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Exploring Teachers' Experiences in Implementing Oral Communication Activities in English 9: Instructional Strategies for Developing Learners' Speaking Fluency and Comprehension in Baggao National High School, Baggao West District, Schools Division of Cagayan

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Abstract

Developing learners' oral communication competence remains one of the primary goals of English language instruction in Philippine secondary schools. However, many English teachers continue to encounter challenges in fostering learners' speaking fluency and comprehension due to diverse learner abilities, limited opportunities for authentic communication, language anxiety, and contextual classroom constraints. This qualitative phenomenological study explored the lived experiences of English 9 teachers in implementing oral communication activities at Baggao National High School, Baggao West District, Schools Division of Cagayan. Specifically, the study examined the instructional strategies employed by teachers, the challenges encountered during classroom implementation, and the practices that effectively promoted learners' speaking fluency and comprehension. Six English teachers with at least three years of teaching experience were purposively selected to participate in semi-structured interviews. Data were analyzed using Braun and Clarke's thematic analysis. The findings revealed that teachers utilized learner-centered and interactive instructional strategies, including collaborative learning, role-playing, structured discussions, task-based speaking activities, and formative feedback to enhance students' oral communication skills. Despite these efforts, teachers encountered persistent challenges related to learners' communication anxiety, varying English proficiency levels, limited instructional time, and inadequate exposure to authentic English-speaking environments. Teachers addressed these concerns by creating supportive classroom environments, integrating contextualized speaking activities, scaffolding instruction, and encouraging continuous learner participation. The study highlights the importance of adaptive pedagogical practices, meaningful oral communication tasks, and sustained professional development in strengthening English language instruction under the MATATAG Curriculum. The findings provide practical insights for curriculum planners, school leaders, and English educators seeking to improve speaking fluency and comprehension among junior high school learners.

Keywords: oral communication, speaking fluency, English language teaching, speaking comprehension, instructional strategies, qualitative research, phenomenology, English 9, Philippine education



Introduction

Oral communication serves as one of the most essential competencies that learners must develop to succeed academically, socially, and professionally in an increasingly interconnected world. The ability to express ideas clearly, participate in meaningful conversations, and comprehend spoken language enables learners to engage effectively in collaborative learning, critical thinking, and real-world communication. Consequently, English language education has shifted from emphasizing grammatical accuracy alone toward fostering communicative competence, where learners actively use language for authentic interaction rather than merely acquiring linguistic knowledge.

In the Philippine educational system, the Department of Education continuously strengthens communicative language teaching through the K-12 Curriculum and the recently implemented MATATAG Curriculum. English instruction now places greater emphasis on developing learners' higher-order communication skills through authentic classroom interactions, collaborative learning, oral presentations, discussions, debates, role-playing, and performance-based assessments. These instructional approaches are intended to cultivate learners' confidence, fluency, comprehension, and communicative competence while preparing them to participate effectively in various academic and professional contexts.

Despite these curriculum reforms, many secondary school learners continue to experience considerable difficulties in oral communication. Teachers frequently observe that students hesitate to speak English because of language anxiety, fear of making grammatical mistakes, limited vocabulary, inadequate pronunciation skills, and low self-confidence. In many classrooms, learners demonstrate passive participation during oral activities, resulting in limited opportunities to practice meaningful communication. Such challenges become even more evident in public secondary schools where large class sizes, diverse learner abilities, insufficient instructional resources, and limited exposure to English outside the classroom affect the effectiveness of oral communication instruction.

Teachers therefore play a vital role in creating classroom environments that encourage active participation while addressing the diverse communication needs of learners. Effective English teachers carefully design speaking activities that promote interaction, collaboration, and authentic communication while providing appropriate scaffolding, constructive feedback, and emotional support. Through varied instructional strategies, teachers help learners gradually build confidence and develop both speaking fluency and listening comprehension. Understanding how teachers navigate these instructional responsibilities provides valuable insights into effective classroom practices that can strengthen English language education.

Previous studies have emphasized that communicative language teaching, task-based learning, collaborative discussions, role-playing, project-based learning, and performance-based assessments significantly contribute to improving learners' oral proficiency. Likewise, research has shown that positive classroom climates, supportive teacher feedback, and learner-centered pedagogies reduce communication anxiety and encourage greater learner participation. However, existing literature has largely focused on measuring learners' speaking performance quantitatively, while relatively few qualitative investigations have examined teachers' lived experiences in implementing oral communication activities, particularly within the context of Philippine public secondary schools operating under the MATATAG Curriculum.

Baggao National High School, located in Baggao West District of the Schools Division of Cagayan, provides an appropriate context for exploring these experiences because English teachers continually adapt instructional strategies to accommodate learners with varying language abilities and diverse socio-cultural backgrounds. Their experiences in designing, facilitating, and evaluating oral communication activities offer meaningful insights into both the opportunities and challenges encountered in everyday classroom practice. Documenting these experiences contributes to a deeper understanding of context-specific pedagogical approaches that effectively support learners' speaking fluency and comprehension.

This study therefore explored the experiences of English 9 teachers in implementing oral communication activities at Baggao National High School. Specifically, it sought to identify the instructional strategies teachers employ, examine the challenges they encounter during implementation, and understand the practices they perceive as most effective in enhancing learners' speaking fluency and comprehension. Ultimately, the findings may inform future instructional planning, professional development programs, curriculum enhancement initiatives, and school-based interventions aimed at improving oral communication instruction in Philippine secondary education.

Review of Literature

Oral Communication in English Language Education

Oral communication is a fundamental component of communicative competence, encompassing learners' ability to express ideas coherently, interact appropriately with others, and comprehend spoken messages in diverse communicative situations. According to communicative language teaching, language learning becomes more meaningful when learners actively use language for authentic communication rather than merely memorizing grammatical rules (Richards, 2022). Classroom activities such as discussions, debates, storytelling, simulations, interviews, and oral presentations provide opportunities for learners to improve speaking fluency while strengthening listening comprehension and critical thinking (Brown & Lee, 2015; Richards, 2022).

Research has consistently demonstrated that learners develop oral communication skills more effectively when instruction emphasizes authentic interaction and collaborative learning (Littlewood, 2019). Student-centered classrooms encourage learners to negotiate meaning, express opinions, ask questions, and clarify ideas, thereby enhancing both language proficiency and confidence (Vygotsky, 1978). Teachers who incorporate varied communicative activities create inclusive learning environments that accommodate learners with different communication abilities and learning preferences (Richards, 2022).

Teachers' Instructional Strategies in Developing Speaking Fluency

Teachers play a significant role in facilitating meaningful oral communication experiences. Effective speaking instruction requires careful lesson planning, scaffolding, formative assessment, and purposeful classroom interaction (Richards, 2022). Rather than serving as the primary source of information, teachers act as facilitators who provide learners with opportunities to actively construct knowledge through communication (Vygotsky, 1978).

Studies indicate that role-playing, collaborative discussions, storytelling, task-based learning, oral presentations, and information-gap activities are among the most effective instructional strategies for improving speaking fluency (Ellis, 2018; Nunan, 2015). These learner-centered activities promote

authentic language use because students communicate to accomplish meaningful tasks rather than simply producing rehearsed responses (Ellis, 2018).

Teachers also employ formative assessment strategies, including observation, peer assessment, reflective feedback, and performance-based evaluation, to monitor learners' oral communication development. Timely and constructive feedback enables learners to recognize their strengths while gradually improving pronunciation, vocabulary, grammar, and fluency without diminishing their confidence (Black & Wiliam, 2018).

Speaking Fluency and Listening Comprehension

Speaking fluency refers to learners' ability to express ideas naturally, coherently, and confidently with minimal hesitation (Nation & Newton, 2020). Fluency extends beyond speech rate to include appropriate vocabulary use, pronunciation, discourse organization, and interactional competence. Learners develop fluency through repeated exposure to meaningful communication opportunities that encourage spontaneous language use (Nation & Newton, 2020).

Listening comprehension complements speaking because successful communication requires learners to accurately interpret spoken language before responding appropriately. Research indicates that speaking and listening skills develop simultaneously through interactive classroom experiences that promote active engagement (Rost, 2016). Pair work, group discussions, collaborative projects, and classroom conversations enable learners to strengthen both speaking fluency and listening comprehension while developing confidence in English communication (Richards, 2022).

Challenges in Implementing Oral Communication Activities

Despite the benefits of communicative language instruction, English teachers continue to encounter numerous implementation challenges. One of the most common concerns is learners' communication anxiety, which often discourages active classroom participation. Learners frequently hesitate to speak English because they fear making grammatical errors, receiving negative evaluation, or experiencing embarrassment before classmates (Horwitz et al., 1986).

Teachers also manage diverse English proficiency levels within a single classroom. Some learners demonstrate advanced communication skills, while others struggle with basic vocabulary, pronunciation, and sentence construction. Such diversity requires teachers to continuously differentiate instruction and provide appropriate scaffolding to ensure meaningful participation for all learners (Tomlinson, 2017).

Additional classroom constraints include limited instructional time, large class sizes, inadequate instructional resources, and insufficient opportunities for learners to practice English outside school. These contextual realities often reduce opportunities for individualized speaking practice and comprehensive oral assessment (Richards, 2022; DepEd, 2023).

Teacher Reflection and Professional Growth

Reflective teaching has become an essential component of effective English language instruction. Reflective practitioners continuously examine their classroom experiences, evaluate instructional effectiveness, and modify teaching strategies based on learners' needs (Schön, 1983). Through reflection, teachers become more responsive to classroom challenges and develop innovative pedagogical approaches that enhance student engagement and learning outcomes.

Professional collaboration further strengthens instructional practice. Teachers who participate in professional learning communities, mentoring, lesson study, and continuing professional development acquire new instructional strategies, assessment techniques, and classroom innovations that improve communicative language teaching (Darling-Hammond et al., 2017). Continuous professional learning therefore contributes to more effective implementation of oral communication instruction.

Research Gap

Numerous international and local studies have examined oral communication instruction, speaking fluency, and communicative language teaching using quantitative research designs that primarily measure learners' language performance and instructional effectiveness (Ellis, 2018; Nation & Newton, 2020). Although these studies provide substantial empirical evidence regarding learner outcomes, they offer limited understanding of teachers' lived experiences in implementing oral communication activities within authentic classroom settings.

Furthermore, few qualitative investigations have explored how English teachers in Philippine public secondary schools adapt instructional strategies to meet diverse learner needs under the MATATAG Curriculum (DepEd, 2023). The instructional realities experienced by teachers in rural public schools remain insufficiently documented despite their relevance to curriculum implementation.

This study addresses this gap by exploring the lived experiences of English 9 teachers at Baggao National High School, Baggao West District, Schools Division of Cagayan. Through a phenomenological inquiry, the study seeks to provide an in-depth understanding of teachers' instructional strategies, classroom experiences, implementation challenges, and best practices in developing learners' speaking fluency and comprehension.

Theoretical Framework

This study is anchored on the Communicative Language Teaching (CLT) Theory developed by Michael Canale and Merrill Swain (1980), which emphasizes that the primary goal of language instruction is the development of learners' communicative competence rather than mastery of grammatical structures alone. Communicative competence encompasses grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, enabling learners to use language effectively in authentic communication. In English language classrooms, teachers facilitate learning by designing meaningful oral communication activities that encourage learners to negotiate meaning, express ideas confidently, and interact naturally with others (Canale & Swain, 1980; Richards, 2022).

The study is likewise supported by the Social Constructivist Theory of Lev Vygotsky (1978), which posits that learning occurs through social interaction and collaborative engagement. According to Vygotsky, learners construct knowledge through communication with teachers and peers within the Zone of Proximal Development (ZPD), where appropriate scaffolding enables learners to perform beyond their current level of competence. Oral communication activities such as collaborative discussions, role-playing, peer conversations, and group presentations provide meaningful opportunities for learners to develop speaking fluency and comprehension while receiving guidance from more knowledgeable individuals (Vygotsky, 1978).

Additionally, this study draws upon Task-Based Language Teaching (TBLT) proposed by Rod Ellis (2018). TBLT emphasizes the use of authentic communicative tasks that require learners to use

English for meaningful purposes. Rather than focusing exclusively on grammatical accuracy, learners actively engage in problem-solving, discussions, presentations, and collaborative speaking activities that simulate real-life communication. These authentic language experiences encourage learners to develop fluency, confidence, and communicative competence while simultaneously improving comprehension (Ellis, 2018).

Collectively, these theoretical perspectives explain how learner-centered instruction, authentic communication, collaborative learning, and teacher scaffolding contribute to the successful implementation of oral communication activities in English 9 classrooms. They also provide a theoretical lens for understanding teachers' experiences in selecting instructional strategies that develop learners' speaking fluency and comprehension.

Research Questions

This study explored the experiences of English 9 teachers in implementing oral communication activities at Baggao National High School, Baggao West District, Schools Division of Cagayan.

Specifically, it sought to answer the following questions:

1. How do English 9 teachers describe their experiences in implementing oral communication activities?
2. What instructional strategies do teachers employ to develop learners' speaking fluency and comprehension?
3. What challenges do teachers encounter in implementing oral communication activities?
4. How do teachers address the challenges encountered during oral communication instruction?

Methodology

This study employed a qualitative phenomenological research design to explore the lived experiences of English 9 teachers in implementing oral communication activities. Phenomenology is appropriate because it seeks to understand and describe participants' shared experiences regarding a particular educational phenomenon through their own perspectives (Creswell & Poth, 2018). This design enabled the researcher to gain a deeper understanding of teachers' instructional practices, classroom experiences, perceived challenges, and effective strategies in developing learners' speaking fluency and comprehension.

The study was conducted at Baggao National High School, Baggao West District, Schools Division of Cagayan. The school serves diverse junior high school learners with varying levels of English language proficiency, providing an appropriate setting for examining teachers' experiences in implementing oral communication instruction.

Participants were selected through purposive sampling. The study involved six (6) English 9 teachers who had at least three years of teaching experience and were directly involved in implementing oral communication activities in their English classes. These teachers possessed sufficient classroom experience to provide rich descriptions of instructional practices and implementation challenges.

Data were collected through semi-structured, in-depth interviews guided by an interview protocol developed from the study objectives and relevant literature. The interviews focused on teachers' instructional strategies, classroom experiences, challenges encountered, and practices that

facilitated learners' speaking fluency and comprehension. With participants' informed consent, interviews were audio-recorded and transcribed verbatim to ensure accuracy and completeness.

Data analysis followed the six-phase thematic analysis developed by Braun and Clarke (2021): (1) familiarization with the data, (2) generation of initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the research report. This systematic process enabled the identification of recurring patterns and meaningful themes that reflected teachers' shared experiences.

To ensure the trustworthiness of the findings, the study adhered to the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility was strengthened through member checking, prolonged engagement, and peer debriefing. Thick descriptions enhanced transferability, while maintaining an audit trail supported dependability. Confirmability was ensured through reflective journaling and documentation of the research process to minimize researcher bias.

The study complied with established ethical standards for educational research. Approval was obtained from the appropriate school authorities before data collection. Participants were informed about the purpose of the study, their voluntary participation, their right to withdraw at any stage, and the confidentiality of their responses. Written informed consent was secured from all participants, and pseudonyms were used to protect their identities throughout the study.

Findings and Discussion

Analysis of the interview transcripts revealed four major themes that describe the experiences of English 9 teachers in implementing oral communication activities at Baggao National High School. These themes illustrate the instructional strategies employed by teachers, the challenges they encountered, the interventions they implemented, and the professional growth they experienced in facilitating learners' speaking fluency and comprehension.

Theme 1: Creating Interactive and Learner-Centered Speaking Experiences

The participants consistently emphasized that oral communication activities become more effective when learners are actively engaged in authentic and meaningful communication. Rather than relying solely on lecture-based instruction, teachers integrated collaborative discussions, role-playing, debates, storytelling, oral presentations, interviews, and group conversations to encourage students to express their ideas confidently.

One participant shared:

"I always let my students speak instead of simply answering written activities. Even if they make mistakes, I encourage them to continue because confidence develops through constant practice." (Participant 1)

Another teacher explained:

"Role-playing and group discussions make students more comfortable because they communicate naturally with their classmates before speaking in front of the whole class." (Participant 3)

Teachers explained that learner-centered activities provided students with authentic opportunities to communicate while gradually improving their speaking fluency and listening comprehension.

These instructional approaches also promoted collaboration, critical thinking, and self-confidence among learners.

The findings support the principles of Communicative Language Teaching, which emphasize meaningful interaction as the foundation of language learning (Richards, 2022). Likewise, Ellis (2018) argues that task-based learning enables learners to acquire language more effectively by engaging in authentic communicative tasks rather than memorizing grammatical structures. The findings are also consistent with Littlewood (2019), who reported that collaborative speaking activities significantly improve learners' communicative competence and confidence.

Theme 2: Addressing Learners' Communication Anxiety through Supportive Classroom Practices

Teachers identified learners' fear of speaking English as one of the most significant barriers to oral communication instruction. Many students hesitated to participate because they feared making grammatical mistakes, being laughed at by classmates, or receiving negative evaluations.

One participant stated:

"Many students know the answer, but they remain silent because they are afraid of making mistakes. My role is to assure them that mistakes are part of learning." (Participant 2)

Another participant shared:

"I never criticize students publicly. Instead, I correct them politely and encourage them to try again. Gradually, they become more confident." (Participant 5)

Teachers described creating psychologically safe learning environments by providing positive reinforcement, constructive feedback, and opportunities for repeated speaking practice. These practices gradually reduced learners' communication anxiety and increased classroom participation.

These findings support the study of Horwitz et al. (1986), who identified language anxiety as a major factor affecting second-language learning. Similarly, MacIntyre et al. (1998) emphasized that supportive classroom environments significantly increase learners' willingness to communicate. The findings also align with Vygotsky's (1978) Social Constructivist Theory, which highlights teacher guidance and social interaction as essential elements in learner development.

Theme 3: Adapting Instruction to Diverse Learner Needs and Classroom Realities

Participants acknowledged that English 9 classrooms consist of learners with varying English proficiency levels, learning styles, and communication abilities. To address these differences, teachers modified instructional strategies, differentiated classroom activities, and provided scaffolding according to learners' individual needs.

One teacher explained:

"Some students speak English confidently, while others struggle to construct simple sentences. I group them strategically so stronger students can help those who need more support." (Participant 4)

Another participant remarked:

"I begin with simple speaking tasks before moving to more complex presentations because learners need gradual exposure to English communication." (Participant 6)

Teachers also reported challenges related to limited instructional time, large class sizes, and inadequate opportunities for learners to practice English outside school. Despite these limitations, participants maximized classroom interaction through pair work, cooperative learning, and contextualized speaking activities.

These findings are supported by Tomlinson (2017), who emphasized differentiated instruction as an effective approach for addressing learner diversity. Likewise, DepEd (2023) encourages contextualized and learner-centered instruction under the MATATAG Curriculum to accommodate varying learner abilities and classroom contexts.

Theme 4: Reflective Teaching as a Foundation for Continuous Instructional Improvement

Participants viewed reflection as an essential component of effective oral communication instruction. They continuously evaluated the effectiveness of classroom activities, observed learners' responses, and modified instructional strategies based on classroom experiences.

One participant shared:

"After every oral activity, I reflect on what worked well and what needs improvement. My students teach me how to become a better teacher." (Participant 1)

Another teacher explained:

"Professional development seminars and sharing experiences with fellow English teachers give me new ideas for improving speaking activities." (Participant 5)

Teachers described professional collaboration, classroom reflection, and continuous learning as important sources of instructional improvement. They recognized that effective oral communication instruction requires flexibility, innovation, and responsiveness to learners' changing needs.

These findings support Schön's (1983) concept of the reflective practitioner, which emphasizes continuous reflection as a means of improving professional practice. Similarly, Darling-Hammond et al. (2017) argued that ongoing professional development strengthens teachers' instructional competence and improves learner outcomes. The findings further reinforce the importance of reflective teaching in promoting effective communicative language instruction.

Summary of Findings

The study revealed that English 9 teachers at Baggao National High School employ diverse learner-centered instructional strategies to develop learners' speaking fluency and comprehension. Their experiences demonstrate that meaningful oral communication instruction extends beyond classroom speaking activities; it also requires supportive learning environments, differentiated instruction, reflective teaching, and continuous professional growth.

Despite challenges such as learners' communication anxiety, varying English proficiency levels, limited instructional time, and contextual constraints, teachers consistently adapt their instructional practices to maximize learner participation and engagement. These findings suggest that effective oral communication instruction depends on teachers' ability to integrate communicative pedagogies with responsive classroom management and reflective professional practice.

Hence, the themes highlight that successful implementation of oral communication activities is grounded in authentic communication, emotional support, instructional flexibility, and continuous teacher development, all of which contribute to improving learners' speaking fluency and comprehension.

Conclusion

This phenomenological study explored the experiences of English 9 teachers in implementing oral communication activities at Baggao National High School, Baggao West District, Schools Division of Cagayan. The findings revealed that teachers play a pivotal role in developing learners' speaking fluency and comprehension by employing learner-centered and communicative instructional strategies. Activities such as role-playing, group discussions, storytelling, debates, oral presentations, and collaborative learning provided learners with authentic opportunities to practice speaking English while enhancing their confidence and comprehension.

The study also found that teachers encountered several challenges, including learners' communication anxiety, varying English language proficiency, limited instructional time, large class sizes, and insufficient opportunities for authentic English language exposure outside the classroom. Despite these constraints, teachers demonstrated adaptability by implementing differentiated instruction, providing constructive feedback, scaffolding speaking tasks, and creating psychologically safe learning environments that encouraged active participation.

Furthermore, the study highlighted that reflective teaching and continuous professional development enabled teachers to refine their instructional practices and respond effectively to learners' diverse communication needs. Overall, the findings suggest that effective oral communication instruction requires not only appropriate teaching strategies but also supportive classroom environments, contextualized learning experiences, and sustained professional growth. These experiences provide valuable insights that may contribute to strengthening English language instruction and improving learners' communicative competence in Philippine public secondary schools.

Implications of the Study

The findings have important implications for English language education, curriculum implementation, teacher development, and school leadership. First, English teachers should continue adopting communicative and learner-centered instructional strategies that provide students with authentic opportunities to develop speaking fluency and listening comprehension. Classroom activities should emphasize meaningful communication rather than solely focusing on grammatical accuracy.

Second, schools should strengthen professional development programs that equip teachers with innovative approaches to oral communication instruction, classroom differentiation, formative assessment, and strategies for addressing communication anxiety. Regular learning action cells (LACs), mentoring sessions, and collaborative lesson planning may further enhance teachers' instructional competence.

Third, curriculum planners and educational leaders may utilize the findings to strengthen oral communication components within the MATATAG Curriculum by providing additional instructional resources, contextualized learning materials, and assessment tools that support communicative language teaching.

Finally, creating supportive classroom environments where learners feel safe to express themselves without fear of criticism is essential in improving speaking confidence, classroom participation, and overall language proficiency.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. **English teachers** should continue integrating interactive oral communication activities such as debates, role-playing, storytelling, simulations, interviews, collaborative discussions, and task-based learning to enhance learners' speaking fluency and comprehension.
2. **School administrators** should provide continuous professional development opportunities focusing on communicative language teaching, differentiated instruction, formative assessment, and learner-centered pedagogies.
3. **The Schools Division Office** may develop school-based instructional enhancement programs that strengthen teachers' competencies in facilitating oral communication activities aligned with the MATATAG Curriculum.
4. **Curriculum developers** should design contextualized instructional materials and performance-based assessment tools that encourage authentic communication and accommodate diverse learner abilities.
5. **Parents and community stakeholders** should support learners by encouraging English language use beyond the classroom through meaningful conversations, reading activities, and participation in school-based speaking programs.
6. **Future researchers** may conduct similar qualitative studies in different educational settings or employ mixed-methods and quantitative research designs to examine the effectiveness of specific oral communication strategies on learners' speaking performance, confidence, and communicative competence.

Proposed Instructional Enhancement Framework

"SPEAK Framework" for Enhancing Oral Communication Instruction in English 9

Based on the findings, the researcher proposes the SPEAK Framework, which aims to strengthen learners' speaking fluency and comprehension through systematic instructional practices.

Component	Description
S – Supportive Learning Environment	Foster a psychologically safe classroom where learners are encouraged to communicate without fear of making mistakes.
P – Purposeful Communicative Activities	Implement authentic speaking tasks such as debates, storytelling, interviews, role-playing, discussions, and presentations that simulate real-life communication.

Component	Description
E – Engaging Differentiated Instruction	Adapt instructional strategies and provide scaffolding to accommodate learners with varying English proficiency levels and learning needs.
A – Assessment and Reflective Feedback	Utilize formative assessment, peer evaluation, teacher feedback, and learner reflection to monitor communication progress and improve speaking performance.
K – Knowledge Sharing and Professional Development	Promote continuous teacher learning through Learning Action Cells (LACs), mentoring, collaborative lesson planning, classroom action research, and professional training focused on oral communication instruction.

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