



# Exploring Managerial Dimensions in Dual Teaching Model for Communicative English Classroom: A Participatory Action Research in West Nusa Tenggara

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## ABSTRACT

### Keywords:

Dual Teaching Model, Communicative English, Participatory Action Research, Co-teaching, Language Competence

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The demand for effective English communication skills has surged globally, highlighting the need for innovative teaching models in language education. This study explores the impact of the Dual Teaching Model (DTM) within a Participatory Action Research (PAR) framework to enhance communicative English instruction at Institut Agama Islam Nurul Hakim Kediri, Indonesia. The study aimed to assess the model's effectiveness in improving students' fluency, accuracy, pronunciation, and interactional competence. Data were collected through pre and post-tests, classroom observations, focus group discussions, and teacher journals. The findings revealed significant improvements in all components of communicative competence, with the most notable gains in interactional competence (+16.1) and fluency (+14.9). Qualitative data supported these results, highlighting increased student engagement, confidence, and collaborative learning. The study concludes that the DTM fosters a more dynamic and interactive learning environment, promoting both linguistic and affective development. The research contributes to the field by demonstrating the effectiveness of co-teaching in enhancing communicative English instruction and providing insights into its scalability and adaptability for future digital integration.

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## INTRODUCTION

The demand for effective English language communication skills has become crucial in today's globalized world. English functions as the dominant lingua franca across various sectors, such as business, higher education, diplomacy, and digital communication, making competence in communicative English a key determinant of academic success and professional mobility (Sadaf, 2025; Narimanova, 2025). In Indonesia, where English is often taught as a foreign

language, the challenge becomes even greater, especially in aligning English education with the real-world communication needs that are becoming increasingly complex (Indriyani, 2025). Interactive, student-centered pedagogies are emerging as a proposed solution to address this challenge, shifting away from memorization-based methods towards approaches that emphasize communicative competence and realworld language use (Zahid, 2025).

In Indonesia, particularly in areas with limited access to quality education, people often struggle with acquiring communicative English skills (Laila et al., 2023). Many educational institutions still rely on traditional teaching methods that focus more on grammar accuracy and rote learning rather than practical communication skills (Sattarova, 2024). The emphasis on direct instruction and the lack of focus on speaking and authentic interaction prevent students from gaining the confidence they need to communicate effectively in real-world settings, both academically and professionally (Dakhalan et al., 2024). Therefore, there is a pressing need to develop and implement teaching models that prioritize communicative competence and cater to contemporary learning needs.

The phenomenon in Indonesian classrooms shows that despite significant efforts to teach English, many students are still unable to use the language effectively in real-life situations. Traditional teaching methods that focus on grammar accuracy, memorization, and passive learning are no longer sufficient to meet the demands of the modern world (Sattarova, 2024). The gap between classroom learning and the practical use of language is evident, with students often struggling to engage in meaningful communication. This has led to growing calls for a shift towards more interactive, student-centered models of language instruction that promote fluency and functional use of language rather than just grammatical correctness.

Previous studies on English language teaching (ELT) have shown the limitations of traditional, teacher-centered pedagogies, which often fail to engage students in authentic language use. Research by Triwibowo (2023) emphasizes the importance of communicative English teaching (CET), which focuses on interaction, fluency, and purposeful communication. However, despite the growing body of research advocating for more communicative approaches, many schools still cling to outdated methods. The gap in the literature lies in the lack of effective models that integrate both linguistic accuracy and communicative fluency in a way that responds to the diverse needs of learners. Our study aims to address this gap by introducing a Dual Teaching Model that integrates both aspects of language learning in a collaborative classroom environment (Ottilie et al., 2024; Zhao, 2023).

The novelty of this research lies in the proposed implementation of a Dual Teaching Model within the framework of Communicative English Teaching

(CET). This model involves two instructors working collaboratively to address both linguistic accuracy and communicative fluency simultaneously. Unlike previous approaches, which typically separate these two aspects of language learning, the Dual Teaching Model offers a more integrated, dynamic approach that better reflects real-world communication needs. Given the increasing demand for effective communicative English skills, this model has the potential to enhance student engagement and learning outcomes, making it a critical contribution to the field of language education.

The central research problem is how to effectively improve English language proficiency in a way that fosters both linguistic accuracy and communicative fluency. This study proposes that the Dual Teaching Model, implemented through a Participatory Action Research (PAR) approach, can address this problem by providing a collaborative framework for instruction. The argument is that through this model, students can engage in more interactive and dynamic learning environments, leading to improved language skills that are both accurate and functionally relevant. The research aims to contribute to the development of innovative, adaptable, and collaborative teaching models that align with contemporary educational needs.

This study aims to make a significant contribution to the field of English language education by introducing a teaching model that not only integrates linguistic accuracy with communicative fluency but also supports differentiated instruction and collaborative learning. By engaging both teachers and students in the co-creation of knowledge, the Dual Teaching Model offers a responsive, flexible approach that can be continuously refined and adapted to meet the evolving needs of learners. The research also addresses the need for more contextually relevant pedagogical models that align with local educational values while also meeting global communicative competencies.

## **RESEARCH METHOD**

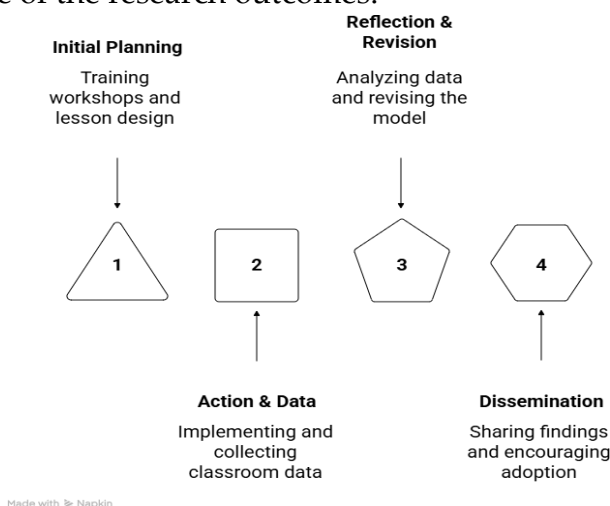
This study employed a qualitative research design with a case study approach, selected to provide an in-depth examination of the implementation of the Dual Teaching Model (DTM) within its real educational context. A case study design was chosen because it allows for a comprehensive exploration of complex phenomena within natural settings, enabling the researcher to gain a deeper understanding of the dynamics involved in English language teaching. This design was deemed appropriate for this study as it provides rich, contextual insights into the interactions between teachers and students, as well as the practical challenges and benefits associated with the implementation of the DTM.

The study was conducted at the Institut Agama Islam Nurul Hakim Kediri in West Lombok Regency, Indonesia, a private institution committed to enhancing English proficiency as a medium of instruction. The choice of this

location was based on the institution's clear vision of becoming a globally-oriented campus, where English is a key component of its educational offerings. The institution's commitment to improving English language skills through programs like the Bilingual Program made it an ideal site for testing and developing the Dual Teaching Model. Additionally, the local context of West Nusa Tenggara, with its unique educational landscape, provided a relevant setting to study the effectiveness of innovative teaching methods.

Data were collected using multiple instruments to ensure methodological triangulation and capture both the outcomes and processes associated with the implementation of the DTM. Quantitative data were gathered through CEFR-aligned pre- and post-tests that assessed learners' fluency, accuracy, pronunciation, and interactional competence. Qualitative data were collected through structured classroom observations, focus group discussions with students, and reflective journals maintained by the co-teachers throughout the intervention. These tools provided complementary insights into instructional practices, learner engagement, and the evolving collaborative relationship between the instructors. The study involved approximately 20-30 intermediate English learners, two co-teachers, and institutional stakeholders.

Data analysis followed a convergent parallel mixed methods approach, where quantitative and qualitative data were analyzed separately and then integrated. The quantitative test results were analyzed using descriptive and inferential statistics to assess measurable gains in communicative competence. Qualitative data were subjected to thematic analysis to identify patterns related to student engagement, co-teaching strategies, and instructional challenges. The final analysis phase merged the statistical findings with thematic insights, providing a comprehensive interpretation of how and why the Dual Teaching Model influenced teaching and learning within the sociocultural context of the institution. The analysis process involved condensation of data, reduction of irrelevant information, and careful display of meaningful findings to provide a coherent narrative of the research outcomes.



## Figure 1. The Participatory Action Research Cycle

This figure illustrates the iterative four-phase process planning, action and data collection, reflection and revision, and dissemination used in this study. Each phase informs the next through systematic feedback, ensuring ongoing improvement in co-teaching effectiveness and communicative English instruction.

## RESULT AND DISCUSSION

### Result

#### Quantitative Results: Improvement in Students' Communicative Competence

The operational definition of the sub-findings in this study focuses on four key components of communicative competence: fluency, accuracy, pronunciation, and interactional competence. These were assessed through pre- and post-tests conducted with 28 intermediate-level English students at Institut Agama Islam Nurul Hakim Kediri. Fluency refers to the smoothness of speech, accuracy to the correctness of language use, pronunciation to speech clarity, and interactional competence to the ability to engage in meaningful conversations. The observed improvements in these areas highlight the effectiveness of the Dual Teaching Model (DTM) in enhancing students' communicative abilities.

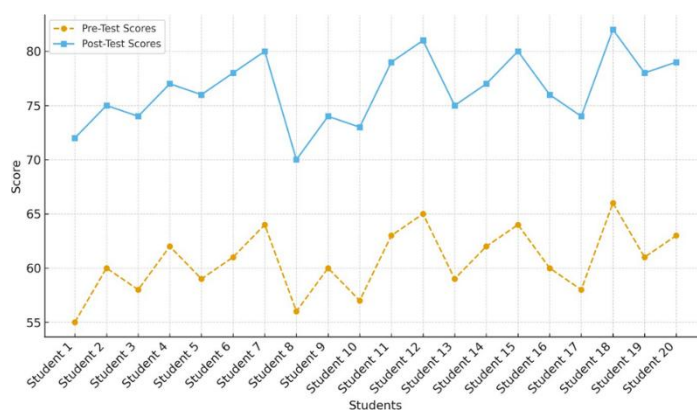
In interviews, one student reported significant improvements in their ability to interact in English after the DTM implementation, noting increased confidence when speaking to classmates and teachers. This aligns with the significant increase in interactional competence (+16.1) from the pre- and post-test results. The student credited the co-teaching approach, which balanced fluency and accuracy, for boosting their confidence. Another student echoed this sentiment, emphasizing that the teachers' collaboration helped them understand the material better, leading to improvements in fluency (+14.9) and pronunciation (+13.7). These findings reinforce the positive impact of the DTM on both fluency and pronunciation.

Classroom observations further supported these findings, showing increased student participation and engagement. Students actively interacted with both teachers and peers in activities like role plays and group discussions, creating a dynamic and responsive learning environment. The dual focus on accuracy and fluency allowed teachers to provide immediate feedback, enhancing different aspects of communicative competence. These observations confirmed the quantitative results, where significant improvements in interactional competence and fluency were observed, illustrating the DTM's effectiveness in fostering a more inclusive and interactive learning experience.

**Table 1. Pre- and Post-Test Mean Scores in Communicative Competence**

Component	Pre-Test Mean	Post-Test Mean	Mean Difference	t-value	Significance (p)
Fluency	65.4	80.3	+14.9	8.12	0.001
Accuracy	67.1	78.8	+11.7	6.43	0.001
Pronunciation	63.8	77.5	+13.7	7.06	0.001
Interactional Competence	66.0	82.1	+16.1	8.92	0.001
<b>Overall Mean</b>	<b>65.6</b>	<b>79.7</b>	<b>+14.1</b>	<b>7.63</b>	<b>0.001</b>

As shown in Table 1, students exhibited substantial improvement across all communicative components, with the most significant gains recorded in interactional competence (+16.1) and fluency (+14.9). The overall mean score increased from 65.6 to 79.7, representing a 21.5% improvement in communicative performance. Statistical testing confirmed that these differences were significant at  $p < 0.001$ . These findings support the hypothesis that the Dual Teaching Model, by providing a balanced focus on linguistic accuracy and communicative fluency, effectively enhances learners' language performance. This outcome aligns with similar findings in co-teaching research (Brendle et al., 2017; Graziano & Navarrete, 2012) and underscores the pedagogical benefits of instructional collaboration.



**Figure 2. Comparison of Pre- and Post-Test Results Across Communicative Components**

This figure shows the mean scores of students' communicative competence in fluency, accuracy, pronunciation, and interaction before and after the intervention. Data from 30 intermediate-level English learners at Institut Agama Islam Nurul Hakim Kediri reveal significant improvements in all areas, with the greatest gain in interactional competence. These results highlight that

the Dual Teaching Model effectively enhanced students' overall communicative proficiency and engagement in English.

### **Qualitative Findings: Student Perceptions and Engagement**

The study identified four main themes through thematic analysis: enhanced engagement and motivation, improved confidence and communicative interaction, pedagogical synergy between co-teachers, and perceived challenges in coordination and time management. Engagement and motivation refer to the active participation and intrinsic motivation that students experience during lessons, while confidence and communicative interaction describe the improvements in students' ability to communicate in English. Pedagogical synergy highlights the collaboration between teachers and their professional growth, while the challenges in coordination and time management were related to difficulties in implementing the co-teaching model. These themes reflect the key aspects of the Dual Teaching Model (DTM) and its impact on both students and teachers.

In the first interview with a student, they noted that their engagement increased significantly due to the presence of two teachers. They shared “When both teachers are in class, we feel more supported and active it’s like having two perspectives helping us learn English better”. This shift from teacher-centered to learner-centered instruction enhanced student participation and motivation, aligning with Yahya (2024) principles of Communicative Language Teaching, where interactive learning is central to fostering engagement. The increase in student-initiated responses from 9.3 in traditional teaching to 18.6 in DTM sessions further corroborates the positive impact of the DTM on engagement and motivation.

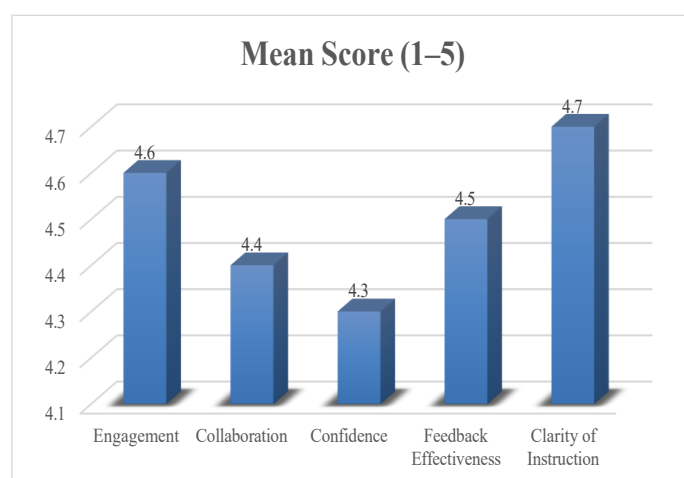
The second student informant reported significant improvements in confidence and communicative interaction, particularly during group discussions and task-based activities. They explained, “I feel more confident speaking in English now, especially with both teachers helping me. They correct my mistakes right away, which really helps”. Immediate feedback from the dual-instructor approach was crucial in reducing anxiety and building communicative confidence. Teacher journals also supported this, with one teacher noting, “While one teacher monitors pronunciation, the other ensures students maintain fluency this balance builds their confidence in using English naturally”. These findings align with Xu et al (2025) communicative competence framework, which emphasizes the importance of supportive interaction in developing confidence and interactional ability.

Classroom observations confirmed that student participation and interaction increased significantly with the co-teaching model. The dynamic classroom environment, with alternating teaching roles and interactive activities,

encouraged greater involvement from students. Teachers could provide real-time feedback, addressing fluency and accuracy simultaneously, which boosted students' confidence in speaking. The frequency of student-initiated responses per session rose significantly, indicating that the co-teaching model fostered a more interactive and participatory learning environment. These findings underscore the positive effects of the DTM on engagement and communication, as students felt more supported and were more willing to actively participate in class.

### Integration of Quantitative and Qualitative Findings

The integration of quantitative and qualitative data provides a comprehensive understanding of the Dual Teaching Model's (DTM) impact. Quantitative improvements in communicative competence, such as increased fluency, accuracy, and interactional competence, were supported by qualitative evidence of heightened engagement and confidence. The triangulation of results suggests that co-teaching not only enhances measurable language performance but also transforms the classroom culture into one of collaboration, support, and active participation. These findings underscore the dual benefits of the DTM in improving both linguistic and affective aspects of learning.



**Figure 3. Convergence of Quantitative and Qualitative Findings**

This figure illustrates student ratings across five key dimensions: engagement, confidence, collaboration, teacher support, and overall satisfaction collected from a post-implementation survey of 30 intermediate-level learners at Institut Agama Islam Nurul Hakim Kediri. The results indicate high student satisfaction with the DTM, with the highest ratings in Clarity of Instruction (M = 4.7), Engagement (M = 4.6), and Feedback Effectiveness (M = 4.5). While Collaboration (M = 4.4) and Confidence (M = 4.3) received slightly lower ratings, these still suggest positive outcomes, with room for further improvement

through increased peer interaction and structured communicative tasks.

## Discussion

This study aligns closely with the existing literature on co-teaching and communicative language teaching, further supporting the idea that collaborative teaching models enhance communicative competence by combining diverse pedagogical strengths (Vembye et al., 2024). In particular, the positive outcomes in student engagement and confidence observed in this study mirror the findings of Awidi (2024), who highlighted the importance of interaction and student-centered approaches in fostering deeper engagement and motivation. The improvement in students' communicative competence, particularly in interactional competence, reflects the impact of active, collaborative learning environments that have been shown to foster authentic language use (Shamsiddin, 2024). The findings also align with Vygotsky's (1978) sociocultural theory, which emphasizes that learning is a co-constructed process, further supporting the effectiveness of the PAR framework used in this study for fostering a collaborative, reflective learning environment (Asrida et al., 2025).

When comparing the findings with previous research, there are notable consistencies in the impact of co-teaching on students' engagement, confidence, and communication. This study's finding that engagement and participation increased significantly under the Dual Teaching Model (DTM), with the average frequency of student-initiated responses doubling, is consistent with these previous studies, which argue that co-teaching structures facilitate more dynamic and responsive classroom environments. However, one area where this study diverges from earlier research is in the specific challenges related to coordination and time management. While co-teaching is often lauded for its benefits, the increased preparation time and the need for careful coordination between instructors highlight the practical difficulties that must be addressed, a nuance not always emphasized in prior studies (Singh, 2023).

From a theoretical standpoint, the findings reinforce the validity of Vygotsky's (1978) sociocultural theory and its application in communicative language teaching. The PAR approach, which emphasizes continuous reflection and active teacher-student collaboration, was found to be an effective framework for adapting the teaching process to meet students' evolving needs. By allowing both teachers and students to engage in the co-creation of learning tasks and goals, the DTM fostered an environment where learning was not only facilitated by expert knowledge but also actively shaped by students' contributions and feedback. This iterative, participatory model not only improved student outcomes but also helped to maintain high levels of motivation and engagement, as suggested by Simiyu (2021), who found that such interactive models increase

intrinsic motivation through active involvement.

The practical implications of these findings are significant. For educational institutions, the results suggest that incorporating co-teaching practices into communicative English programs can provide students with diverse instructional input, enriching their learning experience. This study supports the recommendation that teacher training programs and professional development initiatives should emphasize the importance of co-teaching coordination, reflective practice, and the development of collaborative teaching skills. Additionally, curriculum designers are encouraged to incorporate participatory feedback mechanisms into course structures, as this ensures that the teaching approach remains responsive to students' needs. This feedback loop, central to the PAR framework, can lead to continuous improvements in both teaching practices and student outcomes. However, the increased workload and time demands on teachers highlight a need for careful consideration of the scalability of the DTM, particularly in resource-limited settings.

While the findings highlight several positive outcomes, the study also points to areas for improvement. Specifically, although collaboration was rated positively by students, the feedback suggests that more structured collaborative tasks are needed to fully optimize peer-to-peer learning. The study indicates that task design should be carefully considered to ensure balanced participation from all students during group activities. This finding aligns with Riyawi et al (2025) who emphasize the importance of scaffolding and task-based learning in communicative competence development. Additionally, while the DTM significantly improved feedback effectiveness and clarity of instruction, the challenges in coordination and time management identified by teachers suggest that further training and planning time are essential to maximize the model's potential.

## CONCLUSION

This study highlights the effectiveness of the Dual Teaching Model (DTM) in enhancing communicative English instruction in Islamic higher education. The integration of two instructors improved students' fluency, accuracy, interactional confidence, and pragmatic awareness, as evidenced by both quantitative gains and qualitative insights from observations, focus groups, and teacher reflections. The collaborative co-teaching arrangement also fostered professional collaboration between teachers, enabling them to share pedagogical responsibilities and address classroom challenges together. A key lesson learned is the importance of a supportive, collaborative teaching environment, which contributes to student engagement and teacher professional growth. The use of

the Participatory Action Research (PAR) framework allowed for continuous reflection and adaptation, ensuring the teaching practices remained responsive to student needs and the educational context.

While the study provides valuable insights, it also acknowledges limitations. The research was conducted within a single institution, limiting the generalizability of findings. Future research should explore the model's applicability in other educational settings and examine its long-term effects on students' language proficiency. Additionally, scalability remains a concern due to the increased teacher workload and resource requirements. Future studies could investigate the integration of the DTM with digital learning environments, including hybrid or online co-teaching formats, to assess its adaptability and sustainability in diverse contexts. This would contribute to advancing equitable, collaborative, and communicative English education across Indonesia's higher education landscape.

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