

# Instructional Strategies and Materials Utilized in Teaching Viewing as Macro-Skill by English Teachers

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## **Abstract**

*This study determined the degree of utilization of instructional strategies and materials in teaching viewing as a macro- skill by the English teachers of Anda, Pangasinan. It is the latest addition to the macro-skills of English language which is catered using different materials that are print and non-print forms.*

*Descriptive method was used in the study during the school year 2017- 2018 with 34 teachers-respondents. A questionnaire was used to collect data. The researchers used simple frequency counts, a weighted mean for the utilization of instructional strategies and materials, and multivariate test for the significant difference.*

*The researchers found out that many of the respondents are teaching in public schools in the locality, bachelor's degree holders, pure classroom teachers with no administrative functions, and are just on their early years of service and who mostly attended division-level training relevant to their specialization.*

*Instructional strategies and instructional materials are both often utilized by teachers in teaching viewing as a macro-skill.*

*There is a significant difference in the utilization of instructional strategies and materials in teaching viewing regarding highest educational attainment, which contributes to the instructional materials utilization.*

*Based on the findings of the study, the following recommendations are hereby suggested: (1) the teachers who are teaching English should venture on higher levels of training relevant to their specialization especially on teaching viewing; (2) the teachers should maximize instructional strategies especially mnemonic strategies; (3)strengthen the Internet connection and build more e- classrooms and audio-visual rooms in schools for the teachers and the learners can have conducive teaching-learning process and direct experience on discussing viewing; and (4) the teachers should pursue on educational attainment as it contributes to the utilization of instructional strategies and materials.*

**Keywords** – English, macro- skill, materials, strategies, teaching, viewing

## INTRODUCTION

English covers a humongous scope as a subject. To teach it effectively, educators came

up with identifying macro skills. Traditionally, the subject has four macro skills namely listening, speaking, reading, and writing. Listening and reading are receptive skills that require the

learners to discern language communicated in spoken or written form. On the other hand, speaking and writing are productive skills that demand learners to communicate in speech or text form [1]. The learners need to master the skills for better communicative competence.

Schools and higher educational institutions allotted large concentration on these macro skills for many years. It was evident as there are thousands of books published tackling these traditional skills. Then, the education sector saw that books are effective if there are also printed pictures and illustrations accompanying the texts.

Visual aids became rampant as these effectively catch the learners' attention. Furthermore, graphs in different types and graphic organizers are incorporated on topics. Thus, the learners turned to learn concepts visually.

As the world entered the 1990s, the Internet was discovered [2] and it changed all the industries tremendously including the sector of education. Schools have integrated websites for instructional and operational purposes. Aside from that, the advancement of technologies invaded the classrooms as computers and mobile phones are used to attain competencies better according to the needs and demands of the society. In addition, broadcast media are given importance as the learners are deemed to be updated on current events that affecting them.

Videos and other multimedia materials became tools in delivering information. The learners in this period are called digital natives as they learned things with computers and other gadgets. These natives are also called millennials as they spend more time online as they engage in activities on social media sites. Because of the increasing demand for visual and social media in the classrooms and beyond, viewing as a macro-skill had its inception.

Viewing is the fifth macro-skill today. It refers to perceiving, examining, interpreting, and construction meaning from visual images and is

crucial to improving comprehension of print and nonprint materials [3]. This is the skill to be taught as the learners are exposed on multimedia. To make it possible, they should have strong media and visual literacies.

The teachers are on the verge that they need to be versatile and knowledgeable about teaching viewing. Just like teaching the traditional macro-skills, educators encounter difficulties in teaching viewing. Several factors may hamper them to teach the competencies under this skill effectively.

In the article "6 Technology Challenges Facing Education" published on thejournal.com, educators and school administrators in the United States encounter the following challenges based on "The NMC Horizon Report: 2013 K-12 Edition," that are put together by the New Media Consortium as part of the Horizon Project: (1) Professional development; (2) Resistance to change; (3) MOOCs and other new models of schooling; (4) Delivering informal learning; (5) Failures of personalized learning; and (6) Failure to use technology to deliver effective formative assessments.

It was mentioned in the article that inadequate professional development for teachers impede them to use technology effectively resulting to unutilized instructional materials. Furthermore, some teachers are defiant in incorporating technology into their lessons as they confirm with "status quo" based on the report. The report strongly stated that technologies should be provided for the teachers to provide personalized learning [4].

In the local scene, the government is ardent in improving its education programs. In the implementation of the K to 12 Education program of the Department of Education (DepEd), our curriculum is now aligned with the global standards.

DepEd wants that its learners to garner 21st Century skills including Information and Communication (ICT) skills that are viable for

careers that are based on globalization. All subjects in the enhanced curriculum needed to be taught with the use of ICT materials. On the other hand, the learners, with the use of multimedia materials, should do activities in different subjects respectively. In the English Curriculum guide, viewing comprehension is a competency to be learned by the learners especially in Junior High School [5].

To realize this goal, the Department launched many programs like Learning Resources Management and Development System (LRMDS), a portal that contains online teaching materials. The system is also created to solve the inadequacies of learning materials among the learners.

The Department is trying its best to make Internet available in all public schools across the archipelago. These will make all learners to access nonprint information which is now popular and needed. The 2011 national strategy for improving Internet access of the government includes the education sector. According to the plan, there should be 100 percent of secondary schools and 80 percent of elementary schools to have Internet access in 2016.

The government needs to work double time as it was reported by Arangkada Pilipinas last 2015 that almost 80 percent of public schools in the country still do not have Internet access.

Alongside this predicament is the availability of laptop and desktop computers that are needed in teaching viewing. DepEd acknowledges the fact the strategies and portals are not enough to mitigate the problems [6].

Inadequacies on materials are still apparent in the education system in our country. Common problems still occur in the public schools including materials and facilities [7]. With the implementation of Senior High School in the enhanced curriculum, officials foresaw that these happenings are still unavoidable.

As inadequacies on school facilities and learning materials remain the problem, it is interesting to know how teachers cope with the situations. Resourcefulness and versatility are some of the traits that teachers should cater to the competencies that learners should learn in a grading period. There are remedies and materials devised by the teachers to meet the demands of the curriculum especially with the competencies that require viewing and ICT materials.

Schools District of Anda, Pangasinan is also affected by these annual shortages. Its typography affects the availability of ICT materials as well as the Internet connectivity among the schools. Some national high schools, integrated schools, and private schools in Anda experience unstable Internet connection that hurdle teachers and students to access websites, social media sites, and video sharing sites strongly. Teachers also struggle on how to teach viewing as a macro skill due to limited multimedia resources.

With these situations, it is important to determine the practices of secondary school teachers of Anda in teaching viewing despite the problems encountered. This research is created to harness the strategies of the English teachers in teaching the newest macro skill.

#### OBJECTIVES OF THE STUDY

This study aims to determine the instructional strategies and materials utilized in teaching viewing as a macro skill by English teachers of Anda, Pangasinan during the school year 2017- 2018.

Specifically, it seeks to answer the following questions:

1. What is the profile of English teachers in terms of the following:
  - a. school type;
  - b. highest educational attainment;
  - c. designation;
  - d. number of years in teaching; and

- e. seminars attended related to instructional strategies and materials in English?
2. What is the degree of utilization of instructional strategies in teaching viewing?
- Real-life or Authentic Problem Solving;
  - Visual Processing;
  - Mnemonic Strategies;
  - Writing Strategies;
  - Hands-on Activities
  - Peer Teaching;
  - Active Review;
  - Simulation and Role Plays;
  - Songs, Jingles, and Raps
3. What is the degree of utilization of instructional materials in teaching viewing?
- Drawings/ visual aids, still pictures, and infographics;
  - Blogs and Categorized websites;
  - Social networking sites and News/information sites;
  - Video sharing sites;
  - Digital books and Writers' websites;
  - Laptops, smartphones, and televisions;
  - Audiovisual rooms and e-classrooms
4. Is there a significant difference in the degree of utilization of instructional strategies and materials for teaching viewing across profile variables?

### Hypotheses of the Study

The following null hypotheses will be tested at 0.05 level of significance:

- There is no significant difference in the perceived knowledge and skills of English teachers on instructional strategies and materials for teaching viewing across profile variables.

- There is no significant difference between the degree of utilization of instructional strategies and materials in teaching viewing and perceived knowledge and skills of English teachers on instructional strategies and materials in teaching viewing.

## MATERIALS AND METHODS

### Research Method

The descriptive method of research was used in the study. The descriptive research describes the existing conditions to be investigated. According to Baraceros [8], the descriptive research aims at defining or giving a verbal portrayal or picture of a person, thing, event, group, situation, and the like. Good and Scates (1972) stressed that descriptive normative surveys frequently made ascertain the normal or typical condition, or to compare local results with a state of the national norm as cited by Villanueva [9].

### Respondents of the Study

The respondents of the study were the 34 teachers teaching English subjects from the six (6) secondary schools, three (3) integrated schools, and two (2) private schools in Anda, Pangasinan of the Schools Division Office I Pangasinan.

### Research Instruments

A questionnaire was utilized as the main instrument of the study. There is one set of questionnaires with three parts which was used in gathering the data. The first part is a personal profile of the English teachers in Anda, Pangasinan. The second part is the degree of utilization of instructional strategies in teaching viewing and part three is the degree of utilization of instructional materials in teaching viewing.

### Data Gathering Procedure

After the questionnaire is found as a valid instrument for research, the researcher asked permission to conduct the research study to be endorsed by the researcher’s school principal to the Office of Schools Division Superintendent, Schools Division Office I Pangasinan located in Lingayen. Then, the researcher sought the permission of the school heads and principals to allow him to gather responses.

The retrieval of the questionnaires was done by the researcher himself. Utmost care will be observed both in the conduct and retrieval of the questionnaire to be able to gather the most relevant data needed in this research.

**Statistical Treatment of Data**

In order to elicit significant results and findings, appropriate statistical tools were employed in the analysis of the data. This ensured that the results depict the true picture of the situation or condition under study.

To answer problem No. 1 on the profile of the teachers teaching English subject, that was measured using simple frequency counts and their corresponding percentages.

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In problem No. 2, on the degree of utilization of instructional strategies in teaching viewing, the average weighted mean computed using a table mean scale values.

In problem No. 3, on the degree of utilization of instructional materials in teaching viewing, the average weighted mean computed using a table mean scale values.

In problem No. 4 looks into the significant difference in the degree of utilization of instructional strategies in teaching viewing across profile variables were tested using Multivariate Analysis of Variance

(MANOVA).

**To.**

**Mean Scale**

**Number Code**

**4.5**

**A**

**RESULTS AND DISCUSSION**

**Profile of English Teachers**

This section of the study presents the number of respondents who teach English subject and further described in terms of school type, highest educational attainment, designation, number of teaching years, and seminars related to instructional strategies and materials in English.

There were 34 respondents coming from the six (6) secondary schools, three (3) integrated schools, and two (2) private schools in Anda, Pangasinan of the Schools Division Office I Pangasinan.

To establish the profile of the English teachers the frequency counts, percentages were used and ranked. Table 1 presents information about these teachers- respondents. The summary of the table is the majority of the respondents are working in public school, most of them are bachelor’s degree holder, many are assigned Teachers I and III, they are just starting their profession, and half of them attended division level of seminars relevant to their specialization.

Table 1. Profile of English Teachers

Profile Variables	F	Percentage	Rank
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<b>School Type</b>			
	2		
Public	6	76.47	1
Private	8	23.53	2
<b>Highest Education Attainment</b>			
	2		
Bachelor's Degree	1	61.76	1
	1		
Master's Degree	0	29.41	2
Doctorate Degree	3	8.82	3
<b>Designation</b>			
Plain faculty	6	17.65	3
	1		
Teacher 1	3	38.24	1
Teacher 2	4	11.76	4
	1		
Teacher 3	1	32.35	2
<b>Number of teaching years</b>			
	2		
1 to 5 years	0	58.82	1
6 to 10 years	2	5.88	4.5
11 to 15 years	4	11.76	3
16 to 20 years	2	5.88	4.5
21 years and above	6	17.65	2
<b>Seminars Attended</b>			
None	2	5.88	4.5
	1		
Division	7	50.00	1
Regional	9	26.47	2
National	4	11.76	3
International	2	5.88	4.5

**School Type**

Majority of the respondents are working in the public schools of District of Anda. The number shows that 26 or 76.47% of them are employed in national high schools and integrated schools in the area. Meanwhile, the remaining eight (8) or 23.53% of them are teaching in private schools in the district.

**Highest Educational Attainment**

As to their educational attainment, most of them are still bachelor’s degree holders. Twenty-

one (21) of them or 61.76% of the English teachers attained bachelor’s degree. On the other hand, few of them have finished their graduate and postgraduate studies. Ten (10) are master’s degree holders while three (3) are doctorate degree holders.

**Number of Teaching Years**

Most of the respondents are in the early years of their teaching profession. Twenty or 58.82% of them are teaching for 1 to 5 years. It is interesting that the number of teachers who have been teaching for 21 years and above is higher than teachers who are teaching for six to twenty years. Six (6) teachers are teaching for 21 years and above. The rest are represented in the following figures: two (6 to 10 years); four (11 to 15 years); and two (16 to 20 years).

**Seminars Attended**

Most of the respondents have attended seminars related to instructional strategies and materials in English. Half of the respondents (50%) reached division level. Next to that is nine (9) teachers (26.47%) reached regional level. Only four (4) teachers (11.76%) attended national level and two participated in international level of seminars respectively. Only two respondents have no seminars yet related to English subject.

**Degree of Utilization of Instructional Strategies in Teaching Viewing**

The researcher grouped the instructional strategies into two major categories: (1) individualized strategies and (2) pair/peers/group strategies. The respondents are represented into percentages. This section aims at how frequent the strategies being used by teachers-respondents.

Table 2. Summary of Degree of Utilization of Instructional Strategies in Teaching Viewing

<b>Instructional Strategies</b>	<b>Overall Mean</b>	<b>DR</b>
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<b>A. Individualized Instructional Strategies</b>		
Real-life or Authentic Problem Solving	4.19	O
Visual Processing	4.19	O
Mnemonic Strategies	3.89	O
Writing Strategies	4.38	O
Hands-on Activities	4.3	O
<b>B. Instructional Strategies: Pair/Peers/Group</b>		
Peer teaching	4.14	O
Active Review	4.03	O
Simulation and Role Plays	4.16	O
Songs, jingles, Raps	4.36	O
<b>Grand Mean</b>	<b>4.18</b>	<b>O</b>

DR=Descriptive Rating A= Always  
O=Often S=Sometimes R=Rarely N=Never

The table brings out the overall mean and grand mean of all the instructional strategies utilized by English teachers in teaching viewing. For the individualized instructional strategies, writing strategies recorded the highest overall mean of 4.38 or often. The rest of the strategies under the grouping are being rated as often. Mnemonic strategies appeared to have the lowest overall mean of 3.89 or often.

For the pair/peers/group strategies, songs, jingles, and raps strategy gained the highest weighted mean of 4.36 or often. In opposite, active review received the least weighted mean of 4.03 or often.

Comparing all the instructional strategies, writing strategies dominated while mnemonic strategies came last. The former is an inevitable part of learning viewing as notes can serve as supporting documents in gauging learning, so this strategy should be considered in teaching viewing. Meanwhile, the latter should be given much attention to this strategy type will help the learners to master the basics.

The grand mean in utilizing the instructional strategies adapted from Corpuz and Salandanan [10] by the English teachers-respondents in teaching viewing as a macro- skill is 4.18 or often utilized. This means that the

teachers are using a plethora of strategies that will help them to deliver the lessons efficiently.

**Degree of Utilization of Instructional Materials in Teaching Viewing**

This section of the study is concerned with how much is the degree of utilization of instructional materials by the teachers-respondents in teaching viewing as a macro- skill. The materials are hugely classified into two: print and nonprint materials. The respondents were asked up to what degree they use the materials in previewing, during viewing, and post-viewing activities. In addition, the degree of the utilization of gadgets and facilities were included in the study.

Table 3. Summary of Degree of Utilization of Instructional Materials in Teaching Viewing

<b>Instructional Materials</b>	<b>WM</b>	<b>DR</b>
Print Materials (Drawings/visual aids, still pictures, infographics)	4.01	O
Blogs and categorized websites	3.15	S
Social networking sites and news/information sites	3.73	O
Video sharing sites	3.69	O
Digital materials and Writers' websites	4.17	O
Gadgets (laptops, smartphones, televisions)	4.31	O
Facilities (Audio-visual room/e-classrooms)	3.17	S
<b>Grand Mean</b>	<b>3.70</b>	<b>O</b>

WM=Weighted Mean DR=Descriptive Rating A= Always O=Often S=Sometimes R=Rarely N=Never

Table 3 shows the weighted means of all instructional materials and the grand mean. All the instructional materials are often utilized by the teachers except blogs and categorized websites and facilities that are being described as sometimes utilized. The figures support this idea as the former registered weighted mean of 3.15 while the latter recorded a weighted mean of 3.17.

The figures entail that there is a need to maximize the usage of blogs and categorized websites and facilities. Blogs and categorized

websites are rising platforms for learning as these sites are serving as a compendium of ideas that teachers can use in teaching lessons. Meanwhile, facilities are needed as some equipment cannot be utilized inside the classroom. And, teachers should be trained well in using the said facilities to make them adept and reliable as assistance needed by the learners arises.

It is observable that the respondents are doing a variation in terms of using print and nonprint materials. Drawings, visual aids, still pictures, and infographics are often utilized by teachers despite the tremendous number of laptops, smartphones, and televisions present in schools. On the other hand, the figures show that schools have teachers who are using computers and other electronically powered machines and gadgets in teaching. It is also noticeable that they are doing their best to make smartphones aid in learning and not a distraction.

Overall, the grand mean of the degree of utilization of instructional materials in teaching viewing is still all right. There was recorded 3.70 or often in terms of utilization by teachers.

**Difference on the Level of Utilization of Instructional Materials and Instructional Strategies of English Teachers**

The difference in the degree of utilization of instructional materials and instructional strategy on their profile variables were measured using Multiple Analysis of Variance (MANOVA). The multivariate test displayed in Table 4 test the hypothesis that the profile variables do not differ significantly on the overall degree of utilization of instructional materials and instructional strategy. Furthermore, Table 16 presents the multivariate tests of significance for the main effects of the between-groups variables (school type, highest educational attainment, designation, years in service, seminars attended) interaction. For all the five effects (profile variables), the observed significance levels are higher than .05 except on highest educational attainment. Thus, there is a significant difference on the utilization of instructional strategies and

materials in teaching viewing in terms of highest educational attainment.

Table 4. Comparison of Profile Variables of English Teachers on Instructional Materials and Instructional Strategies Utilization

Multivariate Tests			
Profile Variables	Wilk's Lamda	Sig.	Partial Eta Squared
School type	2.979	0.108	.427
Highest Educational Attainment	3.382*	0.035	0.458
Designation	1.772	0.169	0.399
Years in teaching	1.697	0.175	0.459
Seminars attended	1.519	0.226	0.432

\*significant at .05 level of significance

There is a significant difference on the utilization of instructional strategies and materials in teaching viewing in terms of highest educational attainment if considered jointly as revealed by the p-value obtained (0.035) which is below the prescribed significance (.05). The partial eta squared shows that 4.58 percent in the variation on the dependent variable (level of utilization of instructional strategies and materials) is attributed to the differences of the group.

Table 5. Profile Variable Difference on the Degree of Instructional Materials and Instructional Strategies Utilization

Test of Between-Subject Effects				
Profile Variables	Compared Categories (Dependent variables)	F	Sig.	Partial Eta Squared
School Type	Instructional	2.121	0.179	0.191

	Materials Utilization				
	Instructional Strategies Utilization	4.073	4	0.312	
Highest Educational Attainment	Instructional Strategies Utilization	4.758 *	9	0.514	
	Instructional Strategies Utilization	3.957	8	0.468	
Designation	Instructional Strategies Utilization	1.942	3	0.393	
	Instructional Strategies Utilization	2.897	4	0.491	
Years in Teaching	Instructional Strategies Utilization	1.945	7	0.464	
	Instructional Strategies Utilization	2.698	0	0.545	
Seminars Attended	Instructional Strategies Utilization	2.891	6	0.562	
	Instructional Strategies Utilization	1.454	4	0.393	

\*significant at .05 level of significance

Table 5 displays if the instructional materials and instructional strategies utilization are significantly different on their profile variables (school type, higher educational attainment, designation, years in teaching, and seminars attended). The results indicate no significant differences among the five profile variables of the English Teachers as indicated by the computed p-values that are greater than .05 except on higher educational attainment which has a p-value of 0.039 on the utilization of instructional materials. This entails that educational attainment contributes to the significant difference between teachers in terms of using instructional materials.

## CONCLUSION AND RECOMMENDATION

### Summary

The study determined the instructional strategies and materials utilized in teaching viewing as a macro skill by English teachers of Anda, Pangasinan during the school year 2017-2018. The respondents of the study were the teachers teaching English subjects from the six (6) secondary schools, three (3) integrated schools, and two (2) private schools in Anda, Pangasinan of the Schools Division Office I Pangasinan. A total of 34 English junior high school teachers served as respondents of the study.

### Findings

Analysis of the data made the researcher to have the following significant findings of the study:

#### I. Profile of the English Teachers

As to school type. There are 26 teachers (76.47%) who are employed in public schools while there are eight (8) teachers (23.53%) working in private schools.

As to the highest educational attainment. There are 21 bachelor's degree holders (61.76%), ten (10) master's degree holders (29.41%), and three (3) doctorate degree holders.

As to designation. There is six (6) plain faculty teacher (17.65%), 13 Teacher I (38.24%), four (4) Teacher II, and 11 Teacher III (32.35%) being asked.

As to a number of teaching years. There are twenty teachers teaching for 1 to 5 years (58.82%), two (2) teachers teaching for 6 to 10 years, four (4) teachers teaching for 11 to 15 years, two (2) teachers teaching for 16 to 20 years, and six (6) teachers teaching for 21 years and above.

As for seminars attended. There are two (2) teachers who have no seminars attended (5.88%), 17 teachers with division-level seminars (50.00%), nine (9) teachers with regional level seminars (26.47%), four (4) teachers with national level seminars, and two (2) international seminars.

## **II. Degree of Utilization of Instructional Strategies in Teaching Viewing**

As to individualized instructional strategies. Real-life or Authentic Problem Solving strategy is often utilized with 4.19 overall mean. Visual Processing strategy is often utilized with 4.19 overall mean. On the other hand, Mnemonic Strategies are often utilized with 3.89 overall mean. Writing strategies are often utilized as indicated by an overall mean of 4.38. Lastly, Hands-on activities are often utilized with a 4.3 overall mean.

As to pair/peers/group instructional strategies. Peer-teaching strategy is often utilized with 4.14 overall mean. Active Review strategy is often utilized with 4.03 overall mean. Meanwhile, simulation and role play strategy is often utilized with 4.16 overall mean. Songs, jingles, and raps strategy is often utilized as indicated by an overall mean of 4.36.

The grand mean of 4.18 states that the teachers-respondents often utilized the instructional strategies in teaching as a macro-skill.

## **III. Degree of Utilization of Instructional Materials in Teaching Viewing**

As to print materials. Drawings, visual aids, still pictures, and infographics are often utilized by the respondents with a weighted mean of 4.01.

As for nonprint materials. Blogs and categorized websites are sometimes utilized with a weighted mean of 3.15. Meanwhile, social

networking sites and news information sites are often utilized with a weighted mean of 3.73. Video sharing sites are often utilized as indicated by an overall mean of 3.69. Furthermore, digital materials and writers' websites are often utilized with an overall mean of 4.17. Gadgets specifically laptops, smartphones, and televisions are often utilized with an overall mean of 4.31. On the other hand, facilities are sometimes utilized by an overall mean of 3.17.

The grand mean of the degree of utilization of instructional materials in teaching viewing is 3.70 or often utilized.

## **IV. Difference on the Level of Utilization of Instructional Materials and Instructional Strategies of English Teachers**

Based on the results, computed p-values are higher than .05 except on highest educational attainment. Hence, the teachers have a significant difference on the utilization of instructional strategies and materials in terms of highest educational attainment.

In testing the between-subject effects, computed p-values are higher than .05 except on the utilization of instructional materials under higher educational attainment with a p-value of 0.039.

## **Conclusions**

Many English subject teachers are working in public schools in Anda, Pangasinan. Majority of them are bachelor's degree holders, pure classroom teachers with no administrative functions, and are just in their early years of service. Furthermore, teachers are attending division level seminars relevant to their training.

Instructional strategies are often utilized by teachers in teaching viewing as a macro-skill.

Instructional materials are often utilized by teachers in teaching viewing as a macro-skill.

There is a significant difference on the utilization of instructional strategies and materials in teaching viewing in terms of highest educational attainment.

Highest educational attainment contributes to the instructional materials utilization.

### Recommendations

The following are the recommendations of the researcher based on the findings of the study and the formulated conclusions:

The teachers who are teaching English subjects in junior high school should venture on higher levels of seminars relevant to their specialization especially with topics on teaching viewing. Furthermore, the Department of Education should conduct seminars, training, and workshops concentrating on this new macro-skill.

The teachers should maximize the usage of instructional strategies, especially mnemonic strategies. A variation on the utilization should be observed considering individualized and group activities.

Some materials like blogs and categorized websites are available online. The Department should do steps in strengthening Internet signal for the said sites to be constantly available.

Facilities, where equipment in teaching viewing is installed, should be utilized frequently for direct exposure in the technology. There should be massive establishments of these infrastructures to ensure that all schools must use.

Teachers should pursue educational attainment as it contributes to the utilization of instructional strategies and materials.

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