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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

“PEER INTERACTION AND READING COMPREHENSION PROCESSES IN

EFL STUDENTS”

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 and title **“PEER INTERACTION AND READING COMPREHENSION PROCESSES IN EFL STUDENTS”** prepared by **Lainez Del Pezo Jordy Gabriel** undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península 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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Declaration

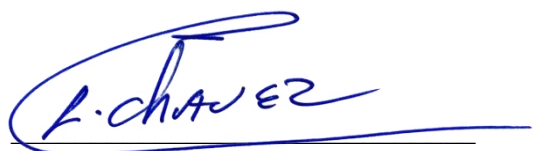
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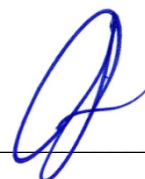
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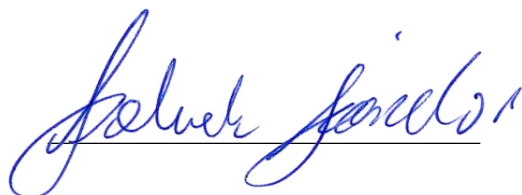
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- With love, Lainez Del Pezo Jordy Gabriel.

Dedication

I dedicate this work to my parents, Juana Rafaela Del Pezo Chalén and Jimmy Rolando Lainez Bacilio, who have been the fundamental pillars of my life and my academic education. Thank you for every sacrifice made, for your advice, for teaching me never to give up in the face of difficulties, and for believing in me. Everything I have achieved up to this day carries a part of you.

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Abstract

This research project investigates perceptions of using peer interaction activities to promote the development and reinforcement of reading comprehension processes in EFL students. The study adopts a qualitative, phenomenological approach to exploring PINE students' perceptions of peer interaction activities as a pedagogical tool. Data were gathered through semi-structured interviews with seventh-semester university students who shared their experiences using peer interaction in the classroom. The results revealed that peer interaction activities promote motivation, engagement, and confidence, enabling students to clarify thoughts and see different text perspectives more effectively. Moreover, the integration of assigned reading roles and collaborative group work fosters active participation and enhances text comprehension capability. Based on these findings, the research highlights that peer interaction is a meaningful approach that aligns with constructivist and cognitivist theories, encouraging comprehension through interaction and reflection.

Keywords: Peer interaction, reading comprehension processes, EFL students, qualitative research, phenomenological approach.

Resumen

Este proyecto de investigación investiga las percepciones sobre el uso de actividades de interacción entre pares para promover el desarrollo y el refuerzo de los procesos de comprensión lectora en estudiantes de EFL. El estudio adopta un enfoque cualitativo y fenomenológico para explorar las percepciones de los estudiantes de PINE sobre las actividades de interacción entre pares como herramienta pedagógica. Los datos se recopilieron a través de entrevistas semiestructuradas con estudiantes universitarios de séptimo semestre que compartieron sus experiencias utilizando la interacción entre pares en el aula. Los resultados revelaron que las actividades de interacción entre pares promueven la motivación, el compromiso y la confianza, permitiendo a los estudiantes aclarar sus pensamientos y ver diferentes perspectivas del texto de manera más efectiva. Además, la integración de roles de lectura asignados y el trabajo colaborativo en grupo fomentan la participación y mejoran la capacidad de comprensión lectora. Basándose en estos hallazgos, la investigación destaca que la interacción entre pares es un enfoque significativo que se alinea con las teorías del constructivismo y el cognitivismo, fomentando la comprensión a través de la interacción y la reflexión.

Palabras clave: Interacción entre pares, procesos de comprensión lectora, estudiantes de EFL, investigación cualitativa, enfoque fenomenológico.

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Introduction

English is a dominant language adopted in science and higher education, driven by globalization and offering access to international opportunities. Academic institutions establish explicit language targets based on international standards to achieve necessary proficiency profiles. Within this higher education context, reading comprehension serves as a core skill required to develop overall language proficiency, acquire a vocabulary background, and produce remarkable learning outcomes.

This research project aims to examine undergraduate students' perceptions regarding peer interaction strategies in reading comprehension processes and engagement. Undergraduate students frequently face challenges with reading comprehension, experiencing vocabulary gaps and demotivation when using monotonous, individual strategies. Peer interaction provides a participatory avenue by making the reading process dynamic, where classmates discuss reading questions, exchange points of view, and collectively negotiate meaning. This work specifically investigates how peer interaction activities promote the development and reinforcement of reading comprehension processes.

Furthermore, this research describes the role, explores the benefits, and considers student perceptions regarding peer interaction to improve the reading comprehension process. This is a qualitative and phenomenological study, gathering data from the subjective insights, recorded transcripts, and lived experiences of seventh-semester university students at UPSE for an in-depth understanding of this educational phenomenon. By integrating social interaction foundations, collaborative learning approaches, and student-centered pedagogy, this research seeks to demonstrate how peer interaction strategies meet academic requirements and provide

insights into the feasibility of peer interaction activities to promote reading comprehension skills based on EFL students' perceptions.

Chapter I

The problem

Research Topic

Peer Interaction and Reading Comprehension.

Title of research

Peer Interaction and Reading Comprehension Processes in EFL Students.

Problem statement

According to Asila (2026), English is a dominant language adopted in science and education. Driven by globalization, the English language plays an important role in higher education; by learning English, students can gain access to international scholarships and exchange programs. Therefore, the English language is taught around the world; some concerns, such as students' challenges, are brought to the discussion.

According to Mahmudovna (2025), the most common challenges EFL education faces in the classroom are students' motivation, learners' backgrounds, lack of qualified teachers, and the learning environment. These factors directly impact the development of English language skills; by addressing issues, teachers should use other methodologies to overcome problems in the learning process.

The English language has four main language skills: listening, reading, speaking, and writing, each of which serves as a mechanism to communicate effectively and understand ideas. Jukkalkar (2025) stated that reading skills are complex skills involving cognitive processes to produce a conception of words when analysing texts. Furthermore, Acedillo (2023) stated that reading comprehension consists of brain processes that decipher words using visual sense and interpret the meaning from passages, defining main ideas and details. Moreover, comprehending

text is crucial to understanding what is written, such as listening and processing sounds and phonemes into meaning. Reading comprehension is the ability to understand passages of stories, articles, and others. This is a core skill to develop other English language skills (Sabuna et al. 2025).

Pedagogy of National and Foreign Languages (PINE) students face challenges with reading comprehension; nonetheless, teachers should use motivational elements and critical thinking activities to develop solid reading comprehension skills. It is suggested to use engagement techniques instead of traditional pedagogical methods grounded in a teacher-centered approach (Méndez, 2025). It was addressed that PINE students have gaps in vocabulary knowledge that hinder the development of English language skills, such as reading comprehension, and the misconception of ideas when reading complex texts individually.

Nguyet and Huong (2023) mentioned that reading books has been the best option to acquire knowledge for decades; however, students tend to demotivate because of the monotonous reading strategies that are aligned with traditional reading methods. The authors explored digital reading comprehension, indicating that technology and interactive approaches are modern teaching practices. Students are used to performing control activities based on worksheets to verify their knowledge of the text instead of assuming the meaning of passages. The use of conventional activities triggers low motivation due to issues with understanding, decreasing the willingness to learn the English language.

According to Zabihi and Ghahramanzadeh (2022), peer interaction was suggested as a strategy to engage students and improve collaborative skills during reading practice; they also emphasized that collaborative activities based on constructivism are modern approaches centered

on the student learning process. Thus, teachers must innovate teaching strategies by modelling activities driven to engage students.

Teachers used to run peer strategies to improve collaboration, getting different opinions and arguments; students follow the pair work instructions; therefore, they do not reflect on the learning objectives and the importance of interaction. Overall, students' perceptions have not been inquired into properly; it is important to explore students' perceptions to provide clear insights into the use of peer strategies to promote the development of reading comprehension processes.

The purpose of this research is to examine PINE students' perceptions regarding peer interaction strategies in reading comprehension processes and student engagement in English learning. Through, semi-structured interviews will be directed to PINE students of seventh semester at UPSE, the university students will provide perspectives about peer interaction as a strategy to improve reading comprehension processes. It is appropriate to research the use of peer interaction strategies in reading comprehension processes among PINE students. The outcomes of the research will provide students' insights about peer interaction activities to develop reading comprehension, raising awareness among English teachers about reformulating pair-work-based teaching practices.

Research questions

General question

- How do PINE students perceive peer interaction activities in relation to their reading comprehension processes?

Specific questions

- How do students perceive the use of peer interaction activities for reading comprehension in EFL students?
- What are the benefits perceived by students about peer interaction and its influence on reading comprehension in EFL students?
- What are the perceived challenges of peer interaction activities to improve reading comprehension?

Objectives

General Objectives

- To examine students' perceptions of peer interaction strategies to improve reading comprehension in EFL students.

Specific objectives

- To describe the role of peer interaction on the development of reading comprehension in EFL students.
- To explore the benefits of peer interaction activities regarding reading comprehension for EFL students.
- To consider students' perceptions regarding peer interaction activities to improve the reading comprehension process.

Justification

Reading comprehension is a core skill necessary to develop other English language skills and produce remarkable learning outcomes. It involves understanding, reading text, extracting relevant information, and realizing the author's ideas. Improving this ability positively impacts overall language proficiency, serving as a means to produce speech and understand input. When

students process phonemes and visual senses into meaning, they acquire the background to communicate. Instead of trying to understand the text completely in isolation, students need to rely on details because understanding the details is the real meaning of the text, rather than just grasping the main idea.

Traditionally, reading text techniques are based on individual activities along with teacher support as a guide. Nowadays, reading activities rely on constructivism approach, student-centered methods, technology, and interaction to acquire. However, this odd approach ignores that the English language is primarily a tool for intercommunication and social involvement, so the main reason for a language is to use it with people. Reading strategies must adapt to active communication and social interaction, focusing on connecting with other English speakers to fulfil learning outcomes.

Moreover, it impacts reading proficiency because language impairment in groups supports each other. By rotating group members or assigning roles, teachers can maintain the English language learning flow, relying on capable students to support reinforcement in classmates' English language gaps. Peer interaction may contribute to transforming repetitive reading activities into dynamic activities that encompass social skills in language development, providing motivation and helping students to connect and learn from each other.

Consequently, further investigation is important to explore peer interaction strategies to support reading comprehension in PINE students, shifting to an interactive classroom, and comprehension of the English language. It is necessary to analyze the learning opportunities that this strategy offers; therefore, gathering students' perceptions of peers regarding peer interaction and the development of reading comprehension will also provide insights into the phenomenon. By researching the use of phenomenology, students could provide insights into the use of peer

interaction for improving reading comprehension in EFL classrooms. Investigating peer interaction perceptions will clarify the influence on developing reading comprehension by providing students' beliefs.

Chapter II

Theoretical Framework

Background

Chol and Lewis (2024) noted that several methods are focused on interaction, promoting students to just talk; however, the purpose of peer interaction is to foster affective value and production in students. Moreover, peers tend to be more confident when English learning has a collaborative approach, so that students relate positive perceptions, feel an interconnection with other classmates, sharing their concerns about the English language.

Yang (2023) discussed the effects of using paired learning models, emphasizing reading in an EFL context, which compounds cooperation, communication, and comprehension inputs through activities that involve peer interaction, such as discussions and reflection. Students often require dynamic activities to encourage reading, leading teachers to explore the application of participatory and immersive activities.

The study developed by Wu and Ko (2024) demonstrated the impact of peer interaction with mixed-age students on children's language acquisition, focusing on reading comprehension. Students interact in the mixed-age groups during a reading session dedicated to a storybook. The adaptation of involving other English levels or semesters focusing on higher education is a peer interaction strategy. The support provided by independent English users enhances less proficient English users, making it easier to comprehend complex details of the textbook.

According to the study developed by Adams (2018), cited as Al-Dokom and Al-Qeyam (2024), an alternative to tackle reading comprehension issues is to implement peer interaction in the classroom. The teaching strategy influences language learning and encourages students to develop reading comprehension skills. Moreover, Peer interaction is a teaching technique that

follows current teaching practices, such as a student-centered approach and social interaction foundations.

Ramadan (2025) concluded that peer interaction impacts reading skills, allowing students to stay involved when teachers are presenting the class. Students described perceptions about peer contact triggering engagement and active participation in reading activities. Furthermore, the use of peer interaction-based activities improves students' attention during reading assessments. Students expressed encouragement to connect with classmates, ensuring social responsibility in reading lessons.

Vezzani (2023) analysed students' interaction during a pair reading comprehension task; the outcomes were decent in improving reading skills. Students tend to be distracted during pair activities; however, teachers should reinforce rules to avoid this disruption. Overall, pair activities support the identification of mistakes so that the other students make corrections; these actions are overseen by educators during the reading comprehension task. Lastly, students were able to understand the text thanks to classmate and teacher support. Students with decent reading skills spent practice hours, allowing improvement of their English language proficiency.

Therefore, Rotarwut (2021) developed the study with university students performing self-perception about peer interaction activities implemented by English teachers. It concluded that after applying the peer interaction method to learners, students perceived that they were able to expand reading comprehension without using teaching practices, which are not often interactive in reading practice.

This section collected scientific papers regarding the impact of the independent variable established as peer interaction. Through deep research, the papers demonstrated the feasibility of peer interaction to improve reading comprehension skills. On the other hand, the issues that

cause poor reading comprehension skills, improving this skill can be improved by introducing peer interaction strategies into activities, as concluded, and their positive influence.

Pedagogical Basis

Cognitivism

Malik (2021) elaborated cognitivism as the learning theory that highlights human cognition, referring to the senses to develop knowledge through perception. The cognitive process follows a knowledge path starting from receiving, storing, and searching for information. Teachers use cognitivist theories to design activities because, depending on learning style, teachers can create activities that involve classroom collaboration regardless of learning style.

Mahbub and Beedle (2025) placed emphasis on the process of inferring information, which requires cognitivist principles. The brain decodes the stimulus, organizes the data, and then creates a general conception; knowledge is secured through memorization. Cognition makes us understand the world depending on our proficiencies and senses; its role in education is prevalent in the scope of students' needs.

Through students' perceptions of reading practice, the cognition process encourages students to bring different beliefs to regulate misconceptions of knowledge. Based on a collaborative approach, cognitivism supports the exchange of perceptions to generate clear ideas about topics. Peer interaction has principles of cognitivism because it supports the dynamic brain process of sharing info while constructing knowledge in pair work.

Socio Constructivism

Le and Nguyen (2024) explained that constructivism is a learning theory framework related to how knowledge is built up through backgrounds and experiences. Pointing to classroom settings, socio-constructivism consists of running collaborative activities to foster

critical thinking and reflection, permitting the exchange of previous experiences to consolidate knowledge.

Moreover, Nithideechaiwarachok and Chano (2024) described the implementation of socio-constructivist theory in EFL classrooms. Teachers explained that Vygotsky's theory offers opportunities for interaction among students to interact with each other while constructing English language skills using collaboration, creativity, and social skills. Therefore, EFL integrates socio-constructivism as a methodology to base teaching techniques; these techniques follow principles such as interaction and self-regulation, leaving the monitoring to teachers.

Cooperative language learning

According to Lopez and Estremera (2025), the cooperative approach is grounded in shared activities; interaction promotes responsibility and social engagement among peers. The theory uses scaffolding and student distribution to allow interdependence, guaranteeing effective group work. It uses strategies focused on peer interaction to support knowledge acquisition, along with strong supportive foundations.

Group activities are promoted to encourage social interaction; popular activities such as think-pair-share and jigsaw reading allow students to engage and experience meaningful learning. Furthermore, students prefer to participate in groups because the affective approach impacts students' performance; consequently, teachers must use dynamic methodologies to deliver knowledge properly.

Student-Centered Approach

Learners are the foundation of education; consequently, the learning process is focused on students' needs. Rooted in constructive theories and the active role of students in the classroom, students develop autonomy, critical thinking, and motivation, which are key factors for language

learning (Abdyyeva, 2026). A student-centered approach promotes active engagement and meaningful communication, avoiding distractors, and it provides teachers with curricular flexibility so that complex content can be adapted into group activities such as projects or discussions in the classroom.

Theoretical basis

Peer Interaction

When learning a new language, such as the English language, interaction is part of the core teaching practices, centered on students' needs. Assessments must involve social interaction to develop English skills in a confident environment and fulfil the affective needs of students. Lastly, meaningful interactions are based on lively activities that bring students' attention to class activities, encouraging language learning and social skills (Alharbi, 2023).

Saeid (2024) described the operational mechanism of peer interaction. It starts by assigning and providing instructions for a task, then students develop activities. They regulate the activity competition by using problem-solving skills along with active learning, delivering effective feedback, and clarifying ideas themselves. The outcome of peer activities is establishing solid and reliable production and analysis of ideas. These factors trigger the exploration of viewpoints to negotiate meanings, generating outcomes in learning goals. Moreover, the study conducted by Tajuddin and Shafie (2025) stated the importance of Peer Interaction, relying on its role in the learning process. EFL learners feel motivated because they exchange feedback and reinforce their English language skills with their classmates. Team activities make students reflect on others' mistakes, creating solid knowledge; nonetheless, teachers must design activities that foster social connections and balance groups.

Reading skills

Jukkalkar (2025) stated that reading skills are one of the most important skills because it involves analysis and critical thinking to understand the information. Reading skills are defined as the interpretation of texts to grasp meanings and then providing feedback after conceptualizing information. Therefore, the author emphasized that reading comprehension skills allow English learners to navigate and access an enormous source of information, while readers develop critical thinking to evaluate sources.

The Pre-Reading Phase

The initial stage starts by retrieving the reader's experiences. This recap of background allows learners to connect the reader's existing knowledge relating to the current info. At this stage, teachers usually provide visual support or key ideas to help students familiarize themselves with the topic (Mulatu and Regassa, 2021).

The While-Reading Phase

In the second phase, students must focus on synthesizing information and engaging with it. Students process and understand the building context in every passage by the reader; details support ideas; however, the text can be difficult to understand; thus, the focus is to use the knowledge available and concentrate on the main idea (Mulatu and Regassa, 2021).

The Post-Reading Phase

The last stage aims to create a general understanding after reading the text, and the readers are used to highlighting main ideas or details that help to evaluate reading comprehension proficiency. This phase is filled with questions related to the text; as a result, students can clarify their ideas and perspectives (Mulatu and Regassa, 2021).

Reading comprehension

Castro et al. (2024) emphasized that reading comprehension is a primary skill, and it is essential in the very first English level. Therefore, it supports the development of other English skills. When students perform reading activities, they must think and identify words to create meaning of passages, thinking that reading is a necessary activity in multiple human spaces. The outcome is to grasp knowledge and apply text ideas to properly develop the reading activities.

Moreover, Ruan (2023) recommends using participative reading comprehension techniques such as strategy-based instruction, considering students' English proficiency, students performing activities related to challenges, and the teacher emulating the role of facilitator, assuring peer collaboration. The students feel secure after comprehending how to develop the activity by receiving support from group members, and peer interaction influences better learning outcomes by involving the whole classroom.

Peer interaction activities to develop Reading skills

The process of peer interactions consists of assigning roles to divide duties in the team. Furthermore, the students are organized to break down text into key words, while others are understanding the context. The collaboration on these activities is reflected by using a balanced group basis, supporting reading comprehension because impairments in levels are covered depending on the complexity of the task (Rotarwut, 2021).

Moreover, the students had a boost of motivation that empowered them to discuss and comprehend passages through academic interaction with other peers. Students undertake shared responsibility, which makes them work on solving reading difficulties. The most reliable peer interactive activities to improve reading comprehension included group discussion, brainstorming, and mind mapping.

Group discussions allow students to share thoughts based on investigation and comprehension of topics; group members read the passages to summarize the information, and then the students conceptualize the topic and come up with ideas to discuss points of view. Furthermore, trading a problem is an activity designed to develop critical thinking; it consists of proposing a theme, then four scenarios related to the theme must be figured out. The students must correctly understand the main idea and details to hint at the correct answer (Rotarwut, 2021).

Brainstorming supports engagement by understanding key concepts, which are defined through cooperative work in pairs. Brainstorming is a popular activity to make the class interact. Focused on reading comprehension, the title or overview must be grasped to come up with coherent ideas, which is important to understand the topic to provide supporting ideas.

Lastly, Mind mapping is a way to organize complex topics and subtopics to understand the text given systematically; several ideas are classified, and meanings are clarified during the design of mind maps. Organizing ideas ensures comprehension of the topic to be developed; this strategy makes students work collaboratively (Rotarwut, 2021).

In these teaching techniques, teachers have the role of monitoring and providing feedback on student groups, mostly related to the organization of ideas and overall understanding. The peer interaction reading activities' main objective is to involve the class in active participation and improve student performance in comprehension capability (Rotarwut, 2021).

Legal Basis

Constitución de la República del Ecuador

Article 26 redefines education as a lifelong process, elevating state investment to an inescapable priority that guarantees both infrastructure and fair wages. This approach transforms

learning into a permanent driver of social mobility and an inalienable right, eliminating budget excuses for state neglect (Constitución de la República del Ecuador, 2008).

Article 27 shifts the academic paradigm from rote learning to holistic human development, fostering critical thinking, empathy, and social responsibility. By embedding ecological and democratic values into the classroom, it ensures that schools actively shape conscious citizens who respect human rights and environmental diversity (Constitución de la República del Ecuador, 2008).

Ley Orgánica de Educación Intercultural (LOEI)

Article 1 of the Ecuadorian organic law on education establishes the fundamental right to quality education, integrating the principles of "Buen Vivir," interculturality, and a pluricultural approach into the national educational system's structure. This foundational article outlines the management models governing all academic institutions (Ministry of Education, 2024).

Furthermore, Article 5 explicitly mandates education as an inalienable government duty, placing the onus on the state to guarantee access, permanence, and equity for all citizens. This provision requires authorities to actively eliminate barriers to learning and ensure that educational systems are inclusive. Together, these articles define education not merely as a service, but as a core state obligation fundamental to national development (Ministry of Education, 2024).

English Language National Curriculum

The basic principles of the curricular proposal can be summarized as follows:

- **Communicative Language Approach:** Language is best learned as a medium for interaction and communication rather than as a body of knowledge to be memorized.

- **Student-Centered Approach:** Teaching methodologies that reflect and respond to the strengths and challenges of learners, facilitating their unique learning process.
- **Thinking Skills:** Learning a foreign language drives the development of cognitive, social, and creative skills necessary for lifelong learning and active citizenship.
- **Content and Language Integrated Learning (CLIL):** A model used to integrate language learning with cultural and cognitive aspects, where language acquisition leads to student development.
- **International Standards:** The curriculum is based on internationally recognized levels and teaching processes for language learning (CEFR).

The primary objectives of the English as a Foreign Language (EFL) curriculum are:

- To develop students' understanding of the world, other cultures, and their own, along with their ability to communicate their perspectives through the foreign language.
- To develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world.
- To foster a love for language learning from an early age through engaging and positive experiences, encouraging long-term motivation.
- To achieve the "exit profile" proposed in the national curriculum for General Basic Education (GBE) and the Unified General Baccalaureate (UGB) (Ministry of Education, 2016).

Chapter III

Methodological Framework

Method

Qualitative Research

Lim (2024) stated that qualitative research is employed to analyze deep insights to understand human phenomena. This methodology allows researchers to extract and examine subjective data, permitting the exploration of individuals' thoughts. Qualitative methodology is based on expertise, experience, and exposure; researchers define a clear direction of the investigation based on the subjectivity of data collected. Human perception of events cannot be measured using a quantitative approach because that method is not able to capture subjective information (Lim, 2024; Kraus et al., 2022).

Pearson and Mirhosseini (2025) emphasized the importance of using qualitative research to investigate language learning processes. This method has been used for over twenty-five years to address language education concerns and opportunities for improvement of the foreign language. By employing qualitative research, authors ensure a proper understanding of the phenomena.

The research addressed a phenomenon based on concepts of peer interaction and current issues of reading comprehension processes in PINE students. The students' perceptions are essential to elaborate beliefs and reveal realities; they will provide experiences about peer interaction strategies to promote reading comprehension processes. Through semi-structured interviews promoted in open-ended questionnaires, these gatherings will have a specific duration to ensure data collected is not overloaded by the focus of open-ended questions; PINE students

will freely narrate their experiences and perspectives so that the researcher will be able to grasp the phenomenon.

Type of research

Phenomenological approach

According to Alhazmi and Kaufmann (2022), a phenomenological approach is a focus on research tied to the qualitative research method. A phenomenological study supports education research grounded in relevant events during the teaching and learning process. It utilizes research techniques focused on understanding complex phenomena experienced by humans to interpret insights. Moreover, the approach allows participants to extend their beliefs, improving data analysis and discussion; researchers can collect complete arguments to make a clear discussion with theories (Erbaş et al. 2025). The educational phenomenon related to enhancing reading comprehension processes through peer interaction strategies is a concern that must be deeply explored.

Data Collection Techniques

Semi-structured interviews

Semi-structured interviewing is associated with qualitative methodology; they are characterized by a flexible and fluid structure that allows participants to provide in-depth perspectives to understand people's knowledge and understanding of their environment. Semi-structured interviews tend to be dynamic, exchanging short ideas through spontaneous dialogue, mostly to clarify questions using background information. (Pin, 2025).

According to Rusli et al. (2022), the main objective of a semi-structured interview is to disclose reflections by gently carrying out an extended discussion of their experiences. Interviewers must adopt semi-structured interviews to allow participants to elaborate on their

experiences. These interviews are focused on unfolding the meaning, engaging in a guided uncovering of lived experiences.

The semi-structured interviews will take place in a virtual environment using the Zoom application to apply the instrument. According to Oliffe et al. (2021), Zoom meetings are a reliable application for conducting interviews. Based on online environments, it offers flexibility to schedule meetings and practicality to collect data through audio or video recordings. The moderator must conduct the interview using Zoom features to share the screen and project questions or use options to control the flow of information.

The researcher will employ semi-structured interviews to collect perceptions of students regarding peer interaction activities, describing knowledge and experiences, which will tailor the interpretation of findings. The semi-structured interviews will be conducted online through the Zoom meetings application, with prior authorization of the Pedagogy of National and Foreign Languages major directives and students' consent at Universidad Estatal Peninsula de Santa Elena. The interviewing process will take an average of twenty minutes due to open-ended questions, which allow participants to provide extended details of perceptions. The researcher will collect data by extracting the recording of interviews; this will help to provide an accurate transcription of answers.

Data Collection Instruments

The research instruments will be able to allow participants to provide details of their perceptions about peer interaction and the improvement of reading comprehension skills. The questionnaire was developed using a series of eight open-ended questions, which were connected to the research objectives. The review of the questions played an important role in clarifying and verifying the relevance of the questions for collecting crucial data.

The questions were peer-reviewed before receiving authorization for execution; the Research Project Tutor provided valuable recommendations to align the variables with the research objectives. The semi-structured interviews were conducted in Zoom meetings and gathered information through a video recording, which will be crucial for performing the transcriptions. Furthermore, the UIC teacher provided support to polish details, which will determine the efficacy of the questionnaire.

Questionnaires

According to Ranganathan and Caduff (2023), the questionnaire is a popular research instrument that allows researchers to collect qualitative data. It is important to construct questions with quality and accuracy to expect feasible information connected to research questions. The questionnaires follow protocols for addressing interviewees as the main character; then the interviewer sets the order, allowing participants to provide extended perceptions due to its semi-structured setting. The focus of questionnaires is to gather relevant information through a series of questions, driven by an understanding and allowing them to elaborate on themselves, revealing information truthfully.

Researchers will build a questionnaire by considering the themes of investigation. These factors are important when generating strategic questions to allow participants to provide further details about peer interaction activities and their role in improving reading comprehension processes. The researcher will present eight questions to participants during the semi-structured interview, and participants will answer questions based on their beliefs or opinions about peer interaction and its relationship with the enhancement of reading comprehension processes.

Open-Ended Questions

The use of open-ended questions is appropriate for the phenomenological design because it allows participants to provide detailed descriptions of their experiences and perceptions (Hansen and Świderska, 2023). Open-ended questions are research tools that serve to collect information without limitations. It is the opposite of yes-no questions; it allows participants to deliver in-depth details about inquiries. Participants used natural language to express emotions and mentioned the use of wh-questions, such as why, to make interviewers feel comfortable when answering questions freely (Purandare and Patil, 2023).

The researcher will generate eight open-ended questions to collect information through the semi-structured interview. These questions are related to peer interaction activities and reading comprehension skills, focusing on experiences and arguments about the feasibility and positive impact of English reading comprehension.

Population and Sample

Ahmad et al. (2023) defined the concept of population and sample in qualitative research. A population involves a group of people that fit the same background and location near researchers; these characteristics support the delimitation of the population, ensuring accuracy in scope. Therefore, the population is related to educational backgrounds grounded in English language teaching as a foreign language. The population involved undergraduate students; however, the researcher selected PINE Students at UPSE because they have specific characteristics connected to the variables of investigation. The PINE students mostly struggle with reading comprehension skills; the second-year students from the last semester can provide reflections about low reading proficiency and group activities used throughout the semester.

On the other hand, Subedi (2021) stated that the sample refers to participant selection on specific contexts meeting direct resemblances with research variables. The sample performs a discrimination process to select accurate participants to develop the application of interviews or focus groups. The sample selected was seventh-semester PINE students at UPSE. The students have reached the last major semester, achieved an independent English level, and had experienced issues with reading comprehension skills. Furthermore, they have extended experiences with teachers' strategies focused on peer interaction to foster collaboration and reinforcement of English skills, such as reading skills. They will describe perceptions of peer interaction as a strategy to promote reading comprehension in an EFL classroom based on perceived challenges and recommendations.

The next chapter, named Analysis of Findings, will proceed to examine data related to semi-structured interviews, performing data analysis. The data collected must be transcribed to employ answers as concepts to be interpreted with prior studies described in the second chapter. After thorough validation of instrument results, multimedia must be collected as evidence to ensure the credibility of the information; also, the analysis will be peer-reviewed by the tutor to ensure accuracy in delivering outcomes of the investigation.

Furthermore, Researchers will be able to interpret the answers by considering authors who have agreed on perceptions of peer interaction and its relationship with reading comprehension processes. The information must be presented using comparative tables to determine the role of the variables and their connection with perceptions and previous studies. Therefore, the researcher must generate preliminary concluding statements as well as further advice.

Chapter IV

Analysis of findings

Brief explanation of the findings

Researchers applied the data collection technique to collect students' perceptions based on specific questions to inquire further about peer interaction and reading comprehension skills.

After conducting interviews with PINE students, researchers made transcriptions of audio from the Zoom application, revealing students' experiences, challenges, and recommendations.

Students' answers were summarized to create compact statements that involved students' reflections; then, they were discussed with the authors to reveal studies that support students' opinions and recommendations. The overview of the analysis demonstrated the feasibility of using peer interaction activities during reading classes, which was supported by recent studies.

Interpretation of data from the interview

Table 1

Interpretation of students' answers and authors' citations.

Questions	Students' Answers	Authors
1. How do you experience working in pairs or groups during reading comprehension activities?	Students find peer work dynamic and collaborative, though success depends heavily on similar language proficiency.	Chol and Lewis (2024) stated that peer interaction focuses on affective matters; Yang (2023) emphasized that peer interaction models are found in cooperation, active communication, and comprehension skills.

2. What kind of group or peer activity do you do with your classmates on reading activities?	They discuss questions, summarize passages, map concepts, review vocabulary, and analyse academic articles together.	Yang (2023) discussed the use of dynamic activities that involve peer interaction, such as reflection activities. Saeid (2024) stated that meaningful learning depends on active learning to understand the meaning of text.
3. What does peer interaction mean to you during reading comprehension activities?	Interaction means balanced teamwork, mutual support, and sharing diverse perspectives to construct text meaning collectively.	Tajuddin and Shafie (2025) mentioned that exchanging feedback allows learners to reinforce language skills and build solid knowledge. Ramadan (2025) concluded that peer contact drives active participation and social connection.
4. What are your perceptions about teachers during interaction activities to practice reading comprehension?	Teachers create useful, dynamic, interactive lessons, but they should avoid random pairing methods.	Vezzani (2023) analysed that teachers must reinforce rules to avoid disruptions and oversee the reading tasks. Adams (2018) mentioned that this technique aligns with a student-centered approach and proper teacher guidance.

5. How does working with partners influence comprehension of a text compared to individual activities?	Working together clarifies difficult sentences, accelerates task completion, and introduces missing individual perspectives.	Wu and Ko (2024) demonstrated that peer interaction in groups makes it easier to comprehend complex details and expand vocabulary. Lopez and Estremera (2025) highlighted that cooperative strategies support knowledge acquisition through scaffolding.
6. What do you feel about your reading comprehension skills after completing group activities on reading comprehension practices?	Students gain confidence and a clearer understanding, while group discussions expose hidden individual reading gaps.	Ramadan (2025) stated that Peer contact produces a helpful drive for engagement and active participation with the English Language. Abdyeva (2026) emphasized that providing roles and responsibilities makes students develop autonomy, critical thinking, and motivation.
7. Can you share an experience when working with a classmate that helped you understand a complex topic or confusing reading passage?	Peers were helped by peer interaction activities to simplify complex ideas using soccer analogies and grasp technical biotechnology vocabulary.	Vezzani (2023) noted that classmates and teacher support allow students to fully understand complex texts. Wu and Ko (2024) explained that peer support simplifies the comprehension of complex details within reading selections.

8. What difficulties do you encounter when working with your classmates during reading lessons?	Challenges include classroom distractions, unfair participation, and a lack of cooperative skills, with negative outcomes in reading skills.	Vezzani (2023) mentioned that students tend to get distracted during pair activities, requiring strict teacher monitoring. Tajuddin and Shafie (2025) mentioned that group balance and proper design are required to prevent learning friction.
9. What recommendations can you provide for strategies to include peer interaction in reading comprehension activities?	Recommendations include assigning defined group roles, setting time limits, and matching student proficiency levels.	Sardanas et al. (2025) highlight that teacher feedback and structured training are vital to guide peer dynamics. Nithideechaiwarachok and Chano (2024) state that socio-constructivist activities must use collaboration under teacher regulation.

Note: The table is based on students' answers related to questions about peer interaction experiences and the authors' research for reading comprehension practice.

Category 1: Socio-Emotional Perceptions and Confidence in Peer Interaction

This category is connected to interview question one, How do you experience working in pairs or groups during reading comprehension activities?, question three, What does peer interaction mean to you during reading comprehension activities?, question four, What are your perceptions about teachers' peer interaction activities to practice reading comprehension?, and question six, What do you feel about your reading comprehension skills after completing group

activities on reading practice. These questions are strategically grouped to directly address the research objective designed to consider students' perceptions regarding peer interaction activities to improve the reading comprehension process.

The researchers performed a recap of the most relevant statements to refine solid student perceptions regarding their socio-emotional experiences. Within this framework, Participant #1 stated that students enjoy sharing ideas with other students because it involves the whole classroom, indicating that peer interaction means working together and exchanging points of view to comprehend texts accurately. They expressed that pair activities make reading comprehension lessons more dynamic and encourage a safe learning environment, while stating that they feel more confident because peer discussion clarifies difficult questions. Participant #2 stated that sometimes students feel uncomfortable because of a lack of connection with other students; however, sharing with someone is more dynamic and entertaining than individual activities.

Students indicated that empathy and camaraderie are characteristics of peer interaction during reading lessons, stating that peer interaction is a valuable pedagogical tool to develop critical thinking skills, and mentioning confidence and awareness when reading texts; however, validation based on confidence creates gaps that often are not noticed by learners during individual activities. Participant #3 stated that group interaction improves reading skills, describing peer interaction as collaborative learning where students exchange opinions to build solid reading skills together. They considered peer activities an effective strategy because they promote active student participation, while feeling more proficient with reading skills, as shared interpretations improve comprehension. Participant #4 stated that group environments provide task commitment and enhance social skills; it makes reading activities feel less lonely.

They described the collaborative approach of listening to classmates to see things from a different perspective to determine the meaning of the passage, pondering that peer activities help to make lessons dynamic, fostering social interaction by practicing reading and speaking skills, while reflecting on confidence and interaction, because peer interaction helps students solve complex problems together. Participant #5 highlighted that it depends on the English proficiency level of the assigned partner to expect group performance in the analysis, meaning achieving a balanced exchange where both partners actively contribute language knowledge. They noted that group activities are led by teachers; however, teachers must carefully pair students to avoid inconsistencies in text analysis, feel engaged with collaborative activities, and share ideas based on students' backgrounds.

An analysis of these perceptions reveals that students view peer interaction as an essential socio-emotional framework that directly determines their cognitive success. Sharing views directly lowers foreign language reading anxiety and replaces individual isolation with social engagement. Moving from initial awkwardness or loneliness to confidence shows that peer tasks create an environment where learners feel capable of organizing their thoughts. However, this emotional support depends entirely on personal connection and balanced language levels, since large gaps in ability force advanced students into an unplanned teaching role rather than an equal discussion, causing boredom and lowering interest.

These socio-emotional experiences are connected with the authors' statements; Yang (2023) mentioned that pair methods are founded on cooperation, communication, and comprehension. Moreover, Chol and Lewis (2024) emphasized fostering interaction among students, noting that peers are more confident about learning challenges when students share their concerns and ideas about the English language with others. Students' answers are connected

to Tajuddin and Shafie (2025), who stated the crucial role of peer interaction; learners are eager to exchange feedback and reinforce their English language skills.

Thus, Ramadan (2025) concluded that peer interaction impacts reading skills, as peer contact produces a helpful drive for engagement and active participation during reading lessons. These findings are closely connected to Vezzani (2023), who analysed students' interaction during a pair reading comprehension task; the outcomes were decent in improving reading skills.

Furthermore, Adams (2018), cited as Al-Dokom and Al-Qeyam (2024), mentioned that when students struggle with reading comprehension activities, interaction in the classroom is a reliable alternative. Peer interaction is a teaching technique that follows current teaching practices, such as a student-centered approach and social interaction foundations. Abdyeva (2026) mentioned that, based on constructive theories and the active role of students in the classroom, students develop autonomy, critical thinking, and motivation, which are key factors for language learning.

Category 2: Peer Interaction Activities and Reading Comprehension Processes

This category is linked to interview question two, What kind of group or pair activities do you do with your classmates during reading activities?, question five, How does working with a partner influence comprehension of a text compared to individual activities?, and question seven, Can you share an experience when working with a classmate that helped you understand a complex topic or confusing reading passage? These elements target the research objective to explore the benefits of peer interaction activities regarding reading comprehension for EFL students.

The researchers performed a recap of the most relevant statements to refine solid student perceptions regarding the practical reading dynamics. Participant #1 mentioned that group

activities for analysing answers to reading questions support understanding the text, stating that it influences learning by introducing different text perspectives for easier understanding, sharing an experience where a friend explained a confusing main text idea in a simple, accessible way.

Participant #2 mentioned having experience working with concept maps and writing short summaries of the text, mentioning better academic results with peer activities because teams can organize and finish tasks faster, sharing an experience where a classmate translated a riddle by using an everyday soccer analogy to elaborate on the reading text, creating understanding, quite out of the box. Participant #3 stated that participating in discussions, question-and-answer sessions, and sharing interpretations of answers are group activities used in the classroom, stating that it increases comprehension by offering additional support and diverse students' points of view, sharing an experience where a partner cleared up confusion during a difficult text regarding language acquisition topics.

Participant #4 mentioned that reading group activities help to break down new vocabulary and generate solid answers, highlighting the support in clarifying details if a student cannot understand a paragraph or main idea, sharing an experience where a classmate helped break a long science text into smaller, manageable parts. Participant #5 noted that analysis of academic articles involves a deep analysis to validate ideas, stating that it influences data processing since individual work restricts students to their own limited knowledge base, sharing an experience where a classmate with a medical background explained the technical vocabulary of biotechnology, allowing for better understanding.

Analysis demonstrates that students look at peers as direct cognitive support that helps expand individual knowledge limits. Solo reading feels restrictive and limits students to their own narrow vocabulary, while interaction functions as an accelerator that makes text processing

faster and more organized. This benefit stands out when partners use real-time scaffolding to divide long science texts, fix difficult sentences, or explain vocabulary using specific backgrounds like medicine. Students process text on a deeper level when they can change abstract language into conversational terms using clear analogies like a soccer game.

Authors' statements connected to students' perceptions: Yang (2023) mentioned that peer interaction must be designed by following cooperation foundations, active communication, and comprehension through activities that involve peer interaction, such as discussions and reflection. Furthermore, Saeid (2024) noted that Peer interaction promotes active learning and problem-solving skills, triggering the exploration of points of view to establish text ideas.

The structural benefits of peer interaction connect with Lopez and Estremera (2025), who connected peer interaction with collaborative skills when referring to the cooperative approach. Based on Vygotsky's socio-cultural theory and scaffolding, using these strategies focused on peer interaction supports knowledge acquisition, along with social skills.

Wu and Ko (2024) demonstrated that peer interaction makes it easier to comprehend complex details, expand vocabulary, and simplify selections. Vezzani (2023) concluded that students were able to understand the text thanks to classmates and teacher support, as having teachers monitor activities and peers in proper group distribution ensures students will receive feedback on mistakes, or at least they will notice their mistakes in reading comprehension activities.

Category 3: Perceived Challenges and Opportunities of Peer Interaction

This category is aligned with question eight, What difficulties do you encounter when working with your classmates during reading lessons?, and question nine, What recommendations can you provide for strategies to include peer interaction in reading

comprehension activities. These questions are structurally matched with the final research objective focused on describing the role of peer interaction in the development of reading comprehension in EFL students.

The researchers carried out a deep analysis of the most relevant statements to refine solid student perceptions regarding the systemic and operational friction points encountered.

Participant #1 encountered issues when members did not participate equally in the task, rendering the activity less effective, and recommended that teachers include more structured discussions and teamwork tasks. Participant #2 experienced frustration due to a lack of collaboration, expecting responses from other students when failing to understand the text, and playing down partners' efforts, advising teachers to set defined reading roles to organize the text work quickly. Participant #3 noted that different participation levels present a challenge to group progress, recommending using interactive activities such as think-pair-share, jigsaw reading, and meaningful collaboration by assigning roles. Participant #4 found that groups face classroom distractions and start talking about other topics, suggesting using role time limits and changing partners often. Participant #5 experienced boredom and an inactive dynamic if a partner has a lower language level, recommending pairing students who share the same language proficiency level to allow better comprehension.

The analysis of students' perceptions demonstrated that unstructured group dynamics cause academic frustration through social and structural friction. Students face clear challenges like uneven participation and disruptive partners, where uncooperative group members do not read and simply wait for others to give them answers. Linguistic imbalances also disrupt the lesson, turning a reading analysis into a basic tutoring tutorial for lower-level peers. Rather than avoiding group work, students look at these challenges as opportunities to build better

frameworks, explicitly calling for teacher-moderated accountability through strict time limits, rotating groups, grouping classmates of the same language level, and explicit role assignments to guarantee equal work.

Students' challenges were mentioned by Authors Tajuddin and Shafie (2025) and Vezzani (2023), who agreed that teachers must design activities that foster social connections and determine balanced groups to avoid distractors in pair activities; however, teachers must be attentive to support groups' questions. Sardanas et al. (2025) highlight that teacher feedback and structured training are vital to guide peer dynamics. Therefore, Nithideechaiwarachok and Chano (2024) described the implementation of socio-constructivist theory in EFL classrooms, noting that Vygotsky's theory offers opportunities for interaction among students to interact with each other while constructing English language skills using collaboration, creativity, and social skills. Therefore, EFL integrates socio-constructivism as a methodology based on English teaching techniques; these techniques follow principles such as social interaction and self-regulation, leaving the role of monitoring knowledge to teachers.

The findings were interpreted and connected to the authors' statements; these connections support the researchers' thesis about the perceived role of peer interaction activities for reading comprehension skills. The students brought their experiences and other insights to express enjoyment and concerns about the execution of peer interaction activities by educators. Furthermore, an interpretation of students' answers and their connection to the authors' theories creates a solid foundation to answer the research questions in the next chapter, the conclusions, and recommendations.

Chapter V

Conclusions and Recommendations

Conclusions

The study sought to explore the role of peer interaction activities in the classroom when practicing reading comprehension skills. The peer interaction activities that facilitate reading comprehension in EFL students involve discussing questions, summarizing passages, mapping concepts, and digesting complex academic articles together. It is concluded that peer interaction reading activities help to break down and model new vocabulary, generating solid answers and clarity of the passage. Peer activities serve as an important tool when performing a deep analysis of academic articles to validate ideas.

Besides, the findings demonstrated that peer interaction activities for reading tasks tend to experience challenges due to several factors. They encountered a situation where classmates could not provide contributions because of poor reading comprehension. Other classmates used to take advantage of a group of solid participants, expecting the same grade as the group participants. These disruptions occurred because of unbalanced student distribution and overlooking emotional strengths.

Despite this, students' perceptions were aligned that Peer interactive activities support reading comprehension skills. They agreed that working together permits the exchange of points of view and listening to classmates to determine the meaning of the passage based on classmates' insights. Working with partners influences comprehension by introducing different text perspectives for easier understanding and brings better academic results because of team organization skills.

Furthermore, students gain confidence, awareness, and a clearer understanding, while group discussions expose hidden individual reading gaps that often are not noticed during individual activities. It helps students solve complex problems together and leaves them engaged with collaborative activities by sharing ideas based on their backgrounds. The investigation had limitations in sampling; the research could have included a large volume of perspectives about reading comprehension using a peer interaction approach, which could generate a solid consensus. The research project accomplished its commitment to exploring the crucial role of peer interaction in reading activities; the thesis can provide support to in-service or preservice teachers to avoid overlooking a crucial principle of learning processes and examining the strategies proposed. This is a meaningful group experience of English language learning.

Recommendations

Based on the findings of the research, there are recommendations that can ensure the correct assistance of peer interaction activities to guarantee feasibility in the enhancement of reading comprehension skills in your learners. The suggestions are based on the foundations of peer interaction, class distribution into a cooperative approach to manage students' English proficiency, among other valuable recommendations of potential activities.

The student's engagement is essential to developing a proper teaching process, as the peer interaction activities have to be used within practice time, not as a primary input. The teacher has to provide solid notions and concepts of peer interaction before using peer activities, because the student has to build knowledge to have experiences of the topic to be able to understand and perform the passage.

The recommended games are think-pair-share, jigsaw reading, and meaningful collaboration. These games are effective for solid practice of peer interaction while students have

a new learning experience. These activities are designed to motivate students to perform a deep analysis of academic articles in class when reinforcing. Teachers have to give directions on how to assign defined roles so that students can perform the text work because of previous practice.

Moreover, it is suggested to apply a collaborative approach to balance a fair game among students. The purpose is to master the knowledge so that the students can be distributed into balanced groups when running the activity. Also, the teachers have to understand that the objective of peer interaction reading activities is to make the class an enjoyable learning experience; using an unbalanced student distribution incorrectly creates scenarios where uncooperative peers just want answers and play down partners' efforts. Students have to consider that the activities aim to develop English skills interactively.

Teachers have to implement peer interaction reading activities, considering prior knowledge based on the curriculum, aligning with the reading comprehension class, and planning English activities. These recommendations are designed to execute the peer reading tasks properly to avoid classroom distractions. The researchers expected that the results of the investigation would support future peer interaction activities, looking forward to this research project guiding peer interaction strategies in class.

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Annex

Annex A: Certificate of Antiplagiarism

La Libertad, Julio 15 de 2026

Certificado Sistema Anti Plagio

En calidad de tutor del trabajo de titulación denominado “PEER INTERACTION AND READING COMPREHENSION PROCESSES IN EFL STUDENTS” elaborado por el estudiante: LAINEZ DEL PEZO JORDY GABRIEL, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio TURNITIN, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

Atentamente,



**Maria Gabriela
Gandara Vivar**



Gándara Vivar María Gabriela, MSc.

TUTORA DE TESIS

Annex B: Compilatio certificate.

LAINAZ DEL PEZO JORDY GABRIEL

INFORME DE ORIGINALIDAD

1%	0%	1%	0%
INDICE DE SIMILITUD	FUENTES DE INTERNET	PUBLICACIONES	TRABAJOS DEL ESTUD

FUENTES PRIMARIAS

- 1

Ashadi, Joko Priyana, Basikin, Anita Triastuti, Nur Hidayanto Pancoro Setyo Putro. "Teacher Education and Professional Development in Industry 4.0", CRC Press, 2020

Publicación
- 2

Mejia Ortega, Walkiris. "Scaffolding Strategies That Benefit and Support Adult English a Foreign Language Reading Comprehension: A Literature Review", University of Arkansa 2024

Publicación
- 3

Hanoi National University of Education

Publicación
- 4

Rebecca Adams, Rhonda Oliver. "Teaching Through Peer Interaction", Routledge, 2019

Publicación

Activar
Ve a Configuración

Annex C: Questionnaire

Questionnaire

The research instruments will be able to allow participants to provide details of their perceptions about peer interaction and the improvement of reading comprehension skills. The questionnaire was developed using a series of eight open-ended questions, which were connected to the research objectives. The review of the questions played an important role in clarifying and verifying the relevance of the questions for collecting crucial data.

The questions were peer-reviewed before receiving authorization for execution; the Research Project Tutor provided valuable recommendations to align the variables with the research objectives. Furthermore, the UIC teacher provided support to polish details, which will determine the efficacy of the questionnaire.

1. How do you experience working in pairs or groups during reading comprehension activities?
2. What kind of group or pair activities do you do with your classmates during reading activities?
3. What does peer interaction mean to you during reading comprehension activities?
4. What are your perceptions about teachers' peer interaction activities to practice reading comprehension?
5. How does working with a partner influence comprehension of a text compared to individual activities?
6. What do you feel about your reading comprehension skills after completing group activities on reading practice?

7. Can you share an experience when working with a classmate that helped you understand a complex topic or confusing reading passage?
8. What difficulties do you encounter when working with your classmates during reading lessons?
9. What recommendations can you provide for strategies to include peer interaction in reading comprehension activities?

Annex D: Transcriptions

Transcriptions of semi-structured interviews

PINE Student 1

Question 1: How do you experience working in pairs or groups during reading comprehension activities?

Well, I usually enjoy it because I, you know, can share ideas with my classmates, and learn from all of them. So, yes.

Question 2: What kind of group or peer activity do you do with your classmates on reading activities?

We often discuss the reading questions together and help each other to understand, mostly the difficult parts.

Question 3: What does peer interaction mean to you during reading comprehension activities?

Well, for me, it means working together and exchanging ideas to better understand the text.

Question 4: What are your perceptions about teachers during interaction activities to practice reading comprehension?

I think they are helpful because they make the class more dynamic and allow students to participate more. I think you feel more comfortable when you're working in groups or with peers.

Question 5: How does working with partners influence comprehension of a text compared to individual activities?

When I work with a partner, I can see different perspectives and understand the text more easily.

Question 6: Okay, what do you feel about your reading comprehension skills after completing group activities on reading comprehension practices?

I honestly feel more confident because discussing the reading helps me to clarify my thoughts.

Question 7: Can you share an experience when working with a classmate that helps you understand a complex topic or confusing reading passage?

Yeah, sure. Once, I was really confused about the main idea of a text, so I asked my friend to explain it to me. Simply, that helped me to understand it better. So, then I can answer the questions.

Question 8: What difficulties do you encounter when working with your classmates during reading lessons?

Sometimes, not everyone participates equally, which can make the activity less effective, and you would like to struggle a little bit.

Question 9: What recommendations can you provide for strategies to include peer interaction in reading comprehension activities?

I think teachers should include more discussions, teamwork, and activities where students can share their own opinions about reading.

PINE Student 2

Question 1: How do you experience working in peer groups during reading comprehension activities?

Well, at first, it is a little awkward since you can't connect with your partner in certain contexts, but it's beneficial to you because when a takes a tense of boarding sharing a lot with someone, it makes the process much more dynamic, let's put some and frankly, more entertaining.

Question 2: What kind of root or peer activities do you do with your classmates during reading activities?

Well, it is always concept maps or summarizing and putting together what each person understood to create a visual outline of a poster board or short document. Also, short debates and defending different positions in the text's opinion are based on controversy.

Question 3: What does spirit interaction mean to you when doing reading comprehension activities?

For me, it means a little empty camera that is heavy and a healthy environment in the classroom, learning to listen to all the process information, connecting their life experience with mine to understand the text, and in the process learning to communicate better.

Question 4: What are your perceptions about teachers? Your interaction activities to practice reading comprehension.

Well, this interaction is pedagogical to develop critical thinking and teamwork, moving away from the role of a simpler teacher by giving a board class and listening to the same learning methods.

Question 5: How does working with a partner influence comprehension of a text compared to individual activities?

Well, the advantages and disadvantages depend on each person. So, what did they find most helpful and feasible to work with? But good teamwork yields a better result since you get a better result than what you want. Knowing how to organize tasks and making them work quickly and efficiently.

Question 6: What do you feel about your reading comprehension skills after completing group activities on reading practice?

Well, I usually feel a mixture of confidence and self-creative since, on the one hand. It's very rewarding to see that the ideas were correct and that you were able to contribute to the group. It makes you feel capable; on the other hand, also coming from experience, you fill the gaps you had when reading alone. That motivates you to pay closer attention to detail. In the next reading, refine your analytical strategies.

Question 7: Can you share an experience when working with a classmate that helps you understand a complex topic or confusing reading passage?

Once, an entire passage seemed like a riddle; however, when in higher, we translated it into super colloquial language, using an everyday analogy like a soccer game or an account of situations. In that instant, it clicked that the ability to translate complex truths into simple dialogue is one of the best academic experiences.

Question 8: What difficulties do you encounter when working with your classmate during reading lessons?

Well, there are many factors in this case, but I think the main problems. I always say that a person never understands anything you say or know, even after you explain it. It's like saying it's like a commitment when a member of the group doesn't read the text; the rest give them answers.

Question 9: What recommendations can you provide for strategies to include peer interaction in reading comprehension activities?

We'll discuss the reading roles. For example, it's clear stuff we've seen before in the prior group. We'll summarize, another looks for difficult words, another connects ideas, changing the roles in each session.

PINE Student 3

Question 1: How do you experience working in the payroll group during reading comprehension activities?

I found that working with a peer in the group is very beneficial because it's allowed to change ideas and perceptions with my classmate, arrive at a collaboration, and better understand the text and clarify the main idea in the process.

Question 2: What kind of group or paired activity do you do with your classmates on reading activities?

Okay, we usually participate in activities such as discussion, the main idea of the text, answering the comprehension questions together, summarizing the page in the context, and sharing our interpretation of the reading.

Question 3: What does peer interaction mean to you during reading comprehension activities?

Peer interaction means learning collaboratively by sharing opinions and supporting each other's understanding. This helps create a more dynamic and inclusive learning environment.

Question 4: What are your perceptions about teachers' peer interaction activities to practice reading comprehension?

I believe that teacher peers' interaction activities are effective because they encourage active participation. Critically, linking these activities also helps students develop communication skills, and we improve their reading comprehension.

Question 5: How does working with a partner influence comprehension of a text compared to individual activities?

I'm working with my partners and improving comprehension because the bug bar student comes with sharp interpretation and understanding compared to individual work. Collaborative activities provide additional support and different viewpoints, and they enhance understanding.

Question 6: What do you feel about your reading comprehension skills after completing group activities on reading practice?

After participating in group activities, I feel more competent with my reading comprehension skills. This discussion with classmates helps me identify important details. And develop an understanding of the content.

Question 7: Can you share an experience when working with a classmate that helps you understand a complex topic or confusing reading passage?

Sure. During the activities about the learning acquisition theory, it has difficulty understanding some content. Explaining using a simple example helps the learner connect to the real classroom situation and better understand the text.

Question 8: What difficulties do you encounter when working with your classmate during reading lessons?

Sometimes different participation levels can be challenging, and students may contribute less, while others may dominate the discussion. Additionally, misunderstandings or varying interpretations of the text can occasionally make collaboration more difficult.

Question 9: What recommendations can you provide for strategies to include interaction in reading comprehension activities?

Okay, I recommend using different strategies, such as theme pressure, chicks and read it, or bigger position collaboration summaries and group discussion. And this should provide clear

instructions. An assigned role can ensure that all students actively participate in different contexts and different activities.

PINE Student 4

Question 1: How do you experience working in person groups during reading comprehension activities?

I really enjoyed working in groups because I could share my area with others. I make reading less lonely, and it helps me get interested in the text. They feel like a more social and fun way to learn.

Question 2: What kind of group or pair activities do you do with your classmates during reading activities?

We usually read the text together and discuss new vocabulary with friends. And sometimes when we answer the compensation question we can compare our answers. And we also summarize the main point of the story for each other.

Question 3: What does spirit interaction mean to you when doing reading comprehension activities?

For me, it's helping each other when we do not understand that part. It is about listening to my classmates. our opinion to see them differently. We work together to reach the core of the page.

Question 4: What are your perceptions about teachers' interaction activities to practice reading comprehension?

I think the peer activities are very useful because they make the lesson dynamic. They help us learn for ourselves instead of only listening to the teacher. It is a great way to practice speaking and reading on Skype at the same time.

Question 5: How does working with a partner influence comprehension of a text compared to individual activities?

Working with a partner is very helpful because if I miss something, they can help; we can explain difficult sentences to each other, which makes the text easier. It helps me understand the material much faster than working alone.

Question 6: What do you feel about your reading comprehension skills after completing group activities on reading practice?

I feel more confident because I read that I can solve problems with my friends. My reading skills improved because I learned a new strategy from my classmates. It makes me feel more comfortable when I must read a difficult text.

Question 7: Can you share an experience when working with a classmate that helps you understand a complex topic or confusing reading passage?

Yes, once we had a long science test that was very difficult for me to follow. My partner had me break the text into small parts. I identified the main areas. And thank you for that. I understand we will be based perfectly by the end.

Question 8: What difficulties do you encounter when working with your classmates during reading lessons?

Sometimes we get distracted and start talking about other interests during the task. Also, it's difficult when we have different opinions and can't agree on answers. Sometimes one person is doing more work than the other.

Question 9: What recommendations can you provide for strategies to include peer interaction in reading comprehension activities?

I recommend having clear roles for each student to ensure everyone participates equally. Did you also see a time limit to keep, or as per the cause in the reading? It is also Good to change partners often so we can work with different people.

PINE Student 5

Question 1: How do you experience working in pairs or groups during reading comprehension activities?

Okay, well, for me, I think that experience really depends on who I'm paired with, because when I work with my classmate or my friends that had a similar English level to me, the activity, well, the reading activity really becomes a really productive and also great analysis because we have, like, the same level and we do understand everything at the same time. But when I work with some classmates who are not have the same level, I think that it has changed everything. The dynamic is different because I must adapt my vocabulary or my level to give them, like, a guide. So, I think that's not such a great dynamic because that changed the activity from analysis to a teaching lesson or something like that.

Question 2: What kind of good or right-paid activities do you do with your classmates during reading activities?

Well, these days, from the UIC week and the interest in curriculum, we really get into analysing a lot of articles and thesis that so. From this, we engage in discussions, also summarize paragraphs, and, well, break them down, and what is inside the paragraphs, like the main ideas or each piece that each paragraph has. So, when I work with my classmates, I make efforts that I first heard. We really get into deep analysis by questioning the author's ideas and, like, getting the small words or the small phrases for and, like, connecting some concepts of theories that we already know.

Question 3: What does peer interaction mean to you during reading comprehension activities?

I think that true Peer interaction means, like, a balanced exchange of ideas among each person, because that way we can work better on understanding and from the knowledge that we already have. Because, well, that way, I think that everyone can, I think that everyone really understands everything. And I think also that it cannot, we cannot fall into the same, like, just check if the answers are right, but more like to analyze everything, like, I heard these things, and I think this, this is, that's as an example, like an intellectual share of ideas, not just sharing the answers, and yeah.

Question 4: What are your perceptions about teacher spirit interaction activities to practice reading comprehension?

Well, it depends on the teacher. No, no, no. Sorry. I think that this kind of reading activity that we get into, not only in UIC for a week, but also in advanced English, we get to learn. I think that this is beneficial for us because this way, I think that we can practice more in disability, and I think that some people do not work on this a lot. So also, I think that the teacher also has the rules and control of the class, but sometimes they just choose anyone to make a group. So, it is a little bit complicated for me because I really like it. After all, I have my group with which I want to work. After all, as I said, they are at the same level as me. And so that way, the reading comprehension activity can lead to a deep analysis, and we can work better. But if they don't, if they didn't have the same level as me, then I think that it can become more boring and not like the analysis that I want to be.

Question 5: How does working with a partner influence comprehension of a text compared to individual activities?

Well, it influenced me a lot because it is just, it isn't just my own knowledge. It's the knowledge of my partner that is also important. Because we do not have the same knowledge. We have liked that she reads more articles than meetings, or something like that. So, I think the work individually, I'm sorry for this, but I think working individually is more beneficial when I do not have someone to share a lot of ideas with. But when I do, of course, it's really a great option, well, a great decision. So, yeah, well, like I said, this is more beneficial or productive when I share ideas with someone who really knows what we're talking about.

Question 6: What do you feel about your reading comprehension skills after completing growth activities on reading practice?

To be honest, when these kinds of activities are in the class session, I am very, very collaborative and also engaged in the activity when, as I said, I work with my classmates, but this way I think that I really get into it; I don't remember the word, sorry. Working with a group is different because, well, that's one thing that I really want to mention: it's important to know everyone's points of view. Sorry, I don't remember that way. But everyone has their own abilities. Like, for example, someone really does understand more about science articles, or someone really does want, really knows about, I don't know, life things or psychological things. So, there are some articles that, for example, my best friend does not know as much about as I do, because, as I said, we have different knowledge. This can also make the activity easier for us to just comprehend all of this, like the reading activity.

Question 7: Can you share an experience when working as a classmate that helps you understand a complex topic or confusing reading passage?

I do have experience because, well, I have a classmate who really had a lot of knowledge about medicine. And we're just talking about biotechnology. And well, we were analysing a

paragraph about, well, a reading about that because we have some homework to do with it. Well, this is a very dense text with a lot of technical words and academic things because it is an article. And yet, on this board, she really helps me a lot with it because there are some words that I didn't understand, because I think that was a C1 level. I think so because it was hard to understand some of them. After all, they are technical, just because they are technical. I think that the C1 level is more for a level that we just emphasize in some areas of work, like for medicine, like the right, right to not understand, not laws, and something like that. And so, yeah, when I first read that text. I did not understand everything. There were some gaps in my mind because I didn't understand the words that I said. And well, when I read that, that was an individual reading that wasn't into paid reading, but we really want to work with everyone in the group. So, we really shared ideas in the class. So, it wasn't a test or anything, but it was just to practice. And I think that this way, I can, we can work better because, well, as I said, she knows some words about this. She can help us to understand the text better. But also, I can say that I know a lot of words in another field, but in this case, she helped me a lot. So yeah.

Question 8: What difficulties do you encounter when working with your plasma during reading lessons?

Well, like I said, the first problem that I think, or difficulty that I can address, is the level of the students, because it would be great if Everyone in the class had the same level, and we can understand everything at the same point. And that way, we can work with anyone in the class. So, I think that symmetry in the comprehension of the language, it influences a lot in the activity, in an activity. So also, well, I know that some classmates really need more than we can guide them, but the activities are for real comprehension, not for guiding some classmates. So that's the thing that I really am a little bit questionable about. I'm sorry about that, but I think that's true.

And I also shared those ideas with my classmates, and they agreed with me. But so, well, yeah. So also, there are some words that the whole class does not know or doesn't know in this case. But I think that's more like technical vocabulary that I think no one knows. The first thing that we really must read a lot to understand them. So yeah. So that's what I think is the most important and the unique one that I have in mind, because this way we think this way, I think that it will be better if we just have the same level, the same understanding of things. So yeah, yes.

Question 9: Okay. What recommendations can you provide for strategies to include peer interaction in reading comprehension activities?

I'm not into it; I'm not so into those pedagogical strategies. But I think that everyone works better. With someone who already knows. That's the first thing. So, of course, if the teacher lets us choose who we want to work with, I think that they're also about the same level. For example, there are some classmates who also really have a good level of English, but they are, well, they are my friends, like, close friends in this case. So, I think that if I'm paired with him or with her, it will be great, a great dynamic in the reading comprehension, because this way, like I said, at the same level. So, I think that a strategy can be just to prove the level of English and pair with the same level, with the same classmates or students of the same level. So yeah, because I think that this way we can dive deeper into the analysis, because we can just share the ideas that we understand. And yeah.