The FEE Instructional Model for English as a Second Language (ESL) Oral Presentations: A Framework for Enhanced Communication Skills Development

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ABSTRACT: This study presents the FEE (Formation, Elocution, Evaluation) instructional model developed from phenomenological research on Filipino ESL learners' experiences with oral presentations. Based on lived experiences of fifteen Grade 8 students from Rizal High School, the model provides a structured framework for implementing oral presentation activities in ESL classrooms that addresses both linguistic competence development and affective learning factors. The Formation phase emphasizes systematic preparation, deliberate practice opportunities, and confidence building through comprehensive teacher guidance and structured peer support systems. This preparatory stage incorporates research skills development, topic mastery, and presentation rehearsal within supportive learning communities. The Elocution phase focuses on actual presentation delivery, incorporating integrated verbal and non-verbal communication skills with strategic visual aid integration to enhance comprehension and reduce presenter anxiety. Students apply practiced techniques while demonstrating communicative competence through authentic speaking tasks. The Evaluation phase promotes constructive feedback mechanisms and structured self-reflection activities for continuous

improvement, emphasizing growth-oriented assessment practices that celebrate effort and progress rather than focusing solely on performance outcomes. Grounded in Communicative Language Teaching principles and Experiential Learning theories, the FEE model systematically addresses both linguistic skill development and affective dimensions of oral communication in second language contexts. The framework offers practical implementation guidelines for teachers to create supportive learning environments that maximize student engagement while minimizing performance anxiety through scaffolded instruction approaches. Implementation strategies include collaborative learning opportunities, authentic assessment practices, and systematic attention to individual student needs and cultural considerations. This evidence-based model contributes significantly to ESL pedagogy by providing systematic approaches to oral presentation instruction that acknowledge student experiences, validate multilingual competencies, and promote sustainable communicative competence development in Philippine secondary education contexts and similar multilingual learning environments worldwide.

Introduction

The development of effective instructional models for oral presentation activities in ESL contexts has become increasingly important as educators recognize the critical role of spoken communication in academic and professional success. Despite widespread acknowledgment of oral presentations' pedagogical value, many ESL teachers lack structured frameworks for implementing these activities effectively while addressing student anxiety and skill development needs. Contemporary educational systems worldwide emphasize 21st-century competencies that prioritize communication skills, collaboration, and critical thinking, yet many ESL programs continue to rely on traditional teaching methods that inadequately prepare students for authentic oral communication demands. The growing recognition that oral communication extends beyond mere linguistic accuracy to encompass cultural competence, audience awareness, and strategic communication skills has created urgent need for comprehensive instructional models that address these multifaceted

requirements. Furthermore, the increasing integration of technology in educational contexts and the shift toward more interactive, student-centered pedagogies have highlighted the limitations of existing approaches that treat oral presentations as isolated assessment events rather than integrated learning experiences.

The Philippine educational context presents particularly complex challenges for oral presentation instruction due to its unique sociolinguistic landscape and cultural factors that influence student participation in oral activities. Filipino ESL learners often experience significant anxiety when required to speak English publicly, despite demonstrating adequate written language competence in academic assessments (Mabuan, 2017). This disconnect between receptive and productive skills reflects broader challenges in Philippine ESL education, where students frequently excel in grammar, reading comprehension, and written tasks while struggling with spontaneous oral communication and public speaking activities. The phenomenon occurs despite English being an official language in the Philippines and a medium of instruction in many subject areas, suggesting that exposure alone is insufficient for developing confident oral communication skills. Cultural factors including the concept of "hiya" (shame or embarrassment), respect for authority figures, and collective rather than individualistic orientations can inhibit student willingness to engage in activities that require public self-expression and potential exposure to criticism or correction.

Traditional approaches to oral presentation instruction in ESL contexts frequently focus on product evaluation rather than process development, overlooking the complex emotional, psychological, and cultural dimensions of public speaking in a second language. These conventional methods often emphasize assessment of final performance outcomes without adequate attention to the learning processes that enable students to develop confidence and competence over time. Students' lived experiences reveal that successful oral presentation programs require systematic attention to preparation phases that build both linguistic skills and psychological readiness, delivery phases that support authentic communication while managing anxiety, and reflection phases that promote continuous improvement through constructive feedback (Wilson & Brooks, 2014). The emphasis on summative

assessment in traditional approaches can inadvertently create high-stakes environments that increase rather than decrease student anxiety, potentially undermining the very communication competence the activities are designed to develop. Furthermore, conventional approaches often fail to recognize the valuable linguistic and cultural resources that multilingual students bring to oral communication contexts, instead focusing on deficits and errors rather than building upon existing competencies.

The need for systematic, research-based instructional models has become increasingly apparent as ESL educators recognize that effective oral presentation instruction requires careful orchestration of multiple factors including curriculum alignment, skill scaffolding, anxiety management, cultural responsiveness, and authentic assessment practices. Existing literature provides valuable insights into individual components of effective oral presentation instruction, yet comprehensive frameworks that integrate these elements into coherent instructional models remain limited. The complexity of oral presentation activities—requiring integration of research skills, content knowledge, linguistic competence, presentation techniques, and audience awareness—demands instructional approaches that can systematically address each component while maintaining focus on communicative effectiveness. Additionally, the recognition that student perspectives and experiences must inform instructional design has highlighted the importance of phenomenological research that captures learner voices and validates their experiences as foundations for pedagogical improvement. The development of evidence-based instructional models that honor student experiences while providing practical guidance for teachers represents a critical step toward improving oral communication instruction in ESL contexts.

This study presents the FEE (Formation, Elocution, Evaluation) instructional model, developed from phenomenological research on Filipino Grade 8 ESL learners' oral presentation experiences, offering a comprehensive framework that integrates theoretical principles with practical implementation strategies to enhance oral communication instruction. The model emerges from systematic analysis of student narratives that reveal the complex interplay between linguistic challenges, emotional

responses, support systems, and learning outcomes in oral presentation contexts. By grounding the instructional framework in actual student experiences rather than theoretical assumptions about learning needs, the FEE model provides empirically validated approaches to addressing the multifaceted challenges of oral presentation instruction. The model's three-phase structure reflects students' identified needs for systematic preparation support, effective delivery strategies, and meaningful feedback mechanisms that promote continued growth and confidence development. This research contributes to ESL pedagogy by demonstrating how phenomenological inquiry can inform practical instructional design, creating bridges between educational theory and classroom practice that honor both academic rigor and student wellbeing in oral communication development.

Related Literature
Instructional Models in Language Education

Effective instructional models provide systematic frameworks for organizing teaching and learning activities around specific educational objectives, offering educators coherent approaches to curriculum implementation and assessment alignment (Hubell & Goodwin, 2019). These models serve as conceptual blueprints that guide pedagogical decision-making while ensuring consistency and purposefulness in educational practices. In ESL contexts, instructional models must address the dual challenge of developing linguistic competence while promoting learner autonomy, requiring careful balance between structured guidance and opportunities for independent language use. The complexity of second language learning necessitates models that account for multiple variables including learner backgrounds, cultural contexts, institutional constraints, and diverse learning objectives that extend beyond purely linguistic goals. Effective ESL instructional models also recognize that language learning is inherently social and cultural, requiring frameworks that acknowledge students' existing linguistic resources while building new competencies in meaningful, authentic contexts.

The evolution of language teaching methodology has progressively moved toward more learner-centered approaches that emphasize meaningful communication over mechanical language practice. Communicative Language Teaching (CLT) principles

have fundamentally transformed ESL instruction by emphasizing meaningful interaction and authentic communication as central to language learning, shifting focus from accuracy-based drilling to fluency-oriented communicative tasks (Butler, 2011). This paradigm shift recognizes that language competence develops through purposeful use rather than isolated skill practice, requiring instructional models that create opportunities for genuine communication while providing systematic support for developing accuracy and fluency. CLT principles also emphasize the importance of learner needs analysis, cultural sensitivity, and adaptation to local contexts, making it particularly relevant for diverse educational settings like the Philippines where English serves multiple functions as both academic subject and medium of instruction.

Task-based approaches within CLT frameworks have gained particular prominence for their ability to integrate language learning with meaningful content engagement, promoting learning through activities that simulate real-world communication scenarios and prepare students for authentic language use beyond classroom contexts (Nunan & Nunan, 2004). These approaches recognize that effective language instruction must provide opportunities for students to engage with language as a tool for accomplishing meaningful goals rather than as an abstract system to be memorized. Task-based instruction also supports differentiated learning by allowing students to approach communication challenges at their own proficiency levels while working toward common communicative objectives. The emphasis on meaningful task completion creates natural contexts for negotiation of meaning, error correction, and collaborative learning that enhance both linguistic development and communicative confidence. For oral presentation instruction specifically, task-based approaches provide frameworks for designing activities that integrate research skills, content knowledge, linguistic competence, and presentation techniques in coherent learning experiences that prepare students for academic and professional communication demands.

Experiential Learning in Oral Presentation Instruction

Kolb's (1984) Experiential Learning Theory provides robust theoretical foundation for understanding how students develop communication competence through oral

presentation activities, offering a cyclical model that explains how meaningful learning emerges from direct engagement with authentic tasks. The four-stage cycle—concrete experience, reflective observation, abstract conceptualization, and active experimentation—offers a comprehensive framework for designing instruction that maximizes learning from presentation experiences while ensuring systematic skill development over time. In oral presentation contexts, concrete experience involves students directly engaging with the challenges and demands of public speaking in English, confronting both linguistic and affective obstacles in authentic communication situations. This direct engagement provides the experiential foundation necessary for meaningful learning while revealing individual strengths and areas for growth that inform subsequent instruction and support.

The reflective observation stage encourages students to examine their presentation experiences critically, analyzing both successful strategies and challenging moments to develop deeper understanding of effective communication practices. This reflection process, facilitated through structured debriefing activities, peer feedback sessions, and self-assessment opportunities, helps students move beyond surface-level performance evaluation to thoughtful consideration of communication strategies and their effectiveness. Reflective observation also provides opportunities for students to connect their presentation experiences to broader communication goals and to identify patterns in their own learning that can inform future preparation strategies. The abstract conceptualization phase involves students synthesizing their experiential learning with theoretical knowledge about effective communication, developing personal frameworks for understanding presentation success and identifying principles that can guide future performance.

Active experimentation represents the application phase where students test newly developed insights and strategies in subsequent presentation opportunities, creating cycles of continuous improvement and confidence building. Knutson (2003) emphasizes that experiential learning in second language classrooms is best facilitated through collaborative tasks involving exposure, participation, internalization, and dissemination stages, all of which are naturally incorporated in well-designed oral presentation activities. The exposure stage occurs as students

research topics and observe peer presentations, while participation involves active engagement in preparation and delivery processes. Internalization happens through reflection and meaning-making activities, and dissemination occurs through the actual presentation performance and sharing of learning with classroom communities. Oral presentations naturally incorporate these elements, making them ideal vehicles for experiential language learning that promotes both linguistic development and learner autonomy. The cyclical nature of experiential learning also supports progressive skill development, as each presentation experience builds upon previous learning while introducing new challenges that promote continued growth.

Teacher Roles in Oral Presentation Activities

Research consistently emphasizes teachers' multifaceted and crucial roles in creating supportive environments for oral presentations that balance challenge and support while addressing diverse student needs and anxiety levels. King (2002) argues that teachers must establish comfortable psychological atmospheres that encourage student participation while systematically reducing performance anxiety through clear expectations, structured support, and consistent encouragement. This involves providing detailed guidelines that demystify presentation requirements, offering constructive feedback that emphasizes growth over perfection, and maintaining encouraging attitudes throughout the entire presentation process from initial assignment through final reflection activities. Teachers also serve as cultural mediators who help students navigate between their familiar communication patterns and the expectations of formal English presentation contexts, requiring deep understanding of both linguistic and cultural factors that influence student performance. The teacher's role extends beyond instruction and evaluation to include coaching, mentoring, and advocacy for student success in oral communication development.

Effective teacher facilitation of oral presentations requires sophisticated understanding of how to balance structure with flexibility, providing enough guidance to support student success while allowing sufficient autonomy for authentic self-expression and creativity. Suliman (2022) found that guided oral presentation approaches significantly improve student autonomy and motivation compared to

traditional methods, demonstrating that strategic teacher intervention enhances rather than diminishes student independence in communication tasks. Teachers who provide structured support through preparation guidance, skill instruction, and emotional encouragement while allowing student choice in topics, presentation formats, and creative expression achieve better outcomes in oral communication development. This balance requires teachers to serve multiple roles including instructional designer, skill coach, emotional support provider, and authentic audience member who can provide meaningful feedback about communication effectiveness. The complexity of these roles demands comprehensive teacher preparation that addresses both pedagogical content knowledge and understanding of second language acquisition processes, particularly the affective factors that significantly influence oral communication performance.

The research also highlights the importance of teachers' ability to create classroom communities that support risk-taking and celebrate growth, recognizing that oral presentation anxiety often stems from fear of judgment and perfectionist expectations that inhibit authentic communication attempts. Effective teachers establish norms that value effort and improvement over flawless performance, creating environments where students feel safe to experiment with language and develop confidence through practice rather than demonstration of existing competence. This requires teachers to model appropriate responses to student presentations, guide peer feedback processes, and consistently reinforce messages about learning through mistakes rather than avoiding them. Teachers must also demonstrate cultural responsiveness by acknowledging and validating students' multilingual competencies while building new skills in English communication, avoiding deficit-based approaches that position students' home languages and cultural backgrounds as obstacles to overcome. Assessment and feedback practices represent particularly critical aspects of teacher roles, as the manner in which teachers respond to student presentations significantly influences future willingness to participate and overall confidence development in oral communication contexts.

Assessment and Feedback in Oral Presentations

Effective oral presentation instruction requires carefully designed assessment approaches that evaluate both linguistic competence and communication

effectiveness while supporting rather than hindering student learning and confidence development (Joughin, 2010). Traditional assessment practices that focus primarily on linguistic accuracy and formal presentation skills often fail to capture the full range of communicative competence that oral presentations can develop and demonstrate. Contemporary understanding of communicative competence recognizes that successful oral communication involves strategic competence, sociolinguistic awareness, discourse management, and intercultural communication skills that extend far beyond grammatical accuracy and pronunciation precision. Assessment frameworks must therefore incorporate multiple dimensions of communication effectiveness including content organization, audience engagement, use of visual aids, cultural appropriateness, and strategic communication choices that demonstrate students' growing competence as flexible language users. Formative assessment practices, including ongoing feedback during preparation phases, peer evaluation opportunities, and structured self-reflection activities, contribute significantly to learning while reducing anxiety associated with high-stakes summative evaluation that can inhibit authentic communication attempts.

The design of feedback mechanisms in oral presentation contexts requires particular attention to timing, tone, and focus to ensure that evaluative comments support rather than undermine student confidence and motivation for continued participation. Research indicates that immediate feedback following presentations can overwhelm students who are still processing their performance experiences, while delayed feedback may lose relevance and impact for learning. Effective feedback practices involve multiple perspectives including teacher observations, peer responses, and student self-assessments that collectively provide comprehensive pictures of communication effectiveness and areas for growth. The content of feedback must balance recognition of strengths with specific, actionable suggestions for improvement, avoiding general comments that provide little guidance for future development. Cultural considerations also influence feedback effectiveness, as students from different cultural backgrounds may interpret direct criticism differently and require varied approaches to constructive evaluation that maintain face while promoting growth.

Al-Issa and Al-Qubtan (2010) emphasize that oral presentation assessment should prioritize communicative success over linguistic perfection, encouraging risk-taking and experimentation in second language use that supports long-term competence development rather than short-term performance optimization. This approach recognizes that language learning involves inevitable mistakes and approximations that represent progress rather than failure, requiring assessment frameworks that celebrate emerging competence while providing guidance for continued improvement. The emphasis on communicative success validates students' attempts to convey meaning through available linguistic resources, including strategic use of visual aids, gestures, code-switching, and circumlocution strategies that demonstrate sophisticated understanding of communication as problem-solving activity. Assessment practices that acknowledge and reward these strategic choices help students develop confidence in their ability to communicate effectively even when their linguistic resources are still developing. Furthermore, this approach aligns with real-world communication demands where effectiveness matters more than perfection, preparing students for authentic communication contexts where strategic competence often compensates for linguistic limitations and where successful communication depends on ability to adapt to audiences and purposes rather than demonstration of flawless language use.

Methodology
Research Foundation

The FEE model development was grounded in phenomenological research exploring fifteen Filipino Grade 8 ESL learners' lived experiences with oral presentations at Rizal High School, Pasig City. Using Moustakas' (1994) transcendental phenomenological approach, the study identified key themes related to student perceptions, challenges, and successful strategies in oral presentation contexts. The phenomenological methodology was selected to capture the essence of students' experiences and ensure that the resulting instructional model would be responsive to actual learner needs rather than theoretical assumptions about effective instruction. This approach emphasized understanding participants' conscious experiences and meaning-making processes, providing rich qualitative data that informed model development through authentic student voices and perspectives.

Participants

Fifteen Grade 8 students were purposively selected from two sections (EBEC 5 and 6) to ensure representation across different academic performance levels in English. All participants were Filipino native speakers learning English as a second language. The selection criteria included willingness to participate, diverse academic performance representation, and regular attendance in English classes where oral presentation activities were conducted.

Table 3 FEE Model Development Study Participants

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Female	12	80.0
	Male	3	20.0
Academic Performance	High Performers	5	33.3
	Middle Performers	5	33.3
	Low Performers	5	33.3
Section Distribution	EBEC 5	8	53.3
	EBEC 6	7	46.7
Language Background	Filipino (L1)	15	100.0
	English (L2)	15	100.0

Data Collection

Data were collected through multiple methods to ensure comprehensive understanding of student experiences. Primary data came from in-depth semi-structured interviews conducted via Google Meet due to pandemic restrictions, lasting 30-45 minutes each and recorded for transcription analysis. A validated interview protocol adapted from Yulianto (2016) explored participants' thoughts, feelings, and experiences before, during, and after oral presentations. Secondary data included student journal entries using guided reflection questions that allowed participants to elaborate on their experiences in written form. Additional observational data were gathered during actual oral presentation activities, providing contextual understanding of student behaviors and interactions during presentation delivery.

Data Analysis

Data analysis followed Moustakas' (1994) transcendental phenomenological procedures systematically. The process began with epoché, where the researcher set aside personal assumptions and biases about oral presentation experiences. Next, horizonalization involved identifying significant statements from participant narratives and removing repetitive or overlapping content. Textural descriptions were then developed for each participant, capturing the essence of their experiences, followed by structural descriptions that explained how experiences occurred within specific contexts. Finally, composite descriptions were synthesized to reveal the universal essence of students' oral presentation experiences. ATLAS.ti software assisted in data organization and thematic analysis, ensuring systematic and rigorous treatment of qualitative data.

Ethical Considerations

The study received institutional approval from Rizal High School administration and followed stringent ethical protocols to protect participant welfare. Written informed consent was obtained from both participants and their parents/guardians, clearly explaining study purposes, procedures, potential risks, and benefits. Participants were assured of voluntary participation with right to withdraw without consequences to their academic standing. Confidentiality was maintained through use of pseudonyms and secure data storage with password-protected access limited to research team members. All interviews were conducted with sensitivity to participants' emotional wellbeing, with procedures in place to provide support if distress occurred during data collection.

Model Development Process

The instructional model emerged through systematic analysis of student experiences using a rigorous four-stage development process that ensured theoretical grounding and practical applicability. Theme Identification involved categorizing major themes from student narratives according to temporal aspects of oral presentation experiences (before, during, after), revealing patterns in student preparation strategies, performance approaches, and post-presentation reflections. Theoretical

Integration required analyzing identified themes through multiple theoretical lenses including Experiential Learning Theory and Communicative Language Teaching principles, ensuring that emerging model components aligned with established pedagogical frameworks. Framework Construction synthesized student-identified success factors with theoretical principles to develop a coherent three-phase model that addressed common challenges while building upon effective strategies students had discovered. Expert Validation involved three specialists in English language education reviewing the model for theoretical soundness, practical applicability, and alignment with contemporary best practices in ESL instruction, with revisions made based on expert feedback to strengthen the model's foundation.

Theoretical Grounding

The FEE model integrates multiple theoretical frameworks to ensure comprehensive coverage of both learning processes and communicative competence development. Hymes' (1972) SPEAKING framework provides sociolinguistic foundation by emphasizing situational appropriateness, participant awareness, goal orientation, and genre conventions in oral communication, ensuring that the model addresses cultural and contextual factors that influence communication effectiveness. Kolb's (1984) Experiential Learning Theory provides the pedagogical foundation, ensuring that each model phase promotes active learning through experience, reflection, and application rather than passive skill acquisition. The integration of these theoretical perspectives creates a robust framework that addresses both the cognitive and affective dimensions of oral presentation learning while maintaining focus on authentic communicative competence development. Additional theoretical support comes from Communicative Language Teaching principles that emphasize meaningful interaction and task-based learning, ensuring that the FEE model aligns with contemporary understanding of effective second language instruction that prepares students for real-world communication demands.

Results and Discussion
The FEE Instructional Model Framework

The Formation phase represents the foundational component of the FEE model, addressing preparation and confidence building based on student-identified success

factors that emerged from the phenomenological research data. This preparatory phase recognizes that successful oral presentations require systematic attention to both cognitive and affective dimensions of learning, requiring teachers to create encouraging learning environments that foster risk-taking while providing structured support for skill development. Teachers bear primary responsibility for establishing positive classroom cultures by implementing several key practices including providing advance notice of 1-2 weeks for presentation assignments, allowing students adequate time for research, preparation, and anxiety management. The provision of topic choice when curricular constraints permit empowers students by honoring their interests and cultural backgrounds while building intrinsic motivation for engagement. Direct instruction in presentation skills including pronunciation patterns, stress and intonation, vocabulary selection, and delivery techniques addresses students' expressed concerns about linguistic competence while building concrete skills needed for effective communication. Clear discussion of assessment rubrics demystifies evaluation processes and helps students understand expectations, reducing anxiety associated with uncertainty about performance criteria. Implementation of reward systems for participation, whether through extra credit, recognition, or celebratory activities, validates student effort and courage in undertaking challenging communication tasks.

Student responsibilities during the Formation phase require active engagement and ownership of learning processes, beginning with wholehearted acceptance of presentation tasks as valuable learning opportunities rather than burdensome requirements. Students must conduct thorough research on their chosen or assigned topics, developing content expertise that builds confidence and provides substance for meaningful communication. Systematic practice of delivery techniques, including rehearsal with family members, friends, or even inanimate objects as audiences, helps students develop familiarity with their material and reduce performance anxiety through repetition and preparation. Seeking support from family members, peers, and teachers creates networks of encouragement that validate student efforts while providing practical assistance with pronunciation, content development, and emotional support. Building topic mastery through deep engagement with subject matter ensures that students have substantial content to share, reducing concerns

about having insufficient material to fill presentation time while building genuine expertise that enhances confidence.

The Formation phase directly addresses multiple student anxieties identified in the phenomenological data, including fears about linguistic inadequacy, concerns about peer judgment, and uncertainty about teacher expectations and assessment criteria. By providing structured preparation time and clear expectations, teachers create conditions that allow students to develop confidence while systematically building necessary skills for successful presentation delivery. The phase acknowledges that student anxiety often stems from legitimate concerns about preparation time, skill gaps, and unclear expectations, making it essential for instructional approaches to address these foundational issues before expecting students to perform successfully. The emphasis on preparation and support reflects students' consistent reports that adequate time and systematic guidance significantly reduce anxiety while improving performance quality. Furthermore, the Formation phase validates students' need for multiple forms of support including teacher instruction, peer collaboration, and family involvement, recognizing that oral presentation development benefits from community support rather than individual struggle. The systematic attention to both skill building and confidence development reflects the phenomenological finding that successful oral presentation experiences require attention to cognitive, linguistic, and affective dimensions of learning rather than focusing exclusively on performance outcomes.

Elocution Phase: Effective Presentation Delivery

The Elocution phase centers on actual presentation performance, prioritizing communication effectiveness rather than linguistic perfection. This phase integrates essential presentation skills including proper articulation and pronunciation, appropriate intonation patterns, speech fluency development, and the coordination of verbal and non-verbal communication alongside effective visual aid utilization. Students implement various adaptive strategies identified through research, such as relaxation techniques, positive self-talk, and visual aid integration. The phase acknowledges that successful presentations demand both linguistic competence and

psychological preparation, recognizing the multifaceted nature of effective oral communication.

Evaluation Phase: Constructive Growth Through Feedback

The Evaluation phase promotes learning through constructive feedback and self-reflection, addressing students' need for meaningful evaluation that supports rather than undermines their developing confidence. This phase incorporates diverse feedback mechanisms including peer evaluation opportunities, teacher feedback that focuses on strengths and growth areas, self-reflection activities, and celebration of accomplishments. The assessment philosophy emphasizes improvement over perfection, acknowledging that oral presentation skills develop gradually through sustained practice and thoughtful reflection.

Model Implementation Guidelines

Environmental considerations require attention to both physical and psychological factors when creating supportive classroom environments. Teachers should arrange seating configurations that promote interaction, ensure adequate technology access for visual aids, and establish classroom norms that encourage academic risk-taking and mutual respect among learners. The FEE model accommodates diverse learner needs through flexible differentiation strategies, allowing students with higher anxiety levels to begin with smaller audience sizes or partner presentations while enabling more confident learners to pursue individual presentation challenges. Technology integration plays a crucial role, with the model encouraging appropriate use of visual aids that support comprehension and reduce presenter anxiety, as students consistently reported that pictures and multimedia elements enhanced both presentation quality and audience engagement.

Theoretical Contributions

The FEE model contributes significantly to ESL pedagogy by providing a systematic framework that integrates affective and cognitive dimensions, unlike models focusing solely on linguistic skills, as FEE addresses emotional aspects of oral communication. The model emphasizes process over product through its three-phase

structure that promotes learning through experience rather than focusing exclusively on performance outcomes. Additionally, the framework incorporates student voice by grounding model development in learner experiences, ensuring relevance and applicability across diverse contexts. The model provides practical implementation guidelines that offer concrete strategies for teachers while maintaining flexibility for various educational settings.

Comparison with Existing Approaches

Traditional oral presentation instruction often lacks systematic attention to preparation and reflection phases, focusing primarily on presentation delivery without adequate consideration of the comprehensive learning process. The FEE model's holistic approach addresses significant gaps in existing practices by providing equal attention to all three phases of the presentation experience, creating a more balanced and effective pedagogical framework. While research-based models such as Wilson and Brooks' (2014) learner-centered approach share similarities with FEE principles, they lack the detailed implementation guidelines that emerge from systematic analysis of student experience data, making the FEE model uniquely practical and evidence-based in its application to ESL oral presentation instruction.

Conclusions and Recommendations

The FEE instructional model offers a comprehensive framework for ESL oral presentation instruction that systematically addresses both linguistic competence development and affective dimensions of second language learning, representing a significant advancement in pedagogical approaches that recognize the complex interplay between cognitive and emotional factors in oral communication development. By attending systematically to Formation, Elocution, and Evaluation phases, teachers can create coherent learning experiences that build student confidence progressively while developing authentic communication competence through structured yet flexible instructional sequences. The model's three-phase structure reflects the temporal reality of how students actually experience oral presentation activities, acknowledging that successful communication development requires systematic attention to preparation processes, performance support

strategies, and reflective evaluation practices that promote continuous improvement rather than one-time assessment events. The integration of phenomenological research findings ensures that the model responds to actual student needs and challenges rather than theoretical assumptions about effective instruction, creating stronger alignment between pedagogical intentions and learner experiences. Furthermore, the model's emphasis on both individual skill development and community support recognizes that oral communication competence develops through social interaction and collaborative learning rather than isolated individual effort, making it particularly appropriate for culturally diverse classrooms where students bring varied linguistic and cultural resources to their learning experiences.

The model's grounding in authentic student experiences ensures practical relevance and applicability across diverse educational contexts while theoretical integration with Experiential Learning Theory, Communicative Language Teaching principles, and Dell Hymes' SPEAKING framework provides robust pedagogical soundness that connects classroom practice to established second language acquisition research. This dual foundation creates instructional approaches that are both empirically validated and theoretically coherent, offering teachers evidence-based strategies for addressing the complex challenges of oral presentation instruction in ESL contexts. The phenomenological methodology underlying model development ensures that student voice remains central to instructional design, validating learner experiences while providing concrete guidance for teachers who seek to create more effective and responsive oral communication programs. Implementation of the FEE model requires sustained teacher commitment to creating supportive classroom environments that prioritize psychological safety alongside academic challenge, recognizing that students' willingness to take communication risks necessary for language development depends significantly on their perception of classroom community and teacher support. This commitment involves ongoing attention to individual student needs, cultural responsiveness that acknowledges and builds upon students' multilingual competencies, and assessment practices that emphasize growth and effort rather than focusing exclusively on performance outcomes that may not accurately reflect developing competence.

The implications of this research extend beyond immediate classroom applications to broader considerations of teacher preparation, educational policy, and institutional support for effective ESL instruction in Philippine secondary education contexts and similar multilingual learning environments worldwide. Teacher education programs should incorporate systematic preparation in phenomenological research methods and learner-centered pedagogical approaches that enable educators to understand and respond effectively to student experiences and perspectives rather than relying solely on prescriptive instructional models. Educational institutions must provide adequate resources including preparation time, technology infrastructure, and professional development opportunities that enable teachers to implement comprehensive approaches to oral presentation instruction that address both linguistic and affective learning dimensions. Future research should examine the long-term effectiveness of the FEE model through longitudinal studies that track student confidence and competence development over extended periods, while comparative research could establish the model's relative effectiveness compared to traditional instructional approaches and identify optimal implementation conditions across diverse educational contexts. Additionally, cross-cultural validation studies would determine the model's applicability in other ESL contexts while identifying necessary adaptations for different cultural and institutional settings, ultimately contributing to more effective and responsive approaches to oral communication instruction that honor student experiences while promoting authentic communicative competence development.

Recommendations for Implementation

1. **Teacher Education**: Integrate FEE model training into pre-service and in-service teacher education programs.

2. **Curriculum Integration**: Align the model with existing curriculum frameworks, particularly the K-12 English curriculum's emphasis on 21st-century skills.

3. **Institutional Support**: Provide administrative support for extended preparation times and resource allocation needed for effective implementation.

4. **Assessment Reform**: Develop assessment practices that emphasize growth and effort alongside performance quality.

5. **Technology Resources**: Ensure adequate technological infrastructure to support visual aid integration and presentation recording for practice purposes.

Future Research Directions

Future studies should examine the FEE model's effectiveness across different educational levels and contexts. Longitudinal research tracking student confidence and skill development over extended periods would provide valuable insights into the model's long-term impact.

Comparative studies examining FEE model implementation versus traditional approaches could demonstrate relative effectiveness and identify optimal implementation conditions. Additionally, research exploring teacher experiences with FEE model implementation would inform professional development needs and support strategies.

Cross-cultural validation of the model in other ESL contexts would establish broader applicability and identify culture-specific adaptations needed for effective implementation.

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