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#### MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

**TITLE: CO-TEACHING AS A STRATEGY TO DEVELOP STUDENT'S SPEAKING  
SKILL.**

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**Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés**

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First of all, I would like to say that family is the threshold that encourages us to keep doing things beyond our limits. Without family support, we hardly can reach our goals and make our dreams come true. Therefore, this current work is dedicated to my children and wife who accompanied and supported me, during the time I was studying, giving me the strength to never give up and make this possible; they are the most important people in my life. To my mom and dad who always have trusted me in my whole life projects. Even though They do not live close to me but they have been leaning me with their best wishes and prayers. To my classmates and thesis tutor who kindly encouraged and supported me, her comments and guidelines helped to fulfil my work.

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## ABSTRACT

This investigation about co-teaching as a strategy to develop student's speaking skills and its influence to encourage learners to improve their oral fluency, present the way this co-teaching methodology helps students to meet the learner's needs in English Foreign Language (EFL) classrooms. This investigation focuses on speaking strategies such as Storytelling, Debates, Picture Description, Role-plays, Brainstorming, Group Desiccation, News Reposting, Topic in Picture and Words, and Broadcasting to make a link with Co-teaching methodology and with its classroom setting strategies help to enhance English speaking skills with the support of native-speaking volunteers as assisting teachers in rural schools, especially, in Miguel Egas Cabezas an institution that has been beneficiary with volunteers from "Peace Corp" corporation for some years. on the other hand, the purpose of this study is to provide teachers information about co-teaching and speaking strategies to develop activities improving learners' oral production in the classroom. This investigation was carried out based on mixed methods to guarantee the viability of this study. Likewise, the data collected from this study displayed information about the necessity for implement strategies that fit well with co-teaching classroom setting to motivate and encourage students, improving their English-speaking skills in the classroom. The speaking strategies are based on the Communicative Learning Approach, Task-Based Learning, Cooperative Learning, and Co-teaching methodology, which gives the support of this study.

**Keywords:** Co-teaching, speaking strategies, English foreign language classrooms, oral production, real-life communication, native-speaking volunteers, cooperative learning, classroom setting.

## RESUMEN

Esta investigación sobre la co-teaching como una estrategia para desarrollar las habilidades de expresión oral de los estudiantes y su influencia para alentar a los alumnos a mejorar su fluidez oral, presenta la manera en que esta metodología de enseñanza conjunta entre dos maestros de inglés ayuda a los estudiantes a satisfacer las necesidades del alumno en las aulas de Lengua Extranjera de inglés (EFL). Esta investigación se centra en estrategias de expresión oral como son: Storytelling, Debates, Picture Description, Role-plays, Brainstorming, Group Discussion, News Reposting, Topic in Picture and Words, y Broadcasting para establecer un vínculo con la metodología de co-teaching y con sus estrategias de entorno de aula, que ayudan a mejorar las habilidades de habla en inglés con el apoyo de voluntarios nativos como asistentes de maestros en escuelas rurales, especialmente, en Miguel Egas Cabezas una institución que se ha beneficiado con voluntarios de la corporación “Peace Corp” durante algunos años. Por otro lado, el propósito de este estudio es brindar a los docentes información sobre estrategias de co-teaching y expresión oral para desarrollar actividades que mejoren la producción oral de los alumnos en el aula. Esta investigación se realizó basada en métodos mixtos para garantizar la viabilidad de este estudio. Asimismo, los datos recolectados de este estudio mostraron información sobre la necesidad de implementar estrategias que encajen bien con el entorno de co-teaching del aula para motivar y alentar a los estudiantes a mejorar sus habilidades de habla inglés en su entorno de aprendizaje. Las estrategias de expresión oral se basan en la metodología de Aprendizaje Comunicativo, Aprendizaje Basado en Tareas, Aprendizaje Cooperativo y Co-teaching, lo que da soporte a este estudio.

**Palabras clave:** Co-teaching, estrategias de expresión oral, aulas de lengua extranjera en inglés, producción oral, comunicación en la vida real, voluntarios nativos, aprendizaje cooperativo, entorno de aula.

## CHAPTER I

### THE PROBLEM

#### Introduction

English is a globalized language therefore, it is a way to communicate with other people all over the world, due to many countries have accepted this language as a lingua Franca many things are done using the English language. Therefore, more and more people are learning this language to keep in touch with others, to make researches, to write books, and to educate others. Furthermore, the main goal of learning a new language is communication overall. It is for this reason that people give special attention to oral production without disregarding the three other skills in language learning because, each skill is a complement to each other to develop the English language (Diane, 2004).

The speaking skills help learners to develop their language proficiency, the more learners practice this skill, the better they will be. For Mackey and Gass (2005) learners should find the opportunities to practice the English language in real situations going beyond simple dialogues and repetitions that make students simple repeaters of patterns of information. Additionally, to this circumstance, teachers should find appropriate strategies for the improvement of this skill, besides speaking skills play an important role in a direct interaction with others, because when someone meets another person the first thing said is hello! Unfortunately, it might not be taught appropriately or this skill may be disregarded by teachers in the English classrooms. For this reason, the use of current approaches and methodologies might change the way teachers and students are learning English in the classroom.

A reason why this research proposal tends to emphasizes the use of updated approaches, methodologies and strategies is these may mark another stage in the teaching and learning process. A clear example is the use of the Communicative approach, which has changed the way of teaching

English, emphasizing mainly on participatory strategies such as: conversations, discussions, and interactions with other people in and outside the classroom.

To emphasize more the Cooperative Learning approach tends to encourage students to participate in the classroom, because these approaches provide a lot of opportunities to learn the target language through cooperation and interaction with other subjects. In this way, students can learn in small or large workgroups formed by the English teacher or by students in the classroom (Duplass, 2006). Therefore, this cooperation is aimed to succeed the production of the target language during the lesson. Hence, in this model students are responsible for their team and for their own active participation while teachers are delivering the subject. Content-Based Learning is another approach that has gained popularity in EFL classrooms because, learners acquire the English language through the use of subject content, providing an important input. So that students can link other subjects with English instruction (Richards & Rodgers, 2001).

This study is also based on Co-teaching methodology to work in collaboration with other English teachers and native-speaking volunteers, increasing the possibilities to support students in the classroom. This method has been widespread in many countries because of its characteristics to address the students' needs who may have problems with the English subject learning, hence in co-teaching methodology two teachers can combine their teaching style to excel learners' potentials to acquire the English language. "Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse or blended, group of students in a single physical space" (Cook & Friend, 1995, p.2).

After a brief explaining of the approaches to be used in this research, a summary of each chapter is proposed:

Chapter one presents the problem of speaking skills when students learn the English language. Furthermore, this chapter shows some student's limitations and how teachers and learners struggle with full classrooms, lack of speaking strategies or lack of motivation during the learning process. Therefore, the chances to use the target language in the classroom are limited due to those inconveniences. Additionally, this chapter displays how native-speaking volunteers and local English

teachers can tailor appropriately to develop speaking strategies to enhance students' oral production rather than both teachers work separately wasting the chance to interact with a native English speaker in the classrooms.

Chapter two presents the theoretical framework that is aimed to explain the main approaches which support this research study, displaying two variables like, speaking strategies to develop and motivate learners. On the one hand, the co-teaching methodology which explain the co-teaching role and influence that co-teaching exerts, developing the students' speaking production in the classrooms.

Chapter three presents and embraces of the methodology used for this study, this current study is focused on mixed methods with a descriptive and explorative design; additionally, this chapter introduces the instruments and populations involved in this research. Finally, this study presents the spot where the investigation took place. In a well know educational institution named Miguel Egas Cabezas school a rural institution in Otavalo canton.

Chapter four presents the findings taken from the evaluation instruments from this study research. This chapter displays the information by means of pie charts and tables. Additionally, it shows the overcome analysis and interpretations for data collected. Finally, this current chapter describe the data discussion which is analyzed as much accurately as it was possible, in order to understand how the co-teaching methodology and speaking strategies are used to develop students' oral communication.

Chapter five presents a teachers' and students' guide to develop speaking skills in classrooms. This teachers' and students' guide has a variety of strategies developed with templates that can provide a wide range of possibilities to leverage student's oral communication, motivating learners to participate during the lesson.

Chapter six shows some conclusions and recommendations for both local English teachers and native-speaking volunteers according to the findings. How they can improve the way they are

teaching English to develop the speaking skill or how local teachers can rapport with volunteers to deliver the lesson.

### **1.1. Problem description**

Throughout countries where their primer language is not English, their main goal is to get a high English language level, in other words, a fluent performance in the target language. Since the English language became a globalized way of communication and a source of knowledge, the use of this tongue plays an important role in their education curriculums.

The English learning process has been an arduous labor with lots of difficulties for stakeholders in education. Many types of researches have been done to address these issues, which are presented in classrooms day after day. Meanwhile, governments and researchers have been trying to give some alternative methodologies to mitigate the problems in different fields. Hence learning English as a foreign language in Ecuador has become a tough task due to several factors that might affect this learning process, such as the fact that public classrooms are crowded all the time, (Harmer, 2007). Students lack the interest to learn English, as well little interaction between teachers and students. In conclusion, teacher has to handle a lot of students with different backgrounds in just one classroom something that might affect the acquiree of the target language. Therefore, all of these issues may influence the learning process hindering the development of language skills specially, the oral production.

The English language is used as a means of interaction with other people daily, in particular communication is to give information, ideas, beliefs, emotions from one person to another. For this reason, when a person uses language for communication, both people are involved in transmitting the message and receiving it. Thus, developing oral communication is one of the most important bricks to build the language (Bouzar, 2019). Bouzar also states that speaking skills is the most complicated ones due to its trust not only in teachers' abilities to promote communication but also on learner willingness to accept communication and error correction by teachers.

Consequently, developing oral communication in Ecuadorian students has been a lifelong issue as it was reported by the Ministry of Education. Students are not developing speaking skills appropriately in the classroom, as a consequence their English level performance is not the adequate specially in public schools.

## **1.2 Research Question**

Co-teaching collaboration in classrooms has emerged as a way to abolish old conceptualizations of work in classrooms, to elicit active participation in English classes, in order to develop students' speaking skills. This current foreign collaboration in classrooms is new in Ecuador, and the purposes of this methodology is to evidence the learning process cutting down the big barriers that teachers can find in the classrooms at the moment they teach the English language. For instance, local teachers have to deal with full classrooms, as a consequence, to make a group work activity may be complicated, as well as, giving appropriate counseling or motivate students can turn out a big challenge without the help of a co-teacher collaboration in this case by native-speaking volunteers.

Hence, when foreign teachers interact with other teachers and students, they influence elicit not only English learning fluent communication but also the learning of a foreign culture that is inseparable in language learning (Kozhevnikova, 2014). Therefore, this research is leading to answer the question, how does co-teaching collaboration influence to students' speaking skills in the classrooms? and as well as, how does co-teaching strategies encourage students to speak English?

## **1.3 Justification**

This research study is aimed to understand the co-teaching phenomenon as a tool to encourage students to develop their speaking skills, likewise, the use of speaking strategies with local English teachers and native-speaking volunteers as collaborators in classrooms to raise learners' oral performance. Since some years ago non-government organizations like "Peace Corp" have been supporting schools in Ecuador especially, in Otavalo canton providing them with native-speaking

volunteers who work as second teachers in the classroom. This work collaboration between both teachers is called co-teaching, a methodology that can help to improve students speaking skills, a langue skill that is disregarded in the English classroom. Because, the class environment is not adequate to develop speaking skills. Additionally, Fullan (2001) states, teachers should create appropriate conditions for students to succeed and help teachers “find meaning, increased skill development, and personal satisfaction in making contributions” (p. 25). This thought helps to understand that a co-teaching collaboration can make big changes in students' English learning process with the support of two teachers in the classroom.

Moreover, as was explained above this current investigation displays a wide range of possibilities to work in collaboration with local English teachers and native-speaking volunteers. The development of strategies that can be used with co-teaching methodology and speaking skills can enhance the learners' oral production because students face some difficulties when they speak English, perhaps learners refuse to do it or learners do not enjoy speaking English with their classmates and teachers because of the lack of chances to participate in a class or maybe because, they do not feel the necessity to use the English language during the lesson or there are other reasons but the fact that, the use of English language in the classroom has a low rate as the Ministry of education aforementioned. Finally, it is important to stress that the lack of self-confidence to use the target langue affects students' motivation. For this reason, keeping students motivated in the classroom is a desire for all teachers where learners show a great effort for learning the English langue (Ortega, 2019).

To conclude, this study is intended to show the pros and cons of using the co-teaching model combined with speaking strategies. This current study was mainly done thanks to the school board, students' and teacher's willingness to collaborate and participate during the collection of data at Miguel Egas Cabezas institution. Then, this study tries to help teachers and native speakers' volunteers to realize how co-teaching is running at this school, and how this collaboration might be a way to improve the English language to handle a lot of difficulties that can be found in the classroom where teachers can identify different students' backgrounds. Besides that, local teachers should consider that external influence lets the students have a predisposition to learn, bootstrap learners' oral communication (Tremblay, 1994).

## **1.4 Significance**

The role of non-government organizations in Ecuadorian education has been increasing, establishing a strong relationship on behalf of education in public schools. For this reason, the “Peace Corp” agency plays an important role in Ecuadorian schools, providing native-speaking volunteers as collaborators in classrooms as a way to motivate and encourage students to develop their speaking skills.

This study may provide important data that can show statistical information and experiences from the field to understand the co-teaching collaboration in EFL classrooms to encourage students to improve learners’ speaking skills. Furthermore, this research can help to analyze the effectiveness of speaking strategies to motivate students to develop oral production in classrooms. Finally, this investigation has a social significance to the stakeholders who can feel motivated or engaged being critical about their work.

All in all, the present investigation can also contribute to the existent literature about speaking skill strategies to develop students’ speaking skills in the classrooms, to enrich this wide field of oral communication. Therefore, teachers can tackle the students’ shortcomings efficiently applying different strategies in English classes with the use of co-teaching methodology as well.

## **1.5 Objectives**

### **1.5.1. General objective**

- Identify how co-teaching collaboration between local teachers and foreign native-speaking volunteers is encouraging learners to improve their oral communication in the classroom.

### **1.5.2. Specific objectives**

- Describe how students feel when they are taught by foreign native speakers in the classroom.

- Analyze teachers' reactions and performance when they are assisted by foreigners.
- Present a teachers' guide to improve speaking skills.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 English as a foreign language

The English language has become an important language for communication getting the lingua Franca category. In other words, it is a global language (Gnutzmann & Intemann, 2008). In many countries English is learned as a foreign language, giving people chances to communicate with foreigners or to get involved in other activities such as business, education, or tourism. For this reason, the benefits of learning English are countless. Moreover, for Gordin (2015), speaking English gives people access to relevant information from primary sources; additionally, people can keep in touch with people all over the world.

Therefore, the English Foreign Language has taken an important role in the education system, likewise, bearing in mind that for people who want to learn English, it can be learned early or late Kellerman and Sharwood (1989) they also claim that the learning influence embrace terms as transfer, interference, avoidance borrowing, and L2 related aspects. Hence, it might be understood as how English and the mother tongue interact between them, in order to help to perform well learners to use the target language, evidently, considering aspects that are not only part of the language but also part of social interaction.

Consequently, English Foreign Language (EFL) in the Ecuadorian curriculum is focused on students' creativity and critical thinking to develop the communicative processes according to the new curriculum made in 2016. Additionally, the (EFL) curriculum spins around linguistic intelligence through the analysis and comprehension of oral and written texts. Moreover, this curriculum embraces ethical conduct which is essential for coexistence among students and teachers. The growth of students' values is essential for the school community, values such as solidarity and justice enhance the relationship among them.

## 2.2. Teaching English in EFL classrooms

The English teaching environments vary from one place to another, for this reason, Learning English as Foreign Language is not the same as learning English as Second Language, therefore, in a country which mother tongue is English, students learn English as their second language and conditions to acquire the language are different. On the other hand, in countries which mother tongue is not English, students learn English as a foreign language. Hence, for EFL students learning conditions can be more challenging because, students may not have plenty of opportunities to practice the target language. However, it is possible that students can get a high level of English thanks to teachers' labor because, they can go beyond any barrier or limitations, designing and applying strategies to motivate the development of the language skills and giving the learners a chance to experiment the English communication by themselves (Curtain & Dahlberg, 2010).

For Libres (2015) the speaking skill is an interactive process, that encompasses productivity where students produce on their own the target language. Learners are able to receive and process the information in order to convey an idea or a response. On the other hand, in spite of the speaking skill importance, this oral production has been overlooked. Krashen and Terrell (1983) have observed that English teachers spend time on repetition, grammar tenses, and drillings, disregarding oral production, which may be delaying the learning process for these aspects. Hence, teachers should stress speaking in their classroom to motivate and engage students in the English learning process.

In regard to teaching English in EFL classrooms, teachers use different methodologies and activities to improve students' oral communication. Newton (2009) recommends, some activities to develop speaking skills for EFL students, such as short conversation, giving a speech or lectures, telling a story, and telling instructions to be performed by students, thus these are the activities that

promote students' oral participation in the classroom increasing the possibilities to get better their speaking skills.

Finally, for Febriyanti (2013) speaking skill is one of the most complicated and challenging skills in the target language in EFL classrooms, bearing in mind that this is one of the most important skills in learning languages. Therefore, the teachers' role to create the appropriate environment and appropriate strategies play an important function when teachers should design their lessons for EFL learners in order to improve students' oral communication giving them more opportunities to use the English language. Febriyanti also states, teachers and EFL students should have a close interaction in the target language and the learning process should be a collaboration among teachers and students.

### **2.3. Approaches throughout history**

The increase in understanding language learning process has led linguists and psychologists like Chomsky, Skinner, Krashen, Vygotsky, and others to begin studying and developing theories that explain the intellectual process for learners. All of the approaches developed by these people have impacted the English language learning becoming a framework for teaching the English language. Hence, the emergence of teaching language approaches dates back to the early nineteenth century, since then the human history has evidenced important philosophical advances, that helped the English language learning process.

The first approach proposed by linguistics was the Grammar-Translation Method. Where learners started to learn a second language making classic literature translation in the target language. This method was based on written language rather than oral communication. Moreover, teacher's role was like an authority figure. On the other hand, students' role was mainly memorization of translated vocabulary.

As soon as English language learning was gaining more interest and popularity more approaches came up through history due to the criticisms about the effectiveness of previous approaches. For instances, Natural Approach was proposed by Stephen Krashen (1981/1982) along with Tracy Terrell (Krashen & Terrell, 1983). They focus on natural interaction; where, learners are able to get fluency rather than accuracy in grammar.

Evidently, more and more approaches were emerging like the Communicative Language Teaching approach. It appeared in the 1960s and promotes the spontaneous discovery of language by students. Therefore, this approach has contributed greatly to second language teaching, giving the learners more chances to produce the target language in comfortable environments. In Communicative Language Teaching there is more interaction in learners so that, paring or grouping is essential for problem-solving and searching for effective communication using the target language.

Behaviorism or Conductivism is another major approach that promotes language learning with the help of habits. Freeman (2003) noticed, that with the use of Behaviorism learners memorize or remember the target language immediately without thinking. Hence, language learning is a matter of habit building, the more it is repeated, the better it will be developed.

Currently, there are more approaches that have been addressing student's needs effectively, such as the current Communicative Language Teaching, Natural Approach, Cooperative Language Learning, Content-Based Learning, Task-Based Language Learning, Co-teaching method, the post-methods era among others. Throughout history, these approaches have contributed to second language learning acquisition greatly.

## **2.4 Communicative Language Teaching approach**

Communicative Language Teaching is a well-known approach used by most teachers all over the world in classrooms. A wide definition for CLT is that students are taught to produce the target language with open-ended questions, and with discussion activities rather than the use of grammar as a primary means to learn the English language (Richard, 2006). The English language is focused to engage students to have meaningful learning developing their oral communication. Teachers provide students with plenty of opportunities to interact in meaningful communication. Additionally, teachers provide communicative strategies to encourage learners to participate actively during the learning process. On the other hand, the teachers' role is a cornerstone in the classrooms, because they are the facilitators, creating comfortable environments with a variety of activities that enhance students' communication, such as pairing or grouping work activities, where learners can share their ideas, opinions, and feelings.

Finally, for Brown (2001) there are some characteristics that are interconnected with Communicative Language Teaching; for instance, the lesson aims are focused on all language components grammar, sociolinguistic, discourse, and strategic components. Therefore, everything is engaged to cover learners' pragmatic functional learning. Moreover, fluency and accuracy are complementary principles that highlight communicative techniques, then students are focused on their own learning style and developing appropriate strategies for them.

## **2.5 Cooperative Learning approach**

Cooperative Language Learning is part of Collaborative Learning. It is an approach that maximizes collaboration, grouping students into small or large groups in the classroom where the English learning process is carried out depending on collaboration. Hence, students form part of a big group or small one to be responsible for the success of that group thus, members of the group are responsible for motivating and encouraging the whole group to fulfill the activities (Olsen & Kagan, 1992). Cooperative Learning is also based on human beings rather than competitive students. Bogdan and Taylor (1992) states, society cannot stand by only one member of it but on

the contrary, if they gather together to reinforce society it can thrive with the help of all members working in collaboration. Therefore, individual members of a group can thrive with the help of others.

Cooperative Learning is basically based on Jean Piaget and Vygotsky's work. Both remarks on social interaction in learning developing communicative competencies, hence it encourages students to develop their critical thinking skills (Richards & Rodgers, 2001). Cooperative Learning stresses peer-tutoring and peer-monitoring an idea against old instructions where teachers were the center of learning, thus this approach can help students have a good performance in classrooms. Cooperative Learning contributes with teachers to build positive relationships with students. It replaces the common old school structure of competence in classrooms where one student might be the best one, replacing it with team-work, promoting communicative interaction among students and teachers.

Finally, the Cooperative Learning approach evokes teaching activities. For Johnson and Johnson (1994) there are three teaching activities such as formal cooperative learning groups. These groups can last several weeks or just for the lesson class, learners are focused on specific objectives where students need to work together. Another classroom activity might be informal cooperative learning, groups that can last few minutes in the classroom, groups that can be used to focus student's attention during direct teaching. The last classroom activity could be cooperative based groups. These groups can last longer than previous ones at least a complete school year. It consists of heterogeneous learning groups, where members in the group have to help and encourage other students to improve their learning.

## **2.6 Content-Based Instruction**

Content-Based Instruction is focused on second language teaching, the way teachers teach their lesson is organized around the content that students need to learn (Krahnke, 1987). The term content is understood as the substance or subject matter that students learn or communicate through language (Richard, 2006). This approach is based on Communicative Learning Teaching, highlighting real communication exchanging information in the target language.

The use of the target language is in direct contact with other subjects on the school curriculum. Teachers have to take and select topics from the other subjects too much the target language with other subject contents rather than learning the second language by itself. A simple experiment in Chemistry class or reviewing historical events can be suitable to use them with the English language. Additionally, Content-Based Instruction is based on two major pillars: People learn better a second language when they use it as a means of acquiring information, transforming it into meaningful learning (Richard, 2006). Content-Based Instruction enhances students' needs when they are learning a second language.

In Content-Based Instruction, students are involved in developing all skills, even grammar is part of language skills, hence all of these makeup activities which are leading to the real world. Therefore, language is used for specific purposes. Then it might be for academic, vocational, social, or recreational purposes. In conclusion, the target language has great potential for communication (Leaver & Stryker, 1997).

This approach has many teaching activities. For Stoller (2004) and also for Grabe and Stoller (1997) these activities are classified in this way:

- Vocabulary building
- Language skills improvement
- Discourse organization
- Communicative interaction
- Study skills
- Synthesis of content material and grammar

Therefore, all of these activities promote learners' autonomous study, learners are aware of their own learning processes, then they have to learn in collaboration with other students, becoming it a challenge for students who prefer to work individually. Finally, students are part of

the content subject's selection and activities, this learner's participation motivates them to learn the target language (Stryker & Leaver, 1997).

## **2.7 Task-Based Learning Teaching**

Task-based Learning Teaching refers to Communicative Language Teaching, remarking on using tasks as the core part of planning. For instance, activities have to be designed for real communication, where tasks carry out meaningful learning. Task-Based Learning has been well acquired by researchers who promote tasks work to learn the target language.

For Feez (1998) Task-Based Instruction focuses on the process instead of the final product. Task work is emphasized on communication and these activities are intentionally planned to develop student's oral communication, learners learn the target language by interaction, using task work and activities that have a sequential process starting from the easy task through activities with more complexity. Nunan (1989) states, the communicative task is a classroom activity where students manipulate, comprehend, produce, or interact using a real-life situation in the second language. In other words, students need active participation in the classroom interacting with others students and teachers.

Furthermore, activities that can be performed with task-based Learning Instruction can improve student's oral instruction, for example, they can plan a vacation where they are part of the situation. Therefore, students can make a reservation in a hotel, or they can apply for a university, registering by phone, or calculating and paying their fees. Activities that are part of student's life then all of these activities are based on real-life situations where students can improve their oral communication gaining more experience to practice and producing the target language. These activities are considered a springboard for language learning (Prabhu, 1987). For Willis (1996) there are a series of work activities that highlight Task-Based Learning Instruction, such as listing, sorting, comparing, problem-solving, sharing personal experiences, and creative tasks, and so on.

Finally, the students' role is an important aspect in classrooms, because, they have to work in collaboration with other students, they can form small groups, large groups or pair work to achieve class goals. About teachers' role, they are monitors, they help students' learning, giving students chances to use the target language with a meaningful purpose (Burnaby & Bell, 1984).

## 2.8 Co-teaching

The co-teaching assistance method dates back to the 1950s. It has been interpreted differently in time, changing concepts, and adding more perspectives about co-teaching. It is important to mention that developed countries like The United States have been working on co-teaching long before. Because the education system puts special attention on disabled students giving them more opportunities to have better education (Cook & Friend, 1995). Cook and Friend also suggest that regular education can be beneficial with the use of co-teaching. On the other hand, traditional methods state that one teacher is enough in each classroom contrasting the co-teaching methodology for this reason co-teaching method arose in popularity, experts started to question traditional school structure and procedures, giving more emphasis on co-teaching collaboration in the classrooms (Hanslovsky, 1969).

Therefore, researchers have been inquiring and implementing more information about the co-teaching method, information that has supported the use of this methodology, focusing on models that fit students' needs in the classroom. Hence, co-teaching partner collaboration seems great for the English classrooms, leveraging the student's potentials (Mastropieri & McDuffie, 2007). Hence, the co-teaching collaboration method has been implemented in some schools nationwide to improve student's English proficiency. This methodology is a program implemented by the Peace Corps agency and the Ministry of Education that set a close relationship among teachers, students, and volunteers.

Many schools are hosting native-speaking volunteers nationwide and co-teaching has brought to schools' huge expectations with the idea to improve the English language in the classrooms.

This innovative model may cause a reform in education and how education is perceived or on the other hand, how it may be improved in the classroom. The co-teaching collaboration is a concept of a good partner relationship that is understood by the counterpart, where both teachers have identified their roles in the classroom hence, some changes should be set, in order for students to benefit from this special collaboration in class.

Finally, co-teaching is a common service model in public schools to work with diverse students (Cook & Friend, 2010). This predisposition to work together with another teacher has been beneficial for EFL students, boosting the learning process. For English teachers, working with a counterpart can bring them several benefits as well, such as self-confidence, academic proficiency, language skills development, and a good relationship (Walther-Thomas, 1997). Nevertheless, studies show that a co-teaching collaboration is generally complicated because having two teachers in one classroom sometimes can cause inconveniences (Cook & Friend 2010). Collaboration requires shared thinking between the general educator and the special educator (Heward, 2013). Therefore, a good rapport is a key part of co-teaching

## **2.9 Defining co-teaching**

Co-teaching has a wide range of definitions. For instance, Lerner (1997) defines, this partner collaboration as a process focused on special education teachers who work together with disabled students to meet their needs, and to make sure that students and teachers cover their curriculum. For Murawski (2003) co-teaching is a collaboration between two professionals, to provide formal instruction. Moreover, Murawski (2003) states, that this collaboration is a close relationship to work in a classroom where one teacher can support the other one, teachers can make an important decision in the classroom without interfering with each other. Finally, for Friend (2008) co-teaching is a delivery of instruction where two teachers work together, sharing responsibilities in the classroom in favor of their students.

For Friend (2008) there are six partnered approaches that are the foundation of co-teaching, where one teacher teaches and the other one observes. Another way to apply co-teaching is when both teachers teach together in a parallel way. The next categorization is when teachers form a team of teaching, supporting each other while they are working in the classroom, this way of teaching is to call Station Teaching. An interesting way to apply co-teaching is when teachers create an alternative lesson, teachers from a specific group in the same class, while one teacher is addressing the whole class another teacher is creating a new lesson with the same topic of the class. Finally, one teaching, one assisting where the main teachers teach, and the assistance collaborate with his counterpart. All of these tenets are the foundation of a close relationship in co-teaching emphasizing the dynamic combination for delivering instruction to boost student learning.

Even though co-teaching is not new, teachers who are involved in this teaching model require training to work with another teacher in the same classroom, because the lack of teachers' preparation and training for co-teaching can be very challenging causing both teachers to not have a good partner relationship to work together and deviating the focus from students' needs, which is the main goal. Therefore, co-teaching has been designed to join knowledge, language skills, and a friendly relationship to stay concentrated on the students' learning processes.

To sum up, co-teaching is a methodology that is gaining popularity in Ecuadorian classrooms, because this partner collaboration is an alternative way to boost students' English performance and a way to learn about a new culture of course.

## **2.10 Co-teaching strategies**

Co-teaching can look different in each classroom, because, students' needs vary from one place to another and teacher's rapport might not be the same everywhere (Murawski, 2003). Likewise, for Friend (2014), this methodology has a variety of arrangements in the classroom, to successfully address the students, for him, there are six co-teaching models that can fit with different learners'

styles. Additionally, Co-teaching implicates two or more certified teachers who gather to share instructional responsibility for a single group of students, mainly in one classroom or workspace for specific content or objectives with mutual ownership, both teachers share accountability (Friend & Cook, 2013). Finally, in co-teaching collaboration teachers co-plan, co-instruct, co-assess, and co-manage students, for this reason co-teaching is teamwork. On the other hand, for Zigmond and Matta (2004), co-teaching increases individual students' attention, reduces negative behaviors, and improves self-esteem forming social students (Dieker, 2001). Therefore, below are listed some co-teaching models which are explained in depth.

### **2.10.1 One Teaching, One Observing strategy**

One teacher leads the whole group instruction while the other makes observations and collects data about the student's behavior and social interaction among them. This strategy helps teachers to analyze students and how to take action on misbehavior for future classes (Murawski & Dieker, 2004).

#### **1. One Teaching, One Observing**



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Figure 1. One teaching, one observing

### 2.10.2 Station Teaching strategy

For this strategy students rotate to stations with both teachers leading a group and one of the stations is designed for seatwork. Therefore, teachers can work with small groups and the information is divided into segments. Indeed, one teacher can start his or her instruction prepared for students with one group and the second teacher works with another group. The third group in station teaching works independently. For this model, teachers work together to develop the station content as well as the teaching methodology which is going to be applied. The benefits of using this co-teaching strategy are countless, for instance, students stay motivated and focused on the class topics (Murawski & Dieker, 2004).

#### 2. Station Teaching



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Figure 2. Station teaching

### 2.10.3 Parallel Teaching strategy

The class is divided into two groups, therefore; the same lesson is delivered simultaneously and it permits the creation of more creative lessons. This strategy helps teachers to maximize students' participation and it benefits the controlling of misbehavior. In this strategy, groups are not allowed to change, and the content subject is focused on students' needs. It differs from Station Teaching because both teachers are delivering the same topic and students do not rotate. Parallel Teaching helps students speaking because they have to discuss observe, give examples, or make charts in other words, it allows students to participate in the classroom (Murawski & Deiker, 2004).



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Figure 3. Parallel Teaching

#### 2.10.4 Alternative Teaching strategy

The large group completes the planned lesson while a small group is pulled to work on a different lesson or the same lesson at a different level, using different classroom material giving them specific instruction (Murawski & Deiker, 2004).

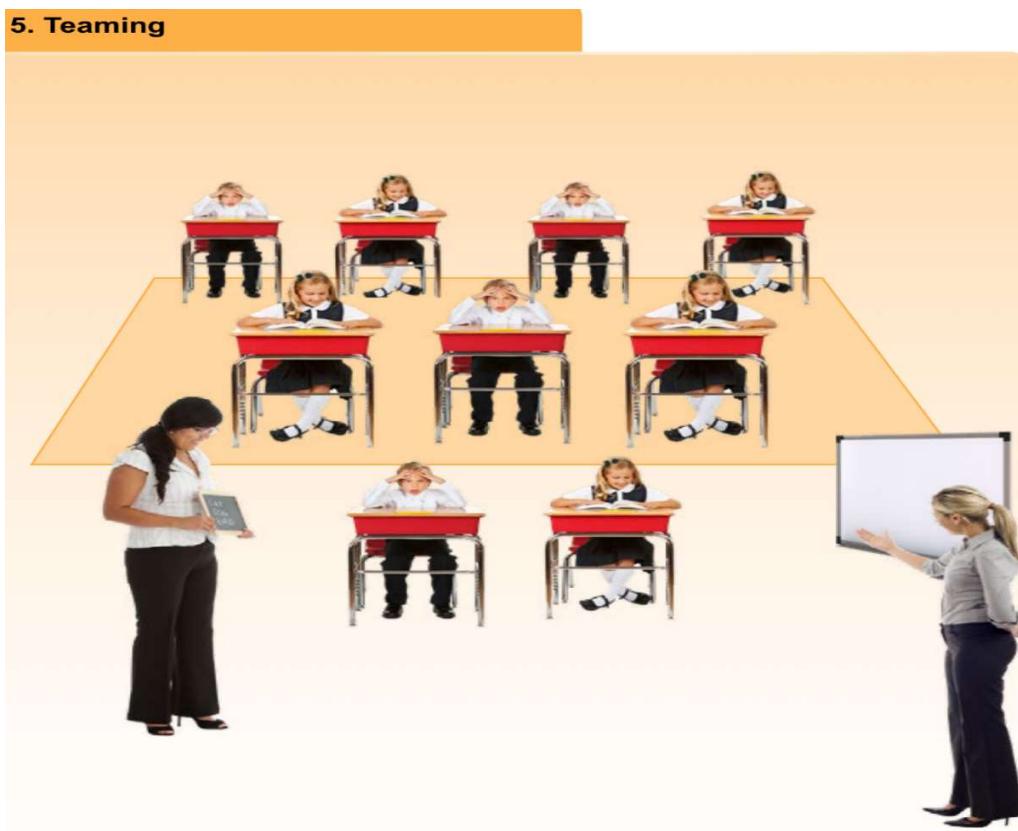


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Figure 4. Alternative Teaching

### 2.10.5 Teaming Teaching strategy

Both teachers are delivering instruction to the entire class at the same time. Teachers work in collaboration to change roles throughout the lesson and both are engaged to fulfill the lesson's aims. Additionally, both teachers make decisions about content and classroom organization. For this model, one teacher can use the whiteboard or show charts while the other teacher can lead the lesson instruction (Murawski & Deiker, 2004).



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Figure 5. Teaming

## 2.10.6 One Teaching, One Assisting

One teacher is the leader of the classroom and the other one is his assistant. The teacher whose role is being an assistant is in charge of assisting the students with their questions, addressing misbehavior issues, handing out classroom materials while the main teacher leads the lesson instruction for the whole class. In this model, students benefit from personal counseling but it should be balanced between teaching and counseling (Murawski & Deiker, 2004).



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Figure 6. One teaching, one assisting

## 2.10 English language skills

English language learning is focused on the four skills: listening, reading, speaking, and writing. Many investigations have proposed the four skills as a whole, mixing the language skills to improve oral communication, engaging students to enhance their language abilities, the integration of language skills can boost student's communication. For Harmer (2007) every single language skill demands an activation; in other words, learners need a purpose to develop the language skill. Harmer also states that the English language embraces the four skills and is almost impossible to develop only one skill in isolation to develop oral communication. For Oxford (2001) the integration-skill approach helps to master ESL/EFL communication mixing the four language skills.

For reading skills, learners need to understand printed words or symbols. For Harmer (2007) there are two types of reading; extensive and intensive reading. When students read for pleasure, it is called extensive reading, students have the opportunity to choose their reading preferences. On the other hand, in intensive reading teachers provide the reading material according to the school curriculum, and teachers encourage students to read.

For listening skills, students need to pay attention to what they are hearing. Hornby (2005) states listening is an art of understanding the message that you hear to give a response to it and have an appropriate interaction. For many people, it is one of the most challenging skills in the English language. For Harmer (2007), there are two listening types: extensive and intensive listening.

For writing skills, students need to write letters or numbers on any surface with a pen or pencil. For Richards and Renandya (2002), writing is the most complicated skill for learners because they have to generate ideas and organize them in a way reader can understand the message. Moreover, another important view to bear in mind is spelling, a complicated issue in written language.

Form speaking skills, Hornby (2005) states that speaking is an art of oral communication. Therefore, when learners hold a conversation with someone else, they develop their communication, they are transmitting a message which is understood by the receiver. Additionally, learners put together words and phrases to convey a message using vocabulary and grammar to organize their ideas to be understood by the listeners. For Hadfield (2008), teachers should motivate students to develop their speaking skills giving them interesting topics to discuss with another classmate or in front of the classroom. Students need to gain self-confidence to produce oral communication practicing all the time. In conclusion, Students can develop their speaking fluency throughout real-life situations, as a key point the teacher's role to motivate students is quite important. Another essential point is teachers' feedback when students need accuracy in order to get fluency in the target language.

## **2.11 Teaching speaking**

The main goal in language learning is to develop good speaking proficiency which should guarantee acceptable communication among people who speak English (Khamkhien, 2010). Dating back, the grammar approach was the first method applied to learn a language, therefore, this method dominated language teaching for years. In classroom teachers used to focus on vocabulary, drilling, and sentence word order which got more attention from teachers, disregarding other linguistic aspects like communication (Saeed, 2011).

In this century, the communicative approach has gained popularity since it focused on communication (Hymes, 1989). Hence learning a language means communicative functions that are based on everyday English as a functional language.

Learning the speaking skill does not come alone, it is linked with other language skills like listening, which is closely related to communication. Richards and Rodgers (2001) states, that

students should improve their listening skills to enrich their oral communication, gaining new lexicon and self-confidence at the moment they speak.

These days English teachers are changing the way they address students to improve their oral communication in the classroom. For this reason, local teachers are improving the way they teach English using current methods and techniques to develop students' speaking proficiency, then teachers aim for communicative language teaching, cooperative learning, task-based learning or task-based content learning methods, designing real-life situations where students can develop their oral communication in the classroom. Therefore, these methods fit well with English learning as a foreign language. When students are learning English paying attention to develop their oral communication, they need to bear in mind these sorts of things, speed, sound patterns, stress, and intonation. Hence teachers are in charge of organizing students' thoughts while they are learning, to improve their logical organization to get acceptable communication in the classroom. Since speaking skill is one of the productive ones it helps students to have a conversation and convey their thoughts. Brown (2004) states, that there are five types of speaking skills: imitative, intensive, extensive, interactive, and responsive.

Imitative speaking is the way learners repeat the words or phrases like a parrot or as baby who is learning the language imitating his parents who make sounds or say short words (Larson, 2000). This speaking type is an earlier process with not very-complicated language structures. In intensive speaking teachers and students read aloud in front of others or complete short sentences in dialogues. In responsive speaking teachers and students form small groups or pair work to have simple conversations or small dialogues, using real-situations. Interactive speaking input is more than was stated before because it is characterized by interpersonal language and social relationships where teachers and students interact with each other as is common in their first language. Extensive speaking involves more formal interaction, for instance, formal speeches, oral presentations, and storytelling. This last type of speaking requires more preparation due to the complexity of its interaction and the advanced language skill used.

Teachers define students' speech in the classroom, which can make it possible that students develop good speaking to communicate in the classrooms. One of the teacher's functions is the managerial or the leader in the classroom who handles resources, who is the allocator, and also a negotiator. Another teacher's role is the instructional function. It refers to creating the appropriate conditions for learners where they can participate and exchange information in the classrooms. The last teacher's role is the knowledge that teachers have in the classroom, how much impact their knowledge can create in students. It is expected that teachers create a role model of a knowledgeable person, because, students rely on them then, teachers should use English in the classroom to communicate with students. Teachers must use their language skills knowledge to motivate students using techniques and strategies to reach language communication goals. For Srinivas and Lockhart (2018) teachers are facilitators, motivators, organizers, monitors, participants, counselors, role models, observers, and so on. When teachers are engaged in speaking skills they need to interact with their students, speaking is a skill that demands a lot of motivation and encouragement.

The cornerstone to developing the speaking skill is vocabulary, teachers need to encourage students to learn and enrich their vocabulary every day. Teachers should concentrate more on speech sounds, stress, and intonation patterns to make a proper development of speaking skills in the classroom. Teachers should give the chance to practice students' oral communication. Hymes (1972) suggests, using the communicative method to improve student's participation with real-situation that guarantees meaningful oral communication. In the same vein Guevara-Betancourt and Flores (2020) states, that using the language in a practical way is more important than mastering only theory and, therefore, the main teacher's responsibility lies on identifying the appropriate mechanisms and strategies to develop oral communication.

For Harmer (2007) the teacher's role in the classroom is to organize students to participate in Task-Based Content Learning forming small groups where students can have active participation in them, providing the students with appropriate material to develop the classroom activities. Managing the time in the English classroom is crucial. Teachers must have control of the class, proving that teachers have planned the lesson class. In his study, Harmer evidences that without

a teacher's participation students hardly ever develop their English oral communication, because teachers give them instruction, feedback, and support to improve that skill.

## **2.12 Speaking an important skill**

For human beings, communication is essential, because they need to transmit their thoughts to others but sometimes it is not as easy as it looks and communication becomes a tough task (Harmer, 2007). To have a balance in communication it is necessary to have good listeners and good speakers. People use their mother tongue as a second language to communicate with each other, by interacting, discussing their ideas, and sharing their opinions. Despite this importance, communication keeps on being a difficult task, especially when people need to use a second language learned in the classroom (Chaney & Burck, 1998). Moreover, to master a second language learned at school requires a lot of effort. Additionally, it requires an integration of other skills such as listening, writing, reading, vocabulary, correct grammar used, and accurate pronunciation.

Speaking skill is the very basic step that a learner should acquire and master before other skills (Rivers, 1981). This process of learning is not the easiest one, on the contrary, this is very complicated to send and receive information through verbal expressions (Hedge, 2000). Additionally, for Hedge the speaking skill, is one of the skills that are first judged by people then listeners pay special attention to verbal expression. Furthermore, the speaking skill is an important ability to be developed without disregarding other skills of course (Khamkhien, 2010). Therefore, learners should bear in mind that when they acquire the English language, the reason why speaking is important is due to it is a productive skill and speaking is a language cover that attracts people to learn it. Similarly, many learners feel attracted to learn and speak English because it is popular all over the world, regardless of this, learning English is mandatory in many countries, finally, this language is keeps being considered fancy, and trendy for young learners.

Because of this, people evaluate their English proficiency success based on how well they speak English. Therefore, books, teachers, and the education system are aimed at developing oral

communication in learners, using different strategies such as oral interaction, role plays, group conversations, task work, and many more strategies (Richards, 1990).

Many researchers have proposed alternative learnings concerning speaking skills like (Bailey, 2005) and (Goh, 2007). Who have proposed interesting methods to improve speaking skills? Through the use of syllabus design, teaching principles, types of tasks, materials, and speaking assessment. Therefore, they encourage speaking confidence in students, with an appropriate task selection to motivate students, working in collaboration (Nunan, 1989). Nunan also says that oral communication focuses on transactional and interactional purposes. Whereby, transactional purpose conveys information from one of the participants and hearers to the other one, on the other hand, interactive purposes participants set a social interaction between participants. Both purposes are aimed at communication between speakers and hearers.

For Torky (2006) learners develop their discourse, linguistic, and pragmatic abilities at the time they have a higher level of speaking skill. Producing oral messages to convey thoughts is vital in language learning (Brown, 2000). There are many aspects to be considered in order to have a good conversation. Firstly, the face-to-face interaction which might take place in the current physical condition or it might take place through virtual interaction. The speaking skill is an interactive art where participants contribute with communication taking turns to speak (Burkart & Sheppard, 2004). Finally, communication happens in real-time; participants cannot take a lot of time to prepare or organize their intervention. On the other hand, for example, written language and spoken language differ in spontaneous participation, because, participants do not have the same time to get ready for interventions, as in written language. Moreover, spoken language is aimed at aspects such as stress, intonation, and pronunciation whereas the written language is focused on punctuation, grammar structure, word order, coherence, and cohesion.

## **2.13 Speaking Development**

For Nunan (1999) there are two main aspects that highlight speaking skill: fluency and accuracy. Fluency means that students are enabled to keep on speaking spontaneously and

naturally. At this point it is important to understand that speed is not part of fluency as is stated in Nunan's work (Nunan, 1999). When someone speaks, they make pauses and they are part of their natural intervention. Accuracy means that students or learners can use the language appropriately for example the use of grammar, vocabulary, and pronunciation. Below there are listed some main strategies to develop speaking in classrooms.

## **2.14 Strategies to develop speaking**

Through the teacher's teaching process, they spend a lot of time trying to find the appropriate strategies to apply in their lessons. On the other hand, students can develop their language skills especially, speaking one using those strategies that have been prepared by teachers. Oxford (2011) states, for students who learn the language easily use a variety of strategies, which might be provided by teachers or by themselves. Murrieta and Hernández (2012) affirm, that learning English with specific strategies for each skill reduces students' anxiety, which is very common when learners try to develop their speaking skills in the classroom.

For this research study, the author presents some speaking strategies in order to encourage students to develop their oral participation in the classroom. Bygate (1987) states, the main problem with oral production is to prepare learners to be able to use the target language, bearing in mind that speaking production might be complicated for learners.

### **2.14.1 Storytelling strategy:**

A method to improve oral communication in EFL students is storytelling. For Harmer (1998) teaching speaking must be centered on real-life language use. Therefore, speaking skills well known as a productive skill in a second language is fundamental when learners are focused on the English language. For Peck (1989) the use of storytelling as a method to expose learners to new

vocabulary, real context, expressions, and pronunciation is suitable with great results. Besides that, the storytelling method motivates students to improve their speaking fluency giving them the chance to produce English.

This strategy was designed to tell stories orally or students can narrate them in the classroom. This strategy helps students to improve their vocabulary and grammar structures helping students to improve their oral communication. It is an interactive learning process that encourages students to be creative and collaborative with other students while they are developing their speaking skill.

For Sheldon (2014) storytelling is a way to retell stories in different words. Additionally, storytelling is a way to use the information and delivers it in a message form to be understood by others. Meanwhile, for Kar and Samantaray (2014) teachers play the main role because the instructor can show some pictures on the whiteboard, and afterward the teacher asks for students to form small groups. Likewise, students have to create a story based on the pictures and finally, students have to tell the story in front of the class.

#### **2.14.2 Brainstorming strategy:**

For Kagan (2007) Brainstorming is defined as a method where ideas, vocabulary, and thoughts are generated in brainstorming sessions. Kagan uses an interactive process where students' contributions might be oral or written. Moreover, the brainstorming technique involves teamwork effort and learners do not question the ideas generated or asking for an explanation about their ideas. Barkley (2012) says, that brainstorming is a useful tool for generating ideas with explicit explanations where learners are not allowed to question those ideas or thoughts. Therefore, students are given a chance to express their ideas based on some given time period. Round Robin Brainstorming is a great method to generate and develop ideas in a brainstorming session. It is an iterative process that makes up consecutive contributions by each member of the group. These contributions may be verbal or written.

Round Robin Brainstorming technique is used to improve speaking learners. Susmiarti (2012) states, that the use of brainstorming as a language technique improves target language learning. For Surati (2015) the use of the Round Robin Brainstorming technique in English classrooms greatly improves the speaking and conversational fluency skill of students. Therefore, the Storytelling technique motivates students to come up with new ideas, and vocabulary with no fear because for teachers all ideas are well welcome; there are no mistakes or wrong ideas. The brainstorming as a speaking technique has enhanced the use of the target language, raising the student's proficiency in speaking and writing.

#### **2.14.3 Role-play strategy:**

For Ments (1999) "The most obvious uses of role-playing are in those areas which deal primarily with aspects of communication" (p. 19). Hence role-play is a communication-based technique, then teachers apply it to develop student's oral communication into controlled classroom groups. The use of role-plays gives students chances to practice using the target language, interacting with others in certain roles, therefore, the purpose of this technique is for learners to feel, react and behave as closely as possible to their character. This technique is suitable for speaking fluency development because it encourages students to speak English using particular circumstances to produce their oral communication.

For Liu and Ding (2009) the role-play technique is used to motivate students to perform in groups when teachers give them familiar situations to role-play in. Teachers and students observe their language potency and fluency trying to give adequate feedback to correct mistakes for further improvements.

Finally, for Ladousse (1987) role-play has two parts he says that role is the act of taking someone else place, he also states that there are some reasons to be part of a role-play in the classroom, for instance, students have experimented some situations in real-life and they feel

attracted to put them on stage. These situations can help students participate in classrooms. Another reason to use role-play could be this activity is a fun one and students enjoy acting out, moreover, this activity can make those students understand the class topic well.

#### **2.14.4 Group Discussion strategy:**

For Kidsvatter and Ishler (1996) a small group discussion permits students to receive more responsibility for their own learning, develop social skills and leadership. For Hoover and Sandler (1997) a discussion is an event of talking among two or more people, mainly face to face. Hoover also states that discussion is a cooperative effort on people to work together as a group, exchanging thoughts orally, toward another group.

The group discussion method is a great strategy to develop students' oral communication. It is defined as small group discussions where students can interact and share ideas with their counterparts. Students in small groups feel engaged in learning and teachers take the role of monitors checking students' progress. It can also enhance students' cooperation and social skills.

#### **2.14.5 Picture Narrating strategy:**

Picture narrating started when images appear in human history. A picture is a flat, usually rectangular image, a representation of something through shapes and colors.

Picture narrating is based on a series of sequential pictures where students have to create and tell a story based on the images. Students can follow the sequence of the pictures to create a whole story, developing their oral communication. The teacher's role is the key part of this activity because they regulate the image number and control student's participation.

#### **2.14.6 Picture description strategy:**

A picture can say more than a thousand words. For this activity, students have only one picture. Students have to describe creating stories or using their own experiences. It helps them to improve their oral communication and is an interesting activity that motivates learners to use the target language (Raimes, 1983). When students use pictures, they stay focused on them and they can create imaginary stories (Arsyad, 2005). For Hamer (2007) when learners use pictures to develop their oral communication, they easily make stories. Therefore, the use of picture descriptions enhances students speaking skills, at the same time they feel motivated using infographics.

#### **2.14.7 News Reporting strategy:**

A news report is a story in a newspaper, on radio or television, of something that is happening currently or that gives people information about something. Therefore, it is defined as a written or spoken description of a situation, event, or an official document that gives information about a particular subject (Webster, 2016).

For this activity students have to get information from a source, for example, from a newspaper, magazine, tv program, and so on. Then students have to retell the story or information gotten from the source. Students develop their oral communication using this great strategy being motivated by their teachers who organize this activity.

#### **2.14.8 Topic in Pictures and words strategy:**

This is an activity to develop student's comprehension and vocabulary. Therefore, teachers can scaffold students' knowledge gaps in different subjects (Marzano, 2004). It provides students more chances to participate in class because learners can create and discuss their own knowledge. Additionally, they can work in pairs to share the information gathered (Tovani, 2000) and (Van, 2010). This activity encourages students to draw pictures to understand the lesson content (Hibbing

& Rankin, 2003). For topics in pictures and words teachers develop and deliver the vocabulary to understand the topic, the teachers ask questions to students to make some predictions about the lesson topic and students have the opportunity to confirm or discard their predictions through the lesson (Robb, 2000). Therefore, students can summarize the class content based on their predictions and the teacher's lesson content (Herrera & Murry, 2016). Likewise, students can retell what they have backed their information on other students' summaries.

In conclusion, this learning process helps students to document their thoughts by themselves and also the collaboration of other students using this strategy. It is important to remark that this activity may be used at the beginning of the unit to let the learners make predictions.

#### **2.14.9 Broadcast strategy:**

Language learning has been raising constantly. Therefore, educators have been implementing new strategies to address speaking skills. When students are involved in radio broadcasting learners are getting knowledge of any kind of issues related to broadcasting such as the theory of radio broadcasting, the radio program, and the announcing skills (Wahyuni, 2017).

The broadcast generally defined as a radial communication tool to spread information from one place to another. Nevertheless, broadcasting is involved in communicating or transmitting a message, or content such as audio or video programming to a variety of listeners simultaneously over a communication network. Therefore, radio broadcasting can be defined as sending a transmission to a large audience through radio. For d' Ecclesia (2013), broadcast means communication, which is based on music and words to entertain and inform the public.

Based on the information delivered above, broadcast speaking strategy is an innovative and astonishing activity to motivate and encourage students to practice the English language in the classroom and outside it. Besides that, the speaking skills implicates the systematic utterance verbal production (Nunan, 2003). Therefore, this broadcast strategy improves students' oral

production, because, learners can enhance their formal and informal speech, organizing their presentation in a way the audience can get the message.

Broadcast activities can be recorded in audio or video clips format in the classroom or outside it. Therefore, students have the chance to practice their English pronunciation, Grammar knowledge, vocabulary, fluency, and comprehension. Furthermore, learners can work in small groups simulating a radio station where they can present news or present a report. In conclusion, broadcasting strategy is a wonderful way to make students participate in creating radio or video content to be shown in the classroom.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research approach

This chapter introduces the whole methodology description of this research study, explaining in detail how this investigation was carried out, besides that this research used a mixed-method design, due to the nature of this study and the precise information required to understand this phenomenon. In brief, the mixed method is a combination of quantitative and qualitative approaches aimed to analyze and collect data in-depth (Tashakkori & Creswell, 2007). For Sampieri (2014) mixed methods are becoming more common these days because of the mixed works with both designs together to support the researcher's investigation of interest or to contrast qualitative and quantitative data, therefore the use of different data sources helps to make the investigation more precise.

Moreover, for Cresswell (2011) the mixed method "focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies, they provide a better understanding of research problems than each approach can stand alone" (p.89). Therefore, this present investigation lets to grasp the validity, corroborating quantitatively, and qualitatively data, due to the use of both approaches to enhance the integrity of the findings.

Finally, this study research uses communicative and collaborative activities to develop speaking skills, combining co-teaching strategies with native-speaking volunteers' collaboration in classrooms. Besides that, the relevance of work collaboration and its influence in developing students' oral communication that foreigners exert in EFL learners, while they are learning English by two teachers.

### **3.2. Research Method Design**

The qualitative and quantitative research designs describe the phenomenon of this investigation that was aimed to specify properties, and features from people, groups, communities, processes, and objects' profiles, which might be the object of the study (Sampieri, 2014). Because of this, the investigation was planned to find out the answer to the existing phenomena in its natural setting (Bogdan & Biklen, 1992).

This study about co-teaching as a strategy to develop students' speaking skill focused on a descriptive and exploratory model. For Ethridge (2004) a descriptive model is "aimed at casting light on current issues or problems through a process of data collecting that enables them to describe the situation entirely than was possible without employing this method" (p.24). This descriptive investigation pursues the co-teaching collaboration influence in student's oral performance in the classroom with the use of speaking strategies to boost learners' speaking skills. Furthermore, bearing in mind that the speaking skills requires special attention in EFL classrooms to motivate and encourage leaners to acquire the English language (Zhang, 1995).

On the other hand, this study is exploratory, because this qualitative process determines the following: it collects qualitative data from an unexplored theme yet about co-teaching collaboration work with native-speaking volunteers in rural schools. It is important to mention that for this investigation, there is not any hypothesis proposed, it might be set for further investigations. Because of its feasibility the researcher can formulate open-ended questions to understand the phenomena and the individual responses can help to contrast the quantitative data collection.

### **3.3. Population and sample**

For Kothari (2004) the data gathered from the natural setting is the original information. Hence, this study takes play at Unidad Educativa Miguel Egas Cabezas a rural school in 10D02 Otavalo Antonio Ante District. Therefore, students from level 9th "A" and "B", two English teachers and

three native speaking' volunteers formed part of this investigation as the primer source of data. With regard to school levels, there were 32 students in each classroom, for a total of 64 participants. Considering that the amount of population was low the whole classrooms "A" and "B" formed part of a questionnaire survey.

On the other hand, regarding to the population. For Fraenkel (2011) a population is considered the group of interest for the researcher, the target group for whom the investigator would like to generalize the results. Likewise, this present study used none probabilistic model because, students' and teachers' participants were part of the investigator's interest in order to gather the appropriate and accurate information with regard to the topic.

To conclude, three native-speaking volunteers who formed the group of volunteer teachers in Unidad Educativa Miguel Egas Cabezas have worked there for two years. Therefore, they played an important role in this investigation, providing data about co-teaching and the strategies used to motivate and improve the students' oral communication.

### **3.4 Tools and techniques to collect data**

This research study used the following instruments to gather data to understand the current phenomena:

#### **3.4.1 Interviews focus group**

The interviews were intended to gather information from English teachers and native-speaking volunteers about their teaching experience as co-teachers in the same classroom and how this

collaboration encouraged students to improve their oral communication giving the students more chances of participation in the classrooms.

The interviews were applied to both English local teachers and native-speaking volunteers separately, it took fifteen minutes length of conversation for each interviewed. Likewise, there were in total eight open-ended questions with regard to the main topic of the research about co-teaching collaboration aimed to improve students' oral communication. Moreover, it is important to mention that the interviews were performed online via Zoom platform and the conversations were done in the English language.

### **3.4.2 Questionnaire survey**

For this research tool, there were some closed-ended questions, and the measuring was based on the Likert Scale. Therefore, the elements for the questionnaire were designed to find out information about the use of effective speaking strategies to develop oral communication for students and how those strategies helped learners to motivate and improve their speaking skills.

This tool was applied to the student population from Unidad Educativa Miguel Egas Cabezas a rural high school in Otavalo. 14 questions in total were made to gather information about co-teaching and speaking strategies. It is important to mention that the questionnaire was designed in Google Forms Platform a website intended to create questionnaires.

### **3.5. Ethical considerations**

This investigation involves human affairs, and more than someone may be affected. The researcher guarantees strict confidentiality to protect participants' values. It is for this reason that

it was necessary to ask an authorization granted by the School board from Miguel Egas Cabezas high school.

On the other hand, local English teachers and native speakers who are going to be part of this study had the option to choose whether they want to participate in this study. Likewise, the participation in this research is free and voluntary then, teachers and volunteers are going to sign up for an authorization warrant to be interviewed via the Zoom platform, therefore, participants' names are going to be confidential to guarantee participants' comfortability.

## CHAPTER IV

### ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

#### 4.1 Findings

This current study about co-teaching as a strategy to develop student's speaking skill was carried out in Otavalo canton at a public school, Miguel Egas Cabezas. since the research started, both students and teachers were willing to participate for this investigation. Therefore, participants provided key points to understand the trendy phenomenon. By means of interviews and questionnaires important data was collected, and the overcomes were analyzed in depth, maintaining a close relationship between questions and the study's variables.

##### 4.1.1 Interviews

The interview instrument was applied to two local English teachers who currently work in Miguel Egas Cabezas school, they have plenty experience with co-teaching, local teachers have been working with volunteers at least for three years. They answered 8 questions with regard to speaking strategies and co-teaching methodology. Likewise, three native-speaking volunteers were part of this investigation who answered the same local English teachers' questions. Hence, a very detailed explanation is displayed below.

These interview questions provide a wide insight into the English language about the importance of developing oral communication and the teachers' compromise to help students with their speaking skills, with the use of strategies that boost trainers' work. Thus, data collection showed that both local teachers and native-speaking volunteers use different strategies to encourage learners to use the target language.

The first question shows the importance of speaking skills and how it is linked to the English language. Data collected indicate that both local English teachers and native-speaking volunteers agree with the importance of developing speaking skills in EFL classrooms, as a means of communication among other people. Interviewers stated that the main purpose of learning a language is the ability to convey a message orally, of course without disregarding other abilities and skills that belong to the language. This statement is backed by Hymes (1972) who said, social interaction helps to develop communication, even though learners should have a wide vocabulary and grammar to reach an acceptable communication, moreover, the social interaction is vital to boost language production (Brown, 2000).

The second question shows important data about how students are developing their speaking skills in the classroom. The data reveals that local teachers think that students are on the right track but they need more chances to practice the target language. But on the other hand, volunteers stated that students are not developing the English language appropriately, because of certain teachers' oral performance. Teachers who do not have good English and their instruction is not the correct one because they only confuse students with their mistakes and also their English is very poor. Furthermore, volunteers stressed that some local teachers need more training to boost students' speaking skill, likewise, volunteers understand that Ministry of Education does not prove with the appropriate material and English training but as English teachers, they need to improve their English level by themselves in order to avoid infantile mistakes. For this reason, local teachers need more training and self-compromise to improve their English level, it was stated by one of the volunteers.

The third question discloses teachers' and volunteer's strategies used regularly to develop oral communication to engage learners and improve students' speaking skills. Local English teachers responded that they use a variety of strategies like picture description, role-play, short conversation, oral lessons, presentations and so on as a way to develop speaking skills. Moreover, teachers claimed that, even though the speaking skill is difficult to develop in the classroom due

to factors like a large class or students' shyness, teachers dedicate part of their class time to practice the speaking skill in the classroom. On the other hand, native-speaking volunteers, claimed that their main strategy is focused on real interaction trying to hold a short conversation with some questions like how are you doing? How was your weekend? How do you feel? and so on. Volunteers also stated that the use of English for common actions like sit down, stand up, may I go to the restroom, and take out your textbook help students to motivate and engorge to speak the target language, of course, regardless of most of the learner's lack of a wide vocabulary to convey a message, most of the time learners try to speak with their limited vocabulary, conveying a short message. On the other hand, one important aspect that is discussed for both local teachers and foreigners is shyness, it is a big issue with rural schools especially in indigenous communities, they have been fighting tirelessly to cut down that barrier but their effort is not fruitful so far.

The fourth question exhibits some familiar strategies that might be used by local teachers and native-speaking volunteers in the classrooms. Both local and foreign teachers agree with the importance of using speaking strategies to develop oral communication. One of the English teachers interviewed said that she uses mostly role-plays, oral lessons, and picture description as strategies to develop the speaking skills with her students. Therefore, she tries to deliver real-life situations where students can play as much accuracy as the real-life in order to encourage and develop their speaking skills. In the meantime, the second teacher said she tries to give the students a chance to speak in the classroom even though she was not very specific with the strategies used, it was understood that she uses oral lesson, and role-plays. On the other hand, native-speaking volunteers said that they try to make a relationship between things they have prepared for the class with the vocabulary, in order to encourage students to speak with volunteers. In addition, another way to motivate students to speak English in the classroom used by native-speaking volunteers is the use of English all the time. Using simple questions that raise students' interest, trying to speak the target language in any situation. Besides that, foreign volunteers use common questions to engage students in a conversation like How are you doing? What did you do yesterday? How is your family? And so on. Additionally, volunteers use short games in the classroom as mean of motivation to make that students speak English as an involuntary reaction. Furthermore, all volunteers agree with a perfect much with one local teacher who helped foreigners to address

students and designing activities to develop oral communication, they remarked her compromise to work with students and native-speaking volunteers.

Furthermore, the interviewer proposed some speaking strategies maybe well known by them but not well developed. The interviewer proposed to teachers to bear in mind the strategies and create situations where teachers and students feel comfortable. Therefore, the mastering of strategies can change the way students feel motivated in the classroom showing a predisposition to produce an oral communication. The strategies proposed are listed below.

Storytelling

Debates

Picture description

Role-plays

Brainstorming

Group discussion

News reporting

Topic in pictures and words

For local English teachers the strategies like those listed above are quite familiar to them, most of them have used the strategies at least one time during their career life, additionally, they have seen those speaking strategies on textbooks or in course training but they stated that they have not developed appropriately, then for these reasons the strategies to develop speaking skills are familiar for local teachers. Likewise, for native-speaking volunteers, some strategies are well known for them, because those strategies have been part of their learning at school or in their volunteer training before coming to Ecuador.

For Miguel Egas Cabezas school teachers' opinion the use of speaking strategies like listed above are optimistic because they agree with the developing and improving student's speaking in the classroom and they said everything can be possible with the use of strategies because speaking skill might be considering the cornerstone when teachers teach English in the classrooms. Likewise, for native-speaking volunteers the use of speaking strategies helps students to interact with others, they also said that having contact with native-speaking volunteers force learners to find a way to communicate. Volunteers also said regardless of student's English level the developing of speaking really enclose people distance, even though communication may be complicated in rural schools especially, in some indigenous schools because students are shy and more reserved.

The fifth question focused on co-teaching strategies as a way to motivate and influence students speaking skills. For local English teachers having a native-speaking volunteer in the classroom definitely helps and encourages students to speak English. They said students feel more confident talking English with volunteers even though students' communications have some flaws at the moment they want to convey their thought but students try to hold a short conversation with native-speaking volunteers anyway. Local English teachers stated that they are lucky to be part of the "Peace Corp" program because their school has received many volunteers every year, who have worked tirelessly with local teachers and students, sharing their experiences, culture, and of course teaching English. Furthermore, for volunteers, the co-teaching program experience is extraordinary because they can share their culture, and their language then those things are vital to teach the target language in the classrooms. Finally, one volunteer said that regardless of her bad experience with one local teacher, sharing space in the classroom was valuable because she notices that students tended to feel comfortable with her work so that she fulfilled to break the ice and students' fears to speak English.

The sixth question exhibits the positive aspects of co-teaching. Therefore, local English teachers stated that there are more advantages of having native-speaking volunteers in the

classroom than disadvantages. For instance, one of the local teachers said when she pronounces a word, sometimes students do not believe her about word pronunciation and she has to ask for volunteers' help to prove to students that she is pronouncing correctly, in other words, volunteers support her teaching. The second local English teacher stated that the influence of foreign volunteers has changed her mind and teaching style positively. Additionally, her English level has improved since she has been working together with native-speaking volunteers. More important, students are motivated to speak English in the classroom. On the other hand, for volunteers, the co-teaching program is a way to address students issues efficiently, because, both local and foreign teachers can support student's learning, for native-speaking, it is a perfect combination of teaching because volunteers stated that when students do not understand instructions, local teachers can use their mother tongue to clarify doubts.

The seventh question displays the negative aspects of co-teaching. For this question, the answers are controversial due to the responder's opinions. Then for local English teachers, one inconvenience might be when she writes sentences on the whiteboard, she thinks volunteers do not like her sentences because volunteers are always questioning her. likewise, the same local teacher stated that she sometimes does not like activities proposed by foreigners and it can cause some controversies and making it difficult to dock with local and volunteers' teachers. For the second local teacher, her opinions are different, she does not consider she had negative experiences working with foreign teachers but she thinks that working in collaboration can consume teacher's time mostly, because they have to prepare and organize their lesson in combination with their counterparts. On the contrary, for native-speaking volunteers, the co-teaching experience had some negative aspects with respect to active participation in the classroom. One volunteer said that one local teacher does not use the volunteer's collaboration, local teachers use volunteers only to correct test or in the worse of case, volunteers stay seated behind the teachers' desk doing nothing. Volunteers said that one local teacher does not accept their collaboration maybe because volunteers correct mistakes when teachers use English or those kinds of sort. Hopefully, it is only one teacher who rejects foreigner help it was stated by one native-speaking volunteer.

The eighth question is addressed to make a link between speaking strategies and co-teaching methodology. Both local English teachers and native-speaking volunteers have not heard of co-teaching strategies but unconsciously they have been working and developing those strategies in the classroom.

**One teaching, one observer:** is considered one of the most used strategies by both local English teachers and volunteers. Therefore, foreigners stated that even though this strategy is very common in the classroom because they have experimented the way this strategy is developed but they think that it is not appropriate to develop the oral communication, even though it is quite useful to control students' behavior and maintain discipline in the whole classroom, it keeps being a strategy that does not fit well with developing speaking skills. On the other hand, for local teachers, this strategy is quite helpful and they use it most of the time because some local teachers use volunteers to control students' bad behavior only.

**Station teaching:** is considered a great strategy to develop students' speaking skills for both local English teachers and native-speaking volunteers. They said forming small groups to deliver the instruction is quite useful for students, additionally, dividing the class instruction into segments is interesting for both sides, because in the classroom there are advanced students, intermediate and beginners who need more attention and this sort of strategy helps teachers to combine with speaking strategies to improve students' communication. Another big advantage might be that, both teachers are working at the same time. For volunteers it makes them feel useful, they want to be active in the classroom working as local teachers.

**Parallel Teaching:** for this strategy both locals and foreigners agreed that it is another way to link speaking strategies with co-teaching methodology to develop students' oral communication because, teachers can deliver the same instruction, dividing the whole class into two halves. For local teachers, this strategy is ideal to develop speaking skills because both teachers are in charge to deliver the instruction with a small group maximizing students' learning. Likewise, for

volunteers, they think parallel teaching can boost their volunteering work. Local teachers and native-speaking volunteers agreed with this strategy because volunteers can collaborate greatly in the classroom. Regardless of the extended work for both local and foreign teachers to deliver the same class in different groups and their extra time to prepare the lesson this strategy can tailor with their expectations to make students enjoy speaking English.

**Alternative teaching:** for local and foreign teachers this strategy can be used to apply some speaking strategies like storytelling, debates, role-plays, and so on. Therefore, this strategy is conceived to work in collaboration between teachers, where one teacher can manage a large group and the other teacher delivers alternative teaching to a small group. For native-speaking volunteers, it is the chance to develop speaking skills with a small group, because they said that large groups of students are kind of complicated to manage.

**Teaming:** this strategy is very familiar for volunteers because most of the time native-speaking foreigners are part of this co-teaching strategy. Volunteers said that they enjoy teaming when the main teacher delivers the lesson and volunteers help local teachers with pronunciation, reading the information, or performing activities in relation to the lesson. For main teachers and native-speaking volunteers at least once a week have been part of the teaming strategy. They all agree with the idea that it is a strategy to develop students' speaking in the classroom.

**One teaching, one assisting:** local teachers said this strategy is quite helpful for them. Therefore, the main teachers claim that when they are delivering the lesson local teachers need help to control students' misbehavior and volunteers do a great job. But on the other hand, native-speaking volunteers said even though this strategy is very common in the classrooms they do not feel comfortable. They stated that their work should be more than only take care of students, they want to teach and share experiences using the target language.

#### 4.1.2 Questionnaire

After teachers' interview analysis and its interpretation, a questionnaire was designed. The purpose of this tool is to gather information from students who were part of the co-teaching program in order to support the study variables. The current questionnaire had fourteen questions with regard to the co-teaching influence and strategies used to develop speaking skills in students. All of the findings are pinpointed below.

First of all, as a big picture, the information gathered by means of this questionnaire belongs to students from Unidad Educativa Miguel Egas Cabezas in Otavalo canton. Additionally, for this study 64 students that represent 100% were part of this questionnaire tool. The participants were crossing the ninth school level. Therefore, there is class A with (32) and class B with (32) students. For this investigation, it is important to mention that the whole population participated in this study. Moreover, the participants were divided in this way: (59.4%) female and (40.6 %) male as is show in Figure 7 and Figure 8.

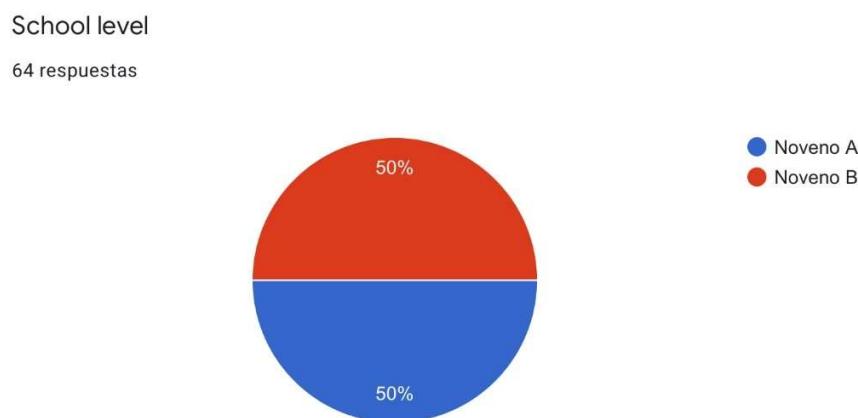


Figure 7. Number of students

### Student's Gender

64 respuestas

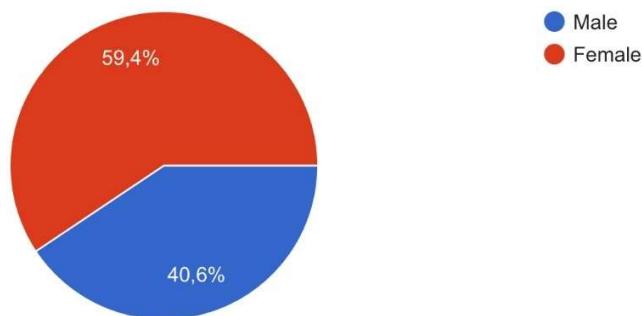


Figure 8. Students' gender

For the first question about students' English level, according to responder's opinions, the answers are divided. The higher percentage displays an intermediate level representing 37 (57,8%) of the population. The following data showed a lower intermediate level representing 19 (29,7%) of the students. Other students said their English level is low, representing 6 (9,4%) of the responders. Finally, a small group of participants said that their English level is advanced, representing 2 (3,1%) in the pie chart. It means that the majority of students have placed in an intermediate level.

### 1. De acuerdo a su criterio, ¿Cuál sería su nivel de inglés?

64 respuestas

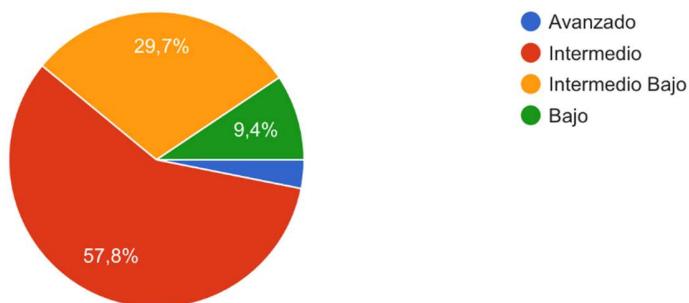


Figure 9. What is your English level?

<b>1. De acuerdo a su criterio, ¿Cuál sería su nivel de inglés?</b>					
		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Avanzado	2	3,1	3,1	3,1
	Intermedio	37	57,8	57,8	60,9
	Intermedio	19	29,7	29,7	90,6
	Bajo				
	Bajo	6	9,4	9,4	100,0
	Total	64	100,0	100,0	

Table 1. What is your English level?

Figure 10 is the second question which displays information about the importance of developing speaking skills in the classroom. For Harmer (1991) the development of communicative competences in the classroom is the primary goal, therefore, teachers should prioritize situations to practice speaking, vocabulary, some grammar structures, and the use of speaking strategies to develop the speaking skill. Now the students' opinion is shown in this way. A large number of students from the whole population representing 40 students or, (62,5%) stated that the speaking skill is quite important. Likewise, some students think that the importance of speaking in the classroom is only important representing 8 students or, (25%). Finally, for some responders representing 8 students or, (12,5%) said that speaking is little important.

2. Según su opinión ¿Qué tan importante es la destreza de hablar en inglés?

64 respuestas

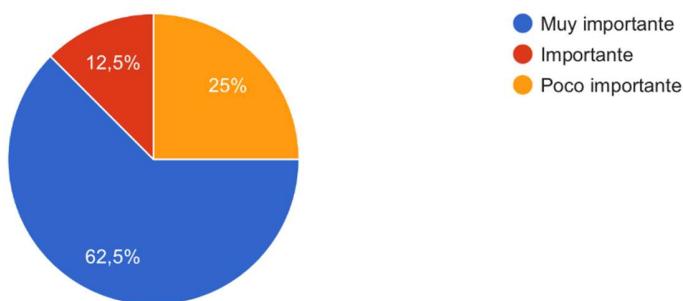


Figure 10. What is your opinion about How important is the English-speaking skills?

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**2. Según su opinión ¿Qué tan importante es la destreza de hablar en inglés?**

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		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
		Válidos			
Muy Importante	Muy Importante	40	62,5	62,5	62,5
Importante	Importante	8	12,5	12,5	75,0
Poco Importante	Poco Importante	16	25,0	25,0	100,0
Total		64	100,0	100,0	

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Table 2. What is your opinion about How important is the English-speaking skills?

Figure 11 which is the third question is intended to know the frequency of responders interacting in the classroom using the target language. The classroom interaction is quite important in the teaching-learning process in order to reach the learning objectives (Ginting, 2017). Likewise, interaction performed by the teachers through their speaking influences the students' language acquisition (Long, 1996). The important components to building classroom interaction are teachers' and student's talk. Classroom interaction happens from the moment the class begins until

the end. Therefore, the magnitude of interaction is based on the teachers (Hall & Walsh, 2002). On the pie chart, 6 students (9,4%) of students always participate in teachers' lessons. 34 (53,1%) of students said they participate only sometimes when teachers ask them. Moreover, another part of the population that represents 21 students (32,8%) express that they participate using the English language rarely. Finally, 3 students representing (4,7%) who were asked the same question answered that they never use the target language in class.

**3. En el aula de clase ¿Con qué frecuencia usted hablar en inglés?**

64 respuestas

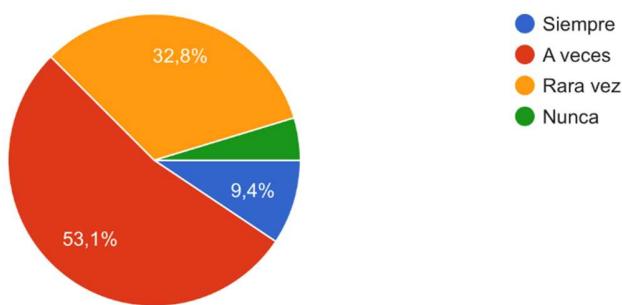


Figure 11. In the classroom, how often do you speak English?

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**3. En el aula de clase ¿Con qué frecuencia usted habla en inglés?**

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Siempre	6	9,4	9,4	9,4
	A Veces	34	53,1	53,1	62,5
	Rara Vez	21	32,8	32,8	95,3
	Nunca	3	4,7	4,7	100,0
	Total	64	100,0	100,0	

---

Table 3. In the classroom, how often do you speak English?

Figure 12 which is the fourth question is addressed to identify if students feel well working with co-teaching, in other words, one local teacher and one native-speaking volunteer in the same classroom. For Gately (2001) co-teaching is a popular model for supporting students in English education classrooms. Therefore, in a co-teaching class, the environment plays an important role, giving students help with their feelings. Another important aspect is the instruction which includes students' engagement, and lesson activities, moreover, the relationship between teachers and students and of course teacher's parity influence a co-teaching class. See the pie chart from the survey students' perception of co-teaching. Some responders, representing 28 (43.3%) of the students said they feel very comfortable with two teachers in the classroom. Another part of the population representing 29 (45.3%) of the students, stated they do not feel very comfortable and that they are reluctant of working with a native-speaking volunteer. On the other hand, some students totally rejected the idea to work with the co-teaching methodology they represent (7 students or, 10.9% of the population).

4. De acuerdo a su experiencia, ¿Siente agrado el trabajar con dos maestros de inglés (un maestro local y otro extranjero)

64 respuestas

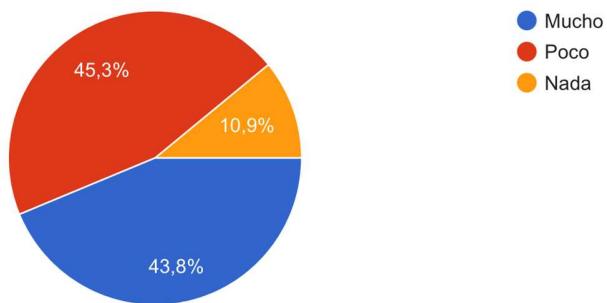


Figure 12. With regard to your experience, do you like to work with two English teachers in the classroom?

**4. De acuerdo a su experiencia, ¿Siente agrado el trabajar con dos maestros de inglés  
(un maestro local y otro extranjero)**

Válidos		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
	Mucho	28	43,8	43,8	43,8
	Poco	29	45,3	45,3	89,1
	Nada	7	10,9	10,9	100,0
	Total	64	100,0	100,0	

Table 4. With regard to your experience, do you like to work with two English teachers in the classroom?

The fifth question in figure 13 is intended to know if co-teaching helps students to improve their speaking skills in the classroom. According to Villa and Thousand (2005) education systems and schools should create and provide meaningful learning for students, giving them the adequate education with inclusive environments, because the students' needs are overriding, the combination work between local and native-speaking volunteers is leveraging students' speaking performance. The survey data showed that most of the population surveyed answered that their speaking skill has improved since they were part of co-teaching collaboration work. In other words, 37 (57,8%) of students confirmed a positive view for co-teaching. Other responders' answers claimed that their English speaking has not improved 9 students representing (14,1%). On the other hand, a considerable number of students responded that they are not sure if their English have improved so far representing 18 (28,1%) of the students.

5. ¿Considera usted que el trabajo con los dos docentes de inglés en el aula ha mejorado su comunicación en este idioma?

64 respuestas

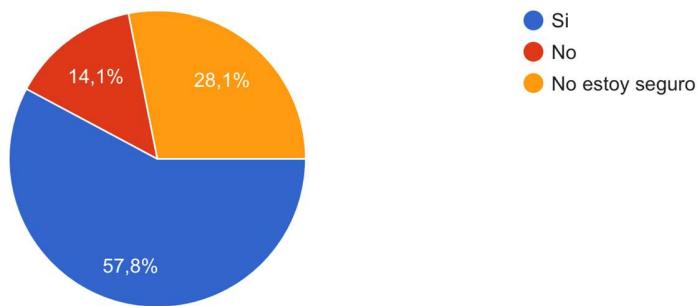


Figure 13. Do you think that the two English work has enhanced your speaking skills?

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**5. ¿Considera usted que el trabajo con los dos docentes de inglés en el aula ha mejorado su comunicación en este idioma?**

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		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Si	37	57,8	57,8	57,8
	No	9	14,1	14,1	71,9
	No estoy Seguro	18	28,1	28,1	100,0
	Total	64	100,0	100,0	

---

Table 5. Do you think that the two English work has enhanced your speaking skills?

Figure 14 which is the sixth question displays answers about student's motivation when teachers create activities to develop speaking skills. For Ihsan (2016) One of the more complicated problems is to keep students motivated for learning English. Motivation is something that people can see tangible, because, teachers can see students' effort, interest, attitude, and desire. In the

questionnaire responders' answers show that 28 (43,8%) of students feel encouraged and motivated by teachers' activities to improve oral communication. Some other students that represent 31 or, (48,4%) stated that they feel kind of well or motivated with teachers activates to improve their communication in English. On the other hand, some students said they do not feel motivated when teachers used speaking activities to develop it.

**6. ¿Se siente motivado a participar en actividades que impliquen hablar en inglés?**

64 respuestas

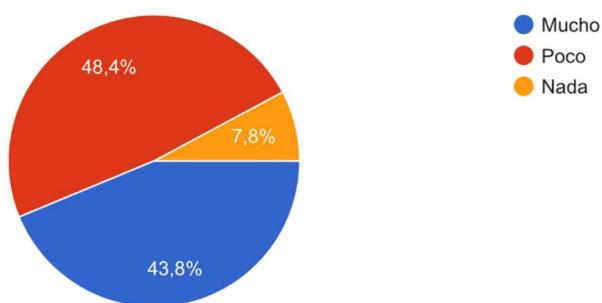


Figure 14. Do you feel motivated when you participate in speaking skills activities?

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**6. ¿Se siente motivado a participar en actividades que impliquen hablar en inglés?**

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Mucho	28	43,8	43,8	43,8
	Poco	31	48,4	48,4	92,2
	Nada	5	7,8	7,8	100,0
	Total	64	100,0	100,0	

---

Table 6. Do you feel motivated when you participate in speaking skills activities?

The seventh question exhibits the responder's opinion about how often teachers motivate students to speak English in the classroom. For Thanasoulas (2002) teachers' behavior is a

powerful motivational tool. He also states a relationship of mutual trust and respect with the learners which can lead to a supportive classroom environment. See Figure 15 from the survey population which represent 43 (67,2%) of the students responded that teachers always motivate them to speak English in the classroom. Moreover, some students representing 19 students or, (29,7%) answered that their teachers sometimes motivate them to speak English and finally, some responders representing 2 of students or, (3,1%) claimed that rarely their teachers motivate students to participate and speak English in the classroom.

**7. ¿Sus maestros le motivan a usted a participar en actividades orales en inglés?**

64 respuestas

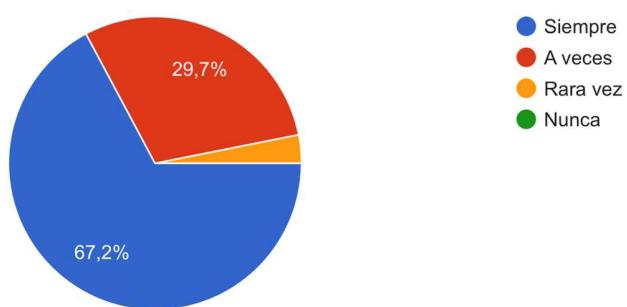


Figure 15. Do your teachers motivate you to participate in speaking activities?

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**7. ¿Sus maestros le motivan a usted a participar en actividades orales en inglés?**

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Siempre	43	67,2	67,2	67,2
	A Veces	19	29,7	29,7	96,9
	Rara Vez	2	3,1	3,1	100,0
	Total	64	100,0	100,0	

---

Table 7. Do your teachers motivate you to participate in speaking activities?

The eighth question displays information about how often teachers stress the development of speaking skills in the classroom. For Supharatyphthin (2014) the teacher's technique to develop students speaking skills makes a big difference in learners' performance. Moreover, he said teachers should know learners' difficulties in speaking skills. For Bacescu (2012) the use of an appropriate strategy by the instructor boosts communication using English in the classroom. The pie chart. Figure 16 shows students' opinions of this question. They said their teachers always stress speaking skills when teachers deliver the lesson, representing 44 or, (68,8%) of responders. Some other students said that their teachers sometimes emphasize the speaking skill of the students who represent 18 of students or, (28,1%) from the whole population. Finally, a minority number of students said teachers rarely create activities to speak English in the classroom, representing 2 students or, (3,1%).

8. ¿Con qué frecuencia sus maestros de inglés enfatizan (dan más importancia) al desarrollo de la destreza de hablar en inglés?

64 respuestas

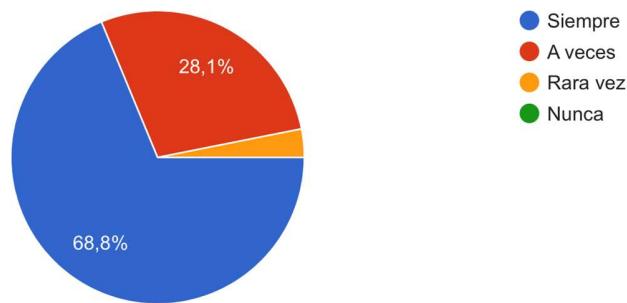


Figure 16. How often do your teachers stress the development of speaking skills?

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**8. ¿Con qué frecuencia sus maestros de inglés enfatizan (dan más importancia) al desarrollo de la destreza de hablar en inglés?**

---

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Siempre	44	68,8	68,8	68,8
	A veces	18	28,1	28,1	96,9
	Rara Vez	2	3,1	3,1	100,0
	Total	64	100,0	100,0	

---

Table 8. How often do your teachers stress the development of speaking skills?

Figure 17 which is the ninth question presents several responses from students surveyed about common speaking activities developed by teachers in the classroom. A large number of students representing 44 of students or, (60,9%) said that the most common activity in the classroom is oral lessons, which is mainly characterized by memorizing information from a topic and repeat it orally in front of the classroom. Other students responded that dialogues in pairs are the most common activity in the classroom. Students that represented 10 of the whole population or, (15,6%). Only one responder said memorizing songs has become part of their speaking activities 1 (1,6%). Another number of students focused on group conversations as activities to develop speaking skills they represent 12 students or, (18,8%). Finally, only one student said that their teachers encourage him to develop English speaking in classroom 1 student or, (1,6%). It means that teachers mostly use very traditional strategies to develop students speaking skills like oral lessons.

9. De las siguientes actividades orales ¿Cuál de ellas son las más utilizadas por sus maestros en la clase de inglés?

64 respuestas

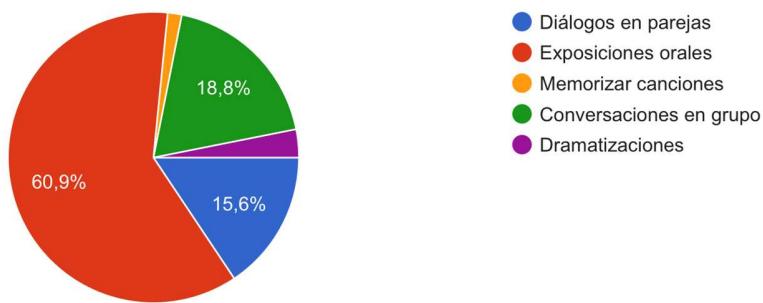


Figure 17. From the speaking activities listed, which of them are more used by your teachers in the classroom?

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**9. De las siguientes actividades orales ¿Cuál de ellas son las más utilizadas por sus maestros en la clase de inglés?**

---

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Diálogos en parejas	10	15,6	15,6	15,6
	Exposiciones orales	38	59,4	59,4	75,0
	Memorizar canciones	2	3,1	3,1	78,1
	Conversaciones en grupo	12	18,8	18,8	96,9
	Dramatizaciones	2	3,1	3,1	100,0
	Total	64	100,0	100,0	

---

Table 9. From the speaking activities listed, which of them are more used by your teachers in the classroom?

The tenth question displays important information about students' opinions with regard to using other strategies different from the common strategies developed by their teachers. A large number of students in Figure 18 shows that 61 students or, (95,3%) responded that they want to try new strategies to improve their speaking skills. On the other hand, some students representing 3 learners or, (4,7%) said they do not think that other strategies can help them improve their oral communication in English. It means that the majority of the population is eager to work with active strategies where learners play the main role in the class, where they feel free to speak English.

10. En su opinión, ¿Cree que el usar otras estrategias le ayudarán a mejorar la habilidad de hablar en inglés?

64 respuestas

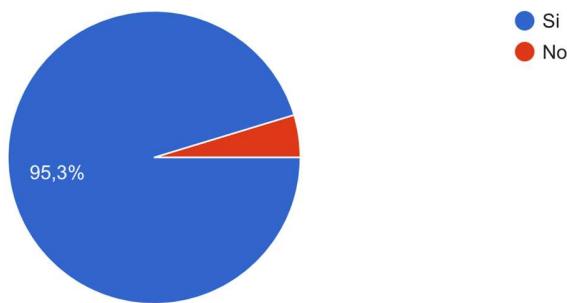


Figure 18. Do you believe, that the use of other speaking strategies can improve your oral English communication?

---

**10. En su opinión, ¿Cree que el usar otras estrategias le ayudarán a mejorar la habilidad de hablar en inglés?**

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Si	61	95,3	95,3	95,3
	No	3	4,7	4,7	100,0
	Total	64	100,0	100,0	

---

Table 10. Do you believe, that the use of other speaking strategies can improve your oral English communication?

Figure 19 which is the eleventh question shows students' opinions about the way learners practice English speaking skills in the classroom. Most of the responders representing 44 students or, (68,8%) said they practice English speaking individually mostly, because of teachers' instructions that force students to do individual oral lessons, where learners memorize information only. Moreover, other students said that they practice their speaking skill in pairs they represent 9 (14,1%) remarking that their teacher use strategies to work in pairs. Finally, some students manifested that their teachers form groups to develop speaking skills in the classroom they represent 11 (17,2%) of responders.

11. ¿De qué manera se realizan sus actividades orales en inglés?

64 respuestas

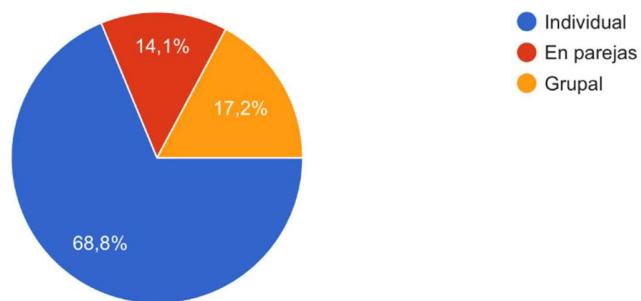


Figure 19. Could you say, in what way are developed your speaking English activities?

---

**11. ¿De qué manera se realizan sus actividades orales en inglés?**


---

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Individual	44	68,8	68,8	68,8
	En pareja	9	14,1	14,1	82,8
	Grupal	11	17,2	17,2	100,0
	Total	64	100,0	100,0	

---

Table 11. Could you say, in what way are developed your speaking English activities?

The twelfth question exhibits information about students' preference for working in groups when they are practicing the English-speaking skill in the classroom. In Figure 20 it is shown the majority of the population in this survey answered yes to the idea of working in groups, representing 53 students or, (82,8%). On the contrary, some students said that they prefer to work individually representing 11 students or (17,2). This means that learners tend to practice oral communication with their counterparts, evidencing a social interaction that is essential for human beings to develop speaking skills.

12. ¿Le gusta trabajar en grupos para desarrollar la destreza de hablar en inglés?

64 respuestas

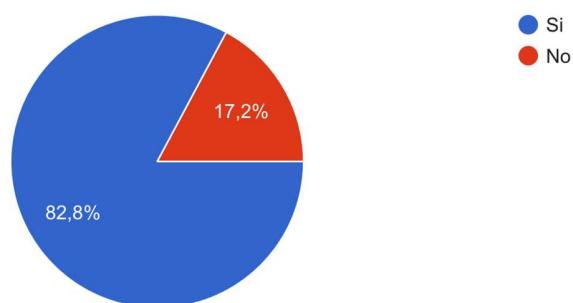


Figure 20. Do you like to work in groups to develop your speaking skills?

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**12. ¿Le gusta trabajar en grupos para desarrollar la destreza de hablar en inglés?**


---

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Si	53	82,8	82,8	82,8
	No	11	17,2	17,2	100,0
	Total	64	100,0	100,0	

---

Table 12. Do you like to work in groups to develop your speaking skills?

Figure 21 is the thirteenth question which shows information about how often learners' teachers form groups to develop the English-speaking skill in the classroom. Answers varied according to the pie chart. Some students said that their teachers always form groups in class representing 6 students or, (9,4%). Other students, which represent the majority of the population, answered that their teachers sometimes form groups to develop oral communication in English representing 38 students or, (59,4%). On the other hand, some students manifested that their English teachers rarely form groups to practice speaking skills representing 13 students or, (20,3%). Finally, some responders said that their English teachers never form groups to practice in English-speaking skills representing 7 students or, (10,9 %). this means that group activities where students have social interaction are rarely organized by English teachers.

13. ¿Con qué frecuencia sus maestros de inglés forman grupos para desarrollar la destreza de hablar en inglés?

64 respuestas

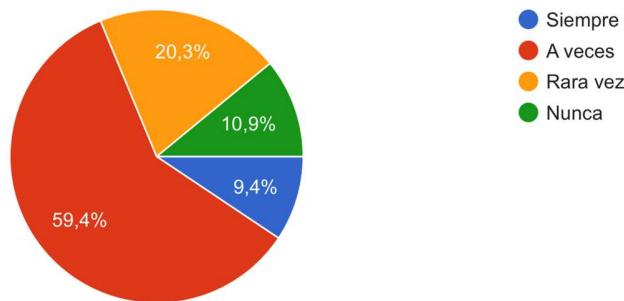


Figure 21. How often your English teachers form groups to develop your speaking English skills?

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13. ¿Con qué frecuencia sus maestros de inglés forman grupos para desarrollar la destreza de hablar en inglés?

		Frecuencia	Porcentaje	Porcentaje valido	Porcentaje acumulado
Válidos	Siempre	6	9,4	9,4	9,4
	A veces	38	59,4	59,4	68,8
	Rara Vez	13	20,3	20,3	89,1
	Nunca	7	10,9	10,9	100,0
	Total	64	100,0	100,0	

---

Table 13. How often your English teachers form groups to develop your speaking English skills?

The fourteenth question displays information about different speaking strategies listed to be considered by teachers to be used with students in the classroom. These strategies are proposed by the researcher to grab learner's attention while educators practice oral communication with

students. Figure 22 presents that some responders said that they prefer storytelling as a strategy to develop English speaking skills, representing 4 students or, (6,3%). Some other students stated debates are the strategies that fit well with their necessities representing 3 students or, (4,75). Another group of students responded that picture descriptions tailor to their needs because, they enjoy pictures, representing 17 students or, (26,6%). Some responders said role-plays are the best way to develop their speaking skills using the target language, representing 8 students or, (12.5%). Likewise, some other students representing 8 students or, (12,5%) said that they enjoy brainstorming activities as a way to develop oral communication in English. Additionally, other students agreed with group discussion activity, representing 8 students or, (12,5%). Some other students said news reporting is an activity that can boost their oral communication, representing 3 students or, (4,7%). Finally, a large number of responders said that they prefer a topic in pictures and words as a strategy to improve their speaking skills, representing 13 students or, (20,3%). this means that most of the students enjoy pictures and words to develop their oral communication, where learners have to make drawings and write the information of a specific topic, to be performed later orally in the classroom.

14. De las siguientes actividades, ¿Cuál de ellas le gustaría que sus maestros usen en clase?

64 respuestas

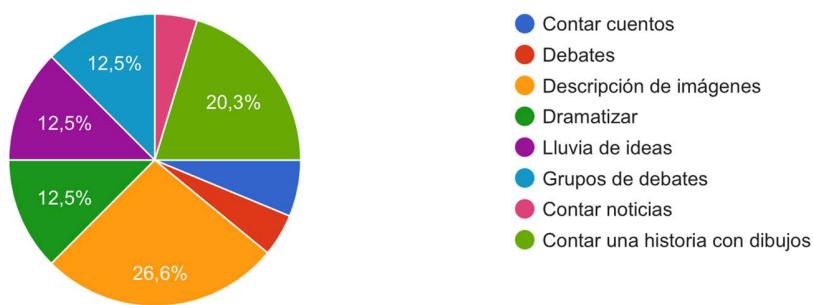


Figure 22. From the following activities which ones would you like your teachers apply in class?

14. De las siguientes actividades, ¿Cuál de ellas le gustaría que sus maestros usen en clase?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Contar cuentos	4	6,3	6,3	6,3
	Debates	3	4,7	4,7	10,9
	Descripción de imágenes	17	26,6	26,6	37,5
	Dramatizar	8	12,5	12,5	50,0
	Lluvia de ideas	8	12,5	12,5	62,5
	Grupos de debates	8	12,5	12,5	75,0
	Contar noticias	3	4,7	4,7	79,7
	Contar una historia con dibujos	13	20,3	20,3	100,0
	Total	64	100,0	100,0	

Table 14. From the following activities which ones would you like your teachers apply in class?

## CHAPTER V

### ACADEMIC PROPOSAL

#### 5.1 Title

**“TALK TO ME”**

#### **TEACHERS’ AND STUDENTS’ GUIDE TO DEVELOP SPEAKING SKILL IN CO-TEACHING CLASSROOMS**

#### 5.2 Rationale

The co-teaching collaboration work in EFL classrooms requires school board and local teachers' accountability to improve speaking skills learner's ability, covering the students' needs that have different backgrounds. Co-teaching methodology is an effective way to deliver instruction with assurances that most of the students have the same opportunities to improve their language skills in the classroom (Wyly, 2018). Even though, Co-teaching is not available in all school nationwide the use of this collaboration work between local teachers and native-speaking volunteers is increasing with the help of no-governmental institutions and Ministry of Education and this collaboration should be strengthened, besides, co-teaching is a way to improve and boost the speaking skill in EFL students.

Speaking skills as a way of communication, encourage students to interact with others in the classroom day after day, likewise, the development of speaking skills improves others' language skills like writing, reading and listening something that helps to get more knowledge and experience to speak the target language. Therefore, teachers should implement strategies to fit well with co-teaching methodology to creating a warm environment in the classroom. According to this

fact, the current study was based on co-teaching strategies and speaking strategies to improve learners' speaking skills.

On the other hand, the use of traditional strategies to develop English speaking production in the classroom by teachers has made that learners produce oral communication poorly. For example, strategies like oral lessons just have caused students to only memorize information. This fact has made that learners dismiss the target language in the classrooms. Furthermore, learners are not engaged and motivated to learn English because of the use of very traditional and boring activities to develop speaking skills. Sometimes teachers dedicate more time teaching grammar structures rather than the development of language skills.

For these reasons, it was necessary to make a research about the development of speaking production in "Miguel Egas Cabezas" school an institution where co-teaching takes place, in order to understand the influence of native-speaking volunteers and the role of co-teaching as a method to improve and motivate students to speak English in classrooms.

After the analysis of findings for this study and have established the students' needs, this current proposal is addressed to English teachers, native-speaking volunteers, and of course for learners to improve and develop the speaking skills, bearing in mind the collaboration work of local teachers and volunteers in co-teaching as a leverage to motivate and encourage learners to speak English.

As it was stated before, the intention of this proposal is to contribute providing more strategies sources to be performed by teachers in the classroom with the intention of improving students' speaking skills. This proposal will guide teachers, volunteers and students to enhance the teaching and learning process in speaking skills through co-teaching collaboration work with the use of English-speaking strategies.

Finally, this present teachers' and students' guide as a source of speaking strategies to improve co-teaching work will help to guide step by step the teaching and learning process. Besides, this guide was designed as a manual with some strategy's samples, with a whole explanation of them teachers can use the strategies according to the class lesson. Moreover, teachers and students can find strategies templates to be photocopied and distributed in the classroom.

### **5.3 Theoretical framework**

It is important to give students chances to practice authentic and personalized experiences of learning, where teachers motivate students with active strategies well performed to improve learners speaking skills. For Harmer (2007) strategies should be applied while exposed in a real context, implementing an intensive oral production by both teachers and learners. It is for this reason that the use of external collaboration plays an essential role in the classroom, local teachers and foreigners are the perfect matches to improve and encourage students to produce the English language orally through the use of specific strategies intended to boost the speaking skill. According to Richards (1990) he makes two major distinctions between the two approaches. Richards said, on the one hand, learners can develop their oral communication through active participation using different activities. This is called the indirect approach. It means that learners are engaged to use the target language, when students are involved in real situations for example in this case native-speaking volunteers can create optimal conditions to establish a conversation, giving the students chances to participate and speak English. This statement can be based on Krashen and Second Language Acquisition approach which states that language "can be unconsciously acquired through conversation and exposure to comprehensible input". On the other hand, the use of a direct approach can be a more conscious activity. For Richards (1990) he stressed, that it is important to provide learners with opportunities to have conversations. It means that teachers and foreigners should create a lesson plan using strategy to produce the target language.

Therefore, this current teachers' and student's guide is a source of strategies to develop speaking skills, implementing activities, and templates to be used with learners to motivate and engage students in oral production. Moreover, this guide focuses on the cooperative learning, communicative approach, content based-learning, and co-teaching methodology. Additionally, to stress more about co-teaching for Villa and Thousand (2015) schools should create appropriate inclusive system in order to learners have access to any particular skills. In others words, despite this citation refers to inclusive education for students with special needs, it fits well with co-teaching collaboration work with volunteers in EFL classroom, because Local English teachers and school board should take into consideration co-teaching methodology to create a good classroom environment to deliver the class and develop language skills specially, speaking skills, planning the appropriate strategies for each lesson.

Hence, teachers should be aware of the importance of practicing speaking skills in the classroom to meet the students' needs not as a way to use English only but as a way to convey messages and hold a conversation between teachers and students. For regular classrooms it may be a tough task to develop the speaking skills but for teachers who work with co-teaching collaboration it turns out that co-teaching strategies and speaking strategies tailor well to meet students' needs in the classroom matching the strategies to deliver the lesson to improve oral communication. Since the communicative approach spread it has been considered as the ultimate goal of learning a language and its suitable development has become the focus of attention of both teachers and learners (Poznaniu, 2011).

To illustrate more, for Chaney (1998) speaking skill is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p.13). It means that the speaking skill has the advantage to develop other language skills (listening, reading, writing) in order to convey a message. Moreover, for Rao (2019) speaking is an act of converse, or expressing thoughts and feelings in spoken language. Speaking is one of the productive skills in a language so that it involves more than just pronouncing words. There are three kinds of speaking situations:

1. interactive,
2. partially interactive, and
3. Non-interactive.

**Interactive speaking.** For this kind of speaking, telephone calls and face-to-face conversations are part of interactive speaking situations. Likewise, speaking and listening skills play an important role in English because students have to produce the language orally and at the same time, they need to hear the conversation to give a response. In interactive speaking situations, students can ask for repetition, clarification, or request for a slower speech from the conversation's counterparts (Rao, 2019). Therefore, for the interactive speaking situations, some speaking strategies can be suitable with role-plays, debates, and group discussions, where learners have more interaction with other students and teachers.

**Partially interactive speaking.** This kind of speaking, on the contrary it is given to an audience, where people are in front of the speaker. For this situation the person who is giving the speech is directly seen by others in the audience therefore, people can judge him or her according to the speaker's facial expression, gestures, voice tone, and the message that is being giving, if the information was understood or not. Additionally, at the end of the speech people from the audience can make some questions to clarify the doubts. Hence, for this speaking situation strategies like storytelling, picture description, brainstorming, and topic in pictures and words can fit well, giving the chance to learners to practice and improve their speaking skills.

**Non-interactive speaking.** For Rao (2019) situations, where non-interactive activities can be performed by speakers, are the ones in which they have recorded their talks. In this case, the audience doesn't have any interaction with the person who is giving a speech. Therefore, speaking strategies that can adjust to this situation are the following; news reporting, and broadcast. For this kind of speaking students have to spend more time, because speakers have to create their own script, and practice it a lot sometimes memorizing the information because the speech should be perfect for an audience that is not in front of the speaker.

With regard to the above mentioned, the strategies proposed by the researcher intend to boost teachers' methodology in order to improve students' speaking skill. Additionally, all of these things can be combined with the external collaboration of native-speaking volunteers, who can engage learners to create a more realistic situation to speak English. The strategies proposed by the researcher are listed below.

### **5.3.1 Storytelling strategy**

This strategy is understood as a vivid ideas description where learners can tell their experiences, beliefs, or their ability to narrate evoking powerful emotions through stories. Storytelling strategy increases the possibilities to develop speaking skills, for learners this is the opportunity to improve and apply their English knowledge to convey a message.

For storytelling activities students should create abstracts or meaningful concepts, that could be told in a straightforward way, connecting ideas, to be coherent and inspire their imagination, searching for different perspectives of stories that should be told, as well as, describing meaningful situations, values, and cultural traditions.

The use of co-teaching strategies can boost the effectiveness of storytelling activities. Therefore, station teaching can fit well with teachers' lessons, because both local English teachers and volunteers have to work with small groups in the classroom. Hence, teachers from three groups, the first group can join beginner students, in the second one they can gather intermediate students, and in the third group, teachers can join advanced students. The purpose of this strategy is even learners' knowledge giving more chances for the students to participate in the classroom because students have to rotate through each group until they have completed their participation in each group.

Furthermore, a parallel teaching strategy is another way to boost storytelling activities, providing more opportunities to participate during the lesson delivered by both local teachers and volunteers. Therefore, both teachers can deliver the same topic to two groups, even though students

are not able to through the groups they have equal opportunities of participation because teachers are working with just the half of students.

Finally, an alternative teaching strategy is another way to arise students' speaking skills. Besides, teachers can group students into two groups, one of them should be a large group and the main teacher can work with those students and the volunteer can work with the small one delivering alternative teaching focusing on speaking skill and storytelling.

### **5.3.2 Debate strategy**

Debates are a way to increase the level of speaking skills, students are able to improve their ability to speak coherently. Even though debates require a high domine of English language it is not a barrier to develop this speaking strategy in high schools. For debates, students should read and prepare information to be presented to the audience. Therefore, the main teacher and volunteer should work on fluency, vocabulary, grammar structures, and give students the opportunity to interact with an audience.

To develop this speaking debate activity some co-teaching strategies can go well with it. For instance, one teaching, one observing strategy can tailor students' needs helping them to develop and strengthen basic requirements for debates like listed above. For one teaching, one observer strategy one teacher can be the moderator, organizing the interventions and making that students respect the length of time assigned, on the other hand, the volunteer teacher can control students' behavior or given academic support to those who need it. The role of the second teacher can be crucial because he or she can identify students' flaws to be corrected later on.

Another, co-teaching strategy to develop debates may be teaming strategy because, it is a demanding activity that requires both teachers' participation, for teaming local teachers and volunteers share the responsibility of learning instruction. The role of each teacher in the classroom is complete participation in front of the class, they can shift their roles during the lesson, depending on students' needs or according to the lesson. For debate activities, both teachers can play the role of moderators counseling students in their interventions when it is needed.

### 5.3.3 Picture description strategy

Describing pictures is one of the strategies that help students to learn speaking English skills. In this activity one student or a small group of them have to describe a picture or poster maybe in front of the classroom or in front of a small group. Describing pictures activity helps students to keen their imagination and retell stories using the target language. For Harmer (1991) the use of pictures to be described stimulates students' oral production. On the other hand, teacher's role is important to motivate and encourage learners to develop their speaking skills using pictures telling true stories or imaginary stories.

Co-teaching strategies that can go well with picture description activities might be station teaching strategy because, teachers can divide students into three groups according their English level, using three different pictures in each group to give more chances to participate and improve students' oral communication and fluency.

One teaching, one observing strategy can be appropriate to use with picture description activities because, the main teacher can work with the students who is describing the picture the second teacher can monitor the whole classroom behavior or giving to the students some advices and support to describe the pictures.

Parallel teaching strategy can also go well with picture description because, teachers can divide the whole class in two groups to maximize students' participation in order to minimize students' misbehavior as well. The main teacher and the native-speaking volunteers can use the same pictures to encourage and improve students' oral participation. Moreover, teachers can identify learners' strengths and weaknesses because they are working with small groups.

For picture description activities alternative teaching strategy goes well to develop learners' oral production, teachers can address specific students' needs, because, one teacher can work with a small group, students that maybe need more help with English production then teach should

create an alternative lesson for them using the same picture description activity but in this case focused on specific needs.

#### **5.3.4 Role-play strategy**

In the classroom, there are different learning styles or students with a variety of backgrounds. It is important to address all those students with activities that make them participate actively in the classroom. For this reason, role-play strategy can adjust to the students' needs. In role-play, activities teachers should give students roles that would be playing. For this activity feeling, emotions, are part of a scene because they should act like another person. For instance, students might be a doctor, a nurse, the president, a soldier, or a judge, simulating being those people.

The co-teaching strategies that might fit well with role-play activities are listed in this way. One teaching, one assisting is appropriate for this strategy because, both teachers can work together to create the proper situation and finding the characters for the role-play, taking advantage of the volunteer teacher participation in the classroom to elevate as many accurate dialogues, monitoring the students' play and students' behavior while learners are on stage.

Teaming strategy can go well with role-play activities as well, because, both teachers can organize an act and they can shift roles in front of the class to explain instructions about the role-play also they can exemplify some characters as an example to be followed by learners.

#### **5.3.5 Brainstorming strategy**

The brainstorming strategy requires literature review, connecting with prior knowledge, and creativity. Even though brainstorming is closely related to writing skills, it would be used with oral production as well, because, learners can say their thoughts to the teachers and they can create flow charts or Venn diagrams on the whiteboard to register students' ideas. Finally, brainstorming can be used to introduce a new topic emphasizing oral production as an early stage in the lesson.

Brainstorming activities can fit well with these co-teaching strategies. For example, one teaching, one assisting where the main teacher can register students' ideas on the whiteboard, and the second teacher can help students with vocabulary and checking misbehavior. This collaboration between teachers enhances the brainstorming strategy to develop students speaking skills.

Another co-teaching strategy for brainstorming activities might be one teaching, one observing because it allows teachers to provide the instruction and the topic to the whole class while the second teacher collects data on the students' academic, behavioral or social skills. Therefore, the second teacher can support students with vocabulary.

### **5.3.6 Group discussion strategy**

Group discussion is one of the most demanding activities that requires a lot of expertise and heed. It is a way to encourage learners to practice speaking English. Moreover, it helps to improve the students' capacity of thinking critically and reacting immediately to any situation. Additionally, Group discussion should perform with certain rules and regulations. For instance, there should be a moderator to lead the group discussion, a student who searches for information, a student who replays questions, and there should be a group leader in each group in order to have a good organization.

Therefore, with group discussion activities these co-teaching strategies parallel teaching can go well because both teachers can form two groups and one teacher can manage the group to apply the group discussion activity giving them suggestions and helping them with information collected to be used in this activity. The second teacher can also manage the other group and one of the teachers can be a moderator to organize students' participation during the activity.

Alternative teaching can be a good co-teaching strategy for group discussion activities because it allows both teachers to form groups. Likewise, teachers can identify students' English level to distribute students into the groups in order to even both groups discussion. Even though in this

strategy one teacher should work with a small group with a different topic but teachers can vary a little bit to adjust the strategy with a group discussion activity.

### **5.3.7 News reporting strategy**

Despite that news reporting activities are focused on writing and reading skills; the use of this strategy is worthy of speaking skills as well. For this activity students should read or listen to the news to be told in front of the classroom. The purpose of this activity is informed the real fact that has happened in society. For this strategy, students have to follow some steps like find out an appropriate headline, explain who is the protagonist of the news, where and when the news happened.

For news reporting activities there are some co-teaching strategies that can enhance the students' speaking skills. For instance, alternative teaching allows local English teachers and volunteer teachers to form small groups to deliver an alternative lesson. Therefore, both teachers can work with different news reporting activities in each group.

Additionally, the parallel teaching strategy is a good option for this activity providing students more chances to participate in the classroom. Working with small groups or just half of the students' class increase the way teachers address students to maximize their speaking skills. For this strategy teachers should be aware that students are not allowed to rotate into groups then both teachers have to work with the same group until the end of the class.

### **5.3.8 Topic in pictures and words strategy**

This strategy emphasis writing skills but for speaking it fits well also. This strategy encourages students to make drawings and relate them with some explanation. Moreover, this strategy can help teachers to make production when they start a new topic. Topic in pictures and words strategy help students to make metal concepts, and summarizing information to activate prior knowledge which is going to be told in front of the class.

One teaching, one observing co-teaching strategy can go with topic in picture and words activities because, both local teachers and volunteers can create an activity to develop speaking skills where one of them can deliver the lesson and the second teacher can support students and control misbehavior in the class.

Parallel teaching strategy can also adjust to topic in pictures and words, because both teachers can teach the same lesson but, in this case, forming two small groups to make predictions or summarizing the topic of the class.

### **5.3.9 Broadcast strategy**

This strategy was part of this research because of technology integration in education. broadcast strategy refers to audio files recorded which can be playback in front of the class by teachers. In broadcast activities, students have the chance to produce the English language orally through the use of cellphones or computers in order to convey ideas thoughts, or messages to others. This strategy has the capability to motivate and improve oral skills in students.

The co-teaching strategies can adjust with broadcast activities using teaming strategy because using teaming teachers share responsibilities of teaching instruction. Therefore, teachers can explain the instructions for broadcast activities and how students can boost their speaking skills. When students will be ready to share their audio files, teachers can playback the audios for the whole class.

Parallel teaching strategy provides a lot of opportunities for teachers to strengthen students' speaking abilities because, both teachers can work in two different groups according to students' needs, with the same topic. Therefore, both teachers can guide students to create their broadcast content. This broadcast activity can be performed in small groups or individually.

## 5.4 Objectives

### 5.4.1 General objective

- To provide strategies to help teachers' teaching in EFL classroom in order to enhance learners' speaking skills.

### 5.4.2 Specific objectives

- To develop a teachers' and students' guide as a tool to improve speaking skills.
- To improve the students' speaking skill through the use of speaking strategies
- To promote collaboration work in the classroom
- To determine the appropriate strategies to develop interactive speaking, partial interactive, and non-interactive situations.

## 5.5 Beneficiaries

This current proposal called “Talk to Me” is intended to provide a methodological speaking guide for English teachers, native-speaking volunteers, and students from Miguel Egaz Cabezas high school. Therefore, this guide is addressed to develop student's oral production in the classroom, using some speaking strategies combined with co-teaching methodology. Even though this proposal is focused on developing speaking strategies but at the same time, some other skills take place as well, which boosts the development of English production.

## **5.6 Impacts**

The English language is widely globalized all over the world and it is taught in public and private schools. Its acquisition has not been an easy task for teachers and learners. On the contrary, it has become a challenge for educators. To pinpoint, in Miguel Egas Cabezas school, English teachers have faced some difficulties with the development of speaking skills, due to indigenous students' shyness and the little interaction that those learners want to have with teachers and other students. Therefore, this current proposal intends to contribute with speaking strategies and templates to be used with students to engage and encourage them to practice English speaking skills. These strategies are focused on interactive speaking activities, partial interactive, and non-interactive, with the help of native-speaking volunteers, working in combination with local teachers.

## **5.7 Development**

# Talk to Me

Teacher's and students' guide to develop speaking skill



Co-teaching Strategies to Boost Students' Oral Communication in Classroom.

By: Wilmer Fernando Pusdà

## **Introduction**

Talk to me is a guide dedicated to English teachers, native-speaking volunteers, and students for the improvement of learners' oral production in the classroom. It contains a variety of speaking strategies combined with the co-teaching methodology that can boost the way teachers address students to improve learners' oral communication using the target language. Likewise, these strategies are based on Communicative learning, Cooperative Learning, co-teaching methodology, and Task-Based Learning, approaches that support the use of this guide in the classroom.

Each activity in this teachers' and students' guide contains two sections, therefore, the first section has an area where teachers can get much information to develop the activities with plenty of information about them. Additionally, in the second section users can see activities that teachers can apply with students, there are examples designed to encourage students to produce their speaking skills. Furthermore, at the end of this guide, there is a section with useful templates with regard to the activities which can be photocopied.

## **Objectives:**

### **General Objectives**

- To provide strategies to help both English teachers' and native-speaking volunteers teaching in EFL classroom in order to enhance learners' speaking skills.

## Specific Objectives

- To develop an English teachers', native-speaking volunteers and students' guide as a tool to improve the speaking skills.
- To improve the students' speaking skills through the use of speaking strategies in combination with co-teaching strategies as well.
- To promote the collaboration work in the classroom.
- To determine the appropriate co-teaching strategies to develop interactive speaking, partial interactive, and non-interactive situations.

## Storytelling

### Partially interactive speaking

It is a strategy where students can create or summarize a tale or story. Students can create images or templates to start with their creation.

**Co-teaching strategies:** Station teaching, alternative teaching, parallel teaching.

**Lesson aim:** at the end of this lesson students will be able to improve their speaking skills, holding discussions to draw conclusions and solutions from a specific topic.

#### I remember that ... my birthday party was great

<p><b>The use of grammar</b></p> <p>Simple present, present continuous, simple past, present perfect, past perfect, future, questions.</p> <hr/> <p><b>School Level</b></p> <p>Básica superior, Bachillerato</p> <hr/> <p><b>Group Work</b></p> <p>Small groups or individually</p> <hr/> <p><b>Activity Time</b></p> <p>10 minutes</p> <hr/> <p><b>Material</b></p> <p>Fairy tales, pictures, poster.</p> <hr/> <p><b>Vocabulary</b></p> <p>Party, cake, birthday hat, balloons, bow, birthday card.</p>	<p style="text-align: right;"><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Introduce the topic about I remember that... my birthday party was great.</li> <li>2. Work with one student or small group and give them the materials and instructions.</li> <li>3. Explain the way students should tell a story.</li> <li>4. Stress values like respect, responsibility, free speech.</li> <li>5. Give the students the vocabulary for this activity.</li> <li>6. Teachers and students should make a practice.</li> <li>7. Give the students enough time to play this activity.</li> </ol> <p><b>Comments</b></p> <p>For this activity teachers should control groups' practice, clarifying students' doubts or giving examples. Teachers also can form as much groups as they can.</p>
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**I remember that... my birthday party was great**

**Draw family scenes that you remember**



My parents prepared a great birthday party.



My friends and I were dancing



The best time was when I blew the candles.



My parents gave me a lot of presents.



My friends and I ate a lot of candies.



My birthday party lasted two hours and it was great.

## Debates

### Interactive speaking

The debate is a structured argument. Two sides speak alternately for and against a particular dispute usually based on a topical issue. To Develop learners critical thinking and persuasion skills.

**Co-teaching strategies:** One teaching, one observing, teaming teaching

**Lesson aim:** at the end of this lesson students will be able to improve their speaking skills, holding debates with their classmates. Moreover, students will become critical thinkers and more respectful people, understanding and accepting other different opinions.

### Global warming and its drawbacks

#### **The use of grammar**

Simple present, present continuous, simple past, future, questions.

#### **School Level**

Básica superior, Bachillerato

#### **Group Work**

Small groups or large groups

#### **Activity Time**

20 minutes

#### **Material**

Templates, Pictures, posters

#### **Vocabulary**

Global warming, issue, get rid of, governments, drawbacks.

#### **Procedure**

1. Introduce the topic of global warming and its drawbacks.
2. Pair off students or form small groups and give them the materials and instructions.
3. Explain the way students have to hold a debate.
4. Stress values like respect, responsibility.
5. Give the students the vocabulary, for this activity.
6. Teachers and students should make practice before they play the act.
7. Give the students enough time to play this activity.
8. Change roles in the group or change members in the group.

#### **Comments**

For this activity teachers should control groups' practice, clarifying students' doubts or giving examples.

## Global warming and its drawbacks

Moderator



Global warming is affecting weather all over the world. Countries do not want to act against it because they have to invest a lot of money.

Against

Global warming is an issue that should be solved right away. Governments spend more money rebuilding houses when a tornado hit the earth

In favor

Global warming is a natural process. Governments should spend money to deal with more important issues like corruption crime



## Picture description

### Partially interactive speaking

It is said that pictures are worth one thousand words. Therefore, an image can give a short, simple explanation of a photo.

**Co-teaching strategies:** Station teaching, alternative teaching, parallel teaching, one teaching one observing.

**Lesson aim:** at the end of this lesson students will be able to improve their speaking skills, describing pictures, and adding short stories.

#### My contryside

##### The use of grammar

Simple present, present continuous, simple past, present perfect, future, questions.

##### School Level

Básica superior, Bachillerato

##### Group Work

Small groups or individually

##### Activity Time

10 minutes

##### Material

Posters, pictures, flashcards.

##### Vocabulary

There is, there are, country, meadows, field, barbed wire fence, waterfall, tress, woods, cattle, cottage.

##### Procedure

1. Introduce the topic: describe the countryside in your community.
2. Work with one student or small groups.
3. Explain the way students should describe the countryside.
4. Stress values like respect, responsibility, free speech.
5. Give the students the vocabulary for this activity.
6. Teachers and students should make practice before they present the topic.
7. Students can use posters or pictures to describe a picture.
8. Give the students enough time to play this activity.

##### Comments

For this activity teachers should control groups' practice, clarifying students' doubts or giving examples.

## My countryside



The countryside is a great place to live, In the picture, I can see a couple walking around. The man is walking his dog and he is very tall, on the other hand, the woman has a red sweater with jeans, she is a blonde girl, I can see a brown cow, some trees with no leaves, it seems to be winter season or it is the transition winter to spring.

## Role-Play

### Interactive speaking situations

Role-play is a strategy based on Cooperative Learning Approach, which develops an interactive speaking situation; therefore, students have to play a role in a sense of a drama.

**Co-teaching strategies:** One teaching, one observing, teaming teaching.

**Lesson aim:** at the end of this lesson students will be able to improve their speaking, performing real-life situations, adding vocabulary to their speaking.

#### How can I get to the main park?

The use of grammar	
Simple present, present continuous, future, questions.	
School Level	
Básica superior, Bachillerato	
Group Work	
Small groups or large groups	
Activity Time	
30 minutes	
Material	
Templates, Pictures, posters	
Vocabulary	
Police station, bank, drugstore, restaurant, gas station, main park, next to, Infront of, behind, scare, go ahead, back.	

#### Procedure

1. Introduce the topic of how can I get to a place.
2. Pair off students or form small groups and give them the materials and instructions.
3. Explain the way students have to perform the activity, giving them one example.
4. Give the students the vocabulary for this activity.
5. Teachers and students should make practice before they play the act.
6. Give the students the activity template to prepare their speaking.
7. Give the students enough time to play this activity.
8. Students should create their own routes with different dialogues.
9. Change roles in the group or change members in the group.

#### Comments

For this activity teachers should control groups' practice, clarifying students' doubts or giving more examples.

## How can I get to the main park?



**S.A.** Hi Eddy! Could you help me?  
**S.B.** Sure! What's your problem?  
**S.A.** I'm new here and I don't know How I can get to the main park  
**S.B.** Alright, take the main street, the first place you will see is the stationary store, it is a small spot where I bought my school stuff.

1



**S.B.** There is another cool place after the bus station, it is a restaurant, my family and I often go there. The food is delicious, when you have the chance don't miss it.



2

**S.A.** Cool, Actually, I want to buy some school supplies.  
 Could you tell me if there are more places before I get to the main



3

**S.B.** Right ahead of the drugstore there is a supermarket, it is the biggest one in the town, now you are very close to the main park. Go ahead and you can find it.

4



5

**S.B.** There is another important place in our Town, it is the central bank.  
**S.B.** Nearby the back there is a bus stop

**S.B.** On your way to the main park there is a gas station, be careful regularly, there are many cars there.  
**S.A.** Sure my friend, I always look forward to my way.

6



**S.B.** Nearby the gas station there is a drugstore, the owner is my uncle, if you have any health problems, you can visit him. Thanks for the info.

7



8

**S.A.** Thank you, my dear friend, I love the main park there are a lot of playgrounds there and many kids go there to have fun.

## Brainstorming

### Partially interactive speaking

It is a strategy used to generate ideas to define concepts clarifying doubts to solve a problem. The conditions should be controlled by the teachers in a warm environment, promoting free-thinking in students.

**Co-teaching strategies:** One teaching, one observing, one teaching, one assisting.

**Lesson aim:** at the end of this lesson students will be able to improve their speaking skills, through the use of brainstorming activities to increase free-thinking and find possible solutions for the specific topic.

#### Covid-19

##### The use of grammar

Simple present, present continuous, simple past, present perfect, future, questions, verbs, adjectives, nouns.

##### School Level

Básica superior, Bachillerato

##### Group Work

Small groups or individually

##### Activity Time

10 minutes

##### Material

Posters, pictures, flashcards.

##### Vocabulary

Contagious, symptoms, quarantine, lockdown, disease, mask, hospital, nurse.

##### Procedure

1. Introduce the topic about Covid-19.
2. Work with one student or small groups.
3. Explain the way students should come out with their ideas.
4. Stress values like respect, responsibility, free speech, friendliness.
5. Give the students the vocabulary for this activity.
6. Teachers and students should make practice before they present the topic.
7. Give the students enough time to play this activity.

##### Comments

For this activity teachers should control groups' practice, clarifying students' doubts or giving examples.

**Covid-19**

Terrible illness

It is the new corona virus

It kills old people mostly

Covid-19

how we can protect from it.

Wash your hand

Wear a mask to get a protection

Social distance is important to avoid corona virus

Avoid reunions

Healthy food

## Group Discussions

### Interactive speaking

After a content-based lesson, a discussion group can be held for various reasons. The students can draw some conclusions, or find solutions in their discussion groups. Before the discussion, it is important that the teacher set the group discussion.

**Co-teaching strategies:** Alternative teaching, parallel teaching

**Lesson aim:** at the end of this lesson students will be able to improve their speaking skills, holding group discussions to draw conclusions and solutions from a specific topic.

Tobacco smoking is already a major health problem in Ecuador. Tobacco must be banned. Yes or no.

#### **The use of grammar**

Simple present, present continuous, simple past, future, questions.

#### **School Level**

Básica superior, Bachillerato

#### **Group Work**

Small groups or large groups

#### **Activity Time**

20 minutes

#### **Material**

Newspaper articles, Pictures, posters, magazines.

#### **Vocabulary**

Tabaco, smoking, issues, ban, values, respect, prohibit, health problems.

#### **Procedure**

1. Introduce the topic Tabaco smoking and its health problems.
2. Pair off students or form small groups and give them the materials and instructions.
3. Explain the way students have to hold a group discussion.
4. Stress values like respect, responsibility-free speech.
5. Give the students the vocabulary, for this activity.
6. Teachers and students should make practice before they play the act.
7. Give the students enough time to play this activity.

#### **Comments**

For this activity teachers should control groups' practice, clarifying students' doubts or giving examples. Teachers also can form as much groups as they can.

## Group Discussion

Tobacco smoking is already a major health problem in Ecuador. Tobacco must be banned. Yes

Hi! What do you think about this issue? Tobacco smoking is already a major health problem in Ecuador and tobacco must be banned.

It is a good question. I agree with you, it is an issue these days. Smokers don't respect other people.

Personally, smoking is causing cancer in young people due to irresponsible smokers who don't care about others.



To me, Government should ban smokers and they should smoke only in isolated places.

## News Reporting

### Non-interactive speaking

It is a strategy that is focused on informing something that was read or watched, the person who is going to present a news reporting should follow some steps bear in mind that some Wh question can be omitted if the news reporting does not require them.

- Choose a headline
- Who is involved in the news report?
- What happened
- When the news took place
- Where the news took place
- Why the fact happened

**Co-teaching strategies:** Alternative teaching, parallel teaching.

**Lesson aim:** at the end of this lesson students will be able to improve their speaking skills, through the use of news about the environment which is going to be told in front of the class.

### People is killing the environment

<p><b>The use of grammar</b></p> <p>Simple present, present continuous, simple past, present perfect, past perfect, future, questions, verbs, adjectives, nouns.</p> <p>.....</p> <p><b>School Level</b></p> <p>Básica superior, Bachillerato</p> <p>.....</p> <p><b>Group Work</b></p> <p>Small groups or individually</p> <p>.....</p> <p><b>Activity Time</b></p> <p>10 minutes</p> <p>.....</p> <p><b>Material</b></p> <p>Templates</p> <p>.....</p> <p><b>Vocabulary</b></p> <p>Environment, contamination, soil, health, emissions, pollution, radiation, aerosols, Wastes.</p>	<p style="text-align: right;"><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Tell the students to read or hear any news to be told in front of the class.</li> <li>2. Work with one student or small groups.</li> <li>3. Explain the way students should tell the news in front of the class.</li> <li>4. Stress values like respect, responsibility, free speech, friendliness.</li> <li>5. Give the students the vocabulary for this activity.</li> <li>6. Teachers and students should make practice before they present the topic.</li> <li>7. Explain to students they have to share their work with the whole class orally.</li> <li>8. Give the students enough time to play this activity.</li> </ol> <p><b>Comments</b></p> <p>For this activity teachers should control groups' practice, clarifying students' doubts or giving examples.</p>
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## People is killing the environment

There are lots of environmental problems nowadays, mainly because of pollution. It is the contamination of air, water and soil by different materials that interfere with human health and quality of life.

The emissions from industries and engines, including cars, are big causes of air pollution and simple things that we do at home, like using aerosols, have bad effects on the ozone layer, which protects life on Earth from ultraviolet radiation.

Water is also suffering from pollution by domestic, municipal and also industrial waste.

It is up to us to stop damaging the environment. We all should be environment friendly!



### *People is killing the environment*

People are risking other human lives because they are polluting water, soil, and air. All of these issues are happening nowadays, all over the world, because, consciously, or unconsciously we are contributing to environmental pollution when we use simple things like aerosol or when we drive our cars. Therefore, we should be more friendly with our mother earth.

## Topic in Pictures and Words

### Partially interactive speaking

It is a strategy that encourages students to draw upon their mental images of one topic, conforming or disconfirming their understanding of the lesson. Students can make connections with linguistic and nonlinguistic representation on a paper then, students have to take pictures, write, and express orally their thoughts about a specific topic.

**Co-teaching strategies:** Parallel teaching, one teaching, one observing

**Lesson aim:** at the end of this lesson students will be able to improve their speaking skills; making mental images and summarizing the topic about sports.

**Sports; Yesterday I went to play soccer**

#### The use of grammar

Simple present, present continuous, simple past, present perfect, future, questions, verbs, adjectives, nouns.

#### School Level

Básica superior, Bachillerato

#### Group Work

Small groups or individually

#### Activity Time

10 minutes

#### Material

Templates

#### Vocabulary

Aerobics, basketball, exercise, soccer, swimming, volleyball, tennis, demanding, cycling.

#### Procedure

1. Tell the students to make some predictions or summarize the topic of sports.
2. Work with one student or small groups.
3. Explain the way students should work with pictures and words.
4. Stress values like respect, responsibility, free speech, friendliness.
5. Give the students the vocabulary for this activity.
6. Teachers and students should make practice before they present the topic.
7. Explain to students they have to share their work with the whole class orally.
8. Give the students enough time to play this activity.

#### Comments

For this activity teachers should control groups' practice, clarifying students' doubts or giving examples.

Yesterday I went to play soccer



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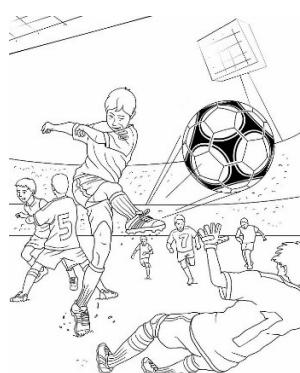


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## Broadcasting

### Non-interactive speaking

It is a strategy focused on distributing audio or video clips to convey a message to the audience. It is like a variation of news reporting because students have to tell the news but in a different way like recording audios or videos.

**Co-teaching strategies:** Parallel teaching, teaming teaching.

**Lesson aim:** at the end of this lesson students will be able to improve their speaking skills, through the use of broadcasting strategy, students will record the current weather report to be shared with the whole class.

**Breaking news what's the weather like today?**

The use of grammar	Procedure
Simple present, present continuous, simple past, future, questions, verbs, adjectives, nouns.	<ol style="list-style-type: none"> <li>1. Tell the students to read or hear a weather report.</li> <li>2. Work with one student or small groups.</li> <li>3. Explain the way students should tell the breaking news in front of the class.</li> <li>4. Stress values like respect, responsibility, free speech, friendliness.</li> <li>5. Give the students the vocabulary for this activity.</li> <li>6. Teachers and students should make practice before they present the topic.</li> <li>7. Explain to students they have to share their work with the whole class orally.</li> <li>8. Give the students enough time to play this activity.</li> </ol>
School Level	
Básica superior, Bachillerato	
Group Work	
Small groups or individually	
Activity Time	
10 minutes	
Material	
Cellphone, computer.	
Vocabulary	
Today, weather forecast, rainy, sunny, cold, windy, update, map, temperature, storm, floods.	
<b>Comments</b>	
For this activity teachers should control groups' practice, clarifying students' doubts or giving examples.	

### People is killing the environment



Good morning dear audience.

This is the current weather report in our city, for today we will have rain in the morning but in the afternoon, it is going to be partial, cloudy. Don't forget to bring your umbrella and your raincoat.

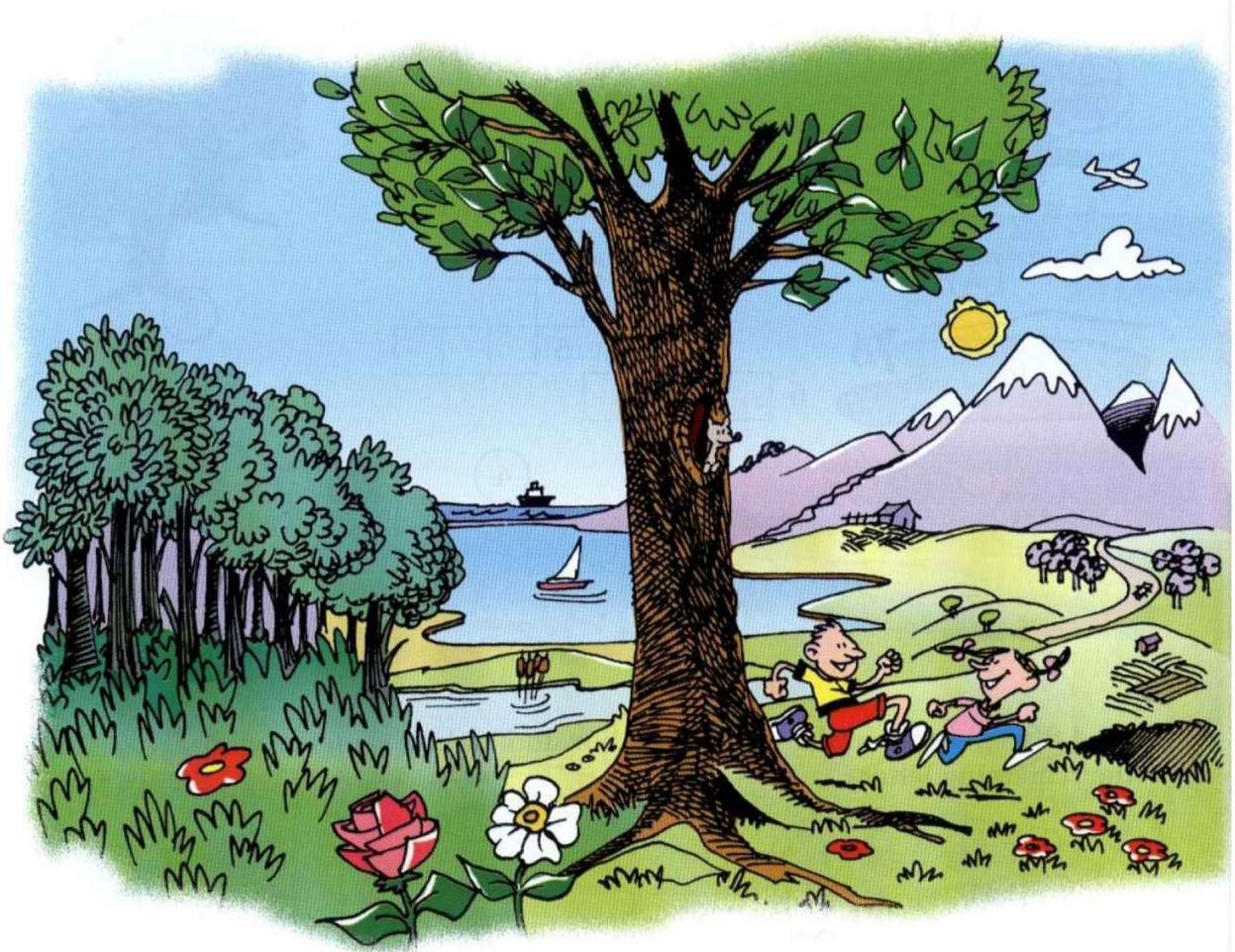
Reported Carolina Morales for BBC News

## **Templates**

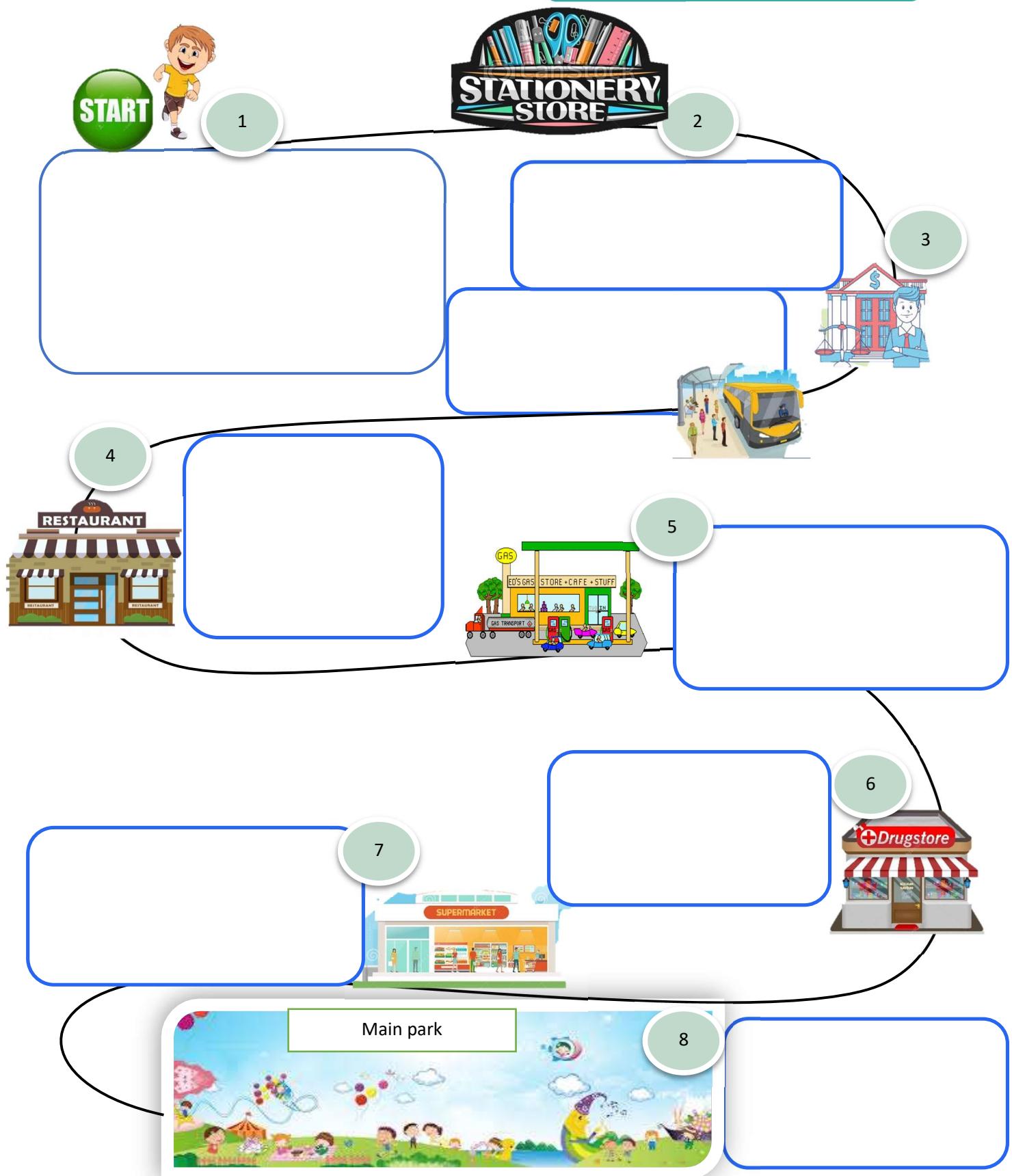
## Storytelling birthday party

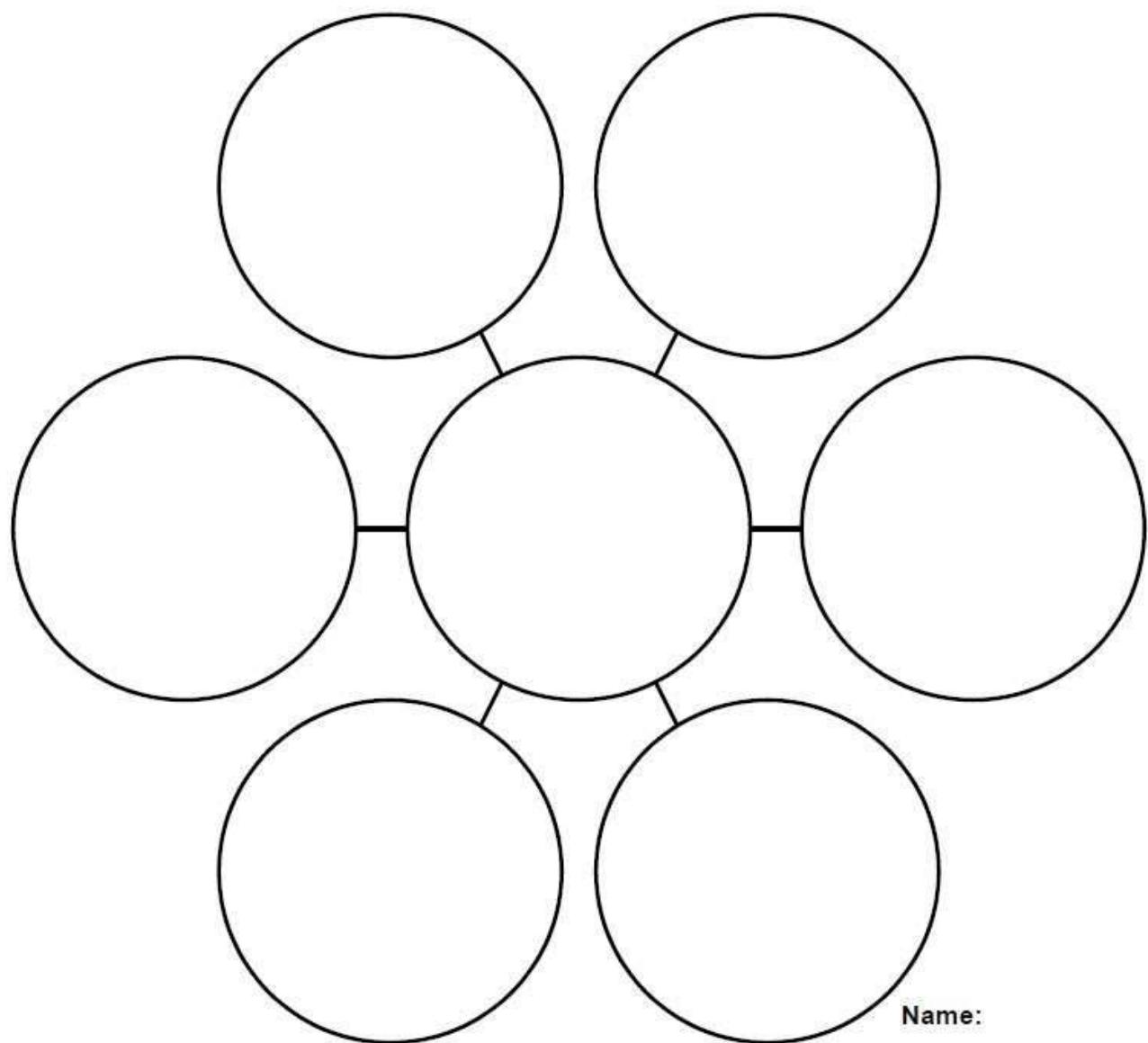
Draw family sense that you remember



**Picture description**

How can I get to the main park?



**Brainstorming**

**Topic in picture and words**

	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>

**Headline**

Who:

What:

When:

Where:

Why:

## Conclusion

The activities presented through this “Talk to Me” teachers’, native-speaking, and students’ guide is part of Language learning to improve speaking skills with the use of co-teaching strategies at the same time. Therefore, these sorts of strategies are flexible to the circumstances in the classroom and both teachers can use the strategies or create a new version of them. Overall, the use of speaking strategies with a combination of co-teaching methodology are essential in English Learning, of course without disregarding the teachers and students’ role in this process.

Preparing a lesson class takes time and teachers’ effort, for this reason, the use of templates already done can help to optimize time and dedicate more time to create situations where students feel confident and joy to learn English in the classroom.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Conclusions

- ✓ The purpose of this investigation was to find the link between local teachers and native-speaking volunteers' work collaboration to improve students' speaking skills in the classroom. Additionally, this study has shown the influence that native-speaking volunteers exert on English learners and local English teachers motivating and engaging students to improve their English oral communication, according to the findings. Besides that, both local English teachers and foreigners agreed with the use of more speaking strategies in order to boost learners' speaking skills.
- ✓ With regard to speaking skills, students agreed with the use of more speaking strategies and group work as a way to improve and stay motivated in classrooms while they are learning the target language. Speaking strategies that can be used to practice to get more self-confidence to develop the English language during the lesson. Moreover, students said they enjoy practicing speaking with the use of new strategies not only because strategies grab learners' attention but also because strategies can give students more chances to participate in class using the English language when teachers have a large number of students in the classroom.
- ✓ For local teachers and native-speaking volunteers who at the beginning did not know the co-teaching methodology as a formal strategy to be applied in the classroom, both local teachers and foreigners are willing to use the co-teaching strategies to improve and boost the way they deliver English lessons. Native-speaking volunteers want to participate more in the classrooms. Therefore, foreigners want to play the same role in the classroom as local teachers, and co-teaching strategies give them an option to participate actively. In the classroom, sharing

responsibilities with local teachers. For instance, native-speaking volunteers want to teach and share their language, culture, and experiences with Ecuadorian students during the lesson. Foreigners do not want to play a passive role during the class activities, something that native-speaking volunteers have experimented during the time they were assigned to work with local English teachers in Ecuador, because, they have been only monitoring and controlling the students' behavior or they have only scored students' tests in other words volunteers have been doing the local teachers' work.

## 6.2 Recommendation

- ✓ Co-teaching as a work collaboration is part of Miguel Egas Cabezas high school to enhance students' learning process in their classrooms. Therefore, the school board and English teachers should bear in mind that the collaboration with native-speaking volunteers is considered an important help for both local English teachers and students in the classroom because of foreigners' presence, it motivates and engage students to learn English. Therefore, the school board and people in charge should contact organizations that provide volunteers to keep in touch constantly to renew each year their contract for providing volunteers in this educational institution.
  
- ✓ Likewise, with regard to the finding found above, Local English teachers should consider the wide range of co-teaching strategies to work with their volunteers, where foreigners feel comfortable giving their best effort teaching and transmitting their knowledge, experiences and culture to their pupils. According to the findings, native-speaking volunteers do not want to only accompany main teachers in the classroom or score students' tests during their volunteering, they want to be part of the teaching process delivering lessons, contriving with new ideas and strategies to develop students' language skills.

- ✓ The use of speaking strategies is essential for both local English teachers and foreigners, therefore, they should take into consideration that the speaking strategies and co-teaching strategies proposed by this study can boost teachers' teaching giving more chances to engage learners in oral communication, breaking barriers of shyness and lack of confidence in students.
  
- ✓ For further investigations and researchers who want to conduct a similar investigation in this field it is suggested to implement more speaking strategies with a high level of difficulty which fit with students' English level. Additionally, for co-teaching methodology, it is recommended that go further investigating more co-teaching strategies which fit well with teachers needs to be applied in the classroom.
  
- ✓ It is important to mention that for teachers they should create more meaningful learning situation based on speaking strategies proposed in this research to improve students' communicative skills with other students, in order to encourage learners to be more participants in the classroom rather than having students who do not say anything. Finally, the combination between local English teachers and native-speaking volunteers can help to create new handouts to be used in the classrooms even though it implies extra time for both teachers.

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## APPENDIXES

### Appendix 1 – Students' questionnaire



UNIVERSIDAD TÉCNICA DEL NORTE  
IBARRA - ECUADOR

**UNIVERSIDAD TÉCNICA DEL NORTE  
INSTITUTO DE POSGRADO  
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS**

#### **APPENDIX 1. Teachers' Interview**

1. What is the main purpose to teach the speaking skill in EFL classrooms?
2. Do you think that students are developing their speaking skill in the classrooms?  
Why?
3. What are the things that teachers should do to develop the student's oral communication?
4. What kind of speaking strategies do you usually use to motivate and encourage students to develop their speaking skill?

Storytelling  
 Debates  
 Picture description  
 Role plays  
 Brainstorming  
 Group discussion  
 News reporting  
 Topic in pictures and words

5. What do you think about co-teaching and its influence in students speaking skills?
6. Could you give me some positive aspects of co-teaching experiences?
7. Could you give me some negative aspects of co-teaching experiences?
8. Which co-teaching strategy do you think fits well with speaking skill to develop students' oral communication?

One teaching, one observer  
 Station teaching  
 Parallel teaching  
 Alternative teaching  
 Team teaching  
 One teaching, one assisting

### **DATA INSTRUMENTS VALIDATION**

**Theme:** "Co-teaching as a strategy to develop student's speaking skill."

**General objective:** Identify how co-teaching collaboration between local teachers and foreign native speakers is encouraging learners to improve their oral communication in the classroom.

**Author:** Wilmer Fernando Pusdá Montenegro

**Judge:** MSc. Fernando Flores A.

**Degree:** MSc.

**Academic tutor:** .....Kari Miller.....  
.....

**Data instrument collection:**

**Interview**

**Use a check mark**

Scale:	Nothing	Low	Middle	Hight
	1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
<b>Belonging</b>	Does the questionnaire have a logical relation with the thesis objective?				✓
<b>Importance</b>	What is the instrument level importance with related to the investigation?				✓
<b>Organization</b>	Is there a logical organization with the questions display?				✓
<b>Writing organization</b>	Are the question clear and concise?				✓

Validated by (Name and surname) MSc. Fernando Flores A.

ID: 1002188470

Signature:

**APPENDIX 2. Cuestionario dirigido a los estudiantes**

**Tema de la tesis:** Co-teaching as a strategy to develop student's speaking skill.

**Objetivos:** Recopilar información para comprender de qué manera el trabajo de co-teaching fortalece el desarrollo de la destreza de hablar inglés en los estudiantes.

**Instrucciones:** Queridos estudiantes les invito a responder a cada una de las preguntas con la mayor seriedad. Sus respuestas son de vital importancia para el desarrollo de la investigación, la cual busca conocer la influencia del trabajo de co-teaching methodology entre maestros locales y maestros extranjeros con el fin de mejorar y motivar a los estudiantes a desarrollar la destreza de hablar en inglés. Hay un total de 13 preguntas las cuáles hay que responder sin excepción.

**Cuestionario**

Curso: .....

Fecha: .....

Género:  Masculino  Femenino

1. De acuerdo a su criterio, ¿Cuál sería su nivel de inglés?

- Avanzado
- Intermedio
- Intermedio bajo
- Bajo

2. Según su opinión ¿Qué tan importante es la destreza de hablar en inglés?

- Muy importante
- Importante
- Poco importante

3. En el aula de clase ¿Con qué frecuencia usted hablar en inglés?

- Siempre
- A veces
- Rara vez
- Nunca

4. De acuerdo a su experiencia, ¿Siente agrado el trabajar con dos maestros de inglés (un maestro local y otro extranjero)

- Mucho
- Poco
- Nada

5. ¿Considera usted que el trabajo con los dos docentes de inglés en el aula ha mejorado su comunicación en este idioma?

- Si
- No
- No estoy seguro

6. ¿Se siente motivado a participar en actividades que impliquen hablar en inglés?

- Mucho
- Poco
- Nada

7. ¿Sus maestros le motivan a usted a participar en actividades orales en inglés?

- Siempre
- A veces
- Rara vez
- Nunca

8. ¿Con qué frecuencia sus maestros de inglés enfatizan (dan más importancia) al desarrollo de la destreza de hablar en inglés?

- Siempre
- A veces
- Rara vez
- Nunca

9. De las siguientes actividades orales ¿Cuál de ellas son las más utilizadas por sus maestros en la clase de inglés?

- Diálogos en parejas
- Exposiciones orales
- Memorizar canciones
- Conversaciones en grupo
- Dramatizaciones

10. En su opinión, ¿Cree que el usar otras estrategias le ayudarán a mejorar la habilidad de hablar en inglés?

- Sí
- No

11. ¿De qué manera se realizan sus actividades orales en inglés?

- Individual
- En parejas
- Grupal

12. ¿Le gusta trabajar en grupos para desarrollar la destreza de hablar en inglés?

- Si  
 No

13. ¿Con qué frecuencia sus maestros de inglés forman grupos para desarrollar la destreza de hablar en inglés?

- Siempre  
 A veces  
 Rara vez  
 Nunca

14. De las siguientes actividades, ¿Cuál de ellas le gustaría que sus maestros usen en clase?

- Contar cuentos  
 Debates  
 Descripción de imágenes  
 Dramatizar  
 Lluvia de ideas  
 Grupos de debates  
 Contar noticias  
 Contar una historia con dibujos

**DATA INSTRUMENTS VALIDATION**

**Theme:** "Co-teaching as a strategy to develop student's speaking skill."

**General objective:** Identify how co-teaching collaboration between local teachers and foreign native speakers is encouraging learners to improve their oral communication in the classroom.

**Author:** Wilmer Fernando Pusdá Montenegro

**Judge:** MSc. Fernando Flores A.

**Degree:** MSc.

**Academic tutor:** .....Kari Miller .....  
 .....  
 .....

**Data instrument collection:**

**Questionnaire**

**Use a check mark**

Scale:	Nothing	Low	Middle	Hight
	1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
<b>Belonging</b>	Does the questionnaire have a logical relation with the thesis objective?				✓
<b>Importance</b>	What is the instrument level importance with related to the investigation?				✓
<b>Organization</b>	Is there a logical organization with the questions display?				✓
<b>Writing organization</b>	Are the question clear and concise?				✓

Validated by (Name and surname) MSc. Fernando Flores A.

ID: 1002188470

Signature:



## **APPENDIX 2 – Interview’ Scripts**

### **Native-speaking volunteers’ interview**

**Interviewer:** Good morning how are you?

This is an interview about co-teaching and your experience here in Ecuador with local English teachers and strategies applied when you were part of co-teaching.

The first question is what is the main purpose to teach the speaking skill in EFL classrooms?

**Interviewed native-speaking teacher:** I think that working a second language is extremely important and learners might master the language, I think, since speaking is the hardest aspect and to learn a language imply lot of aspect of it. Because you can start reading, writing, and listening to speak and it is harder because you are able to communicate in person and especially in Ecuador where tourism is such a big industry, I think it is extremely important also it provides too many more opportunities for students as well. when they are able to speak another language, especially English.

**Interviewer:** Number two, do you think are developing their speaking skill in the classrooms? Why?

Interviewed native-speaking teacher: I think, it is very hard to acquire the speaking skills in the classrooms and I think that especially, knowing in my experience the classrooms were small, knowing how large the classrooms can be in Ecuador I think it is very difficult and I do not know if it is done adequately, it is not the fault of the teachers I think it is the fault of another size of the classrooms.

**Interviewer:** Number three what are the things that teachers should do to develop the students’ oral communication?

**Interviewed native-speaking teacher:** I think one of the biggest things that can be done is speaking only in English which is very difficult increasingly amount English spoken in the

classroom, as well as conversational like conversations in English in groups working together helping students learn in that way to utilize it in the classroom rather than rough memorization of vocabulary words. You know this is what you need to do every day I think that this is more effective than just memorizing vocabulary words.

**Interviewer:** Right this question is about your experience as a teacher here in Ecuador. What kind of speaking strategies do you usually use to motivate and encourage students to develop their speaking skills?

**Interviewed native-speaking teacher:** it is personal

**Interviewer:** Yea it is kind of personal but at the same time it can be understood as a co-teaching collaboration work with your counterpart

**Interviewed native-speaking teacher:** Ok to me, it was speaking to the teachers that I work with them only in English to help them improve their English. In terms of students right so that is one thing and another thing was you know when I saw the students, I always tried to speak in English you know my students were always great with me because they used to say hello teacher, good morning how are you? They knew the greets because, I was always greeting them in English I always tried to greet them in English even though sometimes they could not understand but I tried it. I will I could do more in the class like encourage students to speak in English. I think Rosita did a very good job speaking English in the classroom she used to play games it was fun to encourage them to speak English, so I think that was one thing that she did to keep the students speaking in English.

**Interviewer:** Now I want to least some strategies if you are familiar with some of them.

Storytelling

Debates

Picture description

Role-plays

Brainstorming

Group discussion

News reporting

Topic in pictures and words

Are you familiar with those strategies?

**Interviewed native-speaking teacher:** yes, I am

**Interviewer:** In what way

**Interviewed native-speaking teacher:** As I say before I wish I could do more. We did a cub; it was an English Kichwa club and we talk about different cultures around the world things about cultural issues it was really cool the plan was to speak half English and half kichwa there was very good conversation even though there was more Spanish. There was a very controversial topic that happened in the United States and we talked about it holding a debate. It was very cool to see them interact so that was my way to debate.

**Interviewer:** Number six what is your opinion about speaking strategies to develop student's oral communication?

**Interviewed native-speaking teacher:** I think that I personally feel emergence is the best way to go in your own country it is extremely difficult you know it is very difficult to use as much English in the classroom because the brain takes time to switch English and Spanish but you can do more thing after classrooms like form clubs or different opportunities to engage students to speak in English and also I think Listening is huge as well, well, you know listening is a tough task for students, they need to get more confidence like singing songs or watching movies.

**Interviewer:** Number seven, Now I have another section of question it is about co-teaching and your experience here in Ecuador. What do you think about co-teaching and its influence on students' speaking skills?

**Interviewed native-speaking teacher:** I think it is exciting for students to have another teacher in the classroom specially when there is a foreign teacher yes, anything that engage the students I

think it is worthy. Especially when one teacher can explain something in a different level of way, I think that is huge I think it helps a lot.

**Interviewer:** know number eight Could you give me some positive aspects of co-teaching experiences?

**Interviewed native-speaking teacher:** It was great, I love co-teaching I think one of my favorite things was when I did an activity at the beginning of the class then the main teachers continued with the rest of the class. I enjoyed when I broke up the monotony with my activities this is a really good and really positive aspect when I got to pull aside students with their struggling helping with their problems being able to catch up with their knowledge. I really had a positive experience of co-teaching I think one of the most positive aspects overall is the fact I work with teachers who were so willing to work as part of a team and open to new ideas and open to different aspect open to working with me because I had friends that did not have that experience.

**Interviewer:** Now could you give me negative aspects of co-teaching experiences?

**Interviewed native-speaking teacher:** I think, a negative aspect is I wish I could have more experience to help more with pronunciation, and theories in my head, to be able to support the teachers. I mean have more experience in the classroom with students, because there are a lot of people with no experience.

**Interviewer:** Now Co-teaching is a methodology and this methodology has some strategies. I want to share my screen to let you see this strategy ok here we have six strategies od co-teaching number one is teaching one observing, number two station teaching, parallel teaching, alternative teaching, team teaching, and one teaching, one assist. Could you link the speaking strategies with the co-teaching method?

**Interviewed native-speaking teacher:** Can you repeat the question

**Interviewer:** Yes. Could you link the speaking strategies with the co-teaching method?

**Interviewed native-speaking teacher:** Well, I see in those strategies the possibility to work with small groups it is huge in supporting students' speaking especially if there are groups based on their needs you know or levels with beginners, intermediate and advance students. Preparing

debates in different groups working with both teachers with them. Teachers can walk around supporting students it is a fun way to encourage that is a cool way. Also, both teachers can work with dramatizations or role-playing based on their needs and levels, to be performed in front of the class or performing in front of each other I think that those are very cool things to engage students.

**Interviewer:** Thank you very much

**Interviewed native-speaking teacher:** No problem.

### **Local teachers' interviews**

**Interviewer:** Good morning how are you?

This is an interview about co-teaching and your experience here in Ecuador with local English teachers and strategies applied when you were part of co-teaching.

The first question is what is the main purpose to teach the speaking skill in EFL classrooms?

**Interviewed local English teacher 1:** The main purpose is to interact each other and try to get confidence and start to talk of any topic, speak like real-life situations.

**Interviewer:** well for the second interviewed the same question what is the main purpose to teach the speaking skill in EFL classrooms?

**Interviewed local English teacher 2:** For me the main purpose is communicate, it is the objective in any language. Students want to communicate each other and with society, for me that is the main purpose communication.

**Interviewer:** All right very good question number two which speaking strategies do you usually use to motivate student to develop their speaking skills?

**Interviewed local English teacher 1:** There are many speaking strategies, that I use with my students, I usually use the role-play conversation to develop to demonstrate the oral communication, they have the opportunity to travel if they have the opportunity to talk English,

they have many opportunities to get a better job and they have other opportunity to travel and get the job and get a good salary.

**Interviewer:** Well, which speaking strategies do you usually use to motivate student to develop their speaking skills?

**Interviewed local English teacher 2:** One strategy that I usually use to motivate and encourage my students is role-plays because they can interact each other and I can prove them rial-life situations to solve the problems encouraging them trying to talk.

**Interviewer:** All right, Are you familiar with these sorts of speaking strategies? I have a list of speaking strategies for example. Story telling, debate, picture description, role-play brainstorming, group description, news reporting, topic in picture and words, and broadcast.

**Interviewed local English teacher 1:** I see some speaking strategies that I use in my class, those strategies help me a lot to encourage students to communicate each other.

**Interviewed local English teacher 2:** Yes, I have used most of them, I try to use the group discussion, I have never used topic in pictures and words, I would like to use it.

**Interviewer:** What is your opinion about speaking strategies to develop students' oral communication?

**Interviewed local English teacher 1:** Ok. In my opinion, it is something that we need to use. To demonstrate our students that they can do it, they need to practice they need to familiarize with the vocabulary. it is a good idea to use those strategies to encourage our students and use and they enjoy the class.

**Interviewed local English teacher 2:** As teachers it is important to have different strategies because the purpose is students speak English. As teachers we need to have different tools to let the students achieve their goals. The best way to get this is having lot of strategies.

**Interviewer:** Do you think, it is possible to develop speaking strategies without the use of speaking strategies.

**Interviewed local English teacher 2:** I do not think so, strategies are very important and students need to have tools to develop their oral communication.

**Interviewer:** what speaking strategy is the most common used in your class.

**Interviewed local English teacher 1:** The most common strategy is role-play they can think and play as real-life. They have the opportunity to get confidence.

**Interviewed local English teacher 2:** I have used role-plays students have the chance to talk each other, also I have used picture description that help to develop their imagination, they can use different tenses that help students to improve their vocabulary.

**Interviewer:** Could you give me some positive aspects about co-teaching experience?

**Interviewed local English teacher 1:** I have positive experience with co-teaching work. Ok when I teach my students and I explain a topic about grammar or any topic about pronunciation, in this case, my students sometimes they do not believe me when I pronouns any word, but when I am with a native-speaking volunteer. I ask them. Can you pronouns the words? and they pronouns with tier accent at that moment students can verify that I was right with pronunciation. I like a lot that experience then my students like to learn English.

**Interviewer:** Could you give me some positive aspects about co-teaching experience?

**Interviewed local English teacher 2:** ok. From my experience I can say that I have learn many things from them like vocabulary, pronunciation and also students feel more confident at the moment they are learning with foreign teachers. Because I am with them and I have the chance to talk with volunteers, and my students say Oh my teacher can speak English, the students feel confident it is a very positive thing that I have seen at the moment I co-teach.

**Interviewer:** Now, could you give me some negative aspects of co-teaching?

**Interviewed local English teacher 1:** Ok I do not have a lot of negative experience with foreign teachers, well I only have one negative thing with one volunteer when we planned the class. Because, when we used to plan example or sentences, I do not agree with them or sometime they do not like my examples as well, that is the negative only this negative experience I think then I have I have a lot of positive experience with them.

**Interviewer:** All right cool, could you give me some negative aspects of co-teaching?

**Interviewed local English teacher 2:** Well, I think it is not really negative but something that I can say is that it requires spend long time together I mean we have to plan in order to establish the order we have to teach in front of the students because so I can start for example I can introduce the topic my parent has to continue with the vocabulary and the pronunciation after she or he that I have to continue with the explanation of grammar part so in order to do that it is really, really important to spend time organizing, planning. That is something negative because at the moment I work alone I can do that but it is not necessary to stablish order I can introduce the class I can give vocabulary I can continue with grammar and I can continue with the exercises that is the point that I noticed at the moment to co-teach.

**Interviewer:** All right very good, Ok. Eighth question I want to share my screen with you, because I want to show you some pictures. Ok, so here we have. Why co-teaching strategy helps you best to implement speaking strategies. Ok here when we talk about co-teaching, ok co-teaching is a methodology and it has strategies, this methodology has six strategies to use in class Ok so the first strategy is One teaching, one observing, that is the first strategy so you can see in the picture, the main teacher is delivering the class and the second teacher or maybe the native-speaking volunteers is observing the students of checking the behavior of students, the second strategy is station teaching all right here both teachers are delivering the class delivering the lesson but in different groups so both teachers form different groups or different groups both are working at the same time right. All right number three we have parallel teaching in parallel teaching here both teachers divide the class both teachers are teaching or delivering the same but, in this case, maybe teachers organize the class in a way maybe some students need more attention than others and maybe in the class they have students with disabilities and they form the groups with other student to help them right so that is the explanation about it. Number four alternative teaching so in this strategy both teachers design a class design a lesson and they alternate in their teaching maybe in one hour one teacher explain something in the second hour the second teacher another kinds of things maybe in different days so they organize the things in a way they have the same things the same activities to work with students right Ok number five teaming so for this strategy so teachers form a team to work with students so their interact with students the first teacher is delivering the second teacher is helping with some instructions helping with some activities that the students

have to perform and the six strategy is about one teaching, one assisting here we can notice here the main teacher is delivering the class and the second teacher is assisting the students giving suggestion or helping them with the pronunciation stuff like that here we have six strategies for co-teaching the question was why co-teaching strategies help you best to implement how we can link the strategies that we were discussing like storytelling, debates, role-plays brainstorming, now you have to link the speaking strategies with the co-teaching methodology right what do you think or how you can link the speaking strategies with co-teaching strategies.

**Interviewed local English teacher 1:** Ok, in this case Ok, I think and I live with a foreign teacher to organize the better way because yes as a teacher we can do it with all students when I am going to continue with the debate or role-play if I have this good opportunity with a foreign teacher and help me in a classroom using all of these strategies you mention before it is excellent I can improve, I can improve the communication the students have the opportunity to interact in this case we can divide in two groups monitor and help our students because there are two teachers because all of these strategies and Ok this is with a foreign teacher and the teachers we have the unique opportunity to Ok to get the better result with our students and we have good result in specially in communication.

**Interviewer:** Ok, you are linking the speaking strategies for example you were talking about role-play and you are linking them with one teaching, and observing the main teacher is delivering the class and the foreign native-speaking is helping with pronunciation or scoring the test that is the thing that I understood right

**Interviewed local English teacher 1:** Yes, all of these activities and of course all of these strategies

**Interviewer:** Ok have you tried alternative teaching this means you are delivering the same lesson forming groups but you have to develop the same activity have you tried it?

**Interviewed local English teacher 1:** Yes.

**Interviewer:** It is the same question why coteaching strategies help you best implement the speaking strategies so you have to link the speaking strategies with co-teaching strategies.

**Interviewed local English teacher 2:** Ok, it is a huge advantage to have one a foreign teacher in the class as assisting so that help us too. Manage big groups it is an advantage for example debates we work with station teaching because for debating we work with station teaching because for debating we have to have groups at the moment you have a foreign teacher you can divide the students he or her can continue working with that group and I can continue working with another group the same topic another that I have is for example one teaching, one assisting it could be good for storytelling it is the same in all of these strategies we ca work together that is the big advantage that I noticed to work with foreign teachers next to me.

**Interviewer:** Very good your participation is quite important for my research work. Thank you very much.

### APPENDIX 3





Instituto de  
Posgrado

## UNIVERSIDAD TÉCNICA DEL NORTE

Resolución No. 001-073 CEAACES-2013-13

INSTITUTO DE POSGRADO  
HONORABLE CONSEJO DIRECTIVO

**Resolución HCD Nro. UTN-POSGRADO-2020-0134**

El Honorable Consejo Directivo del Instituto de Posgrado de la Universidad Técnica del Norte, en sesión ordinaria realizada el 03 de junio del 2020, considerando:

Que, el Reglamento de Régimen Académico del CES, en su Art. 35 señala: "*Diseño, acceso y aprobación de unidad de titulación del cuarto nivel. - Cada IES diseñará su unidad de titulación de posgrado, estableciendo su estructura, contenidos y parámetros para su desarrollo y evaluación; y, distinguiendo la trayectoria de investigación y profesional, según lo indicado en el artículo 22 de este Reglamento. Para acceder a la unidad de titulación es necesario haber completado las horas y/o créditos mínimos establecidos por la IES. La aprobación implica haber completado y aprobado una (1) de las siguientes opciones: a) Posgrados con trayectoria profesional: Proyecto de titulación con componentes de investigación aplicada y/o de desarrollo; estudios comparados complejos; artículos profesionales de alto nivel; diseño de modelos complejos; propuestas metodológicas y/o tecnológicas avanzadas; productos artísticos; dispositivos de alta tecnología; informes de investigación, entre otros; o, un examen de carácter complejo mediante el cual el estudiante deberá demostrar el manejo integral de los conocimientos adquiridos a lo largo de su formación, si el programa lo contempla. b) Posgrados con trayectoria de investigación: Tesis con componente de investigación básica y/o aplicada, con características de originalidad, relevancia y de impacto científico; que responda a las convenciones científicas del campo respectivo, pudiendo usar métodos propios de la disciplina o métodos multi e interdisciplinarios. Las IES podrán establecer requisitos de artículos científicos enviados, aceptados y/o publicados para la titulación. El tipo y la complejidad del trabajo de titulación deberá guardar relación con el carácter del programa y correspondencia con las convenciones académicas del campo del conocimiento respectivo. Las IES podrán incluir la defensa oral o escrita de los trabajos de titulación. El desarrollo de la unidad de titulación deberá asegurar la evaluación y calificación individual; con independencia de los mecanismos de trabajo implementados (...)”*

Que, el Art. 21 del Reglamento de Graduación y Titulación dispone lo siguiente:

- a) *El(la) director(a) o tutor(a) del trabajo de titulación es corresposable del mismo y será encargado de dirigir y controlar su desarrollo conjuntamente con el(la) opositor(a) o asesor(a);*
- b) *El(la) director(a) o tutor(a) del trabajo de titulación, podrá solicitar la anulación del mismo cuando se haya producido abandono por parte del(la) estudiante al no presentarse a las revisiones periódicas en un tiempo de tres meses;*
- c) *Por causas debidamente justificadas el (la) estudiante podrá solicitar el cambio de director(a) o tutor(a), opositor(a) o asesor(a);*
- d) *El (la) director(a) o tutor(a) y el (la) opositor(a) o asesor(a) deberán llevar un registro de las revisiones periódicas realizadas al proyecto, mismo que deberán entregar con el informe final al (la) Coordinador(a) de Programa.*

Que, mediante oficio Nro. UTN-C-POST-2020-0106-O, 03 de junio de 2020, suscrito por la MSc. Sandra Guevara, Coordinadora Programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, suscrito por la doctora Lucia Yépez Vásquez, Directora Instituto de Postgrado, señala: “Me dirijo a usted y por su intermedio al Honorable Consejo Directivo para solicitar la aprobación de los trabajos de titulación, modalidad Proyecto de Investigación de los estudiantes de la Cohorte II pertenecientes al Programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. Además se ratifica que de acuerdo a la Resolución HCD Nro. UTN-POSGRADO-2020-0107, en lo referente a que el Comité Científico de éste programa de maestría garantice que los trabajos de titulación de la forma que están planteados podrán realizarse de manera virtual; se comunica que los maestrandtes han realizado modificaciones que permitirán que su trabajo de grado se desarrolle en función a las condiciones requeridas bajo la emergencia sanitaria que atraviesa el país”.

Con estas consideraciones, el Honorable Consejo Directivo del Instituto de Posgrado, en uso de las atribuciones conferidas por el Estatuto Orgánico de la Universidad Técnica del Norte, Art. 50 literal i) dispone como funciones del Consejo Directivo de Posgrado “Los demás que le confieran el presente Estatuto y la reglamentación respectiva.”; y, el Reglamento del Instituto de Posgrado de la Universidad Técnica del Norte, Art.6 literal h) establece como atribución del Consejo Directivo de Posgrado “aprobar anteproyectos de investigación”, **RESUELVE:**

1. Aprobar los trabajos de titulación de autoría de los maestrandtes; y, designar a los docentes a cumplir como Tutor/a y Asesor/a, de acuerdo al siguiente detalle:

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCIÓN INGLÉS

PUSDÁ MONTENEGRO WILMER FERNANDO	CO-TEACHING AS AN STRATEGY TO DEVELOP STUDENT'S SPEAKING SKILL	Kari Miller MA.	Sandra Guevara MA
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2. Notificar a los maestrandtes, tutores y asesores asignados, y, a la Secretaría de Programas para los efectos legales pertinentes. **NOTIFIQUESE Y CUMPLASE.-**

En unidad de acto suscriben la presente Resolución la Doctora Lucía Yépez Vásquez, en calidad de Directora y Presidenta del Honorable Consejo Directivo; y, la Abogada Paola Alarcón A., Secretaria Jurídica (E) que certifica.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

Dra. Lucía C. Yépez V.  
**Directora y Presidenta HCD Posgrado**

Abg. Paola E. Alarcón Alarcón  
**Secretaría Jurídica Posgrado (E)**

