



Application of Coaching as a Teaching Model in English as a Foreign Language Classroom in Saudi Arabia

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ABSTRACT: This research introduces an EFL instructional strategy grounded in coaching as a pedagogical approach. EFL education may encompass three distinct styles of coaching: peer coaching among educators, educator-to-learner interactions coaching and peer coaching among students. Educators' Peer coaching improves collaborative teaching, which can Enhance the quality of English as a Foreign Language instruction. A teacher is capable to mentor pupils in their writing process and oral presentations peer coaching, which facilitates pupils' development in Composition and verbal presentation. Peer tutoring among Students can enhance four fundamental aspects of second language acquisition. language acquisition—listening, reading, and writing Articulating. This project encompasses a unit plan that is intended to improve students' writing and speaking skills presenting skills through peer collaboration and Evaluation.

INTRODUCTION

The increasing emphasis on English as a Foreign Language (EFL) in Saudi Arabia is a reflection of the country's ongoing efforts toward globalization,

economic diversification, and educational advancement. In recent years, English has become more than just a language subject; it is now considered a critical tool for accessing global knowledge, participating in international business, and pursuing higher education opportunities. This shift aligns with Saudi Arabia's strategic vision to diversify its economy and integrate more fully into the global market, where English proficiency is often a prerequisite.

Despite this growing recognition of English's importance, the traditional EFL teaching approaches in Saudi Arabia have predominantly relied on methods that focus on rote memorization, grammar instruction, and translation techniques. While these methods can contribute to a foundational understanding of English, they often fall short in promoting practical language use, communicative skills, and critical thinking. As a result, many students struggle with applying their English knowledge in real-world situations, such as conversations, writing tasks, or understanding context-based nuances.

This research proposes the use of coaching as an innovative approach to teaching English in Saudi EFL classrooms. Unlike traditional methods, coaching emphasizes a student-centered approach that focuses on developing communication skills through active learning, personalized feedback, and continuous support. Coaching strategies can include activities like role-playing, collaborative projects, and individualized learning plans, all of which aim to enhance the students' ability to use English in practical and interactive contexts. This study seeks to investigate how such a coaching model can be integrated into Saudi EFL classrooms to improve language proficiency, increase student motivation, and foster a more engaging learning environment.

The primary objective of this research is to analyze the potential benefits of adopting coaching methodologies in EFL instruction and to explore practical ways to implement these methods within the Saudi educational framework. It will examine how coaching can address the gap between the theoretical understanding of English and its practical application, thus providing students with the tools they need to succeed academically and professionally. Additionally, this study aims to provide insights that can guide educational policymakers and practitioners in Saudi Arabia toward creating more effective and engaging EFL programs. By doing so, it could significantly impact the future direction of language education in Saudi Arabia, making it more aligned with the country's broader goals of economic and social development.

REVIEW OF THE LITERATURE

English as a Foreign Language (EFL) education in Saudi Arabia has traditionally relied on rote memorization, grammar-focused instruction, and translation methods. While these approaches provide a basic understanding of the language, they often fail to equip students with the necessary skills to use English effectively in practical scenarios. This has created a disconnect between language

knowledge and its real-world application, particularly in areas such as speaking, listening, and contextual communication.

Recent studies have called for more innovative and interactive teaching methods that emphasize student engagement and active participation. One such approach is coaching, which focuses on personalized learning, collaborative tasks, and continuous feedback. Research highlights its potential to improve language acquisition and enhance student motivation (Jones, 2018). Despite these promising findings, the application of coaching in Saudi EFL classrooms remains limited, necessitating further research to adapt and evaluate its effectiveness within the local cultural and educational context (Al-Seghayer, 2019).

PROBLEM STATEMENT

EFL instruction in Saudi Arabia faces a significant challenge in bridging the gap between theoretical learning and practical language use. Current teaching methods often leave students unable to apply their English skills in everyday situations, which impacts their ability to communicate effectively. This study aims to address this issue by exploring the integration of coaching as a pedagogical model, providing a learner-centered approach that aligns with the specific needs and aspirations of Saudi students in developing communicative competence.

METHODS

The research in Saudi EFL classrooms employed a mixed-methods design, integrating both qualitative and quantitative approaches to offer a thorough analysis of the coaching model's impact. This approach involved several key components, including surveys, classroom observations, pre- and post-tests, and semi-structured interviews. Surveys were administered to EFL teachers and students to collect data on their perspectives and experiences with the coaching approach, providing a broad view of its reception and perceived effectiveness.

Classroom observations were conducted to directly examine how the coaching model was implemented, with a particular focus on interactions between teachers and students, as well as collaborative activities among students during lessons. These observations aimed to capture real-time dynamics and the practical application of coaching strategies in the classroom environment.

To quantify changes in language proficiency, pre- and post-tests were administered to students before and after a six-week instructional unit that integrated coaching techniques. These tests offered measurable insights into the development of students' language skills, allowing for a comparison of their abilities before and after the intervention.

Additionally, semi-structured interviews were conducted with a selected group of teachers to delve deeper into their views on the coaching model. These interviews

explored how coaching influenced their teaching methods, challenges they faced, and the perceived benefits for student engagement and learning outcomes.

Data analysis involved a combination of thematic analysis for the qualitative data, such as insights from interviews and observations, and descriptive statistical analysis for the quantitative data gathered from surveys and test results. This mixed-methods approach enabled a holistic understanding of how coaching practices shape language learning within the specific cultural and educational context of Saudi EFL classrooms, offering insights into both the effectiveness of the model and the practical considerations for its implementation.

THEORETICAL FRAMEWORK

The theoretical framework, rooted in existing literature, highlights five fundamental concepts:

- (1) the writing process,
- (2) peer review practices,
- (3) oral presentation skills,
- (4) collaborative teaching methods, and
- (5) the use of coaching as a pedagogical strategy.

These elements are synthesized into an instructional model tailored for EFL (English as a Foreign Language) teaching, with a strong emphasis on coaching methodologies as the foundation for curriculum development. The proposed model integrates coaching principles into EFL education through three distinct approaches: peer coaching among educators, teacher-student coaching, and peer coaching among learners.

Peer coaching among teachers encourages collaboration between native English-speaking (NES) and non-native English-speaking (NNES) instructors, either in homogeneous or heterogeneous language pairings. Teacher-student coaching focuses on providing individualized guidance and support within the classroom setting. The model is structured around three core components: guiding students through the stages of the writing process, supporting their oral communication skills in English, and enabling effective peer coaching dynamics.

To implement peer coaching among students successfully, educators must provide clear instructions and strategies for constructive engagement. This form of student-to-student coaching involves offering feedback on written assignments and conducting peer evaluations of oral presentations. By combining these three coaching dimensions, the model seeks to enhance the overall quality and impact of EFL instruction, fostering a more collaborative and supportive learning environment.

THE MODEL'S COMPONENTS

Teacher-to-Teacher Peer Coaching Models

The first element of the model is peer coaching among teachers. In the context of TESOL instruction, there are three variations: peer coaching between native English-speaking (NES) teachers, between non-native English-speaking (NNES) teachers, and between NES and NNES teachers. The most prevalent forms of collaborative teaching in EFL involve partnerships between NES and NNES teachers or between NNES teachers. These three forms of collaboration offer distinct strengths and limitations in terms of teachers' pedagogical knowledge (PK), cultural knowledge and understanding of students' native culture (NC) and target culture (TC), as well as their linguistic knowledge of the students' first language (L1) and second language (L2). In practice, NES teachers may differ in their pedagogical knowledge and their understanding of L1, L2, NC, and TC. The examples in the chart represent extreme scenarios, assuming that an NES teacher has limited knowledge of L1 (in this case, Arabic) and NC (in this case, Saudi culture) but strong knowledge of L2 (English) and TC (English-speaking culture). Conversely, this assumes NNES teachers have opposite strengths, though their expertise in these areas can also vary significantly.

Collaborative Teaching Between Native and Non-Native English-Speaking Teachers.

In EFL settings, collaboration between NES and NNES teachers through peer coaching offers significant advantages for both educators and students. For optimal EFL instruction, NES and NNES teachers leverage their respective strengths and work together to address their weaknesses. Peer coaching enables NES teachers to deepen their understanding of L1 and the students' native culture (NC), while NNES teachers gain a better grasp of L2 and the target culture (TC). Additionally, NNES teachers refine their pedagogical skills and explore new teaching strategies through collaboration with NES teachers, benefiting both groups.

Students benefit significantly from the collaborative teaching between NES and NNES teachers. In many EFL contexts, students often lack sufficient opportunities to engage with their target language. Collaborative teaching helps address this gap by providing a richer language-learning environment. Through this approach, students experience a balanced exposure to both native and non-native perspectives on the language. They gain more opportunities to practice speaking and listening, both inside and outside the classroom. The diverse insights from NES and NNES teachers also help students understand cultural nuances and develop a more holistic understanding of the target language and its cultural context.

Collaborative Teaching Among Non-Native English-Speaking Teachers

While the scope of collaboration might be more restricted, peer coaching among NNES teachers remains valuable. It enables them to exchange their knowledge, experiences, and insights into teaching practices. For such a collaborative teaching and coaching approach to be effective, it is essential that teachers have a shared vision, aligned norms, beliefs, and values. Additionally, they should maintain equality, jointly engage in decision-making, take collective responsibility for outcomes, and foster mutual trust (Friend & Cook, 1996).

Teacher-to-Student Coaching Model

The second element of this model focuses on teachers coaching their students. Providing individualized coaching to students or small groups is an effective way to enhance their English skills. Since students often have varying strengths and weaknesses in English, they require tailored learning approaches in both content and methodology. Addressing these diverse needs within a standard EFL classroom setting can be challenging for an instructor. However, coaching serves as a valuable supplement to regular EFL classes, allowing for more personalized support and guidance. Through coaching, instructors can create a tailored learning environment for each student, effectively enhancing their English proficiency. This approach allows teachers to address individual needs, fostering improvement in students' language skills. This thesis emphasizes coaching in two key areas: the writing process and oral presentation skills.

Coaching Students in the Writing Process

In addition to regular instruction, teacher-to-student coaching is an effective approach for guiding students through the English writing process. This method allows the teacher to take into account each student's unique strengths and weaknesses, providing tailored guidance to teach the writing process in a more effective and personalized manner.

The writing process can be broadly divided into three main stages: prewriting, drafting, and revising/editing. Each stage includes several key activities. During the prewriting stage, students engage in activities such as freewriting, brainstorming, clustering or mapping, creating a topic tree, and reading a variety of relevant sources. The drafting stage involves composing paragraphs, expanding ideas, creating an outline, and structuring the introduction and conclusion. In the revising and editing stage, students review their work and make improvements, followed by proofreading to correct errors in mechanics, grammar, punctuation, usage, and spelling.

Coaching Students in Peer Coaching

A key aspect of teacher-to-student coaching in the EFL class model is guiding students on how to effectively engage in peer coaching. This includes training them to conduct peer reviews during the writing process and to use peer assessment for oral presentations. During peer review sessions, the teacher acts as a facilitator, troubleshooter, and advisor for individual students. Without proper guidance from the instructor, student-led peer coaching sessions may lack focus and fail to achieve their intended outcomes.

In both peer review for writing and peer assessment for oral presentations, it is essential for the teacher to provide students with clear, manageable tasks and a peer-review sheet containing helpful guidelines and questions for evaluating their peers' work. Additionally, students should be taught how to give constructive, specific feedback and how to accept feedback from their peers. The teacher should establish and teach rules for effective peer review, such as listening attentively to all feedback, refraining from disputing peers' opinions, and asking for clarification or examples when needed. Coaching serves as an effective method for guiding students through these processes.

Student-to-Student Peer Coaching Model

The third element of the model focuses on peer coaching among students, which is a highly effective method for EFL/ESL instruction. Numerous studies indicate that with proper coaching techniques, EFL/ESL students can greatly enhance their English skills. Peer coaching is particularly beneficial for developing students' writing and oral presentation abilities, as these areas thrive on active, positive, and constructive feedback, which peer coaching is well-suited to provide.

Peer Review for Writing

Peer review in EFL/ESL writing offers benefits similar to those in general writing classes. It creates a real sense of audience within the writing classroom, promotes the development of critical reading and thinking skills, and encourages students to refine their intended message by exploring different perspectives. Additionally, it strengthens students' communication abilities and enhances their editing and revising skills. As a result, peer review serves as an effective tool for helping EFL/ESL students improve their English writing proficiency.

In general writing classes, instructors often pair students with differing levels of competence and linguistic backgrounds. However, in EFL/ESL classrooms, pairing students who share the same language background can be beneficial, as it enables them to gain a deeper understanding of their own challenges by observing the areas where their peers need improvement. For a peer-review process to be effective in the EFL/ESL classroom as part of a coaching approach, instructors must ensure that students are well-trained to engage meaningfully in peer-review activities and are provided with clear and detailed guidelines.

Peer Assessment for Oral Presentation

Peer coaching is an excellent method for enhancing EFL students' oral presentation abilities. Through this approach, students become more engaged in their learning and take responsibility for both providing and receiving constructive feedback. This interaction with peers helps students to refine their oral presentation skills while also developing their speaking and listening abilities.

Peer assessment also supports EFL students in managing speech anxiety and improving limited presentation skills, which are common challenges for EFL learners. Peer coaching fosters a supportive environment where students feel

more at ease with delivering presentations in English. Similar to peer review in the writing process, effective peer assessment of English oral presentations requires clear guidance from the instructor regarding the assessment criteria.

It is important to note that during peer review of writing and peer assessment of oral presentations, EFL students have the opportunity to practice all key language skills—listening, speaking, reading, and writing. Through peer coaching, students can simultaneously strengthen these essential areas of their English proficiency.

These three types of coaching form the foundation of the proposed EFL instruction model. As outlined earlier, coaching offers significant benefits for both teachers and students. This approach can greatly enhance the effectiveness of EFL instruction, supporting students' progress and development in the language.

Curriculum Design

This section outlines the design of a curriculum based on the coaching approaches for EFL instruction. These approaches include the teacher-to-teacher peer coaching model, the teacher-to-student coaching model, and the student-to-student peer coaching model. These models are integrated into a practical lesson plan aimed at enhancing the English proficiency of EFL college students. The rationale for this unit plan is to present a framework for EFL instruction that leverages coaching strategies through collaborative practices among teachers and active peer interaction. The focus is on enhancing students' skills in writing and oral presentations. Teachers participate in peer coaching sessions both before and after class, while teacher-to-student and student-to-student peer coaching are implemented during classroom activities.

To ensure effective classroom instruction, collaboration between NES and NNES teachers is an essential component in EFL teaching. Collaborative teaching can take three forms: peer coaching between NES teachers, between NES and NNES teachers, and between NNES teachers. The benefits of peer coaching among teachers in preparing unit plan lessons stem from the exchange of pedagogical strategies and expertise, the enhancement of linguistic knowledge in both L1 and L2, and the enrichment of cultural understanding related to both native and target cultures.

To address the diverse methodological needs and varying English proficiency levels of students, professional coaching by an instructor—whether for individuals or small groups—proves to be an effective approach for enhancing English language skills. In this unit plan, the instructor guides students in writing a creative story by applying the writing process, delivering speeches while managing speech anxiety through oral presentation techniques, and engaging in peer coaching activities.

When implemented with clear and structured procedures, peer coaching among students becomes a highly effective method in EFL instruction, significantly improving key linguistic competencies in English, including speaking, listening, reading, and writing. This project outlines strategies and provides materials to

foster positive and constructive peer interactions, such as reviewing peers' written work, coaching on effective speech delivery, and evaluating peers' oral presentations.

Curriculum Content Overview

The curriculum emphasizes enhancing students' writing abilities and oral presentation skills through collaborative peer activities. It is structured into six interconnected lessons, designed to guide students in crafting a creative story and presenting it to an audience.

- Lesson One focuses on building foundational writing skills by teaching students the processes of planning, drafting, and revising their work.
- Lesson Two encourages students to apply these skills by composing a story based on their family's cultural and historical myths, utilizing the techniques introduced in Lesson One.
- Lesson Three introduces students to revision and editing practices using specific writing criteria and peer feedback.
- Lesson Four shifts the focus to oral presentation, equipping students with the techniques and skills necessary for effective delivery.
- Lesson Five provides opportunities for students to practice peer coaching, refining their presentation skills through collaboration and mutual support.
- Lesson Six culminates in students delivering an oral presentation of their creative family myth, incorporating the skills and feedback developed throughout the previous lessons.

This curriculum is designed to integrate writing and speaking skills while fostering constructive peer interaction and collaboration.

Curriculum Procedure

- Each lesson is structured to include the lesson's purpose, objectives, materials, warm-up activities, task chains, and assessment methods. These components collectively address the writing process, peer editing, presentation skills and techniques, and peer coaching for presentations.
- Warm-Up Section: This section engages students by capturing their attention, activating prior knowledge, and fostering interest in the lesson. The instructor introduces the topic and provides relevant background information by posing questions related to the current lesson or by reviewing content from previous lessons.
- Task Chain Section: Here, the instructor explains and facilitates the core activities of the lesson. Using focus sheets and worksheets, students are guided through the tasks. This section emphasizes active participation, as students interact with the instructor and their peers to understand the lesson's objectives and achieve its goals.

- **Assessment Section:** The evaluation of students' performance takes place in this segment. The instructor uses formative and summative methods to assess students' classroom activities. Additionally, students engage in self-assessment and peer evaluation through Peer Assessment Sheets, reflecting on their contributions and interactions within their groups.

This structured approach ensures a balanced focus on skill development, active engagement, and comprehensive evaluation in each lesson.

Lesson One: Understanding the Writing Process

In this lesson, students will explore the benefits of the writing process by comparing it to product-based writing. The instructor will then introduce the stages of the writing process: prewriting, drafting, revising, and editing. Using focus sheets, students will practice generating ideas, constructing a well-organized paragraph with a topic sentence, supporting details, and a closing sentence, and editing their work effectively. The lesson concludes with students evaluating their comprehension of the writing process and their paragraph-writing skills using an Assessment Sheet.

Lesson Two: Crafting a Creative Family Myth

In this lesson, students will apply the writing process to create a unique family myth. The lesson begins with students reading and comparing myths from various cultures, followed by adding one or two sentences to these myths as a creative exercise. Next, students work in groups to discuss and analyze the Tanguan Myth, Saudi Arabia's first myth. Using the writing techniques introduced in Lesson One, students will then compose a creative and engaging myth based on their family's history and significant events. The instructor will assess students' writing, as well as their participation in class activities, using a detailed rubric.

Lesson Three: Revising and Finalizing the Family Myth

In this lesson, students will begin by learning how to revise their written work using specific evaluation criteria. The instructor will then introduce the benefits, strategies, and guidelines for conducting effective peer reviews. Students will engage in peer review sessions to critique each other's drafts. After incorporating feedback and applying the writing criteria, students will produce the final draft of their family's creative myth. The instructor will assess overall class activities and group participation using rubrics, while students will reflect on the peer review process through the Peer Assessment Sheet.

Lesson Four: Developing Presentation Skills

In this lesson, students will focus on preparing for oral presentations. First, they will learn strategies to manage speech anxiety and master key oral presentation skills and techniques. Next, they will explore the use of visual aids, creating their own aids using family photographs, drawings, graphics, or charts. Students will then prepare brief presentation notes, emphasizing essential phrases and key points through underlining and highlighting. The lesson concludes with the

instructor assessing class participation and presentation preparations using the Assessment Sheet and Rubric Sheet.

Lesson Five: Enhancing Oral Presentations Through Peer Collaboration

This lesson emphasizes the value and effectiveness of peer collaboration in oral presentations. Students will be introduced to guidelines for evaluating their peers' presentations and will practice their presentation skills through peer coaching sessions. The lesson concludes with the instructor assessing students' overall participation and class activities using the Rubric Sheet, while students reflect on their involvement in the peer coaching process by completing the Peer Assessment Sheet.

Lesson Six: Final Presentations and Peer Feedback

Lesson Six serves as the culminating activity of the unit plan. In this session, students will present their creative family myths to their classmates. Following the presentations, peers will provide positive and constructive feedback while evaluating each other's performance. The instructor will assess the presentations using the Presentation Evaluation Sheet.

This unit plan is designed to strengthen students' writing and oral presentation skills through active peer collaboration and feedback. To fully leverage the benefits of the writing process, oral presentation techniques, and peer collaboration for enhancing English proficiency, it is essential for NES and NNES teachers to collaborate effectively in preparing and implementing this curriculum in the EFL classroom.

PLAN FOR ASSESSMENT

Purpose of Assessment

Assessment serves as a critical tool for teachers to evaluate the effectiveness of their instruction and its impact on students' learning processes. By gathering and analyzing students' outcomes and knowledge, teachers can determine whether their teaching methods are achieving the desired results.

According to Diaz-Rico and Weed (1995), assessment has several key purposes:

1. To provide teachers with insights into the strengths and areas of improvement for language learners, enabling tailored instruction.
2. To inform students of their academic progress, fostering motivation and engagement in their learning journey.
3. To communicate students' progress to parents, ensuring they are aware of their child's development.
4. To maintain records of students' growth and learning improvements over time.

This systematic approach to assessment supports a holistic understanding of both instructional effectiveness and individual student needs.

The Role of Authentic Assessment

Authentic assessment is crucial for accurately evaluating what students know, can do, and have learned. This type of assessment involves diverse methods that not only measure academic performance but also assess students' learning processes, motivation, and attitudes within the classroom context. According to O'Malley and Pierce (1996), students play an active role in the authentic assessment process, participating as co-creators in their own learning journey.

To maximize the benefits of assessment, teachers should guide students in understanding and utilizing assessment criteria or rubrics. This enables students to monitor their own progress and take an active role in their evaluation, fostering greater ownership and reflection in their learning process.

Evaluation Methods in Second Language Acquisition

A variety of evaluation methods are employed to assess students' English proficiency in second language acquisition. However, a critical responsibility of educators is to design assessments that go beyond simply measuring students' knowledge and performance. Effective assessments should also track the learning process and offer meaningful feedback on the achievement of classroom goals, learning objectives, and instructional outcomes.

Assessment Methods in the Unit

A variety of assessment approaches are utilized to evaluate both teaching effectiveness and student learning outcomes. According to Diaz-Rico and Weed (1995), three primary methods are employed to assess students' knowledge and progress in second language acquisition: performance-based assessments, standardized tests, and teacher observation and evaluation.

- **Performance-Based Assessment:** This method aligns closely with classroom instruction, requiring students to create or demonstrate something as evidence of their learning. It emphasizes the practical application of skills taught in class.
- **Standardized Tests:** These assessments provide a consistent measure of English proficiency or performance, regardless of local conditions or individual differences. For example, tests like the Test of English as a Foreign Language (TOEFL) offer a universal standard for evaluating language abilities.
- **Teacher Observation and Evaluation:** This approach focuses on documenting students' ongoing progress and identifying their specific needs. As teachers have direct access to students' learning processes, they are uniquely positioned to observe and assess students effectively.

These methods collectively ensure a comprehensive evaluation of both instructional success and student development.

Assessment Approach for the Curriculum

In this project, the assessment strategy incorporates performance-based assessment, observation-based assessment, and teacher-created tests. These

methods are chosen to effectively evaluate key aspects of student learning in each lesson, including:

- **Written Work:** Assessing students' writing by applying the strategies and processes taught during the lessons.
- **Oral Presentations:** Evaluating students' ability to deliver presentations, focusing on content, delivery, and the use of presentation techniques.
- **Collaborative Efforts:** Measuring the effectiveness of students' cooperative and collaborative work, both in peer interactions and group activities.

This multifaceted assessment approach ensures that all critical components of the curriculum are thoroughly evaluated, fostering a holistic understanding of students' progress and achievements.

Holistic Assessment of Students' Learning Process

The curriculum employs a combination of formative and summative assessment methods to comprehensively evaluate students' progress in each lesson. Formative assessments, such as the Work Sheet provide continuous feedback on students' learning processes, while summative assessments, including the Assessment Sheet or Rubrics measure the achievement of lesson objectives. Students also actively participate in the evaluation process by assessing their own contributions to peer collaboration and feedback using the Peer-Evaluation Sheet. This assessment framework goes beyond traditional test scores and linguistic competence. It adopts a multidimensional approach, emphasizing the evaluation of students' overall learning experience. By integrating various assessment tools, teachers can cultivate diverse skills, including writing, oral presentation, and coaching, which are central to this unit.

The ultimate goal of this approach is to enhance students' listening, speaking, and writing abilities, thereby fostering their overall communicative competence. This aligns with the principles of Communicative Language Teaching (CLT) and supports its innovative application in the Saudi Arabian educational context.

RESEARCH RESULTS

The results of this study highlight the significant impact of coaching as an instructional model on English language proficiency in Saudi EFL classrooms. Through a mixed-methods approach, the findings demonstrate several key outcomes:

1. **Enhanced Student Engagement:** The integration of coaching techniques significantly increased student participation and motivation. Both surveys and classroom observations revealed that students showed greater enthusiasm for language activities and were more inclined to actively engage in collaborative tasks.

2. **Improved Language Proficiency:** The pre- and post-tests conducted over the six-week period demonstrated marked improvements in students' writing and oral presentation skills. Specifically, students exhibited better organization, coherence, and creativity in their written compositions, alongside enhanced confidence and fluency in oral presentations.
3. **Positive Perception of Coaching:** Interviews with teachers and surveys from students indicated a strong preference for the coaching model compared to traditional teaching methods. Both groups highlighted the personalized feedback and interactive nature of coaching as key factors contributing to its effectiveness.
4. **Strengthened Peer Collaboration:** The peer coaching activities fostered a supportive learning environment where students learned to provide constructive feedback and work collaboratively. This approach not only improved their linguistic skills but also cultivated critical thinking and teamwork abilities.
5. **Challenges in Implementation:** Despite its advantages, implementing the coaching model required overcoming certain challenges, such as the need for teacher training and adjustments to traditional classroom dynamics. However, these challenges were mitigated through clear guidelines and structured procedures.

CONCLUSION

This study has explored the potential of coaching as a teaching model in Saudi EFL classrooms, highlighting its advantages over traditional teaching methods. By fostering a collaborative and supportive learning environment, coaching can enhance students' language proficiency, increase their engagement, and improve their ability to communicate effectively in English. The findings of this research offer valuable implications for educators and policymakers in Saudi Arabia, suggesting that a shift toward coaching-based instruction could bridge the gap between language learning and real-world communication skills. Future research could explore the long-term impact of coaching on students' language retention and investigate its applicability in other educational contexts in the Arab world.

Recommendations

Based on the findings of this study, several recommendations are proposed to enhance the effectiveness of coaching as a teaching model in Saudi EFL classrooms:

1. **Incorporate Coaching into Teacher Training Programs:** Educational institutions should integrate coaching strategies into professional development programs for EFL teachers. This training will equip educators with the necessary skills to implement coaching effectively and adapt it to varying classroom dynamics.

2. **Develop Clear Guidelines for Coaching Activities:** To ensure consistency and effectiveness, it is recommended that educational policymakers and curriculum developers create structured guidelines for coaching-based instruction. These guidelines should outline best practices, assessment methods, and strategies for managing peer coaching sessions.
3. **Promote Collaborative Teaching:** Schools should encourage partnerships between native and non-native English-speaking teachers to foster knowledge exchange and enrich teaching practices. Collaborative teaching can provide a more comprehensive learning experience for students and support the successful implementation of coaching methods.
4. **Provide Resources and Support for Peer Coaching:** Adequate resources, such as peer-review templates and assessment tools, should be made available to facilitate peer coaching among students. Additionally, teachers should offer continuous guidance and feedback to ensure the success of these activities.
5. **Adapt Coaching to Cultural and Classroom Contexts:** Given the unique cultural and educational environment in Saudi Arabia, coaching activities should be tailored to align with local norms and values. This adaptation will enhance student engagement and ensure the relevance of coaching methods.
6. **Conduct Further Research on Long-term Impacts:** Future studies should explore the long-term effects of coaching on students' language retention and communicative competence. Research could also examine the applicability of coaching in other educational settings and age groups across the Arab world.

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