



UNIVERSIDAD TÉCNICA ESTATAL DE QUEVEDO

Pedagogy of National and Foreign Languages

Faculty of Education Sciences

TITLE:

**“ENHANCING SPEAKING SKILLS OF BEGINNER LEVEL STUDENTS
THROUGH THE COTEACHING METHOD IN EFL CLASSROOMS”**

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1. INTRODUCTION

The ability to communicate effectively in English is a fundamental skill in today's interconnected world. However, in Ecuador's public education system, students encounter significant obstacles in developing oral proficiency. Among the most pressing challenges are overcrowded classrooms, limited instructional time, and traditional teaching methodologies that emphasize grammar and writing over spoken communication. Despite the national curriculum's recognition of communicative competence as a key learning objective, many beginner-level students lack fluency, confidence, and motivation to speak English in real-world contexts (Montenegro, 2021). Recognizing these limitations, this study was designed to evaluate the effectiveness of the co-teaching method as a pedagogical strategy to enhance students' speaking skills in an EFL classroom setting.

Problem

In Ecuadorian public schools, particularly in EFL classrooms, students face significant challenges in developing oral proficiency. These challenges are primarily due to overcrowded classrooms, limited instructional time, and traditional teaching approaches that focus more on grammar and writing than on speaking and communication. As a result, beginner-level students often struggle with fluency, confidence, and participation in English-speaking activities. Despite the national curriculum's focus on communicative competence, many students find it difficult to engage in spoken English, limiting their ability to use the language effectively in real-world contexts. This research seeks to explore the potential of co-teaching as a solution to these challenges by providing students with more opportunities for verbal interaction, personalized feedback, and real-world language practice.

Hypothesis

The implementation of the co-teaching method significantly enhances the speaking skills of beginner-level EFL students by improving fluency, confidence, and participation. This method creates a more interactive, supportive, and engaging classroom environment, overcoming the limitations of traditional teaching strategies and fostering better communication skills in English.

2. Objectives

2.1. General Objective:

To enhance the speaking skills of beginner-level students in EFL classrooms through the implementation of the co-teaching method, promoting a more interactive and effective learning experience.

To evaluate the effectiveness of the co-teaching method for the development of speaking skills in beginner-level students in English as a Foreign Language (EFL) class.

2.2. Specific Objectives:

- *To design and implement co-teaching strategies tailored to the needs of beginner-level students, fostering their active participation in communicative activities.*

To design and implement co-teaching strategies tailored to the needs of beginner-level students, while measuring their impact on fostering active participation in communicative activities.

To evaluate the impact of the co-teaching method on the development of students' speaking skills, using tools such as recordings, observations, and surveys.

- *To foster students' confidence and motivation to express themselves in English through practical and collaborative activities that reflect real-life communication scenarios.*

To foster students' confidence and motivation to express themselves in English through practical and collaborative co-teaching activities that reflect real-life communication scenarios.

3. THEORETICAL FRAMEWORK

The theoretical framework will be developed around the following topics:

- Teaching English as a Foreign Language (EFL) and Its Challenges
- Co-Teaching as a Pedagogical Model
- Flexible and Adaptable Co-Teaching Classrooms
- Factors Influencing the Success of Co-Teaching
- Impact of Co-Teaching on Fluency, Confidence, and Participation
- The Future of Co-Teaching
- Student Participation and Engagement in Language Learning

In an increasingly interconnected world, the ability to communicate effectively in English is a vital skill, particularly for students in English as a Foreign Language (EFL) settings. In Ecuadorian public schools, developing oral proficiency remains a significant challenge due to overcrowded classrooms, limited instructional time, and traditional teaching methods that prioritize grammar and writing over speaking. These constraints often leave beginner-level students hesitant to engage in oral tasks, lacking the fluency and confidence needed for real-world communication (Montenegro, 2021). Co-teaching, where two educators collaboratively plan, teach, and assess lessons, emerges as a powerful strategy to address these barriers. By fostering an interactive and supportive classroom environment, co-teaching encourages active student participation, offers personalized feedback, and creates opportunities for authentic language practice, making it a promising approach to enhance speaking skills in Ecuador's EFL context.

The value of co-teaching lies in its ability to transform the learning experience by leveraging the strengths of multiple educators. Unlike traditional single-teacher models, co-teaching allows for diverse instructional strategies, such as modeling conversational exchanges or dividing classes into smaller groups for targeted practice, which is critical in large classrooms (Dove & Honigsfeld, 2017). This collaborative approach not only increases opportunities for students to speak but also builds their confidence by creating a safe space for experimentation and error. In Ecuador, where resources and teacher training are often limited, co-teaching can maximize existing assets by enabling educators to share expertise and adapt lessons to diverse learner needs. By addressing the specific challenges of overcrowded classrooms and rigid curricula, co-teaching offers a dynamic, student-centered solution that aligns with the national curriculum's emphasis on communicative competence and sets the stage for meaningful language development.

Teaching English as a Foreign Language (EFL) and Its Challenges

English as a Foreign Language (EFL) refers to the teaching and learning of English in contexts where it is not the primary language of communication, such as in non-English-speaking countries like Ecuador. EFL instruction emphasizes the development of communicative competence, which, according to the Common European Framework of Reference for Languages (CEFR), involves the ability to use language effectively in real-life situations (Council of Europe, (2020). For beginner-level students, the focus on oral

skills is critical, as these lay the foundation for meaningful interaction in English. EFL classrooms aim to foster skills like fluency, pronunciation, and confidence, enabling learners to express themselves clearly despite limited vocabulary or grammatical knowledge.

The CEFR highlights that communicative competence for beginners (A1-A2 levels) involves basic conversational abilities, such as exchanging simple information or responding to everyday prompts. This aligns with the goals of EFL instruction, where teachers create opportunities for students to practice speaking in supportive environments. However, achieving these outcomes requires methodologies that prioritize interaction over rote memorization, a shift that is often challenging in traditional EFL settings. By emphasizing oral skills early on, EFL teaching equips beginners with the tools to build confidence and engage actively, setting the stage for further language acquisition.

In Ecuador, EFL instruction faces significant obstacles that hinder the development of students' speaking skills. Overcrowded classrooms, a common issue in public schools, limit teacher-student interaction and reduce opportunities for individualized practice (Montenegro, 2021). With large class sizes, students often have minimal chances to speak during lessons, which negatively impacts their fluency and confidence. Additionally, limited instructional time exacerbates this problem, as curricula often prioritize grammar and writing over oral communication due to time constraints and standardized testing requirements. This misalignment with communicative goals leaves beginners struggling to apply English in real-world contexts.

Oral skills, including fluency, pronunciation, and confidence, are key elements of communicative competence in EFL. Fluency refers to the ability to speak smoothly and coherently, while pronunciation ensures clarity in communication. Confidence is equally important, as it enables students to express themselves without fear of making mistakes, a common challenge for beginners. Interactive classroom environments, which encourage speaking practice, are essential for developing these skills, as they provide opportunities for students to experiment with language in authentic contexts.

Research highlights the significant benefits for beginner-level EFL students in environments that simulate real-life communication, such as role-plays and group discussions, fostering both linguistic and emotional growth (Abdallah, 2008). These

activities help learners overcome anxiety and build the self-assurance needed to speak English. In Ecuador, where traditional methods often lack a focus on oral practice, the absence of interactive opportunities can slow progress. This reinforces the need for co-teaching strategies, which create engaging and supportive environments to enhance oral proficiency and align with the communicative goals of EFL instruction. Co-teaching provides a platform for more speaking practice, real-time feedback, and individualized support in a collaborative classroom setting, promoting student confidence and fluency development.

Co-Teaching as a Pedagogical Model and its Benefits

Co-teaching is a collaborative instructional approach where two or more educators share responsibility for planning, delivering, and assessing instruction within the same classroom, aiming to meet the diverse needs of all students (Cook & Friend, 1995). Several studies have highlighted the effectiveness of co-teaching in language learning contexts, where students benefit from differentiated instruction and multiple perspectives on language use (Boland et al., 2019).

Honigsfeld and Dove (2010) propose six models of co-teaching, which have been successfully applied in EFL classrooms:

- One Teaching, One Observing: One teacher delivers the lesson while the other collects data on student engagement and comprehension.
- Station Teaching: The class is divided into smaller groups, each working on specific speaking skills at different stations.
- Parallel Teaching: The class is split into two groups, with each teacher instructing one half to reduce class size and increase participation.
- Alternative Teaching: One teacher works with a small group needing additional support, while the other manages the larger class.
- Teaming: Both teachers actively participate in instruction, modeling conversational exchanges.
- One Teaching, One Assisting: One teacher leads the lesson while the other provides individual or small-group assistance.

Co-teaching significantly increases student engagement and participation by reducing the student-to-teacher ratio, which allows for more individualized attention and opportunities for active involvement in class activities. With multiple teachers present, students are more likely to engage in speaking, listening, and group discussions, which are crucial for language development. The collaborative nature of co-teaching also encourages students to participate more, as they feel more supported and motivated when they have access to personalized feedback from different teachers (Dove & Honigsfeld, 2017).

Co-teaching improves students' language fluency and pronunciation by providing them with diverse linguistic input and constant feedback. With two or more teachers, students are exposed to varied teaching styles, which enhances their understanding of language use in different contexts. Teachers can also focus on specific aspects of language, such as vocabulary, grammar, and pronunciation, providing students with comprehensive support. This approach ensures that students receive real-time corrections and modeling of accurate language use, which is essential for building fluency and confidence in speaking (Abdallah, 2009).

Co-teaching is especially effective in meeting the needs of diverse learners, including those with learning disabilities or unique learning profiles. By bringing together different expertise, such as that of ESL specialists and special education teachers, co-teaching ensures that all students, regardless of their abilities, receive the necessary support. For students with disabilities, models like "Alternative Teaching" allow one teacher to focus on a small group needing additional assistance, while the other teacher manages the larger class. This ensures that students with diverse needs are supported and included in the learning process (Vaughn & Bos, 2006).

Co-teaching contributes to reducing language learning anxiety and building students' confidence, particularly among beginners who often hesitate to speak due to fear of making mistakes. The presence of more than one teacher in the classroom creates a supportive environment in which learners receive continuous encouragement and immediate feedback. This ongoing support enables students to feel more secure, allowing them to engage in speaking activities without the pressure of perfection. In classrooms where co-teaching is practiced effectively, students are more willing to take risks and

participate actively, which in turn promotes their oral language development (Abdallah, 2009).

Co-teaching provides valuable professional development opportunities for teachers. By collaborating with colleagues, educators learn new strategies, share best practices, and develop their teaching methods. This collaborative environment encourages teachers to reflect on their practices and incorporate new techniques to better meet students' needs. Co-teaching fosters a sense of teamwork and shared responsibility, which not only enhances teaching effectiveness but also increases job satisfaction and motivation for teachers. This professional growth benefits both the educators and their students, as teachers are better equipped to create engaging, inclusive learning environments (Dove & Honigsfeld, 2017).

Flexible and Adaptable Co-Teaching Classrooms

A co-teaching classroom can be conceptualized as a dynamic and inclusive learning space designed to continuously adapt to the varied needs of its students. Rather than being defined solely by physical layout, these classrooms are shaped by the pedagogical flexibility of the educators who inhabit them. In co-teaching classrooms, flexibility involves adjusting instruction in real time, using differentiated strategies and multimodal resources to support learners with diverse backgrounds, abilities, and learning styles. As observed by Forsman (2024), when teachers engage in genuine collaboration, they co-construct instructional practices that reflect and respond to student diversity, whether through the use of visual tools, scaffolded literacy strategies, or multimodal activities that support second-language learners and those with special educational needs.

Among the most effective approaches within co-teaching classrooms is the "Alternative Teaching" model, in which one teacher works closely with a small group of students requiring additional support, while the other continues instruction with the larger group. This arrangement facilitates highly personalized instruction and allows teachers to target specific needs without fragmenting the learning community. For example, adaptations for students on the autism spectrum may include structured visual supports or predictable routines, while learners with musical or kinesthetic intelligence may benefit from rhythm-based exercises or movement-oriented tasks. Such differentiation, as Vaughn & Bos

(2006) suggest, reinforces inclusion by empowering all students to access content in ways that align with their strengths and preferences.

The inclusive nature of co-teaching classrooms is sustained through continuous collaboration and reflective practice. Teachers operating in these environments often shift roles fluidly, modifying instructional methods, regrouping students, and adjusting assessments to maintain equitable participation. As documented by Forsman (2024), this flexibility is not just reactive, it is part of a pedagogical philosophy in which teachers jointly take responsibility for fostering belonging and engagement for all learners, including those with disabilities or language learning barriers. In these classrooms, students feel supported, understood, and encouraged to participate, transforming the EFL classroom into a truly responsive space that accommodates rather than resists diversity.

Factors Influencing the Success of Co-Teaching

Co-teaching is an effective instructional model when implemented correctly, but its success is influenced by several key factors. These factors include teacher collaboration, shared responsibility, school support, and the overall classroom environment. Understanding and addressing these elements can enhance the effectiveness of co-teaching and maximize its benefits for both students and educators.

1. Teacher Collaboration and Communication

The success of co-teaching largely depends on the collaboration and communication between teachers. Effective co-teaching requires teachers to plan together, share responsibilities, and constantly communicate about instructional strategies and student progress. Collaboration between co-teachers allows them to build on each other's strengths, creating a more dynamic and engaging learning environment. According to Friend (2019), clear and open communication is essential for co-teachers to understand each other's teaching methods, provide support to one another, and adapt to the diverse needs of students. Without consistent collaboration, co-teaching may result in overlapping or fragmented instruction, which can negatively impact student learning.

2. Shared Responsibility for Student Learning

Shared responsibility for student outcomes is another critical factor for the success of co-teaching. Co-teachers must equally share the tasks of planning lessons, delivering instruction, assessing students, and managing the classroom. When both teachers take joint ownership of student success, it fosters a sense of teamwork and ensures that students benefit from the combined expertise of both educators. According to Honigsfeld and Dove (2010), successful co-teaching requires both teachers to engage in all aspects of instruction, ensuring that each student receives comprehensive support. This shared responsibility also leads to more effective differentiation, as both teachers are actively involved in identifying and addressing the unique needs of each student.

3. School Support and Administrative Involvement

School support and administrative involvement are essential to the success of co-teaching initiatives. Successful co-teaching models require proper training, planning time, and institutional backing. Schools must allocate sufficient time for teachers to plan together and provide professional development opportunities to ensure that teachers are equipped with the skills necessary to work collaboratively (Dove & Honigsfeld, 2017). Moreover, school administrators must recognize the importance of co-teaching and provide resources and support to maintain its effectiveness. When school leaders actively promote co-teaching and foster a culture of collaboration, it increases the likelihood that co-teaching will be implemented successfully and lead to positive student outcomes.

4. Classroom Environment and Flexibility

The classroom environment plays a significant role in the success of co-teaching. For co-teaching to be effective, the classroom must be flexible and adaptable, allowing for various teaching methods to be employed based on the students' needs. Flexible classroom layouts, clear visual aids, and accessible resources help create an inclusive environment where all students, including those with disabilities or learning differences, can actively participate. Co-teaching classrooms also need to accommodate diverse learning styles and intelligences, ensuring that all students feel comfortable and engaged in the learning process. By providing a supportive and well-organized learning space, co-teachers can maximize student engagement and improve learning outcomes.

5. Teacher Beliefs and Attitudes

The beliefs and attitudes of co-teachers significantly influence the success of the co-teaching model. Teachers must believe in the potential of all students to succeed, regardless of their abilities or backgrounds. According to Price et al. (2001), positive teacher attitudes towards co-teaching and an unwavering belief in the value of collaboration are crucial for creating a productive learning environment. Teachers who are committed to co-teaching are more likely to implement the model effectively, actively engage in collaborative planning, and provide the necessary support to their students. Conversely, teachers who view co-teaching as an additional burden or resist collaboration may struggle to create a successful co-teaching environment.

Impact of Co-Teaching on Fluency, Confidence, and Participation

The relationship between exposure to multiple teachers and improvement in speaking fluency and pronunciation is well-documented in co-teaching environments. By having two or more educators in the classroom, students are exposed to diverse linguistic models, which enhances their understanding and use of the language. Co-teaching allows students to hear different accents, teaching styles, and linguistic inputs, which provides a broader range of phonetic and intonation examples. This exposure is particularly beneficial for improving pronunciation, as students can learn from various models and receive immediate feedback from both teachers, which helps correct errors and refine speaking skills. As students are provided with more opportunities to engage in real-time conversation, they gain confidence in their ability to express themselves in English, thus boosting their fluency (Abdallah, 2009; Dove & Honigsfeld, 2017). Moreover, models like "One Teaching, One Assisting" and "Station Teaching" allow for individualized instruction that caters to the specific needs of students, helping them practice and perfect their speech in a supportive and encouraging environment.

Immediate and personalized feedback is crucial for building student confidence and motivation in EFL classrooms. Co-teaching models, particularly those that involve active collaboration between teachers, offer students multiple sources of feedback, allowing them to receive timely, constructive input during speaking activities. This real-time feedback helps students feel more secure in their learning process, as they are guided through their mistakes and encouraged to keep trying without fear of failure. According

to research, students who receive immediate feedback are more motivated to participate, as it reinforces their progress and shows them where improvement is needed. This is especially true for beginners, who may feel intimidated by the prospect of speaking a foreign language. By providing both encouragement and correction, co-teachers create a motivating classroom environment where students feel empowered to take risks in their language learning journey (Meena, 2020). This sense of accomplishment fosters greater confidence, allowing students to speak with less anxiety and greater self-assurance, which is essential for their ongoing language development.

Co-teaching has a profound impact on student participation, especially for those with different learning styles and special needs. In classrooms with diverse learners, including students with disabilities or unique learning profiles such as Autism Spectrum Disorder, co-teaching allows for differentiated instruction that meets the varying needs of all students. By using strategies like "Parallel Teaching" and "Alternative Teaching," teachers can provide more personalized support, ensuring that each student receives the attention they need to succeed. These models also create opportunities for students to work in smaller groups, where they can engage more actively in discussions, ask questions, and participate in hands-on activities. For students with special needs, co-teaching provides the necessary scaffolding to ensure they are not left behind. Teachers can modify their instructional methods to cater to individual needs, whether by incorporating visual aids, kinesthetic activities, or auditory resources. This inclusive approach not only improves student engagement but also helps students with diverse learning profiles develop their language skills in a supportive, non-threatening environment (Florian & Black-Hawkins, 2011). The result is an increase in active participation, as students feel more capable and motivated to engage with the content and each other.

The Future of Co-Teaching

The concept of incorporating three or more teachers into an EFL classroom has the potential to significantly enhance the co-teaching model, particularly in environments with a high level of student diversity. Adding multiple educators allows for more personalized attention and greater adaptability in addressing the varied needs of students. For example, one teacher could focus on students with disabilities, while another could

handle communicative activities, and a third could specialize in grammar or vocabulary instruction. This approach maximizes the opportunity for differentiated instruction, ensuring that every student, regardless of their learning profile or ability, receives the support they need.

Such configurations could involve role rotation, where teachers rotate between different instructional areas, ensuring that all students receive balanced support. A specialized focus on individual needs, such as providing specific resources for students with Asperger's or different intelligences, could help bridge gaps in learning (Bos & Vaughn, 2006). While incorporating more than two teachers in a co-teaching setting may be challenging, it offers immense potential for creating a highly adaptive and responsive learning environment, particularly when the right roles and responsibilities are clearly defined among educators (Dove & Honigsfeld, 2017).

Incorporating three or more teachers into an EFL classroom presents several significant advantages. One of the most prominent is the increased capacity to address student diversity. With more educators, co-teaching teams can ensure that students with disabilities, Asperger's syndrome, or different intelligences (e.g., kinesthetic, linguistic, or visual learners) receive tailored support.

Additionally, the presence of multiple teachers allows for the creation of more dynamic and personalized learning environments. Students benefit from varying teaching styles, which ensures that their individual learning preferences are met. According to Honigsfeld and Dove (2010), this form of co-teaching can extend to larger teams, where each teacher's expertise complements the others, offering a rich, diverse array of teaching strategies that keep students engaged and motivated. Such environments promote active learning, deeper engagement with the material, and more opportunities for students to practice their language skills in meaningful ways.

Despite the potential benefits of larger co-teaching teams, there are several logistical challenges to consider. Coordinating the efforts of three or more teachers requires meticulous planning, clear communication, and a well-structured approach to ensure that each educator's role is well-defined and complementary. Teachers would need substantial professional development and training to collaborate effectively in such a setup, as successful co-teaching is highly dependent on mutual understanding and consistent collaboration (Friend, 2019).

In countries like Ecuador, where schools may face budgetary constraints and structural challenges, implementing such a model could be difficult. The financial resources needed to hire additional staff and provide the necessary training may not be available in public schools. Moreover, the existing educational infrastructure may not be equipped to accommodate such a dynamic teaching model without significant reforms (Dove & Honigsfeld, 2017).

For future research, pilot studies evaluating the effectiveness of co-teaching teams with three or more educators are recommended. These studies could help assess the practical feasibility of such models in different educational contexts, providing insights into their potential benefits and challenges. Exploring the impact of larger co-teaching teams could also contribute to the development of scalable models for diverse learning environments, such as those in under-resourced settings like public schools in Ecuador.

4. METHODOLOGY

4.1. Research Design

This study will employ a mixed-methods action research approach to examine the effectiveness of co-teaching on developing speaking skills among beginner-level EFL students. The research will be conducted in a public-school setting, specifically at Escuela de Educación Básica “Victor Manuel Rendón” in Valencia, Ecuador, with a sample size of 70 students in seventh grade, aged 10 to 12 years. The students will be divided into two groups: one will receive co-teaching as the instructional method, while the other will be taught using the traditional method. Both groups will be beginner-level English learners.

The study will follow a cyclical action research process consisting of four stages:

1. **Planning:** Designing co-teaching lesson plans, incorporating co-teaching strategies. This phase also includes the creation of assessment rubrics and data collection tools.
2. **Acting:** Implementing co-teaching models in the classroom, where two teachers will collaborate to deliver interactive lessons that include speaking activities, practices, group discussions, and vocabulary building exercises.
3. **Observing:** Gathering quantitative data through pre- and post-tests that assess fluency, pronunciation, and participation. Qualitative data will also be collected through observations, teacher reflections, and student surveys to measure confidence and engagement.
4. **Reflecting:** Analyzing the collected data to determine the impact of co-teaching on students' speaking abilities and making necessary adjustments to the co-teaching strategies.

4.2. Participants and Setting

This study will be conducted at Escuela de Educación Básica “V́ctor Manuel Rendón”, a public school in Valencia, Ecuador, where the challenges of overcrowded classrooms and limited speaking practice are prevalent. The participants will consist of 70 seventh-grade students, aged 10 to 12 years, all of whom are at the beginner level in English. These students have been selected based on their proficiency in English, ensuring that

they fall within the beginner range, characterized by limited vocabulary, basic grammatical knowledge, and difficulty forming complete sentences in spoken English.

The students will be divided into two groups:

Group 1: Co-Teaching Group: This group will receive instruction through the co-teaching method, where two teachers will collaborate in delivering lessons and supporting students through the co-teaching models.

Group 2: Traditional Teaching Group: This group will be taught using traditional teaching methods, where a single teacher leads the lessons with a more teacher-centered approach focusing on grammar, vocabulary, and written exercises, with limited opportunities for oral communication practice.

Both groups will engage in speaking activities and will be assessed based on improvements in fluency, pronunciation, vocabulary use, and confidence. The study aims to compare the effectiveness of co-teaching in enhancing oral communication skills versus the traditional method, providing insights into how collaborative teaching strategies can address the challenges faced by beginner-level EFL learners in Ecuadorian classrooms.

By selecting a public school with overcrowded classrooms and limited resources, this study provides a realistic context for exploring scalable solutions that can be applied across Ecuadorian public schools to improve speaking skills in EFL education.

4.3. Co-Teaching Strategies

To maximize student participation and oral proficiency, the study will systematically apply all six co-teaching models over a 10-week intervention period. Each model will be strategically implemented based on lesson objectives, student needs, and classroom conditions to ensure that students have ample opportunities to engage in speaking activities and receive personalized support. The six co-teaching strategies, adapted from Friend (2019), will be as follows:

1. One Teaching, One Observing

In this model, the local teacher will deliver a speaking-based lesson while the co-teacher observes and records student participation, fluency, and common errors. This approach

will allow the teachers to collect baseline data on speaking abilities, which will be used to tailor lesson plans and adjust instructional strategies to meet students' individual needs.

2. Station Teaching

The class will be divided into three small groups, each rotating through different speaking-focused activities. These activities will include pronunciation drills, vocabulary-building exercises, and short role-plays. By having both teachers lead stations, students will receive more direct support and corrective feedback, ensuring they have more opportunities to practice speaking in a small group setting.

3. Parallel Teaching

The class will be split into two groups, with each teacher leading one group in identical speaking activities. This will reduce student-teacher ratios, allowing for more active participation in oral exercises such as storytelling and discussions. By working with smaller groups, each teacher can provide more individualized feedback, ensuring that all students can participate fully in the speaking tasks.

4. Alternative Teaching

While the main teacher works with the majority of the class on group discussions, the co-teacher will work with a smaller group of struggling students to provide additional support in pronunciation and vocabulary. This model will be particularly effective in boosting the confidence of hesitant speakers, as it allows for focused practice in a smaller, more supportive environment.

5. Teaming

In this model, both teachers will co-lead lessons, modeling conversational exchanges to demonstrate proper pronunciation, tone, and sentence structure. This approach will encourage students to mimic real-life dialogues, improving fluency and confidence in speaking. Teachers will work together to demonstrate effective communication strategies, guiding students through various interactive speaking exercises.

6. One Teaching, One Assisting

In this model, the lead teacher will conduct the lesson, while the co-teacher will move around the room, providing individual feedback and on-the-spot support to students. This model will be particularly beneficial for students who need immediate corrections and

encouragement to engage in classroom discussions. By offering individualized assistance, the co-teacher will help students build confidence and improve fluency during speaking activities.

4.4. Data Collection Methods

To assess the effectiveness of the co-teaching method on the development of speaking skills in beginner-level EFL students, a combination of quantitative and qualitative data collection methods will be employed. These methods will allow for a comprehensive understanding of student progress, engagement, and confidence in speaking English throughout the 12-week intervention period.

Quantitative Data Collection

- Pre- and Post-Test Assessments

Pre-test and post-test assessments will be used to measure students' fluency, pronunciation, and vocabulary usage in speaking tasks. The tests will be graded based on a standardized rubric, assessing key aspects of oral communication such as fluency, vocabulary, grammar, and confidence. The comparison between pre- and post-test results will allow for the measurement of improvements in words per minute (WPM) and other speaking skills.

- Participation Rates

Participation rates will be recorded to track the frequency with which students engage in speaking tasks during the intervention. Teachers will observe how often students volunteer to speak, contribute to group discussions, and participate in pair activities. These observations will provide insight into the level of student engagement and motivation to use English in classroom activities.

- Student Surveys

Surveys will be administered before and after the intervention to capture self-reported data on students' confidence, motivation, and perceived improvement in speaking skills. Students will rate their own confidence in speaking English and their willingness to participate in oral activities. This survey will also gather feedback on the co-teaching experience, asking students to reflect on whether they felt the co-teaching model helped improve their speaking ability.

Qualitative Data Collection

- Classroom Observations

Observation checklists will be used to record student participation and engagement during each co-teaching session. Teachers will observe the students' use of English in speaking activities, noting whether they speak in complete sentences, use new vocabulary, and demonstrate confidence during tasks. Observations will also focus on student interactions, such as peer collaboration in group activities and the amount of verbal interaction in class. These observations will be key in understanding how the co-teaching models impact classroom dynamics and oral proficiency.

- Teacher Reflections

Weekly teacher reflections will provide insights into the effectiveness of the co-teaching strategies. Both teachers will document their observations on classroom interactions, student progress, and challenges faced during the implementation of the co-teaching models. These reflections will help identify successful teaching practices, areas that need improvement, and how the co-teaching model can be adjusted to better meet students' needs.

- Student Self-Assessment

A self-assessment survey tailored to their age will be given to students to assess their perceptions of their own progress in speaking English. Students will reflect on their confidence, motivation, and willingness to participate in speaking activities before and after the intervention. This data will provide a personal perspective on how the students view their own improvement and whether they feel more comfortable speaking in English.

4.5.Data Analysis

The data will be analyzed in the following ways:

Quantitative Analysis

Descriptive statistics will be used to analyze the pre-test and post-test scores, focusing on improvements in fluency, pronunciation, vocabulary usage, and confidence.

Inferential statistics (e.g., paired t-tests) will be applied to determine if the improvements in the co-teaching group are statistically significant compared to the traditional teaching group.

Qualitative Analysis

Thematic analysis will be applied to the observation checklists, teacher reflections, and student self-assessments to identify patterns in student participation, engagement, and confidence.

The analysis will highlight any correlations between teaching methods and student outcomes, focusing on areas such as interaction frequency, speaking fluency, and confidence-building.

4.6. Ethical Considerations

- Informed Consent will be obtained from students and parents, ensuring that participation is voluntary.
- Confidentiality will be maintained by anonymizing student data.
- Transparency will be ensured by explaining the study's objectives and procedures clearly to all participants.

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5. APPENDICES

5.1. Appendix A: Rubric for Speaking Assessments (Pre- and Post-Test)

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Fluency	Speaks smoothly with minimal hesitation and natural flow.	Mostly fluent with occasional pauses but maintains conversation.	Frequently hesitates, long pauses, disrupts communication.	Struggles to complete sentences, frequent breakdowns in speech.
Pronunciation	Clear and accurate pronunciation, few or no errors.	Mostly clear, with some mispronunciations but does not affect meaning.	Frequent pronunciation errors, sometimes affects understanding.	Many errors make speech difficult to understand.
Vocabulary	Uses a wide range of words, including some advanced expressions.	Uses an adequate vocabulary, with some variety in word choice.	Limited vocabulary, repeats simple words.	Very basic vocabulary, struggles to find words.
Grammar & Sentence Structure	Mostly correct grammar, varied sentence structures.	Some grammar mistakes but does not affect meaning.	Frequent grammatical errors, some misunderstandings.	Many errors prevent understanding, lacks sentence structure.
Confidence & Engagement	Speaks confidently, maintains eye contact, gestures, and natural intonation.	Speaks with some confidence, though some hesitation is noticeable.	Avoids speaking or requires prompting, speaks in monotone.	Very hesitant, avoids participation, little to no effort.

Scoring Guide:

- 16-20 points → Excellent
- 11-15 points → Good
- 6-10 points → Developing
- 0-5 points → Needs Improvement

5.2. Appendix B: Observation Checklist Template

Category	Yes	No	Comments
Students participate actively in speaking tasks.			
Students speak in full sentences rather than single words.			
Students use learned vocabulary and new expressions.			
Students show confidence while speaking (eye contact, gestures).			
Students hesitate less frequently than in previous lessons.			
Students ask and answer questions voluntarily.			
Students engage in pair or group speaking activities.			
Teachers provide immediate feedback during speaking tasks.			
The co-teaching method appears to increase engagement.			
There is collaboration between both teachers in lesson delivery.			

5.3. Appendix C: Student Self-Assessment Survey

Instrucciones: Lee cada afirmación y marca (✓) la casilla que mejor describa cómo te sientes respecto a tus habilidades para hablar en inglés.

Afirmación	Totalmente de acuerdo (4)	De acuerdo (3)	En desacuerdo (2)	Totalmente en desacuerdo (1)
Me siento seguro/a al hablar en inglés en clase.				
Participo en actividades orales sin miedo a cometer errores.				
Puedo hablar con más fluidez ahora que antes de las sesiones de co-enseñanza.				
Entiendo y uso más vocabulario al hablar.				
Puedo pronunciar las palabras con más claridad que antes.				
Me gusta trabajar con dos profesores en el aula.				

Hablar inglés ahora me parece más fácil que antes.				
Me gustaría seguir aprendiendo con el método de co-enseñanza.				

Comentarios adicionales:

¿Qué es lo que más te gusta de aprender inglés con co-enseñanza?

¿Qué aspectos aún te parecen difíciles en el inglés oral?

5.4. Appendix D: Survey on the Effectiveness of Co-Teaching in EFL Classrooms

Instrucciones: Esta encuesta tiene como objetivo evaluar el impacto de la co-enseñanza en el aprendizaje del inglés. Responde las siguientes preguntas según tu experiencia.

Parte 1: Selección Múltiple (Marca una respuesta por pregunta)

1. ¿Tener dos profesores en el aula te ayudó a mejorar tus habilidades para hablar en inglés?

- ☐ Sí, mucho
- ☐ Sí, un poco
- ☐ No, no realmente
- ☐ No, no hizo ninguna diferencia

2. ¿Qué estrategia de co-enseñanza te pareció más útil para practicar el habla?

- ☐ Enseñanza Paralela (Grupos pequeños con diferentes profesores)
- ☐ Enseñanza en Estaciones (Rotación entre actividades en grupos pequeños)
- ☐ Enseñanza en Equipo (Ambos profesores trabajan juntos)
- ☐ Enseñanza Alternativa (Apoyo extra para los estudiantes que lo necesitan)

3. ¿Con qué frecuencia sentiste que te animaban a hablar en clase con dos profesores?

☐ Siempre

☐ A menudo

☐ A veces

☐ Nunca

4. ¿La co-enseñanza hizo que las clases fueran más dinámicas e interactivas?

☐ Sí, mucho

☐ Sí, un poco

☐ No, no realmente

☐ No, para nada

Parte 2: Respuestas Abiertas

5. ¿Qué fue lo mejor de tener dos profesores en el aula?

6. ¿Qué se podría mejorar en la experiencia de co-enseñanza?

**7. ¿Recomendarías la co-enseñanza como método para otras clases de inglés?
¿Por qué o por qué no?**