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**PROYECTO DE INVESTIGACIÓN:**

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

**AUTOR:**

JONATHAN OMIR MORALES COBEÑA

**DIRECTORA DEL PROYECTO DE INVESTIGACIÓN:**

Lcda. ALINA MARTÍNEZ, PhD.

**QUEVEDO – LOS RÍOS – ECUADOR**

**2025**





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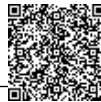
**JONATHAN OMIR MORALES COBEÑA**

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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**  
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Aprobado por:




---

**PRESIDENTE DEL TRIBUNAL**

Lic. Luis Alfredo Camacho Castillo, MSc.




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**MIEMBRO DEL TRIBUNAL**

Lic. Jardel Coutinho Dos Santos, MSc.




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**MIEMBRO DEL TRIBUNAL**

Lic. Gabriela Galeas Arboleda, MSc.

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## RESUMEN

El presente estudio evaluó la efectividad del método de coenseñanza para mejorar las habilidades orales de estudiantes de nivel principiante de inglés como lengua extranjera (EFL) en el sistema de educación pública ecuatoriano. La investigación aborda desafíos sistémicos como aulas sobrepobladas y metodologías tradicionales que limitan la práctica oral. Mediante un diseño de investigación-acción de métodos mixtos con un enfoque cuasiexperimental, se comparó un grupo experimental, que recibió instrucción mediante coenseñanza, con un grupo de control que siguió un modelo tradicional. Los datos se recopilaban a través de pre y post-tests de producción oral, observaciones en el aula y encuestas a estudiantes. Los resultados cuantitativos y cualitativos demostraron que el grupo experimental logró mejoras significativamente mayores en su competencia comunicativa. Se observó una notable progresión en la pronunciación, el vocabulario, la confianza y el compromiso, además de una reducción sustancial del "filtro afectivo" en comparación con el grupo de control. Los estudiantes percibieron las clases de coenseñanza como más dinámicas, interactivas y seguras. Se concluye que el método de coenseñanza es una intervención pedagógica eficaz y viable para fomentar el desarrollo de habilidades orales en contextos educativos con recursos limitados.

**Palabras clave:** coenseñanza, habilidad oral, competencia comunicativa.

## ABSTRACT

This study evaluated the effectiveness of the co-teaching method for enhancing the oral skills of beginner-level English as a Foreign Language (EFL) students within the Ecuadorian public education system. The research addresses systemic challenges such as overcrowded classrooms and traditional methodologies that limit oral practice. Through a mixed-methods action research design with a quasi-experimental approach, an experimental group that received instruction via co-teaching was compared to a control group that followed a traditional model. Data was collected through oral production pre- and post-tests, classroom observations, and student surveys. The quantitative and qualitative results demonstrated that the experimental group achieved significantly greater improvements in their communicative competence. A notable progression was observed in pronunciation, vocabulary, confidence, and engagement, in addition to a substantial reduction of the "affective filter" compared to the control group. Students perceived the co-teaching classes as more dynamic, interactive, and secure. It is concluded that the co-teaching method is an effective and viable pedagogical intervention to foster the development of oral skills in educational contexts with limited resources.

**Keywords:** co-teaching, speaking skills, English as a Foreign Language (EFL), communicative competence.

## TABLE OF CONTENTS

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS .....	ii
CERTIFICACIÓN DE CULMINACIÓN DEL PROYECTO DE INVESTIGACIÓN.....	iii
CERTIFICADO DEL REPORTE DE LA HERRAMIENTA DE PREVENCIÓN DE COINCIDENCIA Y/O PLAGIO ACADÉMICO .....	iv
PROYECTO DE INVESTIGACIÓN.....	v
AGRADECIMIENTO .....	vi
DEDICATORIA.....	vii
RESUMEN .....	viii
ABSTRACT .....	ix
TABLE OF CONTENTS .....	x
LIST OF TABLES .....	xiv
LIST OF FIGURES .....	xv
LIST OF APPENDICES .....	xvi
INTRODUCTION .....	1
CHAPTER I.....	3
1.1.    Research problem .....	4
1.1.1.    Problem Statement.....	4
1.1.2.    Problem formulation.....	4
1.1.3.    Systematization of the problem .....	4
1.2.    OBJECTIVES.....	6
1.2.1.    General Objective: .....	6
1.2.2.    Specific Objectives: .....	6

1.3. JUSTIFICATION .....	7
CHAPTER II .....	8
2.1. Literature review.....	9
2.1.1. Introduction to the Review .....	9
2.1.2. Theoretical and Conceptual Framework.....	9
2.1.3. Empirical Background and State of the Art.....	10
2.1.4. Gaps in Current Knowledge .....	11
2.1.5. Critical Synthesis and Conclusion.....	12
2.2. Conceptual framework .....	13
2.2.1. English as a Foreign Language (EFL).....	13
2.2.2. Speaking skills.....	14
2.2.3. Theoretical Perspectives on Second Language Oral Production.....	15
2.2.4. Evaluating Speaking Skills.....	18
2.2.5. The condition of the beginner level student .....	20
2.2.6. The Co-Teaching Method as a Pedagogical Intervention .....	21
2.2.7. Didactic Foundations of Co-Teaching.....	23
2.2.8. The “Co-teaching Classroom” .....	25
2.3. Reference framework .....	27
2.3.1 Referential Framework for Co-Teaching .....	27
2.4. Legal Framework.....	29
2.4.1. Constitution of the Republic of Ecuador (2008) .....	29
2.4.2. Organic Law of Intercultural Education (LOEI) .....	30
2.4.3. Specific Ministerial Agreements .....	30

2.4.4. Code for Children and Adolescents.....	31
CHAPTER III.....	32
3.1. Participants and Location .....	33
3.2. Type of Research.....	33
3.3. Research methods .....	34
3.4. Data Collection Sources .....	35
3.4.1. Pre- and Post-Test Assessments .....	35
3.4.2. Student Surveys .....	35
3.4.3. Classroom Observations .....	36
3.4.4. Teacher Reflections .....	36
3.5. Research Design .....	36
3.6. Research Instruments.....	37
3.6.1. Rubric for Speaking Assessments .....	37
3.6.2. Observation Checklist.....	37
3.6.3. Student Surveys .....	37
3.6.4. Teacher Reflections and Interview .....	38
CHAPTER IV.....	39
4.1. Results .....	40
4.1.1. Qualitative Data from Classroom Observations.....	40
4.1.2. Pre- and Post-Test Speaking Assessments .....	41
4.1.3. Student Self-Assessment Surveys .....	46
4.1.4. Survey on the Effectiveness of Co-Teaching .....	49
4.1.5. Teacher Reflections and Interview .....	51

4.2. Discussion.....	52
CHAPTER V .....	55
5.1. Conclusions .....	56
5.2. Recommendations .....	57
CHAPTER VI.....	58
CHAPTER VII .....	64

**LIST OF TABLES**

<b>Table 1.</b> Experimental Group (Co-teaching Group) Findings .....	42
<b>Table 2.</b> Metrics for Words Per Minute (WPM).....	42
<b>Table 3.</b> Control Group (Traditional Group) Findings .....	43
<b>Table 4.</b> Mean Scores from Pre- and Post-Intervention Student Self-Assessment Surveys .....	47

**LIST OF FIGURES**

<b>Figure 1.</b> Comparison of Pre- and Post-Test Mean Scores for Experimental and Control Groups .....	44
<b>Figure 2.</b> Comparison of Mean Improvement in Speaking Skills between Experimental and Control Groups .....	45
<b>Figure 3.</b> Graphical Comparison of Mean Pre- and Post-Intervention Survey Scores .....	48
<b>Figure 4.</b> Student Perceptions of the Effectiveness of the Co-Teaching Method.....	49

**LIST OF APPENDICES**

<b>APPENDIX 1.</b> Rubric for Speaking Assessments (Pre- and Post-Test). .....	65
<b>APPENDIX 2.</b> Observation Checklist Template.....	66
<b>APPENDIX 3.</b> Initial Student Self-Assessment Survey.....	67
<b>APPENDIX 4.</b> Final Student Self-Assessment Survey .....	69
<b>APPENDIX 5.</b> Survey on the Effectiveness of Co-Teaching in EFL Classrooms.....	72
<b>APPENDIX 6.</b> Anonymized Pre-Test and Post-Test Rubric Scores (Experimental Group) .....	74
<b>APPENDIX 7.</b> Anonymized Pre-Test and Post-Test Rubric Scores (Control Group).....	75
<b>APPENDIX 8.</b> Scores from Pre-Intervention Student Self-Assessment Surveys .....	76
<b>APPENDIX 9.</b> Scores from Post-Intervention Student Self-Assessment Surveys .....	77
<b>APPENDIX 10.</b> Scores from Student Perceptions of the Effectiveness of the Co-Teaching Method.....	78

## CÓDIGO DUBLIN

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<b>Resumen:</b> <b>(hasta 300 palabras)</b>	<p>Este estudio evaluó la efectividad de la coenseñanza para mejorar las habilidades orales en estudiantes principiantes de EFL en la educación pública ecuatoriana, abordando aulas sobrepobladas y métodos tradicionales. Se utilizó un diseño cuasiexperimental de métodos mixtos, comparando un grupo experimental (coenseñanza) con uno de control (tradicional). Los datos incluyeron pre/post-tests orales, observaciones y encuestas. Los resultados demostraron mejoras significativamente mayores en la competencia comunicativa del grupo experimental, con notable progreso en pronunciación, vocabulario, confianza y compromiso. La coenseñanza redujo el "filtro afectivo", creando clases más dinámicas, interactivas y seguras. Se concluye que la coenseñanza es una intervención pedagógica eficaz y viable para desarrollar habilidades orales en contextos con recursos limitados.</p>		
<b>Abstract:</b> <b>(hasta 300 palabras)</b>	<p>This study evaluated the effectiveness of co-teaching in improving the oral skills of beginner EFL students in the Ecuadorian public education system, addressing overcrowded classrooms and traditional methods. A mixed-methods, quasi-experimental design was used, comparing an experimental group (co-teaching) with a control group (traditional). Data included oral pre/post-tests, observations, and surveys. Results showed significantly greater improvements in the experimental group's communicative competence, with notable progress in pronunciation, vocabulary, confidence, and engagement. Co-teaching reduced the "affective filter," creating more dynamic, interactive, and secure classes. It is concluded that co-teaching is an effective and viable pedagogical intervention to develop oral skills in resource-limited contexts.</p>		
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## **INTRODUCTION**

In an increasingly interconnected world, the ability to communicate effectively in English has become a vital tool for academic, professional, and personal development. Aware of this reality, the Ecuadorian educational system has established the promotion of communicative competence in English as a priority objective within its national curriculum. However, translating this goal into classroom reality presents a persistent challenge, especially in developing the most fundamental and visible skill of a language: speaking. For beginner-level students, this first step in their linguistic journey is often the most difficult, marked by barriers that extend beyond simple grammatical knowledge.

Within the context of public education in Ecuador, English as a Foreign Language (EFL) students face systemic obstacles that severely limit their ability to develop oral fluency. Overcrowded classrooms, limited instructional time, and a reliance on traditional teaching methodologies that prioritize grammar and writing over authentic communication create an environment that is not conducive to oral practice. As a direct consequence, many beginner students exhibit low levels of fluency, a notable lack of confidence, and minimal participation in speaking activities. This situation raises their affective filter, creating a psychological barrier of anxiety and fear of making mistakes that inhibits their willingness to experiment with the language, a crucial factor for acquiring any language.

The co-teaching method emerges as a student-centered solution, defined as the collaboration between two or more professionals delivering instruction in a single physical space. By lowering the student-teacher ratio, this model fosters a dynamic and secure learning ecosystem with more opportunities for verbal interaction and personalized feedback. This practical approach addresses logistical classroom challenges and aligns with robust educational theories that frame learning as a social activity constructed through dialogue and collaboration.

Therefore, this research aimed to evaluate the effectiveness of the co-teaching method in enhancing the speaking skills of beginner-level EFL students. Through a mixed-methods research design with a quasi-experimental approach, this study not only measures tangible progress in students' fluency, pronunciation, and confidence but also explores the qualitative dynamics that transform the classroom into a more inclusive and participatory space. The findings presented here seek to offer valuable empirical evidence for educators, administrators, and policymakers, providing a validated framework for empowering students on their path toward effective and confident oral communication in English.

## **CHAPTER I**

### **CONTEXTUALIZATION OF THE RESEARCH**

## **1.1. Research problem**

### ***1.1.1. Problem Statement***

In the context of the Ecuadorian public education system, beginner-level students in English as Foreign Language (EFL) classrooms encounter significant obstacles in the development of oral proficiency. These challenges are predominantly rooted in systemic issues, including overcrowded classrooms, severely limited instructional time, and a persistent reliance on traditional teaching methodologies that prioritize grammar and writing over authentic spoken communication. As a direct consequence, many students demonstrate low levels of fluency, a notable lack of confidence, and minimal active participation in English-speaking activities.

This situation creates a critical disparity between the national curriculum's stated objective of fostering communicative competence and the functional abilities students actually acquire. The learning environment often fails to provide sufficient opportunities for verbal interaction, personalized feedback, or the real-world language practice necessary to build oral skills effectively. Students are consequently hindered in their ability to use English in meaningful contexts, which is the ultimate goal of language acquisition. This research, therefore, addresses the pressing need to explore and evaluate the co-teaching method as a potential solution to overcome these pedagogical barriers, aiming to foster an interactive and supportive classroom environment where beginner students can genuinely enhance their speaking skills.

### ***1.1.2. Problem formulation***

To what extent does the implementation of the co-teaching method affect the development of speaking among beginner-level EFL students?

### ***1.1.3. Systematization of the problem***

What are the theoretical foundations that support the “co-teaching classroom” as a holistic solution for addressing the complexities of speaking skill acquisition within the specific pedagogical context of the Ecuadorian educational system?

How does the implementation of foundational co-teaching strategies influence the engagement and participation of beginner-level EFL students in oral communication tasks?

What is the measurable progression of students' speaking skills following a co-teaching-based intervention, as determined by pre- and post-assessment instruments?

How do the final speaking skill outcomes of the student group that received the co-teaching intervention compare to those of the control group taught using traditional solo-teaching methods?

## **1.2. OBJECTIVES**

### ***1.2.1. 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.

### ***1.2.2. Specific Objectives:***

To construct the theoretical rationale for proposing the “co-teaching classroom” as a holistic solution for EFL instruction by synthesizing research on foundational co-teaching models, the complexities of speaking skill acquisition, and the specific pedagogical challenges within the Ecuadorian educational system.

To measure the influence of foundational co-teaching strategies on beginner-level EFL students’ engagement and participation in oral communication tasks, through systematic observation and assessment during implementation

To determine the progression of student’ 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 final speaking skill outcomes of the co-teaching intervention group against those of a control group taught via traditional solo-teaching methods.

### **1.3. JUSTIFICATION**

The justification for this research is founded on pressing pedagogical, practical, and theoretical needs within the Ecuadorian EFL context. The ability to communicate effectively in English is a fundamental skill in an interconnected world, yet the development of oral proficiency remains a significant and persistent challenge for students in Ecuador's public schools. There exists a critical gap between the national curriculum's mandate for communicative competence and the classroom reality, where overcrowded settings, limited instructional time, and traditional methods often leave speaking skills underdeveloped. This study is necessary because it directly confronts this long-standing issue by investigating a practical, student-centered methodology designed to foster the very skills that are currently neglected.

This research is particularly timely and relevant due to the emergence of co-teaching as a promising pedagogical model to address these specific barriers. Co-teaching provides a dynamic framework for increasing student opportunities for verbal interaction, receiving personalized feedback, and engaging in authentic language practice, key elements often missing in a traditional solo-teacher classroom. Furthermore, collaborative teaching models are already being implemented in some Ecuadorian schools, such as those supported by non-governmental organizations. Therefore, this study is not merely theoretical; it seeks to evaluate and provide empirical evidence for a strategy that has practical application within the national context, offering a pathway to optimize existing resources and collaborations.

The findings of this investigation are poised to offer significant contributions to multiple stakeholders. Primarily, beginner-level students stand to benefit from a more engaging and effective instructional approach that builds their communicative confidence, fluency, and willingness to participate. For educators and school administrators, this study will provide a research-validated framework for implementing co-teaching, offering insights into how to structure lessons that effectively enhance oral skills in resource-constrained environments. Finally, this research will add valuable empirical data to the existing body of literature on EFL pedagogy in Ecuador, potentially informing teacher training programs and future curricular development aimed at improving speaking proficiency nationwide.

## **CHAPTER II**

### **THEORETICAL BASES OF THE RESEARCH**

## **2.1. Literature review**

### ***2.1.1. Introduction to the Review***

As educational systems worldwide grapple with the dual challenges of raising academic standards and fostering inclusive learning environments, co-teaching has emerged as a significant instructional strategy. This model, which involves two or more professionals sharing responsibility for a single group of students, is increasingly being implemented to address the diverse needs of learners, including students with disabilities (SWDs), second-language (L2) learners, and those in general education settings. Co-teaching is not merely a logistical arrangement but a pedagogical philosophy rooted in collaboration, shared expertise, and joint accountability. It represents a substantial shift from the traditional, isolated model of teaching, demanding new forms of professional interaction and instructional design (Honigsfeld & Dove, 2012). This literature review will synthesize the theoretical foundations, conceptual models, and empirical findings related to co-teaching. By examining its documented benefits, persistent challenges, and the various contexts of its application, from K-12 special education to higher education STEM programs, this review aims to provide a comprehensive overview of the state of the art. Ultimately, this synthesis will identify critical gaps in the current research, particularly concerning the model's impact on specific linguistic skills, thereby justifying the need for further investigation.

### ***2.1.2. Theoretical and Conceptual Framework***

The foundational definition of co-teaching, or collaborative teaching, positions it as a service delivery model where "two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space". This framework, established by Cook and Friend (1995), emphasizes that co-teaching is a formal partnership of co-equal educators who share responsibility for planning, instruction, and assessment. This collaborative structure is designed to leverage the complementary expertise of the educators involved, typically a general or content-area teacher and a specialist, such as a special education or English as a Second Language (ESL) teacher, to better meet diverse student needs. The theoretical underpinnings of co-teaching are often linked to sociocultural theories of learning, particularly the work of Vygotsky, which highlight the importance of social interaction and collaborative activity in the learning process. In this view, co-teaching creates a rich learning environment where teachers and students alike engage in a "zone of proximal development" through shared dialogue and activity.

To operationalize this collaboration, the literature consistently identifies several distinct models of co-teaching that pairs can flexibly adopt based on instructional goals and student needs. These primary models, first detailed by Cook & Friend (1995), and reiterated across numerous contexts, include:

- **One Teach, One Assist:** One teacher leads whole-class instruction while the other circulates to provide individual support. This approach is common but risks creating a hierarchical relationship if not varied.
- **Station Teaching:** Teachers divide instructional content and students into separate groups, or stations, and each educator takes responsibility for one station. This lowers the student-teacher ratio and facilitates small-group instruction.
- **Parallel Teaching:** The class is split into two heterogeneous groups, and both teachers deliver the same content to one group simultaneously. This is effective for increasing opportunities for student participation.
- **Alternative Teaching:** One teacher manages a large group while the other instructs a small, targeted group for purposes like pre-teaching, re-teaching, or enrichment.
- **Team Teaching:** Both teachers jointly deliver instruction to the whole group, fluidly sharing the role of lead instructor. This model is considered highly collaborative and requires significant trust and planning.

### ***2.1.3. Empirical Background and State of the Art***

A substantial body of research has explored the effects and implementation realities of co-teaching. The empirical evidence points to a range of benefits for students, teachers, and school systems. For students, studies have documented improved academic outcomes, with one large-scale causal study finding statistically significant, albeit modest, test score gains in ELA and math for both students with and without disabilities (Jones et al., 2022). Other noted student benefits include the development of better social skills, improved attitudes toward school, and a reduction in the stigma often associated with receiving specialized support (Rodríguez, 2014).

For teachers, co-teaching serves as a powerful, job-embedded form of professional development. Educators report enhanced expertise, a greater sense of well-being through shared responsibilities, and a reduction in professional isolation (Murphy, 2025). The collaborative process prompts teachers to engage in deeper reflection on their practice,

helping to bridge the gap between educational theory and classroom application. For novice educators, it offers a supportive entry into the profession, and for experienced teachers, it can foster the development of leadership skills (Chanmugam & Gerlach, 2013).

Despite these documented benefits, the literature also consistently highlights a significant gap between the ideal vision of co-teaching and its typical practice. This "promise versus reality" gap is a dominant theme in the literature. The most frequently cited challenge is the overwhelming dominance of the "one teach, one assist" model (Wexler et al., 2018). Observational studies consistently find that the special education or ESL teacher is often placed in a subordinate, assistive role rather than acting as a co-equal instructional partner, thereby underutilizing their specialized expertise. Research indicates that the degree of collaboration exists on a spectrum, ranging from nonexistent or marginal to fully coordinated and integrated. Movement toward the more integrated end of this spectrum is often hindered by significant barriers, including a lack of common planning time, insufficient administrative support, and interpersonal incompatibility or unresolved power dynamics between co-teachers (Kim & Moodie, 2023).

#### ***2.1.4. Gaps in Current Knowledge***

The existing body of research has established a strong foundation for understanding co-teaching. The conceptual models are well-defined, and there is broad qualitative consensus on its potential benefits and practical barriers. Research in the contexts of special education and pre-service teacher training is particularly robust (Guise, Ambroso, et al., 2023). More recently, systematic reviews have begun to synthesize findings within K-12 second and foreign language (SL/FL) classrooms, indicating a growing interest in this area. Large-scale quantitative studies providing causal evidence of the model's impact are also emerging, though they remain rare.

However, this comprehensive review reveals a critical gap in the literature that justifies the proposed research on "Enhancing Speaking Skills of Beginner Level Students through the Co-teaching Method in EFL Classrooms." While numerous studies report on general academic improvements or enhanced language competence for L2 learners, the specific impact on oral proficiency is significantly under-researched. The systematic review by Du and Li (2025), for example, found that while students perceived native-speaking teachers as helpful for developing listening and speaking skills, this was not a direct measurement of outcomes. Most quantitative and qualitative studies that measure student

outcomes tend to focus on literacy skills (reading and writing) or overall achievement scores on standardized tests (Forsman, 2024). There is a distinct lack of empirical studies designed to isolate and measure the effect of co-teaching on the speaking skills of English as a Foreign Language (EFL) students, especially those at the beginner level. Beginner-level learners face unique challenges in developing oral fluency and confidence, and while co-teaching is theoretically well-suited to provide the necessary scaffolding and increased opportunities for interaction, there is little direct evidence to support this (Vatalaro & Susan, 2015). Therefore, a study that specifically investigates this relationship would address a clear and important void in the existing literature.

### ***2.1.5. Critical Synthesis and Conclusion***

Co-teaching stands as a compelling and widely adopted model for advancing inclusive education. The literature overwhelmingly affirms its potential to create more equitable and effective learning environments, offering profound benefits for both students with diverse needs and the educators who serve them (Rodríguez, 2014). The ideal co-taught classroom is a dynamic space where two professionals leverage their unique skills to provide flexible, targeted, and engaging instruction.

However, a critical synthesis of the research reveals a persistent and troubling disconnect between this ideal and the reality of its implementation. The promise of an equal partnership frequently gives way to a hierarchical structure, and the potential for intensive, differentiated instruction is often lost to continued reliance on whole-group methods. The success of co-teaching is not inherent in the model itself but is contingent upon a foundation of critical enabling conditions. The literature consistently points to three pillars of success: parity, dedicated planning, and robust administrative support (Kim & Moodie, 2023). Without a relationship built on mutual respect and equal status, sufficient time for collaborative planning, and targeted training in both collaborative skills and instructional models, co-teaching efforts are unlikely to reach their full potential. The journey to a successful co-teaching partnership is developmental, requiring time, trust, and a shared commitment to a collaborative professional culture.

In conclusion, while the field has a strong understanding of the structural models and general benefits of co-teaching, more targeted research is needed to understand its impact on specific learning outcomes. The identified gap concerning the development of speaking skills in beginner EFL students highlights an area where co-teaching could have a profound

impact, yet where empirical evidence is currently lacking. Research in this area is essential to provide educators and policymakers with the evidence needed to leverage this collaborative model to its fullest potential, particularly for learners at the critical early stages of language acquisition.

## **2.2. Conceptual framework**

This chapter establishes the conceptual and theoretical framework that underpins this research. Its primary purpose is to construct a robust academic rationale for using the co-teaching method to enhance the speaking skills of beginner-level students in Ecuadorian EFL classrooms. To achieve this, the framework synthesizes research from three interconnected areas: the complexities of second language acquisition, the foundational theories of communicative pedagogy, and the specific didactic principles of co-teaching. By articulating how these perspectives converge, this chapter validates the "co-teaching classroom" as a theoretically sound and contextually appropriate solution to the current challenges of English language teaching in Ecuador.

### ***2.2.1. English as a Foreign Language (EFL)***

English as a Foreign Language (EFL) refers to the study of English in a non-Anglophone country where it is not the primary medium of daily life or instruction. This context is common in many educational systems, such as those in East Asia, which were designed to address "perceived shortcomings for local public school English education, where classes were generally taught by local teachers using their first language (L1) as the medium of instruction" (Kim & Moodie, 2023). The fundamental challenge in EFL environments is the limited exposure students have to the target language outside the classroom, making the quality and nature of classroom instruction paramount for language acquisition. The ultimate goal in these settings is to develop learners' proficiency to enable communication in a globalized world where English often serves as a lingua franca.

The instructional reality of EFL classrooms is often marked by significant pedagogical challenges. Many general education and content-area teachers "often admit their lack of understanding of ELLs' sociocultural, linguistic, academic, or emotional needs" (Dove & Honigsfeld, 2010). This feeling of unpreparedness is compounded by the fact that teaching is frequently characterized by a sense of professional seclusion, where "individual teachers invent their own practice in isolated classrooms" (Elmore, 2000) This isolation can hinder the development of effective strategies needed to support language learners,

highlighting the necessity for collaborative pedagogical models that can provide teachers with shared expertise and support.

From a modern pedagogical perspective, the goal of EFL education extends beyond the mere acquisition of linguistic skills. The Council of Europe (2020) advocates for an "action-oriented approach," which reframes the learner as a "social agent" who actively co-constructs meaning through interaction. This vision moves away from a deficiency-based model and promotes a "proficiency" perspective guided by "can do" descriptors that focus on what learners are capable of achieving in real-life communicative situations. The overarching aim is to foster a holistic plurilingual and pluricultural competence, where the learner develops a dynamic and interrelated linguistic repertoire rather than mastering a language in isolation. This approach values the learner's entire linguistic and cultural background as a resource for learning and communication.

Achieving these ambitious goals in an EFL setting requires a shift in instructional delivery from isolated, traditional methods to integrated, collaborative practices. This transition involves moving away from a "20th Century Paradigm," where language support is treated as a separate, remedial intervention, toward a "21st Century Paradigm". In this updated model, "ALL teachers share responsibility for ALL students," and language specialists become integrated members of the instructional team, working alongside content teachers to develop both language and academic knowledge simultaneously. This collaborative approach ensures that language learning is contextualized and directly supports students' access to the broader curriculum, making the educational experience more coherent and effective for every learner in the classroom.

### ***2.2.2. Speaking skills***

Speaking is a fundamental productive skill in language acquisition, serving as the primary vehicle for oral communication and human interaction. It is defined as a complex, active, and productive ability that allows individuals to express information and convey meaning verbally in a coherent manner (Subba Dewan & Dev Sharma, 2025; Kiruthiga & Christopher, 2022). In the context of second language learning, speaking is often the skill most prioritized by learners, as it directly reflects their capacity to use the language for practical purposes in diverse, real-world situations (Alvarez et al., 2024). Unlike receptive skills, speaking requires learners to produce language spontaneously and instantly, making it a demanding yet essential component of communicative competence.

The production of spoken language is a sophisticated cognitive process that involves the simultaneous coordination of multiple mental mechanisms. According to Levelt's model (1989), this process consists of three main stages: conceptualization, where the speaker selects the intended meaning and information to be conveyed; formulation, which involves choosing the appropriate vocabulary and grammatical structures to frame the message; and articulation, the physical production of speech sounds through the articulatory organs. The inherent complexity of managing these processes in real-time often results in learners experiencing hesitations, grammatical inaccuracies, and a limited vocabulary as they develop their proficiency.

Oral proficiency is commonly evaluated based on two key components: accuracy and fluency. Accuracy refers to the extent to which a learner's speech conforms to the established norms of the target language, encompassing the correct use of grammar, vocabulary, and pronunciation. Fluency, conversely, is characterized as the ability to produce spoken language smoothly and naturally, linking units of speech together without undue pauses, strain, or hesitation (Fatehi Rad et al., 2016). While distinct, these two components are often interdependent; an over-emphasis on accuracy may hinder fluency, while a sole focus on fluency can lead to a lack of grammatical precision (Luoma, 2003).

Ultimately, speaking is an interactive and social act, not merely an individual performance. Its effectiveness is deeply intertwined with listening, as speakers must actively perceive their interlocutor's contributions to respond appropriately and negotiate meaning (Alvarez et al., 2024). Therefore, developing the speaking skill involves more than mastering linguistic components; it requires an understanding of how to use language appropriately within specific social and cultural contexts to build rapport, manage conversations, and achieve communicative goals effectively (Subba Dewan & Dev Sharma, 2025)

### ***2.2.3. Theoretical Perspectives on Second Language Oral Production***

The development of oral proficiency in a second language is a complex process that extends far beyond the simple memorization of vocabulary and grammatical rules. Foundational theories in second language acquisition (SLA) provide a robust framework for understanding how learners move from basic knowledge to effective communication. A pivotal shift in this understanding came with the move from a purely linguistic focus to a more holistic, communication-centered view. This evolution is largely rooted in the distinction between Chomsky's concept of "competence", the idealized knowledge of a

language's grammatical system, and the broader framework of "communicative competence" championed by Dell Hymes. Hymes argued that effective language use requires not only grammatical correctness but also sociocultural appropriateness, proposing that "there are rules of use without which the rules of grammar would be useless" (as cited in Canale & Swain, 1980, p. 4). This perspective posits that the ultimate goal of language instruction is to enable learners to participate effectively in social interactions.

Building on Hymes's work, Michael Canale and Merrill Swain (1980) developed a comprehensive framework for communicative competence that has become highly influential in second language pedagogy. Their model proposes that communicative competence is not a single entity but an integrated system of knowledge and skills. We will explore three of its core components: grammatical, sociolinguistic, and strategic competence.

The first component, grammatical competence, involves the mastery of the language code itself. This encompasses knowledge of lexical items and the rules of morphology, syntax, sentence-grammar semantics, and phonology. In essence, it is the ability to recognize, understand, and produce grammatically accurate sentences, allowing the learner to determine and express the literal meaning of utterances. While foundational, this competence alone is insufficient for effective communication, as it does not account for the social context in which language is used.

Equally important is sociolinguistic competence, which addresses the sociocultural rules of language use. This component enables speakers to produce and understand utterances that are appropriate within a given social context. Achieving this appropriateness requires considering a range of contextual factors, such as the topic of conversation, the roles of the participants, the setting of the interaction, and the established norms of interaction. This competence is crucial for interpreting the social meaning of utterances, particularly when a speaker's intention is not transparent from the literal meaning alone.

Finally, the framework includes strategic competence, which is composed of the verbal and non-verbal communication strategies that learners employ to navigate challenges in communication. These strategies are called upon to compensate for breakdowns that may occur due to performance variables or insufficient knowledge in the other competencies. For example, a learner might use paraphrase to express a concept for which they lack the precise vocabulary, or they might ask for clarification when they do not understand. These coping

strategies are essential for maintaining the flow of communication and allowing learners to participate in authentic interactions even when their linguistic knowledge is still developing.

While Canale and Swain's framework defines what a learner needs to acquire, the theories of Stephen Krashen offer a compelling explanation of how this acquisition process occurs. Krashen's theory is built on five central hypotheses, three of which are particularly relevant to this study. First is the Acquisition-Learning Hypothesis, which posits that adults have two independent ways of developing second language ability: acquisition, a subconscious process similar to how children acquire their first language, and learning, the conscious knowledge of grammar rules. Krashen argues that fluency in speaking is the result of acquisition, not learning.

Second, the Input Hypothesis seeks to answer the crucial question of how acquisition occurs. It states that learners acquire language by receiving "comprehensible input", that is, language that they understand but that is slightly beyond their current level of competence denoted as  $i+1$ . Learners are able to understand this more advanced input by using context, knowledge of the world, and other extralinguistic cues. This theory fundamentally reverses traditional pedagogical thinking: "we acquire by 'going for meaning' first, and as a result, we acquire structure!" (Krashen, 1982, p. 21). This implies that the most effective pedagogy is one that provides a rich stream of messages that students genuinely want to hear and understand.

Third, the Affective Filter Hypothesis explains the role of affective variables such as motivation, self-confidence, and anxiety. Krashen proposes that an acquirer's emotional state acts as a filter that can either facilitate or hinder the processing of comprehensible input. A learner with high anxiety or low self-confidence will have a "high" affective filter, which prevents input from reaching the brain's language acquisition device, even if it is understood. Conversely, a learner in a low-anxiety, supportive environment will have a "low" filter, allowing for optimal acquisition. This hypothesis underscores the critical importance of the classroom environment in fostering language development.

Providing the social context for these cognitive processes is the work of Lev Vygotsky, whose Sociocultural Theory of development posits that learning is fundamentally a social activity. Vygotsky argued that every function in a child's cultural development appears twice: first on the social level between people (interpsychological), and later on the individual level inside the child (intrapsychological). This principle means that all higher

cognitive functions, including language, originate as actual relationships between individuals. For language acquisition, this implies that learning emerges from collaborative dialogue and interaction. Speaking is therefore not just a skill to be practiced, but a primary tool for learning, as it mediates the construction of knowledge between individuals.

Crucially, Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). The ZPD is the space where learning occurs. This concept powerfully suggests that learners can achieve more and develop their skills when they work together and receive support. Instruction, therefore, is most effective when it is aimed not at what a student can already do, but at what they are on the verge of being able to do with assistance.

In synthesis, these theoretical perspectives provide a multi-layered foundation for the present study. Canale and Swain (1980) define the goal: a communicative competence that is grammatically sound, sociolinguistically appropriate, and strategically effective. Krashen (1982) explains the primary mechanism for achieving this goal: providing learners with abundant comprehensible input in a low-anxiety environment that keeps the affective filter low. Finally, Vygotsky (1978) provides the pedagogical imperative for creating such an environment, arguing that learning is socially constructed through collaborative dialogue within the Zone of Proximal Development. Taken together, these theories create a powerful rationale for instructional methods that prioritize meaningful interaction and social support to enhance speaking skills.

#### ***2.2.4. Evaluating Speaking Skills***

The assessment of speaking skills is a critical component of any pedagogical approach focused on communicative competence, as it provides the necessary evidence to measure learner progress and the effectiveness of instruction. The goal of a speaking assessment is not merely to count grammatical errors, but to gain a valid measure of a learner's ability to use language to accomplish communicative tasks in a variety of contexts. Effective evaluation, therefore, must be designed to elicit a sample of speech that is representative of a learner's true ability. This requires the use of carefully designed tasks and clear, consistent criteria for judging performance. The principles of language testing

emphasize the importance of backwash, the effect of testing on teaching and learning. A well-designed speaking test should produce beneficial backwash, encouraging both teachers and students to focus on activities that genuinely develop oral proficiency, such as meaningful interaction and practice, rather than just preparing for a specific test format (Luoma, 2003).

A comprehensive evaluation of speaking proficiency typically analyzes performance across several key criteria. One of the most fundamental is pronunciation, where the modern pedagogical consensus has shifted from demanding a native-speaker standard to prioritizing communicative effectiveness and comprehensibility. This standard acknowledges that while very few learners achieve a native-like accent, many can become fully functional and understandable speakers. Another core criterion is grammar. It is crucial to recognize that spoken grammar differs significantly from written grammar; speech is naturally organized into shorter "idea units" rather than complete, complex sentences. Therefore, an assessment should value the effective use of spoken grammatical structures, such as topicalization and tails, which create a natural and interpersonally engaged tone. Finally, vocabulary use is assessed not just by its range and precision, but also by the appropriate use of the generic and sometimes vague words that are characteristic of fluent, natural speech and contribute to the listener's impression of fluency (Hughes, 2003).

Ultimately, the validity of a speaking assessment depends on the degree to which it measures a learner's ability to integrate these different competencies in realistic communicative situations. This reflects the crucial distinction between communicative competence (the underlying knowledge and skill) and communicative performance (the demonstration of that competence in real time). For this reason, testing formats that require learners to perform authentic tasks such as describing, narrating, or interacting to solve a problem are often considered more valid than discrete-point tests that isolate single grammatical items. As stated by Canale and Swain (1980), a communicative approach requires that assessment instruments be designed to address "the actual demonstration of this knowledge in real second language situations and for authentic communication purposes". This principle supports the use of holistic evaluation tools, such as scoring rubrics, which allow raters to judge the overall effectiveness of a learner's communication across multiple criteria simultaneously.

### ***2.2.5. The condition of the beginner level student***

The linguistic profile of a beginner-level English as a Foreign Language (EFL) student is fundamentally marked by performance-related challenges, stemming from a nascent and developing language system. Learners at this initial stage often struggle to express themselves effectively, not necessarily due to a complete absence of knowledge, but because of psychological barriers and an inability to retrieve and utilize the vocabulary they possess (Leong & Ahmadi, 2017). Their oral production is often characterized by a high degree of hesitation and frequent pauses, as they must consciously search for appropriate words and construct sentences, a process that is not yet automatized (Hellas et al., 2023). This condition underscores the necessity of instructional approaches that build confidence and provide ample opportunities for low-stakes practice to bridge the gap between passive knowledge and active use.

Affective factors, such as anxiety, motivation, and self-confidence, are exceptionally influential in the early stages of language acquisition. For beginners, the fear of making errors and the pressure of performing in front of peers can create significant psychological obstacles that inhibit their willingness to speak. These emotional barriers can manifest as a reluctance to participate in classroom activities, directly impacting the quantity and quality of their oral practice (Abbas Falah Alzubi et al., 2025). Consequently, a primary condition for enabling progress in beginner students is the cultivation of a supportive and low-anxiety learning environment where they feel secure enough to experiment with the language, even with their limited proficiency (Hoang et al., 2015).

From a cognitive standpoint, the process of speaking for a beginner is demanding, often involving a conscious and slow translation from their native language rather than direct thought in English. This mental translation process consumes significant cognitive resources, resulting in speech that is slow and lacks fluency (Afebri et al., 2019). Furthermore, their listening comprehension, a crucial skill for interaction, is frequently underdeveloped. This makes it difficult for them to process incoming speech in real-time, which in turn limits their ability to formulate appropriate responses, creating a cyclical challenge where comprehension deficits impede oral production (Fatehi Rad et al., 2016).

Linguistically, the knowledge of a beginner is constrained by an insufficient vocabulary and a fragile grasp of grammatical structures, leading to frequent errors in production (Afebri et al., 2019). The most common difficulties arise from a lack of mastery

over basic sentence patterns, incorrect word choices, and the negative transfer of phonological and structural rules from their first language (L1) (Shamim Akhter, 2021). These interlingual errors, such as mispronouncing sounds that do not exist in their native tongue or applying L1 grammatical patterns to English, are hallmark characteristics of this proficiency level. Addressing these specific linguistic gaps through targeted instruction is therefore essential for building a solid foundation for future learning (Aini et al., 2022).

#### ***2.2.6. The Co-Teaching Method as a Pedagogical Intervention***

The co-teaching method, also known as collaborative teaching, is defined as a pedagogical intervention in which "two or more professionals deliver substantive instruction to a diverse, or blended, group of students in a single physical space" (Cook & Friend, 1995). This seminal definition has become the foundation for understanding this model, which spans collaboration between general and special education teachers, as well as between content-area teachers and English as a Second Language (ESL) specialists. Co-teaching requires that educators not only share a classroom but also ideally collaborate on all facets of the educational process. This instructional model envisions a close working relationship between teachers, which includes joint lesson planning, delivering instruction through a variety of shared roles, assessing student work, and reflecting on their practice to enhance the effectiveness of both educators (Guise, Hegg, et al., 2023).

The fundamental rationale for implementing co-teaching lies in its potential to improve learning opportunities for all students within an inclusive classroom. By having two teachers in the same space, the model aims to "increase instructional options for all students," enhance the intensity and continuity of the program, reduce the stigma for students with special needs, and increase professional support for the teachers themselves (Cook & Friend, 1995). This collaboration allows two or more educators to collectively accomplish what would normally be the responsibility of a single individual, resulting in more resources being available to students (Roth et al., 2000). This structure effectively lowers the student-teacher ratio, exposing students to differentiated teaching methods and creating more opportunities for engagement. In the context of second language acquisition, this fosters greater oral interaction and exposure to authentic language, significantly enhancing communication skills (Abdallah, 2009). These practical benefits are the mechanisms that allow for the successful implementation of student-centered principles such as differentiated instruction and collaborative learning.

To guide the practical implementation of this method, several models have been developed to structure the interaction and distribution of responsibilities between teachers. Based on the foundational work of Cook and Friend (1995), the most commonly recognized approaches provide a flexible framework that co-teachers can adapt to their students' needs and lesson objectives. These models are not mutually exclusive and are often combined into a single lesson, including One Teach, One Assist; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching.

These models have been adapted and expanded for specific contexts, such as ESL instruction. For instance, Dove and Honigsfeld (2010) expanded the framework to include variations like "One Teach, One Assess," and further distinguished alternative teaching approaches. The choice of a particular model typically depends on student needs, the content being taught, and the collaborating teachers' styles and preferences. Recent research indicates that regardless of the variety of models available, the "one teach, one assist" approach remains predominant in many classrooms, although "team teaching" is also utilized by pairs who have developed a stronger collaborative dynamic (Kim & Moodie, 2023). Flexibility is crucial, and experienced co-teaching pairs often use multiple approaches, sometimes shifting from one to another within a single lesson.

The success of any co-teaching model ultimately hinges on the quality of collaboration between the educators. It is not merely the presence of two teachers in a room but a professional partnership where planning, instruction, and assessment are truly shared responsibilities. Effective collaboration requires teachers to communicate openly, negotiate their roles, and establish a shared vision for teaching and learning. However, research has shown that collaboration in co-teaching exists along a spectrum, ranging from "no collaboration to full collaboration, with different levels of engagement" (Kim & Moodie, 2023). This spectrum includes levels such as marginal collaboration (minimal participation), intermittent (occasional involvement), uncoordinated (efforts are not synchronized), somewhat coordinated (teamwork with limited integration), and full collaboration (a fluid and integrated partnership). To reach higher levels of collaboration, it is essential for institutions to provide administrative support, dedicated joint planning time, and professional development to prepare teachers for this demanding yet rewarding mode of instruction.

### ***2.2.7. Didactic Foundations of Co-Teaching***

The co-teaching method is more than a logistical arrangement of placing two teachers in a single classroom; it is a pedagogical framework deeply rooted in established educational theories that prioritize student-centered learning. Its effectiveness stems from its alignment with powerful didactic principles that have shaped modern education. Co-teaching serves as a practical vehicle for implementing theories that advocate for active, social, and responsive learning environments. The principles of constructivism, collaborative learning, differentiated instruction, and inclusive education form the theoretical pillars upon which the "co-teaching classroom" is built, transforming it from a simple teaching model into a robust pedagogical intervention.

At its core, co-teaching is supported by the principles of constructivism, a theory most famously advanced by Jean Piaget and Jerome Bruner. Constructivism posits that learning is an active process in which learners build, or "construct," new knowledge based on their prior experiences. According to Piaget, knowledge is not a passive copy of reality but is actively constructed by the individual through continuous interaction with their environment. Similarly, Bruner (1960) emphasized the importance of students constructing their own knowledge through a process of discovery, suggesting that the structure of what is learned is as important as the content itself. This perspective validates co-teaching as a model that can facilitate more dynamic interactions, allowing students to actively engage with materials and peers to co-construct their understanding, which is particularly vital for developing a functional skill like speaking.

Flowing directly from constructivism is the principle of collaborative learning, which holds that learning is enhanced when students work together to achieve common goals. Johnson and Johnson (2002) identify "positive interdependence" as a key element, where students understand that they can only succeed if everyone in their group succeeds. This structure promotes face-to-face interaction where students help, support, and encourage each other's efforts to learn. The co-teaching model is exceptionally well-suited to foster this kind of collaboration. By lowering the student-teacher ratio, co-teachers can more effectively organize and manage small-group activities, creating an environment where students can engage in the meaningful dialogue and peer scaffolding that are central to both collaborative learning and language acquisition.

Furthermore, the co-teaching classroom provides a powerful framework for implementing differentiated instruction. As articulated by Tomlinson (2001), differentiation is a pedagogical approach wherein teachers proactively plan and provide varied avenues to learning in order to meet the diverse needs of students. It is a response to the reality that students differ in their readiness levels, interests, and learning profiles. For a solo teacher in an overcrowded classroom, a common challenge in the Ecuadorian context, meaningful differentiation can be nearly impossible to implement. However, the presence of two collaborating educators allows for the flexible grouping, tiered assignments, and varied instructional strategies necessary to tailor learning experiences to individual students, ensuring that both struggling and advanced learners are appropriately challenged and supported.

These pedagogical practices are unified under the overarching philosophy of inclusive education. UNESCO (2009) defines inclusion as a process of addressing and responding to the diversity of needs of all learners by increasing their participation in learning and reducing exclusion within and from education. Inclusion is not about placing students in a classroom and hoping they adapt; rather, it involves making fundamental changes to the content, teaching methods, and structures to better accommodate all students. Co-teaching has emerged as a premier service delivery model for inclusion, as it allows for specialized support to be provided within the general education setting. For beginner-level EFL students, this means they receive the targeted language support they need without being removed from the authentic communicative environment of their classroom.

In synthesis, the didactic foundations of co-teaching provide a compelling rationale for its use in enhancing speaking skills. The model is not an end in itself, but a means to enact powerful, evidence-based teaching principles. It operationalizes constructivist theory by creating a dynamic space for active learning. It facilitates collaborative learning by making small-group interaction manageable and purposeful. It makes true differentiated instruction a practical reality, allowing teachers to respond effectively to the specific needs of each beginner-level student. Finally, it embodies the spirit of inclusive education, ensuring that all students have the support they need to participate and succeed. This strong theoretical and didactic underpinning validates the co-teaching method as a holistic and principled solution to the challenges of EFL instruction.

### ***2.2.8. The “Co-teaching Classroom”***

The proposed “co-teaching classroom” is conceptualized as a holistic pedagogical model designed to address the unique challenges of English as a Foreign Language (EFL) instruction within the Ecuadorian educational system. This framework defines the co-teaching classroom as an environment of pedagogical flexibility, where educators collaborate to enrich and individualize the learning process. This model directly responds to systemic issues prevalent in many Ecuadorian public schools, such as overcrowded classrooms and limited opportunities for authentic oral practice (Pusdá Montenegro, 2021). The theoretical rationale for this model is built upon a synthesis of foundational co-teaching structures with core educational theories, including Constructivism and Sociocultural Theory, and an understanding of the complexities of second language acquisition. By integrating these established principles, the co-teaching classroom serves as a transformative intervention aimed at empowering both students and teachers.

At its core, the co-teaching classroom is grounded in the principle of professional collaboration as a means to enhance instructional quality and support diverse learners. This approach aligns directly with the Vygotskian perspective that learning is fundamentally a social process, originating in the interactions between individuals (interpsychological) before being internalized (intrapsychological). Co-teaching is a service delivery option where two or more certified professionals share instructional responsibilities and accountability for a single group of students in a shared workspace. The fundamental rationale is its capacity to increase instructional options and provide greater professional support for teachers (Cook & Friend, 1995). In this model, the collaboration is a formal structure where instructors "fully participate in all elements of the teaching, including course design, instruction, and assessment before, during, and after the course" (Haag et al., 2023). This partnership serves as a powerful lever for pedagogical change, moving away from traditional, isolated teaching methods toward evidence-based, student-centered practices where expertise is pooled to create a more dynamic and responsive learning environment.

The pedagogical flexibility of the co-teaching classroom is a key feature, achieved through the implementation of various instructional models that allow teachers to adapt to the specific needs of their students. This structure provides a practical framework for realizing the principles of Differentiated Instruction, which calls for teachers to proactively plan varied approaches to what students learn and how they learn it in response to student variance. Furthermore, this flexibility extends beyond the partnership of two language

teachers; it creates an environment where other professionals, such as educational psychologists, special education teachers, or early childhood specialists, can co-teach to support all learners. This embodies the philosophy of Inclusive Education, which seeks to provide appropriate support for students with diverse needs, within the general classroom, allowing them to be active and positive participants in their own learning rather than being separated from their peers.

The strategic use of these models allows educators to be highly adaptive, creating multiple pathways for students to engage with the material and receive targeted support. This flexibility is essential for addressing the diverse proficiency levels and learning styles found in a typical Ecuadorian EFL classroom (Pusd Montenegro, 2021).

For this model to be effective, it must transition from a traditional paradigm, where specialists pull students out for isolated instruction, to a "21st Century Paradigm" built on shared responsibility. In this modern approach, "ALL teachers share responsibility for ALL students," with specialists becoming integrated members of the instructional team (UNESCO, 2009). This vision of a unified educational environment is the cornerstone of inclusion, which involves making systemic changes to curriculum, teaching strategies, and structures to ensure that all learners can participate fully. Achieving this requires a deep, collaborative partnership that exists on a spectrum, ideally moving toward a full, integrated model where planning, teaching, and assessment are seamlessly co-constructed to create a genuinely enhanced learning experience for every student (Kim & Moodie, 2023).

The co-teaching classroom is particularly well-suited to address the complexities of speaking skill acquisition. Oral proficiency, which encompasses both interaction and production (Council of Europe, 2020), is often neglected in traditional settings due to large class sizes and limited opportunities for individual practice. The co-teaching model directly mitigates these challenges by creating smaller, more manageable groups where students feel more comfortable participating orally (Cook & Friend, 1995). This structure is theoretically powerful for two reasons. First, it provides more opportunities for learners to receive the comprehensible input that Krashen (1982) identifies as the essential ingredient for language acquisition, while simultaneously lowering the affective filter by reducing student anxiety. Second, the increased interaction places students squarely within their Zone of Proximal Development (ZPD), where they can achieve higher levels of competence through collaboration with teachers and more capable peers, as described by Vygotsky (1978).

Finally, the "co-teaching classroom" functions as a powerful, job-embedded model for professional development, which is essential for sustaining pedagogical improvement in the Ecuadorian context. Co-teaching is not just an intervention for students; it is a "pedagogical development strategy" for teachers (Haag et al., 2023). When educators collaborate, they are exposed to different teaching philosophies, develop new skills, and engage in the critical reflection necessary to refine their practice, making it a welcome byproduct of collaboration. This ongoing, contextualized professional learning has been shown to significantly improve teachers' self-efficacy in student engagement and instructional practices (Colson et al., 2021). By fostering a culture of collaboration, the co-teaching classroom empowers teachers to build upon each other's strengths and collectively meet the diverse needs of their students, making it a truly holistic and sustainable solution for enhancing EFL education in Ecuador.

## **2.3. Reference framework**

### ***2.3.1 Referential Framework for Co-Teaching***

Co-teaching is grounded in the principle of professional collaboration as a pedagogical strategy to respond to student diversity within a single learning environment. This method, which has gained popularity in various educational systems, is defined as an instructional delivery model in which "two or more professionals jointly deliver substantive instruction to a diverse or blended, group of students in a single physical space" (Cook & Friend, 1995). The model extends beyond the mere presence of two teachers in a classroom, it implies a formal partnership where the responsibilities of planning, instruction, and assessment are shared, with the goal of improving the academic performance and skills of all students (Murawski & Dieker, 2004).

The rationale for this model lies in its capacity to transform traditional classroom dynamics, which often present challenges such as large class sizes and a lack of individualized attention. By combining the styles and strengths of two educators, such as a local teacher and a native-speaking volunteer, co-teaching "increases the possibilities to support students in the classroom" (Pusd Montenegro, 2021, p. 17). This synergy not only benefits students by providing them with more resources and attention but also enriches the teachers, fostering self-confidence, academic skill development, and a positive professional relationship. In the context of English as a Foreign Language (EFL), this approach is

particularly valuable as it creates an environment that boosts the learning process and encourages authentic oral interaction.

For its practical implementation, co-teaching is not conceived as a rigid method but as a flexible approach that materializes through various strategies or models. These models allow teachers to adapt instruction to the specific needs of students and the objectives of each lesson. The research highlights six main models, based on the work of Friend (2014):

1. **One Teach, One Observe:** One teacher leads the instruction for the whole group while the other focuses on observing and collecting data on student behavior or social interaction. This information is valuable for analyzing and planning future pedagogical interventions.
2. **Station Teaching:** The content and students are divided into several learning stations or centers. The teachers facilitate instruction at different stations while one group may work independently. This model encourages small-group work and keeps students focused and motivated.
3. **Parallel Teaching:** The class is divided into two groups, and each teacher delivers the same lesson simultaneously to each half. This strategy maximizes student participation and allows for better classroom management, although the groups do not rotate.
4. **Alternative Teaching:** One teacher works with the majority of the class while the other attends to a small group to offer differentiated instruction, either for remediation or enrichment, using different materials or approaches.
5. **Team Teaching:** Considered a model of high collaboration, both teachers deliver the lesson together to the entire class. They exchange roles fluidly and support each other during instruction, acting as a cohesive team.
6. **One Teach, One Assist:** One teacher assumes the lead instructional role, while the second acts as an assistant, supporting students with their questions, managing behavior, or distributing materials. This model allows for more personalized guidance.

The application of these models in the EFL classroom, especially with the collaboration of native-speaking volunteers, creates a conducive environment for the

development of oral skills. The reduction of the student-to-teacher ratio in models like station teaching or parallel teaching allows students to overcome barriers such as shyness and participate more actively. This methodology aligns with communicative and cooperative approaches, where interaction and the meaningful use of language are fundamental for second language acquisition. In summary, co-teaching presents itself as a comprehensive framework that not only addresses the logistical limitations of the classroom but also effectively and motivationally enhances the development of students' communicative competence.

## **2.4. Legal Framework**

This research, focused on improving oral skills in the English language through the co-teaching method, is anchored in a robust Ecuadorian legal framework that prioritizes the right to a quality, inclusive, participatory, and intercultural education. The current regulations, from the Constitution of the Republic to specific ministerial agreements, provide the foundation for the implementation of innovative pedagogical methodologies that respond to the needs of students and promote the integral development of their communicative competencies.

### ***2.4.1. Constitution of the Republic of Ecuador (2008)***

The Magna Carta establishes the guiding principles upon which the national education system is built and which support this study:

**Article 26:** Consecrates education as a "right of persons throughout their lives and an unavoidable and inexcusable duty of the State." This fundamental principle obligates the State to guarantee the conditions for all citizens to access an education that, as detailed in subsequent articles, must be of high quality and relevance. The search for effective methods such as co-teaching directly responds to this mandate.

**Article 27:** Stipulates that education "shall be centered on the human being and shall guarantee their holistic development." Furthermore, it defines it as "participatory, compulsory, intercultural, democratic, inclusive and diverse, of quality and warmth." This article justifies the adoption of pedagogical models such as co-teaching, which by its collaborative nature fosters participation, addresses diversity in the classroom, and actively seeks to improve the quality of pedagogical interaction.

**Article 347, Numeral 1:** States as a responsibility of the State to "Strengthen public education and co-education; ensure the permanent improvement of quality, the expansion of

coverage, physical infrastructure, and the necessary equipment for public educational institutions." The implementation and evaluation of new teaching methodologies is a direct path for the continuous improvement of educational quality.

#### ***2.4.2. Organic Law of Intercultural Education (LOEI)***

This law operationalizes the constitutional mandates and guides pedagogical management in the country, offering direct support to the objectives of this thesis:

**Article 2, literal w:** Within the aims of education, it establishes the importance of "promoting the development of information and communication technologies [...] as a support to the teaching-learning process." While not limited to co-teaching, this article promotes a focus on supports and methodologies that enrich traditional teaching practice.

**Promotion of Pedagogical Innovation:** The LOEI, as a whole, promotes a flexible and dynamic educational system. Its spirit encourages institutions and teachers to research, adapt, and implement strategies that respond effectively to classroom challenges, such as the development of oral competence in a foreign language. Co-teaching aligns with this principle of innovation and continuous improvement.

#### ***2.4.3. Specific Ministerial Agreements***

Public policy regarding the teaching of foreign languages has materialized in agreements that support the need to strengthen communicative competencies in English:

**Ministerial Agreement No. 0052-14:** This agreement established the mandatory teaching of the English language from the second grade of Basic General Education to the third year of Baccalaureate in all educational institutions in the country. This provision underscores the relevance that the State places on the learning of this language and, consequently, the need to ensure the effectiveness of its teaching, justifying research on methodologies that, like co-teaching, pursue this goal.

**Ministerial Agreement No. MINEDUC-ME-2016-00020-A:** Through this agreement, the curriculum for the levels of basic general education and baccalaureate was established. The Foreign Language curriculum is focused on the development of the four macro-skills (listening, speaking, reading, and writing) under a communicative approach. This implies that the methodologies applied in the classroom must prioritize the functional and practical use of the language, a central objective of the co-teaching method proposed in this thesis to enhance oral production.

#### ***2.4.4. Code for Children and Adolescents***

This legal body reinforces the right to a quality education from the perspective of students' rights:

**Article 37:** Recognizes the "right to a quality education" for all children and adolescents. It defines that this must "respect the cultures and specificities of each region and place" and "develop their potentialities and skills for their integration and participation on equal terms." The implementation of co-teaching, by allowing for more individualized attention adapted to different learning paces, is a concrete strategy to materialize this right to an education that addresses the particular needs of each student.

In summary, the Ecuadorian legal framework not only allows but encourages the exploration and implementation of pedagogical models such as co-teaching. By defining education as a fundamental right oriented towards integral development, quality, and inclusion, and by establishing the mandatory and communicative approach for the teaching of English, the current regulations provide a solid basis that fully justifies the present research and its objectives.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

### **3.1. Participants and Location**

We conducted this study at the Escuela de Educación Básica "Víctor Manuel Rendón," a public school located in the city of Valencia, province of Los Ríos, Ecuador. I deliberately selected this setting because it is representative of the typical conditions and challenges prevalent within the Ecuadorian public education system, such as overcrowded classrooms and limited opportunities for speaking practice.

The participant sample (N=56) consisted of two intact, non-randomly assigned, quasi-experimental groups of seventh-grade students: Experimental Group (EG): (N=32) participants who received the co-teaching intervention. This group was composed of 13 girls and 19 boys. Control Group (CG): (N=24) participants who continued with the traditional teaching methodology. This group was composed of 13 girls and 11 boys. The student participants were within the 10 to 12-year-old age range and were all at a beginner (A1) English proficiency level.

This educational environment was characterized by factors that directly impact English as a Foreign Language (EFL) instruction. These conditions, including limited resources, often restrict the amount of instructional time dedicated to developing students' oral skills, creating a context where traditional teaching methods prevail and authentic speaking practice is scarce. Therefore, the school provided a realistic and relevant environment in which to implement and evaluate the co-teaching method as a potential solution to these systemic challenges, with the goal of generating findings applicable to similar EFL contexts across the country.

### **3.2. Type of Research**

For this research, we adopted a concurrent mixed-methods design. This methodology allowed us to simultaneously collect and analyze both qualitative and quantitative data in order to gain a more comprehensive understanding of the co-teaching phenomenon in English language acquisition. We firmly believe that this synergy of data offers a more complete and nuanced perspective than either approach could provide on its own.

The qualitative dimension of this study was anchored in an action research model. We selected this approach to directly tackle the key challenge: improving speaking skills in a real classroom environment. This model was descriptive and exploratory, allowing for an in-depth examination of the co-teaching process as it naturally occurred. It operated through a reflective cycle of planning, acting, observing, and reflecting, which enabled continuous

adjustments to the teaching strategies based on real-time classroom dynamics and student needs.

The quantitative component provided an objective framework for measuring the intervention's outcomes. This approach focused on collecting numerical data through pre- and post-test assessments to statistically measure the changes in students' speaking proficiency. Specifically, it sought to quantify improvements in fluency, accuracy, and confidence, allowing for a clear comparison between the experimental and control groups. By integrating these two research types, we were able to not only measure the effectiveness of the co-teaching method but also understand the contextual factors that influenced its success.

For the purposes of this study, the 'traditional solo-teaching method', used in the Control Group, was defined as the standard instructional approach observed at the institution. This method is characterized by a single teacher managing an overcrowded classroom, with instruction centered primarily on the textbook, grammar explanations, and written exercises. This environment offered limited opportunities for authentic, spontaneous, or individualized oral practice, reflecting the systemic challenges addressed by this research.

### **3.3. Research methods**

In alignment with the mixed-method design, this study integrated both inductive and deductive research methods to guide the collection and analysis of data. The combination of these methods allowed for a dynamic approach where we could explore the complexities of the classroom environment while simultaneously testing a specific hypothesis. This dual approach ensured that the research findings were both contextually rich and empirically grounded.

For the quantitative portion of the research, we used the deductive method. This method begins with a specific hypothesis, which is then tested through the collection of empirical data. Our study was initiated with the hypothesis that implementing the co-teaching method would significantly enhance the speaking skills of beginner-level EFL students. To test this, we collected numerical data from pre- and post-test assessments, measuring specific variables such as fluency and vocabulary use. This structured approach allowed us to systematically evaluate the intervention's effectiveness and determine if the observed improvements were statistically significant, thereby confirming or refuting our initial hypothesis.

We applied the inductive method for the qualitative aspects of the study. This method is exploratory in nature and involves building theories or generalizations from specific observations. We began by immersing ourselves in the classroom setting, using observation checklists and reflective notes to capture the nuances of student participation, engagement, and confidence during the co-teaching sessions. By analyzing these specific instances and patterns of behavior, we developed a deeper understanding of how the co-teaching strategies influenced the learning environment and facilitated oral communication. This descriptive method was essential for interpreting the human elements of the learning process that numbers alone cannot capture.

### **3.4. Data Collection Sources**

To ensure a thorough and well-rounded analysis, we utilized a variety of data collection instruments designed to capture both quantitative and qualitative aspects of the students' progress and their experience with the co-teaching method. These instruments included pre- and post-test assessments, student surveys, classroom observations, and teacher reflections.

#### ***3.4.1. Pre- and Post-Test Assessments***

To quantitatively measure the development of students' speaking skills, we administered individual oral production tests before and after the 8-week intervention. Each test consisted of a one-minute audio recording of the student. Given the students' beginner level, we did not provide a specific English prompt. Instead, to elicit their productive vocabulary, we prompted them in Spanish with broad, familiar topics such as "colors," "animals," "greetings," or "family." This allowed students to recall and produce any English words or simple phrases they knew. We then analyzed these recordings using the standardized rubric detailed in **APPENDIX 1** to assess fluency, pronunciation, vocabulary, grammar, and confidence. This method provided measurable data on the change in their oral proficiency following the co-teaching intervention.

#### ***3.4.2. Student Surveys***

We used two distinct surveys to gather students' perceptions of the learning experience. First, we administered the Student Self-Assessment Survey **APPENDIX 3** at the beginning, and at the conclusion of the study **APPENDIX 4**. These surveys were designed to track the evolution of students' self-reported confidence, motivation, and perceived fluency throughout the intervention period. Second, at the very end of the research, we

administered the Survey on the Effectiveness of Co-Teaching in EFL Classrooms  
**APPENDIX 5.**

### ***3.4.3. Classroom Observations***

To collect qualitative data on in-class behavior and interaction, we conducted systematic classroom observations during each of the 18 sessions with the experimental group. We used the Observation Checklist **APPENDIX 2** to record data consistently across sessions. This instrument allowed us to document key indicators of engagement, such as whether students participated actively, responded in full sentences, used new vocabulary, and demonstrated confidence through body language and tone. These observations provided rich, contextual data on how the co-teaching models influenced the classroom dynamics and students' oral participation in real-time.

### ***3.4.4. Teacher Reflections***

Teacher reflections served as an additional source of qualitative data, providing insight into the pedagogical process. These reflections were not recorded in a formal journal but were derived from two key activities. First, after each session with the experimental group, the collaborating teachers engaged in informal discussions to comment on the day's progress, challenges, and student responses. Second, we drew reflective data from the formal interview conducted with the lead teacher about the overall research experience. These combined reflections offered a professional perspective on the implementation of the co-teaching method and its perceived impact on both students and educators.

## **3.5. Research Design**

We conducted this study using a mixed-method action research approach, which incorporated a quasi-experimental design. This framework was chosen as the most effective for achieving the study's dual objectives: first, to implement and evaluate a practical solution to a real-world problem within a specific classroom context (action research), and second, to measure the intervention's influence by comparing an experimental group with a control group (quasi-experimental design). The research took place at Escuela de Educación Básica "Victor Manuel Rendón," a public school in Valencia, Ecuador, which provided a realistic setting to test the co-teaching method.

The quasi-experimental structure involved the designation of two non-randomly assigned groups. The experimental group with 32 participants received instruction via the co-teaching method, while the control group with 26 students was taught using traditional,

solo-teaching techniques. This comparative structure was fundamental for assessing the specific effects of the co-teaching intervention on students' speaking skills. The study was implemented over an 8-week period and involved a cyclical process to ensure continuous improvement and adaptation.

### **3.6. Research Instruments**

To collect comprehensive data for this mixed-method study, we employed a suite of research instruments specifically designed to gather both quantitative and qualitative data. The use of multiple instruments allowed for a thorough triangulation of findings, ensuring that the study's conclusions were supported by diverse forms of evidence. The primary instruments included a speaking assessment rubric, an observation checklist, student surveys, and teacher reflections.

#### ***3.6.1. Rubric for Speaking Assessments***

To quantitatively measure the primary variable of Speaking Skills, we developed and employed a standardized holistic rubric, see **APPENDIX 1**. This instrument was used to score the pre- and post-test audio recordings. This instrument was used to score the pre- and post-test audio recordings. The rubric is designed to evaluate four key criteria of communicative competence: (1) Fluency, (2) Pronunciation, (3) Vocabulary, (4) Grammar & Sentence Structure, and (5) Confidence & Engagement. Each criterion was scored on a four-point scale from 'Needs Improvement' (1) to 'Excellent' (4). This instrument provided a consistent method for scoring the speaking samples, enabling a reliable comparison of student proficiency before and after the intervention.

#### ***3.6.2. Observation Checklist***

For the qualitative data collection, we utilized an observation checklist to systematically record classroom dynamics during the co-teaching sessions. The checklist, presented in **APPENDIX 2**, included specific, observable behaviors related to student participation (e.g., "Students participate actively in speaking tasks"), sentence construction, vocabulary use, and demonstrated confidence. We completed this checklist after each of the 18 instructional sessions with the experimental group to identify patterns in student engagement and monitor the immediate effects of the co-teaching strategies.

#### ***3.6.3. Student Surveys***

We administered two distinct surveys to capture students' self-reported perceptions and attitudes.

To quantitatively measure the secondary variable of Communicative Confidence, we administered the Student Self-Assessment Survey, see **APPENDIX 3** and **APPENDIX 4**. This instrument used a Likert scale to track the evolution of students' self-perceived confidence, motivation, and willingness to participate over time, providing a clear distinction from the observed confidence measured in the speaking rubric.

The Student Self-Assessment Survey was administered at the beginning, and end of the study. This tool used a Likert scale to track the evolution of students' confidence, motivation, and willingness to participate in speaking activities over time.

At the conclusion of the research, we administered the Survey on the Effectiveness of Co-Teaching **APPENDIX 5**. This final survey collected summative feedback, asking students to identify which co-teaching strategies they found most helpful and to reflect on the overall impact of having two teachers in the classroom.

#### ***3.6.4. Teacher Reflections and Interview***

Teacher reflections provided a final, crucial layer of qualitative data. This information was captured through two primary activities. First, informal reflective discussions occurred between the collaborating teachers after each session to analyze classroom events, student progress, and pedagogical challenges. Second, we drew in-depth reflections from a semi-structured interview conducted with the lead teacher about her experience with the co-teaching partnership and its effect on the classroom environment.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

## **4.1. Results**

### ***4.1.1. Qualitative Data from Classroom Observations***

Observations during the initial two weeks of the intervention were crucial for diagnosing the classroom's baseline dynamics and gauging the students' first reactions to the co-teaching method. In the first week, using primarily the "One Teach, One Observe" and later "Team Teaching" and "One Teach, One Assist" models, a clear dichotomy was observed: students were visibly interested in the novelty of having two teachers, yet a significant degree of shyness and hesitation characterized their attempts at oral communication. Their linguistic production was largely confined to isolated words directly related to the lesson's content, and they rarely asked for help voluntarily. By the second week, however, the first signs of a positive shift emerged. Engagement increased, with more students actively participating in tasks. A particularly encouraging development was noted as a few learners began greeting the teachers in English, even outside the classroom, indicating an early transfer of learning beyond the formal lesson.

The third and fourth weeks marked a significant turning point in the classroom dynamics, where passive interest transformed into more active and spontaneous interaction. Observations from this period revealed a notable increase in students asking and answering questions voluntarily, but most of the time, they tried in Spanish. To further support their development, the use of songs was introduced as a regular activity from the fourth week onward to help reinforce pronunciation and build fluency in a low-anxiety context. While most students were still developing the capacity for long expressions, it was evident that some were beginning to use more varied language and were making more consistent attempts to interact with teachers in English.

During this consolidation phase, the positive trends observed earlier became more uniform across the group. The most significant development was the transition from single-word responses to the formulation of full, albeit very simple, sentences. This represented a critical leap from basic vocabulary recall to more structured communicative expression. This newfound linguistic ability was accompanied by a visible increase in confidence, demonstrated through improved eye contact, more expressive gestures, and an appropriate volume when speaking. It was also during this period that the practical constraints of the classroom became evident. Due to the high energy levels and behavioral challenges of managing a large group, it was determined that the "Parallel Teaching" and "Station

Teaching" models were not viable. The limited class time and the need to adhere to the official curriculum meant that complex group rotations were impractical. Consequently, the intervention focused on the co-teaching models that proved most effective and manageable within this specific educational context.

In the final two weeks of the intervention, the classroom environment was qualitatively different from the baseline established in Week 1. The cumulative effect of the co-teaching strategies and targeted activities like using songs was apparent. Observations revealed a classroom where interaction in English had become familiar for students. While students were still beginners and had not mastered complex language, they consistently demonstrated a willingness to use English for authentic communicative purposes with greater confidence and reduced hesitation. The improvement in their accuracy and fluency was gradual but clear. The final sessions painted a picture of a classroom where students were not just passive recipients of information but active, motivated participants in their own language learning process.

#### ***4.1.2. Pre- and Post-Test Speaking Assessments***

The quantitative results from the pre- and post-test speaking assessments provide compelling evidence of the co-teaching method's effectiveness. The progress of the Experimental Group (Parallel C), which received the sustained co-teaching intervention, was compared against the Control Group (Parallel B), which largely followed a traditional teaching model. The analysis, guided by the established rubric, reveals distinct trajectories of development for each group across the assessed criteria.

The students in the Experimental Group as in **Table 1**, demonstrated significant and holistic progress in their oral production capabilities following the intervention period. The most notable advancement was observed in their pronunciation. Initially, many students exhibited difficulty with English phonetics, but the post-test results indicated a dramatic improvement in their ability to articulate words clearly and accurately. This suggests that exposure to two teacher models and increased opportunities for guided practice in the co-teaching environment had a direct and positive impact.

Furthermore, there was a substantial boost in the students' confidence and engagement. The initial observations from the pre-test highlighted prevalent shyness, hesitation, and a reluctance to speak. However, the post-test assessment revealed a marked increase in students' willingness to participate, attempt full sentences, and interact verbally.

Several students even began to answer direct questions in English or demonstrated comprehension by responding appropriately in Spanish, indicating a lower affective filter and a greater sense of security in the classroom.

**Table 1.**

*Experimental Group (Co-teaching Group) Findings*

<b>Assessment criterion</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Mean Improvement</b>
<b>Fluency</b>	1,84	1,88	0,03
<b>Pronunciation</b>	1,81	3,16	1,34
<b>Vocabulary</b>	1,66	2,31	0,66
<b>Grammar &amp; Sentence Structure</b>	1,00	1,31	0,31
<b>Confidence &amp; Engagement</b>	1,94	2,78	0,84
<b>Total score</b>	8,25	11,44	3,19

Clear gains were also evident in the students' use of vocabulary and their command of grammar and sentence structure. Learners began to move beyond a limited set of memorized words, incorporating a wider lexical range into their speech. The development in sentence structure points to an emerging ability to formulate more complex and coherent thoughts, shifting away from single-word answers.

**Table 2.**

*Metrics for Words Per Minute Produced*

<b>Assessment Criterion</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Mean Improvement</b>
<b>WPM (EG)</b>	15	15,13	0,13
<b>WPM (CG)</b>	12,21	17,25	5,04

Interestingly, the metrics for fluency and Words Per Minute (WPM EG) **Table 2** appeared to remain relatively stable. This outcome is not indicative of a lack of progress but is rather a direct result of a methodological adjustment in the post-test. During the pre-test, students frequently relied on the rote memorization of counting numbers, which artificially inflated their word count without reflecting true communicative skill. In the post-test, this practice was deliberately limited to encourage more authentic and varied language use. Therefore, the stability in WPM, when coupled with the significant gains in other communicative areas, actually points to a qualitative enhancement in their speaking ability, a shift from rote production to more meaningful expression.

**Table 3.**

*Control Group (Traditional Group) Findings*

<b>Assessment criterion</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Mean Improvement</b>
<b>Fluency</b>	1,17	1,38	0,21
<b>Pronunciation</b>	1,54	1,96	0,42
<b>Vocabulary</b>	1,13	1,50	0,38
<b>Grammar &amp; Sentence Structure</b>	1,00	1,00	0,00
<b>Confidence &amp; Engagement</b>	1,50	1,67	0,17
<b>Total score</b>	6,33	7,50	1,17

The students in the Control Group, who were taught primarily through traditional methods, also demonstrated positive but modest progress in their speaking skills over the course of the study. Through the efforts of the lead professor, the most significant gains for this group were observed in pronunciation and vocabulary. This suggests that the instructional focus effectively enhanced the students' ability to articulate words more clearly and expand their personal lexicon.

Slight positive changes were also noted in their fluency, as well as their confidence and engagement, indicating a small increase in their comfort level when speaking. However, a critical finding was the complete lack of development in grammar and sentence structure, which remained unchanged from the pre-test to the post-test. This indicates that while

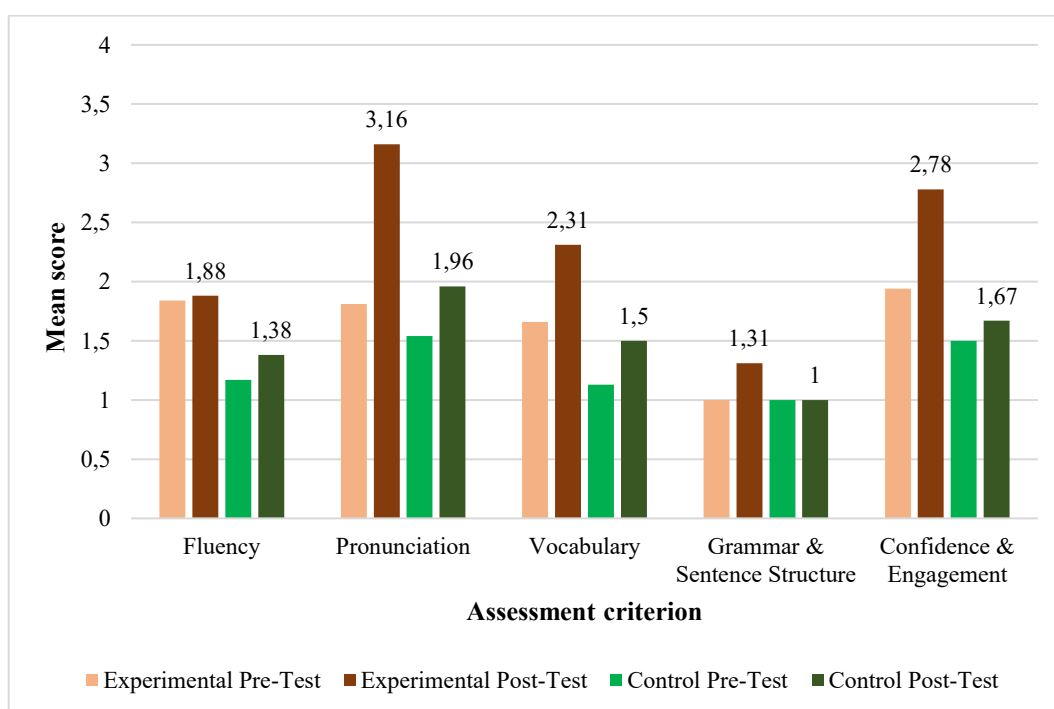
students were learning new words and improving their pronunciation, the traditional teaching approach did not facilitate their ability to construct more complex or grammatically accurate sentences in spoken English.

A noteworthy finding was the considerable increase in the group's speaking rate, as measured by Words Per Minute (WPM CG) in **Table 2**. While a faster speaking pace can be an indicator of fluency, in this context, it likely reflects an increased speed in producing simple, memorized content rather than an improvement in spontaneous communicative ability. Given the lack of progress in sentence structure, this faster rate is likely tied to the rapid delivery of familiar words and phrases that require less cognitive effort. This contrasts with the Experimental Group, whose stable WPM signified a shift toward more thoughtful and qualitatively complex speech.

Overall, the improvements in the Control Group were less comprehensive than those in the Experimental Group, highlighting the limitations of a traditional model in fostering well-rounded communicative competence. The progress was concentrated in specific, often isolated skills (like vocabulary lists and pronunciation drills) rather than the integrated ability to communicate complex ideas confidently and coherently.

**Figure 1.**

*Comparison of Pre- and Post-Test Mean Scores for Experimental and Control Groups*



When comparing the outcomes of the two groups, the profound impact of the sustained co-teaching intervention becomes evident. The Experimental Group's progress in pronunciation, confidence, vocabulary expansion, and sentence construction was markedly greater than that of the Control Group. While both groups improved, the co-teaching method fostered a more well-rounded and significant development of overall communicative competence.

The key distinction lies in the quality and nature of the oral production. The Experimental Group transitioned from hesitant, memorized speech to more confident and spontaneous communication. In contrast, the Control Group's progress was more limited and did not show the same leap in engagement or structural complexity. This comparative analysis strongly supports the hypothesis that the co-teaching method is a significantly more effective pedagogical strategy for enhancing the speaking skills of beginner-level EFL students than traditional solo-teaching approaches.

**Figure 2.**

*Comparison of Mean Improvement in Speaking Skills between Experimental and Control Groups*

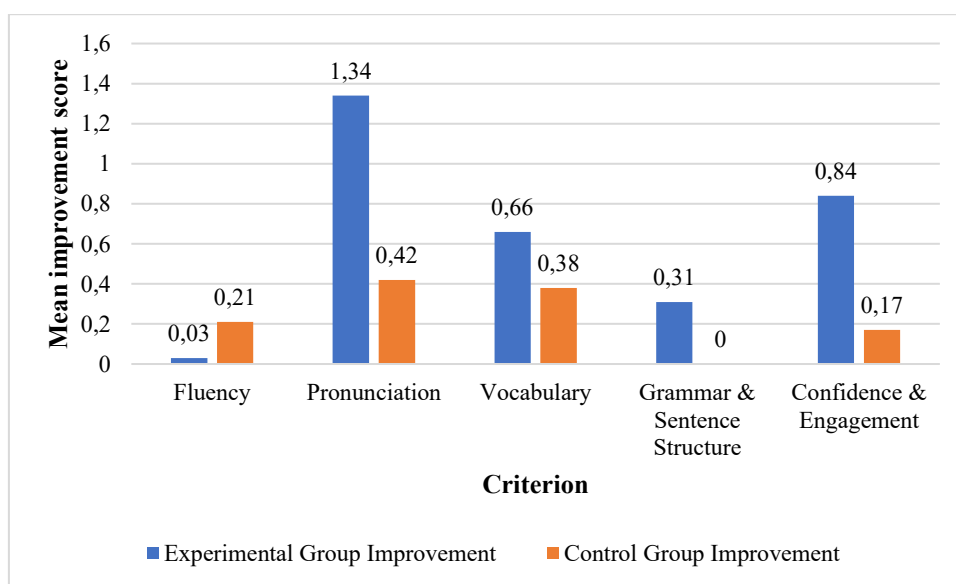


Figure 2 offers a direct visual comparison of the mean improvement for both the Experimental and Control groups across each assessment criterion. The chart powerfully illustrates the differential impact of the co-teaching method versus the traditional approach.

The most striking result is the substantial improvement in pronunciation within the Experimental Group, which far surpassed the progress made in any other category by either group. Furthermore, the co-teaching group achieved considerable gains in confidence and engagement and vocabulary, demonstrating a holistic development of their communicative abilities. A modest but important improvement was also registered in grammar and sentence structure, an area where the Control Group showed no progress at all.

In contrast, the Control Group's improvements were modest across all areas. Their most significant gain was in pronunciation, yet this was still considerably lower than the improvement seen in the Experimental Group.

An interesting point of analysis is the metric for fluency, where the Control Group shows a slightly higher mean improvement. As discussed previously in the analysis of Words Per Minute (WPM), this is likely a reflection of the Control Group's increased speed in producing memorized phrases. The Experimental Group's minimal change in fluency score reflects their shift towards more complex and thoughtful, albeit initially slower, communicative speech. This highlights how a simple fluency score does not capture the full picture of communicative development.

In summary, the chart unequivocally demonstrates that the co-teaching intervention led to more profound, comprehensive, and well-rounded development in key speaking skills compared to the traditional teaching method.

#### ***4.1.3. Student Self-Assessment Surveys***

To complement the observational and assessment data, pre- and post-intervention surveys were administered to gauge students' perceptions of their own abilities and the classroom environment (see Appendices 3 & 4). This instrument aimed to capture shifts in affective domains crucial for language acquisition, such as confidence, motivation, and security. The results, as illustrated in Table 4, reveal several key trends in the students' self-reported experiences.

**Table 4.***Mean Scores from Pre- and Post-Intervention Student Self-Assessment Surveys*

Criterion	Pre-survey	Post-survey	Mean Improvement
Q1: Skill Improvement	2,97	2,75	-0,22
Q2: Opportunities to Speak	2,66	2,66	0,00
Q3: Participation Time	2,78	2,63	-0,16
Q4: Motivation	2,75	2,56	-0,19
Q5: Fear of Speaking	1,53	2,41	0,88
Q6: Feedback Quality	2,84	2,81	-0,03
Q7: Feeling of Security	2,94	2,66	-0,28
Q8: Comfort Level	2,63	2,63	0,00
Q9: Self-Confidence	2,69	3,75	1,06
Q10: Attention to Doubts	2,72	2,53	-0,19
Q11: Individual Attention	2,88	2,78	-0,09
Q12: Opinion on the Method	2,97	2,84	-0,13

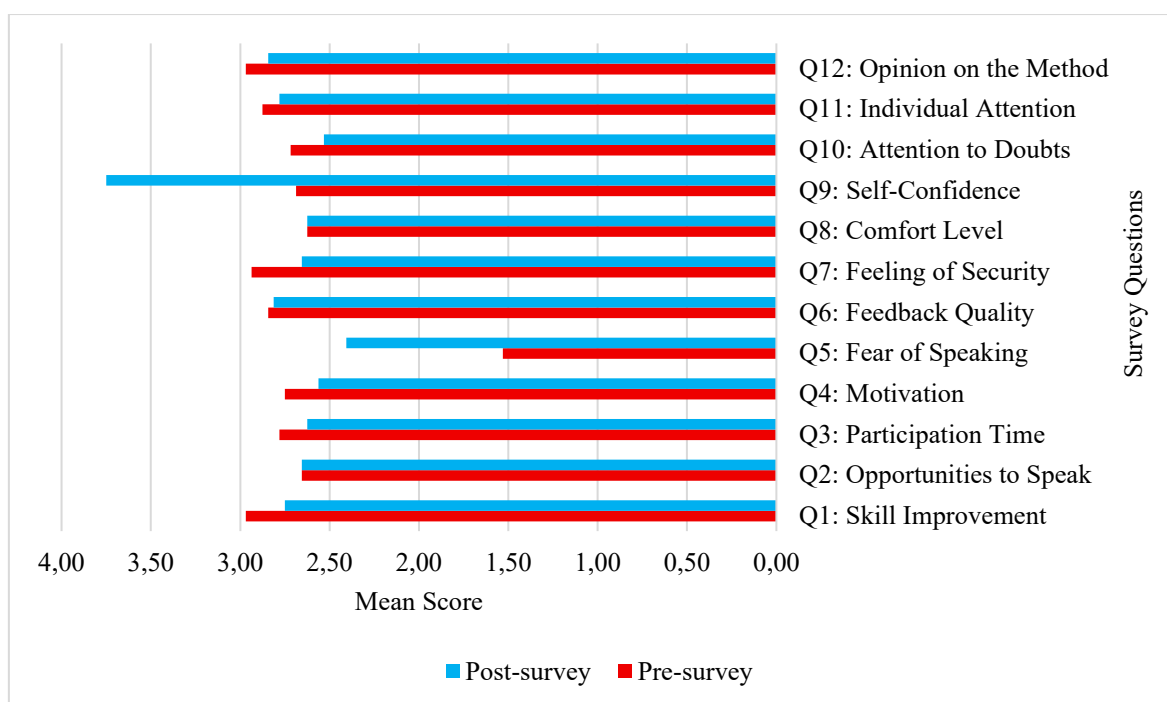
Note: See **APPENDIX 8** and **APPENDIX 9**

The most significant impact of the intervention was observed in the students' affective filter. A notable increase in self-confidence was recorded, which directly correlates with a decrease in the fear of speaking reported by the students. These results strongly suggest that the co-teaching intervention was successful in creating a safer and less intimidating learning environment. By the end of the intervention, students consciously reported feeling more secure and less fearful about speaking in English, indicating that the presence of two teachers provided them with a safety net that encouraged them to take more risks with the language.

As visually illustrated in Figure 3, the most drastic changes occurred in the affective domains. Interestingly, the criteria related to classroom dynamics showed more nuanced changes, reflecting a development in the students' self-awareness.

**Figure 3.**

*Graphical Comparison of Mean Pre- and Post-Intervention Survey Scores*



Metrics such as the opportunities to speak and the general comfort level in the classroom remained stable. This stability is a positive indicator, as it suggests that the already effective and comfortable classroom environment, thanks to the work of the main teacher, was successfully maintained and reinforced within the co-teaching framework. Other criteria, including the perception of skill improvement, motivation, and feeling of security, showed a slight decrease. This does not seem to represent a negative outcome; rather, it indicates that students developed a more objective and realistic perception of their own abilities.

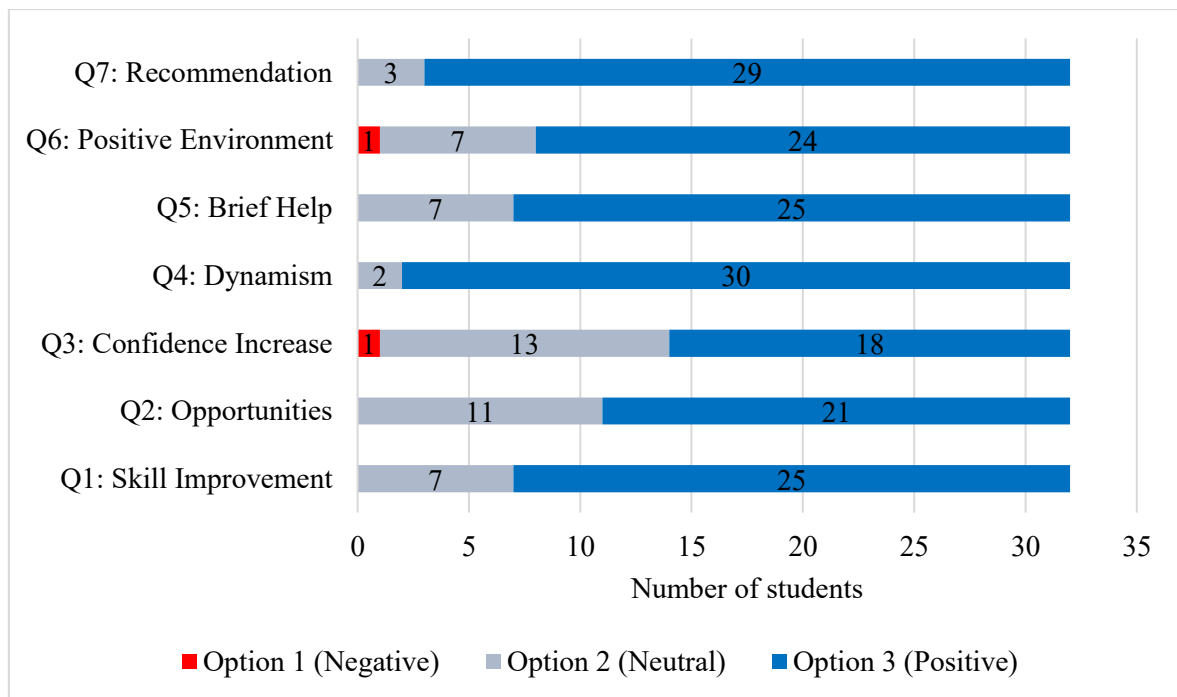
Finally, the survey data confirms that the students positively perceived the instructional benefits of the co-teaching method. The students reported feeling well-supported in their learning process, recognizing the increased individual attention and attention to their doubts that the model provides. The consistently positive perception of feedback quality further reinforces that the established practice of positive reinforcement was a constant and beneficial feature of the classroom. Overall, the students' favorable opinion of the method indicates a clear perception that the co-teaching approach was an effective and helpful strategy for managing and improving their English classes.

#### 4.1.4. Survey on the Effectiveness of Co-Teaching

To gather summative feedback on the intervention, the Survey on the Effectiveness of Co-Teaching in EFL Classrooms (see APPENDIX 5) was administered to the 32 students in the Experimental Group at the conclusion of the study. This final instrument was designed to evaluate students' overall perceptions of the co-teaching method, focusing on its impact on skill improvement, classroom dynamics, and their personal learning experience. The responses visualized in Figure 4, provide a clear measure of the students' final evaluation of the intervention.

**Figure 4.**

*Student Perceptions of the Effectiveness of the Co-Teaching Method*



The results from the final effectiveness survey indicate a predominantly positive student reception of the co-teaching method. An overwhelming majority of students reported that the intervention had a favorable impact on their learning, with almost no negative responses recorded across all seven criteria.

The data reveals that the co-teaching method had a profound impact on the classroom atmosphere. As shown in the results for Dynamism (Q4), students almost unanimously perceived the lessons as more dynamic and interactive than traditional classes. Furthermore, a vast majority found the classroom to be a more Positive Environment (Q6), describing it

as supportive for learning to speak English. This suggests that the presence of two collaborating teachers successfully transformed the learning space into a more engaging and encouraging setting.

From an instructional standpoint, students clearly recognized the pedagogical advantages of the model. A significant majority reported a tangible Skill Improvement (Q1) in their speaking ability. This perception is likely linked to the increased Opportunities (Q2) to participate, which 21 students affirmed they received. Additionally, the students confirmed the benefit of having two teachers available, with most reporting they received Brief Help (Q5) for their doubts more quickly, underscoring the value of more individualized attention.

The impact on student confidence presents a more nuanced, yet equally insightful, finding. While a majority of students reported a Confidence Increase (Q3), this criterion also received the highest number of neutral responses. This suggests that while the co-teaching environment facilitates confidence-building, the internal process of developing self-assurance is gradual and varies among individuals. Despite this, the students' final verdict on the method was unequivocally positive. An overwhelming majority stated they would Recommend (Q7) the co-teaching method for future English classes, providing a powerful endorsement of its overall effectiveness from their perspective.

The open-ended questions on the final survey provided deeper insight into the students' experiences, revealing the specific aspects of the co-teaching method they found most beneficial. The responses were analyzed for recurring themes, which strongly corroborate and expand upon the quantitative data.

When asked about the greatest advantage of the co-teaching method, the most prominent theme was the instructional synergy of having two teachers. Students frequently described a dynamic where one teacher would lead the explanation while the other provided immediate reinforcement and support. One student articulated this perfectly, stating the benefit was that "one teacher explained the class, and the other one helps you." This dual support system was directly linked to improved learning outcomes, with students reporting that "you learn a lot, now I know more English" and that it was "easier to learn." Crucially, this supportive dynamic helped lower the affective filter, as several students noted that a key benefit was that they were "no longer afraid to speak English."

Regarding suggestions for improvement, the student feedback was exceptionally telling. Instead of critiquing the co-teaching model, their suggestions were affirmations of its success or pointed to broader institutional needs. Several students simply stated that the improvement would be to "have 2 teachers," indicating a high level of satisfaction with the method itself. Other common suggestions focused on the need for better resources, such as a dedicated "language laboratory" or a proper "teaching classroom." This indicates that from the students' perspective, the pedagogy was effective, and the primary limitations were related to physical infrastructure rather than the instructional approach.

Finally, when asked to recall a positive and memorable experience, the responses were overwhelmingly centered on the use of engaging, multimodal activities, particularly music. Students repeatedly mentioned "singing songs" and learning "with the ukulele" as the most fun and effective moments. Comments like "it was fun and is fun" and "we sang music in English and had fun" were common. This highlights that the co-teaching model was most impactful when it facilitated low-anxiety, joyful, and interactive learning experiences. The use of music served as a powerful tool to lower inhibitions, practice pronunciation, and build a positive classroom community.

#### ***4.1.5. Teacher Reflections and Interview***

To incorporate a crucial pedagogical perspective, a semi-structured interview was conducted with the lead classroom teacher prior to the intervention. The objective was to capture her baseline understanding and perceptions of the co-teaching method, her views on the existing challenges in the EFL classroom, and her expectations for the research project. The insights gathered from this interview provide a vital context for the subsequent results, highlighting the real-world conditions from which this study emerged.

The teacher, Ms. A, candidly expressed that she had no prior knowledge of the co-teaching method before its introduction through this research project. When asked about her awareness of this methodology, she stated, "No, I had no knowledge of this methodology until this project; I am only just getting to know it." This confirms that the intervention was introduced into a setting where traditional, solo-teaching was the established norm, making this study a genuine exploration of a new pedagogical model within the school's context.

A significant theme that emerged from the interview was the acknowledgment of the systemic limitations inherent in the public-school environment. Ms. A identified overcrowded classrooms as a primary barrier to effective instruction. She noted the difficulty

of managing large groups, with class sizes ranging from 39 to 40 students, a condition she described as "not pedagogical." This situation, she explained, makes it "a little complicated" to fully implement lesson plans and meet the individual needs of all learners. Her reflections underscore the pressing need for alternative instructional models, as she stated, "We would need help within each classroom."

Furthermore, the interview revealed the teacher's positive and optimistic outlook on the potential of the co-teaching method as a viable solution. Based on her initial observations of the project, she perceived the methodology as "very good" and highly motivating for students. She expressed a firm belief that co-teaching should be implemented more broadly, suggesting it should be a proposal that "reaches the Ministry of Education" for consideration on a national level. Her enthusiasm was rooted in the potential for increased teacher support and enhanced student engagement, highlighting a professional readiness to embrace innovative practices that promise to overcome long-standing pedagogical challenges. This pre-intervention perspective establishes a hopeful and solution-oriented foundation, aligning perfectly with the positive inquiry approach of this thesis.

#### **4.2. Discussion**

The findings of this study offer compelling evidence that the implementation of a co-teaching methodology can significantly enhance the speaking skills of beginner-level EFL students. The observed improvements in the experimental group, particularly in domains of confidence, pronunciation, and communicative willingness, align with and build upon the theoretical foundations established in the literature. When compared with previous research, both foundational and context-specific, the results of this intervention not only validate the co-teaching model but also offer nuanced insights into its practical application within the Ecuadorian public school system.

A primary outcome of this research was the pronounced reduction of the affective filter among students in the co-teaching group. The qualitative observations, which noted a shift from hesitation to more confident participation, and the quantitative survey data, which revealed a significant increase in self-confidence and a decrease in the fear of speaking, strongly support this conclusion. This finding is consistent with the core rationales for co-teaching proposed by Cook and Friend (1995), who argue that the model helps to reduce the stigma often associated with needing academic support, thereby creating a more encouraging learning environment. This is particularly relevant in the Ecuadorian context, where student

shyness and a lack of self-confidence have been identified as considerable barriers to oral production (Pusd Montenegro, 2021). The present study demonstrates that the co-teaching classroom, with its increased teacher presence and support, effectively mitigates these affective barriers, thus fostering the secure atmosphere necessary for language acquisition.

Beyond the affective domain, the intervention yielded tangible improvements in students' linguistic capabilities. The experimental group demonstrated notable progress in pronunciation, vocabulary use, and the construction of simple sentences, whereas the control group showed no progress in sentence structure. This aligns with the principle that co-teaching improves "program intensity and continuity" by providing more opportunities for direct, individualized feedback (Cook & Friend, 1995, p. 3). With two educators present, it becomes more feasible to model correct pronunciation, provide on-the-spot vocabulary support, and gently correct structural errors, actions that are challenging for a solo teacher in an overcrowded classroom. The practical strategies outlined by Murawski and Dieker (2004), such as having one teacher explain a concept while the other models or clarifies, provide a clear framework for how this enhanced instruction leads to concrete skill development. The differential progress between the experimental and control groups in this study underscores that the collaborative model provides a distinct advantage in building foundational linguistic competencies.

The students' own perceptions of the classroom environment further corroborate the effectiveness of the co-teaching model. The survey results indicate that students in the experimental group found the classes to be overwhelmingly more dynamic, interactive, and positive. This resonates with the observation by Murawski and Dieker (2004) that co-teaching can break the "monotony of the typical school day" and allow for more creativity during lessons. The high value students placed on engaging activities, particularly the use of songs to practice pronunciation and build confidence, mirrors the findings of Pusd Montenegro (2021), whose research indicated that Ecuadorian students are eager for more active and varied strategies beyond traditional oral lessons. This suggests that the co-teaching structure is not only effective in its own right but also serves as a powerful facilitator for implementing the very student-centered, multimodal pedagogical approaches that learners find most motivating.

Finally, the practical challenges encountered during this study offer valuable insights into the implementation of co-teaching in resource-constrained settings. The determination

that more logistically complex models like "Parallel Teaching" and "Station Teaching" were not viable due to issues of classroom management and time constraints reflects the pragmatic limitations acknowledged in the literature (Cook & Friend, 1995). The concerns raised by teachers in Puskás Montenegro's (2021) study regarding the significant time commitment required for co-planning further contextualize this challenge. The successful reliance on more fluid models like "Team Teaching" and "One Teach, One Assist" in the present study demonstrates a necessary and effective adaptation to the realities of the Ecuadorian public-school classroom. This suggests that while all co-teaching models are valuable, their feasibility is context-dependent, and successful implementation requires flexibility and a strong collaborative rapport between educators.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

## 5.1. Conclusions

Based on the systematic evaluation conducted, it is concluded that the co-teaching method constitutes a significantly effective pedagogical intervention for enhancing the oral skills of beginner-level EFL students. The research validates its hypothesis by confirming that the collaborative framework creates a more interactive and supportive classroom environment, fostering a communicative competence superior to that achieved through traditional teaching methodologies. This approach proves to be a viable solution to the challenges present in the Ecuadorian public school system, such as overcrowded classrooms and limited opportunities for oral practice.

In response to the research objectives, it was determined that the co-teaching method directly influences student engagement by lowering the affective filter. Qualitative observations documented a clear progression from initial shyness to active and spontaneous participation, while quantitative survey data corroborated a profound increase in self-confidence and a marked decrease in the fear of speaking. Therefore, the co-teaching model successfully cultivates a secure learning ecosystem that is fundamental for the development of oral language in beginner students.

Furthermore, the study concludes that the progression of oral skills under a co-teaching model is both measurable and multifaceted. The quantitative analysis of pre- and post-intervention assessments revealed that the experimental group achieved significant gains in key indicators of oral proficiency, highlighting a drastic improvement in pronunciation, a substantial advancement in confidence and engagement, and a notable development in the use of vocabulary and basic sentence structures. This demonstrates that the instructional intensity and personalized feedback inherent in the model lead to tangible improvements in the components of spoken language.

Finally, the direct comparison of the results demonstrates that the oral skills of the students in the co-teaching group were markedly superior to those of the control group. While the control group showed modest progress in isolated areas such as vocabulary, they exhibited no development in grammar and sentence structure. In contrast, the experimental group's progress was comprehensive and substantial across all criteria, which provides robust evidence that co-teaching is a more potent strategy for fostering a complete and effective communicative competence.

## **5.2. Recommendations**

Given the conclusive evidence that co-teaching is a superior method for developing holistic oral skills compared to traditional approaches, it is strongly recommended to consider the formal adoption of co-teaching as a primary instructional strategy in EFL classrooms. This model has proven effective in mitigating the pedagogical limitations of large class sizes and is particularly suited to achieving the national curriculum's objective of fostering genuine communicative competence.

It is recommended to strategically implement the co-teaching models that most effectively lower students' affective filter and foster confidence, such as "Team Teaching" and "One Teach, One Assist," which proved to be practical and effective in this study's context. Educators should leverage the presence of a co-teacher to create a dynamic and secure atmosphere, integrating low-anxiety activities, such as the use of songs and music, which students identified as highly motivating.

To ensure effective and sustainable implementation, it is recommended that teacher training programs and school districts develop and offer targeted professional development workshops on co-teaching. Given that prior knowledge of the methodology may be limited, this training should focus on practical applications, such as co-planning lessons, defining roles, and using specific models to target linguistic skills like pronunciation and sentence structure.

Finally, it is recommended to build upon these positive findings by exploring the scalability and long-term effects of the co-teaching model. Pilot studies should be conducted in a wider range of Ecuadorian public schools to assess its effectiveness across different contexts and grade levels. Furthermore, longitudinal research is needed to track the development of students' oral skills over multiple academic years, while also investigating solutions to implementation barriers, such as the need for dedicated co-planning time and adequate institutional resources.

**CHAPTER VI**

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## **CHAPTER VII**

### **ANNEXES**

## APPENDIX 1.

*Rubric for Speaking Assessments (Pre- and Post-Test).*

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Developing (2)</b>	<b>Needs Improvement (1)</b>
<b>Fluency</b>	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.
<b>Pronunciation</b>	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.
<b>Vocabulary</b>	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.
<b>Grammar &amp; Sentence Structure</b>	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.
<b>Confidence &amp; Engagement</b>	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

## APPENDIX 2.

### *Observation Checklist Template*

Category	Yes	No	Comments
Students participate actively in speaking tasks.			
Students respond in full sentences instead of just words or short phrases.			
Students use both learned vocabulary and new expressions.			
Students show confidence when speaking (eye contact, gestures, appropriate volume).			
Students hesitate less than in previous lessons (reduction of long pauses or "uhh").			
Students ask and answer questions voluntarily.			
Students participate in pair or group speaking activities (conversations or collaborative tasks).			
Teachers provide immediate and useful feedback during speaking tasks.			
The co-teaching method increases student participation in speaking tasks.			
Both teachers collaborate actively during lesson delivery (interactions, role switching).			
Students show more motivation to participate in speaking activities due to the co-teaching approach.			
Students gradually improve in accuracy and fluency in speaking throughout the lessons.			
Students make use of different types of speaking tasks (debates, descriptions, presentations).			
Students interact effectively with their peers during group activities.			

### APPENDIX 3.

#### *Initial Student Self-Assessment Survey*

#### **Encuesta Inicial de Motivación y Confianza en Speaking**

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

- 1. ¿Te gustaría mejorar tu habilidad para hablar inglés?**  
 Sí, mucho                       Un poco                       No me interesa
- 2. ¿Sientes que tienes suficientes oportunidades para participar hablando inglés en las clases?**  
 Sí, tengo muchas oportunidades  
 Algunas veces tengo oportunidades  
 No, casi nunca tengo oportunidades
- 3. ¿Sientes que en clase hay suficiente tiempo para que todos los estudiantes participen hablando en inglés?**  
 Sí, siempre                       A veces                       No, casi nunca
- 4. ¿Te sientes motivado(a) a participar en actividades de habla en clase (diálogos o role plays)?**  
 Me gusta y me siento motivado(a)  
 A veces me da miedo, pero lo intento  
 No me gusta para nada
- 5. ¿Te da miedo hablar inglés frente a la clase?**  
 Sí, mucho                       A veces                       No, para nada
- 6. ¿Te gustaría recibir más retroalimentación sobre cómo mejorar tu pronunciación o fluidez al hablar inglés?**  
 Sí, mucho                       Un poco                       No, no me interesa
- 7. ¿Te gustaría sentirte más seguro(a) al hablar inglés?**  
 Sí, mucho                       Un poco                       No, no me interesa
- 8. ¿Qué tan cómodo(a) te sientes al hablar inglés con tu profesor y tus compañeros?**  
 Muy cómodo(a)                       Más o menos cómodo(a)                       Muy incómodo(a)

**9. En una escala del 1 al 5, ¿cómo calificarías tu nivel de confianza al hablar inglés?**

- 1 - Muy inseguro(a)
- 2 - Inseguro
- 3 - Más o menos seguro(a)
- 4 - Seguro
- 5 - Muy seguro(a)

**10. ¿Crees que tus preguntas o dudas sobre el inglés son atendidas de manera rápida durante las clases?**

- Sí, siempre
- A veces
- No, casi nunca

**11. ¿Cómo te sentirías si pudieras recibir más atención individualizada mientras hablas inglés en clase?**

- Me sentiría más seguro(a)
- No cambiaría mucho para mí
- Me sentiría incómodo(a)

**12. ¿Te sentirías más cómodo(a) si hubiera un segundo profesor en el aula para ayudarte a participar más en las actividades de speaking?**

- Sí, mucho
- A veces
- No, para nada

#### **APPENDIX 4.**

##### *Final Student Self-Assessment Survey*

### **Encuesta Final de Motivación y Confianza en Speaking**

**Instrucciones:** Marca con una "X" la opción que mejor describa cómo te sientes ahora después de participar en las clases de inglés con dos profesores. Queremos saber tu opinión honesta.

**1. Después de las clases con dos profesores, ¿cómo sientes tu habilidad para hablar inglés?**

He mejorado mucho.                       He mejorado un poco.                       Siento que no ha cambiado.

**2. ¿Durante las clases sentiste que tuviste suficientes oportunidades para practicar hablando inglés?**

Sí, tuve muchas oportunidades.                       Tuve algunas oportunidades.                       No, casi nunca.

**3. ¿Sientes que hubo suficiente tiempo para que todos los estudiantes participaran hablando en inglés?**

Sí, siempre.     A veces.     No, casi nunca.

**4. ¿Qué tan motivado(a) te sentiste para participar en actividades de habla (como diálogos o canciones) en las clases con dos profesores?**

Muy motivado(a)                       Un poco nervioso(a)                       No me gustó participar para nada.

**5. Después de esta experiencia, ¿cuánto miedo tienes de hablar inglés frente a la clase?**

Tengo muy poco miedo.                       Todavía tengo algo de miedo.                       Tengo mucho miedo.

**6. ¿Sentiste que recibiste suficiente retroalimentación (feedback) para mejorar tu pronunciación y fluidez al hablar inglés?**

Sí, mucha retroalimentación.  Recibí algo de feedback.  No, no recibí mucha.

**7. ¿Cómo describirías tu nivel de seguridad ahora cuando participas en inglés?**

- Mucho más seguro(a).
- Un poco más seguro(a).
- Mi confianza no ha cambiado.

**8. ¿Qué tan cómodo(a) te sientes ahora al hablar inglés con tus profesores y compañeros?**

- Muy cómodo(a).  Más o menos cómodo(a).  Muy incómodo(a).

**9. En una escala del 1 al 5, ¿cómo calificarías tu nivel de confianza ahora al hablar inglés?**

- 1 - Nivel Bajo
- 2 - Nivel Medio-Bajo
- 3 - Nivel Medio
- 4 - Nivel Medio-Alto
- 5 - Nivel Alto

**10. ¿Crees que tus preguntas o dudas sobre cómo hablar en inglés fueron atendidas rápidamente durante las clases con dos profesores?**

- Sí, siempre.  A veces.  No, casi nunca.

**11. ¿Cómo te hizo sentir la atención individualizada que recibiste al tener dos profesores en el aula cuando hablabas en inglés?**

- Me hizo sentir más seguro(a) y apoyado(a).
- No hizo mucha diferencia para mí.
- Me hizo sentir incómodo(a).

**12. Ahora que lo has experimentado, ¿cuál es tu opinión sobre tener un segundo profesor en el aula para ayudar con las actividades de speaking?**

Ayudó mucho.

Ayudó un poco.

No ayudó para nada.

## **APPENDIX 5.**

### *Survey on the Effectiveness of Co-Teaching in EFL Classrooms*

#### **Encuesta: Impacto de la Co-enseñanza en el Aprendizaje del Inglés**

**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.

**Marca con una X**

**1. Según tu experiencia, ¿el método de co-enseñanza mejoró tu habilidad para hablar en inglés?**

Sí, mejoró notablemente                       Mejoró un poco                       No noté una mejora

**2. ¿Con la co-enseñanza, tuviste más oportunidades para hablar y participar en clase?**

Sí, tuve muchas más oportunidades

Tuve algunas oportunidades más

Tuve las mismas oportunidades

**3. ¿La co-enseñanza aumentó tu nivel de confianza para hablar en inglés frente a tus compañeros?**

Sí, aumentó mi confianza

Aumentó un poco

No hubo cambio en mi confianza

**4. ¿Consideras que las clases con co-enseñanza fueron más dinámicas e interactivas?**

Sí, mucho más dinámicas

Un poco más dinámicas

Igual que las clases con un solo profesor

**5. Durante la co-enseñanza, ¿recibiste ayuda o retroalimentación para tus dudas de manera más rápida?**

Sí, mucho más rápido

Un poco más rápido

No hubo diferencia

**6. ¿Consideras que el ambiente en el aula de co-enseñanza fue más positivo y de apoyo para aprender a hablar en inglés?**

Sí, fue un ambiente mucho mejor para aprender.

Sí, fue un poco mejor.

No noté ninguna diferencia en el ambiente.

**7. Basado en tu experiencia, ¿recomendarías el método de co-enseñanza para futuras clases de inglés?**

Sí, lo recomendaría

Quizás

No lo recomendaría

**Escribe tu respuesta**

**8. ¿Cuál fue la ventaja más grande o el mayor beneficio que notaste al aprender con co-enseñanza?**

**9. ¿Qué aspecto del método de co-enseñanza crees que se podría mejorar para ayudar más a los estudiantes?**

**10. Recuerda un momento bueno o divertido que viviste en las clases con co-enseñanza y cuéntanos qué pasó.**

**APPENDIX 6.***Anonymized Pre-Test and Post-Test Rubric Scores (Experimental Group)*

<b>Participant</b>	<b>Pre-Test Total Score (out of 16)</b>	<b>Post-Test Total Score (out of 16)</b>	<b>Improvement</b>
EG-1	6	6	0
EG-2	14	16	2
EG-3	5	6	1
EG-4	8	7	-1
EG-5	5	9	4
EG-6	5	12	7
EG-7	5	16	11
EG-8	9	14	5
EG-9	14	9	-5
EG-10	9	7	-2
EG-11	5	12	7
EG-12	9	16	7
EG-13	8	8	0
EG-14	8	10	2
EG-15	5	13	8
EG-16	10	11	1
EG-17	8	13	5
EG-18	10	18	8
EG-19	12	14	2
EG-20	10	16	6
EG-21	8	8	0
EG-22	8	15	7
EG-23	10	11	1
EG-24	5	7	2
EG-25	11	9	-2
EG-26	5	13	8
EG-27	11	8	-3
EG-28	6	7	1
EG-29	11	15	4
EG-30	6	17	11
EG-31	11	13	2
EG-32	7	10	3

**APPENDIX 7.**

*Anonymized Pre-Test and Post-Test Rubric Scores (Control Group)*

<b>Participant</b>	<b>Pre-Test Total Score (out of 16)</b>	<b>Post-Test Total Score (out of 16)</b>	<b>Improvement</b>
<b>CG-1</b>	5	5	0
<b>CG-2</b>	5	7	2
<b>CG-3</b>	5	8	3
<b>CG-4</b>	5	11	6
<b>CG-5</b>	5	5	0
<b>CG-6</b>	5	6	1
<b>CG-7</b>	7	6	-1
<b>CG-8</b>	10	9	-1
<b>CG-9</b>	6	7	1
<b>CG-10</b>	7	11	4
<b>CG-11</b>	6	7	1
<b>CG-12</b>	8	8	0
<b>CG-13</b>	6	9	3
<b>CG-14</b>	6	8	2
<b>CG-15</b>	5	5	0
<b>CG-16</b>	5	5	0
<b>CG-17</b>	5	5	0
<b>CG-18</b>	11	6	-5
<b>CG-19</b>	5	6	1
<b>CG-20</b>	5	5	0
<b>CG-21</b>	11	11	0
<b>CG-22</b>	7	13	6
<b>CG-23</b>	5	7	2
<b>CG-24</b>	7	10	3

**APPENDIX 8.**

*Scores from Pre-Intervention Student Self-Assessment Surveys*

Participants	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
EG-1	3	3	3	3	2	2	3	1	1	3	3	3
EG-2	3	2	3	2	2	2	3	2	3	3	3	3
EG-3	3	3	3	3	1	3	3	3	5	3	3	3
EG-4	3	2	3	3	1	3	3	1	4	3	3	3
EG-5	3	3	3	3	1	3	3	3	4	3	3	3
EG-6	3	3	3	3	1	3	3	3	1	3	3	3
EG-7	3	3	3	3	1	3	3	3	1	3	3	3
EG-8	3	3	3	3	2	3	3	3	5	3	3	3
EG-9	3	2	2	3	2	3	3	3	1	3	3	3
EG-10	3	2	3	3	1	3	3	3	3	3	3	3
EG-11	3	3	3	3	1	3	3	3	1	3	3	3
EG-12	3	3	2	2	2	3	3	3	5	2	3	3
EG-13	3	2	3	2	2	3	3	2	4	2	3	3
EG-14	3	3	2	3	3	3	3	3	5	3	3	3
EG-15	3	3	3	2	1	3	3	2	3	2	3	3
EG-16	3	3	3	3	1	3	3	3	1	3	3	3
EG-17	3	3	3	3	1	3	3	3	2	3	3	3
EG-18	3	3	2	3	1	2	3	3	1	3	3	3
EG-19	3	2	3	3	1	3	3	1	4	3	3	3
EG-20	3	3	3	3	2	3	3	3	1	3	3	3
EG-21	3	3	3	3	1	3	3	3	1	3	3	3
EG-22	3	3	3	2	1	3	3	3	3	3	3	3
EG-23	3	3	3	2	2	3	3	3	1	2	3	3
EG-24	3	3	3	3	2	3	3	3	5	2	3	3
EG-25	3	3	3	3	2	3	3	3	1	2	3	3
EG-26	3	3	3	3	1	3	3	3	4	3	3	3
EG-27	3	2	2	2	1	3	3	2	1	2	1	3
EG-28	3	3	3	3	1	3	3	3	1	3	3	3
EG-29	3	2	3	3	3	3	3	2	4	2	3	3
EG-30	3	2	3	3	3	3	3	3	4	3	3	3
EG-31	3	3	2	3	2	3	3	3	5	3	3	3
EG-32	2	1	2	2	1	1	1	2	1	2	1	2
<i>Mean</i>	2,97	2,66	2,78	2,75	1,53	2,84	2,94	2,63	2,69	2,72	2,88	2,97

**The highest number represents the most positive response from the options, and the lowest number represents the most negative response from the options.**

## APPENDIX 9.

### Scores from Post-Intervention Student Self-Assessment Surveys

Participants	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
EG-1	3	3	3	3	2	3	3	3	5	3	3	3
EG-2	2	2	2	2	1	2	2	2	2	3	3	3
EG-3	3	3	3	3	3	3	3	3	5	3	3	3
EG-4	3	3	3	3	3	3	3	2	4	3	3	3
EG-5	3	3	2	2	2	3	3	3	5	3	3	3
EG-6	3	3	3	3	3	3	3	3	5	3	3	3
EG-7	3	2	3	3	3	3	3	3	5	3	3	3
EG-8	3	3	3	3	3	3	3	3	4	3	3	3
EG-9	3	3	3	3	3	3	3	3	1	3	3	3
EG-10	2	3	3	2	2	2	1	2	1	1	2	3
EG-11	2	2	2	2	2	2	2	2	3	2	2	2
EG-12	3	2	2	3	3	3	2	3	1	1	3	3
EG-13	3	2	2	2	2	2	2	2	3	2	2	2
EG-14	3	3	3	3	3	3	3	3	5	3	3	3
EG-15	2	2	3	2	2	3	2	2	2	3	3	3
EG-16	2	2	2	2	2	2	2	2	2	2	2	2
EG-17	3	3	2	3	2	3	3	3	5	3	3	2
EG-18	3	3	3	3	3	3	3	3	5	3	3	3
EG-19	3	3	3	3	3	3	3	3	5	3	3	3
EG-20	3	1	3	3	1	3	3	1	5	3	3	3
EG-21	3	3	3	3	3	3	3	3	5	3	3	3
EG-22	3	3	3	3	3	3	3	3	4	3	3	3
EG-23	3	3	2	2	3	3	3	3	5	1	2	3
EG-24	3	3	3	2	1	3	3	3	4	1	3	3
EG-25	3	3	3	2	2	3	3	3	5	3	1	3
EG-26	3	3	2	3	2	3	2	3	3	1	3	3
EG-27	2	3	3	3	3	3	2	3	5	3	3	3
EG-28	3	3	3	3	3	3	3	3	5	3	3	3
EG-29	3	3	3	3	3	3	3	3	3	3	3	3
EG-30	3	3	1	1	3	3	3	3	1	3	3	3
EG-31	2	2	3	2	1	2	2	2	4	2	3	3
EG-32	2	2	2	2	2	3	3	1	3	2	3	2
<i>Mean</i>	2,75	2,6	2,6	2,5	2,4	2,8	2,6	2,6	3,7	2,5	2,7	2,8

**APPENDIX 10.**

*Scores from Student Perceptions of the Effectiveness of the Co-Teaching Method*

<b>Participants</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>	<b>Q7</b>
<b>EG-1</b>	2	3	2	3	2	3	3
<b>EG-2</b>	2	2	2	3	3	3	3
<b>EG-3</b>	3	3	3	3	3	3	3
<b>EG-4</b>	3	3	3	3	3	3	3
<b>EG-5</b>	3	3	3	3	3	3	3
<b>EG-6</b>	3	3	3	3	3	3	3
<b>EG-7</b>	3	2	2	3	3	2	2
<b>EG-8</b>	3	3	3	3	3	3	3
<b>EG-9</b>	3	3	3	3	3	3	3
<b>EG-10</b>	2	3	2	2	2	3	3
<b>EG-11</b>	3	3	3	3	3	3	3
<b>EG-12</b>	3	2	2	3	3	3	3
<b>EG-13</b>	2	3	2	3	2	2	3
<b>EG-14</b>	3	3	3	3	3	3	3
<b>EG-15</b>	2	2	2	3	3	2	3
<b>EG-16</b>	3	3	2	3	3	3	3
<b>EG-17</b>	3	3	3	3	3	3	3
<b>EG-18</b>	3	3	3	3	3	3	3
<b>EG-19</b>	3	3	3	3	3	3	3
<b>EG-20</b>	3	2	2	3	2	2	3
<b>EG-21</b>	3	3	3	2	2	3	3
<b>EG-22</b>	3	3	3	3	3	3	3
<b>EG-23</b>	3	2	2	3	2	2	3
<b>EG-24</b>	3	3	3	3	3	3	3
<b>EG-25</b>	3	3	3	3	3	3	3
<b>EG-26</b>	2	2	2	3	2	3	2
<b>EG-27</b>	2	2	1	3	3	1	3
<b>EG-28</b>	3	3	3	3	3	3	3
<b>EG-29</b>	3	3	3	3	3	3	3
<b>EG-30</b>	3	3	3	3	3	3	3
<b>EG-31</b>	2	2	2	3	2	3	3
<b>EG-32</b>	2	2	2	2	2	2	2

**The highest number represents the most positive response from the options, and the lowest number represents the most negative response from the options.**