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Pedagogical Practices and Challenges in Teaching Language Macro Skills: A Case Study of Filipino Elementary Educators

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Abstract
This study examined the strategies, challenges, and coping mechanisms used by elementary public-school educators when teaching the four main language skills—reading, writing, speaking, and listening. A qualitative approach was taken, involving thematic analysis of teacher responses. The study found that teachers employed various instructional strategies, such as using short stories, story maps, process writing, pronunciation drills, and role-playing. However, they often ran into major challenges, particularly the lack of suitable teaching materials and students' low level of interest. To overcome these obstacles, teachers showed creativity by working together with colleagues, repurposing available resources, and incorporating technology and multimedia to make lessons more engaging. The study highlights the critical need for the development of context-specific, open-access teaching materials and professional development programs focused on resourcefulness and technology integration that could significantly enhance pedagogical effectiveness.

Keywords: Pedagogical practices, strategies, challenges, macro-skills, Filipino, elementary educators

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Introduction
Elementary language education centers on four key skills—reading, listening, speaking, and writing—that build overall communication. Teachers are crucial in developing these skills, so understanding the challenges they face is important. Prior research (e.g., Gibbons, 2002; Gilakjani, 2017) highlights the need for content knowledge and context-based teaching strategies. However, little empirical research focuses on the specific challenges Filipino elementary teachers encounter in integrating these skills, which this study addresses.

Each skill has unique teaching challenges: reading is affected by diverse abilities and limited resources; listening is difficult in large, distracted classes; speaking is hindered by anxiety and lack of practice; writing struggles with grammar, organization, and feedback. Research (Jones & Carter, 2019; Thompson & Wright, 2020; Brown & Garcia, 2021) shows that effective teaching requires varied methods, ample practice, and personalized support.

There are still gaps when it comes to knowing teachers' needs in terms of integrating these capabilities, as well as research on teacher training and resources for elementary language education. This paper addresses such gaps by presenting teachers' experiences and instructional struggles so as to provide insights for practicing appropriate teaching methods.
The study seeks to extend the field of language education by investigating the requirements and difficulties that elementary teachers face in teaching macro-skills. By addressing these problems, this study aims to improve the efficiency of language teaching in elementary schools and thus achieve better student results in reading, listening, speaking, and writing. Here are the research questions:
1. What strategies do the teachers employ in teaching the macro-skills?
2. What are the challenges faced by the teachers in teaching the macro-skills?
3. What coping mechanisms do teachers use to address the challenges they are facing?

Theoretical Framework and Models in Teaching Macro Skills
A well-established theory for effective instruction of macro skills is the Communicative Language Teaching (CLT) Approach (Richards & Rodgers, 2001). CLT focuses on the importance of interaction for both learning and as an end in itself, and enables target language use in reading, listening, speaking activities as well and writing ones. This kind of learning promotes the use of authentic materials and real-world communicative situations, a pedagogical approach favored by elementary school teachers but that they often report struggling to implement because of curriculum demands and lack of resources (Savignon, 2018).

Furthermore, Vygotsky's (1978) Sociocultural Theory highlights the significance of social interaction and scaffolding for language development. Vygotsky argues that students learn language at their best with instruction (e.g., teachers) in their ZPD. It highlights

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that customized instruction is necessary to target the specific location of a student in their language acquisition; however, elementary teachers may be overwhelmed by balancing different levels of ZPD needs within one classroom.

Equally, such is the case with balanced literacy: This model of reading and writing instruction, which integrates listening and speaking, has become popular in elementary reading classrooms (Fountas & Pinnell, 1996).

Teaching Macro Skills: Needs and Challenges

Teaching the four macro skills—reading, listening, speaking, and writing—presents major challenges for elementary teachers due to diverse learner needs, large class sizes, and limited resources. Reading instruction requires balancing decoding and comprehension through differentiated strategies (Gough & Tunmer, 1986), but teachers often struggle to adapt materials and activate prior knowledge, as highlighted by schema theory. Listening relies on providing comprehensible input (Krashen, 1985) and developing both top-down and bottom-up skills (Field, 2008), yet many teachers lack the necessary materials and training. Speaking, supported by Communicative Competence Theory (Hymes, 1972) and the Output Hypothesis (Swain, 1995), boosts confidence and fluency but is often limited by large classes, few oral activities, and test-focused teaching (Burns & Joyce, 2012; Ellis & Shintani, 2014). Writing, viewed as a cognitive process (Flower & Hayes, 1981), and best taught via the process approach and remains challenging due to time constraints and feedback demands.

Gaps in Existing Literature

Although there is a wealth of research on how to teach these big skills, there is still too little realization about what elementary teachers need and encounter.

Most studies examine only one skill at a time instead of the interconnectivity between reading, listening, speaking, and writing. And also, the bulk of the research is about older children, excluding the experiences of teachers in elementary school. There's relatively less work around how to support teachers in learning how to teach these areas, especially in lower-resource schools (Darling-Hammond et al., 2017).

This study aims to fill these gaps by examining what is requested by, and difficult for, elementary-school teachers when they teach four language skills. The study aims to give "concrete ideas for improving how these skills are taught" in elementary schools by examining teachers' experiences, how they teach, and the constraints they encounter. Knowing those needs is necessary to support teachers more effectively and, ultimately, help students become proficient readers, listeners, speakers, and writers.

Methodology

Research Design. A qualitative case study design was adopted in this research, highlighting depth of knowledge rather than breadth. This study's qualitative research design aims at an in-depth investigation into a specific case, an event, or a group to understand it within its real-life context (Yin, 2018). Case study designs may include various types of evidence (e.g., interviews, observation, and documents), which is indicative of a holistic approach (Creswell & Poth, 2017).

The use of a case study design in the current research on the pedagogical needs and challenges of elementary teachers in teaching the macro skills is appropriate because it seeks to explore and analyze the unique teaching challenges faced by elementary teachers. As the teaching of macro skills—reading, listening, speaking, and writing—requires an in-depth examination of pedagogical practices and contextual challenges, a case study offers the flexibility to investigate the nuances of teacher experiences and educational environments.

Participants. The participants in this study consisted of fifteen (15) teachers who are teaching the macro skills at Central School in Ilocos Sur, Philippines. They were selected by purposive sampling. The inclusion criteria were: (1) teachers at the elementary level, (2) five years or more of teaching experience, and (3) willing to be interviewed.

Research Instrument. A detailed interview was used to gather data about elementary teachers' pedagogical needs, and difficulties encountered in teaching the four macro skills--reading, listening, speaking and writing. The first section of the interview aimed at understanding the participants' backgrounds and teaching environments, including their years of experience and training in teaching these macro skills. This helped to provide context for their teaching practices and the challenges they face. The second section examined each macro skill, focusing on the instructional strategies and classroom practices used by teachers. The goal was to identify specific teaching techniques and how teachers adapt to the varying needs of students. The third section explored the challenges teachers encounter in teaching each macro skill. This included issues related to student comprehension, classroom management, and the availability of resources. The final section focuses on coping mechanisms and the teachers' needs, exploring also their perspectives on professional development, resource availability, and the type of institutional support they require to improve macro skill instruction.

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Data Gathering Tools and Procedure. The necessary ethical clearances were obtained from the relevant authorities to ensure compliance with ethical standards and to safeguard the rights of the participants.

An interview guide was developed based on research objectives, allowing for an exploration of teachers' needs, experiences, and insights. A protocol was established to ensure consistency and respect during the data collection process. Participants were provided with informed consent and were assured of confidentiality and voluntary participation. Interviews, lasting between 30 to 60 minutes, were audio-recorded with the participants' permission. Data were analyzed using a thematic approach, involving transcription, coding, and the identification of key themes. These themes were then aligned with research questions and existing literature to gain a deeper understanding of the pedagogical needs and challenges faced by teachers.

Data Analysis. Thematic analysis enabled the researcher to uncover rich insights and understanding from the data, making it a commonly used approach in qualitative research across various disciplines. Data were coded thematically using NVivo, adopting a framework that classified data into three main categories: Strategies Employed, Challenges Faced, and Coping Mechanisms. Sub-codes were derived inductively from the data, including specific instructional techniques, resource limitations, and collaborative practices, to name a few.

Ethical Considerations. Participation in the study was entirely voluntary. The responses and information provided by participants were kept confidential and used solely for the study. The researcher ensured that participants' names and any information that could potentially reveal their identity were securely maintained and not disclosed.

Results and Discussion

The analysis of participants' narratives revealed three major themes that are vital to understanding the complexities of the student-adviser relationship.

Strategies Employed in Teaching Macro Skills

1. Literary Text. This includes short stories, storybooks, novels, and stories as a springboard. This means that teachers commonly use narrative texts (both short and long) to promote engagement, comprehension, and critical thinking in reading lessons. The following are excerpts from some of the participants' statements:

"In my classes, I often use short stories" (Participant 1)
"I'm fond of utilizing story maps in my reading lessons." (Participant 2)
"I use short stories in reading lessons" (Participant 5)
"I often use short stories as a springboard." (Participant 6)
"Storybooks and novels are very useful materials…." (Participant 10)

The findings reveal that teachers frequently use short stories and other literary texts to enhance students' reading comprehension and engagement. Participants mentioned employing short stories either as primary reading materials or as springboards for introducing lessons, while others integrate tools such as story maps to help learners identify key narrative elements. These practices suggest that teachers value the literary text as both a linguistic and cultural resource that promotes critical thinking, vocabulary development, and appreciation of literature. This aligns with Collie and Slater (1987) assertion that literature, especially stories, gives students real language, helps them learn about different cultures, and makes reading more personal and meaningful. Similarly, Lazar (1993) emphasized that using stories helps students get more involved and understand better by imagining themselves in the story. Paran (2008) adds that reading literary texts helps students learn how to interpret and make guesses about what is happening, which is important for thinking and understanding. The use of storybooks and novels, as mentioned by one participant, further reflects teachers' efforts to expose students to authentic language and varied genres, supporting Krashen's (1982) input hypothesis that rich, comprehensible input fosters language acquisition. Overall, the consistent use of literary materials in reading lessons highlights teachers' commitment to developing students' macro skills through authentic and engaging texts

2. Story Maps/ Graphic Organizers. These include the use of visual aids such as story maps and graphic organizers. Visual tools such as maps and organizers are used to help students structure and visualize story elements for better understanding. The following excerpts illustrate participants' responses:

"My students enjoyed classes when I used story maps in my reading lessons." (Participant 12)
"I use graphic organizers in teaching reading." (Participant 3)
"Story maps and graphic organizers are appropriate materials to be used." (Participant 9)

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Data indicate that teachers use story maps and other graphic organizers as instructional devices that help students comprehend reading materials. According to some interviewees (P3, P9, and P12), working with visuals allows learners to structure their ideas and to understand the constitutive elements of a story and its narrative procedure. Even one participant who commented that they could not actually see a graphical representation of the story also wrote in their response that learners loved doing reading lessons with the story maps, and indeed, story maps for comprehension not only improve understanding but also catch learners' interest. These results are consistent with the perspective of Kim, Vaughn, Wanzek, and Wei (2004) that graphic organizers facilitate comprehension for low readers. Similarly, story maps enable students to chart progress or plan a narrative text, so that it's easier to follow and understand events (Dye 2000). Also, Jones, Pierce, and Hunter (1988) point out that these tools assist students in thinking about the story as well as comprehension of more difficult texts. Responses of the participants to the study show that visual learning strategies help develop some cognitive and affective aspects of reading. Therefore, the use of story maps and graphic organizers is consistent with research-based strategies for active, structured, and meaningful reading instruction.

3. Reading Strategies. This includes skimming, scanning, silent reading, and taking notes. Teachers use these methods to help students of all reading levels and goals improve their reading skills. This is shown in the following individual interview:

"We usually employed skimming and scanning strategies, stories,
and silent reading" (Participant 11)
"The strategies we always adopt are note-taking and stories.
we noticed, it is something motivating for my students" (Participant 13)

The personal accounts of the participants demonstrate that they utilize many ways, including skimming, scanning, silent reading, note-taking, and storytelling, to improve students' comprehension in their reading activities. Participant 11 noted the implementation of skimming and scanning strategies, as well as utilizing stories and silent reading to become more efficient in finding information and to achieve meaning from text. Likewise, Participant 13 noted the blending of note-taking and storytelling as efficient techniques that require students to be fully engaged during reading lessons. These methods reflect the teachers' attempts to balance top-down and bottom-up reading processes, enabling students to understand both the gist and specific details of a text. And as per Grabe and Stoller (2011), skimming and scanning enable trainees to access various parts of the text, from general to specific. Silent reading and note-taking help students read faster and remember more. Training an array of strategies to help students become independent and proficient readers.

4. Listening comprehension strategies. This includes note-taking, listening for details, and dictation. This method helps learners think about and remember what they hear is often used. Below are the participants' statements:

"It helps us captivate my students' attention when using dictation,
taking notes, and pre-listening activities." (Participant 14)
"I use a note-taking strategy." (Participant 2)
"For me, I'm using listening for details. It's fun and engaging" (Participant 15)
"We apply pre-listening activities to make lessons more lively." (Participant 9)

The responses indicate that teachers employ a range of listening strategies—such as dictation, note-taking, listening for details, and pre-listening activities—to make lessons more engaging and to improve students' comprehension skills. Participant 14 explained that these techniques help capture students' attention, while Participants 2 and 15 highlighted the use of note-taking and listening for details as enjoyable and effective ways to focus learners on key information. Participant 9 further emphasized that pre-listening activities make lessons livelier and prepare students to understand spoken texts better. According to Field (2008), using targeted listening strategies, including dictation and detailed listening, helps students develop decoding skills and improve accuracy in understanding spoken input. Overall, the teachers' use of varied listening strategies shows a strong commitment to making listening instruction both interactive and purposeful, fostering students' engagement and communicative competence in English.

5. Authentic Materials. This involves the use of authentic audio materials. It suggests that using real speech helps learners become used to how people actually speak, including different accents and ways of talking, which helps them improve their listening skills. The teacher-participant said:

"We use authentic audio materials. We incorporate videos, apps,
or online resources. It increases students' engagement" (Participant 8)

The findings indicate that teachers use authentic audio and digital resources like videos, apps, and/or other online resources during listening activities to increase students' interest and understanding. As Participant 8 pointed out, these resources enhance students'

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involvement in the lesson, thereby indicating that multimedia integration leads to making teaching and learning more interactive and closely connected with their daily life experiences. Authentic materials enable learners to learn the real language, accents, and dialect, which increases their listening skills as well as cultural awareness. The present study corroborates that of Gilmore's (2007) claims that authentic texts are an integral source of meaningful input, similar to natural communication circumstances. Similarly, Berardo (2006) argued that authentic texts contribute to more realistic language input and therefore to holding learners' interest.

6. Pronunciation and fluency development. Administering pronunciation drills, tongue twisters, and chants are some examples. The teacher participants work on how students produce sounds and speak smoothly through repeated practice and activities that focus on sounds. Below are participants' statements:

"I/we use phonics drill and chants." (Participant 4)
"In my class, I usually use pronunciation drills." (Participant 7)
"Often I assigned tongue twisters that students enjoy most and pronunciation drills." (P1-P5)

The teachers' responses show that phonics drills, chants, pronunciation exercises, and tongue twisters are widely used to strengthen students' oral communication skills. Participants 1 to 5 mentioned assigning tongue twisters and pronunciation drills, while Participants 4 and 7 emphasized the regular use of phonics and sound-based activities. These practices demonstrate teachers' focus on improving learners' accuracy, articulation, and fluency in speaking English. Phonics instruction helps students connect sounds to letters, supporting both reading and pronunciation, while chants and tongue twisters make oral practice more rhythmic, fun, and engaging. This aligns with the findings of Celce-Murcia et al. (2010), who noted detailed methods for teaching pronunciation, including drills and chants to develop both basic and more complex aspects of speech. The importance of activities that help students speak smoothly, such as repeating and practicing speaking quickly, is stressed as important for improving fluency, is stressed.

7. Communicative speaking practice. This involves role-playing/ speaking activities such as think-pair share. Role-playing creates real-life speaking situations, helping learners feel more confident and speak more naturally. While thinking-pair-share activities encourage students to work together and share their ideas, teachers give students more chances to speak and interact meaningfully. Samples of statements from the participants:

"We use role-playing activities to enhance students' speaking and listening skills, and to build confidence in using English." (Participant 2)
"We use think-pair-share because it promotes active participation." (Participant 15)

The participants reported using interactive strategies such as role-playing and think-pair-share to improve students' speaking and listening skills. Participant 2 highlighted that role-playing activities help students build confidence and enhance communicative competence by providing opportunities for authentic language use in simulated real-life situations. Participant 15 noted that the think-pair-share strategy promotes active participation, as it encourages students to think critically, collaborate with peers, and articulate their ideas before sharing them with the class. These strategies align with communicative language teaching (CLT) principles, which emphasize meaningful interaction as the foundation of language development. According to Larsen-Freeman and Anderson (2011), role-playing is a key part of Communicative Language Teaching (CLT), focusing on real communication. Likewise, Harmer (2007) supports role-play as a way to reduce learners' anxiety and encourage speaking in meaningful situations.

Similarly, Kagan (1994) introduced cooperative learning strategies like Think-Pair-Share, emphasizing increased speaking time and peer interaction. He highlights interactive techniques such as pair and group work as essential for building communicative competence in speaking.

Brown (2007) encourages using an integrated approach to teach speaking, where pronunciation, grammar, and interactive practice are connected to improve fluency and accuracy. Goh and Burns (2012) also support an integrated approach that includes focused practice on form along with communicative activities.

8. Structured writing program (Project WRITE). The Project WRITE framework is commonly used by teachers to give direct writing instruction, and it is either required or very effective in schools. The common response from the participants:

"We use the project WRITE. It really helps students through the stages of writing, like planning, drafting, revising, editing, and others. This really encourages students to write and express

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their ideas. " (Participant 1, 2 and 3)

The responses of Participants 1, 2, and 3 reveal that teachers employ Project WRITE as an instructional approach to guide students through the stages of the writing process—including planning, drafting, revising, editing, and publishing. They emphasized that this method encourages students to write and express their ideas freely, making writing lessons more structured, purposeful, and motivating. Project WRITE reflects the principles of the process writing approach, which views writing as a recursive and developmental process rather than a one-time product. According to De La Paz, Swanson, and Graham (2019), Project WRITE significantly improves the writing performance of middle and high school students, especially in organizing and developing ideas. Graham and Perin (2007) also suggest that clear, structured writing instruction, like Project WRITE, is important for secondary students, especially those who are struggling. The participants' experiences suggest that Project WRITE effectively supports students' creativity and autonomy while reinforcing the idea that writing competence is achieved through continuous practice, feedback, and reflection.

9. Writing as a Process. This includes a process writing approach. This means that teachers show students that writing is not a single task but a repeated process with several steps, which helps them think more deeply and improve their writing. Below are the answers of participants:

"We often apply the process writing approach.
It helps learners develop their writing skills through
continuous practice" (Participant 7, Participant 11)
"To improve my students' writing outputs, I do
the process writing approach." (Participant 10)

The participants' responses highlight the consistent use of the process writing approach as a means to help students improve their writing proficiency. Participants 7 and 11 explained that this approach enables learners to develop their writing skills through continuous practice, reflecting the idea that writing is a recursive process involving multiple stages of planning, drafting, revising, and editing. One participant also emphasized implementing strategies to improve students' writing outputs, which indicates an awareness of the importance of providing feedback and scaffolding at each stage. The process writing approach encourages students to view writing not merely as a final product but as an evolving skill that can be refined through reflection and revision. The statements emphasize writing as a process of discovery, encouraging ESL students to revise and rethink their ideas iteratively. It also describes writing as a non-linear, recursive activity that unfolds through prewriting, writing, and rewriting.

10. Teacher-guided improvement. This includes teacher feedback. This means that the teachers play a key role in shaping student writing through constructive feedback, particularly in the revision stage. The excerpts from the interview:

"We use the teacher feedback approach wherein we give
comments, corrections, or suggestions on their speaking
or writing tasks." (Participant 12)

From the above statement, the teachers provide constructive feedback to guide students in improving their writing, which is very important in developing g skills. Regular, supportive feedback enhances learners' writing abilities and fosters self-assessment, leading to better academic performance.

Ferris (2003) thoroughly documents the beneficial impact of teacher-written feedback on the writing development of ESL students, particularly regarding grammar, content, and organization. While Hyland and Hyland (2006) discuss how teacher feedback, when delivered supportively, plays a formative role in helping students internalize writing standards and expectations.

Challenges Faced in Teaching Macro Skills

1. Lack of instructional materials. Lack of instructional materials is a major challenge reported by teachers across all four macro skills. Many teachers expressed difficulty in accessing appropriate, engaging, and level-appropriate resources, particularly in teaching reading and listening. This lack of materials, such as storybooks, audio resources, graphic organizers, and structured modules, limited the effectiveness of instruction. Teachers noted that the unavailability of these materials not only affects lesson planning and delivery but also restricts opportunities for student-centered and differentiated teaching. In some cases, teachers had to improvise or create their own materials, which increased their workload and reduced preparation time. Example of statements from the participants:

"One of our concerns is the lack of instructional materials

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to be used in teaching, such as books, worksheets, and visual aids" (Participant 11)
"We need more instructional materials in the classroom." (Participant 3)
"There are insufficient instructional materials. This shortage can limit students' opportunities for interactive and meaningful learning" (Participant 5)
"I need more instructional materials to be utilized by the teachers." (Participant 6)
"We lack instructional materials to use." (Participant 8)

The statements above show that teachers faced difficulties accessing appropriate resources such as storybooks, audio materials, and visual aids, which hampers effective teaching. Teachers often have to improvise or create their own resources, increasing their workload.

The scarcity of materials limits students' exposure to authentic language input and engagement, potentially affecting learning outcomes. Investing in quality instructional resources is essential to improving teaching effectiveness and student motivation.
It emphasizes the importance of quality instructional materials for effective language teaching. The lack of these materials often forces teachers to rely heavily on textbooks or create their own, which adds to their workload and impacts preparation time. It also highlights the importance of graded readers, listening texts, and visual aids in supporting language input. Without these resources, students' exposure to the language is limited, particularly in reading and listening instruction. Moreover, effective instructional materials must be engaging, contextualized, and appropriate for learners' proficiency levels. When such materials are lacking, it hinders comprehension and learner engagement
.
2. Lack of students' interest and motivation. Lack of students' interest and motivation is another significant challenge identified by teachers, especially in teaching reading and writing.
Many participants mentioned that students were disengaged or easily distracted during lessons, particularly when the content did not align with their interests or when tasks appeared difficult. In speaking classes, shyness and lack of confidence reduced participation, while in writing classes, students often showed minimal effort unless closely monitored. This challenge is often linked to low language proficiency, limited reading habits, and limited exposure to authentic English environments. Below are their statements:

"Some students lack interest. It is challenging on the part of teachers to design engaging lessons" (Participant 1)
"Lack of students' participation is one of our concerns. We need to use innovative strategies to motivate our learners ." (Participant 10)

From the statements above, many students are disengaged due to content not aligning with their interests, shyness, or low language proficiency, leading to minimal participation. Without motivation, student progress slows, and lessons become less effective. Thus, incorporating engaging, relevant content and activities can foster motivation and improve learning outcomes.
Dornyei (2001) explains that motivation is central to success in second language acquisition. Without sustained motivation, even well-designed lessons may fail to produce meaningful learning outcomes. Grabe and Stoller (2011) also found that students are more motivated in reading when the texts are relevant, authentic, and aligned with their interests. A mismatch between materials and learner needs often leads to disengagement. Moreover, Krashen (1982) posits that factors such as boredom, anxiety, and low self-confidence can act as barriers, preventing effective language learning. While Nunan (2003) emphasizes the importance of learner-centered instruction. When content does not align with students' real-life experiences or interests, motivation tends to decline.

These two core challenges—lack of instructional materials and lack of student interest—are deeply interconnected. The absence of engaging, level-appropriate resources can contribute to students' disinterest, while their lack of motivation can discourage teachers from exerting additional effort to innovate in resource-limited environments. These issues point to the need for stronger institutional support in resource development and a more learner-centered approach to instruction that considers students' interests, learning styles, and real-life contexts.

Coping Mechanisms of Teachers to Address the Challenges
Teachers often encounter significant barriers in delivering effective instruction in the macro-skills—listening, speaking, reading, and writing—particularly in resource-constrained educational settings. However, various coping strategies have emerged to mitigate these challenges, notably peer collaboration, digital solutions, and improvisation and creativity.

1. Peer collaboration. Teachers cope with a lack of materials through teamwork and the sharing of teaching resources. Below are examples of participants' replies:

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"We work as a team, we share resources, we support each other,
And we share resources. We maximize available resources by
sharing materials, teaching aids, etc." (Participant 2)

Richards and Farrell (2005) emphasize collaboration through team teaching, peer observation, and material sharing as vital strategies for teacher development and overcoming instructional challenges. Similarly, Vangrieken et al. (2015) highlight the importance of teacher collaboration in fostering mutual support and coping with practical classroom issues.

2. Digital solutions. Integration of technology (videos, multimedia, apps) is a key strategy to supplement or replace unavailable materials. Salient responses are noted as follows:

"We use technology and multimedia. They make lessons
more engaging, interactive, and relevant to our
students' experiences" (Participant 6)
"I usually use technology and multimedia." (Participant 5)
"I use ICT tools such as videos, PowerPoint
presentations, audio clips, among others." (Participant 7)
"We use technology. It is very useful" (Participant 10)

In the above statements, teachers believe that using digital tools gives them access to a wide range of real-world materials, making it easier to create interesting and effective lessons even when traditional resources are limited. According to Hubbard and Levy (2006), using technology in teaching, like computer-assisted language learning tools, is a useful way to teach languages in places where resources are scarce. Additionally, Gilakjani (2017) says that using multimedia in English lessons makes students more involved and helps them improve their overall language skills.

3. Improvisation and creativity. Teachers use recycled or local materials creatively to simulate needed instructional tools. The response from the participants includes:

"We recycled materials." (Participant 4)
"We improvise and use recycled materials." (Participant 9)

Maley (2011) advocates for creative teaching practices in resource-constrained environments, suggesting that the lack of materials can inspire innovation. In addition, Torres (2011) discusses the effective use of improvised materials in EFL classrooms where commercial resources are not readily available. Edge and Garton (2009) also report that in many EFL contexts, improvisation helps teachers adapt instructional strategies to fit students' needs with minimal resources.

Conclusion and Recommendations

Teachers use different methods to teach the four main language skills. For reading, they use short stories and tools like graphic organizers. For writing, they use Project WRITE and process writing. For speaking, they use pronunciation exercises and role-playing. For listening, they use dictation, note-taking, and pre-listening activities. These methods show that teachers understand how to teach language well, but how they use these methods often depends on what resources are available.

One of the biggest problems teachers face is not having enough teaching materials. They often don't have enough storybooks, audio recordings, or structured lesson plans, which makes it hard to teach effectively. At the same time, students aren't very interested in reading and writing, which makes it harder for them to learn and stay engaged.

To deal with these challenges, teachers are creative and work together. They share ideas, use technology and multimedia tools, make do with recycled items, and bring real-life situations into their lessons. These ways of adapting show how committed teachers are to helping students learn, even when things are tough.

The study shows there's a big need for teaching materials that are tailored to each skill, are easy to use, and fit the local environment. These materials should follow what's taught in schools and be useful whether teachers have a lot of resources or not. To help with this, here are some suggestions:

1. Create teaching materials that are made for each of the four main skills. These materials should come in both printable and digital forms and include things like stories, audio texts, writing prompts, pronunciation exercises, and interactive activities that match the

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methods teachers already use.
2. Help language teachers work together in groups. These groups can share resources, support each other, and create teaching materials together. This will reduce the workload and help keep the quality of teaching consistent.
3. Use multimedia and low-cost technology in the classroom when possible. Schools should provide basic tech tools and training so teachers can improve their lessons and make up for the lack of traditional teaching materials.

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