



RESEARCH ARTICLE

THE LISTENING AND READING COMPREHENSION PROFICIENCY OF PUBLIC SCHOOL
TEACHERS IN CEBU, PHILIPPINES

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ABSTRACT

This study aimed to assess the listening and reading comprehension proficiency of the public elementary and high school teachers in Cebu, Philippines. The descriptive research design, simple frequency counts and percentage distributions were used in this research. Four hundred public school teachers in the Province of Cebu Philippines were the respondents of this research: two hundred teachers from the elementary and two hundred from high school. A teacher-made test was used to assess the listening and reading comprehension proficiency of the teachers. The highest percentage of scores of teachers from both elementary and high school belong to the above average level of proficiency in the listening comprehension skills. Moreover, in the reading comprehension skills, the highest percentage of scores of both elementary and high school teachers fall under the above average proficiency. This reveals that the teachers have the ability to process reading or listening text, understand its meaning, follow the organization of the passage, draw inferences, identify the main idea, determine the author's purpose, recognize literary devices and understand the situational mood.

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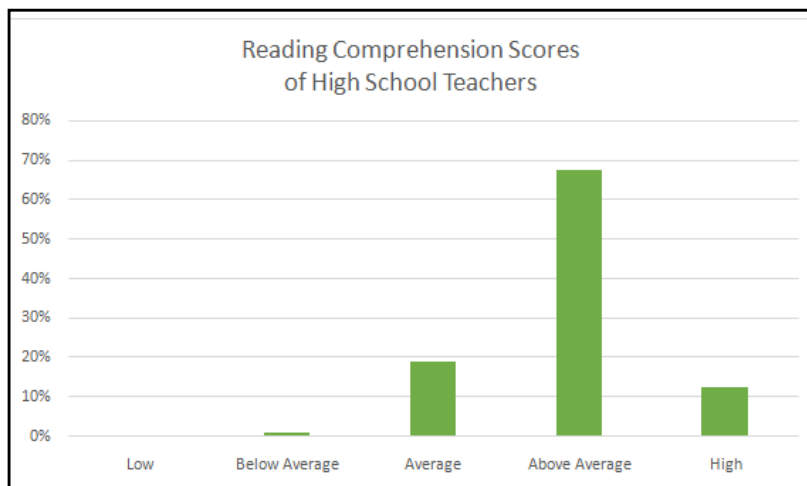
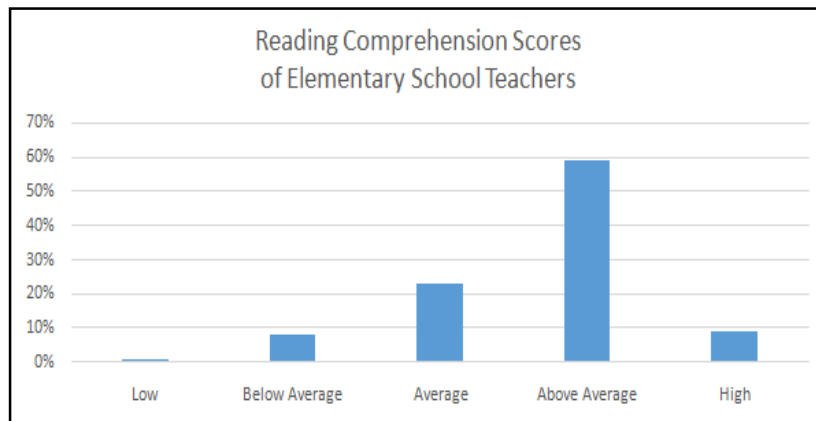
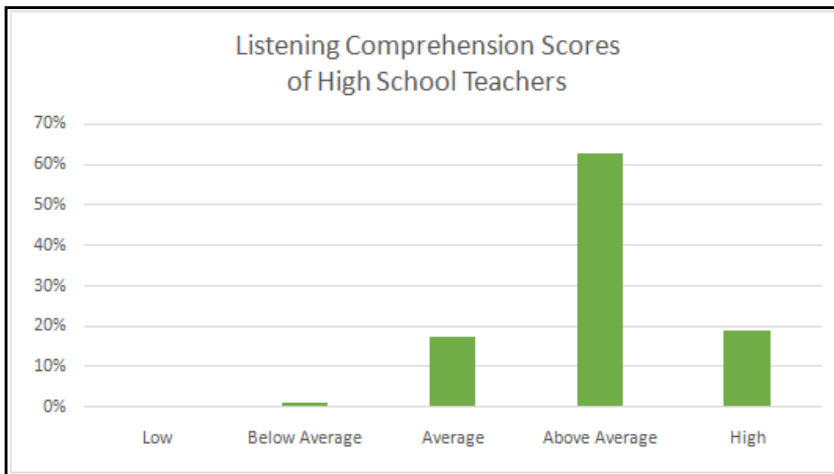
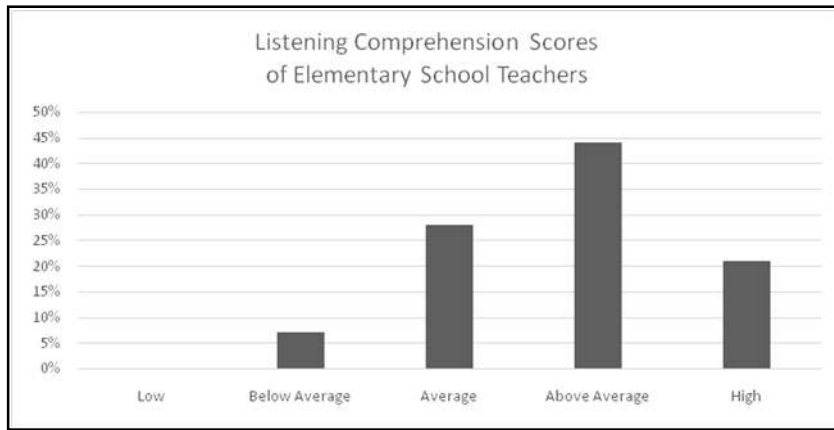
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INTRODUCTION

English should be learned by everyone as it links the whole world together. It is the international language of business, science, politics, and culture. It is also English that is most widely used in the Internet. Books, magazines, news and other sources of information are in English. It is the language used by most schools, colleges and universities around the world. In fact, one indication that a person is educated is his ability to speak English. In the Philippines, employers look for applicants who can speak and write English fluently and accurately. As employability is one of the most important things for the average Filipino, the need to communicate in English becomes equally essential. The problem now is that most graduates cannot express themselves in oral or written English. Thus, a closer look into the educational system has to be done. English is the medium of instruction from kindergarten, elementary, secondary up to college. With the amount of time students spend in school one wonders how they cannot master the language. At the heart of the Philippine educational system is the teacher.

The teacher plays a key role not only in the learning of the student of the language but also in the language acquisition. The way that a teacher chooses his words to express his ideas immensely and directly impacts the students' own choice of words. The teachers' pronunciation, grammar, phrasing, and diction greatly influence that of the students' as well. If the teacher cannot communicate in English properly, one cannot expect the students or the graduates to speak or write in English fluently and accurately, too. The ability to speak and write is anchored on an individual's listening and reading skills. Bozorgian (2012) states that listening comprehension is the primary channel of learning a language. Yet of the four dominant macro-skills, it is often difficult and inaccessible for second and foreign language learners due to its implicit process. The secondary skill, speaking, follows listening cognitively. Aural/oral skills precede the graphic skills, such as reading and writing, as they form the circle of language learning process. The first language skill that humans develop is listening. It is considered to be a receptive skill and when applied to language learning, whether it is a first language or second language, there is a biological rule that must be remembered: recognition precedes production. Similarly, reading affects writing and writing affects reading. Based on recent researches, reading instruction is most effective when intertwined with writing instruction and vice versa.

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It has been found that individuals who read extensively become good writers. Because writing is the act of transmitting knowledge in print, writers must have information before they can write it; therefore, reading plays a crucial role in writing. In light of this situation, this study was conducted to assess and analyze the listening and reading comprehension proficiency of public elementary and high school teachers in Cebu, Philippines.

RESEARCH METHODOLOGY

The descriptive research design which is a scientific method that involves describing the behavior of a subject without influencing it in any way was used in the study. Four hundred public school teachers in the Province of Cebu were the respondents of this research. Two hundred were elementary school teachers and the other two hundred were high school teachers handling different subject areas. A teacher-made test was used to assess the listening and reading comprehension proficiency of the teachers. Validity was established through consultation with experts in the field of linguistics and communication. Reliability was established by giving the pretest-posttest to another set of teachers from across disciplines both in the elementary and high school levels. After participants answered the questions, the researchers described the responses given. As this is a descriptive study, simple frequency counts and percentage distributions were used as statistical tools for the treatment of data.

RESULTS AND DISCUSSION

Listening Comprehension Proficiency of Elementary School Teachers: Out of the two hundred elementary school teachers, twenty-one percent (21%) or forty-two teachers got high scores in the listening comprehension test. Forty-four percent (44%) or eighty-eight teachers got above average scores, and twenty-eight percent (28%) or fifty-six teachers got average score in the test. Only seven percent (7%) or 14 teachers got a below average score, and no one got a low score in the test.

Listening Comprehension Proficiency of High School Teachers: Nineteen percent (19%) or thirty-eight teachers out of two hundred got high scores in the listening comprehension test. Sixty-two point five percent (62.5%) got an above average scores, and seventeen point five percent (17.5%) got average scores in the test. Only one percent (1%) got a below average score in the listening comprehension test given to the teachers.

Reading Comprehension Proficiency of Elementary School Teachers: Nine percent (9%) or eighteen teachers out of the two hundred who took the reading comprehension test got high scores. One hundred eighteen teachers or fifty-nine percent (59%) got above average scores while twenty-three percent (23%) or forty-six teachers got average scores in the test. Only eight percent (8%) or sixteen teachers got a below average score and one percent (1%) who got a low score.

Reading Comprehension Proficiency of High School Teachers: Twelve point five percent (12.5%) or twenty-five teachers got high scores in the reading comprehension test conducted by the researchers. Sixty-seven point five percent (67.5%) or one hundred thirty-five teachers got above average scores, and nineteen percent (19%) or thirty-eight teachers got average scores in the test. Only one percent (1%) got a below

average score, and no one got a low score in the test conducted.

Conclusion

The public elementary and high school teachers in Cebu showed that their listening and reading comprehension test scores are above average. The teachers can understand and process what they read and what they listen to. They have good reading and listening comprehension skills. This reveals that the teachers have the ability to process reading or listening text, understand its meaning, follow the organization of the passage, draw inferences, identify the main idea, determine the author's purpose, recognize literary devices and understand the situational mood. Whether this can translate to good speaking and writing skills may be a good research topic to delve into, but the presence of Koreans and Japanese who study and learn English in the province of Cebu may be a manifestation of the quality of English teachers that Philippines have in the public schools.

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