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SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“PEER COLLABORATION IN THE
DEVELOPMENT OF SPEAKING SKILL”
RESEARCH PROJECT**

As a prerequisite to obtain a:

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

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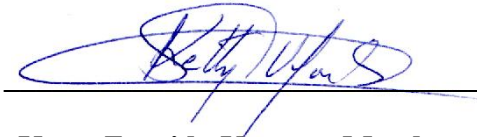
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Advisor's Approval

In my role as advisor of the research paper under the title “**Peer Collaboration in the Development of Speaking Skill**” prepared by **Pozo Ortega Jandry Francisco, Martínez Saltos María Mercedes**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



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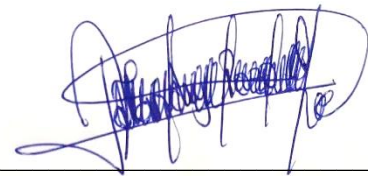
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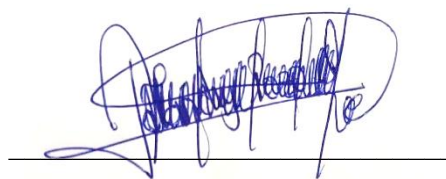
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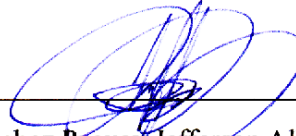
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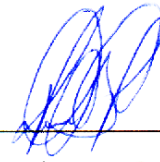
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Acknowledgment I

First, thank God for giving me the patience and the strenght for never give up in this process.

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To my mom for every word that she gave me and celebrate with me every little happy moment that I achieved at UPSE.

Last but not least, to the English Major Crew, for giving me four amazing years full of wisdom.

- Martinez Saltos Maria Mercedes

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- Pozo Ortega Jandry Francisco

Dedication I

Firstly, I would like to dedicate this work to my family; especially to my mother Maria Elena Saltos, for supporting me in this decision to become an English teacher. Mommy, thank you for believe in me, I won't let you down.

Secondly, Ernesto Varas; thank you so much for encouraging me day after day not to give up in this process. I love you.

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- With love, Maria Mercedes Martinez Saltos

Dedication II

With my hand in my heart, I want to dedicate this thesis to God, to the Lord who guided my life and strenghted me through out this path, to my God that blessing me with this new achievement, thank you for guiding me and helping me to achieving my gols, because witout your grace and love, none of them would have been posible. I also want to dedicate this thesis to my beloved parents, Francisco and Cruz, for being my inspiration, which helped me to overcome adversity. I would also like to thank you for being with me, for your love, and for laying the foundation of my education; this achievement is also yours. To my aunts, siblings, and grandparents, for being there for me when I needed your help. Your love and kindness were also a pivotal aspect that kept me going through all the challenges. Thank you for being with me.

- With love, Jandry Francisco Pozo Ortega

Abstract

Over the years, one of the most common problems students faced in classrooms is a lack of confidence in speaking a different language. However, recently, strategies like peer collaboration have become popular to promote oral interaction and help students build confidence. As a result, the current project was developed to analyze how peer-to-peer collaboration enhances students' speaking abilities, focusing on both its positive and negative aspects, as well as exploring its use in second language acquisition. For a more detailed exploration, a qualitative method and phenomenological study were chosen as the methodology. Additionally, data collection involved using eight open-ended questions to interview five teachers from various private institutions in the Santa Elena province, Ecuador. The results obtained, along with the bibliographic research conducted, indicate that peer collaboration is an effective strategy for improving oral skills, as it boosts confidence and reduces anxiety among students.

KEY WORDS: peer collaboration, cooperative learning, speaking skill, teenagers, development

Resumen

A lo largo de los años, uno de los problemas más comunes que enfrentan los estudiantes en las aulas es la falta de confianza para hablar en otro idioma. Sin embargo, en los últimos años se han popularizado estrategias como la colaboración entre pares para fomentar la interacción oral y ayudarles a ganar confianza. En consecuencia, el presente proyecto se ha desarrollado para analizar cómo la colaboración entre pares mejora la habilidad de habla de los estudiantes, centrándose en examinar los aspectos positivos y negativos, así como también se enfocará en explorar sus usos en la adquisición de una segunda lengua. Para una exploración más profunda se seleccionó como metodología el método cualitativo y un estudio fenomenológico. Además, la recolección de datos se efectuó mediante el uso de ocho preguntas abiertas para entrevistar a cinco docentes de diferentes instituciones privadas, de la provincia de Santa Elena, Ecuador. De igual manera, basado en los resultados y en la investigación bibliográfica realizada se determinó que la colaboración entre pares es una buena estrategia que mejora el desarrollo de las habilidades orales, debido a que incrementa su confianza y reduce la ansiedad entre los estudiantes.

PALABRAS CLAVE: Colaboracion entre pares, Aprendizaje colaborativo, Habilidades de habla, Adolescentes, Desarrollo

Index

Advisor’s Approval.....	2
Statement of authorship	3
Declaration.....	4
Board of examiners.....	5
Acknowledgment I.....	6
Acknowledgment II	7
Dedication I.....	8
Dedication II	9
Abstract.....	10
Resumen.....	11
Introduction.....	16
Chapter I.....	18
1. The Problem.....	18
1.1. Research Topic.....	18
1.2. Title of the Project	18

1.3.	Problem Statement	18
1.4.	Problem Formulation	20
1.4.1.	Research Question	20
1.4.2.	Specific Questions	20
1.5.	Objectives	21
1.5.1.	General Objective:	21
1.5.2.	Specific Objectives:	21
1.6.	Justification	21
	Chapter II	24
2.	Theoretical Framework.....	24
2.1.	Background	24
2.2.	Pedagogical Basis	26
2.2.1.	Constructivism	26
2.2.2.	Social Constructivism	27
2.2.3.	Sociocultural Theory.....	28
2.3.	Theoretical Basis.....	28
2.3.1.	Collaborative Learning	28
2.3.2.	Peer Collaboration Strategy	29
2.3.3.	Zone of proximal development (ZPD).....	29
2.3.4.	Speaking Skills.....	30

2.4.	Legal Basis.....	31
2.4.1.	Ley orgánica de Educación Intercultural (LOEI)	31
2.4.2.	Constitución de la República del Ecuador	32
	Chapter III.....	34
3.	Methodological Framework.....	34
3.1.	Methodology	34
3.1.1.	Qualitative research	34
3.2.	Type of Research	35
3.2.1.	Phenomenological Study	35
3.3.	Data Collection Techniques.....	35
3.4.	Instruments.....	37
3.5.	Data Collection Processing and Resources.....	37
3.6.	Population and Sample	38
	Chapter IV.....	39
4.	Analysis of findings	39
4.1.	Interpretation of data from the interviews	39
4.2.	Discussion among interviews vs bibliographic review.....	49
	Chapter V.....	54
5.	Reflections of the study	54
5.1.	Conclusions.....	54

5.2.	Recommendations.....	57
6.	References.....	59
7.	Annexes.....	65
7.1.	Annex A: Certificate of anti-plagiarism system	65
7.2.	Annex B: Questionnaire.....	68
7.3.	Annex C: Transcript from the interviews	69
7.4.	Annex D: Screenshots of interviews.....	88

Introduction

Nowadays, the use of English as an international language has spread around the world, not only as a subject that must be taught at school, but also as a means of communication, exchanging information, and fostering professional growth. As a lingua franca, English has solidified its relevance in several fields, such as education, medicine, business, travel, etc., because English is no longer just a language; it is a bridge that connects cultures, knowledge, and ideas, and it is the key to hearing and speaking with the rest of the world. For that reason, learning English as a second language is a common choice for institutions around the world, and many people choose it due to the advantages of knowing English in this globalized era.

From this view, one of the main challenges for educators could be how students can improve the use of English in the four basic skills (listening, speaking, writing, and reading). This is a common concern among educators, who want to enhance their classes and increase students' proficiency. Notwithstanding, when someone talks about learning a foreign language, speaking is the first skill that comes to mind; it is one of the most underdeveloped skills. For that reason, implementing strategies that allow students to practice vocabulary and grammar learnt.

Given this information, it is inevitable to wonder which strategy could be implemented to foster oral interaction in the classroom. This situation, indubitably, falls under the constructivism, and more specifically, in social constructivist strategies such as peer collaboration. For that reason, this study has the purpose of exploring how peer collaboration improves the development of speaking skill in various aspects, such as the advantages, disadvantages, and usages of peer collaboration to determine its usefulness in language acquisition. Yet, it also seeks to determine its usefulness in the Ecuadorian classroom, in a specific population, teenagers, who are considered by many educators to be a difficult group due

to the changes experienced in this stage.

Moreover, it is also necessary to point out that some studies have been done in order to explore some similar techniques related to social constructivism and the four essential skills. Consequently, this research project also conducted an in-depth bibliography review to explore theories based on some of Vygotsky's theories, such as social development and Zone of Proximal Development, in which students can perform activities with the help of another more knowledgeable person, in this case being a mutual support for them as a pair.

Owing to this research focused on understanding teachers' experiences, this study is based on a qualitative inquiry and a phenomenological study, which primarily centers on understanding participants' perspectives through focus groups and interviews. Furthermore, this research used eight questions in online settings to facilitate the collection of data without sacrificing its veracity.

This was also reflected in the findings, which determined the usefulness of the technique to engage students to participate more actively and increase their fluency, but also showed that it requires good classroom management to make sure that students work using English instead of their native language. Without forgetting that teachers must be the facilitators in the class, and the main protagonists are students.

To sum up, this research project explored peer strategy from teachers' perspectives to have a profound understanding of peer collaboration as a strategy to improve speaking skills. with its pros and cons, having a holistic result rather than just positive or negative aspects. However, this study also suggests that it is necessary to explore how students perceive peer collaboration, and which aspects must be improved to increase their motivation and well-being.

Chapter I

1. The Problem

1.1. Research Topic

Teaching-learning methodologies and processes

1.2. Title of the Project

Peer Collaboration Strategy in the Development of Speaking Skill

1.3. Problem Statement

The development of English-speaking skill is a recurring problem for teenagers enrolled in higher education schools, where the emphasis often falls on assessment and evaluation rather than improving the four essential skills, with speaking being the most underdeveloped skill. As a result, many students have developed a limited ability to express themselves orally or insecurity in expressing their ideas. Furthermore, learning English has increased its importance over the years. Vance (2024) stated that English has solidified as the dominant language around the world due to its capacity to bridge nations and cultures, functioning as the main means for international communication, underscoring its crucial importance in today's modern global collaboration and opportunities.

On the other hand, peer collaboration has been a usual strategy to promote confidence and provide a secure environment in which a pair of students becomes a team that supports each other. Tindaon and Napitupulu (2025) stated that different types of collaborative activities, such as role play, allow students to be more confident when speaking English, due to their use of real-world settings, suggesting that a collaborative environment fosters security in the classroom,

allowing them to speak and participate more actively.

When it comes to teaching English to teenage students, developing speaking skill poses great difficulty. Many students, regardless of the attempts put in by the educators, suffer from a lack of fluency, poor articulation, and timidity in expression. Students often remain passive, silent, and disinterested under the conventional, didactic-oriented approaches prevalent in the classroom. However, through collaborative learning, can a solution be found to change this perception by shifting the educational practices to a more active and participatory approach? Research done by Swan and Lapkin (1998), as cited in Saeid (2024), indicates that authentic communication is part of peer interaction activities, which improve students' skills, because through communication, students are using real-life contexts, or just practicing the foreign language.

When teachers adopt a collaborative mindset, students are more inclined to collaborate among themselves (Sato, 2017). This suggests that in an environment that mainly focuses on fostering collaborative work, students will be open to participating in works that involve collaboration. Moreover, Davin and Donato (2013) stated that the support received by the students is often a mirror of the teacher's guidance. Spotlighting the central role of teachers as facilitators during collaborative activities, in addition, according to Mayo and Aguirre (2019), pair formation is somehow influenced by peer collaboration. Considering that some studies show high efficiency in paired groups that have been teacher-assigned, to sum up, pair collaboration has proven to be effective by improving some speaking skills among teenage learners.

Moreover, other conventional struggles that pupils may experience during the learning process are anxiety or fear of participating in front of their classmates, common experiences, especially during the acquisition of a second language. Sato and Lam (2021) found that the

willingness to communicate is increased by participating in paired work activities, which are oriented to produce the target language among the group members. This means that pair collaboration contributes to students feeling more confident to participate when they work in pairs.

Lam (2024) found that the improvement of students' speaking skill are closely connected to learners' regular language use through task- based activities and peer conversation, this also suggest the effectiveness of pair collaboration as a strategy that enhances student ability to communicate through the continuous practice and implementation, suggesting also that is necessary to implement more activities that involve an active collaboration, as well as, Montaña and Patiño (2024) indicate that cooperative learning conduct to improve speaking skills abilities and their perception of education; however, more collaborative activities to foster critical thinking are required.

1.4.Problem Formulation

1.4.1. Research Question

How does peer collaboration strategy improve the development of speaking skill in teenagers?

1.4.2. Specific Questions

- What are the advantages of using peer collaboration in the development of English-speaking skill in teenagers?
- What kind of peer collaboration activities are used frequently in the classroom for developing speaking skill in teenagers?

- What are the limitations of using peer collaboration in the development of speaking skill in teenagers?

1.5.Objectives

1.5.1. General Objective:

- To analyze how peer collaboration strategy improves the development of English-speaking skill through pedagogical experiences

1.5.2. Specific Objectives:

- To identify the advantages of using peer collaboration in the development of speaking skill in teenagers
- To explore the usages of peer collaboration
- To describe the limitations of peer collaboration in the development of speaking skill

1.6.Justification

Peer collaboration strategy, like other collaboratively strategies, has been shown to have a positive effect on the development of English-speaking skills, according to a study by Jaya et al. (2025), cooperative learning in the 21st century, an approach focused on solving problems as a team, has emerged as a powerful instrument to reach the objectives in an academic context. It also promotes social interaction, shared experience, and knowledge, transforming into a basic and powerful tool that gives a different viewpoint during the learning process. An and Hien (2024) suggest that peer collaboration offers diverse benefits that support mutual growth among learners. Owing to it taking advantage of the social nature of learning, which allows students to

learn from each other's abilities, strengths, and experiences.

Yang (2023) pointed out that Collaborative activities used by educators can create an engaging environment that leads to language learners in a more confident, well-formed, and capable version of themselves, suggesting that the collaborative approach is a good strategy to increase student's confidence and real scenarios practice when they have a supportive environment and companion that will support their presentation, which decrease their anxiety and fear or make mistakes, becoming a timid student in a more confident version of themselves. Arta (2018) stated that learners' anxiety about using their target language tends to decrease as trust builds among the group members, suggesting that the feeling of belonging and the engaging environment expand their horizons and increase their contribution to a group activity. Fatah (2024) noted that enhancing a range of abilities, such as teamwork, attentive listening, and guiding others, it is possible. Additionally, it helps to lessen the daily pressure students experience when facing teachers or large audiences, which can be daunting, particularly for those learning a new language.

Peer collaboration can also be understood as a social strategy necessary to solve students' misunderstandings or issues, transforming the difficulty into an opportunity to rebuild their knowledge; this means that it is a powerful strategy that helps them to solve their doubts. Chounta (2022) argues that meaningful interaction sparks under certain conditions in social collaboration learning can emerge, which activates cognitive mechanisms responsible for knowledge assimilation. In addition, this supports that human as social beings require interaction as part of their learning process, which can also contribute to the interchange of opinions, experiences, and knowledge, the same that contributed to trying new ideas and finding a better solution or a proper one to an unsolved hurdle.

Peer collaboration as a strategy has numerous benefits for students; it is not only a knowledge exchange but also promotes social interaction and helps achieve daily goals. Engaging students to be more active and gain confidence in their skills is one of the benefits; it also reduces isolation, anxiety, and fear of making mistakes. Moreover, it increases participation and helps improve an individual's knowledge, helping enhance their speaking proficiency.

Chapter II

2. Theoretical Framework

2.1. Background

Nowadays, collaborative learning (CL) is an approach where students work together to solve problems or achieve common goals through cooperation, communication, and teamwork, which has transformed into a good technique to be used by educators. According to Lokollo (2022), CL activities, teachers serve as facilitators by offering support and direction in structured activities with clear goals and expectations. Owing to CL activities such as group discussions, which encourage active participation while communication, critical thinking, and social skills are enhanced, teachers can build an engaging and inclusive classroom environment in which academic success and social growth are supported by a collaborative learning atmosphere that emphasizes mutual encouragement and shared responsibility.

Prior research has examined multiple dimensions of peer collaboration, from its flexibility to its usage in the development of speaking skills. However, there is a growing necessity to explore how it helps to enhance students' skill, especially for high school scholars. While some of them emphasize how it can be better used, others focus on the practicability, for instance, research done in China describes that spoken English has been a current problem for an extended period of time due to the lack of opportunity to implement what they learned. Consequently, peer collaboration has become an alternative to teaching English in a new manner, allowing them to have the opportunity to speak more. Being more effective in student-student interaction because students feel more comfortable while communicating with peers, even if occasionally they make minor mistakes; moreover, it is more meaningful because it could lead students to practice in environments nonrelated to the institution (Zhang et al., 2024).

Another research made in Iraq by Salih (2022) mentioned that English fluency is a current struggle for students as a result of a lack of confidence caused by issues like mispronunciation, absence of fluency, grammar mistakes, or confusion in daily conversations. For this reason, collaborative learning is indispensable in the long term to enhance speaking skills. Furthermore, this study has also shown that students collaborate more effectively among peers because they feel more comfortable, confident, competent, and valued, recognizing the importance of collaborative learning in the classroom, which also motivates them to participate in more activities.

On the other hand, a synthesis about some CCP (cooperative, collaborative, and peer-tutoring) strategies in the USA has also demonstrated to be relevant during the acquisition and improvement of speaking skills for student whose English is not their native language. In a research synthesis made by Tang et al. (2021) found that CCP strategies could improve speaking skills in English learners; however, due to the deep analysis conducted and the limited information it could not determine the efficacy of it, suggesting that to determine the effectiveness, more researches need to be performed.

In Ecuador, the collaborative field has been explored in various facets. For instance, in a study conducted in Babahoyo focused on examining how collaborative learning influences the improvement of speaking skills, it was found that collaborative learning increased the speaking proficiency, increasing the accuracy, fluency, and language use; it also increased the desire to speak more. According to the qualitative data, this phenomenon was caused by the classroom environment characterized by being secure, dynamic, and supportive, also becoming a perfect tool to foster autonomy, effective communication, confidence, and prepare students for academic issues, real-life barriers, and settings in their professional lives (Leyva et al., 2025).

Furthermore, in an investigation conducted in Cotopaxi focused on cooperative learning in the English-speaking fluency development, it was discovered that collaborative methods are indispensable during the development of speaking fluency, because they encourage participants to enhance their skills while inspiring them to express themselves orally, without worrying about making minuscule mistakes during the process. This made the student improve their fluency because it helps them to gain more confidence and build a positive relationship (Morán & Iza, 2024).

2.2. Pedagogical Basis

2.2.1. Constructivism

Constructivism is an educational theory and philosophical approach that suggests people build their own knowledge and understanding of the world through interpersonal interaction, experiential learning, and social interaction rather than absorbing information from others. As a paradigm constructivism stated that knowledge is done by constructing experiences in an active way (experimenting by themselves), through a process in which information is acquired is rebuilding during the educational journey, it means, the learning process is the key to learn, moreover this theory also suggest the people's perceptions or views from their own reality is part of the construction process, transforming knowledge acquisition in something subjective because constructing also involves to connect new ideals with previous experiences. (Burhanuddin et al., 2021).

Meaningful knowledge acquisition is closely connected to constructivist aims due to the establishment of a comprehensive framework, understanding how individuals internalize information and create new and unique pieces of knowledge that are distinct from others. In this

context, expertise is not perceived as an entity that can be transferred to others, it need to be internalized, rediscover and redefined through collaborative engagement and activities that promote active knowledge construction (Clark (2018), Gordon (2008), Tobias and Duffy 2009, and Xu and Shili (2018) as cited in Orak and Al-khresheh, 2021).

2.2.2. Social Constructivism

Social constructivism is understood as a theory in which human settings are shaped by societal influences, adopting a sociocultural context as part of their identity and personality, forming shared understanding with the communities. In this scenario, social constructivism connects and varies among cultures, including the symbolism and instruments used as a reference for a better understanding (Abderrahim & Plana, 2021).

In contrast, Vygotsky's theory points out that an individual's active role plays a pivotal role in shaping their own experiences, which is emphasized in each stage. Children acquire the tools required to influence themselves and their environment. Moreover, it also accentuated the importance of the environment and societal influence in children's behavior and purpose because infants and society are interconnected (Vygotsky, 1978). However, both of them underline the importance of social interaction and sharing experiences, in which the environment plays a significant role in child development, as well as collaboration among them.

Mishra (2023) described that Vygotsky's sociocultural theory identifies the learning experience as shaped by the learner's societal and background, which is essential for cognitive growth. This indicates that both social and individual interactions influence their learning, akin to the restricted progress observed in the zone of proximal development when there is no engagement with the surrounding context. Furthermore, Tan and Ng (2021) added that it is necessary for teachers to have a clear understanding of how to construct knowledge, which

allows them to interact and form their own meanings.

2.2.3. Sociocultural Theory

Sociocultural theory is defined as learning through interactions where cultural and societal context plays a central role especially with the other more knowledgeable, according to Grageda et al. (2022) sociocultural theory is just understood by taking into consideration the sociocultural context from the environment surrounded by learners, spotlighting the importance of guidance as different ways promote students' responsibility, at the same time redefining growing as a the ability to take the control of the learning process, and learn from their surrenders no matter who is part of them, as a result, the environment transform into a more knowledgeable person.

2.3.Theoretical Basis

2.3.1. Collaborative Learning

Collaborative learning and sociocultural theory are connected with the Zone of Proximal Development (ZPD), a noteworthy idea in which learners achieve new goals with a more skillful peer or adult guidance. Social groups in ZPD play a crucial role in the cognitive system because they come from social interaction and communication, and when students engage in social interaction with their peers, it means that they are actively participating in collaborative learning activities (Novita et al., 2020). Vygotsky (1978), as cited in Al-Yafaei and Mudhsh (2023), identified that group learning highlights the idea that knowledge is gained via engaging involvement in activities that encourage teamwork, grounded in the fundamental ideas of sociocultural theory. From this perspective, learning emerges through sharing knowledge.

Qoni'ah et al. (2025) found that peer interaction as a strategy can improve speaking skills effectively through peer activities, in which confidence was gained while improving pronunciation and engagement. Furthermore, the environment allows students to gain more confidence to speak, even if minor mistakes are made during the process.

2.3.2. Peer Collaboration Strategy

Peer collaboration strategy is a key component in today's collaborative activities, as Chen and Lin (2020) stated that pair collaboration promotes greater scaffolding and negotiation, supporting learners' real acquisition of knowledge. Moreover, peer collaboration is closely connected with peer interaction and collaborative strategies, being considered good strategies that have promoted good results in upgrading speaking skills. Furthermore, peer collaboration, as it has less population to interact with, could be more effective and is perceived as an interchange of information. Burns et al. (2025) discovered that peer collaboration in early childhood was perceived as a common collaborative process rather than an outcome to achieve, yet this could change among different groups.

In addition, collaborative learning as strategy has demonstrated to be highly important in English as first and second language acquisition due to the fact that it gives the opportunity to practice, while they regulate their own pronunciation, this also occurs owing to the interaction is not just limited just to a solely activity, for the reason that cooperation, discussions and also coordination are used by students though (Rai, 2024).

2.3.3. Zone of proximal development (ZPD)

According to Vygotsky's theories, the Zone of Proximal Development (ZPD) is defined as the difference between what a person can achieve on their own and what they can do with a

more skilled or capable peer or adult. It is also defined as the potential that one individual is able to do with another more knowledgeable. However, the ZPD in current analysis research is inferred that the role of adults in ZPD is creating the conditions to help students to examine and express their initial ideas, to develop a clearer and thoughtful concept that fits the content learned (Margolis, 2020).

Furthermore, Vygotsky's writings outline the Zone of Proximal Development as an approach that can be utilized across various aspects of an individual's growth, where each learning increment can result in significant advancement, highlighting their capabilities. Additionally, with the support of a counselor, the child engages more actively in their own development and in reaching their objectives, as the counselor aims to comprehend the issue and work towards its resolution (Zaretsky, 2021).

2.3.4. Speaking Skills

An essential part of learning a language is undoubtedly the development of speaking abilities. The main objective is to enhance communication.

However, Walter 2004, referenced in Aji and Irawan (2023), contended that because communication is the main purpose of language, it is crucial to assist learners in every facet of language growth, including pronunciation and syntax. This implies that the overarching goal of acquiring English is to interact successfully and suitably within an academic setting.

Moreover, while communicating in English is seen as a highly appealing ability, the truth is that many learners find it easier to share their thoughts, facing challenges in achieving fluency in spoken English due to various influences encountered in the educational environment. (Alzubi et al., 2024). Additionally, Zhang et al. (2024) supports that speaking is one of the most meaningful skills in English competence, yet for many students, especially the ones that do not

have English as their mayor, find speaking skill difficult to master even after years of study, becoming speaking a difficult skill to develop and at the same time they feel dissatisfied with their spoken skill.

2.4. Legal Basis

2.4.1. Ley orgánica de Educación Intercultural (LOEI)

According to the Organic Law on Intercultural Education (LOEI), in the single chapter of principles and purposes, in article 2, paragraph b, education for change establishes that:

La educación constituye instrumento de transformación de la sociedad; contribuye a la construcción del país, de los proyectos de vida y de la libertad de sus habitantes, pueblos y nacionalidades; reconoce a las y los seres humanos, en particular a las niñas, niños y adolescentes, como centro del proceso de aprendizajes y sujetos de derecho; y se organiza sobre la base de los principios constitucionales (LOEI, 2015, Art. 2).

In addition, in section u corresponding to Research, construction and permanent development of knowledge: “Se establece a la investigación, construcción y desarrollo permanente de conocimientos como garantía del fomento de la creatividad y de la producción de conocimientos, promoción de la investigación y la experimentación para la innovación educativa y la formación científica” (LOEI, 2015, Art. 2).

Additionally, chapter 3 of the Organic Law on Intercultural Education (2015, art. 3) states that educational purposes are:

El fortalecimiento y la potenciación de la educación para contribuir al cuidado y preservación de las identidades conforme a la diversidad cultural y las particularidades

metodológicas de enseñanza, desde el nivel inicial hasta el nivel superior, bajo criterios de calidad (LOEI, 2021, Art. 3).

The Organic Law on Intercultural Education (2021, Art. 2) in Article 2. 4 principles of educational management establish that in section D, referring to interlearning and multilearning:

Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio del arte, la cultura, el deporte, la sostenibilidad ambiental, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo (LOEI, 2021, Art. 2).

In the same way, in section H, referring to Research, construction and permanent development of knowledge: “se establece a la investigación, construcción y desarrollo permanente de conocimientos como garantía del fomento de la creatividad y de la producción de conocimientos, promoción de la investigación y la experimentación para la innovación educativa y la formación científica” (LOEI, 2021, Art. 2).

2.4.2. Constitución de la República del Ecuador

In 2008, the constitution of Ecuador was updated by popular consultation, establishing and reforming the rights, duties, and responsibilities of citizens, being the key matrix to establish new statutes and regulations. The first mention of education appears in the fifth section, referring to education. In Article 26, it is established that:

La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para

el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (Constitución de la República del Ecuador, 2008, Art. 26).

Article 27, also provides that:

La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar (Constitución de la República del Ecuador, 2008, Art. 27).

In the same way, the Constitution of Ecuador, in its article 343, also refers to education, which establishes that:

El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. (Constitución de la República del Ecuador, 2008, Art. 343).

Chapter III

3. Methodological Framework

3.1. Methodology

3.1.1. Qualitative research

This research project employed a qualitative method focusing on teachers from different private high schools and academies from Santa Elena Province to explore how peer collaboration strategy improves speaking skill acquisition in teenagers, and to conduct a deep and meaningful examination of the teachers' experience during the application of peer collaboration and its effectiveness in speaking improvement. As stated by Lim (2024), the primary distinction between qualitative and quantitative research is found in their respective goals, advantages, and range of use. To grasp social dynamics, qualitative research as an approach emphasizes the importance of examining context and perspective from their unique standpoint.

This qualitative investigation focus on collect information through observations, and interviews, highlighting perceptions and meaningful expertise, rather than numerical information. Qualitative research further delves into the views, experiences, opinions, and choices of educators to produce significant outcomes. It is defined by an in-depth comprehension and thorough recording, incorporating a well-organized and methodical approach to gathering, analyzing, assessing, and interpreting data. Thus, maintaining fundamental elements such as thoroughness and exceptional quality is crucial for a successful qualitative study. (Nassaji, 2020)

3.2.Type of Research

3.2.1. Phenomenological Study

This research implemented a phenomenological inquiry to explore peer collaboration strategies in the development of speaking skills, seeking to understand the lived experiences of teachers in the educational context. McLeod (2024) indicates that in qualitative research, phenomenology is defined by its emphasis on exploring the meaning of personal experiences from the individual point of view. Rather than test a hypothesis or generalize findings, phenomenological research seeks to uncover the subjective experiences and perceptions of individuals.

Thus, this methodology was selected to make a deep exploration of the topic to be able to discern a complete picture of the problem, understanding the advantages and disadvantages of the technique, making this methodology the most accurate due to its style of data acquisition. Furthermore, in phenomenological studies, established structures, teaching, and dimensions of learning have been explored by qualitative researchers under the light of phenomenological philosophers, gaining in this way a methodological approach to first-hand knowledge. (Bolton, 1979; Bresler, 1995; Entwistle, 1997; Fetterman, 1988; as cited in Byrne, 2025).

3.3.Data Collection Techniques

Interviews are one of the two main fundamental techniques of data collection in qualitative research, being another focus group, yet in this research, interviews, and more exactly one-on-one interviews, are the main way to obtain meaningful information. George (2023) points out that one way to collect qualitative data is through interviews, which aim to obtain information by asking questions, and usually consist of more than two individuals, including one

person who asks the questions, known as the interviewer. This also suggests that interviews help to collect clear and concise information required for qualitative research. Moreover, interviews are also the main source, being selected instead of a focus group because they facilitate data collection, allow teachers to build and express their opinion just considering their own context, and also help to personalize the attention on a one-by-one basis..

However, an interview is not the only technique employed to find the results of this study because it was combined with observation and analysis. On one hand, the observation is just considered to understand teachers' perspectives and backgrounds, yet it helps to comprehend individuals' thoughts, not just of the classroom, but also from the teacher's real ideals. On the other hand, analysis is a vital step in every qualitative research as it ensures the quality of the findings. Through the analysis, the information is decoded, interpreted, and restructured to make a conclusion to highlight and clarify the most important point for the interviewees. Moreover, Dunne et al. (2005), as cited in Ruslin et al. (2022), define interviews as a flexible and effective tool that researchers must understand to suit the specific method that works for a specific study, yet in every style, it keeps its main purpose of producing textual data.

Finally, the data collection for this interview also involves one-on-one interviews with five teachers who are experienced in using peer collaboration as a strategy. These two aspects are crucial to elevating the quality of this research. While one-on-one interviews keep the privacy and accuracy of their life experience, their expertise corroborates that the data provided by them is accurate, reliable, and has been refined and comprehended after years of discernment and practice. According to Ryan et al. (2009), conducting an interview involves several key stages, from the questions and techniques implemented to the dynamics among them, keeping in mind in each stage, the ethical responsibilities and safeguards of the interviewee.

3.4.Instruments

In qualitative research, questionnaires are a key component in data collection, becoming one of the most important instruments to be utilized by investigators, because they offer a guide and, at the same time, guarantee cohesion of the research. Among these, there are different ways to create and make a questionnaire for the interview, such as the style, number, and modality. In one hand, qualitative research must have open-ended questions, as the first key component to allow interviewees to give a more detailed explanation of their points of view. On the other hand, eight questions were elaborated in order to explore and answer the objectives and research questions. Finally, the modality selected was virtual meetings by Zoom to facilitate and take advantage of teachers' time availability, yet in-person interviews were also considered if the educator required it.

3.5.Data Collection Processing and Resources

Data collection resources implemented for this study were various; among them, participants and digital tools were the most important. First of all, the participants, who are the main source of information for this research, were carefully identified for around a week before starting the questionnaire. Moreover, owing to the tight agenda that the teachers had, the interviews were performed by Zoom to have a flexible schedule for the interviewer and interviewees.

The interviews were conducted from September 15th and ended on September 19th, with a questionnaire with eight questions previously examined and polished for better data collection and understanding, and also prioritizing the most suitable time for them. Moreover, a short dialogue was conducted before the interviews to confirm their time availability for the interview. This contributed to having the teacher focus more on the interview and providing deep answers,

showing their enthusiasm and willingness to participate in this research project. It also contributes to exploring and revealing substantial information for the research, which was based on their expertise in using peer collaboration as a strategy to improve speaking skills.

3.6. Population and Sample

This research involved English teachers from various private institutions of Santa Elena province of Ecuador, instructing students from first to sixth year of high school, in face-to-face settings. The chosen population is teachers with a long professional career, with a diverse perspective and environment, including teachers with different backgrounds, for a deep exploration, with a sample of five participants for balanced research.

The sampling methodology selected for this study was expert sampling, which selects participants based on the expertise of an individual, in this case, teachers who have used peer collaboration to improve speaking skills, to gain a significant understanding of the advantages and disadvantages of using peer collaboration to improve speaking skills.

Chapter IV

4. Analysis of findings

This section has the purpose of exposing the interpretation of the data obtained from the interviews after careful analysis and interpretation of the speakers. This chapter interprets the data to compare and contrast with the bibliography found, using the interviews as new information that will determine how the technique has evolved, which aspects are similar, and in what aspects differ from the previous authors who studied the topic before.

4.1. Interpretation of data from the interviews

To begin with, it is necessary to clarify that all the interviews were performed in English due to the teacher's predisposition to use the target language to provide clearer and more significant answers for this research project, showing their proficiency and expertise in the field. All the answers acquired during the process are decoded below.

Question 1. How would you define peer collaboration within the teaching and learning process of a foreign language?

Figure 1: Teaching and learning process



Source: nubedepalabras.es

Authors: María Mercedes Martínez
Saltos & Jandry Francisco Pozo Ortega

teachers were “role-plays”, “group work”, and “conversations”. Teachers in this question highlighted the most common strategies that foster oral interaction to improve speaking skills, which helps students to become more active.

In question number two, the teachers described many activities they use in their classrooms, such as role-plays or pair discussions, mentioning that these activities foster genuine dialogue and help students build fluency. In addition, the most common strategy mentioned by the teachers is Think–Pair–Share, where learners work in three different stages: firstly, they reflect independently on a question or topic, then they discuss their ideas with a classmate, and finally, they share their conclusions with the class. Moreover, teachers also described that these strategies are helpful because they give students more time to think and develop their ideas, encouraging them to interact in a supportive environment; consequently, it boosts their confidence to be more active in class discussions.

Question 3: In your experience, what role does peer collaboration play in the development of students' speaking skills?

Figure 3: Role in students' development



Source: nubedepalabras.es

Authors: María Mercedes Martínez
Saltos & Jandry Francisco Pozo Ortega

Based on answers to question number three, the most frequent words mentioned by the teachers were “practicing”, “comfortable”, and “teamwork” as the role of peer collaboration was explained in this question, highlighting the most important aspects that help students to improve their speaking skills.

Teachers emphasized that peer collaboration plays a central role in the development of students’ oral abilities. First, it offers learners increased chances for practice. While teacher–student communication is necessarily limited to one student at a time, peer collaboration allows numerous students to get involved in communication at the same time, thereby extending speaking time and exposure to the target language. According to the teachers, peer collaboration contributes meaningfully to the development of fluency and confidence. Teachers noted that students sometimes feel less scared when speaking with classmates than when speaking with the teacher, which cuts anxiety and produces a more relaxed environment for practicing new vocabulary and structures. This low-pressure context inspires students to focus less on grammatical accuracy and more on reliable communication. The teachers emphasized the emotional and motivational benefits of collaboration. Working with peers raises a sense of teamwork, allows students to exchange various perspectives, and motivates them to participate without the anxiety of judgment.

Question 4: What advantages do you observe when students work together to improve their speaking?



Source: nubedepalabras.es

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Based on answers to question number four, the most frequent words mentioned by the teachers were “develop social skills”, “willingness”, and “engagement”, as the key aspects of the numerous strengths of using peer collaboration.

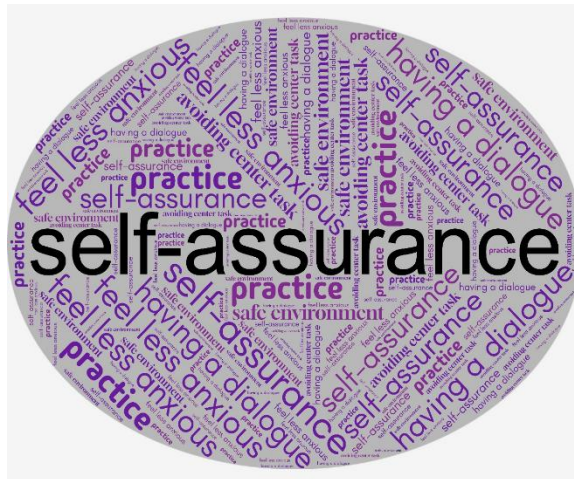
Based on their perspective, teachers agreed that there is a wide range of advantages related to the use of peer collaboration in speaking activities, such as the decrease in anxiety levels and negative feelings, which are the most important benefits. Owing to students often feeling intimidated when speaking in front of the teacher or the whole class, working with peers is a suitable way to create a more comfortable environment, in which they will feel more relaxed and willing to take the risk when necessary. In addition, it also gives a sense of relief and enables them to participate more enthusiastically and with more confidence.

Furthermore, teachers highlighted that peer collaboration increases fluency because it gives more time to practice and improve their pronunciation. For this reason, working together is a good alternative that allows students to spend more time speaking, listening, and repeating, which improves their proficiency. Consequently, the team atmosphere boosts enthusiasm and

this often is a consequence of mismatched level when the pair is chosen or do not having a good communication, lack of interest and confidence among classmates, another reason is that they are not self-motivated to participated or do not have confidence in their current abilities, moreover they also use the time given to talk about another topic instead of working in the activity. From teacher side, it is also a big challenge in various aspects in which they will require certain skills such as using the tools correctly, monitoring students, engaging them to participate, providing clear guidance, and managing the time to complete the activities planned to complete the activity successfully.

Question 6: Based on your experience, how does peer collaboration motivate to students' feel more confident when speaking in English?

Figure 6: Motivation and confidence



Source: nubedepalabras.es

Authors: María Mercedes Martínez

Saltos & Jandry Francisco Pozo Ortega

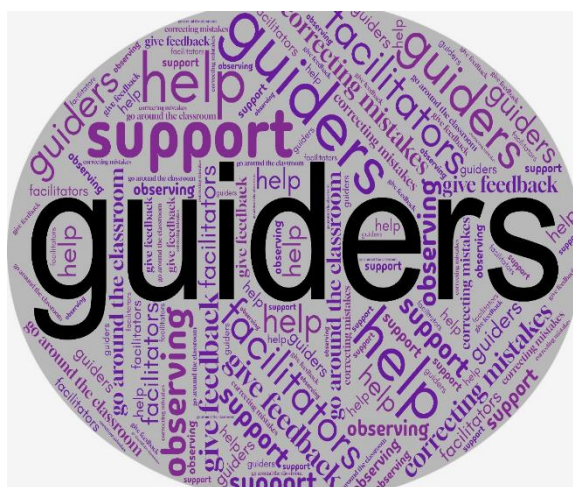
Based on answers to question number six, the most frequent words mentioned by the teachers were “self-assurance”, “dialogue”, and “practice”. Words that describe the reason for

students' predisposition to speak when teachers implement peer collaboration in the classroom.

During the use of peer collaboration, teachers have observed that students can motivate themselves. It means that peer collaboration allows learners to gain confidence, and they feel less intimidated to speak, because they feel free to make mistakes without the fear of being judged by the teacher. It also creates a secure environment in which students have time to practice and create a room in which they do not need to reach perfection, allowing them to communicate and experiment with new vocabulary, even imperfectly, yet increasing the time used to express their ideas. This also has a pivotal reaction, because when students practice with a partner before in front of their classmates, their level of anxiety reduces due to they already have time to practice, make mistakes, and correct them, which is reflected in the class participation. After all, they feel that the risk has already been taken and know there are more chances of succeeding, because the safe environment created shows that they can do it.

Question 7: In your experience, what role do you think the teacher should take when students are working collaboratively to develop their speaking skills? And why?

Figure 7: Teachers' role



Source: nubedepalabras.es

Authors: María Mercedes Martínez
Saltos & Jandry Francisco Pozo Ortega

Based on answers to question number seven, the most frequent words mentioned by the teachers were “guiders” helper”, and “support”. These words describe in simple terms what the teacher’s role has to be, especially in this new era, becoming educators into facilitators rather than the center of the classroom.

According to the educators, the role of teachers is to become a facilitator, a guide, a helper mentor, or even a friend (but not a close friend, a support for them), because teachers’ role is to provide the necessary tools and guide them instead of being the owner of the truth. It also involves moving around as a mentor that allows them to fall, make mistakes but always help them to try again, becoming teachers into careful observers that provides suggestions, advices and clarify misunderstandings; however, it is important to be really carefully at the moment of correcting, because should find a proper way to correct the mistake in a gently way and do not being specific in every single mistake, using instead a general feedback about what it is necessary to improve. Moreover, the teacher must set clear objectives and make clear the purpose of the interaction and provide the necessary tools to communicate and create opportunities to practice. For this reason, it is also necessary to be prepared for every question that students could have to provide stronger support to ask about anything when they need assistance.

Question 8: Based on your experience, which other activities can be combined with peer collaboration to improve speaking skill, and how?

Figure 8: Activities to use



Source: nubedepalabras.es

Authors: María Mercedes Martínez

Saltos & Jandry Francisco Pozo Ortega

Based on answers to question number eight, the most frequent words mentioned by the teachers were “debates”, “technology”, and “games” due to teachers pointed out the relevance of these tools and techniques to improve peer collaboration activities.

Based on what teachers have observed, peer collaboration can be combined with different activities and strategies, for instance, debates, role play, games, project-based learning, problem-solving and storytelling, or even sole tools such as technological devices can be combined to promote a good environment and active participation. First, debates are one of the most common activities that are combined with peer collaboration, due to it is an important tool that allows students to think and express their ideas, and fight with words. Second, role play is another strategy that needs interaction because they can talk about different topics or even do interviews using real-life scenarios. Third, games are also useful activities because they can be implemented in numerous ways and with different types of games. Fourth, project-based learning and problem-solving activities, even when they are more difficult to execute, it is a powerful strategy

that allows students to explore a topic deeply, report it, or talk more about something, and are also capable of solving problems. Finally, storytelling, an activity that can be used to create a story by using a picture or phrases, is considered more difficult to implement compared to the previous ones; for that reason, it is recommended for higher levels, yet the benefits of using it are a good alternative to combine with peer collaboration.

4.2. Discussion among interviews vs bibliographic review

The main purpose of question number one was to explore what teachers know about peer collaboration and the definition in their own words. All of them defined as a useful and dynamic strategy that facilitates the speaking acquisition, in their experience, peer collaboration is an activity that fosters interaction among students such as the opportunity to have a partner to practice before an activity, whose become in a support for each one at the same time; being especially useful to explore in deep a topic while exchanging ideas or expressing their ideas. Moreover, it helps students to gain confidence because it allows them to use real-life communication or a practical section to refine their language use. These ideas are connected with Vygotsky's sociocultural theory in his book *Mind in Society*, in which he states that human interaction is instrumental in knowledge acquisition and is also reinforced by the ZPD, in which, with the help of another person, a student can achieve new goals.

The second question was created to know which collaborative strategies, techniques, or activities have been used to foster oral interaction and how they have worked in a real environment. In teachers' classroom expertise, they described some useful activities that have been used throughout the years, for instance, role plays, and pair discussion have been the most common activities that they have employed due to it is a more natural way to improve fluency. Moreover, think-pair-share was also mentioned during the interviews, an activity that allows

each student to express their own opinion, start a discussion, and find a conclusion that is presented to the class. In their view, these strategies are the most suitable because they allow students to construct their own opinion, encouraging interaction in a supportive atmosphere that fosters self-confidence. These findings are similar to speaking English speaking skills through collaborative learning: literature review by Tindaon and Napitupulu, who found that collaborative activities, including role plays and pair discussion, are effective in the improvement of speaking proficiency. This creates a positive environment that increases student confidence. In addition, the usefulness of exchanging opinions and self-confidence has become a central aspect that is part of the peer interaction effect on learners' development of speaking skills.

In the third question, understanding the role of peer collaboration plays during the development of speaking skills is the main purpose. In this question, teachers emphasized the pivotal role that peer collaboration has in the development of oral abilities. Firstly, students' opportunity to practice increases, allowing them to practice at the same time, even in larger classrooms, increasing their exposure to the target language. Moreover, continuous practice helps students to feel less anxiety or fear of speaking in front of others while using new vocabulary and structures due to the low-pressure environment in which they can express their thoughts without being so concentrated on grammatical accuracy or the fear of being judged, which at the same time increases the sense of collaboration and allows them to exchange different perspectives. The findings for this question are undebatable similar in certain aspects to research done by Aji and Irawan called Improving junior high school students' speaking skills through role-play and peer feedback, which suggests that collaborative activities such as role-play, and peer feedback are recommended to be used by teachers to increase speaking skills.

The fourth question objective is to explore the advantages of using peer collaboration to understand what the pros are of using it as a strategy. In this question, teachers agreed that peer collaboration has numerous advantages, being the most common reduction of anxiety and gaining confidence, eliminating the common sense of fear to talk in front of the classroom, yet they feel more enthusiastic after working with a classmate, owing to the risk having already been taken when they talk to their peers. They also highlighted that fluency and pronunciation are improved while speaking, listening, and repeating. This contrasts with research called collaborative learning as the manifestation of sociocultural theory: teachers' perspectives done by Novita, in which more limitations were encountered, starting from students' lack of ability to communicate and work in groups, requiring more attention from the teachers' side to guide the students to perform the activities successfully.

The limitations of peer collaboration were explored in question number five, in which teachers said that peer collaboration has many disadvantages too; however, in this case, teachers divided into teachers' and students' disadvantages. For the teacher, the most challenging aspects are addressing students while doing the activity and setting a clearer role. In this aspect, the teacher has to make sure that every student is working and provide a clear activity with the proper guidance. On the other hand, for the students' side, unequal participation, native language use, and motivation are the main challenges due to they tend to use their native language to perform an activity faster, or the more knowledgeable ones do most of the job, or they just use the time for another activity because they are not interested in the topic. Finding some similarities with the cooperative learning in the English-speaking fluency development by Andrade and Aguaiza, who found that some students do not feel motivated to work in a group due to the distraction that can be present during the development of the activity, being another

crucial aspect, the use of Spanish during the class, instead of the target language.

The sixth question illustrates how peer collaboration motivates students and helps them to gain more confidence to speak. In this question teachers observed various aspects that have increased the motivation, the first one is the absence of an environment in which they feel the pressure of being perfect when speaking in English, the second is that peer collaboration gives them a partner to support, listen and help to refine the words said, taking the risk of making mistakes before saying something in front of the class, increasing the participation in classes though. This finding is connected with the ones mentioned by An and Hien in the research called a study of peer collaboration and its effect in teaching speaking to first-year students of Hanoi, who highlighted that peer collaboration activities decrease anxiety and increase students' confidence due to the supportive environment, but this research also revealed an important aspect behind this that is that students' confidence is a consequence of the interaction produced in which they make mistakes, improve their language and produce a new text with fewer or without mistakes, because the risk is already taken.

The seventh question describes what is the role that teachers must have during peer collaboration activities, finding that teachers agreed that the teacher must become a facilitator, guide or mentor in charge of supporting students, by giving them the tools necessary for completing the activity successfully, for example, educators can guide students by correcting mistakes yet in a gentle way without focusing on every single mistake, and changing from giving a general feedback; however, it is necessary to establish a clear objective for the activity because it is the most accurate way to end the activity successfully. These findings are connected with the ones mentioned by Mishra (2023), who emphasized that the teachers' main role is to become a facilitator, becoming students as the central role in the classroom (an active

participant in the process).

Finally, the eighth question investigates several activities that can be combined with peer collaboration or those that are flexible to use at different proficiency levels. First, activities such as debates, role-plays, and games were the most popular because they could be implemented at various levels, from beginners to those who have been exposed to English for a long period of time. Second, activities like project-based learning and problem-solving are recommended for students who can express ideas or those who already know how to form basic sentences. Finally, storytelling, which can be more demanding and is usually recommended for students who can communicate better in English, yet storytelling could be adapted for students with lower English proficiency by decreasing the level of complexity by forming simple sentences to create a story. These answers given by the teachers are similar to Saeid (2024), where techniques like role-play and debate proved to be effective because they create a dynamic environment that helps students develop their speaking skills and gain confidence.

Chapter V

5. Reflections of the study

This chapter comprises personal reflections based on the research project. It contains details, such as a teacher's experiences, initial thoughts, as well as advantages and disadvantages while performing the study. This research project, named "Peer Collaboration in the Development of Speaking Skill", which aims to analyze how peer collaboration strategy improves the development of English-speaking skill over pedagogical experiences, not only through literary research but also through the interaction with teachers from different Educational Institutions, found out some valuable aspects that uppercase the pros and cons of using peer collaboration. This chapter also offers possible recommendations for future research based on this study.

5.1. Conclusions

This investigation has shown that a peer collaboration strategy applied correctly is one of the best ways of improving students' fluency and accuracy when speaking English, due to its countless positive aspects found, but also presents some challenges that teachers must address to guarantee a good activity development and an appropriate use of the technique to deal with common struggles that could appear.

Firstly, through literary research, it was feasible to get enough information about social groups in ZPD (Zone of Proximal Development) that play a central role in the cognitive system because they come from social communication, and when students are involved in social interaction with their peers, it means that they are vigorously participating in collaborative learning activities.

Secondly, by having the opportunity to carry out interviews with some teachers from different Educational Institutions, it was possible to understand the main purpose of peer collaboration as a strategy in the development of speaking in the classrooms. With this, it could be assumed that peer collaboration is when students work together to practice and have real communication. Moreover, it helps students to build confidence, promotes critical thinking, and encourages active learning. It was conceivable to identify some advantages related to peer collaboration in speaking activities, one of the most important being the decrease in anxiety. Students often feel scared when speaking in front of the teacher or even in front of their classmates, but when working with peers, they become more relaxed to take chances. This sense of relief allows them to participate with confidence. Consequently, it can be said that teachers highlighted that collaboration increases fluency and pronunciation practice. Working together permits students to apply more time speaking, listening, and repeating, which improves their oral ability.

Based on all the findings, it is widely recognized that during peer collaboration, teachers have observed that students can motivate themselves. This indicates that peer collaboration allows learners to gain confidence, and they feel less intimidated to speak because they believe they can make mistakes without the fear of being judged by the teacher. It also creates a safe environment where students have time to practice, enabling them to communicate using new vocabulary, even if imperfect, which increases the amount of time they spend expressing their ideas and thoughts.

Additionally, the teacher revealed some flaws, such as the use of students' native language instead of the target language, uneven participation, poor time management, and lack of confidence in their abilities. These are challenges involved, although they also highlighted that

while the benefits of peer collaboration are numerous, it requires extra attention to address common problems that create obstacles during implementation. However, these challenges can be managed with simple actions like monitoring students to provide guidance and ensure they are not just using their native language to work quickly and have time for chatting or other activities. The most common activity is just walking around the classroom for checking to main aspects, monitoring their work to confirm whether both students are collaborating or just one of them is doing the activity, and identifying if the students are well paired or have difficulties working with their peers and determine which is the best way to overcome their limitations and create a safe and supportive atmosphere to encourage them to take risk and speak more.

Additionally, the role of the teacher is also crucial for a good implementation because they must become a facilitator to give the opportunity to students to participate with their peers, while they just guide and provide feedback in a gentle way. Finally, they also underscore some relevant activities such as role plays, debates, project-based learning, games, problem-solving, and storytelling activities, that could be adapted to use as part of peer collaboration, becoming them into the most popular ones that are used by the teachers, which, combined with the technology, are a good resource to promote an engaging environment though.

To sum up, peer collaboration is a strategy with plenty of uses but being specially effective to improve speaking skill, increasing the fluency and accuracy, which also helps them to gain confidence and reduce the anxiety inside the classrooms, yet it also have some challenges such as the continuous use of Spanish or incorrect time management, which are common problems that could be addressed with simple activities such as circulation around the classroom. However, even though their disadvantages are obstacles, it does not decrease the usefulness of peer collaboration to improve students' proficiency when speaking English.

5.2.Recommendations

Considering all the data obtained in this study, there are some suggestions that teachers must consider at the moment of using peer collaboration to increase its effectiveness when using it to enhance students' speaking skills.

Firstly, their role as teachers must be facilitators, which means that they must provide guidance, help, support, and feedback when it is required, but they need to give students the space to work by themselves. Secondly, It is necessary to consider three important aspect when creating a peer collaboration activity, the time, the challenges and the environment: owing to they need to the activity must be planned carefully and taking into consideration the time to ensure equal student participation, and at the same time examining possible drawbacks to create the most suitable environment in which they can interact with their peers without the fear of being judged.

In addition, based on the findings, it is necessary to conduct further studies on peer collaboration in other aspects and under different circumstances. First, some research should focus on students' perceptions of its implementation to understand their thoughts. Second, considering students' challenges in this new era, more students suffer from isolation and dependence on technology rather than human interaction, making it essential to explore the limitations of peer collaboration and other collaborative activities. Third, research involving students with different levels of English proficiency should be conducted to gather specific data on how peer collaboration can enhance proficiency at various levels and assess its effectiveness for both beginners and advanced learners. Additionally, it is important to examine how peer collaboration can be integrated with new trends and methodologies, as this research confirmed the strategy's adaptability. An important aspect to explore is how it can be adapted to new

approaches, such as neurosciences or influenced by social media trends, to facilitate meaningful activities that engage students more actively; for example, the use of AI tutors as virtual peers to improve fluency and support skill development. Finally, further research should investigate how peer collaboration helps improve the four basic skills, or focus on individual skills, such as reading, listening, or writing, because some of them were mentioned during some interviews, as are also enhanced through peer collaboration in the classroom.

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7. Annexes

7.1. Annex A: Certificate of anti-plagiarism system




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En calidad de tutora del Trabajo de Integración Curricular denominado “Peer Collaboration in the Development of Speaking Skill” elaborado por los estudiantes, **Pozo Ortega Jandry Francisco, Martínez Saltos María Mercedes** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio Compilatio, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe. Atentamente,



Lcda. Ketty Vergara Mendoza, MSc.
Tutora

La Libertad, October 29, 2025

ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title "**Peer Collaboration in the Development of Speaking Skill**" prepared by **Pozo Ortega Jandry Francisco, Martínez Saltos María Mercedes**, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



Leda. Ketty Zoraida Vergara Mendoza, MSc
Advisor

7.2. Annex B: Questionnaire

1. How would you define peer collaboration within the teaching and learning process of a foreign language?
2. Could you describe a strategy or activity you have used to foster oral interaction among students through collaboration, and how it has worked?
3. In your experience, what role does peer collaboration play in the development of students' speaking skills?
4. What advantages do you observe when students work together to improve their speaking?
5. What challenges or limitations have you encountered when implementing peer collaboration activities in class?
6. Based on your experience, how does peer collaboration motivate to students' feel more confident when speaking in English?
7. In your experience, what role do you think the teacher should take when students are working collaboratively to develop their speaking skills? And why?
8. Based on your experience, which other activities can be combined with peer collaboration to improve speaking skill, and how?

7.3. Annex C: Transcript from the interviews

QUESTION 1

- 1. How would you define peer collaboration within the teaching and learning process of a foreign language?

Interviewee 1

Sure. I would define it as a thing really, really important and comfortable for all of us. As you know, we are preparing for the most you, for future teachers. So, you have to know all about peer collaboration because it's not just about our environment, like the students, but also for teachers. So, you have to know everything about techniques. So how can apply that? So, I would define it as something really important and useful for our life.

Interviewee 2

From my perspective, pre-collaboration is more than just students working together. It's a dynamic process for learning activities support each other in achieving shared language learning skills. In the context of foreign language acquisition, it's involving students interacting, sharing knowledge, and providing feedback to one another. This could be anything for a simple per word activity to a complete groups project. It's about creating a non-threatening environment where the student can practice and experiment with the language with their peers, which often gets intimidated when speaking directly to the teacher.

Interviewee 3

Well, I would say that peer collaboration is when students work together to practice, support, and learn from each other while using the foreign language that they are learning at the moment, which is English, of course.

Interviewee 4

Well, actually, peer collaboration in my case, it's when you have students working together to achieve certain goals. Okay, so they can exchange ideas, they can support each other. And something that I really like about peer collaboration is that intrinsically, it helps the students to have confidence. Okay, so it develops self-confidence and, of course, this peer collaboration engages students to speak, okay? They engage them to create dialogues, to solve tasks, to work, of course, with their partners, and they start practicing the real communication, not the ones that we listen from an audio, the ones that it's the one that you're going to use in the real life. So that's why I really like peer collaboration.

Interviewee 5

Well, according to my experience, I would say that peer collaboration means students working together in their communication skills using their target language. So that they can create opportunities for real communication.

QUESTION 2

- Could you describe a strategy or activity you have used to foster oral interaction among students through collaboration, and how it has worked?

Interviewee 1

Okay, I am thinking right now so I am an English teacher for kids of about three years old that that is pre-kindergarten kindergarten and first grade second grade third grade so right now I am teaching English just until 4th grade so all of them are kids so my one strategy that I am thinking right now is like group work. Group work always, always work. That is just my point of view. Because you can say, okay, we're going to work today in group. So please, Fulanito, Mario, so you can, for peer, because I know you, so you know more about the topic and you more, just a little bit blessed. So I have to peer and choose like someone who really know

and someone who doesn't know just everything. So that is a, that is a strategy. So I am going to give you then a material, like some sheets of paper. or in my case, I use, I am using like toys. There is a material that I am using right now, like an arrow. So I give you, I give them the arrow and they can play with them, have a conversation, because I know, them. So a strategy can be group work, but also you have to know your students.

Interviewee 2

I can apply to think per shared, enter the topics about the question. First students have a few minutes, for example, to think about any topics or answer or opinions. Then impair or tapped with a classmate to discuss their thoughts. This is where the magic happens. They have articulated their ideas and listened to their partners. And finally, a few prayer apps to share their combining thought with the wood class. This activity work because it gives every student a change to process the information individually, on practice speaking, and a lot of state environments with apartments. And then a lot of for a more confidence, a well-developed contribution to the class discussion. It effectively breaks down the first half of the speaking, okay? It's about a strategy. Yeah.

Interviewee 3

I have to say that I often use role plays or pair discussions. These games or these activities, these techniques, they encourage natural conversation and build fluency among students.

Interviewee 4

Okay, in this case, something that I have used, probably it's when they need to complete gaps. okay or information gap tasks I don't know if you have heard about it so I give papers to the students with maybe questions or a piece of a story and they need to talk they need to talk to

each other they need to talk to their partner or partners to complete the details so I consider this is very highly effective because it requires real communication, as I've said before. It keeps the students engaged in the activity. And something that I love about doing this is that they build confidence, as I said, and they improve fluency, so they feel motivated. So that's something that I like. giving papers, so they need to ask questions or try to build the communication between them.

Interviewee 5

Okay. So, currently I'm not working with a group of students, but when I used to work with them, maybe on summer vacation courses, one of the strategies that I use are role plays, role plays in pairs, maybe ordering food or making some travel plans or maybe solving some kind of problem of, I don't know, the classroom or the community as well. So the students collaborate, and they enhance their vocabulary and also their fluency as well.

QUESTION 3

- In your experience, what role does peer collaboration play in the development of students' speaking skills?

Interviewee 1

It plays a really important, a really important point. That is just my way of thinking. Because in the speaking skill, that is a skill of the fourth that is more demanding. So you have to practice it every single day. You have to talk a lot. So if you have someone to practice, you're going to grow up.

Interviewee 2

Teachers' collaboration is absolutely fundamental. It provides students with frequent or tempted opportunities to use the active language. I would like the teacher who can only interact

with one student at a time. Peer can be all practicing simultaneously. This increased the time. It also helps the students to develop fluency and confidence. When they are talking to a classmate, they are often less confused on grammar or more on communication, which is crucial for being influencers. They also learn from each other's mistakes and success, and they develop important conversational skills like during taking, asking, for clarification, and expressing disagreement.

Interviewee 3

I would say that it helps students gain confidence, practice in a low-pressure environment, and develop communication strategies. That is key for students in order to get better and, as I said before, gain confidence, which is the most important part when they are learning something new or trying to practice speaking skills.

Interviewee 4

Peer collaboration is, it's one of the main roles. OK, when you are trying to develop skills like speaking, because it allows learners to have the opportunity to have a meaningful practice. OK, to instead of having the teacher student exchange. OK, in this case, you can you can have peer interaction. Students always are going to feel more confident or they're going to feel better when they're working with someone that it's not, let's use the word intimidating because teachers for students are really intimidating. So instead of having this communication, teacher, student, it's better student, student. So they feel comfortable while they are practicing maybe new vocabulary or maybe they are using grammar structures with new vocabulary to create dialogues with their friends. So another thing, maybe it's not so related to your thesis project, that it's something about speaking, but also this promotes listening. Because when they are working together, they have to listen to each other. So this is really, really amazing.

Interviewee 5

So according to my experience, what I can see in having my students collaborating, I think they can practice more frequently and naturally the language. And it also reduces sometimes their anxiety to be able to speak as much as they can. But they can understand that it's just step by step, step by step that they can do it, that they can achieve that ability. So then peer collaboration also can give them a sense of teamwork. Okay, so they are not only working alone, but they can gather all the ideas, and this allows them to hear different perspectives and ways of expressing their ideas also. And I also think that this makes them feel motivated to participate. And that also they are not going to be judged not by the teacher and neither by the teacher, nor by their peer partners or students.

QUESTION 4

- What advantages do you observe when students work together to improve their speaking?

Interviewee 1

There are lots of advantages instead. But a couple of things that I'm thinking right now could be that the students just get rid of the shame because there are a lot of shames in the students. In the beginning, they can talk, they can even see you. So that is one of the advantages. Another advantage that I am thinking is perhaps they engage more of a or more about the topic they're talk about talk about the topic more even with the parent or with the teacher so that could be also.

Interviewee 2

There are some advantages. OK, a sense of community to reduce the answer agitates. Students feel more comfortable and supportive when they are working with their friends. Yeah. Also, it's provide active learnings instead of possibly listening. Students are active using this language. Also, it's a lot of first instruction. More advancing students can help and can help like

a mentor Those who are stranding it or have a problem in doing so. They deepen their understanding. Finally, it creates more opportunities for authentic communications. Also, the conversations are often more natural and spontaneous than a formal teacher-student interaction. It's necessary to apply this peer assessment in class speaking. in all processes for learning and teaching.

Interviewee 3

Yes, there are a lot of advantages. Students feel more comfortable. They correct each other while working. They share ideas. And also, they practice more than in teacher-led activities. I think they are more comfortable by working with their peers than working with us adults.

Interviewee 4

Oh, I think that I have already mentioned them. I forgot that I have to list them after. Well, as I said, they increase confidence. They have the willingness of participating in classes. They learn how to manage these problem-solving situations where they have to work in pairs. And so collaborative problem solving, that it's amazing. Motivation and engagement. And of course, and this is, I think, one of the best, One of the best I forgot advantages is that they can develop social skills. Nowadays, students are just using this their mobiles they in the afternoons. If they need to look for something, they're mobiles. If they want to check information, mobiles, if they want to play mobiles. And sometimes students are even trying to have a conversation with the AI. So that's awful. So when they are working or they are having this peer collaboration, they learn how to have a real conversation. So peer collaboration is one of the main roles like you asked before, it's one of the main roles of interacting.

Interviewee 5

Well, the first advantage that I can see is that they feel more comfortable. They feel more comfortable because they understand that they can make mistakes. and they also learn how to correct and support each other, you know, when they are in pairs, they can support each other. They also, well, I can also say that they practice in a relaxed way. When it comes to a topic that they really like, they can work in a relaxed way, in something that they really like. And finally, of course, they increase fluency. Fluency because they have more time to speak, to practice, to repeat, to listen, and to model the pronunciation.

QUESTION 5

- What challenges or limitations have you encountered when implementing peer collaboration activities in class?

Interviewee 1

There is also a lot because the challenges that the teacher fears with the students in the classroom is demanding because some parents can be stressful. So the Students can have all the responsibility to learn English, but the parents can help a lot. And they aren't doing that because they want. So that is one challenge. Another challenge that you can face is in the classroom, because you can have all your lesson plan prepared, all the materials, all the resources. and all the techniques, but if you can have that, this ability to talk, to play with them, more that because if you aren't playing with them, the kids aren't going to learn much because you're not playing with them. You as a teacher have to know that if you are working with kids, You have to play. You have to be almost like a clown. So there are a lot of challenges in the classroom like them.

Interviewee 2

The main challenge is make sure all the students are participating. And not just to rely on 1, 2 dominant individual. It's sometimes quieter to students can get lots in groups. Another is

keeping the student in practice and the task. It's easy for them to switch to Spanish or get off the topic. The teacher need to circulate and monitor carefully. Finally, there is a challenge of assessing individual performing within a group activities. You have to be creative to ensure that each student speaking skill are being evaluated. Not just group overall output. Yeah.

Interviewee 3

Some challenges might include unequal participation. Okay. perhaps the use of the native language, right? We want them to be speaking in English, practicing English, but when they are working in groups, they tend to share their ideas or give instructions in their native language, which is Spanish. And also, sometimes lack of focus without clear guidance.

Interviewee 4

Well, through the years, I have found that students tend to find the, well, it's not that they tend to find, they tend to act like, to have picky reactions. So for example, they're working together and say, Hey, this student doesn't want to work with me because he or she is saying, Dad, I'm not good enough. So you have something that it's called the unequal participation. So stronger students dominate while the other ones, maybe the weakest, are quiet. It's really, really hard to make them stop using Spanish. So when you put them together to work, you are asking them to speak in English because that's the purpose of the activity that they speak, but in this case, As soon as you turn around, you listen to Spanish. Some of them, or maybe the majority of them are speaking Spanish, trying to finish faster than expected. When you have, oh, something that happened a lot or that happens a lot, it's that you have this, the levels, they are not well matched. So you have students with great abilities, and then you have students with good abilities, but they're not great. So the same thing, you have unequal participation. So in this case, you have mismatch levels. And maybe the one that teachers struggle a lot could be when you

have this, oh, problems with the time. When you are doing or you are using or you are implementing peer collaboration, everything must be planned. And you need to check the time all the way, all the way long. You need to check if they are working, you need to check that if they are accomplishing whatever you have asked them to do, you need to check that it's not taking too long. Because in that case, that peer collaboration task is useless because they have already finished and now they are chatting about anything else. Or maybe they haven't even started because they are chatting, they're having a conversation of any topic. So something that I have seen and something that I have faced when I have practiced this with my students is that they waste time. So the time management must be really, really, and something that you need to stay focused on. So I use, in that case, I use my mobile, I use timers. So every time that, that the buzzer is heard by them, they know that they have less time, less time. So they tend to work fast.

Interviewee 5

Well, the first one is that there are some students that they know how to speak. They know how to speak more than others. So sometimes that student may try to do most of the work, most of the tasks. and the other ones speak less. Another limitation is that they may use their native language instead of the target one, that it's English. We got to say that. Sometimes it's better to do the work or the tasks in their native language, so they don't practice. And another limitation could be that they feel sometimes shy, and that's difficult to handle with the students that they don't feel like as much as comfortable as we want them to feel. So that's why we could have worked with them. But as a group. Okay. And also the limitation. Well, I could say that a limitation happens also when the teacher doesn't know how to manage the group of students.

QUESTION 6

- Based on your experience, how does peer collaboration motivate to students' feel more

confident when speaking in English?

Interviewee 1

Okay, they can motivate to each other, even to each other, because if you are working on activity, whatever they are, so you put activity, you explain the activity, if you think that, for example, you are learning vocabulary, and you have to teach them how to pronounce the word, how to form word, how to form sentences using the new words. So if you are working with them in just single, like just one person, you have to work alone. Perhaps they are going to be demotivated, but In this case, if it is peer collaboration, it could be more useful because the kids are talking with them, have more confidence. So it's going to work. That could be an experience.

Interviewee 2

Wow, the collaboration is a huge company in restaurant. It's a good strategy. It's a good idea that we are in this together. When the students in the classmates make a mistake, it's normalized the process of learning. They realize it's okay to be, not to be perfect, yeah. Allow precious environments of a peer-to-peer conversations. Allow them to experiment with new vocabulary. uninstructed without the fear of being the judge by the teacher. Artists also communicate their ideas, even if imperfect. They will self-assurance. The small-scale sources, they give them the encourage to speed up in alert groups, you know, even to the teacher. Yeah. the student to have more opportunity to increase the speaking skill and came to have more participated in class.

Interviewee 3

Well, based in my experience, I will say that collaboration motivates based students by reducing anxiety making them to practice or making that practice uh to be in a safe environment right they say oh my classmate my friend is not going to laugh at me because we are the same

level okay and also they we try to encourage them to risk taking in speaking, right? So don't be afraid, do not be afraid of speaking in front of others 'cause they're not going to judge you, they're going to work with you.

Interviewee 4

Okay. So I think that when I answered the first or second question, I I said, or I tried to make this point really strong that I think that this this kind of activities uh motivates students to have a uh a safe environment to practice and I'm not saying that they are they are going through difficulties I'm talking about stopping or avoiding having this teacher center task that the teacher is telling them what to do all the time. In this case, they are having a dialogue, they are having a conversation with a partner, so they feel more confident at the moment of working. Okay, so I consider that when students practice with their classmates, they will be maybe the first ones to raise their hands when they need to participate because they feel that because they have practiced with a partner, now they have the experience to answer. They have the confidence to answer. So they have already taken the risk when they have worked with another person and now they can take the next risk that is answering in front of the class. That it's something that teachers, we need to be almost begging to students to participate. So when they work with students, when they work with partners, they their stress levels have been reduced, because we need to think also that our students get stressed. They feel anxious. So when we give them the opportunity, when we give them the time to practice with another student, or at least to check their answers, they will feel less anxious, and this is something good. And when they are feeling well, everything goes really fluent. They learn how to have a conversation that listen, that any person can listen as fluent as for their level. So English goes really natural. And especially when you have these peer collaboration activities repeated, you are guaranteeing, this is very, very personal. This is my

opinion, when you want to guarantee that your students are in the process of succeeding, it's when you have or you are giving them the opportunity to practice with another student. So they will feel motivated. They have these small peers' interactions. So in the future, they will have maybe the opportunity to work in larger groups and maybe then in front of an audience. So I consider, that peer collaboration is the base. It's one of the activities that are at the base of learning a new language because they feel like everything is going well as they are working with partners and maybe then with, as I said, with bigger groups and in front of an audience and in different ways.

Interviewee 5

Well, as I said, it has the topic needs to be something that catches their attention. Okay, so they can feel motivated and also to make them feel free to make mistakes. sometimes they feel like prisoned by their lack of communication skills or lack of vocabulary or maybe lack of well pronunciation. So we as teachers have to motivate them and to lead the tasks so that they don't feel that they have to be perfect or they have to reach perfection. And all these shared experiences, not only the teachers but the students, can increase their confidence to speak in front of others. It can only be reached by the practice, just practice.

QUESTION 7

- In your experience, what role do you think the teacher should take when students are working collaboratively to develop their speaking skills? And why?

Interviewee 1

Okay, the teacher must show active, active. I think that that is an important role because if you are just passive and you have just a stand, stand up in front of them and you're not going to do a lot of things to just talk, talk, talk and you don't have to do anything more. So the active

role, it is really important because they see everything. The students see everything. Guys, just think about that. They are seeing if you just take your phone and start chatting with someone, or even if you have an ache in your body, everything they are observing. So the teacher must be active, but carefully active. So you have to be like the teacher that is prepared to answer every question. Sorry guys, every question. Like if Mario has one problem, you have to be there with him because he needs you. So it is an active role.

Interviewee 2

Teacher is a mentor role in the case. We don't need to be a director role. a teacher need to be a facilitator and guide. For example, we should be circulating to the room, listening to the conversation when students are practicing this language, and providing more opportunity to increase communication. And just in turn, it's about feedback. It's not about correcting every single mistake, but offering suggestion or asking, providing, providing questions, clarifying and misunderstanding. We should also be our resource, ready to provide vocabulary or sentence structure if needed. Our job is to set up the activities, provide the necessary tool, and then sit back to allow the students to take I want to see that for their learning, we also need to be careful observant to identify common error, or that can be addressing a follow-up lesson with world class. Because the main role of the teacher is only a facilitator, and we need to create, we need to have opportunities to practice roll plates or try to use this real material or using in this in the classroom with an appropriate chain according to appropriate material, according to the level or experience. Okay. Oh, or maybe it could be a more opportunity to speak about something, about any relevant topic to the students.

Interviewee 3

Teachers should guide, monitor, and provide feedback while allowing students autonomy

to practice freely. We are their mentors. This is the part of the why. We are their mentors. So that's our role, to guide them but not holding the hand through all the road, okay? They need to experience stepping on the street. They need to experience falling off, okay, sometimes, but to always stand up and try again, right? This is a metaphor, but in language practice, by using speaking skills, It's key, right, to make them feel free to make errors, but also to improve by themselves. Of course, with our guide, okay, with our guidance, sorry, we're going to guide them to a better path in order to learn and practice the language.

Interviewee 4

I think that in every kind of activity, teachers are not the owners of the class. So teachers must be just the guiders or the facilitators. um we are not the main speakers because yes you are the one that has studied for in order to give the class to take this class or to teach that but your role is to guide them to learn something instead of being you the owner of the truth or owner of the knowledge okay so in this case teachers must have clear objectives We need to have everything structured, everything ready for them, and we need to be sure that our students are understanding what is the purpose of this collaboration. Okay, so what I do is I circulate, I go around the classroom, I move around, I observe what they are doing, I help them, but not giving them the answers, but I can support, I can give support to them, okay? For example, if they have problems with, let's say, with vocabulary, they can't find a good word or the necessary word, or maybe when they have a mistake, You need to help them to correct it, but avoiding being hard. You need to do it in a gently way. Otherwise, they won't be motivated to ask for help. So another thing that teachers must do is that this activity or teachers must have cleared this activity can be done without you telling them exactly what to do. You need to make the activity easy for them to understand and follow. So I think that teachers, as I said, are helpers, are facilitators, but know

the center of the class.

Interviewee 5

The teacher. Well, I think the teacher should act as a facilitator and also a friend, but not a friend like a far friend, but a close guide and a close friend too. Instead of correcting mistakes in each word or in each maybe grammar and structure, the teacher should observe, give feedback, and afterwards encourage participation. So, you know, that closeness communication between students and also their guide can make them feel free to speak without fear and constant correction or mistakes that they can have during the task development.

QUESTION 8

- Based on your experience, which other activities can be combined with peer collaboration to improve speaking skill, and how?

Interviewee 1

If you are doing your tests, take always into account the technology part. Always. Because the traditional education, it is behind. It is behind. AI, it is taking part of our lives every single day. So there are games, a lot of games. And the technology is going to play a really important role in this case. Most of all, if you are working with kids. So take into account that if you're going to be teachers one day, that is an activity. And there are a lot of activities. So if I have to be specific in the internet, there are like plates like werewolf. I don't know if you have here about that where what is a really useful resources for this. So if you are teaching vocabulary, you have to combine this. If the school that you are working have a classroom, a computer classroom, you go with them or you have a projector, go and bring your projector in the class. So be that teacher that always and mix the technology with the English. That could be an advice.

Interviewee 2

Peer collaboration. Okay, peer collaboration with incredible worlds with various productivity. For example, in a class of user role-playing simulation, student can worry about pairing or group to other real-life scenarios. For example, when you need to practice in the restaurant, ordering food at a restaurant, buying a ticket, or having a job interview, and also more activities while the student practice and speaking in real context. This is a perfect example of a combined structured activities with pre-collaboration. some activities, for example, simulating the roles in a restaurant. And it could be a half opportunity to establish or keep up a conversation and between a customer and clients or waiters or waitress, okay, in a restaurant. Also, I can apply for the debate. The student can 14 to research or hear about the topics. This required them to collaborate, prepare data governments, practice development, then to the teammates, okay, before they are to debate. Also, the change, change story or storytelling, students start a story with a few sentences or use that picture to keep, and any student try to create or continue their story. or the partners or the group member continue this activity.

It's just a fun and creative way to practice narrative skill and collaborative. And it's another problem-solving task, maybe. And present a group, any problems the student try to need to solve and then present the solution to the classroom. and justify their opinion or try to find what is the best solution according to the problems.

Interviewee 3

Well, we can combine games, debates, or project-based tasks with collaboration enhances fluency and makes speaking more meaningful. Okay, because if I'm working with project-based learning, with a project-based learning activity, well, let's say the typical project, how to make a fruit salad. So, they are going to do, they're going to make, they're going to make, they're going

to prepare the fruit salad. uh using the ingredients and all the steps but the main part is going to be when they speak about it okay when they when they are doing the presentation they're saying well we have to cut the fruits then mix them up okay we need to use this kind of fruit because this goes better with apples grapes and well all the presentations that they're going to give they're going to speak they're going to use that skill and that is key for this kind of activities. So, projects, debates when they are going to speak their ideas, okay, and some games where they have to say words or phrases. These are great to work this out.

Interviewee 4

Okay, for example, we can use debates. Debates are really good because you're working in teams. You are encouraging students to be organized, to participate, to speak to each other. That's the purpose. Okay, so they can practice different kind of speeches. For example, they can have a persuasive speech or a negotiating speech. because they are different. Another thing is interviews, maybe, like you and I in this moment. So they ask questions in pairs in groups. And then, of course, they have to report. This is something that I have used a lot. So when I put my students to work in groups or in pairs, especially when they are asking and answering questions, then they need to report. This is something really good because while they're reporting, you are using two abilities, two skills. They have listened to their partners and they are producing, they're speaking what their partners have said before. And of course, the rest of the class is listening. So you are using the skills correctly. Maybe in games could be, for example, when you play a vocabulary race, like hold it in teams. So they need to speak between them and they can have the opportunity to practice when they're doing projects in groups. That's also when they have to speak to each other. So they have this peer collaboration. They need to, as I said, and something that it's really good with the when they work in projects, it's that they learn how to solve their

problems. So I think that these are the activities that you can you can combine with your collaboration

Interviewee 5

Lots of. But I can say that first of all, games, which are my favorite. Games like finding someone who or making some differences or gossiping about someone. Those games are really, really, really interesting and they feel like happy to work in. Also projects that are a little bit more formal and they need a little bit more preparation also, but at um once the students feel motivated then they can do whatever you need them to do debates also debates they also like debates they like to argue and to discuss to fight in words storytelling um storytelling also and it's I think one of the hardest activities, but we can do it with higher level students, maybe. They also like them a lot. That's what I have in mind, I think, so far.

7.4. Annex D: Screenshots of interviews

Figure 10: Interviewee 1

Peer Collaboration in the Development of Speaking... Última modificación: sáb 4 las 15:03

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Annexes

Interview questions

- 1. How would you define peer collaboration within the teaching and learning process of a foreign language?
- 2. Could you describe a strategy or activity you have used to foster oral interaction among students through collaboration, and how it has worked?
- 3. In your experience, what role does peer collaboration play in the development of students' speaking skills?
- 4. What advantages do you observe when students work together to improve their speaking?
- 5. What challenges or limitations have you encountered when implementing peer collaboration activities in class?

Página 35 de 36 6307 palabras Inglés (Estados Unidos) Predicciones de texto: activado Concentración

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Jandry Pozo

DENNIS JESSY LINO MOREIRA

Mercedes Martínez Salto

Figure 9: Interviewee 2

Peer Collaboration in the Development of Speaking... Última modificación: sáb 4 las 15:03

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- 6. Based on your experience, how does peer collaboration motivate to students' feel more

Página 35 de 36 6307 palabras Inglés (Estados Unidos) Predicciones de texto: activado Accesibilidad: es necesario investigar Concentración

Jandry Pozo

Mercedes Martínez Salto

Erving Alomoto

Figure 11: Interviewee 3

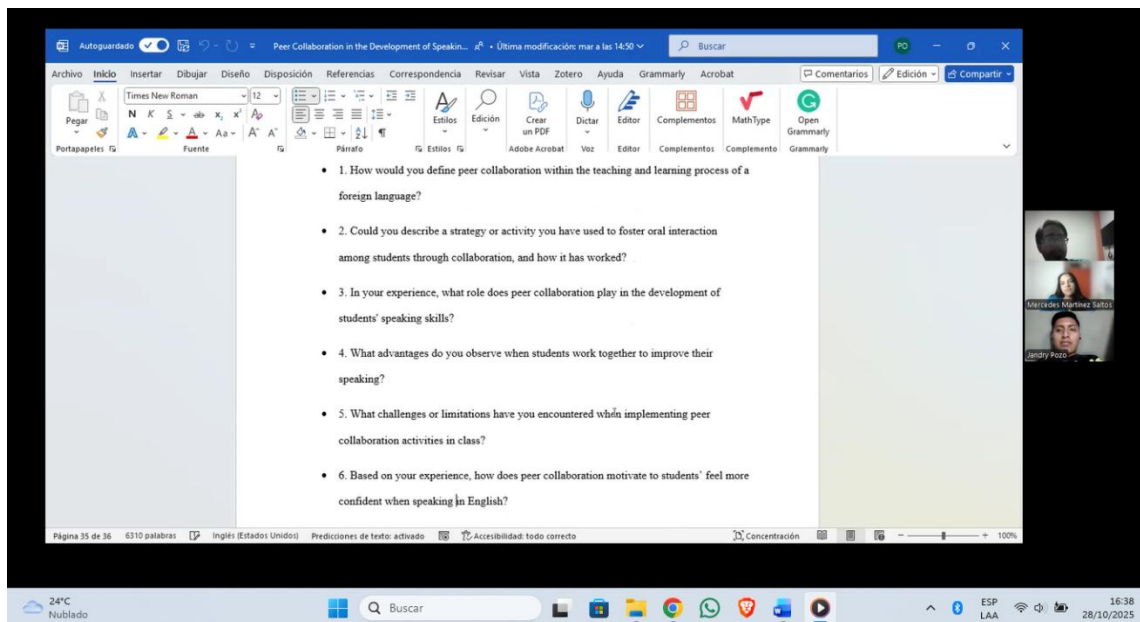


Figure 12: Interviewee 4

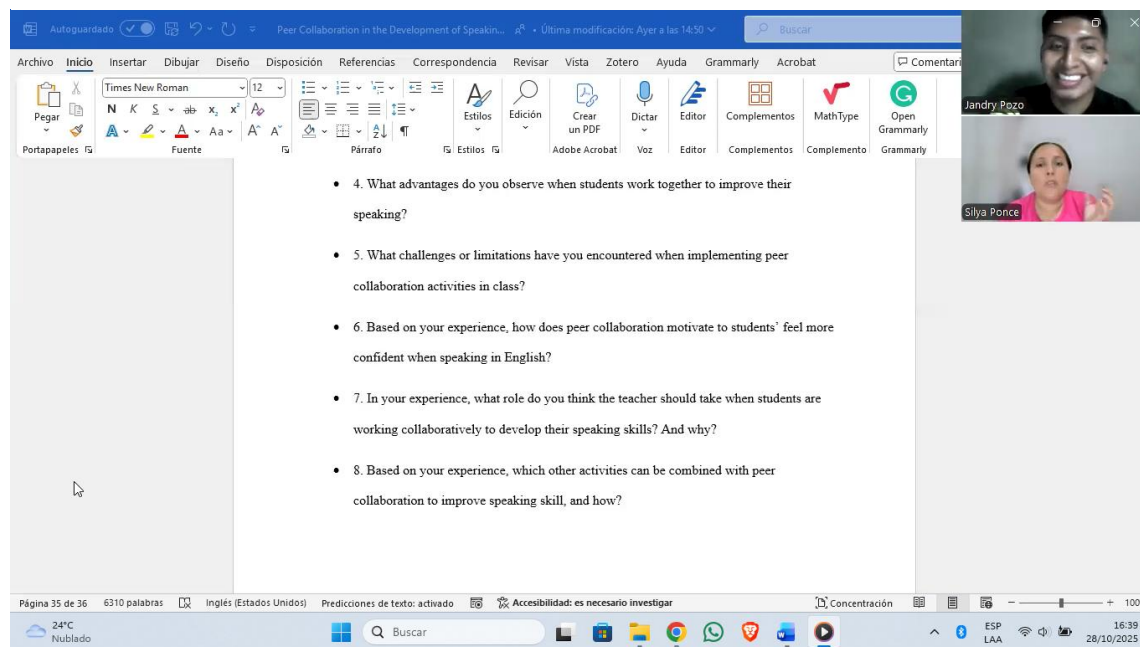


Figure 13: Interviewee 5

Peer Collaboration in the Development of Speaking... Última modificación: mar a las 14:50

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- 4. What advantages do you observe when students work together to improve their speaking?
- 5. What challenges or limitations have you encountered when implementing peer collaboration activities in class?
- 6. Based on your experience, how does peer collaboration motivate students' feel more confident when speaking in English?

Página 35 de 36 6310 palabras Inglés (Estados Unidos) Predicciones de texto: activado Accesibilidad: es necesario investigar Concentración 100%

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