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# ENHANCING SPEAKING SKILLS OF BEGINNER LEVEL STUDENTS THROUGH THE COTEACHING METHOD IN EFL CLASSROOMS

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# Overview

- Introduction
- Theoretical Framework
- Methodology
- Results and Discussion
- Conclusions
- Recommendations

# Introduction

The study explores how co-teaching can improve speaking skills for beginner-level English students in Ecuador, addressing challenges like overcrowded classrooms and limited speaking practice. It aims to foster confidence, motivation, and communicative competence by providing individualized support and collaborative learning environments.

## 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.

# Objective

## General Objective:

To evaluate the effectiveness of the co-teaching method on improving speaking skills among beginner-level EFL students, focusing on fluency, accuracy, and communicative confidence.

## Specific objectives:

- To design and implement co-teaching strategies tailored to the needs of beginner-level students and measure their influence on student engagement in speaking tasks.
- To analyze the progression of students' speaking skills through co-teaching-based interventions, using pre- and post-assessment tools such as audio recordings, rubric-guided observations, and student self-reflection reports
- To compare the speaking skill outcomes of students taught via co-teaching versus traditional solo-teaching methods in the same EFL context.

# Theoretical Framework

The theoretical framework in this study provides the conceptual and theoretical foundation necessary to examine the effectiveness of the co-teaching method in enhancing speaking skills among beginner-level students in English as a Foreign Language (EFL) classrooms.

## 1. Introduction to the Theoretical Framework

### 2. Key Concepts

- Co-Teaching
- Speaking Skills in EFL
- Communicative Competence
- Flexible and Adaptable Co-Teaching Classrooms

### 3. Challenges in EFL Classrooms in Ecuador

- Overcrowded Classrooms
- Limited Instructional Time

### 4. The Co-Teaching Approach in EFL Classrooms

- Theoretical Foundations of Co-Teaching
- Benefits of Co-Teaching for EFL Speaking Skills
  - Co-Teaching Models

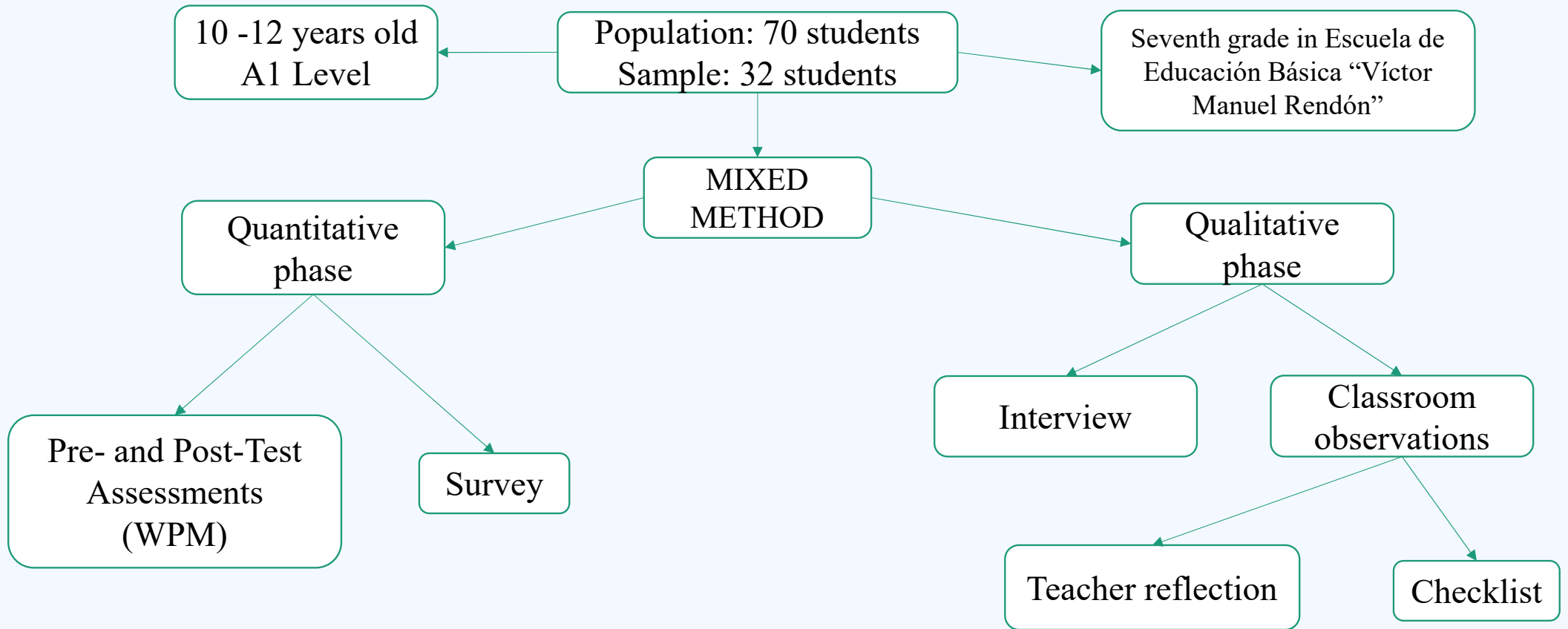
### 5. Empirical Studies on Co-Teaching and Speaking Skills Development

### 6. Co-Teaching and Motivation in EFL Classrooms

### 7. The Role of Collaboration in Co-Teaching Classrooms

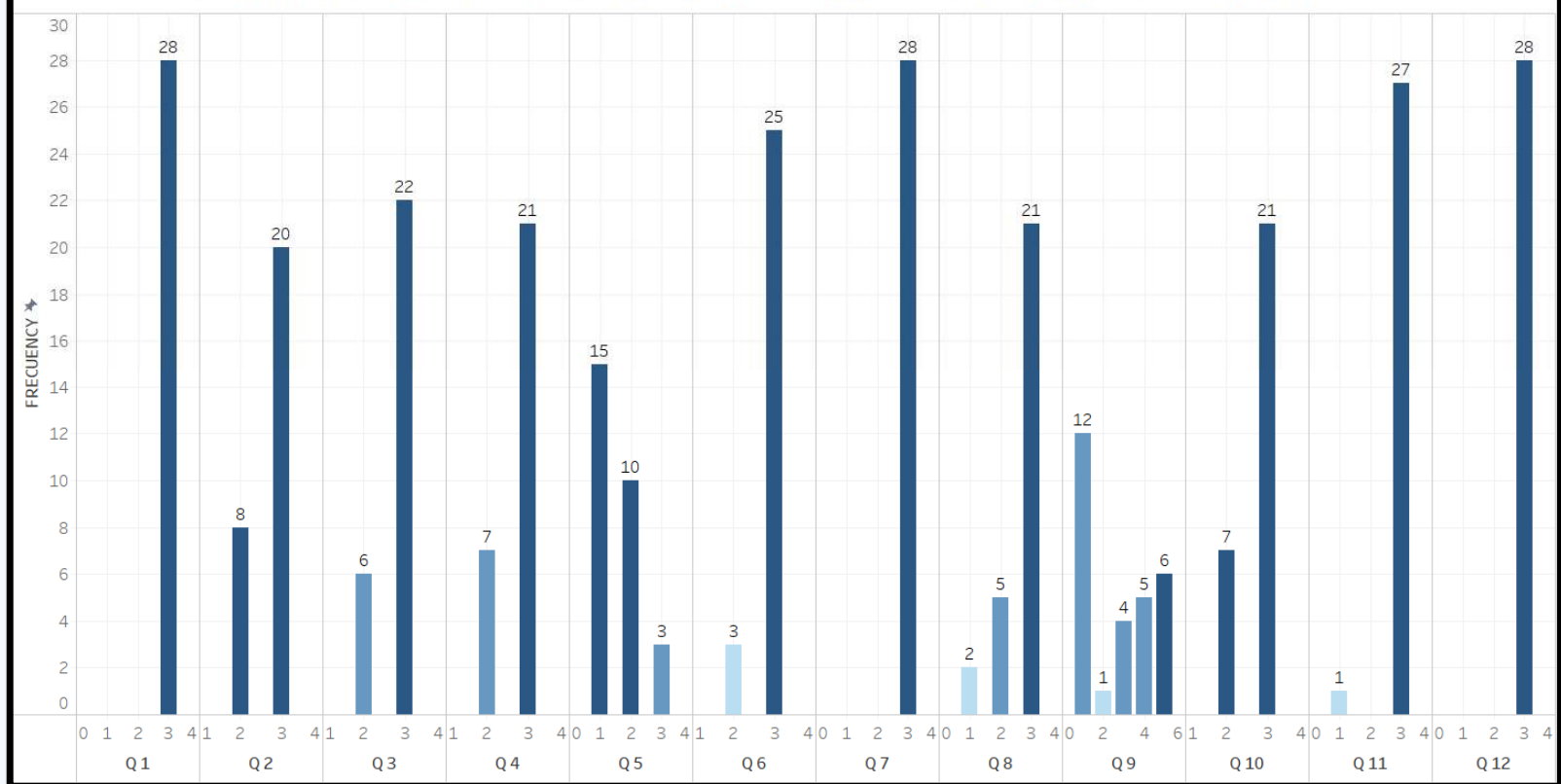
### 8. Theoretical Models and Frameworks

# Methodology



# Results and Discussion

INITIAL SURVEY OF MOTIVATION AND CONFIDENCE IN SPEAKING



- Question 1:** Improve ability
- Question 2:** Opportunities to participate
- Question 3:** Time to participate
- Question 4:** Motivation to participate
- Question 5:** Fear of speaking
- Question 6:** Receive Feedback
- Question 7:** Feel more Confidence in speaking
- Question 8:** Comfort with classmates/teacher
- Question 9:** Level of Confidence
- Question 10:** Immediate Response
- Question 11:** Individualized attention
- Question 12:** Second teacher in the classroom



# Recommendations

## **Prepare Teachers Effectively for Co-Teaching Implementation:**

It is crucial to provide specialized training for teachers who will implement the co-teaching method. Teachers need to be well-prepared not only in pedagogical strategies but also in the collaborative aspects of co-teaching. This training should include strategies for effective communication, sharing responsibilities, and addressing diverse student needs. By ensuring that teachers are adequately prepared, the co-teaching model can be implemented more smoothly and effectively, ultimately enhancing the learning experience for students.

## **Promote Student-Centered Activities to Maximize Speaking Opportunities:**

To further develop students' speaking skills, it is essential to design and integrate more student-centered activities into the classroom. Activities such as debates, role plays, group discussions, and peer teaching allow students to practice real-world communication in English. These activities should be planned collaboratively by the co-teachers to ensure that all students are actively engaged and encouraged to speak, thus fostering a more interactive and supportive learning environment.

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