



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“CREATING POSITIVE PEER RELATIONSHIP TO BOOSTER  
SPEAKING SKILL LEARNING ENGLISH”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper entitled **Creating Positive Peer Relationship to Booster speaking skill learning English** prepared by **Carvajal Guale Xiomara Shamira**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**



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## Statement of authorship

I, **CARVAJAL GUALE XIOMARA SHAMIRA**, with ID number **2450730037**, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign, in my role as author of the research project “**Creating Positive Peer Relationship to Booster speaking skill learning English**” certify that this study work is my authorship, except for the quotes, statements, and reflections used in this research paper.



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## Declaration

I declare under oath that the information is from my audit, affirming that the title, data, and content are original and come from verified and referenced sources. The responsibility for the information and content in this degree and research work lies with the Universidad Estatal Península de Santa Elena, which also holds intellectual property rights.



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## **Dedication**

First, I want to thank God for giving me health all these years and allowing me to realize this dream I've longed for so much.

To my parents, Mónica Guale and Juan Carvajal, for their unconditional and emotional support, for giving me the necessary tools to achieve my dreams, and for their advice when I needed it most. To my brothers, Jonas and Leonel, for always being there for me during tough times, and to my family in general for being part of this achievement.

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To my boyfriend Andres, who not only believed in me but also sustained me when my strength faltered.

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With love,

Xiomara Carvajal Guale

## **Abstract**

The research is based on the creation of positive peer relationships to improve English speaking skills. The main objective is to explore the factors that influence collaborative and socio-emotional learning, seeking to enhance motivation and reduce anxiety when communicating. The methodology used is qualitative with a phenomenological approach. Data was collected through interviews with five teachers at the Salinas Innova Educational Unit. The findings demonstrated that peer interactions are related to basic strategies such as emotional support, motivation, and teamwork, thereby reducing fear or insecurity when making speaking errors. Finally, the research seeks to promote peer relationships among students to create a meaningful environment that supports verbal and free learning and strengthens the development of speaking skills.

**KEY WORDS:** peer relationships, motivation, collaborative learning, socio-emotional, speaking skills

## Resumen

La investigación está basada en la creación de relaciones positivas entre pares para mejorar la habilidad del habla en inglés. El objetivo principal es explorar los factores que influyen en el aprendizaje colaborativo y socioemocional donde se busca realzar la motivación y reducir la ansiedad al comunicarse. La metodología usada es de tipo cualitativo con un enfoque fenomenológico en la cual se obtuvo la recopilación de datos mediante entrevistas a cinco docentes de la Unidad Educativa Salinas Innova. Los hallazgos demostraron que las interacciones entre pares se relacionan con estrategias básicas como el apoyo emocional, la motivación y el trabajo en equipo disminuyendo así el temor o la inseguridad al cometer errores al hablar. Finalmente, el trabajo de investigación busca promover las relaciones de pares entre estudiantes para crear un ambiente significativo que apoye el aprendizaje verbal y libre que fortalezca el desarrollo de la habilidad del habla.

**PALABRAS CLAVES:** relaciones entre pares, motivación, aprendizaje colaborativo, socioemocional, habilidad del habla

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## Introduction

Currently, English is considered a fundamental language in various contexts, especially in education. This becomes a challenge for individuals who study it, facing obstacles such as lack of motivation, insecurity when speaking, and traditional strategies. This can become a problem in the future and generate fear of failure or inability to achieve academic success.

This research seeks to understand the implications of the lack of motivation or insecurity when speaking through a group of English professionals who shared their opinions and experiences when teaching this language. Likewise, this represents an opportunity to obtain real-world information about peer relationships and how it can improve language skills. When communicating in another language, there are several important factors to detail, such as the socio-emotional impact in the classroom, anxiety, fear, collaborative learning, teacher support, among others.

Furthermore, it is essential to learn about their experiences because it allows to understand the main role of each variable and the importance of peer interaction in verbal proficiency in the English language.

Through the data and prior analysis, the main objective of the research will be discussed to explore how building positive peer relationships can improve speaking skills when learning English.

## Chapter 1

### The Problem

**Research Topic:**

Positive peer relationship - Speaking Skills

**Title of the project:**

Creating Positive Peer Relationship to Booster speaking skill learning English

**Problem Statement**

Learning a foreign language is essential for student and professional life, but it tends to have a certain level of complexity for the individuals. Developing speaking skills in English may imply for students obstacles such as lack of motivation, confidence, interest, or fear of expressing themselves freely in another language.

Oral communication is important especially when learning a second language (English) since the participation of one or more individuals immediately activates social and emotional factors. Bulut and Kırbaş (2022) conducted research based on oral communication through metaphors, some of them positive where they mention speaking as a necessity of life and a channel to foster positive bonds. Likewise, negative metaphors explain that speaking can be related to the fear and anguish that can be felt when expressing oneself verbally. This show that the English oral practice is not only based on the student's knowledge of grammar or vocabulary but also on external social relationships when communicating.

One of these relationships is the interaction and cooperation between two people as students-teachers. In this case, the teacher fosters supportive relationships and cooperative learning while the student practices the activities, thus guiding better peer participation in

classroom speaking, as it promotes positive dynamics like support, trust, motivation, and comfort. (Han y Li, 2025)

The main factor that prevents students from communicating in English is the anxiety they experience in class. Several studies have recently shown that there are techniques that contribute to speaking performance. Horverak et al. (2022) presented a five-step method for improving speaking skills. They concluded that creating an environment based on trust, collaboration, and mutual support reduces these obstacles, thus fostering a positive environment among peers with the goal of reducing anxiety and improving participatory communication in the foreign language.

The positive peer relationship emerges with the purpose of motivating and demonstrating that learning between two people helps acquire information more naturally and quickly. Similarly, this practice maintains that learning a language through peer relationships improves speaking development because it is practical, offers specific time for activities, leverages the knowledge of both students, works together consistently, and utilizes their skills. (Bagona et al., 2022)

Of course, recent studies that analyze peer support show that these types of relationships have a great impact on a socio-emotional level closely related to language learning and student self-efficacy, so according to Huang (2023) support and camaraderie are more associated with higher levels of fun and enjoyment of the acquired learning, in turn, anxiety also emerges as a complex factor, however, self-efficacy operates as a mediator in these cases, since, when peer support is present, competitiveness increases, enjoyment predominates, oral participation and confidence are facilitated, and anxiety is reduced.

Therefore, the importance of improving English speaking skills faces obstacles associated with communication anxiety and insecurity when expressing oneself. Recent research on

language anxiety and motivation are frequently explored contexts. However, the lack of information on how positive relationships influence confidence and classroom participation is the focus of this study, based on positive peer and student-teacher interactions.

### **Problem Questions**

#### **General question**

How does creating positive peer relationships can booster speaking skill when learning English?

#### **Specific Questions**

- How do collaborative activities enhance the development of oral expression in an English classroom?
- What are teachers' perspectives on students practicing speaking with their peers and having a positive relationship?
- What are the strategies that foster a cooperative and supportive environment among peers to improve English speaking skills?

## **Objectives**

### **General Objective**

To explore how creating positive peer relationships can booster speaking skill when learning English.

### **Specific Objectives**

- 1 To analyze how collaborative activities enhance the development of oral expression in an English classroom.
- 2 To get teachers' perspectives on how students benefit when practicing speaking with peers and having a positive relationship.
- 3 To identify strategies that foster a cooperative and supportive environment among peers to improve English speaking skills.

## **Justification**

English is considered a fundamental language in many aspects, both educational and professional, since it allows an access to many opportunities. However, this language is not only comprised of writing, listening comprehension, and the correct use of grammar, but also the importance of communicating correctly in a foreign language.

This becomes a challenge for language learning. Many students struggle with speaking skills, which becomes a problem for them. They mention that some of the challenges when speaking include anxiety, fear of making mistakes, low participation in speaking activities, lack of motivation, or lack of confidence. (Tauchid, 2025)

Teachers work hard to improve speaking skills using different strategies, but peer relationships are often ignored because only few teachers are aware of the importance of mutual support and a creation of a trustable environment in the classroom. This study explores how student-to-student relationships foster speaking proficiency. By promoting supportive interactions, educators can create environments where learners build confidence and fluency in oral communication, and institutions benefit from enhanced English achievement.

In summary, encouraging positive peer dialogue bolsters speaking skills, transforms the classroom into a dynamic, participatory space, empowers students to express themselves freely, and enables teachers to offer targeted, meaningful feedback.

For this reason, exploring peer relationships alongside speaking development highlights strategies teachers use to enrich the teaching and learning of English in the classroom.

## Chapter II

### Theoretical Framework

#### Background

In the educational process of learning a language like English, which is a foreign language, ongoing oral proficiency is essential, which creates a challenge in social, emotional, and pedagogical aspects. However, recent studies have shown that fostering positive peer relationships better promotes English language learning.

A review conducted by Khanh y Pham (2022) shows that, globally, peer interaction in ESL (English as a Second Language) educational contexts is essential for fostering communication and collaborative learning among students. It emphasizes that, beyond textual knowledge of the language, oral practice requires social components where students interact and practice with others in a safe, continuous learning environment. Therefore, this finding supports the idea that the ideal positive bond fosters more meaningful learning.

Similarly, a study conducted by Nhan (2024) at Nam Can Tho University, Vietnam, shows that peer interaction increases opportunities for oral practice, reducing student anxiety and boosting confidence when communicating in English. In turn, the research highlights that certain activities such as dramatization and role-playing usefully contribute to developing authentic communication, as long as they are based on supportive and cooperative relationships.

On the psychological side, Bose (2024, p. 523) demonstrates that anxiety is the main obstacle when practicing speaking a second dialect, leading to the creation of five steps to improve speaking skills, based on the following questions: “What is important for learning to speak English?” “What have I already mastered?” “What prevents me from speaking English?” “What should I focus on?” “What specifically will I do to stay focused?” The results showed that

this five-step method reduced emotional tension, creating a greater willingness to participate and learn among students.

From another national perspective, Ley et al. (2025) argues that peer learning allows for continuous practice for the development of speaking skills, leveraging students' prior knowledge and promoting collaborative learning. This approach reinforces autonomous activities while also supporting positive interdependence, which is essential for generating motivation and confidence.

Thus, it is important to highlight research such as Carrión y González (2023), which discusses the relationship between motivation and anxiety in university students. It reveals that intrinsic motivation, a positive attitude, and a sense of competition directly influence the reduction of anxiety when speaking English. This finding is therefore linked to theories such as self-determination, which highlight the importance of a sense of belonging and self-efficacy for learning.

Likewise, Lino y Pacheco (2023) takes up the ideas of authors such as Roseth and Nasser, bringing them into the present day to corroborate that cooperative learning is effective in an environment of trust and conversational exchange. This promotes oral development, social interaction, and strengthens the cultural understanding of other languages in university students, confirming the importance of oral practice in English.

Finally, Hoai y Nguyen (2024) expresses that the theories of “Interaction Hypothesis” and “Willingness to Communicate” are the most mentioned in current research, since they explain the dynamics of support between peers promoting communication, in turn, it adds that the aforementioned proposals together with Vygotsky's socio-interactionist perspective, strengthen the idea that oral learning of English in social and collaborative contexts significantly

reduces anxiety, increasing confidence so that they are motivated to practice the foreign language actively.

### **Pedagogical basis**

Currently, teaching a foreign language requires a solid pedagogical foundation that transcends the old-fashioned memorization approach to learning based on meaningful communicative experiences. Therefore, in this regard, certain research stands out that supports collaboration as an approach that fosters motivating and safe learning environments, such as that of Qoni'ah et al. (2025), which explains how cooperation between peers helps reduce anxiety by increasing the willingness to communicate thanks to the trust it generates, and the fear of losing and the fear of making mistakes.

Moreover, modern pedagogical practices emphasize the importance of the role of group activities and simulations, such as that of Silaban et al. (2025) which demonstrated that collaborative learning generates enthusiasm, encouraging active participation of those involved in oral production. For that reason, teamwork helps build shared knowledge and regularly practice real-time communication situations, which translates into improved foreign language proficiency and confidence when speaking.

However, it must be made clear that cooperative learning not only has an impact on the academic aspect, but also fulfills a social and emotional function for the individual, being important since without motivation, there is no desire to learn, as shown by Murny et al. (2020) who carried out a collaborative project in Malaysia based on the production and direction of short films in English. The final result was the strengthening of students' personal confidence linked to their motivation to learn in a shared supportive environment as a center for overcoming

the insecurities associated with speaking. Therefore, this pedagogical initiative allowed the integration of communicative skills with creative work.

Moreover, Chamani (2024) demonstrated both teacher and peer scaffolding significantly contribute to the development of oral skills for English. The findings showed that interaction between peers can cover, to a certain extent, the guidance and absence of the teacher, as long as there is a climate oriented towards common goals and mutual trust, which confirms once again that pedagogy based on Collaboration is effective in consolidating appropriate language teaching that empowers students in their academic environment.

Despite this, there are pedagogical tools that allow for authenticity of students' language progress, such as peer assessment strategies. According to Kushal y Blair (2024) peer assessment strategies in English oral presentation classes encourage autonomy and shared responsibility, as well as student satisfaction during their learning process. By assessing their peers, students stimulate their critical and reflective thinking, which benefits the improvement of their own English speaking, strengthening collective and individual learning.

Another tool that aids language learning is the so called PERMA pedagogical model, which inspires a new way of teaching English. As mentioned by Esmaeilee et al. (2025), it focuses on the learners' well-being and motivation. Therefore, dynamics such as escape rooms and recreational activities during foreign language classes help improve fluency and confidence. Speaking it, and quickly adapting to communicate in this language, which is not their native language, also emphasizes that the integration of positive components in the development of speaking skills does not depend solely on practice, but also on strengthening the social and emotional learning experience.

Regarding the interaction between teachers and students, Ding (2021) identified that thanks to the clarity of the message, the emotional closeness, and the teacher's humor, a positive rapport can be generated during class time. This not only reduces students' stress but also increases their desire to participate in oral English classes. Therefore, speaking skills, to be effective, must combine academic rigor with interpersonal sensitivity, creating a space of mutual and inclusive support.

Finally, Chen (2023) showed that virtual exchanges between international peers, after strengthening oral English proficiency, also broaden students' cultural perspectives, generating an authentic opportunity to put what they have learned into practice, where the language becomes a vehicle for mutual understanding and interaction.

### **Theoretical basis**

#### **Positive Peer Relationships**

According to Dong et al. (2024) positive peer relationships are interpersonal bonds that involve support, cooperation, and empathy. These relationships help facilitate belonging and constructive exchange within the classroom, creating emotional and academic relationships where students feel safe and accepted, sharing without fear, receiving feedback, and increasing their motivation and commitment to communication tasks.

In addition, it can be said that, in the context of language learning, these types of relationships enrich authentic oral speaking practice, increasing speaking time and confidence when communicating in English. As a result, considering them in the design of foreign language teaching is a key to enhancing oral performance.

Furthermore, it should be emphasized that the positive relationships that are generated between peers in an educational context are a fundamental basis for teaching foreign language

learning, as they have a great impact on students through the building of bonds, motivation, support, and willingness to communicate. This creates greater freedom to communicate ideas and practice English spontaneously as the reduction of communication anxiety thanks to the climate of trust to which they are exposed between peers, favoring the natural acquisition of the English language (Zurita, 2023).

### **Cooperative Learning**

It is understood that constantly active cooperation is an indicator of greater practice and the generation of confidence. Therefore, in the communicative context applied to language, learning cooperatively or in collaboration with one or more people favors the educational process. This is because it is a strategy where conversations are shared and exchanged, allowing for improved participation, exponentially increasing the effective speaking time in English, with each student achieving progress in vocabulary, pronunciation, and organization of what they are going to say at their own pace. Thanks to teamwork, they feel more motivated, leading to the improvement of their language skills (Ramírez et al., 2025).

### **Peer Feedback**

Feedback has gained importance in English teaching, as it encourages reflection through mistakes and collaborative learning. According to Rivera (2021) students who receive constructive feedback from their peers tend to self-assess to improve their accuracy in both grammar and vocabulary. Furthermore, this peer assessment fosters shared responsibility and autonomy.

In university settings, the use of rubrics or guides that indicate or provide an idea of what should be taken into account when conducting peer assessments has been implemented to minimize student anxiety, as this method normalizes errors as part of the teaching process.

Therefore, it is consolidated as a pedagogical strategy that promotes individual oral ability and active collaboration.

### **Anxiety in Oral Communication**

Talking about anxiety is describing the natural feeling that arises with fear, anxiety, or restlessness. It arises as a form of self-help to protect oneself from facing problems. However, it can become harmful and have negative repercussions both socially and academically, transforming into a disorder if not addressed, (Vilchez & Corvetto, 2024).

Regarding anxiety about speaking a foreign language, Sotomayor et al. (2024) comments that it is one of the factors that influences poor oral performance, that is, in a negative way, affecting fluency, confidence, and creating limitations for students. Therefore, it is concluded that cooperative dynamics between peers should be implemented to reduce student tension due to anxiety, such as partner debates, English language practice in small groups, and fictitious practice scenarios, all with the aim of overcoming stage fright and speaking fright, since these strategies reduce anxiety thanks to the emotional and didactic support involved.

### **Willingness to Communicate (WTC)**

Willingness to Communicate (WTC) is a key issue to consider in order to better understand why not all, but only some students choose to be active participants in class, while others remain silent without saying a single word. Therefore, according to Kirkpatrick et al. (2024) there are factors to consider such as teacher support, the perception of positive peer interactions, and motivation. These factors are not always considered, but due to the aforementioned factors, it would be beneficial to use them. Implementing them together would generate more active oral participation thanks to emotional closeness, clarity of teacher-student

communication, strengthening of rapport, etc., while promoting it through collaborative dynamics with the goal of achieving successful oral learning in English.

### **Legal basis**

The legal basis for this research is based on various regulations and laws relevant to the Ecuadorian context, among which the following stand out:

Within Ecuadorian law, the 2008 Constitution of Ecuador is an essential basis for any research related to effective educational processes, because within it, it is highlighted in its Article 26 that the government of Ecuador has the duty to encourage and promote Ecuadorian education, since it is a relevant area for public policy and government investment. Therefore, this article defends good living conditions along with the right and responsibility to participate in educational processes, for the development of optimal living conditions for the Ecuadorian people (Constitution of the Republic of Ecuador, 2008).

Furthermore, the Constitution in its Article 27 expresses that education in the country is centered on humanity and its equitable development, being participatory, intercultural, compulsory, and without discrimination, while promoting good values, critical thinking, artistic and physical activities, implying that the education of Any form or aspect, regardless of the context, is necessary to increase knowledge, exercise the rights of Ecuadorians, and, in turn, build a country with sovereignty (Constitution of the Republic of Ecuador, 2008).

On the other hand, the Organic Law on Intercultural Education (LOEI) has certain relevant articles that also promote learning and relationships of coexistence through spaces built purely for teaching, as mentioned in Article 2, which explicitly states that research centers must be established for the construction and development of knowledge with the purpose of guaranteeing educational innovation. Likewise, Article 6 of this law helps guarantee the use of

information technologies in educational processes, to facilitate teaching links in different activities, whether productive or social (Ministry of Education, 2023).

Therefore, it can be stated that both the Ecuadorian Constitution and the LOEI uphold that education is a right and, above all, a duty that every Ecuadorian must fulfill in order to develop people's skills in safe spaces of trust and innovation that develop within the classroom. This is closely related to the creation of positive relationships for learning the English language.

Of course, the institution responsible for overseeing learning in the country, the Ministry of Education of Ecuador, stipulates within its curriculum, among its subcategories, that fluency is more valuable than accuracy. Therefore, it promotes it through stimulating and fun tasks designed to boost students' understanding of the foreign language, fostering their self-confidence, and encouraging them to continue learning with greater motivation and confidence (Ministry of Education, 2022).

Given this situation, it can be argued that encouraging foreign language proficiency as a key element of Ecuadorian education greatly benefits students' communicative abilities, strengthening their communicative character in the English language and developing positive social relationships that enable the development of their English speaking skills.

For this reason, Ecuador and its laws prioritize promoting education in every possible way, including foreign language education. To make this more feasible, it focuses more on fluency in pronunciation rather than grammar, although it is still important.

## Chapter III

### Methodological framework

This project employs a qualitative research design, focusing on data collection through the collection of teaching practices and student experiences. This approach allows us to explore how positive teacher-student relationships impact students' speaking skills in the classroom. Therefore, this chapter includes the following key aspects of the research methodology: the type of research design, the data collection methods and instruments used, and the target population for the study.

#### Method

##### Qualitative research

Qualitative research is a method used to explore scientific concepts and highlight social perspectives through personal experiences and narratives, as this methodology is considered interpretive. Qualitative research employs various data collection techniques, including semi-structured interviews with teachers, focus groups, classroom observations, and field notes. (Lim, 2025)

##### Type of research

##### Phenomenological study

An article by Alhazmi & Kaufmann (2022) state that phenomenological research is based on a humanistic approach, meaning it stems from the perspective of the individual, helping to analyze social, cultural, and psychological aspects within academic contexts. Furthermore, qualitative research is often used in these studies, as investigations based on personal experiences tend to be complex. However, there is also the hybrid approach, which combines cultural and educational aspects, where interpretation leads to new insights that facilitate a more

comprehensive investigation. For this reason, this research will use open-ended interviews to gather information, focusing on the strategies used and the personal experiences of each participant, to obtain sufficient detail for the study.

### **Data collection techniques**

#### **One-on-one Interview**

The interview is a tool that aids in data collection in both quantitative and qualitative research. This instrument consists of individual interviews where information is obtained through the interaction between the interviewer and the interviewee. (Reyes, 2025)

Information will be collected through individual interviews at the Salinas Innova Educational Unit by five English teachers who will share the strategies they use and experiences with peer relationships to improve speaking skills in the classroom and boost motivation and confidence when speaking English.

### **Instruments and Types of Questions**

#### **Questionnaire/Open-ended questions**

Studies by Haensch et al., (2022) affirms that open-ended questions are tools used in qualitative research because they allow for a deeper understanding of the subject being explored. In other words, these types of questions seek to gather information through experiences, permitting for more detailed and open-ended responses, thus exploring the respondent's emotions.

For this reason, the data collection instrument will be an open-ended questionnaire. The purpose of this questionnaire is to obtain relevant and truthful information from English teachers and to encourage the use of peer relationships to improve speaking skills while learning English.

### Data collection processing and resources

BASIC QUESTIONS	DETAILS
<i>What?</i>	<i>Interviews</i>
<i>Where?</i>	<i>Unidad Educativa Salinas Innova, Salinas-Santa Elena</i>
<i>When?</i>	<i>September, 2025</i>
<i>How?</i>	<i>One-on-one interview presential</i>
<i>What for?</i>	<i>To understand the strategies and experiences of English teachers in fostering positive peer relationships to improve speaking skills in English language learning.</i>

### Population and sample

The study of the population focuses on the participation of a small group of people. In this case, the interviewees will facilitate the collection of real-life information, which will cover the experiences and opinions of individuals for the research project.

In this context, the information will be collected through interviews with a group of five English teachers at the Salinas Innova Educational Unit. The research sample is based on the teachers' strategies and experiences, incorporating positive relationships to improve speaking skills while learning English.

## Chapter IV

### Analysis of Findings

#### Brief explanation of the findings

This part of the research is based on the experiences and strategies that teachers use when implementing positive peer relationships to improve English speaking skills. A phenomenological study using interviews was conducted to gather data and explore the importance of fostering positive social interactions in the classroom. The results demonstrate various variables where teachers provide their opinions and support several points from research conducted in the literature.

#### Interpretation of Interviews

**Table 1**

*Interpretation of Interviews*

<i>Categories</i>	<i>Answers</i>	<i>Authors</i>
<i>Peer interaction for improving spoken English skills</i>	<i>Teachers said that peer interaction is important because it helps improve language skills in a second language, improves self-confidence, learn from mistakes, creates a comfortable classroom environment and learns from others.</i>	<i>Khanh &amp; Pham (2022) emphasize that peer interaction in ESL contexts fosters communication and collaborative learning. Dong et al. (2024) describe positive peer relationships as supportive and cooperative bonds that</i>

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		<i>improve motivation and confidence.</i>
<b><i>Collaborative learning during a class activity</i></b>	<i>Teachers mentioned that using collaborative activities such as creating dialogues, conversation, questions, and listening.</i>	<i>Ley et al. (2025) argue that peer learning promotes continuous practice and the development of oral skills. Nhan (2024) highlights that certain activities such as dramatization and role-playing contribute to supportive and cooperative relationships.</i>
<b><i>Strategies to use to motivate and confident students in speaking English</i></b>	<i>Teachers used strategies like debates, role-playing, developing interesting topics, and rewarding students with extra points. They also implemented values such as respect, empathy, and motivation.</i>	<i>Carrion &amp; González (2023) associate intrinsic motivation and a sense of competence with reduced anxiety. Esmaeilee et al. (2025) affirms that the PERMA model emphasizes motivation and well-being to increase confidence when speaking.</i>

<b><i>The key role of positive peer relationships with respect and empathy in activities</i></b>	<i>Teachers agreed that positive peer relationships go hand in hand with respect and empathy, demonstrating that students learn and practice while enjoying each other's company, which allows for mutual support in completing classwork.</i>	<i>Zurita (2023) states that positive peer relationships foster freedom of expression. Qoni'ah et al. (2025) highlight the importance of mutual trust in collaborative environments to reduce fear.</i>
<b><i>Pair work to promote trust and support</i></b>	<i>Teachers recommend working in pairs with students who have something in common. A better relationship will be created, students will contribute to the group, gain confidence, and feel confident when speaking.</i>	<i>Chamani (2024) demonstrates that peer scaffolding and collaboration strengthen autonomy and security when communicating.</i>
<b><i>Create a safe and supportive environment in the classroom</i></b>	<i>Teachers share that creating safe and supportive environments allow for a comfortable academic social environment of equality, trust,</i>	<i>Ding (2021); Dong et al. (2024) emphasize the importance of bonds of trust, emotional closeness, and the teacher's humor, which create</i>

	<i>kindness, responsibility, and discipline.</i>	<i>a safe environment that encourages participation.</i>
<b><i>Reduce the difficulties or fears students may have when speaking</i></b>	<i>Educators affirmed that a good relationship allows people to feel secure and capable of making mistakes. This influences their learning process and reduces their fear of speaking up.</i>	<i>Sotomayor et al. (2024); Bose (2024) identify anxiety as a factor that affects fluency and recommend cooperative activities to reduce it.</i>
<b><i>Emotional support helps students reduce anxiety</i></b>	<i>Teachers say that emotional support is essential as it stems from shared emotions such as trust and motivation, reducing stress and fear of communicating in the language.</i>	<i>Vilchez &amp; Corvetto (2024) define anxiety as an emotional response that can affect learning if not managed. Hoai &amp; Nguyen (2024) maintain that trust and mutual support increase motivation and willingness to communicate.</i>

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### **Analysis and discussion of the interview vs the bibliographic review**

**Question 1 – From your experience, why do you consider peer interaction to be essential for improving spoken English skills?**

This question aims to interpret, through the teacher's experience, why they consider peer relationships essential for improving English speaking. The purpose is to determine that positive relationships improve speaking skills by building self-confidence and creating a safe environment.

Teachers share that peer interaction is essential because it helps students master and develop language skills when learning a second language. Furthermore, communication involves constant peer interaction, since speaking English is not just about writing or reading. It is very important to seek out other people to create a comfortable, supportive environment, develop self-confidence, and learn from their mistakes.

Khanh & Pham (2022) demonstrated that peer interaction in English as a second language contexts encourages improved communication. Similarly, Dong et al. (2024) indicate that positive peer relationships develop into supportive connections, which promote confidence and motivation when speaking English. These analyses prove that peer interaction improves language skills, confidence and collective learning.

**Question 2 - Could you share an example of how you have implemented collaborative learning among students during a class activity?**

The second question was to encourage interviewees to share an example where they implement collaborative learning in classroom activities. In other words, to analyze the collaborative activities they consider necessary for successful learning.

Educators mention that collaborative learning is essential when learning English, and they use partner activities such as creating short dialogues on a topic, questions where students can share their answers, and conversations with specific grammar or vocabulary so students can develop and practice the language in real life. They also use collaborative support in listening

activities, where the best students provide feedback to others to improve their understanding of the activity.

Ley et al. (2025) confirms that collective learning allows for continuous oral practice and the development of language skills that promote peer support and autonomy. Similarly, Nhan (2024) supports the idea of using strategic peer-to-peer activities in classes. He mentions using dramatizations and role-playing to improve oral skills. These findings demonstrate the importance of collaborative learning and the use of strategies that support speech development.

**Question 3 - What strategies do you consider necessary to use in class to motivate students and make them feel confident when speaking English, and what was the outcome?**

The third question was designed to understand the use of strategies that motivate students to feel confident when speaking English. Teachers mentioned that the use of strategies such as bonus points, planning topics of interest like music or sports, games, debates, or praise, and practicing values like respect improved student participation and motivation, allowing students to express themselves freely, without fear of making mistakes, and relieving speech stress.

Carrión & González (2023) supports that intrinsic motivation reduces anxiety in students, allowing them to develop their sense of competence and self-efficiency in their learning. In fact, Esmaeilee et al. (2025) mention the PERMA model, which talks about emotions and comprehensive well-being with the aim of improving academic performance by strengthening socio-emotional learning. These results highlight the importance of creating positive components for learning to speak English.

**Question 4 - What is the key role that positive peer relationships play in fostering respect and empathy in academic activities?**

The fourth question seeks to explore the key role that positive peer relationships play in fostering respect and empathy in academic activities. In other words, positive relationships demonstrate that students learn and practice if they like the other person.

Teachers express that positive peer relationships are essential because they allow them to interact freely. In other words, they learn from respect and empathy because they are based on the well-being of others, enjoy each other's company, and create a friendly environment, which results in improved academic achievement and successful completion of assignments.

Zurita (2023) highlighted that positive relationships have a great impact on learning the English language since this generates bonds between students to communicate freely and reduces anxiety. In addition, Qoni'ah et al. (2025) agree that support between peers is essential to encourage cooperation and lose the fear of making mistakes. These analyses show that it is essential to create a safe environment where students feel confident and can learn in a more didactic way leaving aside traditional learning.

**Question 5 - What advice would you give to other teachers who use pair or group work to promote confidence and effective support among students?**

The fifth question was structured to ask teachers to share their recommendations for using pair work in groups to promote confidence and effective support among students. This indicates that pair work improves relationships among students because it creates a supportive environment where students can contribute to academic work and boosts confidence when communicating in English.

Educators recommend using more practical and creative activities that involve all skills so that each member can contribute to the group and work confidently. Furthermore, peer work helps provide support within teams, allowing them to gain confidence in each other.

Chamani (2024) mentions that teachers and peer relationships play a significant role in language learning through guidance, which empowers a unique academic environment based on mutual trust. These studies determine that the fundamental roles played by peers and teachers strengthen self-confidence and security when communicating.

**Question 6 - Why do you consider it essential to create a safe and supportive environment in the classroom for oral communication activities?**

The sixth question was created to understand why creating a safe and supportive classroom environment for oral communication activities is essential. The objective of the question is to analyze the balance between these two variables.

Teachers share that a more comfortable and safer environment improves task performance, cooperation in communication activities, and allows them to express their ideas without fear of judgment. Likewise, they establish equality, trust, kindness, responsibility, and discipline. This way, students improve their oral expression activities and practice becomes more effective.

Ding (2021) argues that emotions are essential in teacher-student interactions. He asserts that stress is reduced depending on the teacher's emotional state by encouraging class participation and creating a supportive environment. On the other hand, Dong et al. (2024) emphasize that personal bonds are indispensable, as they entail support, cooperation, and empathy toward others, where they can share their emotions without fear in a safe and trusting environment. This allows teachers to conduct studies of what peer roles imply in English language skills.

**Question 7 - In your opinion, how do good relationships among classmates help reduce the difficulties or fears students may have when speaking?**

The seventh question was asked to address the importance of peer relationships in reducing the difficulties or fears that students may have when speaking. Teachers say it's important to build a good relationship between students, as it allows them to feel confident and able to speak, thus reducing difficulties or fears when speaking. This influences their learning process, where support improves the relationship of trust, and students laugh at their mistakes, allowing them to learn from themselves.

Sotomayor et al. (2024) highlight that anxiety is one of the factors influencing low oral participation. For this reason, the low performance can be contrasted with creative and collaborative activities to overcome this fear of speaking. Likewise, Bose (2024) demonstrates that, through five questions based on why we don't speak English, it is shown that the fear of expressing ourselves naturally is related to emotional tension. These analyses prove that learning English is not only based on speaking through grammatical tenses; they also learn through mistakes and practice, it builds self-confident students.

**Question 8 - In what ways have you observed that emotional support helps students reduce anxiety and overcome their fear of speaking English?**

The last question was designed to elicit relevant information about emotional support, which allows students to reduce anxiety and overcome their fear of speaking English. The question aimed to understand the importance of social emotions when communicating in another language.

Teachers have observed that a student's emotional state can greatly influence the academic performance. One teacher mentioned that reducing stress requires motivating students to learn and develop all language skills. Others argued that students still need to build their character or personality. For this reason, tutors must share emotions from a human perspective,

that is, understand that as emotional beings, we derive from shared feelings such as trust or comfort. These factors help learners work confidently in communicative activities and manage their fear of public speaking, thus reducing anxiety.

Vilchez & Corvetto (2024) mention that anxiety can become a problem if not addressed, potentially harming an individual's socioemotional and academic development. Meanwhile, Hoai & Nguyen (2024) share two essential theories, the "Interaction Hypothesis" and the "Willingness to Communicate." These interact as key to making communication between peers understandable and enhancing English language learning much more rapidly. These data focus on emotional support as a way to reduce anxiety, emphasizing that the fear of communicating is a factor that can influence social and collaborative contexts.

## Chapter V

### Conclusions and recommendations

This part of the research aims to determine the results of the interview on the creation of positive peer relationships to improve English speaking learning. It also includes recommendations that will allow future researchers, educators, and institutions to promote collaborative learning with the goal of reaching more people and motivating them to improve this important skill.

#### Conclusions

The research concludes that positive peer relationships improve speaking skills by fostering confidence and creating a safe environment for students. Similarly, the analysis showed that emotional and collaborative support significantly influences learners' ability to practice the language freely and confidently in front of their peers.

Data collection through interviews showed that five teachers support the use of peer relationships to improve speaking through collaborative activities such as dialogues and debates, role-playing, and so on. The goal is to increase participation and develop language skills while overcoming insecurities and fears of making mistakes.

According to teachers' experience, the classroom environment is essential, making this no longer hypothetical, but a reality. In other words, educators emphasize that a safe learning environment plays an important role in student motivation and confidence, as communication and planning strategies that help reduce social anxiety, break down these barriers, and improve verbal and nonverbal performance.

### **Recommendations**

It would be important that teachers aim to promote the use of positive relationships in every learning activity because it improves language skills. It is vital to encourage students to build their own self-esteem and work collaboratively with peers to strengthen the socio-emotional bonds that are relevant to confidence and motivation when communicating in English.

Educational institutions should implement collaborative activities such as workshops or an assessment system in their pedagogical curriculum where students receive feedback to reduce anxiety or fear of oral practice. Furthermore, the resources used to improve peer relationships can be used much more frequently in more complex situations.

For future teachers seeking to build a meaningful learning environment, they could explore more about virtual learning and whether it works in the same way as in-person learning. Likewise, the exploration of positive peer relationships based on motivations and strategic planning can be expanded alongside with the technological tools currently in use.

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## Annexes

### Annex A: Certified Anti-plagiarism System

#### Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “**Creating Positive Peer Relationship to Booster speaking skill learning English**” elaborado por la estudiante **Carvajal Guale Xiomara Shamira** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



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Terán Molina Diana Verónica, MSc.

**TUTOR**



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## **Annex B: Questionnaire**

### **Questions**

1. From your experience, why do you consider peer interaction to be essential for improving spoken English skills?
2. Could you share an example of how you have implemented collaborative learning among students during a class activity?
3. What strategies do you consider necessary to use in class to motivate students and make them feel confident when speaking English, and what was the outcome?
4. What is the key role that positive peer relationships play in fostering respect and empathy in academic activities?
5. What advice would you give to other teachers who use pair or group work to promote confidence and effective support among students?
6. Why do you consider it essential to create a safe and supportive environment in the classroom for oral communication activities?
7. In your opinion, how do good relationships among classmates help reduce the difficulties or fears students may have when speaking?
8. In what ways have you observed that emotional support helps students reduce anxiety and overcome their fear of speaking English?

## **Annex C: Interviews transcribed**

### ***Interview of teachers***

#### **Teacher 1**

1. Since English is a language so every language you need to practice it in in order to master it so you can develop your language skills being isolated. So, you need to practice it with other people. So, that's why it's uh very necessary for students to interact with each other.
2. For example, sometimes according to the unit we are studying. Each unit has a specific topic. So, we start discussing some questions. I sometimes write the questions on the board, and I give them some time to discuss the questions with that classmate and then I ask what their answers are and other some other times I gave them, or I have them choose a question. And so, each group or each pair has a different question. Then they can have time to discuss the question as well and then they share with the class their answers.  
Obviously, some activities on the materials we use have some activities.
3. The first thing I do is, especially on the first day of class, I always like to remind them that my classroom and my class or our class is like a safe space. I want them to feel confident in making mistakes because that's how we learn.  
I have them realizing that even the teachers can make mistakes. If I make mistakes, I ask them if some of the students notice and I make a mistake that maybe the teacher um did. I don't get mad, so I let them correct my mistakes. And I and I said, "Okay, thank you."  
And encourage them to do that as well.  
So, they know that if the teacher feels comfortable learning or learning, they also must feel comfortable when the teacher corrects their mistakes and I try to also be careful, their

classmates don't laugh at their mistakes. Okay, there are sometimes some mistakes that are funny, so they will laugh and that's okay.

But there are other times where we must be more respectful to the kids, so we try to make the mistakes and then correct the mistakes. I hope so. The thing is that they feel safe when they make mistakes and they know that it is necessary sometimes to make mistakes to learn and have them get to know each other better. So, they know their classmates, and they feel comfortable working with certain classmates as well.

4. The role it's key that they have a good relationship. So, when they feel respect, when they show respect to their classmates, and when they feel empathy with their classmates, they feel more confident working with any of their classmates and I know that sometimes some students feel more comfortable working with specific classmates but it's good for them to learn to work with not always the same peers or not always the same classmates. So, they get to know their other better than the rest of the class and they are willing to work with any of their classmates.
5. Try to do more engaging activities or more like hands-on activities. They have to um and develop or practice different types of skills. Because maybe sometimes some students are good at speaking, for example, but they are not good at writing or some other students are good at reading, but not as good at listening. So, try to involve all kinds of skills uh during an activity.

All the students feel confident about what they are good at. So, they all feel like they have something to offer to the group or to the task, and they feel more confident working with their classmates. Also, don't let a student's always choose who they want to work with.

They feel comfortable with certain classmates, but it's also necessary for them to learn to work with other classmates. Some sometimes to certain activities, it's good for the teacher to choose the groups they are going to work with.

6. it is important because when the more comfortable they feel, the better outcome we will have from the task the teacher um assign.

7. It's similar to what we already discussed previously. When they have a good relationship with their classmates or among classmates, they feel more confident and more comfortable if they make mistakes. So, they are more willing to participate and to try. Because there are some Chinese students that are not maybe they're maybe the subject or English is not their best subject. So, um but the fact that they are they feel comfortable making mistakes and trying at least. So that makes a huge difference in their learning process.

8. It's very um relevant because emotions are always there.

So how the students feel is going to they are going to influence their outcome or how they react or how they perform in the class during the class. it's necessary for the teacher to notice um and the students.

So, to notice how they feel that day or um how they feel working on certain tasks or working with certain classmates. So, the teacher can or may make some changes if it is necessary or work on that. So, um it's necessary so students have a better performance during the English class.

**Teacher 2**

1. Her interaction is essential for improve and spoken English because humans learn a language by interacting with others. That process happens unconsciously when learning the first language and that same principle applies for learning a new one. Speaking is a skill that needs to be used for improving it. the more your practice, the better it will become.
2. The course book used for giving classes is designed for developing oral communication that is speaking. That book makes use of a variety of speaking activities role play mostly to make students practice the language using real life situations.
3. Per interaction can be beneficial, but how you apply it, that is more important because some students do not feel confident at first. Therefore, the teacher needs to find ways to make them feel less stress. Some students need to be motivated by words, others by points, others by sweets, and so on.
4. The positive peer relationship foster to respect and empathy because of students interact they meet them among themselves. They could learn how others feel in different situations. Some can see that laughing because of mispronunciations made by classmates can make them feel depressed. With that in mind, they try not to do it again because they could also face that same those same those same difficulties. Additionally, they can motivate themselves to improve their academic achievements.
5. As I mentioned before, it is better to motivate students to perform this. It is necessary to help students to feel less stressed or fearful by using extrinsic motivation when it is needed.

6. Because if students feel safe and supported by the teacher inside a learning environment, when students feel safe and supported, they show a willingness to cooperate with the activities proposed by the teacher, including order communication activities, which could lead to an improvement in speaking.
7. Because if they get along with themselves, every student will be a support for their classmates. Thus, difficulties and fears are reduced.
8. I have observed that emotional supports reduce anxiety and fear of speaking English because students feel more motivated to learn and level up their order communication skills. Not only their order communication skills, but also the reading ones, the reading comprehension ones among others, basically the other skills that are necessary for developing and mastering the language that they are learning.

### Teacher 3

1. basically, English subject is about communication. So, it is so obviously communication is interacting. It's impossible to think that something like English could be learned without communication.

That's why when teacher teachers when teachers give the class provide the information to students be able to not only write, not only read, but to speak. Speaking is the most important part. Speaking with whom? With somebody else. That's why interaction is obviously absolutely essential. It's the first thing that you must consider when you're teaching a language, especially with in our case English.

2. Well, that's let me think twice. According to the topic we could analyze we can consider what is the most convenient activity for example a conversation about a specific topic with an specific grammar. So, at the moment that they speak each other, students can provide not only comfortability or not only confidence, but also can provide feedback. Sometimes happens that students explain better the class better than teachers. Students understand the class when other students explain them.

No, I don't know if that's kind of thing happens to you, but the point is that in this case, it's I suppose it's exactly the same when they speak. When they speak, they feel comfortable because they have appeared. They don't feel they don't feel completely embarrassed if they made a mistake because they are with someone who understands him. He's a peer, he's a student, he's a partner.

So, and also with that confidence, they can obviously they can try to do things to say things uh not concerning with mistakes. That's why in in in this case, in my case, what I

have done is making conversations with specific grammar and using specific vocabulary.

And finally, when they concluded the activity, they had to fulfill a short rubric.

Sure, in this rubric, the students have to say, "Okay, he used the vocabulary, he used the grammar and then scored themselves uh and provide feedback themselves."

3. Talking about strategies basically they have to feel they have to feel impelled to speak they have to feel motivated. to say something, but that something has to be interesting, has to be appealing, has to be something that they really care about it.

If you use this kind of thing at the moment that through you plan with them or work with them any speaking activity, they will feel they will feel interested in doing uh in expressing themselves. So, when they express what they feel, what they think about it and because the topic they are trying is compelling, in that case, they will do the best they can.

So, talking about strategies, I try to use always a topic that could be the most suitable to their interest. Sports, music, relationships, things that they really want to say something, doesn't matter if they made a mistake or pronunciation or grammar, they want to say something because there's something that they need to express.

So, picking up the topic previous in the pre-speaking is so important in this case to set their goals and to set the motivation the students will need at the moment they do the activity.

4. it's understood that in the moment that you say that have a positive relationship is a key factor at the moment they speak because when they don't getting get along well with somebody, obviously they will not be they will not feel willing to they will not be willing to work with them because if they feel like some kind of hatred or I don't know.

You know, sometimes they have been in a relationship Um, there some pairs have been broken, so among exes working together is not a good idea in any universe. But well, this is I don't know if this is something that you could manage because students and classes and universe and you know exactly who students is the best friend of another or of whom.

You don't know that that kind of information, but Obviously, the most they enjoy, the most they the most they learn, the most they practice. So, if they enjoy this activity with a person they really like or they get along well, perfectly. That will be a very good um very good booster for your activity.

But I don't know how practical could be for teachers to set previously prior and prior activity to set who had good relationships with other, but basically will be an ideal class if you go manage this kind of things because as you said in the question is a key factor for success.

5. In an ideal world, in a perfect universe, What you will do is select the correct students that support each other that motivate each other's that make comfortable and make feel safe each other.

But I don't know if you have the time or if you have the chances to do that, but in case you can, that is exactly what you should do. Obviously, not thinking that his best friend will be the best option to do that activity. It's not as you know it's not exactly this it's not necessarily the same the good the correct answer because probably they will play, they will distract or they will do anything else but that activity.

That's why at the moment that you select the correct person to work with other student, that person doesn't need to be necessarily his best friend but What they need mostly is

that he has to provide the correct support. They need to help each other to improve their skills. Basically, that will be the correct selection.

6. It's absolutely essential. The problem is not why, the problem is how. Everybody agrees when you say that if that is so important.

The reason is absolutely understood that we need to create environment that is that be supportive, so be that be encouraging, obviously. But uh why? Because if they don't feel confident, they will not speak. no matter how try you intend So, how try you how hard you try, they will not speak because they don't, they will feel that if they make a mistake, they will be mocked or they will be ashamed. So, you have got to find the correct environment to improve these activities, especially speaking activities. Because embarrassment obviously stops any try you to make them improve their skills.

But that is some I think that you came by the time because if you are a teacher that you're you the students don't feel that you're closer or don't feel in a comfortable space, the same comfortable space when you are strict or when you are so I don't know how to say but you don't fit with your students that will be more difficult for you if you try to create an environment that they feel free to So from the very beginning of the first-class day.

You have to set an entire environment on a good social relationship between you and your students. They have to feel comfortable; they have to feel free to set anything they want if you are present because they don't look at you as an authority. They look on you as a friend.

That's why that is a challenge for some teachers, for some teachers that has to set to and set the equality being confident, being friendly, and be responsible, and be use discipline class.

7. Well, Basically, there is a key factor when you have a good relationship. Yes, when you have a good relationship among classmates, they feel confident to they feel able to speak. obviously in my opinion is good. It will be the idea. It will be the perfect condition the perfect circumstance. But it's not always, it's not always realistic to in in real life it's not always uh a real situation that's happens every day. So, it's not really the thing that this could happens every time, every day you work.

So circumstances change, so conditions change. So will be excellent if you can find exactly the same the same place, they are in the same mood every day. But to Try to try harder. Try to push on and try to find this environment always stable in your classroom because it's essential. A good relationship among them is essential.

8. I think that this is one of the most important parts that a teacher has. You could have a lot of knowledge, a lot of experience about grammar, listening and other skills.

But the most important for students is that they use to still looking at them as children and children are people in construction. So, they are growing up as a person as a new person, a brand new person. So my friend, the most important here is to provide I support them to make them feel confident. Sometimes they will feel ashamed, sometimes they will be fat, they will be sad. Sometimes they will be that they are not enough able to do something good because of their limitations about knowledge or something like that. Uh, even more if they had kind of problems like social problems or family problems. So, in those cases, you have to be a friend.

You have to be I don't know if it's properly said but properly correct to say, but sometimes you have to be like a father or kind of mother to give them giving not only not only confidence but comfort but even love because those motivations are the most

powerful emotions that somebody could have in their life to do something to get an to achieve something to get a goal.

In this case, in my opinion, emotional support is something that is a master. Every teacher, even if you don't if you don't grow up like this, it's something that you must learn to do. If you can't show this kind of emotion with the students, change your career, change your subject, start working as whatever you want, but not as teachers because the students need more than knowledge from you.

**Teacher 4**

1. I think they have at first they have to to trust themselves because when if they have a mistake and you speak to them that they have a mistake, they don't have enough confidence.

So, you have to wait that they speak, speak and speak. And I think this is the interaction that they have with the other kids. It helps to improve themselves. Okay.

2. I think when the best students are working. In my case, I have a great course. The almost all courses are good in English and if they have any problem with a question with listening with reading, they answer the question, but they speak what is the answer or what is the best way to find the answer.

You know, months ago I saw that because they didn't understand a listening and all the better students stay in front of television listening the audio. So, they collaborate because you know that some students are better in listening than others. So, is a good example that how they collaborate between themselves. Between them.

3. Maybe extra points. All the time I try to give them uh points when they participate in class. So sometimes it's motivated to improve there's they are speaking or you try that they speak with mistake or not, they have to speak.

4. I think so respect and empathy between students. It's the best way to work. all the time they help each other and if you find people then they don't like to work, it's a little difficult to start in this case is a speak or they try to complete a an exercise. So, all the time I try to have this empathy working together.

5. I think so, when they work in pair or group of work, they have to work with people who likes to work with them.

So, in group of work, you don't have to work with more than five students because the other people don't work in the group. So, they have to try to work with people that they have something in common to work together.

6. Because respect is very essential in this case. So, when you are talking with you with the students, they have to respect the classmates. So, I think this to have a good class when you are speaking or you have a or communication activities. You have to respect the other people, the other students and the class may have to respect.
7. I sometimes words that they support their friends. Sometimes they try to speak because their classmates or their friends are working and they and they need to work together. So, maybe the friends support them sometimes.
8. That's a little difficult. When a student is very nervous or has anxiety, it's complicated to overcome their fear of speaking English. But you try to calm the students and give other opportunities or to speak maybe speak alone and they feel better.

**Teacher 5**

1. From my experience, peer interaction is essential because the students feel more comfortable speaking with classmates. They learn from each other and practice their English in real situations.
2. I usually ask students to work in pairs or in groups to create short dialogues about the topics that we are seeing in the student book at the time now. So, they help each other with pronunciation and grammar and the activity made them more confident.
3. I usually use games, group discussions, and praise to motivate the students. When they feel support, they lose the fear of making mistakes and speak more freely. The result is more for participation in class.
4. Positive peer relationships help students respect each other's opinions and show empathy. This creates a friendly environment where everyone can learn better.
5. My advice is to encourage teamwork and guide students to listen and support one another. When they work together, they gain confidence and feel safe to speak.
6. A safe and supportive environment helps the student's express ideas without fear and being judged. It makes oral activities more enjoyable and effective. And I always think that learning with practice is more effective.
7. Good relationships among classmates help reduce fear because students feel accepted. They know their friends will not laugh at their mistakes. So, it's essential for them to be friends.
8. Emotional support helps students feel calm, I'm brave to speak. When they know the teacher and their classmates understand them, their anxiety goes down. They don't have fear of speaking in public.