



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

**“MENTORSHIP AS A PEDAGOGICAL RESOURCE TO
IMPROVE ENGLISH LEARNING”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

Author: Sánchez Loor Alex Alfredo

Author: Aguilera Perero Jean Marco

Advisor:

Sánchez Paguay Jefferson, Msc.

La Libertad – Ecuador

2026

La Libertad, July 16th, 2026

Advisor's Approval

In my role as advisor of the research paper under the title “MENTORSHIP AS A PEDAGOG-ICAL RESOURCE TO IMPROVE ENGLISH LEARNING” prepared by Aguilera Perero Jean Marco and Sánchez Loor Alex Alfredo, 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 de-clare 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 tribu-nal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Sánchez Paguay Jefferson', is positioned above a horizontal line.

Sánchez Paguay Jefferson, MSc.

ADVISOR

Statement of Authorship

We, Aguilera Perero Jean Marco, with ID number 2400043515 & Sánchez Loor Alex Alfredo, with ID number 2450752445, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in our role as authors of the research project “Mentorship as a Pedagogical Resource to Improve English Learning”, certify that this study work is our authorship, except for quotes, statements, and reflections used in this research paper.

A handwritten signature in blue ink, appearing to be 'JP', written over a horizontal line.

Aguilera Perero Jean Marco

AUTHOR

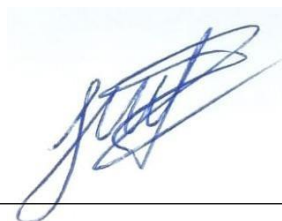
A handwritten signature in blue ink, appearing to be 'Alex Sanchez', written over a horizontal line.

Sánchez Loor Alex Alfredo

AUTHOR

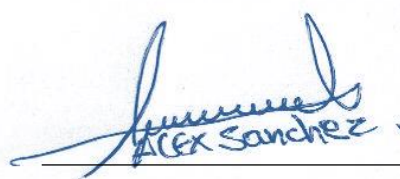
Declaration

The information and content in this degree and research work are the responsibility of the author; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

A handwritten signature in blue ink, appearing to be 'JP', written over a horizontal line.

Aguilera Perero Jean Marco

AUTHOR

A handwritten signature in blue ink, appearing to be 'Alex Sanchez', written over a horizontal line.

Sánchez Loor Alex Alfredo

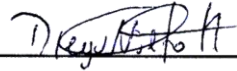
AUTHOR

Board of Examiners



Leon Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES MAJOR'S
DIRECTOR**



Nieto Herrera Diego, MSc.

SPECIALIST PROFESSOR



Sánchez Paguay Jefferson, MSc.

ADVISOR



Terán Molina Diana, MSc.

UIC PROFESSOR

Acknowledgment I

First and foremost, I would like to express how grateful I am to Almighty God for the strength and wisdom He gave me during all this time to face each challenge throughout this academic career, strengthening my steps to achieve the goal of fulfilling this professional achievement.

Also, I would like to thank my family for always being by my side, my mother who from the first day gave me her total support and daily motivation, my sister who day by day makes me understand that her smile and her strength teaches us the true meaning of life, my father for supporting me in my decisions and who with his great unconditional effort guarantees that our beloved family will not lack us nothing. Thank you in advance for raising me with the necessary values that bear fruit today, and I will always be grateful for how much they care about me and that I have proudly come this far thanks to them.

I thank my university friends for the laughs, the good times shared, this battle is won by all of us.

- Aguilera Perero Jean Marco

Acknowledgment II

Mainly, I want to thank God who has accompanied me throughout the process of studying at the university, taking into account the challenges and difficulties that arose during this academic process, which is a stage of my life that I did not think would end so quickly, but that is what life is about decisions and firmness with your convictions that keep you firm with your objectives and goals, And this has been one of those, where the motivation of my parents has been a key piece in this path, because thanks to their effort and advice I have been able to reach the goal, it fills me with pride to be able to give that joy to my family and to be an example for my younger siblings who have also witnessed my training process.

As I mentioned at the beginning, having the opportunity to study the career of Pedagogy of National and Foreign Languages, has given me the necessary resources and tools to overcome and raise my knowledge of the language, for me one of the most important things that I will take with me is to have had the opportunity not only to have met teachers, but human beings with great empathy and passion to serve their students, to accompany them until the end. That outside of the experiences that I take with me; I am left with the learning that I was able to absorb in all these years. Each teaching technique and method has helped me to apply them and build my own model of teaching.

Finally, I would like to express my sincere gratitude to my teachers, Julieta Verónica Limones Borbor MSc, Jefferson Sanchez MSc, and all the teachers of pine, for all the patience and dedication in my development process throughout the university career. I would not have enough words to describe and thank each one, but in general with whom I had the opportunity to receive classes, I promise you that each stage was a significant learning, which helped me to grow and improve both as a student and future teacher, grateful from the bottom of my heart I

will take me to the professional world to be able to say who my teachers were and have the joy that I feel proud to have had the opportunity to have been a student of all of you, of those who gave me that love and vocation for teaching.

- Sánchez Llor Alex Alfredo

Dedication 1

I dedicate this research to my family and to a very special person for me, who has supported me from start to finish with the necessary courage in this process and university stage. Your words of encouragement will always be rewarded with my gratitude.

But especially, I want to dedicate this achievement to my dear sister, Miriam Aguilera, who despite her physical and intellectual disability showed me that limits in life do not exist, her example, her love and unconditional struggle motivated me to create this academic achievement that is as much mine as it is all of you.

This is for all of you

with love.

- Jean.

Dedication II

I want to dedicate this thesis to my entire family, who made a lot of effort for me to study at the university, despite all the barriers and challenges that arose I was able to overcome them, thanks to their motivation and help.

But great gratitude and unconditional love, I want to dedicate this goal and achievement to my dear mother, BETTY LOOR, that despite all the tests that life has given us showed me that with effort and discipline things can be achieved in life, thank you for trusting and believing in me I always love you mom, this achievement is also yours.

With Love.

- Alex.

Abstract

This research explored Mentorship as a Pedagogical Resource to improve English Learning among higher education students at Universidad Estatal Península de Santa Elena. The study aimed to examine students' perceptions of peer mentoring, focusing on how it is implemented, and the advantages and difficulties learners face when this resource is applied to develop oral communication in English. A qualitative method was applied through one-on-one interviews with five students who participated in a peer mentoring program, guided by an eight-question, open-ended questionnaire. The findings indicated that students perceive peer mentoring as a significant strategy for enhancing confidence and mitigating anxiety when engaging in English communication. The presence of a more proficient peer fosters an environment characterized by trust and support, thereby contributing to the development of Students linguistic skills. It was reported that students achieve fluency in the target language through structured practice that moved from simple conversations toward more complex, real-life interactions. However, the process was not its without its challenges, including but not limited to low self-esteem, and fear of making mistakes, dependence on translation, particularly during the early stages of the mentoring process. The study concludes that mentorship contributes significantly to the development of speaking skills and self-confidence in EFL learners when it is implemented gradually, with patience, empathy, and consistent feedback from the mentor.

Keywords: EFL Learners, Mentorship, Pedagogical Resource, Peer Mentoring, Self-Confidence, Speaking Skills.

Resumen

Esta investigación exploró la Mentoría como Recurso Pedagógico para mejorar las habilidades de habla en inglés en estudiantes de educación superior de la Universidad Estatal Península de Santa Elena. Este análisis tuvo como objetivo examinar las percepciones de los estudiantes sobre la mentoría entre pares, centrándose en su implementación y en las ventajas y dificultades que enfrentan al aplicarlo para desarrollar la comunicación oral en inglés. Se utilizó un método cualitativo a través de entrevistas individuales con cinco estudiantes participantes en un programa de mentoría entre pares, con guía de un cuestionario con ocho preguntas abiertas. Los resultados reflejaron que los estudiantes perciben la mentoría entre pares como una estrategia valiosa para generar confianza y reducir la ansiedad al hablar inglés, ya que el acompañamiento de un compañero de nivel superior genera un ambiente de confianza y apoyo. Los estudiantes mostraron un avance progresivo en el vocabulario, la pronunciación y fluidez, gracias a un trabajo organizado que comenzó con conversaciones sencillas y llegó a situaciones más complicadas y cotidianas. Sin embargo, también se detectaron ciertas dificultades, como la poca autoestima, la dependencia de la traducción y el miedo a equivocarse, sobre todo en las primeras etapas del proceso de mentoría. El estudio llega a la conclusión que la mentoría tiene un aporte significativo al desarrollo de las habilidades del idioma que genera autoconfianza en sí mismos de los estudiantes que estudian el idioma inglés como lengua extranjera. Así también se implementa de manera gradual, con paciencia, empatía y retroalimentación constante por parte del mentor.

Palabras clave: Autoconfianza, Estudiantes de EFL, Habilidades de Habla, Mentoría, Mentoría entre Pares, Recurso Pedagógico.

Index

Advisor's Approval	2
Statement of Authorship	3
Declaration	4
Board of Examiners.....	5
Acknowledgment I	6
Acknowledgment II.....	7
Dedication 1	8
Dedication II	9
Abstract.....	10
Resumen	11
Introduction	12
Chapter I The Problem	14
Research Topic	14
Title of the Project	14
Problem Statement.....	16
Problem Formulation Main Question.....	16
Specific Questions	16
Justification	16
Objectives General Objective	18
Specific objectives	18
Chapter II Theoretical Framework.....	20
Background.....	20

Pedagogical bases Psychology.....	22
Scaffolding.....	23
Theoretical basis Mentorship.....	24
Mentorship as a pedagogical resource.....	25
Speaking skills.....	25
Mentorship as a Pedagogical Resource to Improve Speaking Skills.....	26
Mentoring	26
Legal basis	28
Constitution of the Republic of Ecuador	28
Organic Law on Intercultural Education (LOEI)	29
Chapter III Methodological Framework	31
Research Focus.....	31
Type of research.....	31
Data collection techniques.....	32
Instruments Questionnaire	33
Types of Questions	33
Data collection technique.....	33
Table 1: Data Collection, Processing and Resources	33
Population and Sample.....	34
Ethical Considerations.....	35
Chapter IV Analysis of Findings.....	36
Table 2 Questions Report.....	37
Interpreting Interview Data	39

Chapter V Conclusions and Recommendations	41
Conclusions	41
Recommendations	43
References	45
Annexes.....	52
Annex A: Certified Anti-plagiarism System	52
Certificado Sistema Anti-Plagio	52
Annex B: Questionnaire	54
Questions.....	54
Annex C: Transcriptions of Interviews	56
Student 1.....	56
Student 2.....	58
Student 3.....	60
Student 4.....	61
Student 5.....	63

Introduction

Today, developing English-speaking skills is one of the major challenges faced by higher education students learning English as a Foreign Language (EFL). Traditional teaching methods often focus heavily on grammar and written accuracy, leaving little room for spontaneous, communicative practice, which leaves many students unprepared to hold a real conversation in English. This situation frequently generates anxiety, self-consciousness, and a lack of confidence when students are required to speak the language in real-life scenarios. In this context, mentorship emerges as a valuable pedagogical resource, in which a peer with a higher level of proficiency accompanies, guides, and supports another student throughout the process of developing oral communication skills.

The application of mentorship as a pedagogical resource not only supports students in becoming more confident speakers, but also builds a trusting environment where mistakes are seen as part of the learning process rather than a source of embarrassment. Through constant feedback, modeling, and gradual practice, mentoring allows learners to progress from simple, guided conversations to more spontaneous, independent communication, this is an essential step in developing genuine fluency in EFL contexts.

The primary objective of this project is to explore students' perceptions and experiences regarding the use of mentorship as a pedagogical resource to improve their English-speaking skills. Specifically, the study specifically examines how mentoring is implemented among peers, the benefits it provides for students' oral communication, and the challenges that arise during its

application. Understanding these aspects will help identify effective mentoring practices that promote confident, autonomous, and fluent English speakers.

The research is divided into five chapters, organized as follows:

Chapter I introduces the topic in question, presenting the problem statement, the guiding questions of the research, and the objectives, while providing a justification that highlights the relevance and importance of the topic in the field of education.

Chapter II presents the theoretical framework, detailing the pedagogical and theoretical basis of the study, delving into the fundamental concepts of mentoring, the theories of Bandura and Vygostky, oratory skills, and the legal basis that supports this research.

Chapter III details the methodological framework, describing the nature and design of the research, the group of participants, the instruments used and the data collection techniques used in the qualitative-phenomenological study.

Chapter IV analyzes and interprets the interview data, focusing on the patterns and themes that emerge around the use of mentoring in the development of English-speaking skills.

Chapter V presents the conclusions and recommendations of the study, based on the findings, that point to the importance of mentoring as a pedagogical resource to improve the oral skills of EFL students.

Chapter I

The Problem

Research Topic

Mentorship as a Pedagogical Resource for Speaking Skills Development

Title of the Project

Mentorship as a Pedagogical Resource to Improve English Learning.

Problem Statement

Today, the English language is generalized, becoming a main priority based on the development of general communication and professional education. Today, its development facilitates speaking using the English language effectively, offering many opportunities for levels of international cooperation and intercultural change. However, some students at university-specific higher levels face extreme structural challenges when trying to achieve oral objectives, mainly because traditional teaching methods focus exclusively on grammatical overload, leaving little or no room for communicative expression (Al-Musawi, 2025).

Because of this theoretical approach, students experience a great lack of self-confidence; they battle with elevated levels of anxiety in the face of a new language that requires spontaneous communication in different scenarios within real life (Ayu et al., 2026).

In recent years, innovation in education has driven the search for the best teaching approaches that encourage interaction, personal development and autonomy in these mentoring approaches; It has established itself as a valuable resource in different educational contexts.

Mentoring can be understood as the relationship of accompaniment in which another person with their experience is called a mentor who guides and supports the other person, known as a mentee or disciple, in the training process. When learning English, this help allows us to offer good and focused attention, motivating and providing constant feedback, favoring a more natural and meaningful practice of the language to be learned (Dos Santos et al., 2022).

In general, mentoring has been characterized as part of an educational strategy to reinforce the development of learning in many areas of education. We have shown that several educational institutions have adapted to mentoring processes between students and teachers at higher levels, where personal accompaniment and educational development are used. During these tests, many positive results are manifested that promote camaraderie and incentive through mentoring to generate confidence in students in the development of the classes (Ariesinta & Widyanoro, 2024).

Through mentoring, most students receive constant help and guidance from designated higher-level tutors, where the confrontation of problems and difficulties that students face during the educational process in the environment is emphasized. In Hispanic countries and where the language is not spoken, the teaching of English is promoted, a clear example in Ecuador, many of the educational transformations have been so relevant in recent years that improvements have been planned in the educational system with more effective teachings and methodologies within the learning process and exposure in the learning of English. Given that it will allow many students to obtain more opportunities abroad, understanding that entities dedicated to teaching and promoting English learning seek to encourage self-taught learning, where many problems still persist because traditional methods are still used, it is also important to mention that there are relevant challenges to address even in how to use the language in real life and in active communication (Olivo Camacho et al., 2024).

Problem Formulation

Main Question

How does Mentorship as a Pedagogical Resource benefit students' speaking skills?

Specific Questions

- What are students' perceptions of Mentorship as a Pedagogical Resource to improve English speaking skills?
- How is Mentorship as a Pedagogical Resource implemented to improve English-speaking skills?
- What advantages and difficulties do English learners face when Mentorship as a Pedagogical Resource is applied to develop English-speaking skills?

Justification

The global importance of the English language adds to the educational areas, including Ecuador, the urgent obligation to train graduates with a high communicative competitiveness. Traditional teaching often does not personalize the student's guidelines or intrinsic motivation, which limits the acquisition of their language study. This problem is largely due to existing shortcomings and the lack of continuous development of teachers on a personal level (K et al., 2026).

The present study was developed on the basis of the social justification of this structural deficiency. Mentoring as a pedagogical resource seeks a better effect of improvement in the strengthening of teachers' skills and self-efficacy, and then directly contributes to students'

autonomy. The aim is to transform the teaching practice of English into a better and more interactive environment for students (Dos Santos et al., 2022).

This study is based precisely on the active interaction of speech that is efficient and essential, as evidenced by Ariesinta and Widyantoro (2024), that duo-attended planning has a beneficial result in English speech development skills that allows them to use the language in the real context of a conversation. Considering that it is an external language, because when more communication is generated in the class, students take the initiative to have confidence when speaking it with their other classmates, it is there where significant changes in the mentoring process in students can be evidenced.

Apart from that, this research assumes that emotional blocks are related to the learning process of a language such as English, which is rooted by the social context when it begins to be practiced, generating ridicule and fear of being criticized for learning to speak it. It is feasible for a student to receive the pedagogical accompaniment of a mentor guide, who will be in charge of making up for these shortcomings of the student and strengthening his linguistic skills, where this allegation is protected by Ayu et al., (2026), which stipulate that permanent individual assistance between the mentor and the student is associated with the safety of speaking the language in process of developing English language skills.

From a theoretical point of view, mentoring is firmly anchored in theories of social learning within professional development. The specialized literature confirms that mentoring is an excellent strategy that has been shown to promote the adoption of modern pedagogical strategies for students and technological integration. Knowing that mentoring is not only vital for the transformation of teachers but is also effective in supporting university students with learning difficulties and promoting autonomous learning through mentoring between student and tutor. These findings are

validated in mentoring as a solid theoretical framework and superior to conventional and positive training (Kurti, 2023).

This study has great scientific relevance, since it is attributed to covering spaces in the literature by validating mentoring as a direct resource to continue improving English learning in the specific context of Ecuador, in the hope of overcoming traditional approaches that consider it only as a logistical support (Wilcoxon et al., 2025).

The research will establish a theoretical and practical framework that demonstrates that investment in the pedagogical development of the teacher through mentoring results in an increase in the communicative competence and motivation of students. The results will be valuable for the formulation of new educational policies aimed at continuous improvement, while maintaining an excellent quality of English teaching at the national and regional level (Lap et al., 2025).

Objectives

General Objective

- To analyze students' perspectives on how Mentorship as a Pedagogical Resource benefits English-speaking skills.

Specific objectives

- To explore the students' perceptions of Mentorship as a Pedagogical Resource to develop English-speaking skills.
- To describe how Mentorship as a Pedagogical Resource is implemented to improve English-speaking skills.

- To identify the advantages and difficulties that English learners face when Mentorship as a Pedagogical Resource is applied to develop English-speaking skills.

Chapter II

Theoretical Framework

Background

Research developed at the international level on mentoring in higher education has analyzed its impact within training processes, concluding that in practice it is constituted as an important strategy supporting the academic development of each student. Other studies on mentoring have found that it can increase student retention and improve the academic focus of each student, representing a great usefulness of this pedagogical resource in strengthening university engagement. In the teaching of the English language, in Argentina it is evident that mentoring can contribute to the professional development of teachers, improving aspects such as motivation, reflection, and creativity in educational practice (Pérez Berbain et al., 2023).

In Ecuador, a systematic review of mentoring programs in higher education demonstrated their effectiveness in fostering student success, showing that institutions which implement structured mentoring see improvements in student retention, academic adaptation, and leadership development (Rondal Velasco et al., 2026). Likewise, other Ecuadorian research has demonstrated the incorporation of innovative strategies for the improvement of oral communication and meaningful learning (Cruz Moreira et al., 2024).

At the regional level, research on the development of oral and aural skills among beginner EFL learners in Latin America has appreciated the need to improve training processes through explicit, guided strategies in order to strengthen the learning of English. This background is of great relevance since it shows that Latin American higher education institutions have a growing

interest in improving the teaching of English in a solid way for students. This research is pertinent because it proposes mentoring as a pedagogical resource that supports the development of oral skills in the university context (Velásquez Jaramillo, 2021).

Considering the utmost importance of teaching a new language such as English in a global way, educators create highly specific skills, including the cognitive and emotional processes that are essential to train new teachers of foreign languages, specifically English (Bayu Prasetyo & Restu Arini, 2024). To improve the quality of teaching and learning, education, together with mentoring, come together. The role of mentoring is to optimize the gain of skills focused on oral speaking; this process involves emotional connection, sensory perception, and cognitive processes (Cevallos Sacón, 2020). Mentoring perspectives have the potential to change teaching and learning. What is sought to be investigated are the potential processes that generate human interaction and thus influence the learning process, improving pedagogical approaches, educational policies, and ultimately particular learning routines. Mentoring identifies the cognitive individuality of each student, focusing on the different needs and preferences that teachers can continue to explore in their educational environment (Hussain et al., 2025).

In education, fields such as psychology, pedagogy, and the environment are associated where students acquire knowledge through the development of learning. Several scientific discoveries have helped in understanding how social events are associated with the environment, cognitive functions, and emotional attitudes, which favor learning and contribute to meaningful learning (Warni & A., 2022). In the same way, educational psychology enters the learning process of students, adding regular students as students with individual and collective abilities; psychologists who work in the field of psychology are very interested in understanding different individuals when they capture valuable new information (Navarro-Navarro et al., 2024).

Research on recent social interactions about mentoring has shown how new strategies can be created to achieve excellence in student learning, retention, and acquisition outcomes. In this sense, by understanding these functions, teachers are better able to conduct a good class and benefit the students in the classroom by capturing their interest through alternatives such as motivation, which can greatly reduce attention problems and increase learning autonomy. It is therefore advisable to set positive expectations for students while avoiding academic stress and the feeling of early abandonment. Pedagogy also encompasses a structured function in the brain, applying attention, emotion, and memory to an effective teaching method (Espinoza et al., 2021). Human beings have the ability to adapt through experiences acquired from interaction, a process known as scaffolding. This general term refers to the ability to create learning methods using support as a guide, referring to modifications related to learning through skill development (Cruz Moreira et al., 2024).

Pedagogical bases

Psychology

Behavior and the development of reasoning are the result of the study of psychology, which focuses on the mechanisms of human conception, action, motivation, and emotionality. This is reflected when the understanding of psychology is achieved: it is the process of understanding how people act, what they do, and how they relate to other individuals in a social context. In the process of improving speaking skills in class, the mental sensations and emotions of students are a crucial factor, since they are constantly changing; security and confidence that foster fluency through internal motivation determine the outcome of achieving a good level of speaking with self-confidence (Curry et al., 2020).

Scaffolding

The ability to reform teaching and learning through the assistance of a mentor is identified as scaffolding. Its participation has a high degree of intervention in education, suggesting that the learning process is often not stable or fixed; on the contrary, it depends on the nature of the instructional process of a person who also depends on the environment surrounding them. This common-sense understanding of scaffolding has transformed the challenges and vision of new educational developments, highlighting the priority of developing and executing efficient projects that promote the advancement of learning methods in the process of building student competencies (Mora-López & Bernárdez-Vilaboa, 2023).

The principles of Bandura's conceptual framework are correlated with mentoring, because they define how student retention evolves during the learning process. Since neuroscience supports the brain's capacity to function autonomously, an elementary capacity of the human being during learning, Bandura's study on instructional learning proposes that the ability to speak English in students reflects a significant and collective process of understanding, since this theory refers to cognitive learning (Hofweber et al., 2023).

Social Learning Theory, as proposed by Bandura (1977), states that cognitive development consists of three components: knowledge, comprehension, and understanding. Bandura presented several ideas based on his research and explained how people develop their thinking skills through experience, which activates a person's natural motivation to learn (Pratt et al., 2020).

Albert Bandura identified four main social learning processes that stand out sequentially: first, attention, the process through which students observe behaviors of interest, focusing their observation skills on others; then retention, where information moves from visual processing to

practice, at a stage where logical principles are not yet applied and reasoning relies on direct perception and behavioral memory. This is followed by reproduction, a phase that moves from observation to particular practice, in which different logical principles begin to be used to help reason from the perspective of any situation. Finally, the cycle culminates with motivation, where the development of multiple ideas, principles, and theories begins; abstract thinking unfolds as learners understand concepts such as right and wrong or ethics, giving way to the reflexive abstraction of one's own thinking, also known as metacognition, which allows cognitive strategies to be evaluated, planned, and measured (Wang et al., 2025).

Mentoring currently surpasses traditional teaching methods, and educators are responsible for transforming strategies to activate students' cognitive development. Merging with the theory of social learning, mentoring emphasizes an effective educational framework, providing methods to understand the different processes of social learning as described by Bandura; this helps to design methods with strategies appropriate to the student's cognitive process (Muzaki, 2024).

Theoretical basis

Mentorship

It is the relationship of accompaniment of one or a group of people who have experience and who can guide, direct, or support one or more people in the process of building their development or learning. In education, this process is not limited to transmitting knowledge but also leads to reflection, personal growth, and the reconstruction of learning. Mentoring in university life is considered a strategy that favors academic development through the building of socio-emotional competencies between communication and self-management. From another perspective, mentoring has acquisitive value because it allows bonds of trust to form between the

student and the mentor, which helps in accompanying and attending to specific requirements. In this relationship, it is possible to observe an improvement in the motivation and participation of each student in their training process (Kohls-Santos et al., 2025).

Mentorship as a pedagogical resource

As a pedagogical resource, mentoring is composed of a teaching-learning strategy based on personalized accompaniment. Its purpose is to help students through constant guidance, follow-up, and feedback in their learning progress. Many studies show that mentoring enhances meaningful learning and applies to comprehensive practice and theory competencies within the academic environment. As a resource in education, it is very useful because it allows the generation of various training processes according to the particular needs of each student. Within this human and participatory environment, learners are able to express their doubts, receive corrections, and achieve autonomy. In this way, mentoring supports academic performance and also promotes the development of different skills for the learning process (De Castro Cabrera & Otero-Mateo, 2025).

Speaking skills

The ability to communicate orally provides the capacity to express opinions, communicate ideas, and produce clear messages in a coherent and fluent way in a foreign language. This skill includes pronunciation, vocabulary, fluency, grammar, and confidence in speaking. The development of this skill is an obstacle for many English learners due to factors such as anxiety or fear of making mistakes. It is therefore very important to apply different strategies to build confidence in the oral participation of a classroom (Uquillas Jaramillo & Córdova Vera, 2021).

Mentorship as a Pedagogical Resource to Improve Speaking Skills

Mentoring contributes significantly to the development of speaking skills specifically, providing immediate accompaniment and feedback. To improve student confidence and reduce anxiety, personalized support is needed; this is directly associated with students' use of the language. Mentoring favors communication because it creates a more efficient environment for language improvement, from error correction to the development of fluency. In different studies within higher education, this skill is very prominent because it is a key factor for the good, integral development of each student, supported by active participation and consistent pedagogical support. In addition, mentoring is a very useful strategy for the oral expression of the English language, since students generally have few opportunities for good language practice (De Castro Cabrera & Otero-Mateo, 2025).

Mentoring

Mentoring has another definition in which it is also identified as a mentor-tutor role, correlated with education and psychology, that seeks to translate pedagogical guidance into practice within the community environment, guiding the process of progress in language development. Students maintain the responsibility of committing to the goal of achieving the knowledge established by the mentor-teacher, and it is of great importance to understand how each skill influences the process individually, and what relationship it maintains within this analysis (Rosado Castro et al., 2025).

Educational mentoring is an extension that integrates several disciplines of growth, examining and incorporating results such as framework, instructional and cognitive methods and

techniques, and the study of mental capacity and different approaches, with the sole objective of helping transform the teaching and learning of the language (Darling-Hammond et al., 2020).

From another point of view, pedagogy is the principle of knowledge used to form a student, known through instruction and education, mainly in the educational field. Throughout time, different changes and stages in education have emerged new methods and systems of teaching and learning. Teachers have adapted, developing their own techniques and procedures through analysis of their research, to improve their role in the classroom, where they currently face constant challenges in integrating technological and modern methodologies into academic training (Brun et al., 2020).

In addition, the functioning of the mentoring method is essential to overcome the barriers that limit safe communication in English, which are commonly reflected in the traditional system of teaching English as a foreign language (Urbina Villon et al., 2026). Mastery of speaking, as opposed to simply acquiring the language, requires constant practice and interaction in a real environment where the language is spoken, which can generate a real, significant change in the student. This is where the role of the mentor becomes important: the mentor is responsible for helping the student maintain a conversation with confidence and security, developing their potential from grammar knowledge to real-time interaction in English with other individuals, achieving fluency and self-confidence (Vilchez Guzmán & Corvetto Castro, 2025).

Assessing mentoring in the process of developing speaking skills and language fluency reveals a strong link between the student's self-confidence and the evolution of constructivist thinking, achieved through interaction with a mentor who has undergone the same academic process (Cevallos Sacón, 2020). The clarity and development that language learners possess are very effective for learning English, autonomy, and fundamental progress. This is how the mentor-

tutor promotes constructive criticism and correction for the student, without judgment, but through guidance and active feedback. It also helps students develop their own criteria, allowing mentoring to constitute genuine progress in speaking skills (Junco Chávez et al., 2024).

Legal basis

Constitution of the Republic of Ecuador

As established by the Constitution of the Republic of Ecuador (CRE, 2008), the main rights and equity principles emphasize education in the development of teaching and learning of the English language, providing legal grounds to establish mentoring systems in English teaching, particularly regarding the progress of speaking skills. According to Art. 26, education is determined to be a fundamental right for people, since it allows integration and participation in society; mentoring is recognized as a necessary practice that can be implemented within the community, mediating between people with knowledge and experience (mentors) and those in the process of learning, which is essential for advancement in education and a priority for the significant growth of speaking mastery and educational progress (CRE, 2008, art. 26).

Under this main basis, mentoring is legitimately related to education as an operational and cooperative practice, one that supports the development of speaking skills through exposure and learning processes in schools with a greater presence of English proficiency, allowing students to participate in and become involved with projects that help other students in their communities, establishing practice and dialogue in a real context of language use.

In accordance with Art. 27, this article explains a comprehensive perspective that correlates with mentoring in the process of improving speaking. Mentoring promotes excellence and effectiveness in students' formative development, oriented toward personalized teaching; through

analytical reasoning, in an interaction where the language is used, the mentor's participation as the main guide in the execution of speaking within the interactive social context is promoted. It is also important to note that mentoring plays a transcendental role in strengthening speaking skills by creating an environment of confidence and security for speaking the language (CRE, 2008, art. 27).

This provision confirms that mentoring, for complete progress, and the relationship of speech, requires a dynamic and participatory environment focused on student development. The mentor-teacher provides indispensable, collective support, reducing fear and anxiety in students and building the necessary security for language understanding.

Organic Law on Intercultural Education (LOEI)

According to the Ecuadorian education framework (LOEI, 2011), the Organic Law of Intercultural Education establishes levels for the learning of foreign languages, and specifically for English, along with the strengthening of speaking skills.

In accordance with Art. 3 of the LOEI, mentoring systems for speaking skills should be governed by the objective of identifying students' socio-communicative shortcomings and needs. Mentoring is related to these priority foundations, taking into account that students develop their speaking skills according to their environment and immersion, allowing them to communicate with people from different cultures, specifically English speakers. The purpose of the mentor's guidance is to reinforce barriers such as fear of speaking in public, generating security in the student, in a program that promotes intercultural exchange and helps improve the implementation of techniques focused on speaking (LOEI, 2011, art. 3).

In accordance with Art. 10 of the LOEI, this article is openly aligned with the development of speaking through mentoring, sharing similarities with the advances and modernization of individualized teaching oriented toward students' needs, allowing them to adapt strategies and techniques to develop speaking. The educational system ensures that students receive a good level of education, which is of great importance, and in which the mentor-tutor is responsible for promoting an inclusive class that improves the teaching of the language (LOEI, 2011, art. 10).

Chapter III

Methodological Framework

Research Focus

The current research is developed with a qualitative approach in an applied way, in this qualitative approach it allows us to understand experiences, perceptions, opinions, etc. In this way, it makes the perspectives of each participant understood, without the need for numbers. This approach is implemented to seek to interpret how students live with the educational phenomenon and how they appreciate their learning process.

Within this qualitative approach, it is favorable because it intensely shows us the students' perspectives on mentoring as a pedagogical resource to better improve their ability in the oral expression of English. The main objective being their experiences and opinions, it details information clearly proportional to the reality studied. Otherwise, this research not only provides us with theoretical knowledge, but also contributes to the different improvements in the teaching-learning processes of the English language. In this sense, the results are a basis that strengthens pedagogical strategies in the development of communication.

Type of research

The development of the research is phenomenological, these studies seek to understand the lived experiences of people, in this way it seeks how to interpret and decipher a certain phenomenon from an everyday perspective (Martínez Oquendo et al., 2022).

In this study, phenomenology allows us to analyze the different experiences of each student through the use of mentoring in language learning, specifically in the development of their oral skills. Through the research, it seeks to understand how students cope with pedagogical accompaniment, through the benefits they recognize and the different difficulties they face when communicating in English. Research is valuable because it allows the experiences of each participant to be expressed and interpreted.

Data collection techniques

This interview is individually structured in a qualitative technical way designed to approach a more focused approach to a small group of participants in relation to the specific academic topic. In this personalized way, students are offered a safe space to share their diverse personal experiences, linguistic anxieties, and accomplishments in their execution. On the other hand, the specific purpose is the collection of data that reflect the authentic impact of the accompaniment of verbal communication, the techniques applied to the interview individually (Ariesinta & Widyantoro, 2024).

In this study, the methodology implemented in the interview is executed with a sample assigned to different higher education students from the Universidad Península de Santa Elena, who have participated in the peer mentoring program. The conversations are structured to take place in person and in flexible hours due to the complex coordination of schedules. Then, for each interview of the students, a digital recording process was established with prior informed consent, to facilitate the subsequent qualitative analysis. (Ayiz & Tauchid, 2025).

Instruments Questionnaire

Dos Santos et al. (2022) It refers to questionnaires as a research instrument designed for social connection, which manifests itself as a format suitable for the collection of descriptive information in a flexible way focused on qualitative models. This application ensures that social communication is always in constant operation efficiently, maintaining a high quality in expressive responses.

Types of Questions

The questionnaire is structured with 8 open questions, focused on the specific objectives of the study to be carried out in the face-to-face interview assignments individually. This open format ensures that college students authentically share their emotions and personal opinions about their mentoring. The specific purpose is to avoid rigid answers (simple ones such as "yes" or "no") by taking place detailed perspectives of the students to determine oral fluency in a conversational way.

Data collection technique

The technique implemented in the data collection for this research will be individually one-on-one.

Table 1: Data Collection, Processing and Resources

Questions	Explanation
What?	Interviews

Where?	At Universidad Estatal Península de Santa Elena, La Libertad – Santa Elena Province
When?	June, 2026
How?	One-on-one interview (8 open-ended questions)
What for?	To explore each student's experiences, identify the benefits related to the development of their oral skills in English, and identify the different difficulties they face in the process.

Note: This table summarizes each question used to structure the data collection process, showing the contexts, purposes, and their application.

Population and Sample

The population is defined as a group of individuals who exhibit a set of shared characteristics within a specific context; this group serves as the fundamental unit for understanding the environment under study, and specific characteristics are delineated to identify and select the individuals who comprise it (Aydın & Arslan, 2022). This approach is essential for ensuring the relevance and practicality of the research findings within the context of the study.

The population of this study is composed of higher education students at Universidad Estatal Península de Santa Elena who have participated in the peer mentoring program to improve

their English-speaking skills. The sample consists of five students, purposefully selected for their direct participation in the mentoring program and their availability to be interviewed during the data collection period. The objective of this research is to examine how mentoring, when used as a pedagogical resource, contributes to the development of English-speaking skills; it is therefore essential that the sample accurately reflects real academic practices.

To address the scheduling constraints of students across diverse academic schedules, the interviews were conducted in person, ensuring the feasibility of maintaining consistent participation. The use of institutional spaces as a physical setting fostered a flexible and comfortable environment for students, facilitating an open and authentic dialogue about their oral production. Each of the five language learners participated in an interview guided by eight open-ended questions, giving them the opportunity to develop a clear explanation for each one. Participants were selected based on their experience with peer mentoring and their willingness to offer specific, valuable insight into their speaking-skills development process, allowing the study to capture a range of perspectives despite its small sample size.

Ethical Considerations

Prior to data collection, participants were informed about the purpose of the study and were assured that their participation was voluntary and that their identities would remain confidential, with each participant identified only by a number (Student 1 to Student 5) throughout the analysis. Informed consent was obtained before each interview, and participants were informed that the recordings would be used exclusively for academic purposes related to this research project.

Chapter IV

Analysis of Findings

This chapter presents the analysis and interpretation of the data collected through one-on-one interviews with five higher education students who participated in a peer mentoring program aimed at improving their English-speaking skills. The purpose of these interviews was to identify students' perceptions of the role of mentoring in the development of their oral communication, focusing on four dimensions: their general perception of the strategy, how it was implemented, the benefits they experienced, and the difficulties they faced throughout the process.

Data collection took place within a defined period, adjusted to the students' academic availability. Some minor obstacles arose during the interviews, mainly because participants were simultaneously carrying out other academic tasks, and a few students initially hesitated when asked to evaluate their own progress, since they considered themselves still in the process of developing their oral skills. Despite these minor obstacles, the data collection process yielded rich and consistent information, as each participant was able to reflect in depth on their experience with mentoring.

The analysis of the five interviews reveals recurring patterns that can be explained through the theoretical framework developed in Chapter II. Bandura's (1977) social learning theory, particularly the stages of attention, retention, reproduction, and motivation, helps explain how students internalized speaking strategies by observing and interacting with a more proficient peer. Likewise, Vygotsky's Zone of Proximal Development, together with scaffolding theory, offers an explanation for how mentors adjusted their support according to each student's level, gradually

transferring responsibility for oral production to the learner. These theoretical lenses are used throughout this chapter to interpret the findings.

Table 2 Questions Report

Students' perceptions of the role of mentoring in the development of English-speaking ability.

CATEGORIES	ANSWERS	AUTHORS
Benefits of using the framework Peer mentoring	The interviewees provided that the students of the mentoring program use this tool to build confidence to be able to speak. They mentioned that mentors help the practice of English by creating a supportive environment, with this student feel comfortable speaking and creating camaraderie learning the difficulties of each one.	(Johnson & Griffin, 2024) She mentions that mentoring is a guide to help each student develop skills such as confidence. Improving your speaking skills, vocabulary and pronunciation, making you more fluent and enjoyable to listen to.
Instructions and implementation In the Mentoring System	The interviewees agreed that the program does work step by step. Starting with simple conversations and increasing the difficulty with complex topics. Mentors	It was discovered that mentoring must have more interactive, easier conversations and progress to more complicated ones so that there is an improvement in

	provide patience, encouragement, and feedback. Students have guided sessions until your independent speech.	speech skills (Ayu et al., 2026).
Benefits of using the framework Peer mentoring	Students envision advantages including: peer support, developing motivation to cope with independent speech by improving pronunciation through the mentor guide to become flexible speakers and be able to understand a conversation.	(Ariesinta & Widyan-toro, 2024) Mentoring highlights that improving vocabulary, fluency, pronunciation, and confidence significantly.
Challenges and difficulties faced During the mentoring	Each student presented difficulties such as: low self-esteem, tendency to use the translator, frustration with limited vocabulary, and the main one being fear of making mistakes. Some desist from using the mentoring program because of the above.	(Desi Lestari et al., 2025) She mentions that many difficulties were found in each student to speak confidently, where frustration is a negative element that makes it a little difficult to apply mentoring strategies.

Note : This table shows results of interviews with students, using a mentoring program that provided support to improve confidence in speaking, comparing other studies applied in the literature.

Interpreting Interview Data

The first category explains how the students' perceptions of the peer mentoring strategy expressed their relevant and positive experience. This collection of key information determined the essential advantages of mentoring, where the foundation of a trusting classroom environment builds more trust in students. Mentoring is a pedagogical strategy that refers to personalized accompaniment that promotes student achievement. It is the main goal of a mentor for their students so that they can become self-efficient. This analysis also allowed us to examine the perspective of the students through the mentoring received by students of higher level in the area of English. The students also stated that having the help of a classmate at a higher level would benefit their development, as they would take the student's experience and processes as an example to apply the techniques and methods that their peers use to master and learn English.

The second category focuses on instructions and implementation in the mentoring system. Students state that some mentoring methods were applied with practical approaches, where growth and advancement in vocabulary fluency and understanding of concepts can be observed, which is more relevant when language correlates with their psychology career. And it is at that moment that the mentor provides the different contents adapted to the individual needs of each student, as well as how recording oneself and listening to the shortcomings significantly helps to correct pronunciation and improve oral expression, which are important to acquire the language naturally.

The third category defines the benefits of using the Peer Mentoring Framework, the students mentioned that the most efficient components are trust, patience, and empathy. These factors allow students to feel safe when participating in a conversation that, although they may make mistakes, they do not feel judged. Students expressed that their most significant change was their confidence; Before the sessions, they felt self-conscious about speaking in English; After receiving mentoring for a long time, they gained more confidence and security than they currently do, with much more confidence in speaking. A more significant outcome of mentoring is the transformation of speech into reliable communication.

The fourth category mentions the Challenges and difficulties faced by students during mentoring where they claimed that they had a block at the beginning of the mentoring program. When they started learning a new language, unfamiliar words and conjugations were a major barrier that mainly affected confidence. Technical words in psychology were elementary because the mentor gave feedback to each word by separating them by syllables for a slow but safe pronunciation.

It was identified that students sometimes do not have security or confidence in themselves, that they require the assistance of mentors, they give up on the language due to lack of guidance and strategies that they do not apply during their language learning process, and these difficulties show that mentoring works better when students stay motivated and use the strategies permanently.

The next chapter specifically emphasizes the results. In the same way, recommendations are made based on the evidence related to tests and pedagogical practices for future research, in the sense of guidance for approximate studies and for their practical execution in the teaching and learning of the language.

Chapter V

Conclusions and Recommendations

This chapter summarizes the conclusions and offers recommendations based on the research on the use of mentoring as a pedagogical resource to enhance speaking skills in English as a Foreign Language (EFL) learners. The study aimed to explore students' perceptions of the peer mentoring strategy, focusing on its implementation, benefits, and challenges. The conclusions presented are drawn from the qualitative data gathered through student interviews and relate to the objectives outlined in Chapter I.

Conclusions

The findings indicate that students consider peer mentoring very important for improving their English-speaking skills. Students believe that guidance from a higher-level classmate creates trust in the classroom, which helps them acquire vocabulary and develop the confidence to speak. Interaction with peers reduces their fear of making mistakes and fosters a more interactive and confident experience as students develop their oral communication and self-efficacy.

The collected data show that mentors employ a strategy that uses practical approaches and customized content, carefully tailored to address the distinct needs of each student, particularly with regard to the alignment between the language and their respective academic majors. Students highlighted the importance of specific techniques, including self-recording and the subsequent review of errors, for achieving progress in this area. They argued that these practices facilitate the natural correction of pronunciation and the improvement of oral expression. In this regard, the

effectiveness of the mentoring system appears to depend on how mentors incorporate, direct, and integrate these experiential speaking exercises into their sessions.

The findings suggest that the implementation of peer mentoring programs can have a multifaceted impact on the development of linguistic skills. In addition to fostering the development of speaking abilities, these programs have been observed to promote improvements in personal confidence, motivation, and communication habits. The objective of mentoring sessions is to encourage students to engage in practical application, interactive exchange, and dialogue. Students noted that the presence of trust, patience, and empathy on the part of the mentor is important for developing reliable communication. However, it was also noted that challenges such as initial communicative blocks, unfamiliar vocabulary, and grammatical difficulties persisted in the early stages of the program. This finding demonstrates that mentoring works best when students stay motivated and use strategies on an ongoing basis.

In summary, the findings suggest that the peer mentoring strategy provides students with the opportunity to engage in autonomous and confident learning. Students who engage in consistent practice and receive syllable-by-syllable feedback for challenging vocabulary show an advancement in their ability to function as autonomous speakers, gradually moving beyond the need for constant validation to construct meaning independently. Students and mentors alike acknowledge the challenges inherent to the mentoring process, including initial anxiety and differences in language proficiency within the group. Despite these challenges, both parties recognize mentoring as a valuable pedagogical resource. It is expected that when the mentoring strategy is regularly and consistently integrated into EFL contexts, it will positively impact language learners' speaking skills and motivation.

Recommendations

The results of this qualitative research indicate several recommendations that have the potential to help students and instructors in the development of oral expression skills in English through the implementation of a peer mentoring strategy. These recommendations are practical and are grounded in the experiences and perceptions of the interviewed group, underscoring the importance of ongoing planning, reflective practice, and adaptation to the distinct needs of the group. It is expected that implementing these recommendations will contribute to the improvement of oral fluency, the expansion of vocabulary, and the development of students' willingness to engage in autonomous speech.

It is important for faculty authorities and instructors to recognize the close correlation between the peer mentoring strategy and students' oral performance. For students, the benefits of mentoring include a better understanding of pronunciation, expanded technical vocabulary, and greater overall confidence in real-world conversations. Teachers will find this strategy beneficial as they observe their students' progress and a reduction in language anxiety. Faculty members are encouraged to establish permanent mentoring clubs or spaces where students can engage with their own learning processes and see how horizontal interaction contributes to their overall communicative understanding.

Mentors are advised to carefully plan and organize their sessions using the mentoring framework during language practice, employing step-by-step activities that encourage the development of oral skills. It is recommended to begin conversations with simple language and basic vocabulary, gradually progressing toward more sophisticated, career-specific technical terms. This approach is theoretically aligned with the goal of fostering students' fluency through a natural developmental process. Mentors can continually assess their mentees' responses and adapt

their strategies accordingly; incorporating dedicated time for recording activities and slow pronunciation practice will also enable students to express their thoughts with greater autonomy.

Students and prospective researchers should consider both the benefits and the anticipated challenges of implementing peer mentoring. This approach has been shown to enhance vocabulary, fluency, and confidence while fostering learner autonomy. However, it is important to note that students may encounter initial challenges, such as a lack of self-confidence or language barriers, when beginning the program. To mitigate the impact of these challenges, mentors could provide differentiated support, offer clear guidelines to help students succeed, and use group dynamics to sustain motivation. Recognizing these initial challenges will help ensure that all students are well positioned to engage with the English language in a deliberate and confident manner.

In summary, this research project seeks to contribute to the knowledge base of English as a Foreign Language by examining how EFL students engage with the peer mentoring strategy within their learning practice to support their speaking skills. Furthermore, the study underscores the significance of this strategy for students' confidence in communication. The use of mentorship has proven invaluable to students' ability to derive meaning, understand the relationships between words and ideas, and engage more fully with oral practice, allowing them to become more independent, fluent, and reflective speakers.

References

- Al-Musawi, D. M. R. (2025). Enhancing EFL Learners' Language Learning through Peer Tutoring: A Comparative Study of Speaking and Writing Outcomes and Learner Experiences. *ISRG Journal of Arts Humanities & Social Sciences (ISRGJAHSS)*, 291–298.
- Ariesinta, D., & Widyantoro, A. (2024). Peer Tutoring to Improve the Speaking Proficiency of Multiage EFL Students. *IJEE (Indonesian Journal of English Education)*, 181–196.
<https://doi.org/10.15408/ijee.v11i1.35087>
- Aydın, D., & Arslan, S. (2022). Teacher Mentoring: Definitions, Expectations and Experiences from International EFL Teachers. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 7(1), 181. <https://doi.org/10.21093/ijeltal.v7i1.1272>
- Ayiz, A., & Tauchid, A. (2025). Enhancing Public Speaking Skills among EFL Learners through the Peer Teaching Method: A Mixed-Methods Study. *ETERNAL (English Teaching Journal)*, 16(1), 125–137. <https://doi.org/10.26877/eternal.v16i1.1124>
- Ayu, H. K., Thamrin, N. S., Dewi, A. K., & Kamaruddin, A. (2026). Peer Support and Confidence in English Speaking Proficiency among EFL Students. *Journal of General Education and Humanities*, 5(1). <https://doi.org/10.58421/gehu.v5i1.972>
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Banks, S. (2025). Empowering Future Teacher Leaders Through Peer Mentoring. *Excelsior: Leadership in Teaching and Learning*, 18(1), 114–133.
<https://doi.org/10.14305/jn.19440413.2025.18.1.06>

- Bayu Prasetyo, & Restu Arini. (2024). The Impact of Mentoring Strategy on Speaking Skills of English Education Study Program. *Formosa Journal of Multidisciplinary Research*, 3(6), 1861–1874. <https://doi.org/10.55927/fjmr.v3i6.9247>
- Brun, A., Karaosman, H., & Barresi, T. (2020). Supply chain collaboration for transparency. *Sustainability*, 12(11), 4429. <https://doi.org/10.3390/su12114429>
- Cevallos Sacón, J. D. (2020). Language mentoring in the development of English speaking skill in diploma programme learners [Pontificia Universidad Católica del Ecuador]. <https://repositorio.puce.edu.ec/items/e2582d62-f8c7-4ba5-8e5a-ec9648e1dd31>
- Constitución de la República del Ecuador, Arts. 26–27 (2008, amended 2021). Registro Oficial No. 449. https://www.defensa.gob.ec/wp-content/uploads/downloads/2021/02/Constitucion-de-la-Republica-del-Ecuador_act_ene-2021.pdf
- Cruz Moreira, C. M., Angulo Zamora, A. F., Chemes Pazmiño, D. C., Quiñonez Arroyo, N. Y., Calero Campuzano, K. J., & Delgado López, M. V. (2024). *Aprendizaje colaborativo en entornos educativos: Conceptos claves, principios fundamentales y teorías de aprendizajes*. CID - Centro de Investigación y Desarrollo. https://doi.org/10.37811/cli_w1138
- Curry, N., Maher, K., & Peeters, W. (2020). Identifying emotions and thoughts related to speaking anxiety: Laying the groundwork for designing CBT-based support materials for anxious learners. *Journal for the Psychology of Language Learning*, 2(1), 57–89. <https://doi.org/10.52598/jpll/2/1/4>

- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- De Castro Cabrera, M. C., & Otero-Mateo, M. (Eds.). (2025). *Mentoría como herramienta de investigación para el desarrollo de competencias*. Editorial Octaedro.
<https://doi.org/10.36006/09685-1>
- Dos Santos, A. G. P., Santos, G. S., & Silva, L. D. S. (2022). Mentoring practices in English language: A supportive environment for students of EFL. *Revista Docência e Ciberultura*, 6(5), 458–477. <https://doi.org/10.12957/redoc.2022.66615>
- Espinoza, R., G. M., & L. A. (2021). Connecting neuroeducation with pedagogy: Brain function, attention, emotions, and memory. *Neuroeducation and Pedagogy Journal*.
- Hofweber, J. E., Zeller, J. P., & Treffers-Daller, J. (2023). Challenging basic assumptions in code-switching research: New linguistic, sociolinguistic and psycholinguistic evidence. *Languages*, 8(2), 124. <https://doi.org/10.3390/languages8020124>
- Hussain, S., Debreli, E., & Farman, M. (2025). Sustainable professional growth through digital mentorship: Evidence from language teachers in low-resource settings. *Scientific Reports*, 16(1), 16. <https://doi.org/10.1038/s41598-025-29242-5>
- Junco Chávez, L. M., García Arellano, K. E., Ordoñez Vivero, R. E., & Reigosa Lara, A. (2024). Aplicación de la teoría sociocultural de Vygotsky y el rendimiento académico de los estudiantes de segundo bachillerato. *Magazine de las Ciencias: Revista de Investigación e Innovación*, 9(4), 86–113. <https://doi.org/10.33262/rmc.v9i4.3242>

- K, R. R., Pati, R. K., & Chenamallu, V. R. (2026). Enhancing English communication skills through task-based learning: Evidence from marginalized graduate students. *International Journal of Research -GRANTHAALAYAH*, 14(2SE), 102–109.
<https://doi.org/10.29121/granthaalayah.v14.i2SE.2026.6842>
- Kohls-Santos, P., Alves Ferreira, V., & Brandão de Araújo Novaes, B. (2025). A mentoria universitária. *Revista GUIA - Permanencia y Éxito Académico*, 1.
<https://doi.org/10.31501/guia.v1i1.15847>
- Kurti, E. N. (2023). Exploring the contribution of the five-factor mentoring model in advancing the pre-service teachers' personal and professional growth. *International Journal of Instruction*, 16(1), 469–488. <https://doi.org/10.29333/iji.2023.16126a>
- Lap, T. Q., Vy, P. N. T., Tuan, L. C., Nga, N. H. H., & Tai, H. N. (2025). Sustaining pedagogical mentoring: Insights from English as a Foreign Language teachers' experiences and needs. *International Journal of Innovative Research and Scientific Studies*, 8(2), 166–175.
<https://doi.org/10.53894/ijirss.v8i2.5135>
- Lestari, D., Febtiningsih, P., & Arif, Q. N. (2025). The correlation between informal peer communication in English and students' self-confidence in speaking English in class at MAS Pondok Pesantren Syafa'aurrasul. *Jurnal Pendidikan dan Sastra Inggris*, 5(3), 156–162. <https://doi.org/10.55606/jupensi.v5i3.6069>
- Ley Orgánica de Educación Intercultural [LOEI], Arts. 3, 10 (2011). Registro Oficial No. 417.
- Martínez Oquendo, P., VanWyngaarden, K., & Cutucache, C. (2022). Lived experiences of former STEM undergraduate mentors of an afterschool mentoring program: An interpretative

- phenomenological analysis. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2022.5674>
- Mora-López, N., & Bernárdez-Vilaboa, R. (2023). Exploratory study on the blended learning of research and language skills in EFL and interinstitutional assessment. *Education Sciences*, 13(2), 155. <https://doi.org/10.3390/educsci13020155>
- Muzaki, F. I. (2024). Aligning cognitive development theory with whole language teaching in elementary education: Strategies and activities for enhancing language learning. *Journal of Language and Linguistics in Society*, (46), 25–35. <https://doi.org/10.55529/jlls.46.25.35>
- Navarro-Navarro, B., Sánchez Ortega, J. A., & Rodríguez Rojas, M. L. (2024). Mentoría en la formación docente como base para el aprendizaje significativo de las competencias investigativas. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 8(33), 776–788. <https://doi.org/10.33996/revistahorizontes.v8i33.761>
- Olivo Camacho, P. M., Palacio Intriago, J. E., & Andrade Torres, M. V. (2024). Innovative technological teaching resources to develop English speaking skills. *Ciencia Latina Revista Científica Multidisciplinar*, 8(1), 12185–12200. https://doi.org/10.37811/cl_rcm.v8i3.12052
- Pratt, T. C., Cullen, F. T., Sellers, C. S., Thomas Winfree, L., Madensen, T. D., Daigle, L. E., Fearn, N. E., & Gau, J. M. (2020). The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, 27(6), 765–802. <https://doi.org/10.1080/07418820903379610>
- Pérez Berbain, M., Payaslian, L., Sauer Rosas, A., García, B., & La Porta, A. (2023). The impact of mentoring on English language teachers: A case from Argentina. *Profile: Issues in*

Teachers' Professional Development, 25(1), 49–64.
<https://doi.org/10.15446/profile.v25n1.101711>

Rondal Velasco, P. D. F., Velasco Salazar, B. D., Uyaguari Quichimbo, R. A., Pilliza Ávila, R. P., & Garzón Duque, B. A. (2026). Análisis de la efectividad de los programas de mentoría en la educación superior para fomentar el éxito estudiantil: Una revisión sistemática. *ASCE Magazine*, 5(1), 682–702. <https://doi.org/10.70577/asce.v5i1.614>

Rosado Castro, M. del C., Cazar Costales, S. S., Letamendi Lazo, C. A., & Bonilla Tenesaca, J. R. (2025). Learning apps for the development of speaking skills in English as a foreign language students. <https://doi.org/10.5281/ZENODO.17355147>

Uquillas Jaramillo, N. C., & Córdova Vera, K. S. (2021). Influencia del filtro afectivo en el desarrollo de la producción oral del aprendizaje del idioma inglés. *Revista Científica UISRAEL*, 8(2), 93–111. <https://doi.org/10.35290/rcui.v8n2.2021.411>

Urbina Villon, J. A., Olea Coloma, N. S., Tello Cabello, L. A., Pincay Loja, A. P., & Astudillo-Quíñonez, M. (2026). Interactive digital tools: A confidence booster to reduce language learners' affective filter. *Revista Científica Multidisciplinar G-Nerando*, 7(1).
<https://doi.org/10.66473/rcmg.v7i1.1179>

Velásquez Jaramillo, M. (2021). Developing aural and oral skills of beginner learners of English as a foreign language through explicit metacognitive strategies training. *Latinoamericana de Estudios Educativos*, 17(1), 120–141. <https://doi.org/10.17151/rlee.2021.17.1.7>

Vilchez Guzmán, S., & Corvetto Castro, G. J. (2025). La ansiedad lingüística y su influencia en la producción oral de inglés de estudiantes de una universidad pública de Lima – 2024. *Igobernanza*, 8(30), 295–330. <https://doi.org/10.47865/igob.vol8.n30.2025.419>

- Wang, X., Husu, J., & Toom, A. (2025). What makes a good mentor of in-service teacher education? A systematic review of mentoring competence from a transformative learning perspective. *Teaching and Teacher Education*, 153, 104822.
<https://doi.org/10.1016/j.tate.2024.104822>
- Warni, & Afdila, A. (2022). English-language mentoring as community service action: Impact on the English Club's growth. *Journal of Community Service and Engagement*.
<https://ejournal.radenintan.ac.id/index.php/ENGEDU/article/download/24399/7679>
- Wilcoxon, C., Newman, R., & Wulff, M. (2025). A coaching & mentoring tool anchors support and collaboration. *Educational Process International Journal*, 14(1).
<https://doi.org/10.22521/edupij.2025.14.1>

Annexes

Annex A: Certified Anti-plagiarism System

La Libertad, 16 de Julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “MENTORSHIP AS A PEDAGOGICAL RESOURCE” elaborado por los estudiantes Aguilera Perero Jean Marco y Sánchez Loor Alex Alfredo 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 7% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Sánchez Paguay Jefferson, MSc.

ADVISOR



Certificado de análisis
Compilatio Studium

Mentorship as a Pedagogical Resource Alex Sanchez- Jean aguilera
ID : 2fec340db0a43923f247ef557a25ba18c69a3c91



Nombre del fichero : Mentorship as a Pedagogical Resource Alex Sanchez- Jean aguilera.txt	Depositante : JEFFERSON SANCHEZ PAGUAY
Tamaño del archivo original : 53,02 kB	Fecha de depósito : 16 de julio de 2026
Número de palabras : 7888	Tipo de carga : interface
	fecha de fin de análisis : 16 de julio de 2026

Resumen (sección 1/2)

Localización de los textos sospechosos en el documento :



Incluido en el porcentaje de textos sospechosos :

Similitudes0%

Pasajes con similitudes a fuentes encontradas en diferentes colecciones.

Detección de IA7%

Textos estilísticamente próximos a un texto generado por una IA.
Este índice es un indicador y no una prueba. Comprueba con el autor si domina los conocimientos mencionados en el documento.

No incluido en el porcentaje de textos sospechosos :

Textos entre comillas0%

Pasajes entre comillas, a menudo indicativos de una cita.



Fuentes de similitudes (sección 2/2)

Similitudes0%

Pasajes con similitudes a fuentes encontradas en diferentes colecciones.

Annex B: Questionnaire

Population: The population is composed of higher education students who have participated in a peer mentoring program to improve their English-speaking skills.

Sample: The sample includes five students with experience participating in the peer mentoring program.

Questions

1. How would you explain your experience participating in the activities with your mentor in the language practices?
2. From your point of view, is it good to learn attitudes from your peer mentor who is at a higher level and focus them on learning English?
3. What factors do you consider to stand out in the way your mentor guides or accompanies?
4. What pedagogical principles developed in the mentoring system give you confidence and security when having a conversation in English in connection with your regular studies?
5. How do you define the progress of your speaking skills in relation to the instructional methods implemented by your mentor?
6. What methods, suggestions, or mentor techniques and characteristics have worked to enhance your speaking with ease in a real conversation?
7. At what stage of the mentoring did you perceive a block or complication in communicating, and how did the mentor contribute to help you face that difficulty?

8. If you could compare your level of comprehension and confidence to establish a constant dialogue in English before receiving mentoring versus now, what would be your most significant change?

Annex C: Transcriptions of Interviews

Nota: las entrevistas fueron realizadas y transcritas en español, el idioma de los participantes.

Student 1

Questions

¿Cómo explicarías tu experiencia participando en las actividades con tu mentor en las prácticas lingüísticas?

Bueno en este caso mi experiencia fue positiva, porque se desarrolló en un entorno de confianza donde todo pudimos participar activamente en cada una de las actividades dictadas por el mentor.

Desde tu punto de vista, ¿es bueno aprender actitudes de tu mentor compañero que está en un nivel superior y centrarle en aprender inglés?

Claro que, si es bastante bueno aprender de compañeros que estén en un nivel superior, porque tienen habilidades profesionales que podemos aprender, para nosotros también para poderlas implementar más adelante.

¿Qué factores consideras que destacan en la forma en que tu mentor te guía o acompaña?

En esta parte destaco mucho lo que es la confianza en general en un espacio seguro en lo podamos ser libres de participar, aunque nos equivoquemos porque existe retroalimentación constante.

¿Qué principios pedagógicos desarrollados en el sistema de mentoría te dan confianza y seguridad al mantener una conversación en inglés en relación con tus estudios habituales?

así mismo como recalco la retroalimentación que es importante como la comunicación en el que se desarrolló mucho más la idea que perfeccionas y pues mantener el ambiente de confianza

¿Cómo defines el progreso de tus habilidades orales en relación con los métodos de enseñanza que implementaste tu mentor?

Ayuda mucho para poder estar mucho más segura de la repetición de palabra en este caso tener un vocabulario más específico a mi carrera de psicología y también ampliar mucho más a lo que son mis expresiones.

¿Qué métodos, sugerencias o técnicas y características de mentoría han ayudado a mejorar tu forma de hablar con facilidad en una conversación real?

En este caso me ayudó mucho el hecho que me grababa mucho en la pronunciación buscaba también expresiones comunes en la comunicación día a día con las personas y también escribir un pequeño glosario de cada palabra que yo desconozca y no sepa pronunciar.

¿En qué etapa de la mentoría percibiste un bloqueo o complicación en la comunicación y cómo contribuyó el mentor para ayudarte a afrontar esa dificultad?

Bueno en este caso las palabras técnicas de psicología eran un poco difícil de repetirla, entonces en este caso contribuyo mi mentor en poder separar cada silaba, cada pronunciación para que así podemos repetirla de una forma lenta para que no salga mejor la pronunciación.

Si pudieras equiparar tu categoría de comprensión y confianza a establecer un diálogo constante en inglés antes de recibir mentoría en el presente, ¿cuál sería tu cambio más significativo?

Mas que nada la confianza que tenía para expresarme, en este caso pues muchas veces me cohibía mucho al hablar en inglés, pero con las mentorías me ha ayudado a liberarme de esa situación.

Student 2

¿Cómo explicarías tu experiencia participando en las actividades con tu mentor en las prácticas lingüísticas?

Bueno la verdad fue una experiencia muy importante, relevante sobre todo en el ámbito académico el poder no solo entender ciertos conceptos si no también transportarlos y entenderlos desde otra perspectiva en este caso hablando del idioma.

Desde tu punto de vista, ¿es bueno aprender actitudes de tu mentor compañero que está en un nivel superior y centrarle en aprender inglés?

Completamente, porque no solo en el ámbito recursivo ósea las habilidades incluso la interpretación, en el contexto que se brinda y la perspectiva que te da otra persona hay un montón.

¿Qué factores consideras que destacan en la forma en que tu mentor te guía o acompaña?

Justamente del hecho de no sentirse uno a la deriva no solo el hecho de bueno yo interpreto lo que estoy viendo simplemente traducir, si no que a través de la mentoría el ok esto se guía de esta manera, esta es la sugerencia, este el camino

¿Qué principios pedagógicos desarrollados en el sistema de mentoría te dan confianza y seguridad al mantener una conversación en inglés en relación con tus estudios habituales?

Diría que sobre todo el conversatorio, el hecho de ponerlo en práctica ayuda un montón personalmente, por encima de la escucha, quizás el hecho de la repetición impacta más.

¿Cómo defines el progreso de tus habilidades orales en relación con los métodos de enseñanza que implementaste tu mentor?

Bueno si un impacto sobre todo en el conceptualizar y entender ciertas palabras puntuales que antes no entendía, por ejemplo, un libro el hecho de poder conceptualizar conceptos que se ven en estos mismos y entenderlos no solo desde el idioma si no entender lo subjetivo de ese idioma.

¿Qué métodos, sugerencias o técnicas y características de mentoría han ayudado a mejorar tu forma de hablar con facilidad en una conversación real?

La práctica directamente el dialogo y justamente la práctica es lo que me ha ayudado.

¿En qué etapa de la mentoría percibiste un bloqueo o complicación en la comunicación y cómo contribuyó el mentor para ayudarte a afrontar esa dificultad?

Justamente en el principio el hecho de que era algo nuevo entender conceptos, y como la ayuda del mentor desbloqueó ese punto en que los conceptos se deben comprender de esta manera y en esta perspectiva y se abrió un campo.

Si pudieras equiparar tu categoría de comprensión y confianza a establecer un diálogo constante en inglés antes de recibir mentoría en el presente, ¿cuál sería tu cambio más significativo?

Pues la comprensión de concepto, el hecho de poder ahora si conceptualizar, antes no podía hacerlo, no tenía esa libertad de entender de forma casi automática es qué ya entiendo el concepto por ende ya puedo llevarlo a la práctica y poder hablar un poco más fluidamente y sin tanto temor, indirectamente me causa más confianza.

Student 3

¿Cómo explicarías tu experiencia participando en las actividades con tu mentor en las prácticas lingüísticas?

Para mí fueron muy positivas el hecho que nos ayudaron mucho, del no saber inglés al poder por lo menos a pronunciar los más básico.

Desde tu punto de vista, ¿es bueno aprender actitudes de tu mentor compañero que está en un nivel superior y centrarle en aprender inglés?

Por su puesto que si porque él ya ha pasado por un aprendizaje y nosotros apenas vamos por él.

¿Qué factores consideras que destacan en la forma en que tu mentor te guía o acompaña?

Para mí fue un acompañamiento muy bueno, nos ayudó mucho, la paciencia y el corregir fue algo muy positivo.

¿Qué principios pedagógicos desarrollados en el sistema de mentoría te dan confianza y seguridad al mantener una conversación en inglés en relación con tus estudios habituales?

Podría decir la conceptualización, el hecho de ahora poder conversar poder entender los textos, antes no lo podía.

¿Cómo defines el progreso de tus habilidades orales en relación con los métodos de enseñanza que implementaste tu mentor?

Lo defino muy bueno, por la ayuda del mentor, por el apoyo, las correcciones y técnicas que el uso para mejorar nuestras habilidades,

¿Qué métodos, sugerencias o técnicas y características de mentoría han ayudado a mejorar tu forma de hablar con facilidad en una conversación real?

Me ha ayudado mucho, lo acepto, el poder conversar ahora y entender los textos en inglés es un avance muy progresivo, es algo el cual nos ayudado mucho en nuestra carrera.

¿En qué etapa de la mentoría percibiste un bloqueo o complicación en la comunicación y cómo contribuyó el mentor para ayudarte a afrontar esa dificultad?

Al comienzo de las clases, el mentor fue muy paciente estuvo corrigiéndonos de manera positiva y dándonos ánimos y alentándonos de que podemos con todo

Si pudieras equiparar tu categoría de comprensión y confianza a establecer un diálogo constante en inglés antes de recibir mentoría en el presente, ¿cuál sería tu cambio más significativo?

El poder ahora entender y hablar el inglés.

Student 4

¿Cómo explicarías tu experiencia participando en las actividades con tu mentor en las prácticas lingüísticas?

La verdad muy agradable aprender un nuevo idioma, empezar desde cero es un reto, pero tener la ayuda durante el proceso es una experiencia agradable, y dar esos primeros pasos que son los que más cuestan.

Desde tu punto de vista, ¿es bueno aprender actitudes de tu mentor compañero que está en un nivel superior y centrarle en aprender inglés?

Sí, en general aprender de alguien que sabe sobre un tema, es muy enriquecedor en el caso del inglés poder escuchar la pronunciación, que te corrijan si sentirse juzgado y sentir que tienes la ayuda de alguien con experiencia aprendiendo el idioma.

¿Qué factores consideras que destacan en la forma en que tu mentor te guía o acompaña?

Sobre todo, la empatía y la paciencia el proceso de enseñanza en el acompañamiento del aprendizaje el idioma.

¿Qué principios pedagógicos desarrollados en el sistema de mentoría te dan confianza y seguridad al mantener una conversación en inglés en relación con tus estudios habituales?

Primero el tema de ir desde lo más básico, paso a paso hasta armar frases más complejas y segundo el hecho que está relacionado a lo que estamos viendo a lo que la carrera de psicología, eso da un plus extra para poder avanzar y decir esto me va a servir en un futuro.

¿Cómo defines el progreso de tus habilidades orales en relación con los métodos de enseñanza que implementaste tu mentor?

Notable porque empecé desde cero y para mí esto fue un reto, y el ya poder ciertas frases para mí ya es un progreso notable y el poder entender ciertos textos aún más.

¿Qué métodos, sugerencias o técnicas y características de mentoría han ayudado a mejorar tu forma de hablar con facilidad en una conversación real?

La reformulación el que no me corrija directamente, si no que me de varias alternativas con las cuales que podía decir tal con lo que talvez me equivoque, segundo el relacionarlo con las cosas que me gusta lo cual me ayuda mucho.

¿En qué etapa de la mentoría percibiste un bloqueo o complicación en la comunicación y cómo contribuyó el mentor para ayudarte a afrontar esa dificultad?

Al inicio como ya lo recalqué al principio empecé desde cero y esa primera barrera de ver un nuevo idioma, ver palabras que no conoces, ver fórmulas que no entiendes es una barrera muy grande que tuve sobre todo la seguridad y tener la ayuda de un mentor motivándote en el proceso fue muy bueno.

Si pudieras equiparar tu categoría de comprensión y confianza a establecer un diálogo constante en inglés antes de recibir mentoría en el presente, ¿cuál sería tu cambio más significativo?

La confianza y tener la seguridad de que se algo de inglés que puedo expresarlo y tener una conversación sencilla, pero puedo hacerlo y la seguridad que adquirí durante mi proceso de aprendizaje del idioma.

Student 5

¿Cómo explicarías tu experiencia participando en las actividades con tu mentor en las prácticas lingüísticas?

La verdad que fue una experiencia muy buena ya que realmente el hecho de practicar el idioma de hacer actividades que sean referentes a la práctica del idioma ayuda mucho para tu aprendizaje.

Desde tu punto de vista, ¿es bueno aprender actitudes de tu mentor compañero que está en un nivel superior y centrarle en aprender inglés?

Claro, porque son personas que ya han adquirido conocimiento y habilidades que al momento de compartirte te dan esa confianza de que tú lo hagas desde tu forma de ser.

¿Qué factores consideras que destacan en la forma en que tu mentor te guía o acompaña?

La paciencia porque si bien sabemos que se trata de una persona que empieza desde cero, pues si le va a costar mucho y si va hacer un proceso complicado, pero la paciencia del mentor en lo que más se destaca y sus habilidades.

¿Qué principios pedagógicos desarrollados en el sistema de mentoría te dan confianza y seguridad al mantener una conversación en inglés en relación con tus estudios habituales?

Realmente la practicas es lo que más ayuda, porque entre más uno vaya practicando va mejorando es donde más va aprendiendo, aunque me equivoque de los errores se aprende y se mejora.

¿Cómo defines el progreso de tus habilidades orales en relación con los métodos de enseñanza que implementaste tu mentor?

Muy bueno a pesar de que tenía cierto conocimiento del idioma, el aprender ciertas palabras que están dentro de la carrera de psicología, fue un poco difícil, pero a medida que recibí la asistencia del mentor se fue desarrollando bien.

¿Qué métodos, sugerencias o técnicas y características de mentoría han ayudado a mejorar tu forma de hablar con facilidad en una conversación real?

Algo que me gusta mucho y que se habla de crear un ambiente del idioma que es donde intentas escuchar, escribir, pensar en inglés ayuda mucho para poder adaptarse en el idioma

¿En qué etapa de la mentoría percibiste un bloqueo o complicación en la comunicación y cómo contribuyó el mentor para ayudarte a afrontar esa dificultad?

En el inicio sí, pero en otra parte fue cuando llegó el momento de que me tocó enfrentarme a hablar el idioma, pero es ahí donde el mentor me generó y me ayudó con la confianza en el idioma para poder superar esta situación.