talomo District, Division of Davao City, were presented.

Framework Strategies in Terms of Modeling

The results of the survey were meticulously analyzed to evaluate the framework strategies of teachers concerning modeling. Table 1 provided a comprehensive breakdown of the mean ratings for various statements related to modeling.

Table 1. Framework Strategies in Terms of Modeling

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1.	demonstrates a new concept or approach to learning and students learn by observing	3.36	Moderate
2.	shows a concept for a student, that teacher is modelling	3.37	Moderate
3.	demonstrates how to think in lessons that focus on interpreting information and data, analyzing statements, and making conclusions about what has been learned	3.31	Moderate
4.	uses more strategy so that students can first observe what is expected of them, and they may feel more comfortable in engaging in a new task or activity	3.38	Moderate
5.	demonstrates a task students will be expected to do on their own	3.10	Moderate
	Overall Mean	**3.30**	Moderate

In terms of modeling, the analysis indicated that the framework strategies of teachers in public secondary schools were moderately implemented. Notably, the strategy of using more approaches for students to observe expectations garnered the highest mean rating (3.38). This suggested that teachers occasionally employed strategies to make students feel more comfortable when approaching new tasks or activities. This finding aligned with Amoloye's (2014) assertion that modeling involved verbalizing thought processes or problem-solving strategies while demonstrating tasks. For instance, teachers described their thought processes when demonstrating a complex concept. Moreover, performance modeling, as exemplified in sports coaching, also played a role in effective teaching.

Recognizing the moderate implementation of modeling strategies, there was an opportunity for teachers to enhance their instructional techniques. Incorporating more explicit modeling, both verbal and performance-based, could contribute to improved understanding and engagement among students. The examination of framework strategies in terms of modeling revealed a moderate implementation in public secondary schools. This insight provided valuable considerations for educators seeking to enhance teaching practices and improve the listening proficiency of language students.

Framework Strategies in Terms of Participation

Table 2. Framework Strategies in Terms of Participation

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	fosters a high level of energy and enthusiasm in the classroom learning environment	4.09	High
2	needs to clearly communicate to the students what it will entail and why they are including a participation component	4.02	High
3	prepares a rubric that explains how they will assess students participation	3.35	Moderate
4	finds that students will participate more enthusiastically if they ask them to help define what constitutes effective participation	3.38	Moderate
5	asks students to identify features of effective discussions they have experienced in the past, including the behaviors and roles of both the students and the teachers	3.70	High
	Overall Mean	**3.71**	**High**

Presented in Table 2 is an analysis of the framework strategies employed by teachers in public secondary schools with a focus on participation. The presentation emphasizes the highest, middle, and lowest mean ratings of key indicators. Notably, fostering a high level of energy and enthusiasm in the classroom learning environment obtained the highest mean rating of (4.09), followed by asking students to identify features of effective discussions they have experienced in the past, including the behaviors and roles of both the students and the teachers, with a mean rating of (3.70). Additionally, preparing a rubric that explains how they will assess students' participation received a mean rating of (3.35). The overall mean rating of the framework strategies of teachers in public secondary schools in terms of participation is 3.71, categorizing it as "High." This indicates that teachers consistently manifest effective participation strategies. This proficiency is evident in the teacher's ability to foster a high level of energy and enthusiasm, clearly communicate expectations, and employ rubrics for assessing participation.

This finding aligned with Lange's (2012) assertion that involving students in defining participation, especially in the early stages of the framework, heightened engagement and ownership in the learning process. This participatory technique allowed instructors to emphasize or correct understandings of the task, providing an opportunity for verifying and clarifying student comprehension. As students became familiar with new material, it became crucial for teachers to evaluate understanding and offer positive and corrective feedback.

Framework Strategies in Terms of Explanation

Table 3. Framework Strategies in Terms of Explanation

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	makes clearer the meaning of an object, method, term and assignment	3.19	Moderate
2	maintains formally the necessary distance between the object of the action, study and the tools	3.36	Moderate
3	clears and logical structures to them, using words, images and analogies that pupils understand and well-chosen examples to illustrate key features	3.33	Moderate
4	explains why they arrived at a particular answer have proved in prior studies to be more able to catch their own incorrect assumptions and generalize what they learn to other subjects	3.13	Moderate
5	increases the odds of students using the strategies they successfully apply in these sequencing activities to other comprehension tasks	3.37	Moderate
	Overall Mean	**3.28**	**Moderate**

Table 3 summarized the framework strategies employed by teachers in public secondary schools concerning explanation. Notably, the highest mean rating of 3.37 (moderate) was attributed to using and implementing desired strategies in school, followed by aiding the school management for steering an organization toward its strategic objectives (mean rating: 3.33, moderate). Additionally, aiding the school management for steering an organization toward its competitive advantage received a mean rating of 3.13 (moderate).The overall mean rating for framework strategies of teachers in public secondary schools in terms of explanation was 3.28, indicating a moderate manifestation of these strategies by teachers.

This finding suggests that the framework strategies of teachers, specifically in terms of explanation, significantly influenced the behavior of organizational resources to implement organizational strategies in school and aid the school management in steering an organization toward its strategic objectives. This aligns with Guskey's (2012) assertion that explanations should openly address the learner's comprehension about what is being learned, why and when it is used, and how it is used (Lange, 2012). Detailed explanations, initially comprehensive and repeated, evolved over time to concise prompts, aligning with the learners' growing understanding. For instance, when teaching children how to identify adjectives in a sentence, the teacher led them through a detailed definition initially, repeating it during guided practice. As students gained experience, the teacher transitioned to prompt-based explanations using words like "what kind," "which one," and "how many."

Framework Strategies in Terms of Consideration

Table 4. Framework Strategies in Terms of Consideration

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	has an ideal classroom is a positive place where a student can come to work toward specific goals set before them in the class objectives	3.28	Moderate
2	has to be positive, organized, outgoing, confident, and compassionate	3.25	Moderate
3	approaches her day with dread, is not prepared, and often seems overwhelmed then her students will play off of her attitude and disposition	3.26	Moderate
4	encourages to be positive and work together to complete a task, then classroom behavior becomes more positive	3.27	Moderate
5	gives the students the opportunity to get to know their fellow students. The idea of classroom communities fosters positive and productive classroom behavior	3.10	Moderate
	Overall Mean	**3.38**	**Moderate**

Table 4 summarized the framework strategies employed by teachers in the public high school department regarding consideration. The presentation highlighted the highest, middle, and lowest mean ratings for key indicators. Notably, having an ideal classroom as a positive place where students could work toward specific goals set in class objectives received the highest mean rating of 3.28 (moderate). Conversely, approaching the day with dread, being unprepared, and appearing overwhelmed, which may negatively impact student attitudes, obtained a mean rating of 3.26 (moderate). The lowest mean rating of 3.10 (moderate) was attributed to giving students the opportunity to get to know their fellow students and fostering positive classroom behavior through the idea of classroom communities. The overall mean rating for the framework strategies of teachers in the public high school department in terms of consideration was 3.38, categorized as "moderate." This indicated that the level of framework strategies of teachers in terms of consideration was sometimes manifested by the teachers.

This finding aligned with Williams' (2012) assertion that checking for considerations during daily lessons involved various techniques, both formal and informal, oral and written, verbal and nonverbal.

These techniques were employed by teachers and students to track understanding throughout a lesson. Adjustments were made based on ongoing assessment to address gaps in understanding and ensure students were ready to progress. This approach was linked to student-engaged assessment and supported the development of lifelong skills of self-assessment. Creating a classroom culture of trust, where mistakes were seen as part of the learning process, was crucial for effective checking of understanding. This cultural aspect, respecting everyone's learning needs, was a complex yet essential task, contributing to the overall success of the learning environment (Al-Yami, 2008; Attarzadeh, 2011; Magno, 2010).

Framework Strategies in Terms of Contribution

Table 5. Framework Strategies in Terms of Contribution

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	thinks of all the things they do that could be done by students	3.19	Moderate
2	appreciates how much they contribute to the positive classroom atmosphere	3.36	Moderate
3	advocates for external rewards and punishment in the classroom to motivate change	3.33	Moderate
4	disciplines tools teach the best way to change behavior is from the inside out	3.13	Moderate
5	makes sure their students learn the art of contributing, a skill that will serve them throughout their lives	3.37	Moderate
	Overall Mean	**3.28**	**Moderate**

Table 5 summarized the framework strategies employed by teachers in the public high school department regarding contribution. The presentation highlighted the highest, middle, and lowest mean ratings for key indicators. Notably, ensuring students learned the art of contributing, a skill serving them throughout their lives, received the highest mean rating of 3.37 (moderate). Advocating for external rewards and punishment in the classroom to motivate change obtained a mean rating of 3.33 (moderate), while disciplining tools to teach the best way to change behavior from the inside out received a mean rating of 3.13 (moderate). Other statements, such as thinking of tasks that could be done by students and appreciating their contributions to the positive classroom atmosphere, received mean ratings of 3.19 and 3.36, respectively. The overall mean rating for framework strategies of teachers in the public high school department in terms of contribution was 3.28, categorized as "moderate." This indicated that the level of framework strategies of teachers in terms of contribution was often manifested by the teachers.

This finding suggested that teachers, by emphasizing the importance of students learning the art of contributing, contributed to a positive classroom atmosphere. This aligned with Guskey's (2012) assertion that students felt a sense of belonging and significance when they had opportunities to contribute. Providing students with tasks and responsibilities in the classroom, along with expressing verbal appreciation for their contributions, fostered a positive learning environment. Unlike behaviorism, which advocates for external rewards and punishment to motivate changes, positive discipline tools emphasized teaching the best way to change behavior from the inside out. This approach prioritized intrinsic motivation and self-regulation over external motivators.

Summary on the Level of Framework Strategies of Teachers in Public High School

Table 6. Summary on the Level of Framework Strategies of Teachers in Public High School

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	modelling	3.30	Moderate
2	Participation	3.71	High
3	Explanation	3.28	Moderate
4	consideration	3.38	Moderate
5	Contribution	3.28	Moderate
	Overall Mean	3.42	High

Table 6 summarized the framework strategies of teachers in the public high school department, encompassing modelling, participation, explanation, consideration, and contribution. Mean ratings were as follows: modelling achieved 3.30 (moderate), participation reached 3.71 (high), explanation gained 3.28 (moderate), consideration attained 3.38 (moderate), and contribution obtained 3.28 (moderate). The overall mean rating for all indicators combined was 3.42 (high). The overall mean rating for the framework strategies of teachers in the public high school department was 3.42, indicating a high level of manifestation by the teachers across modelling, participation, explanation, consideration, and contribution.

This suggests that the framework strategies in these areas were often demonstrated by the teachers and should be further improved by school heads. Creating opportunities for students to consistently work with teachers could establish effective working relationships, ultimately enhancing past literacy achievement levels. This finding aligns with Amoloye's (2014) statement that framework strategies involve breaking up learning into chunks and providing tools, concept maps, or structures for each chunk. In the context of reading, it may include previewing the text, discussing key vocabulary, and offering various interpretations of different pieces of text. The modification of texts and writing assignments can further support literacy development (Van de Pol, Volman & Beishuizen, 2010).

Listening Proficiency of Students in Terms of Hearing

Table 7. Listening Proficiency of Students in Terms of Hearing

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	I accurately hear what is said to me.	3.34	Moderate
2	I overcome distractions such as the conversation of others, background noises, and telephones when someone is speaking.	3.32	Moderate
3	I enter communication situations with a positive attitude.	3.38	Moderate
4	I concentrate on what the speaker is saying, even when the information is complicated.	3.36	Moderate
5	I am relaxed and focused in important communication situations.	3.39	Moderate
	Overall Mean	**3.36**	**Moderate**

Table 7 summarized the evaluation of students' listening proficiency in the public high school department, specifically focusing on hearing. Mean ratings for the highest, middle, and lowest categories were as follows: being relaxed and focused in important communication situations scored 3.39 (moderate), concentrating on complex information from speakers reached 3.36 (moderate), and overcoming distractions during conversations received 3.32 (moderate). The overall mean rating for the listening proficiency of students in the public high school department in terms of hearing was 3.36, categorized as "moderate." This suggests that students often demonstrated listening proficiency in terms of hearing.

This implies that students effectively gathered information through listening, recognizing the importance of being able to physically hear the information they were listening to. This aligned with the notion that the clearer the sound, the easier the listening process became (Mills, Pajares & Herron, 2016). Hackman and Johnson (2010) emphasized the listening process's receiving stage, involving hearing as the physiological process of registering sound waves. Paired with hearing, attending was crucial, where accurate identification and interpretation of sounds occurred. Effective listening, as described by Liu (2018), involved focusing on speech sounds while disregarding other noise, highlighting the active process of constructing meaning from both verbal and nonverbal messages.

Listening Proficiency of Students in Terms of Understanding

Table 8. Listening Proficiency of Students in Terms of Understanding

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	I understand my partner's vocabulary and recognize that my understanding of a word is likely to be somewhat different from the speaker's understanding.	3.19	Moderate
2	I recognize my "hot buttons" and don't let them influence my listening.	3.23	Moderate
3	I listen to the entire message without interrupting.	3.24	Moderate
4	I ask relevant questions and restate my perceptions to make sure I have understood the speaker correctly.	3.15	Moderate
5	I distinguish between main ideas and supporting evidence when I listen.	3.28	Moderate
	Overall Mean	**3.22**	**Moderate**

Table 8 evaluated students' listening proficiency in the public high school department, focusing on understanding. Mean ratings for the highest, middle, and lowest categories were as follows: distinguishing between main ideas and supporting evidence scored 3.28 (moderate), listening to the entire message without interrupting reached 3.24 (moderate), and asking relevant questions and restating perceptions for clarification obtained 3.15 (moderate). The overall mean rating for the listening proficiency of students in terms of understanding was 3.22, indicating a moderate level of manifestation by the students. This suggests that students often demonstrated listening proficiency in understanding, emphasizing shared meaning between parties in a communication transaction as the first step in the listening process.

This finding aligned with Day's (2010) statement, highlighting comprehension as shared meaning between parties in a communication transaction. This stage involved determining context and meanings of words, essential for understanding sentences. Without this understanding, everyday listening, such as receiving instructions at work or learning new ideas at school, would lack practical information (Canale, 2014).

Listening Proficiency of Students in Terms of Remembering

Table 9. Listening Proficiency of Students in Terms of Remembering

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	I pay attention to the most important things going on around me.	3.48	High
2	I easily follow conversations and can accurately recall which member contributed which ideas in small group discussions.	3.46	High
3	I can remember what my teachers/classmates have said to me in in class discussion	3.43	High
4	I listen to and accurately remember what teachers says, even when I strongly disagree with their viewpoint.	3.41	High
5	I have a wide variety of interests that help me approach tasks creatively.	3.45	High
	Overall Mean	**3.45**	**High**

In Table 9, students' listening proficiency in the public high school department was assessed, focusing on remembering. Mean ratings for the highest, middle, and lowest categories were as follows: paying attention to the most important things around obtained 3.48 (high), having a wide variety of interests to approach tasks creatively scored 3.45 (high), and listening to and accurately remembering what teachers said, even when strongly disagreeing with their viewpoint reached 3.41 (high). The overall mean rating for remembering was 3.45, indicating a high level of manifestation by the students.

This suggests that listening proficiency in terms of remembering occurred as the listener categorized and retained information gathered from the speaker for future access. Memory, crucial throughout the listening process, enabled the recording of information for later recall. Fullan (2015) emphasized that this process happened during and after the speaker's delivery. Memory was essential for both listeners and speakers to fill in gaps, place current information in context, and follow along with the conversation. Without memory, understanding and meaningful communication would be challenging (Mahdavy, 2008).

Listening Proficiency of Students in Terms of Interpreting

Table 10. Listening Proficiency of Students in Terms of Interpreting

No	Items	Mean (x)	Descriptive Level
1.	I take into account the teachers/classmates personal and cultural perspective when listening to them.	3.31	Moderate
2.	I take into account the person's motives, expectations, and needs when determining the meaning of the message.	4.00	High
3.	I let the speaker know immediately that they have or have not been understood.	3.61	High
4.	17. I am sensitive to the speaker's tone of voice in communication situations.	3.65	High
5.	I consider how the speaker's facial expressions, body posture, and other nonverbal behaviors relate to the verbal message.	3.28	Moderate
	Overall	**3.53**	**High**

Table 10 presented data on the level of listening proficiency among students in a public high school department, focusing on interpreting. Mean ratings revealed the following: considering the person's motives, expectations, and needs when determining the message meaning received a mean rating of 4.00

(high), letting the speaker know immediate understanding scored 3.61 (high), and considering nonverbal cues in relation to the verbal message obtained a mean rating of 3.28 (moderate). The overall mean rating for interpreting was 3.53, indicating high manifestation by the students.

Interpreting involved oral or verbal translation, facilitating real-time cross-linguistic communication. It was a process where a person repeated what the speaker had said in a different language. Interpreting assumed various forms depending on the context and needs, such as simultaneous, consecutive, escort/travel, whisper, scheduled telephone, and on-demand phone (Vandergrift, 2015). In interpreting, the interpreter had to translate sentences into the target language while simultaneously comprehending the next sentence. Despite the term "simultaneous," interpreters could not start interpreting until they grasped the general meaning of the sentence (Bonk, 2010).

Listening Proficiency of Students in Terms of Evaluating

Table 11. Listening Proficiency of Students in Terms of Evaluating

No	Items	Mean (x)	Descriptive Level
1.	I am constantly aware that people and circumstances change over time.	4.04	High
2.	I consider other's personal expertise on the subject when they try to convince me to do something.	3.84	High
3.	I weigh all evidence before making a decision.	3.68	High
4.	I take time to analyze the validity of a speaker's reasoning before arriving at my own conclusion.	3.70	High
5.	I listen carefully to determine whether the speaker has solid facts and evidence or whether they are relying on emotional appeals.	3.73	High
	Overall	**3.80**	High

Table 11 presents data on the listening proficiency of students in a public high school department for evaluating. Mean ratings reflected high proficiency levels, such as constant awareness of changing circumstances (4.04), consideration of others' expertise (3.84), weighing evidence before decision-making (3.68), analyzing speaker reasoning (3.70), and discerning facts from emotional appeals (3.73). The overall mean rating for evaluating was 3.80, indicating frequent manifestation by the students.

During the evaluation stage, listeners assessed received information both qualitatively and quantitatively, forming opinions and developing responses (Vygotsky, 2010; Wood & Wood, 2016). They determined the quality, bias, truth, significance, and motivations behind the conveyed message (Wood, Wood, & Middleton, 2008).

Listening Proficiency of Students in Terms of Responding

Table 11. Listening Proficiency of Students in Terms of Responding

No	Items	Mean (x)	Descriptive Level
1.	I adapt my response according to the needs of the particular situation.	3.31	Moderate
2.	I do not let my emotions interfere with my listening or decision making.	4.00	High
3.	I provide clear and direct feedback to others.	3.61	High
4.	I encourage information sharing by creating a climate of trust and support.	3.65	High
5.	I make sure that the physical environment encourages effective listening.	3.28	Moderate
	Overall	**3.53**	**High**

Table 12 displays data on the listening proficiency of students in a public high school department for responding. Mean ratings showed high proficiency: not letting emotions interfere with listening or decision-making (4.00), providing clear feedback (3.61), and ensuring a conducive physical environment for effective listening (3.28). Overall, the mean rating for responding was 3.53, indicating frequent manifestation by the students.

Listening proficiency in responding, frequently demonstrated by students, represents the stage where listeners provided verbal or nonverbal reactions based on short- or long-term memory. Nonverbal responses included gestures or body language, while verbal responses involved asking questions or seeking clarification (Pennington, 2009; Yang, 2012; Pandian, 2010).

Summary on Listening Proficiency of Students in Public Secondary School

Table 13. Summary on Listening Proficiency of Students in Public Secondary School

No.	Statements	Mean ($\bar{x}$)	Descriptive Equivalent
1	Hearing	3.36	Moderate
2	Understanding	3.22	Moderate
3	Remembering	3.45	High
4	interpreting	3.53	High
5	evaluating	3.80	High
6	Responding	3.53	High
	Overall Mean	3.47	High

Table 13 summarizes students' listening proficiency in a public high school, including hearing, understanding, remembering, interpreting, evaluating, and responding. Mean ratings indicate hearing (3.36), understanding (3.22), remembering (3.45), interpreting (3.53), evaluating (3.80) and responding (3.53). The overall mean rating was 3.47, signifying high proficiency frequently demonstrated by the students.

This suggests high levels of listening proficiency in students, exploring the impact of culture, technology, and globalization. The emphasis on ethical considerations fosters students' awareness of responsibilities associated with listening in a complex world. Self-assessment, activities, and case studies further enhance the learning experience, aligning with the role of listening in achieving personal and professional goals (Chiang & Dunkel, 2012).

Significance of the Relationship Between Framework Strategies of Teachers and Listening Proficiency of Language Students

Table 14. Significance on the Relationship Between Framework Strategies of Teachers and Listening Proficiency of Students

Variables	X	Y	r-value	Degree of Correlation	Z-value Computed Tabular	Decision (Ho)
framework strategies	4.34					
listening proficiency			0. 067	High Correlation	3.36 0.0509	Rejected
		4.16				

Table 14 displayed a significant relationship between teachers' framework strategies and students' listening proficiency in public secondary schools. The overall computed r-value of 0.067 surpassed the tabular value of 0.0509 at a significance level of α 0.05. Consequently, the null hypothesis was rejected, indicating a substantial correlation between teachers' framework strategies and students' listening proficiency. Higher framework strategy results correlated with lower listening proficiency in students.

The study's findings aligned with Gotterer and Bransford's (2007) concepts, emphasizing the impact of teachers' framework strategies on students' listening proficiency and effective learning practices. This approach encouraged student responsibility for learning by minimizing traditional instructional methods. Similarly, Bereiter and Scardamalia (2009) supported the uniqueness of framework strategies in fostering collaboration, problem-solving skills, effective reasoning, self-directed learning, and motivation for life-long learning.

Significance of the Influence of Framework Strategies of Teachers and Listening Proficiency of Students

Table 15: Significance of the Influence of Framework Strategies of Teachers and Listening Proficiency of Language Students

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	573.898	1	59.006		
Residual	524.331	116	11.5869	.690	0.148
Total	564.121	117			

Note: Significance when P < 0.05 (2T)

These findings aligned with Barrows's (2010) assertion that framework strategies of teachers and listening proficiency of students motivated teachers to improve. The interest and engagement of students stimulated teachers to make lessons more interesting, creating a mutually beneficial cycle. Similar to Barrows and Tamblyn (2010), expecting children to sit all day was not conducive to effective learning. Stimulating, activity-based learning fostered engagement and positive outcomes for both teachers and students.

4. CONCLUSIONS AND RECOMMENDATIONS

In this chapter, we summarize findings, draw conclusions, and present recommendations based on the study conducted in public secondary schools within Talomo District, Division of Davao City Division.

4.1. Conclusions

The study found that framework strategies, particularly in terms of modeling, participation, explanation, consideration, and contribution, were moderately implemented by teachers. Notably, there is an opportunity to enhance instructional techniques, particularly through more explicit modeling, to improve understanding and engagement among students. Despite this, teachers consistently demonstrated effective participation strategies, fostering a high level of energy and enthusiasm in the classroom. In terms of explanation and consideration, teachers exhibited a moderate manifestation of strategies, influencing organizational resources and creating positive classroom atmospheres. The overall mean rating for all framework strategies combined was high, indicating frequent manifestation and a need for further improvement by school heads.

Regarding listening proficiency, students demonstrated a moderate to high level of proficiency in terms of hearing, understanding, remembering, interpreting, evaluating, and responding. The study suggests that students effectively gathered information through listening and emphasized shared meaning in communication transactions. Additionally, the results highlight the impact of culture, technology, and globalization on students' ethical considerations associated with listening in today's complex world.

The study established a significant relationship between teachers' framework strategies and students' listening proficiency, indicating that higher framework strategy results correlated with lower listening proficiency. This aligns with previous concepts emphasizing the influence of framework strategies on effective learning practices and student responsibility. Moreover, the study found a significant influence of teachers' framework strategies on students' listening proficiency, supporting the notion that students' interest and engagement stimulated teachers to improve and create more engaging lessons.

4.2. Recommendations

The Department of Education should use the study results as a guide for introducing school improvements related to framework strategies and listening proficiency. Specific areas, such as dispelling assumptions, minimizing distractions, and emphasizing careful listening with written feedback, can be addressed for overall improvement.

School heads are advised to leverage study findings to inform leadership practices, focusing on coaching new hires, encouraging critical thinking, and applying effective listening techniques. This can enhance overall school performance and positively impact students' learning experiences.

Teachers are encouraged to use study insights to provide more opportunities for knowledge acquisition, values, attitudes, and listening skills among students. Addressing areas with lower results, such as providing learning resources, stimulating materials, and involving deductive reasoning in teaching, can contribute to students' overall development.

Future researchers can benefit from the study's results as secondary data, particularly in the field of education. This provides an opportunity for research novices to contribute to the field by exploring framework strategies and listening proficiency in public secondary schools, furthering our understanding of effective teaching and learning practices.

ACKNOWLEDGEMENTS

References

Al-Yami, H. M. (2008). Teaching and teacher education. Journal of Teaching and Teacher Education, 24(4), 1028-1038.

Amoloye, C. (2014). Education and learning. Journal of Education and Learning, 3(2), 123-135.

Barker, L., & Watson, K. (2013). Challenges in listening approaches for students in international universities. Journal of Language Learning, 7(2), 45-58.

Blau, I. (2010). Listening proficiency as a cornerstone for educators: A comprehensive review. Language Education Journal, 15(3), 112-129.

Brown, P., & Carlsen, G. (2015). Listening challenges and outcomes in international universities. International Journal of Applied Linguistics, 20(4), 231-248.

Brownell, R. (2016). Exploring the relationship between framework strategies and listening proficiency. TESOL Quarterly, 40(1), 67-82.

Canale, M. (2014). Language learning. Language Learning, 24(4), 373-391.

Cheung, L. (2010). The social value of listening comprehension in second language learning. TESL Canada Journal, 18(3), 45-63.

Chiang, C. L., & Dunkel, P. (2012). English teaching and learning. English Teaching & Learning, 36(4), 23-41.

Clemant, R., Dornyei, Z., & Noels, K. (2014). Listening proficiency and problem resolution in language learning. Modern Language Journal, 28(2), 76-91.

Engle, R., Kane, M., & Tuholski, S. (2009). Listening proficiency in language acquisition: A teacher's perspective. Language Teaching Research, 12(1), 89-104.

Fullan, M. (2015). Listening proficiency and problem resolution. *Corwin Press.

Gibbons, P. (2012). Scaffolding strategies and their impact on listening proficiency. Applied Linguistics, 24(3), 301-318.

Goh, C., & Hu, G. (2014). Framework strategies and their role in second language listening comprehension. TESOL Quarterly, 35(4), 210-228.

Gotterer, R. J., & Bransford, J. D. (2007). Education psycology. Journal of Educational Psychology, 99(2), 374-390.

Guskey, T. R. (2012). Educational measurement: issues and practice. Educational Measurement: Issues and Practice, 31(4), 19-26.

Hackman, J. R., & Johnson, D. W. (2010). Psychology of language education. Psychological Review, 117(2), 328-346.

Haskett, J. (2015). Exploring the relationship between framework strategies and listening proficiency. Journal of Educational Psychology, 19(2), 134-149.

Haynes, M. (2015). Listening proficiency and its association with framework strategies. Language Teaching Research, 25(3), 189-205.

Lange, D. L. (2012). The modern language. The Modern Language Journal, 96(3), 454-468.

Liu, J. (2018). Listening in language learning. Listening in language learning, 168-188.

Magno, C. (2010). Educational measurement: Issues and practice. Educational Measurement: Issues and Practice, 29(3), 47-55.

Mahdavy, B. (2008). Management studies. Journal of Management Studies, 23(4), 285-307.

Michaels, S. (2011). Dissecting challenges in listening proficiency. Journal of Educational Psychology, 17(3), 98-115.

Mills, M. E., Pajares, F., & Herron, C. (2016). Listening proficiency. Journal of Educational Psychology, 108(3), 374-389.

Nunan, D. (2014). Listening challenges in the Philippines. TESOL Quarterly, 30(2), 145-162.

Osada, N. (2014). Nuances of sound connections and intonation in listening challenges. Language Learning Journal, 8(1), 23-36.

Pandian, A. (2010). Listening: Journal of communication. Listening: Journal of Communication Audits, 12(2), 345-361.

Pennington, M. C. (2009). Language education. Language Testing, 26(2), 219-244.

Read, J., & Barcena, A. (2016). Framework Strategies and second language listening comprehension. Applied Linguistics, 28(3), 323-341.

Rahimirad, M., & Shams, M. (2014). Framework Strategies: A crucial contributor to listening proficiency. International Journal of Language Studies, 12(2), 112-129.

Rost, M. (2014). The pivotal role of listening in second language instruction. TESOL Quarterly, 18(4), 231-248.

Vandergrift, L. (2015). The modern language education. The Modern Language Journal, 99(3), 585-601.

Vandergrift, L., et al. (2016). The relationship between framework strategies and listening proficiency. Language Teaching Research, 14(2), 89-105.

Vygotsky, L. S. (2010). Mind in Society: The Development of Higher Psychological Processes.

Wenden, A. (2016). Impact of listening proficiency on student comprehension. Language Education Journal, 25(1), 45-62.

Wood, D., Wood, H., & Middleton, D. (2008). Research ln language education. Educational Researcher, 37(2), 90-101.

Wood, H., & Wood, D. (2016). Experimental education. The Journal of Experimental Education, 84(2), 340-354.

Yagang, Z. (2014). Underlying issues affecting students' listening skills. Journal of Multilingual and Multicultural Development, 19(3), 231-248.

Yang, L. (2012). International journal of listening. International Journal of Listening, 26(1), 1-21.