



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

**“INTERACTION WITH NATIVE SPEAKERS AS A
BRIDGE TO BUILD CONFIDENCE”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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La Libertad-Ecuador

2026

Advisor's Approval

In my role as Advisor of the research paper under the title **Interaction with native Speakers as a Bridge to Build Confidence** prepared by **Yagual Yunda George Javier and Tomala Malave Leonardo Paul**, 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 the evaluation of the academic tribunal.

Sincerely,



Terán Molina Diana Verónica, MSc

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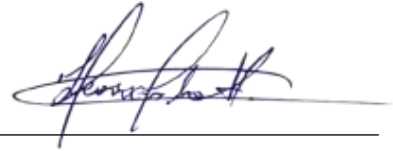
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We, Yagual Yunda George Javier, with ID number 2400002602 and Tomala Malave Leonardo Paul, with number ID 0928127216, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "Interaction with Native Speakers as a Bridge to Build Confidence" certify that this study work is our authorship, except for quotes, statements, and reflections in the research paper.



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Declaration

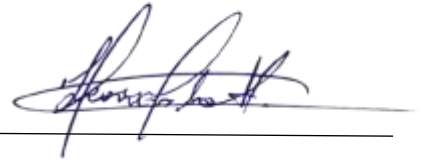
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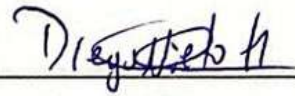
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Acknowledgement I

First of all, I thank God for watching over me and guiding me through every step of my university life, for never abandoning me, and for allowing me to reach this goal.

I would like to thank my thesis partner for helping me throughout this learning process, as well as my dear friends from “The Darklings” team and my best friends, Yumi Ricardo and Michelle Rodriguez, who stood by my side through both the good times and the bad experiences I will never forget. Thank you for accompanying me on this journey.

I would also like to express my gratitude to my thesis advisor, Diana Terán; my UIC professor, Veronica Limones; and my dear professors Tatiana, Leo, Ketty, Rossana, and Diego Nieto, who shared their experiences and helped me with the research project and with becoming more disciplined in my studies

And finally, I would like to thank Universidad Peninsula de Santa Elena for giving me the opportunity to study and learn so much about life; without that opportunity, I would not have been able to fulfill this wonderful dream of becoming a great professional.

-Yagual Yunda George Javier

Acknowledgement II

I am wrapping up an important chapter of my life to begin an even more wonderful one. I am deeply grateful to my foundation and source of strength – my family – for who I am so thankful to have in my life today, and who inspire me to strive to be my best. To my work partner and mentor in the development of my language and professional skills, Ivonne Malavé – who motivates and guides me on the path to success; without my parents' and her support, my language skills would not be what they are today.

My classmates, who welcomed me and made me feel confident enough to continue my studies until I graduated alongside them, and my teachers, who encouraged me to share the knowledge I had acquired with others in order to motivate them and instill a love of learning English that yields great results.

- Tomalá Malavé Leonardo Paul

Dedication I

First, I want to dedicate this to God and the Virgin Mary for never abandoning me in the face of life's challenges and for not letting me succumb to adversity, because the biggest winners are the ones who get up and give one more try. Listen to your voice and never give up; you are your own champion.

To my dear parents, Johnny Yagual Orrala and Nerexy Yunda Lino, for your unconditional support on this journey: I dedicate this to you because you sacrificed every moment and gave your all so that I could complete this stage. I love you.

To my sisters Zuleyka and Isis Yagual Yunda, thank you for your love, for your advice, and for helping me when we faced difficulties and had nothing. You are my best friends for as long as God grants me life. Also, to my sons, Junior and Lucas, who supported and blessed me on this journey.

To my grandmother, Simona Orrala, for taking care of and supporting me during this process, and my favorite cousin, Karen Suarez, and aunt Mariana Suarez for motivating me and keeping me from giving up.

I am very grateful to each and every one of you for supporting and contributing to this dream of becoming a great professional, with God's blessing.

- With love, Yagual Yunda George Javier

Dedication II

I dedicate this research to my parents, Tomalá Carvajal Julio Enrique and Malavé Lainez Jessenia Narcisa, and my siblings Tomalá Andrea, Tomalá Justin, Tomalá Claudia, and to Malavé Lainez Mirian Ivonne, owner of Outdoor Ecuador Spanish, where I am part of. Thank you for all your support in my personal and academic development; you have made me the man I am today. My abilities and skills are the hard-earned result of your unconditional and educational support.

Likely, to Teran Espinoza Karen Daniela, who shared with me fundamental values such as responsibility and attitude – your skills and attitudes are reflected in my efforts to continue pursuing my personal goals. Finally, I cannot find the words to express my deep gratitude for never giving up, for always keeping at it until I succeeded, and for experiencing success as a sense of satisfaction from my efforts.

- Tomalá Malavé Leonardo Paul

Abstract

Despite structured English instruction, many EFL learners have limited opportunities for authentic communicative practice, which restricts the development of real-world speaking confidence and fluency. This qualitative phenomenological study aimed to understand students' perceptions of how direct interaction with native speakers impacts their confidence and communicative competence. Specifically, it sought to identify the types of interactions that build trust, examine the confidence students develop through authentic communication, and describe the benefits of participating in communicative experiences. Data were collected through semi-structured interviews with five experienced EFL students and analyzed to determine how these experiences contributed to their English learning in academic, professional, and personal areas.

The results showed that regular interaction with foreigners significantly improves students' confidence, listening comprehension, speaking fluency, pronunciation, and overall communication skills. Participants emphasized that real-life conversations expose them to more natural language use, authentic everyday expressions, and new cultural perspectives that are difficult to replicate in a typical classroom. They also agreed that these interactions create communicative environments that offer constructive feedback and consistent practice.

The study concludes that authentic interaction with native speakers should be strategically incorporated into English instruction, as it promotes communicative competence and long-term language development. English teachers and language mentors are therefore encouraged to include conversational activities, collaborative international projects, and virtual meetings that foster the use of English in authentic and natural settings.

Key Words: Authentic Interaction, native speakers, self-confidence, communicative competence, English as a Foreign Language (EFL), language development, oral skills, intercultural communication.

Resumen

A pesar de la enseñanza estructurada del inglés, muchos estudiantes de EFL tienen oportunidades limitadas de práctica comunicativa auténtica, lo que restringe el desarrollo de confianza y fluidez para hablar en situaciones reales. Este estudio cualitativo fenomenológico tuvo como objetivo principal comprender las percepciones de los estudiantes sobre cómo la interacción directa con hablantes nativos impacta positivamente en su confianza y sus competencias comunicativas. Específicamente, busco identificar qué tipos de interacción generan confianza, examinar la confianza que desarrollaban los estudiantes y describir los beneficios de participar en estas experiencias comunicativas. Los datos fueron recopilados por medio de entrevistas semiestructuradas a 5 estudiantes de EFL experimentados, y se analizaron para poder identificar cómo estas experiencias contribuyeron a su aprendizaje del inglés en contextos académicos, profesionales y personales.

Los resultados mostraron que la interacción regular con extranjeros mejora significativamente la confianza, la comprensión auditiva, la fluidez oral, la pronunciación y las habilidades comunicativas. Los participantes enfatizaron que las conversaciones reales exponen a un uso del idioma más natural, expresiones cotidianas auténticas y nuevas perspectivas culturales, aspectos difíciles de replicar en el aula de clases tradicional. Asimismo, coincidieron en que estas interacciones generan entornos comunicativos de apoyo, con retroalimentación constructiva y la práctica constante.

La investigación concluye que la interacción auténtica con hablantes nativos debería incorporarse estratégicamente en la enseñanza del inglés, ya que promueve el desarrollo de las competencias comunicativas y de habilidades lingüísticas a largo plazo. Por ello, se recomienda a los profesores de inglés e idiomas incorporar actividades conversacionales, proyectos internacionales

colaborativos y reuniones virtuales que fomenten el uso del idioma en ambientes más auténticos y naturales.

Palabras clave: Interacción Auténtica, hablantes nativos, autoconfianza, competencia comunicativa, inglés como lengua extranjera (EFL), desarrollo lingüístico, habilidades orales, comunicación intercultural.

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Introduction

Interaction and confidence are fundamental aspects of learning English as a Foreign Language (EFL), as it influences learners' ability to communicate effectively; however, many students experience anxiety, fear of making mistakes, and a lack of confidence when using the language -factors that can limit their participation in real-life communicative situations.

In this context, interaction with native speakers is a valuable strategy for building students' confidence. According to Vygotsky's sociocultural theory, learning takes place through social interaction, in which learners strengthen their knowledge and skills by collaborating with more experienced individuals. Therefore, interactions with foreign speakers provide authentic opportunities to practice the language, receive feedback, and improve communicative competence.

This topic has been the subject of research worldwide. For instance, student researchers from Vietnam and Australia noted that authentic interaction with native speakers is not always present in the classroom, but it is common to use videoconferencing platforms that facilitate authentic communication and incorporate them into language teaching programs. Finally, in the Ecuadorian context, there are authentic opportunities to interact with native English speakers, especially in coastal communities where visits by foreigners are becoming increasingly frequent.

The purpose of this research is to analyze how oral strategies with native speakers increase students' confidence and fluency in intercultural communication through an in-depth investigation of the experiences and perceptions of students learning English as a foreign language regarding the use of these interactions. It also examines the types of interactions, how confidence develops, and the benefits gained through them.

Chapter I

The Problem

Research Topic

Interaction with Native speakers to build confidence

The Topic

Interaction with Native speakers as a bridge to build confidence

Problem Statement

The English language is a powerful tool to connect and interact with people around the world. Ingle (2026) confirmed that English allows people from different linguistic backgrounds to share their ideas, traditions, and values closely with other cultures. Furthermore, English as a foreign language has become very important in the 21st century. Universities, governments, businesses, schools, and individuals use it to achieve success worldwide.

In Saudi Arabia, medical programs are often taught in English by native speaking instructors to students for whom English is not the main language. Consequently, Saudi students often face difficulties either challenge in developing fluency and confidence, particularly when participating in medical exchange programs and interacting with assisting medical professionals. English is primarily used as a medium of communication. Achieving a high communication level requires courage and self-assurance, qualities that can be developed through consistent practice in and out of the classroom as Saudi students when interacting with International English - speaking-Doctors (Alanazi, 2024).

These difficulties frequently reduce students' participation in real conversation, sometimes even in conversations simulated as exercises in class. Nevertheless, learning a language to the point of mastery requires a continuous process that demands motivation and

active participation. It also requires considerable effort to constantly observe, analyze, and interpret communication experiences (Labad et al., 2024). Among the skills that are sought to be polished in English is the ability to "speak", since it is the basis of communication. Furthermore, EFL students point out that the ability to speak represents a key to generating confidence.

Despite the recognized value of authentic communication, opportunities for interaction with native speakers are limited in many educational contexts. Moreover, some English-language students work in the tourism sector, which provides great opportunities for authentic interactions, as they frequently communicate with foreign visitors. For this reason, numerous studies have shown that real-life interaction between different languages fosters effective learning through active participation in an intercultural environment.

Similarly, Cabrera & Dos Santos (2023) highlighted communication between service providers and tourism clients as a critical factor for interacting with confidence in the tourism sector. Consequently, EFL students should engage in various roles within tourist areas; opportunities for authentic interaction with native speakers will naturally help them begin to master English through effective communication with both native and non-native speakers (Al-Malki, 2023).

Overall, authentic communication provides critical benefits for learners. Through real-life interactions, students achieve organic Language development while strengthening a broad range of language skills. Under these circumstances, learning occurs naturally when students rely on their communication skills, adaptability, and experiences, rather than relying solely on the teacher's instructions (Yusupalieva, 2024).

Finally, effective communication in English requires a solid foundation in grammar and other skills, such as speaking and listening. As learners gain experience and benefit from this interaction, they become consistent in habitual practice at each student's individual learning pace.

Justification

This study is justified by the growing need to master the English language to achieve better communicative abilities and confidence in an environment surrounded by native speakers. Recent research has demonstrated the effectiveness of interaction with native speakers, positively impacting students of English as a foreign language (EFL) by developing confidence, oral fluency, and communicative competence through authentic English situations (Yaccob et al., 2022).

Furthermore, Deng (2023) states that interaction with native English speakers significantly contributes to the process of developing both confidence and English proficiency among EFL learners. Students who regularly interact and hold conversations in English with foreigners tend to demonstrate self-confidence and security when expressing their ideas. This improvement is attributed to participating in authentic conversations.

Similarly, Ou et al. (2024) reported that conversations with volunteer native speakers through online platforms such as Skype or WhatsApp video calls contribute to the development of students' language skills and listening comprehension among Asian and Australian and European volunteer speakers.

Nevertheless, despite the advantages of learning English, many students still face challenges when communicating in intercultural contexts. English has become the primary language of communication in academic and professional settings. Non-native speakers are

required to communicate with people from a different linguistic background. Meanwhile, students still face low linguistic lack of authentic opportunities (Muktahiri, 2025).

Therefore, the importance of this study lies in analyzing how oral interaction with native speakers increases students' confidence and fluency in intercultural communication.

Additionally, the research seeks to generate meaningful information for institutions and language educators, mainly interested in implementing communicative teaching methods that promote language development, academic achievement, and personal growth in bilingual contexts (Shen et al., 2024).

Problem Question

- How do oral interaction strategies enhance students' confidence and fluency in intercultural communication?

Specific Questions

- What types of interactions build trust when communicating with native speakers?
- How can students gain confidence to express themselves with native speakers?
- What are the benefits for students when interacting directly in a real conversation with a native speaker?

Objectives

General Objective:

- To analyze how oral strategies with native speakers increase students' confidence and fluency in intercultural communication.

Specific Objectives:

- To identify which types of interaction help build trust when communicating with native speakers.

- To explore the confidence that students gain when interacting with native speakers.
- To describe the benefits for students when interacting directly in a real conversation with native speakers.

Chapter II

Theoretical Framework

Background

Previous studies

Several studies show a similar pattern. Alberth (2023) demonstrated that interaction with native speakers creates a positive environment: students may feel shy at the beginning, but that low confidence turns into motivation through practice. Similarly, Real & Romero (2024), studying EFL students at the Technical University of Cotopaxi, Ecuador (UTC), reported that tandem E-sessions with native speakers reduced anxiety and increased confidence, even though some students initially felt distrust, frustration, and a fear of making mistakes.

In a Tourism & Gastronomy Program at the University of Cuenca, Santillan & Orellana (2022) highlight the importance of constant interaction between native and non-native speakers in educational programs to offer specific services or provide help at a medical center. While attending English classes in their careers and once- a- week -sessions to interact with native speakers and practice similar real-life situations where using English is key to providing help.

Tran et al. (2024) highlighted that real interaction is not always present in the classroom: videoconferencing such as Skype, Zoom, WhatsApp & virtual meetings become an effective bridge to authentic communication. Together, these studies point to the same pattern: initial discomfort is common, but repeated contact with native speakers builds confidence.

Moreover, Oshimeje & Flores (2025) mentioned that fluency is one of the most difficult linguistic skills for some EFL students to acquire, becoming one of the reasons why several students do not achieve fluency due to a lack of updated teaching methodologies that facilitate opportunities for authentic interaction. Furthermore, learners face barriers of anxiety, fear, and

frustration that hinder communicative performance. In educational institutions, it is important to implement methods and instruction to maintain a proactive learning environment. The traditional approach is limited and may not be as engaging or interactive.

Therefore, Paragae (2023) argued that the implementation of modern and creative strategies fosters an open environment of inclusivity and student participation. In the 21st century, it is easier to create and shape teaching methods for developing communicative skills and active participation.

Due to the interaction opportunities with foreigners that the tourism area offers, tourist places are currently the most visited by these individuals. In the same way, Orellana et al. (2025) explored how the interaction between tourism students and native speakers in real-life scenarios impacts learners' potential and confidence. As a result of collaborative business ventures, tours, or educational initiatives, providing guidance and serve as a bridge between locals and visitors. Additionally, Rahayu et al. (2025) found that professional staff in business often connect and interact very well with international guests, using English as a foreign language as a tool to communicate easily.

Comparatively, many tourist places in Ecuador offer valuable and authentic opportunities to interact with native English speakers. In coastal communities such as Olón, Montañita, Manglaralto, Ayampe, and Salinas, where visits by foreigners are becoming increasingly frequent, these types of language exchanges exist. However, many non-native speakers (locals) are increasingly engaging in communicative interactions with foreigners as part of natural language exchange, adaptation, and interaction within the foreign community (Heeney, 2024).

Furthermore, for students with intermediate or advanced proficiency in English as a foreign language, getting involved in these types of communities offers valuable and authentic

opportunities to develop communication skills and build confidence by interacting with native speakers. This kind of interactive social environment is common in restaurants, bars, cafés, language, surf & yoga retreats – places that attract foreign tourists. Hence, students who have experienced this kind of interaction said that this might be an enjoyable and respectful experience that can open the mind and way of thinking (Sharma, 2024).

This interaction generates great opportunities for genuine communication, especially in Ecuador, where it remains limited in many educational settings (Guerrero & Moreira, 2025). In Ecuadorian educational contexts, these settings present challenges that English learners face, including limited instructional time, insufficient learning methods resulting in low proficiency in English, lack of motivation, and self-confidence. The objective of this research is to demonstrate that the strategy of direct interaction with native speakers is efficient and how its benefits contribute to the development of communicative skills in students of English as a foreign language.

Self-efficacy theory, introduced by Bandura (1997), this theory maintains that confidence in one's abilities develops through vicarious experiences and the emotional state associated with achieving specific outcomes in different contexts. In foreign language teaching, positive communicative encounters can enhance students' perceptions of their own linguistic skills, leading to a greater willingness to engage in interactions. Some students avoid these activities for fear of making mistakes, lack of self-efficacy, and fostering sustained effort, perseverance, and effective strategies for improved performance in language learning environments (Vaughan & Jacobson, 2020).

Cáneppa et al. (2018) pointed out that Teaching English should investigate enhancing communicative competence and using it proficiently in real situations. To this end, educational

institutions are encouraged to implement methods that improve active participation and authentic interaction with native speakers, which can therefore be considered a valuable strategy that supports national educational goals related to language skills and intercultural communication.

Overall, the literature shows that interaction with native speakers develops an essential element in increasing confidence among English learners. The theories of the humanistic approaches of Carl Rogers and Vygotsky support a solid foundation for comprehending how real-life communication can foster both the advancement of language skills and self-assurance. Therefore, analyzing the relationship between interaction with native speakers and confidence embodies a relevant field of study (Verbeke & Simon, 2023).

Pedagogical basis

Technology as a Complementary Tool for Language Practice

In addition to face-to-face and linguistic interactions also take place on the internet as well. The growing number of digital tools, websites, and artificial intelligence (AI) applications has created new opportunities for students of English as a Foreign Language to improve their speaking skills, listening comprehension, and vocabulary through the use of technology.

Wu et al. (2022) examined the use of technology tools best known as intelligent personal assistants (IPAs) among Mandarin Learners in China and found that these tools were promoting language skills development through active and interactive activities and the use of guided instruction.

Moreover, the study found that students were developing greater confidence and skills in speaking English when they practiced regularly using the AI tool “IPAs”. Consequently, using technology for language learning can be a valuable supplement, as it provides students with additional opportunities for communication, feedback, and self-directed learning.

In this context, this theory suggests that learners develop better linguistic competence when they actively produce meaningful language and become aware of their skills and potential in their knowledge during communication. Whether interacting with native speakers or using AI digital tools, students are encouraged to refine their speech, vocabulary, and communication strategies through constant practice and feedback.

Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach that encourages learners to develop communication competence through effective use of language in a real-life context. Rather than focusing on grammatical accuracy, CLT emphasizes authentic communication and learning participation in daily situations. Interaction with native speakers is particularly valuable within this approach because it provides learners the opportunity to practice the language in authentic and meaningful contexts. Likely, Yuksel (2026) states that learning is most effective when students participate in relevant and meaningful conversations in real-life situations.

Overall, communicative language teaching promotes active learning through participation, tasks, and collaborative activities that encourage English learners to express their ideas in a meaningful way. According to Roman et al. (2023), communication strategies play an important role in language learning, given their significant impact on socialization and direct interaction with others, which contribute significantly to the development of speaking, listening, writing, and reading skills, while building self-confidence and fluency in every new interaction. In addition, incorporating this type of communicative activity into language instruction for students is a proven approach that yields results quickly and efficiently.

Strategies for Native Speaker Interaction

Promoting meaningful language learning requires pedagogical approaches to encourage interaction with foreigners. Nowadays, Teachers play an important role in designing inclusive teaching methods and executing activities that support language engagement. Like, online activities should be considered, including the use of communication platforms, role-plays based on real-world situations, virtual language exchanges with native speakers, and regular participation to interact with natives through online portals. Through these strategies, students can practice the language in authentic situations, increase their engagement, enhance their oral fluency, and develop greater confidence in speaking. Additionally, the teacher's direction and feedback throughout these interactions are essential for helping students overcome challenges, correct errors, and gradually improve their communicative competence (Deng, 2024).

Development of Accuracy and Fluency

Developing linguistic accuracy and fluency is a fundamental aspect of second language acquisition. Both skills are influenced by direct interaction with native speakers. Li & Zhang (2023) reported that many language learners prioritize learning syntactic structures and grammatical accuracy, neglecting communicative fluency. This relationship between accuracy and fluency has been debated for years in the field of language competence, while accuracy may be assessed in spoken production, considering grammatical rules, vocabulary, pronunciation, and fluency. On the other hand, focus simply on conveying ideas naturally and spontaneously, resulting in the development of both skills and greater confidence, and establishing meaningful communication with native speakers.

Theoretical basis

Task-Based Language Teaching

Task-Based Language Teaching is an instructional approach for students; It promotes language learning through the completion of meaningful tasks reflected in real-life situations, rather than focusing exclusively on grammar rules. This approach encourages learners to use the language to achieve specific goals. According to Kawasaki (2021), Task-Based theory allows students to improve and develop skills and abilities beyond the traditional classroom environment. Through authentic interaction and tasks that reflect real scenarios, students receive feedback, improve in solving problem situations, and gain experience that prepares them for success in both academic achievement and the real world.

Sociocultural Learning Theory

Sociocultural Learning Theory focuses on the actual role that interaction and cultural contexts play in the language acquisition process. Cognitive development is closely linked to active social participation and interaction with native speakers and more knowledgeable people. Abdulaal et al. (2024) argue that cultural and linguistic diversity plays an important role in the development of cognitive processes and effective learning outcomes.

Furthermore, modern classrooms are increasingly seeing a rise in the number of students from different linguistic and cultural backgrounds. The presence of both native and non-native speakers creates many opportunities for authentic language interaction, collaborative learning, and cultural exchange. As soon as the students begin to interact with each other, they strengthen their listening, speaking, and vocabulary skills while also developing abilities such as confidence and fluency in the target language. Consequently, teachers must adapt to their students' diverse

cultural backgrounds by adopting an inclusive teaching style and creative strategies that benefit both non-native and native learners (Zakharova & Lasagabaster, 2026).

Experiential Learning Theory

The Experiential Learning Theory, developed by Kolb (1984), proposes that students learn better through natural interaction and active participation. According to his research, students acquire knowledge effectively when they engage in face-to-face interaction. This natural interaction doesn't force non-native speakers; it familiarizes them (pp.7-35). Similarly, Sinha & D'Souza (2023) found that active participation contributes positively to EFL learners' language learning by enhancing their communicative abilities through social experimental interaction. Finally, experimental learning develops students' confidence, fluency, and communicative competence.

Vygotsky's Social Constructivism

Vygotsky (1978) suggests that Social Constructivism Theory emphasizes that learning is constructed through social interaction, environments and collaboration to support communication. According to his research, students learn more effectively when they participate in meaningful interaction with teachers, peers, native speakers, or more experienced speakers. Factors such as feedback, positive comments, guidance, and collaborative activities play an important role in helping students gradually progress to higher levels of proficiency (pp. 80-85).

As a result, students feel more comfortable using English in relevant contexts while building self-confidence. This type of natural interaction with native speakers fosters both skill development and personal growth, making social constructivism a valuable strategy for understanding language learning in a communicative context (Athar Shah, 2022).

Carl Rogers' Humanistic Approach

Carl Rogers' humanistic approach to education has had a profound impact on this field, and while its advantages and disadvantages have been the subject of extensive debate, several humanistic factors play a fundamental role in the language acquisition process: students' self-perceptions, such as confidence, anxiety, boredom, and interest; how they perceive the relationship between the language and their academic and personal goals; and whether they find the learning personally meaningful. All these humanistic approaches are essential in language learning, as they provide language teachers with diverse options to ensure that their teaching has a significant impact on students' learning experience (Gregersen & Mercer, 2021).

Legal Basis

The current legal framework in Ecuador, which supports inclusive and high-quality education focused on the development of communicative skills, forms the basis of this study on interaction with native speakers as a bridge to build confidence.

The Republic of Ecuador's Constitution

Art.26. Education is a right of individuals throughout their lives and an unavoidable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an essential condition for well-being. Individuals, families, and society have the right and the responsibility to participate in the educational process (CRE.2008, art.26).

Art..27 Education will focus on the human being and guarantee their holistic development, within the framework of respect for human rights, a sustainable environment, and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive, and diverse,

of high quality and delivered with care; it will promote gender equality, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work (CRE.2008, art.27).

Art. 28 Promotes equal opportunities for all people, regardless of their social, cultural, or economic background, and ensures that everyone has access to education without prejudice. Every student has the right to a high-quality education that promotes their academic and personal growth, according to this idea. (CRE.2008, art.28).

Art.29 The state shall guarantee freedom of education, academic freedom in higher education, and the right of individuals to learn in their own language and cultural context (CRE.2008, art.29).

Organic Law of Intercultural Education

Art.2 lays out the fundamental ideas of education, stressing that it should be focused on helping students develop holistically through the acquisition of knowledge, skills, abilities, and values. This article emphasizes that education should foster practical skills that enable students to perform well in a variety of situations rather than just imparting theoretical knowledge. This makes learning a second language, like English, so important since it helps people build critical communicative skills (Educación, 2017).

Art.6The Organic Law of Intercultural Education (LOEI) places a strong emphasis on the value of incorporating creative, active, and participatory approaches into the teaching-learning process. In order to encourage engagement, critical thinking, and problem-solving, this article advocates for the employment of pedagogical practices that put the student at the center of their own education (Educación, 2017).

Chapter III

Methodological Framework

Methods

This study used a qualitative method, as it seeks to understand students' experiences, feelings, perceptions, confidence, and fluency development through interaction with native speakers. The aim is to gain a thorough understanding of a student's level of preparedness and their natural reactions to enhance their confidence in a second language (Saxe et al.,2024).

The best strategy for understanding the perspectives and social interactions of participants who have contributed to their confidence development in speaking English through direct contact with native speakers is to apply a qualitative approach. This approach seeks to analyze, interpret, and identify communication factors that contribute to this research. The qualitative approach is widely used in educational research because learning is influenced by student experience and educational challenges, providing an essential, deeper understanding to achieve the desired results (Schreiber& Cramer, 2022).

Gioia (2022) mentioned that this research is also considered applicable because it seeks to analyze a real problem when acquiring confidence in a second language and to provide potential insights into English language learning through communication and interaction with native speakers. Applied research aims to foster practical solutions to specific educational needs and contributes to the improvement of both students and teachers.

Type of Research

Phenomenological Studies

This study adopts a qualitative phenomenological approach as it seeks to interpret and understand the outcome of direct interaction with native speakers through the lived experiences and viewpoints of the participants. This research seeks to explore how students have perceived and maintained contact with native speakers and have generated confidence thanks to this intercultural language interaction (Abraham & Padmakumari, 2024).

This phenomenological design is appropriate because it allows the researcher to understand and interpret how students perceive, interpret, and give meaning based on their experiences with native speakers, and how interaction allows for the development of confidence in the English language (Ndate, 2023).

Data Collection Techniques

Interview one-to-one

In this data collection technique, one- to-one interviews are conducted with teachers or students who can provide information on the topic, allowing for thorough analysis of the results. Via open-ended surveys, respondents can express their ideas naturally, freely, and directly, with the aim of understanding each person's perspective. This method is more effective because the results are in-depth and based on lived experiences. The surveys are conducted in person or virtually, depending on participants' availability (Matysek, 2025).

Instrument

Questionnaire

A questionnaire is a research instrument consisting of a sequence of questions used to obtain

useful information from participants. Questionnaires are versatile; they can be administered online, by phone, on paper, or in person. Furthermore, it is not necessary for the questions to be answered in the presence of a researcher (Sharma, 2022). This data collection technique is often used in mixed- methods studies. However, the quality and accuracy of the data collected through a questionnaire depend on its design, whether it uses open-ended or closed-ended questions (Taherdoost, 2022).

Types of questions

Open- ended questions

The questionnaire will include open-ended questions that allow participants to express their experiences and ideas. This type of question is an excellent way to assess a participant's knowledge and gather opinions. This research consists of eight questions about interaction with native speakers, gaining confidence and expanding vocabulary when speaking English, feelings in real-life conversations, and perceptions of the effectiveness of oral interaction.

Siedlecki (2022) explained that the open-ended questionnaire will be administered individually, either in person or virtually, to selected participants. The purpose of this survey is to gather detailed qualitative information related to the research objective, which is to identify how interaction with native speakers builds confidence in language learners.

Population and Sample

The study population is a crucial step in research design. Many aspects must be considered, such as who to include and exclude to achieve the research objectives efficiently and effectively. Participants must possess the desired and relevant characteristics to answer the

research question, without external variables that could affect the study's accuracy (Beck, 2024).

The population proposed by the authors consists of non-native students who have interacted with native speakers.

Furthermore, Majid (2018) indicates that an entire population is usually too large to study. Therefore, a representative sample of the population must be selected. The research sample consisted of five EFL students with knowledge and experience interacting with native speakers while mastering the English language, which will greatly benefit this research and provide essential information.

Chapter IV

Analysis of Findings

Brief explanation of the findings

Chapter 4 aims to analyze, through interviews with students who interact and communicate with native speakers using English as a foreign language, and to relate this to our research on how this type of interaction builds genuine confidence and promotes the expansion of language proficiency. Furthermore, we aim to understand how the four English language skills: speaking, listening, vocabulary recognition, and vocabulary use are employed and improved in authentic communication scenarios across various communicative situations.

Upon analyzing the results, a strong trend was observed showing how interaction with native speakers improves speaking and listening skills, as well as sub-skills such as vocabulary analysis and interpretation, thereby contributing to the natural acquisition of confidence and knowledge in real-life scenarios that promote practice and socialization between native and non-native speakers. The participants shared their real-life experiences and relevant insights, describing the emotions, strategies, and challenges they faced in order to gain the knowledge and confidence needed to communicate with native English speakers.

In summary, the survey responses revealed that interacting with native speakers serves as a bridge to building confidence and language proficiency, encouraging interaction and participation through the sharing of ideas and/or opinions in a second language. The survey also showed that students express a strong interest in continuing to engage in conversations with native speakers because of the benefits and the welcoming, participatory atmosphere that is created.

Interpretation of the data from interviews

The results for the 8 open- ended questions for the 5 interviews are summarized in a general interpretation as follows;

1. What kind of interaction has helped you boost your confidence when communicating with native speakers?

The students provided honest and open responses regarding the type of interaction with native speakers that has significantly boosted their confidence, leading them to adopt new communication and interaction styles. Therefore, kinds of interactions such as daily conversations, customer service, social meetings, and constant exposure to an English- speaking environment fit naturally into the way students communicate. Overall, these interactions contributed to the development of trust and communication skills. As a result, there was a significant increase in confidence levels due to direct interaction with people from diverse linguistic and cultural backgrounds.

According to research by Yan & Lian (2023), it was demonstrated that communication skills and knowledge of a language are extremely helpful at participating with natives or people with a sufficient English level. Furthermore, this type of interaction builds confidence and improves proficiency in the use of English as a foreign language; as interactions become more frequent, the use of English becomes a powerful tool for cross-cultural communication.

2. Which communication activities have helped you feel more confident when interacting with native speakers? For example: Casual conversations, Speeches, or social gatherings

Using English in various settings such as social gatherings, work, providing instruction, and writing emails has been key for students who have achieved a high level of confidence and fluency. This type of interaction, which often takes place outside the classroom, is viewed as

informal communication that does not put pressure on students but rather creates a comfortable environment where they can express their ideas and thoughts freely.

This communicative environment is well-received by the students surveyed, as they explained that they did not feel pressure from a teacher or classmates. They felt more confident expressing their ideas in English, making common mistakes, receiving positive feedback, learning from their mistakes, and analyzing each situation to make the most of it.

According to the research by Resnik et al. (2023), students tend to enjoy interactions with native speakers in a harmonious and motivating environment for language learning. This environment fosters greater self-reliance and sufficient confidence for students to begin mastering the language and incorporating it into their daily routines. Furthermore, these interactions are beneficial for expanding knowledge and building a high level of confidence. Similarly, Zhang (2024) demonstrated that the relationship between self-efficacy and the willingness to communicate in English creates authentic communication opportunities among native and non-native speakers.

3. How would you describe the benefits of interaction between native and non-native speakers in developing confidence and communication skills?

Communication through interaction between non-native and native speakers creates a natural environment with no pressure that allows participants to express themselves in a different language rather than using their mother tongue. Mistakes and misunderstandings of words or meaning provide mutual help to participants in building confidence while new interactions occur. Understand the culture of the language when experiencing authentic learning use. It's important to emphasize that these interactions not only help build confidence and knowledge but also hone the ability to listen, adapt to the language background, and better structure ideas. Students are

able to express themselves easily and with confidence in real-life interactions with native speakers.

Based on the study of Bensalem (2022), direct interaction between native and non-native speakers was found to be beneficial, as it allows students to put the knowledge they have acquired during the learning process into practice and to effectively overcome language barriers. These interactions provide real benefits for communication in a second language and enable students to interact fluently, informally, and directly with native speakers, which builds self-efficacy and confidence in expressing ideas fluently.

4. What changes have you noticed in your confidence since you started communicating and participating in conversations with native speakers?

These results, demonstrated by the students surveyed, are impressive. The students experienced greater fluency and confidence, the ability to establish natural interactions, and overcame shyness changes that are difficult to achieve in a classroom but easy to achieve through casual conversations with native speakers or people with a deeper knowledge of the language. In addition, participating in conversations with native speakers brings about these changes because learners adapt to the language, learn about cultural backgrounds, and feel a sense of belonging to the language when they interact naturally and without pressure.

Most of the interviewees concluded that participating in conversation with native speakers leads to increased confidence in their own abilities. Cadd (2012) links this to the finding that students who interact with native speakers can improve their self-confidence, perceive their language use as better, feel a natural inclination to use the language, and notice improvements in their ability to communicate in English as a foreign language.

5. What benefits do students gain from regular communication and interaction with native speakers?

The students interviewed described the benefits of regularly communicating with native speakers, such as developing listening to comprehension, practicing proper pronunciation, refining vocabulary, and becoming familiar with the language -all of which help students gain confidence when engaging in cross-cultural conversations and open opportunities for their professional future.

Students believe that these benefits are effective when interacting with native speakers and provide unique learning experiences. As a result, this helps them function effectively in academic and professional settings.

This ties in with Tudini (2003), who noted that interaction with native speakers fosters the development of interlanguage and that students are more likely to negotiate meaning if they are given opportunities for oral interaction (pp.141-159).

6. What skills have you improved and benefited from because of interacting with native speakers?

The responses adapted these skills to their English language learning process, focusing more on listening skills, since they face a major challenge in understanding vocabulary and speaking to have a spontaneous conversation or express ideas. As Jimmi et al. (2025) note, most students consider interviewing native speakers to be a challenging and interesting way to improve their speaking confidence, listening comprehension, and vocabulary, besides having to use English directly with native speakers.

7. What do you consider to be the greatest benefit of interacting directly with native English speakers?

Respondents considered that the greatest benefits lie in their oral communication skills. Constant practice in daily conversations becomes habitual for non-native speakers, helping them improve fluency and naturalness. This benefit is very important in their daily routines because it helps them strengthen their language skills through every new interaction with any native speaker.

These ideas align with Freiermuth (2001), who stated that interaction among mixed groups (two native English speakers and two non-native speakers)-whether in traditional face-to-face conversations or online chats -helps students identify differences in accents, fluency, and naturalness, as it provides them with greater opportunities to gain confidence and mastery of the language.

8. What does it mean to have gained confidence in speaking English with native speakers in your personal and academic life?

The participants stated that gaining confidence allows them to communicate in various academic contexts, participate actively, and build meaningful connections around the world, since English is a very significant language in professional life.

A similar study conducted by Baracheta (2024) revealed that most respondents generally felt confident when speaking English, reflecting a positive attitude toward communicating in English within their community.

Table 1

Analysis of the Interviewees' Perceptions (Students) of the Interaction with Native Speakers as a Bridge to Build Confidence.

Questions	<i>What kind of interaction has helped you boost your confidence when communicating with native speakers?</i>	<i>What communication activities have helped you feel more confident when interacting with native speakers?</i>	<i>How would you describe the benefits of interaction between native and non-native speakers in developing confidence and communication skills?</i>	<i>What changes have you noticed in your confidence since you started communicating and participating in conversations with native speakers?</i>
Answers	<i>This type of communication fits naturally into the way students communicate with others, through customer service interactions, casual conversations, social gatherings, and presentations. Therefore, these interactions contributed to the development of trust and communication skills. As a result, there was a significant increase in confidence levels due to direct interaction with people from diverse linguistic and cultural backgrounds.</i>	<i>Using English in various settings such as social gatherings, work, providing instruction, and writing emails has been key for students who have achieved a high level of confidence and fluency. They felt more confident expressing their ideas in English, making common mistakes, receiving positive feedback, learning from their mistakes, and analyzing each situation to make the most of it.</i>	<i>The benefits gained through interaction between non-native and native speakers have helped students to overcome their fear of making mistakes, build their confidence with interaction, understand the culture of the language, and experience authentic learning</i>	<i>The students experienced greater fluency and confidence, more natural interactions, and overcame shyness and fear of making mistakes, changes that are difficult to achieve in a classroom but easy to achieve through casual conversations with native speakers or people with a deeper knowledge of the language.</i>
Authors	<i>It was demonstrated that communication skills and knowledge of a language are extremely helpful in participating in and beginning to master that language. Furthermore, this type of interaction builds confidence and improves proficiency in the use of English as a foreign language; as interactions become more frequent, the use of English becomes a powerful tool for cross-cultural communication (Yan & Lian, 2023).</i>	<i>Based on the research by Resnik et al. (2023), students tend to enjoy interactions with native speakers in a harmonious and motivating environment for language learning. Similarly, Zhang (2024) demonstrated that the relationship between self-efficacy and the willingness to communicate in English creates authentic communication opportunities among native and non-native speakers.</i>	<i>According to the study by Bensalem (2022), direct interaction between native and non-native speakers was found to be beneficial, as it allows students to put the knowledge they have acquired during the learning process into practice and to effectively overcome language barriers.</i>	<i>Cadd (2012) links this to the finding that students who interact with native speakers can improve their self-confidence, perceive their language use as better, feel a natural inclination to use the language, and notice improvements in their ability to communicate in English as a foreign language.</i>

Table 2

Analysis of the Interviewees' Perceptions (Students) of the Interaction with Native Speakers as a Bridge to Build Confidence.

Questions	<i>What benefits do students gain from regular communication and interaction with native speakers?</i>	<i>What skills have you improved and benefited from because of interacting with native speakers?</i>	<i>What do you consider to be the greatest benefit of interacting directly with Native English speakers?</i>	<i>What does it mean to have gained confidence in speaking English with native speakers in your personal and academic life?</i>
Answers	<i>The students discovered various benefits from interacting with native speakers, such as improved listening skills, an expanded vocabulary, and better pronunciation. These skills were considered effective and helped the students interact with foreigners.</i>	<i>The students showed improvement in listening skills, informal conversations, sentence structure, vocabulary, and overcoming language barriers. They have gained confidence and will benefit from interacting with native speakers.</i>	<i>The students felt that one of the greatest Benefits is the opportunity to practice speaking, as it allows them to communicate directly with native speakers and helps better prepare them for their future careers.</i>	<i>The respondents affirmed that gaining confidence is an opportunity that allows you to communicate in different academic contexts, participate actively, and build meaningful connections in different corners of the world.</i>
Authors	<i>Interaction with native speakers promotes the growth of interlanguage, and students are more likely to engage in negotiation if they are given opportunities for oral interaction (Tudini,2003).</i>	<i>Jimmi et al. (2025) mentioned that most students consider interviewing native speakers to be a challenging and interesting way to improve their speaking confidence and listening comprehension.</i>	<i>Freiermuth (2001) stated that interaction between mixed groups (Two native English speakers and non-native speakers) helps identify differences in accents, such as fluency and naturalness.</i>	<i>Baracheta (2024), speaking English - particularly in familiar settings such as home and school demonstrates a level of confidence that reflects a positive attitude toward communicating in English within their community.</i>

The answers collected during the interviews and presented in the tables above provide insight into the interviewees' perspectives on how interaction with native speakers builds confidence. In addition, they analyze the benefits students gain from these interactions. Finally, these responses will help identify the experiences that promote students' learning of English as a Foreign Language (EFL).

Chapter V

Conclusions and Recommendations

This chapter details the conclusions and recommendations derived from the research on interaction with native speakers as a bridge to build confidence. Each conclusion relates to the objectives defined in Chapter I and provides answers to the research question. Interviews were conducted with participants (non-native students) who benefited from and gained experience interacting with foreigners. According to the results obtained, recommendations are offered to improve confidence and interaction with native speakers.

Conclusions

Based on the information gathered, the research concludes that direct conversation, online interaction, and social and work interactions with native speakers are the most effective types of interaction for building confidence in communication. This allows them to practice their pronunciation, expand their vocabulary, and become familiar with various authentic English-speaking situations. Furthermore, these interactions help create a comfortable and trusting environment for students to participate and express their ideas.

This study also demonstrates that interacting with native speakers serves as a bridge to help students to gain confidence in intercultural communication. Through these real-world practice opportunities, learners improve their language skills and feel confident using English, which allows them to develop greater self-confidence and reduce their fear of making mistakes when interacting.

Similarly, direct interactions with native speakers offer numerous benefits that help students strengthen the link between language acquisition and cultural context, as they not only practice linguistic structures but also come to understand the customs, expressions, and

communicative styles, while enhancing their listening comprehension skills. This helps them to develop more natural and effective communication skills.

It can be concluded that interaction with native speakers as a bridge to build confidence is an effective strategy because it provides learners with genuine experiences that foster the development of oral fluidity and intercultural competence. Therefore, promoting communication activities with foreigners is an important tool for improving students' confidence and performance when using the language in a real- life context.

Recommendations

To truly build confidence and communicate effectively, students should seek out opportunities to practice the language and take advantage of any chance to interact with native speakers in different contexts, such as social gatherings, study abroad programs, work in the tourism sector, or cultural immersion activities. Regular interaction helps identify which style of communicative practice contributes to building confidence, developing active listening, immediate and fluent responses, asking questions, and showing interest in mastering the language.

It's recommended that students have more exposure to real conversations with native speakers to build confidence and improve their self-confidence. It is also recommended that language teachers and mentors encourage communicative activities that simulate authentic communication before students engage in real face-to-face interactions with native speakers. Positive feedback and interactive and collaborative activities enable students to overcome anxiety, improve their pronunciation and fluency, and build the confidence to communicate naturally in English.

Finally, English and language teachers should encourage direct interaction with native speakers as an essential component of language learning to build confidence and because of the benefits that go beyond grammar and vocabulary. Through authentic interactions, individuals improve their listening comprehension and expand their practical language skills for use in real-life, meaningful situations. Constant exposure to authentic situations prepares students to communicate effectively in academic, professional, and everyday settings, which in turn builds and sustains their confidence when using the language.

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Annexes

Annex A: Certified Anti-Plagiarism System

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado **“INTERACTION WITH NATIVE SPEAKERS AS A BRIDGE TO BUILD CONFIDENCE”** elaborado por las estudiantes **YAGUAL YUNDA GEORGE JAVIER** y **TOMALA MALAVE LEONARDO PAUL** 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 8 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



Terán Molina Diana Verónica, MSc.
TUTOR



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Annex B: Questionnaire

Topic: Interaction with native speakers as a bridge to build confidence

Open-ended questions

1. What kind of interaction has helped you boost your confidence when communicating with native speakers?
2. Which communication activities have helped you feel more confident when interacting with native speakers? For example: Casual conversations, Speeches, or social gatherings
3. How would you describe the benefits of interaction between native and non-native speakers in developing confidence and communication skills?
4. What changes have you noticed in your confidence since you started communicating and participating in conversations with native speakers?
5. What benefits do students gain from regular communication and interaction with native speakers?
6. What skills have you improved and benefited from because of interacting with native speakers?
7. What do you consider to be the greatest benefit of interacting directly with native English speakers?
8. What does it mean to have gained confidence in speaking English with native speakers in your personal and academic life?

Annex C: Transcription of interviews with students

1. What kind of interaction has helped you boost your confidence when communicating with native speakers?

1. One thing that helped me improve my confidence when communicating with native speakers was working with them. I've been working with native English speakers for many years now, and having daily conversations, listening to their stories, and receiving feedback has helped me a lot. Since the beginning, I told them that I wanted their help to polish my English, and whenever I mispronounced or used a word incorrectly, they were always there to help me.
2. In my work experience, since my job is basically customer service, many foreigners come to my workplace, so I have to interact with them every day. This helps me feel more confident every time I speak with native speakers.
3. Direct, face-to-face interaction with native speakers has been one of the most valuable experiences in building my confidence. Having the opportunity to express myself naturally using my current level of English has helped me feel more comfortable when communicating.
4. Working at a surf and Spanish school has greatly helped me increase my confidence when interacting with people from many English-speaking countries, not only from the United States, but also from various European countries and other continents where English is used as a language of communication.
5. Casual conversation with native speakers has helped my confidence because they allow me to practice English in a relaxed and natural way.

2. Which communication activities have helped you feel more confident when interacting with native speakers? For example: Casual conversations, Speeches, or social gatherings.

1. My confidence started to grow when I was in high school. The school was always organizing different types of events, such as spelling bee competitions, oratory contests, and presentations, and they were all conducted in English and in front of large audiences. The school administration consisted of native English speakers. After graduating from high school, I started working as a bartender in a bar where I spoke English with about 95% of my team. We had conversations about life and many other topics, and that was probably when my English was at its best.

Because of that, I can confidently say that the best way to gain confidence as a non-native English speaker is to talk to people. It's okay if your English isn't perfect; speaking and practicing regularly will help you improve a lot.

2. One of the activities is having casual conversations and attending social gatherings. I feel that these activities give me confidence because everything is spontaneous, and it is usually with friends or when meeting friends' friends. I do not feel shy when interacting or making mistakes anymore.

3. Writing emails in English, as this practice has significantly improved my grammar and written communication skills. In addition, informal conversations and social gatherings have provided me with valuable learning opportunities and experiences that have allowed me to communicate in real-life, everyday situations.

4. Surf lessons, excursions, and activities with students have helped me a lot. In those situations, I must give clear instructions, recommendations, and guidance, and that requires conveying

confidence. Now that I can speak English more fluently, I feel much more confident in what I say.

5. Either casual conversation or social interaction with colleagues or customers, and group discussion, can help me feel more confident because I can express my ideas without too much pressure.

3. How would you describe the benefits of interaction between native and non-native speakers in developing confidence and communication skills?

1. There are many benefits to interacting with native and non-native speakers. One of them is learning slang and everyday expressions that native speakers commonly use. You can also learn new words, phrases, and different ways of communicating. This interaction can help improve both your confidence and your communication skills.

2. Personally, it has benefited me a lot through interaction. I feel I can express myself more easily and form sentences better without thinking too much. My pronunciation is also continuing to improve. On the other hand, I have lost the fear of speaking and staying silent. Another positive aspect is that it is easier to make more friends.

3. It helped me overcome the fear of making mistakes and gain confidence by naturally receiving corrections and feedback in a natural way. It also allowed me to improve my pronunciation, better understand sarcasm and the cultural aspects of the language, and develop stronger listening comprehension skills.

4. The more interaction there is, the more you learn. In every conversation, something new emerges: vocabulary, expressions, pronunciation, or ways of saying things. Furthermore, the curiosity to learn generates constant questions, clarifications, and corrections. This helps overcome the fear of asking questions and strengthens confidence in communicating.

5. Improve pronunciation, vocabulary, listening skills, and confidence in life communication.

4. What changes have you noticed in your confidence since you started communicating and participating in conversations with native speakers?

1. The biggest change I noticed was that I stopped overthinking what I was going to say. I eventually started thinking and speaking in English naturally. Reaching that level of confidence is amazing because you can simply be yourself without worrying about the language. At that point, there are no language barriers anymore.

2. The first change I noticed was how easily words came out from me every time I interacted. It surprised me a lot because I have never experienced fluency in any conversations with native speakers before

3. It has allowed me to communicate more fluently and engage in more authentic conversations.

4. The most noticeable change has been my confidence in speaking. Today, I am more fluent in conversations on a variety of topics and in giving instructions during classes or activities. When I started learning English and working with foreigners, I was very shy; now I feel much more comfortable and confident expressing myself.

5. I noticed that I am less nervous, I speak more fluently and also feel more comfortable when I express my opinions or ideas in English.

5. What benefits do students gain from regular communication and interaction with native speakers?

1. As a current university student, I believe that you are constantly striving to be the best, building your future, and that knowing English and being confident using it will open more opportunities for your professional future.

2. One of the benefits is that the fear of communicating becomes smaller over time, which is good because you gain more confidence and fluency when forming sentences, and you can express yourself naturally.
3. One of the main benefits is developing better listening comprehension and having the opportunity to practice the correct pronunciation of words. In addition, regular interaction with native speakers helps students become familiar with everyday expressions, different accents, and natural ways of communicating, which contributes to improving their fluency and confidence when speaking.
4. At the school, we constantly correct, explain new words, and share local expressions. This makes students feel that we are there to help and support them in their learning. In addition to the language, they also develop personal relationships and friendships that make the experience more authentic and motivating.
5. Benefits for students include beginning the conversation, improved listening skills, vocabulary, and greater confidence when speaking English.

6. What skills have you improved and benefited from because of interacting with native speakers?

1. Talking with native speakers helps me with my small talk skills, but also with pronunciation. There's nothing easier and more comfortable than talking with somebody who knows the language almost perfectly. This makes it much easier when it comes to pronunciation and sentence structures. Somehow, in your subconscious, you develop a strong and confident way of talking freely without fear. and it prepares you for any kind of confrontation and/or conversation.

2. One of the skills I improved was my speaking, which was very difficult for me. Thanks to interaction, it has benefited me in my social life, work life, and personal life as well.
3. Stronger listening comprehension skills.
4. I've improved my confidence when speaking, above all. I've learned to overcome my fear of making mistakes and to communicate without worrying so much about how other people who are fluent in the language see or hear me. Speaking, asking if something is said correctly, and listening to the correction make me feel like I'm learning naturally and practically.
5. I have improved my speaking and listening skills because when I spend a lot of time with native speakers, I have many situations where I try to express my opinion or ideas.

7. What do you consider to be the greatest benefit of interacting directly with native English speakers?

1. The greatest benefit of interacting with native speakers is getting real and honest practice of your language skills in real life. It accelerates your learning process as you have never seen before and makes it extremely easy to learn from your mistakes while also getting corrected and helped.
2. The greatest benefit is that your language skills improve more quickly and naturally because you are exposed to one hundred percent real experience with the language.
3. I believe the greatest benefit is gaining the confidence to express yourself as you are and being able to have conversations more fluently and naturally.
4. The greatest benefit is friendship and human connection. Meeting and making friends with native English speakers are one of the most effective ways to delve deeper into their culture, language, and lifestyle. This interaction also inspires continued learning, travel, working in other

places, or maintaining lasting international relationships. Many students and friends even tell us they want to come back and visit us again.

5. The greatest is learning how English is used in real -life situations and becoming more confident when you try to communicate.

8. What does it mean to have gained confidence in speaking English with native speakers in your personal and academic life?

1. Frankly, it has helped me in ways that I could never have imagined before. Being fluent in the English language is a gift that I value a lot. It makes interaction so much easier, and being confident means getting rid of fear, which is your biggest enemy while learning a language.

2. It means a lot to me. I feel very proud of how much my English has improved and how it has helped me in life. I am happy that everything I was taught and learned throughout my academic journey is something that I am now applying in my life and different situations, enjoying every experience.

3. The opportunity of being able to integrate more easily into everyday life, better understand the culture, and feel part of it. It has allowed me to connect with people more naturally and enjoy intercultural experiences more fully.

4. It means a lot to me. Over the years, I've felt satisfied and proud not only to be able to communicate with foreigners, but also to share experiences with them and make them feel comfortable learning, just as I learned. I appreciate being recognized as a good surf instructor and as an approachable and friendly person with whom they can communicate in English.

5. It means that I participate more in class when the teacher asks a question, and I also communicate with my family, and I am better prepared for the future, and if I have opportunities for conversation.