



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE

**“PEER TEACHING AS A TECHNIQUE TO IMPROVE ORAL COMMUNICATION IN EFL
LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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La Libertad, 24 de julio del 2026

Advisor's Approval

In my role as Advisor of the research paper under the title **“PEER TEACHING AS A TECHNIQUE TO IMPROVE ORAL COMMUNICATION IN EFL LEARNERS”** prepared by Tomalá Potes Jeriel Alexander, undergraduate student of Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied, and reviewed the project, I approve in its entirety, because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

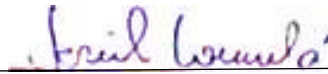


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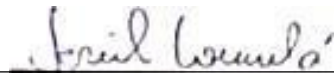


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Declaration

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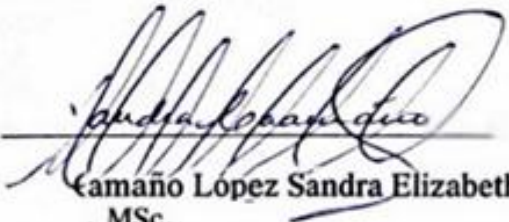
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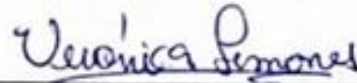
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-Tomalá Potes Jeriel Alexander.

Dedication

I want to dedicate this work to my parents, my mom Diana Potes and my dad Washington Tomala, my brother Jeremias Tomala whose unconditional love, support, and encouragement have been my greatest source of strength throughout my academic journey. Their sacrifices, patience, and constant belief in me have inspired me to keep moving forward and achieve my goals.

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-Tomalá Potes Jeriel Alexander

Abstract

Developing oral communication skills is one of the main objectives of teaching English as a Foreign Language (EFL). However, many students have limited opportunities to practice speaking in the classroom because traditional teacher-centered approaches often reduce interaction and active participation. Considering this situation, the present study aimed to explore English teachers' perceptions of peer teaching as a technique to improve oral communication among EFL learners. The research follows a qualitative approach, and data were collected through a questionnaire composed of open-ended questions administered to five English teachers from Unidad Educativa Fiscomisional Americano. The findings provide valuable information about teachers' experiences, the perceived benefits and challenges of implementing peer teaching, and its contribution to students' confidence, participation, fluency, and speaking performance. This study contributes to the field of English language teaching by providing useful insights for teachers and researchers interested in implementing collaborative learning strategies that promote meaningful communication and improve oral communication skills in EFL classrooms.

KEY WORDS: Peer teaching, Oral communication, English as a Foreign Language (EFL), Collaborative learning, Teachers' perceptions, Qualitative research.

Resumen

El desarrollo de las habilidades de comunicación oral constituye uno de los principales objetivos de la enseñanza del inglés como lengua extranjera (EFL). Sin embargo, muchos estudiantes tienen oportunidades limitadas para practicar la expresión oral en el aula debido a que los enfoques tradicionales centrados en el docente reducen la interacción y la participación activa. Ante esta situación, el presente estudio tuvo como objetivo explorar las percepciones de los docentes de inglés sobre el peer teaching como técnica para mejorar la comunicación oral en estudiantes de inglés como lengua extranjera. La investigación siguió un enfoque cualitativo y los datos se recopilaron mediante un cuestionario compuesto por preguntas abiertas aplicado a cinco docentes de inglés de la Unidad Educativa Fiscomisional Americano. Los hallazgos proporcionan información valiosa sobre las experiencias de los docentes, los beneficios y desafíos percibidos al implementar el peer teaching, así como su contribución a la confianza, participación, fluidez y desempeño oral de los estudiantes. Este estudio aporta información relevante al campo de la enseñanza del inglés al ofrecer conocimientos útiles para docentes e investigadores interesados en implementar estrategias de aprendizaje colaborativo que promuevan una comunicación significativa y mejoren las habilidades de comunicación oral en aulas de inglés como lengua extranjera.

PALABRAS CLAVE: Peer teaching, comunicación oral, inglés como lengua extranjera (EFL), aprendizaje colaborativo, percepciones docentes, investigación cualitativa.

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Introduction

English has become an essential language for academic, professional, and social communication around the world. Developing oral communication skills is one of the main goals of learning English as a Foreign Language (EFL), since speaking allows learners to express their ideas, exchange opinions, and interact effectively in different contexts. However, many EFL students have limited opportunities to practice speaking because classroom instruction often relies on teacher-centered approaches that reduce interaction and active participation. Therefore, implementing collaborative instructional strategies such as peer teaching is important to create meaningful opportunities for students to practice speaking English in a supportive learning environment.

This study explores English teachers' perceptions of peer teaching as a technique to improve oral communication among EFL learners. Peer teaching encourages students to learn collaboratively by explaining ideas, providing feedback, participating in discussions, and practicing speaking activities with their classmates. Through these collaborative experiences, learners have more opportunities to communicate in English, increase their confidence, improve their fluency, and actively participate in the learning process. The main objective of this research is to explore teachers' perceptions regarding the implementation of peer teaching and its contribution to the development of students' oral communication skills.

This research focuses on teachers' experiences, opinions, and professional perspectives regarding the use of peer teaching in English language classrooms. It also examines the benefits and challenges teachers have identified when implementing this collaborative strategy to promote speaking skills. Understanding teachers' perceptions is important because they play

a fundamental role in selecting instructional strategies that encourage meaningful communication and active learning. In addition, the findings of this study may provide useful information for English teachers and future researchers interested in collaborative learning strategies and oral communication in EFL contexts.

The present study was conducted with English teachers from Unidad Educativa Fiscomisional Americano, who have experience teaching English as a Foreign Language at the secondary education level. Information was collected through one-on-one interviews using a questionnaire with open-ended questions, allowing teachers to share their experiences, opinions, and perceptions about peer teaching. The information obtained made it possible to analyze how teachers perceive this instructional strategy and its contribution to improving students' oral communication skills in EFL classrooms.

Chapter I

The Problem

Research Topic.

Collaborative Learning Strategies to Improve Oral Communication in EFL Learners

Title of project.

Peer Teaching as a Technique to Improve Oral Communication in EFL Learners

Problem Statement

In the modern world, English has become the most influential language for global communication, education, and professional development. It serves as a bridge between cultures and provides access to a vast range of academic and technological resources. According to Garcia (2020) English is spoken by more than 1.5 billion people, making it essential for both personal and professional growth. In educational systems, English proficiency is increasingly viewed as a vital skill for students to participate effectively in international contexts.

Despite the global relevance of English, many learners continue to face challenges in developing oral communication skills, which are essential for real-life interaction. As Mendoza et al., (2024) emphasizes, oral competence requires not only linguistic knowledge but also confidence, fluency, and interactional strategies. However, in many EFL classrooms, students still struggle to express their ideas fluently due to limited opportunities for authentic communication and excessive focus on grammar-based instruction.

In recent years, communicative approaches have encouraged teachers to implement strategies that promote active participation and peer collaboration. One of these strategies is

peer teaching, which allows students to take on both teaching and learning roles in the classroom. This method enhances learners' motivation and engagement through cooperation and mutual feedback (Topping, 2025). Nevertheless, the success of such approaches depends greatly on how teachers perceive and apply them in their pedagogical practice.

In Ecuador, English is taught as a foreign language in both public and private institutions. The Ministry of Education has emphasized the development of communicative competence as one of the main goals in EFL education. However, despite curricular reforms, many institutions continue using traditional methodologies that prioritize reading and writing over speaking. As a result, oral communication remains a weak area for many learners, and teachers play a fundamental role in addressing this challenge (Moreira & Lozano, 2025).

At the Unidad Educativa Fiscomisional Americano, English teachers are committed to improving students' oral proficiency. Although the institution provides an environment that encourages English learning, many teachers rely on conventional, teacher-centered approaches. According to preliminary observations, opportunities for authentic oral interaction are sometimes limited to formal activities, such as presentations or dialogues, rather than spontaneous communication. Therefore, exploring teachers' perceptions of innovative methods like peer teaching could reveal new perspectives for enhancing oral communication in this educational setting.

Teachers' attitudes and perceptions toward pedagogical strategies are crucial, as they directly influence how teaching methods are implemented. Studies such as Wijaya (2021) demonstrate that teachers who hold positive perceptions toward collaborative learning strategies are more likely to adopt them effectively in their classrooms. Conversely, skepticism

or lack of training may prevent teachers from using such approaches to their full potential. Hence, understanding how educators view peer teaching is vital for ensuring meaningful integration into EFL instruction.

Peer teaching has been recognized for its multiple benefits in promoting oral communication. It enhances fluency, confidence, and active learning by providing a supportive environment where students learn from each other (Shrivastava & Shrivastava, 2023). Moreover, it encourages teachers to act as facilitators rather than sole providers of knowledge, thus transforming the classroom dynamic into a more interactive and student-centered space.

However, the implementation of peer teaching is not free of challenges. Teachers often express concerns about time management, classroom control, and the linguistic accuracy of students' contributions (Mai & Nguyen, 2022). These issues highlight the need to understand how teachers perceive the practicality and effectiveness of this approach in real classroom settings, especially in contexts like Ecuador, where English is learned as a foreign language.

This research seeks to explore EFL teachers' perceptions of peer teaching as a technique to improve students' oral communication skills at Unidad Educativa Fiscomisional Americano. By examining teachers' opinions, experiences, and attitudes, the study aims to identify both the perceived benefits and challenges of applying peer teaching in EFL classrooms. The findings could provide valuable insights for future pedagogical practices and teacher training programs focused on communicative competence.

In conclusion, developing students' oral communication skills requires active involvement from teachers who are open to innovative strategies such as peer teaching.

Understanding their perceptions is key to bridging the gap between theory and practice, fostering an educational environment that promotes meaningful communication and learner autonomy. Ultimately, this study contributes to improving the quality of EFL teaching and encourages the continuous development of communicative methodologies within Ecuadorian education

Justification.

This study is justified the difficulties that students face in developing their oral communication skills in English, which significantly affects their ability to interact effectively in the classroom and in real-life situations. Oral communication is one of the most relevant skills in the process of teaching and learning English as a foreign language at the secondary level; however, it continues to be one of the most difficult to develop in students (Yüce & Curle, 2025). In various educational contexts, students have many difficulties when expressing themselves in a language other than their native language, for fear of making mistakes, lack of security, low participation in classes and little exposure to real communicative situations (Portugal & Balderas, 2023). Added to this is the use of traditional methodologies which are more teacher-centered, in which they prioritize grammatical and written content, thus limiting the opportunities for meaningful oral practice.

Faced with this reality, peer teaching emerges as a strategy that favors interaction, collaborative work, and the active participation of students in their own learning. With this methodology, students assume a more protagonist and dynamic role as they are the ones who learn together with their classmates, which favors their confidence, motivation and real use of the language. Recent studies demonstrate the positive impact that peer learning has on the

reduction of speaking anxiety and the development of fluency in the student (Baltzersen, 2023).

However, the effective application of this strategy depends on the teacher, since he or she is the one who plans, guides, and supervises the development of peer activities within the classroom. Therefore, it is essential to analyze how teachers perceive peer teaching and what strengths and limitations they identify when implementing it as a strategy to improve oral communication.

This research has a greater impact in the Latin American context, especially in the educational field in Ecuador, where there are limitations with the availability of resources, continuous teacher training and classroom conditions (González et al., 2023). Although the curricular guidelines promote a communicative approach, in practice many of the teachers continue to use traditional methods due to the lack of training and accompaniment (Oviedo & Mena, 2021). In this situation, peer teaching is presented as a flexible and viable option in different school contexts.

Finally, this study is justified by its theoretical contribution as well as by its practical value. From the theoretical point of view, it allows us to provide updated evidence on peer teaching as a strategy for strengthening oral communication in EFL contexts. From a practical point of view, it will provide useful information for teachers in order to strengthen the implementation of more participatory, collaborative and student- centered strategies, thus contributing to the improvement of the teaching and learning of English in secondary education.

Research Question.

General Question.

How does peer teaching support and improve the oral communication skills of English as a Foreign Language (EFL) students in secondary education?

Specific questions

How do the teachers perceive the influence of peer teaching on the development of oral communication skills?

What difficulties do students face when participating in peer teaching activities aimed at improving their oral expression?

What teaching materials and resources do teachers use to implement peer teaching in oral communication practice?

Objectives

General Objective

To analyze the perceptions and experiences of English as a Foreign Language (EFL) teachers on the use of peer teaching as a technique to improve oral communication in secondary school students.

Specific objectives

To analyze teachers' perceptions of the influence of peer teaching on the development of oral communication skills.

To recognize what are the main difficulties that students experience when working with the peer teaching technique to develop their oral expression.

To identify the types of pedagogical materials and resources used by teachers for the application of peer teaching in oral communication activities.

Chapter II

Theoretical Framework

This research is founded on the increasing need to apply student-centered instructional strategies that foster oral communication in English as a Foreign Language (EFL) classrooms. Traditional teacher-centered practices frequently offer few opportunities for learners to participate actively in speaking activities, which may reduce both their confidence and their ability to communicate effectively in English. Consequently, the implementation of collaborative learning strategies, such as peer teaching, has gained increasing attention because it encourages active participation, meaningful interaction, and authentic language use among learners. Peer teaching is consistent with communicative and social constructivist approaches, as it promotes learning through collaboration, discussion, and shared responsibility, creating an environment where students can develop their speaking skills through continuous interaction with their classmates (Songpitak & Ekkayokkaya, 2022).

This theoretical framework is centered on two key concepts: peer teaching and oral communication among EFL learners. Peer teaching is an instructional approach in which students support each other's learning by sharing ideas, giving feedback, solving problems collaboratively, and practicing language skills together. Oral communication refers to learners' ability to express opinions, ideas, and information effectively in spoken English through appropriate pronunciation, vocabulary, fluency, grammatical accuracy, and interaction. By encouraging students to learn from and with their peers, peer teaching creates meaningful

opportunities for authentic communication, increases learners' confidence, promotes active classroom participation, and contributes to the development of oral communication skills. Therefore, this strategy is particularly valuable in EFL contexts where students have limited opportunities to practice speaking English outside the classroom.

Background of the study

Peer teaching has become a valuable collaborative learning strategy that encourages students to take an active role in both teaching and learning by supporting one another throughout the educational process. This approach is especially beneficial in English as a Foreign Language (EFL) contexts, where learners usually have limited opportunities to practice speaking outside the classroom. Through structured interaction with classmates, students exchange ideas, provide feedback, and complete learning tasks collaboratively, creating a learning environment that strengthens confidence, learner autonomy, and active participation. Motivation plays a fundamental role in language learning, as students who feel supported by their classmates are more likely to participate in oral activities and develop positive attitudes toward speaking English (Selimović, 2022). Therefore, implementing peer teaching not only reinforces collaborative learning but also motivates students to communicate with greater confidence and use the target language in a more meaningful way.

Oral communication continues to be one of the most important skills in second language learning because it enables learners to express their ideas, interact with others, and communicate in authentic English-speaking situations. However, many EFL students face difficulties in developing speaking skills due to limited opportunities for classroom interaction, fear of making mistakes, and the continued use of teacher-centered instructional methods.

Recent studies suggest that collaborative strategies provide learners with more opportunities to practice speaking in low-anxiety environments, increasing both their confidence and communicative competence (Kunitz et al., 2022). Through pair work, group discussions, peer feedback, and collaborative speaking activities, peer teaching encourages learners to move from being passive recipients of information to becoming active participants in the learning process, contributing to the development of oral communication skills that are necessary for effective language use both inside and outside the classroom.

Pedagogical Basis

The pedagogical foundation of this research is supported by educational approaches that encourage student-centered learning, collaboration, and meaningful communication in English as a Foreign Language (EFL) classrooms. Instead of depending solely on teacher-centered instruction, these approaches promote active learner participation through interaction with classmates. Peer teaching is consistent with these pedagogical principles because it emphasizes communication, cooperation, and shared responsibility, allowing students to strengthen their oral communication skills in authentic and collaborative learning environments. Together, these educational approaches explain how learners improve their speaking abilities when they participate actively in discussions, collaborative tasks, and peer-assisted learning experiences.

One of the main pedagogical approaches supporting this research is Communicative Language Teaching (CLT). This approach emphasizes that the primary objective of language learning is the ability to communicate effectively in real-life situations rather than simply memorizing grammatical rules or vocabulary. According to Richards (2006), Communicative

Language Teaching promotes meaningful interaction by encouraging students to use English to express ideas, negotiate meaning, solve problems, and participate in authentic communicative activities. Through pair work, role plays, discussions, and collaborative tasks, learners develop fluency, confidence, and communicative competence. Peer teaching is closely related to this approach because it increases students' opportunities to communicate with classmates, transforming the classroom into an interactive environment where English is used as a tool for communication rather than as an isolated academic subject.

Another important pedagogical foundation of this study is Collaborative Learning, which emphasizes learning through cooperation and shared responsibility among students. (Songpitak & Ekkayokkaya) explain that collaborative learning allows learners to work together toward common academic goals while developing communication, critical thinking, and interpersonal skills. Instead of competing individually, students support one another by exchanging ideas, solving problems collaboratively, and providing constructive feedback throughout the learning process. Within EFL classrooms, peer teaching reflects the principles of collaborative learning because students actively help their classmates practice speaking, clarify misunderstandings, and build knowledge through continuous interaction. As a result, learners become more engaged, motivated, and confident when communicating in English.

This research is also supported by Social Constructivism, proposed by Lev Vygotsky, which states that learning occurs through social interaction and collaboration with others. According to this perspective, students construct knowledge by participating in meaningful activities where they receive guidance from teachers or more capable peers. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), explaining that learners

can achieve higher levels of performance when they receive appropriate support during the learning process. In peer teaching, classmates naturally provide this support by explaining concepts, modeling language, correcting mistakes, and encouraging one another during speaking activities. Consequently, peer teaching functions as a pedagogical strategy that promotes learner autonomy while gradually reducing the need for teacher intervention as students become more confident and independent communicators.

The integration of these pedagogical approaches demonstrates that peer teaching is more than a collaborative classroom activity; it is an instructional strategy supported by well-established educational theories that foster meaningful language learning. By combining communicative practice, collaborative interaction, and guided support, peer teaching creates learning environments where students actively participate in speaking activities, develop confidence in using English, and strengthen their oral communication skills. Therefore, these pedagogical foundations provide strong theoretical support for the implementation of peer teaching as a strategy to improve oral communication among EFL learners.

Theoretical Basis

One of the fundamental theories supporting the implementation of peer teaching is constructivism, developed by Lev Vygotsky (1978). According to this theory, learning is an active and social process in which students construct knowledge through interaction with others and meaningful experiences rather than simply receiving information from the teacher. Vygotsky argued that cognitive development occurs when learners collaborate with peers or more knowledgeable individuals who provide guidance and support throughout the learning process. Therefore, learning becomes more effective when students actively participate in

discussions, solve problems together, and exchange ideas in authentic contexts. In English as a Foreign Language (EFL) classrooms, peer teaching reflects the principles of constructivism by encouraging learners to interact, communicate, and build knowledge collaboratively while developing their oral communication skills.

Another important theoretical foundation for this research is Albert Bandura's Social Learning Theory. Bandura explains that learning occurs through observation, imitation, and social interaction. According to this perspective, students acquire new knowledge, behaviors, and skills by observing others, modeling appropriate actions, and receiving feedback within their learning environment. In language classrooms, students frequently improve their speaking performance by listening to their classmates, imitating pronunciation, practicing dialogues, and observing effective communication models. Peer teaching reflects this theory because learners acquire knowledge not only from the teacher but also through interaction, cooperation, and shared learning experiences with their peers. As a result, this strategy helps students strengthen their confidence, communication skills, and responsibility for their own learning.

Peer Teaching

Peer teaching is an instructional strategy in which students actively support each other's learning by explaining concepts, asking questions, providing feedback, and participating collaboratively in classroom activities. Rather than positioning the teacher as the only source of knowledge, peer teaching allows learners to become active participants who contribute to the learning process of their classmates. This approach encourages students to

communicate more frequently, solve problems together, and practice language skills in authentic situations.

Educational research indicates that peer teaching promotes deeper learning because explaining concepts to classmates requires students to organize their knowledge, reflect on their own understanding, and express ideas clearly. Learners who participate in peer teaching often develop greater autonomy, confidence, and collaborative abilities while improving their academic performance. Within EFL classrooms, this strategy creates meaningful opportunities to practice spoken English through pair work, discussions, role plays, and other collaborative speaking activities. These experiences contribute significantly to the development of oral communication skills by increasing students' speaking time and reducing their anxiety when using the target language.

Collaborative Learning

Collaborative learning is an educational approach in which students work together to achieve shared learning goals through communication, cooperation, and mutual support. Unlike traditional teacher-centered instruction, collaborative learning encourages learners to exchange ideas, solve problems collectively, and construct knowledge through social interaction. Songpitak & Ekkayokkaya (2022) explain that collaborative environments promote positive interdependence, individual accountability, and active participation, creating opportunities for students to learn from one another while developing academic and interpersonal skills.

Collaborative learning is closely connected to peer teaching because both approaches consider student interaction to be the basis of effective learning. When learners work together

during speaking activities, they exchange immediate feedback, negotiate meaning, practice authentic communication, and gradually gain confidence when expressing themselves in English. Consequently, collaborative learning creates favorable conditions for improving oral communication by encouraging students to use English as a genuine means of interaction instead of simply completing isolated classroom tasks.

Scaffolding

Scaffolding refers to the temporary support provided to learners while they develop new knowledge or skills until they become capable of performing tasks independently. This concept, introduced by Vygotsky within the Zone of Proximal Development (ZPD), emphasizes that learning is more effective when guidance is gradually reduced as students gain confidence and competence. Throughout this process, teachers, classmates, or more proficient learners can provide explanations, demonstrations, corrective feedback, questioning techniques, and continuous encouragement to support learning.

Peer teaching naturally integrates scaffolding because students assist one another while practicing English through collaborative activities. Learners with greater proficiency can model language use, explain vocabulary, clarify misunderstandings, and support classmates during speaking tasks. As students become more confident and independent, this assistance is gradually reduced, enabling them to communicate more effectively on their own. In this way, scaffolding complements peer teaching by creating a supportive learning environment where students construct knowledge while strengthening their oral communication skills.

Legal basis

National Policies Supporting English Language Teaching in Ecuador

The legal foundation of this research is based on Ecuador's constitutional and educational framework, which guarantees the right to quality education and promotes the development of knowledge, skills, and competencies that prepare students for active participation in society. According to the Constitution of the Republic of Ecuador (2008), Articles 26 and 27 establish that education is a fundamental right and a public service that contributes to the holistic development of individuals. These articles emphasize that education should foster critical thinking, creativity, participation, and the development of competencies that enable students to interact effectively in different social and cultural contexts. Consequently, English language teaching should move beyond traditional teacher-centered instruction and incorporate methodologies that actively engage students in meaningful communication (Constitution of the Republic of Ecuador, 2008).

In English as a Foreign Language (EFL) classrooms, this constitutional principle supports the implementation of innovative teaching strategies that encourage active student participation and collaborative learning. Peer teaching is consistent with these educational principles because it creates opportunities for learners to communicate, interact, and construct knowledge together through authentic speaking activities. Rather than limiting students to passive learning, this strategy promotes participation, cooperation, and learner autonomy while contributing to the development of oral communication skills that are essential in today's educational context.

Furthermore, the Organic Law on Intercultural Education (LOEI) establishes that the Ecuadorian educational system must provide quality, inclusive, and student-centered education through the implementation of appropriate teaching methodologies. The law encourages teachers to adopt pedagogical strategies that respond to students' learning needs and promote meaningful learning experiences. In this regard, peer teaching represents an effective instructional strategy because it allows students to participate actively in the learning process, collaborate with classmates, and practice English through authentic communication. These principles are consistent with the objectives established by the Ministry of Education for English language teaching in Ecuador (Ministerio de Educación, 2021).

The National English Curriculum also highlights the importance of developing communicative competence as the primary objective of English language instruction. According to the English as a Foreign Language Curriculum (2016), students should develop the ability to understand and communicate effectively in English through interactive and meaningful learning experiences. The curriculum encourages the implementation of communicative methodologies that increase students' opportunities to use English in authentic situations rather than focusing exclusively on grammar instruction or memorization. Peer teaching supports these curricular objectives by providing students with frequent opportunities to practice speaking, exchange ideas, negotiate meaning, and interact with classmates in English (Ministerio de Educación, 2016).

In addition, the reforms introduced in the Organic Law on Intercultural Education (2021) reinforce the importance of innovation, active participation, and competency-based education. The law establishes that educational institutions should create learning

environments that encourage collaboration, inclusion, critical thinking, and student autonomy. These principles justify the implementation of peer teaching because this instructional strategy transforms students into active participants in their own learning while fostering responsibility, cooperation, and effective communication. By working collaboratively with classmates, learners strengthen not only their oral communication skills but also social competencies that contribute to lifelong learning.

Finally, Ecuadorian educational policies recognize that language learning should prepare students to participate successfully in an increasingly interconnected and multilingual world. Consequently, English instruction should promote communicative competence through methodologies that encourage interaction, participation, and meaningful language use. Peer teaching responds directly to these educational objectives because it creates supportive learning environments where students practice speaking English collaboratively, develop confidence in using the language, and gradually become more autonomous learners. Therefore, the implementation of peer teaching is supported both pedagogically and legally by the constitutional principles, the Organic Law on Intercultural Education, and the National English Curriculum currently in force in Ecuador.

Chapter III

Methodological Framework

Method

Qualitative method

This study adopts a qualitative research approach because it seeks to explore English as a Foreign Language (EFL) teachers' perceptions, experiences, and opinions regarding the use of peer teaching as a strategy to improve students' oral communication skills. Rather than collecting numerical data or measuring variables statistically, this research aims to obtain detailed information about teachers' experiences, beliefs, and professional judgments concerning the implementation of peer teaching in secondary education. A qualitative approach allows the researcher to understand how teachers interpret this instructional strategy, the benefits they associate with it, the challenges they encounter, and its perceived contribution to the development of students' speaking abilities.

According to Aspers and Corte (2022), qualitative research seeks to understand how individuals interpret and give meaning to their experiences within specific social and educational contexts. Through techniques such as interviews, observations, and open-ended questions, researchers collect rich, descriptive data that provide a comprehensive understanding of participants' perspectives. This methodology is particularly appropriate in educational research because it allows researchers to examine teaching practices, classroom experiences, and learning processes from the participants' point of view rather than relying exclusively on numerical data.

For this study, the qualitative approach makes it possible to examine teachers' perceptions of peer teaching without requiring the direct implementation of the strategy in the classroom. Instead of evaluating students' academic performance through experimental procedures, the research focuses on understanding teachers' professional experiences, their opinions about the effectiveness of peer teaching, the benefits they have observed in promoting oral communication, and the challenges they identify when applying collaborative learning strategies in EFL classrooms. The information obtained through teachers' responses will contribute to a broader understanding of how peer teaching can support the development of students' speaking skills in secondary education.

Furthermore, qualitative research is widely recognized for its ability to provide comprehensive descriptions of educational practices and to explore the complexity of classroom interactions from the participants' perspectives. Because this study investigates teachers' experiences with peer teaching, qualitative methodology offers the flexibility required to analyze individual viewpoints, identify emerging themes, and interpret how collaborative learning strategies influence oral communication in English language teaching. Therefore, this approach is considered the most appropriate methodology for achieving the objectives of this research and generating meaningful findings that may contribute to future educational practices and research in the field of English language teaching.

Type of research

Phenomenological study

Phenomenology is a qualitative research design that focuses on understanding and describing individuals' lived experiences regarding a particular phenomenon. Rather than

measuring variables or testing hypotheses, phenomenological research seeks to explore how people perceive, interpret, and assign meaning to their experiences. According to Neubauer, Witkop, and Varpio (2023), phenomenological research aims to understand the essence of participants' experiences by examining how they interpret and make sense of a shared phenomenon from their own perspectives. This approach enables researchers to gain a deeper understanding of participants' realities through detailed descriptions of their experiences and perceptions.

This study is grounded in phenomenological research because it seeks to explore and describe English as a Foreign Language (EFL) teachers' perceptions, experiences, and opinions regarding the use of peer teaching as a strategy to improve students' oral communication skills. Phenomenological studies focus on understanding how participants interpret a specific educational phenomenon through their own professional experiences and classroom practices. In this research, the phenomenon of interest is the implementation of peer teaching in secondary school English classrooms and the way teachers perceive its contribution to the development of students' speaking abilities.

From a phenomenological perspective, this research does not attempt to measure students' oral performance or experimentally evaluate the effectiveness of peer teaching. Instead, it seeks to understand the essence of teachers' experiences, beliefs, and professional judgments regarding this instructional strategy. Through the analysis of participants' responses, the study aims to identify common themes such as the perceived benefits of peer teaching, the challenges teachers encounter during its implementation, and the ways in which they believe this collaborative strategy contributes to improving oral communication among EFL learners.

Data Collection Techniques

One-on-One Interview

The data collection technique selected for this study is the one-on-one interview, conducted through a semi-structured online interview administered to English as a Foreign Language (EFL) teachers using a digital questionnaire link. Interviews are one of the most widely used qualitative data collection techniques because they allow researchers to obtain detailed information about participants' perceptions, opinions, experiences, and attitudes regarding a particular phenomenon. Individual interview are especially appropriate when the objective is to explore participants' perspectives in depth, providing each teacher with sufficient opportunity to express personal experiences and professional judgments without the influence of other participants, as may occur in focus group discussions (Tenny, Brannan, & Brannan, 2022).

According to Buys et al. (2022), semi-structured one-on-one interviews provide researchers with the flexibility to follow a predetermined interview guide while encouraging participants to expand on their responses through open and reflective dialogue. This type of interview promotes active listening, meaningful interaction, and the collection of rich qualitative data by allowing researchers to explore unexpected ideas that emerge during the conversation. In this study, one-on-one interviews will enable English teachers to share their professional experiences, describe the benefits and challenges they associate with peer teaching, and explain how they perceive this collaborative strategy contributes to improving students' oral communication skills. Therefore, this technique provides comprehensive and meaningful information that supports the objectives of the present research.

Instrument Questionnaire

The instrument used to conduct the one-on-one interview is a structured questionnaire designed using Google Forms. A questionnaire consists of a series of carefully designed questions intended to collect information about participants' opinions, experiences, perceptions, and beliefs regarding a particular topic. When a questionnaire contains open-ended questions, it generates rich qualitative information by allowing participants to express their opinions, experiences, and ideas in their own words and with greater detail. Online questionnaires are increasingly used in educational research because they are practical, economical, easy to distribute, and accessible from different locations, making the data collection process more efficient for both researchers and participants (Taherdoost, 2022).

In this study, the questionnaire is made up of 10 open-ended questions intended to explore English as a Foreign Language (EFL) teachers' perceptions, experiences, and opinions about the use of peer teaching as a strategy to improve students' oral communication skills. The questions examine teachers' experiences using collaborative learning strategies, the benefits and challenges they associate with peer teaching, its influence on learners' confidence and speaking performance, and their recommendations for implementing this strategy effectively in secondary school English classrooms. The questionnaire will be administered individually through Google Forms and shared online with the participating English teachers. The purpose of this instrument is to collect detailed narrative responses that reflect teachers' personal interpretations and professional experiences, enabling the researcher to examine the phenomenon from a phenomenological perspective.

Type of questions

Open-ended Questions

The questionnaire consists of open-ended questions, which are commonly employed in qualitative research to gain an in-depth understanding of participants' perceptions, opinions, and experiences. Unlike closed-ended questions, this format does not limit respondents to predetermined options; instead, it allows teachers to explain their viewpoints, justify their answers, share examples from their professional practice, and describe their experiences in detail. This type of questioning is especially suitable when the objective is to understand teachers' perspectives on an educational strategy rather than to quantify their responses. As stated by Taherdoost (2022), open-ended questions generate rich qualitative information because they encourage participants to provide detailed explanations that may not emerge through fixed-response questionnaires.

For this research, the open-ended questionnaire will be administered to five English as a Foreign Language (EFL) teachers from different secondary school grade levels at Unidad Educativa Fiscomisional Americano. The questions are designed to explore teachers' previous experiences with collaborative learning, their perceptions of the advantages and challenges of peer teaching, and their opinions regarding its contribution to strengthening students' oral communication skills. In addition, participants will be invited to provide recommendations for the successful implementation of peer teaching in secondary English classrooms. By collecting responses from teachers with different teaching experiences, the study expects to obtain rich qualitative information that reflects multiple professional perspectives related to the phenomenon under investigation.

Population and sample.

This research is carried out at Unidad Educativa Fiscomisional Americano, an educational institution located in Ecuador. The institution offers secondary education where English is taught as a Foreign Language (EFL), providing an appropriate educational setting to explore teachers' perceptions of instructional strategies aimed at improving students' oral communication skills.

The target population of this study consists of five English teachers currently working at Unidad Educativa Fiscomisional Americano. Since the number of English teachers is limited, all members of the population will participate in the study. This setting enables the researcher to gather a variety of professional perspectives and teaching experiences regarding the implementation of peer teaching as a strategy for improving oral communication among EFL learners.

Using a purposeful sampling approach, this study seeks to obtain a deeper understanding of teachers' experiences, perceptions, and opinions concerning peer teaching. Rather than attempting to generalize the results to a broader population, the research aims to explore the phenomenon in depth within its natural educational setting. The inclusion of all English teachers at the institution provides valuable qualitative data that contribute to understanding the opportunities, challenges, and educational value of peer teaching in secondary EFL classrooms.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings

According to the data collected, the responses obtained from the five participating English teachers reflect their perceptions, experiences, and professional opinions regarding the implementation of peer teaching as a technique to improve oral communication among English as a Foreign Language (EFL) learners. Overall, the participants shared favorable opinions about peer teaching as a collaborative instructional strategy. They emphasized that it offers students meaningful opportunities to communicate in English, interact with classmates, and participate actively in speaking activities. According to the teachers, peer teaching contributes to improving learners' confidence, motivation, fluency, and willingness to communicate because it creates a supportive classroom environment where students feel more comfortable using the target language. These findings are consistent with recent studies showing that collaborative learning strategies enhance learner engagement, classroom interaction, and oral language development in EFL contexts (Sato & Ballinger, 2022).

The participants also pointed out several challenges related to the implementation of peer teaching. The most frequently mentioned difficulties included differences in students' English proficiency, limited vocabulary knowledge, fear of making mistakes, frequent use of the native language during activities, and the need for effective classroom management to encourage equal participation. Despite these challenges, all participants agreed that careful planning, clear instructions, continuous monitoring, and constructive feedback can greatly enhance the effectiveness of peer teaching activities. The use of open-ended interview

questions allowed teachers to explain their experiences in detail, making it possible to identify common themes as well as different perspectives. Consequently, the findings provide a comprehensive understanding of teachers' perceptions regarding the educational value of peer teaching for improving oral communication skills among secondary EFL learners (Nguyen & Terry, 2023).

Interpretation of Bibliographic review.

1. Question number one was: What do you think are the main challenges when implementing peer teaching in oral communication activities?

The teachers agreed that one of the greatest challenges when implementing peer teaching is encouraging students to communicate consistently in English throughout the activities. Most participants mentioned that learners often switch to their native language when they feel insecure or lack sufficient vocabulary. They also identified differences in students' English proficiency, fear of making mistakes, lack of confidence, and unequal participation as common difficulties that may reduce the effectiveness of peer teaching. Several teachers emphasized that careful planning, appropriate grouping, and clear instructions are essential to overcome these challenges. Overall, the responses indicate that although peer teaching offers significant benefits, its successful implementation requires continuous teacher guidance and classroom management to ensure active participation from all students.

2. Question number two was: What teaching materials or resources do you consider most effective for facilitating peer teaching in oral communication practice?

The participants mentioned a wide variety of resources that facilitate peer teaching during speaking activities. Conversation cards, role-play situations, discussion prompts, vocabulary lists, visual aids, short videos, interactive presentations, mini whiteboards, and task-based activities were identified as highly effective materials. Teachers explained that these resources encourage students to participate more actively, maintain meaningful conversations, and practice speaking in authentic situations. Furthermore, recent research suggests that communicative materials that promote interaction and collaboration significantly increase students' opportunities to develop oral communication skills in EFL classrooms (Rahman & Singh, 2024). Therefore, the responses suggest that combining peer teaching with engaging instructional materials creates more dynamic and student-centered learning environments.

3. Question number three was: How do you assess students' oral performance or provide feedback during peer teaching activities?

According to the teachers' responses, assessment during peer teaching is mainly based on continuous observation and constructive feedback. Most participants explained that they monitor students while they interact, listen carefully to conversations, take notes, and evaluate aspects such as pronunciation, fluency, vocabulary use, interaction, and participation. Several teachers also highlighted the importance of using speaking rubrics, observation checklists, peer assessment, and self-assessment to encourage students to reflect on their own learning. These responses demonstrate that assessment during peer teaching focuses not only on evaluating students' performance but also on providing guidance that helps learners improve their oral communication skills through continuous practice.

4. Question number four was: What benefits have you observed when students learn from each other in English classes?

The teachers consistently described peer teaching as a strategy that increases students' participation, confidence, motivation, and responsibility for learning. According to their experiences, learners feel more comfortable communicating with classmates than speaking directly to the teacher, which reduces anxiety and encourages greater interaction. They also observed that students explain concepts using language that is easier for their classmates to understand, reinforcing learning for both the student providing support and the learner receiving assistance. These findings are consistent with recent studies indicating that collaborative learning environments promote communicative competence, learner autonomy, and higher engagement in English language classrooms (Nguyen & Terry, 2023).

5. Question number five was: What recommendations would you give to EFL teachers who want to incorporate peer teaching to improve secondary students' speaking skills?

The participants recommended that teachers begin with structured speaking activities supported by clear instructions and appropriate language scaffolding. They emphasized the importance of organizing balanced pairs or groups according to students' proficiency levels, monitoring classroom interaction continuously, and creating a supportive environment where mistakes are considered part of the learning process. In addition, several teachers suggested anticipating possible challenges before implementing peer teaching and adapting activities according to students' needs. Overall, the recommendations highlight that careful planning and teacher facilitation are fundamental for maximizing the benefits of peer teaching.

6. Question number six was: What difficulties do students usually face during peer teaching activities focused on oral communication?

Teachers identified several difficulties commonly experienced by students during peer teaching activities. The most frequent challenges included limited vocabulary, fear of making mistakes, low self-confidence, difficulty maintaining conversations, unequal participation between partners, and concerns about being judged by classmates. Some participants also mentioned that inappropriate pairing may negatively affect collaboration and reduce students' willingness to participate. Despite these difficulties, teachers agreed that regular speaking practice, positive feedback, and supportive classroom environments gradually help students overcome these barriers and become more confident communicators.

7. Question number seven was: What role should the teacher play during peer teaching activities?

All participants agreed that the teacher should function primarily as a facilitator, guide, observer, and mentor rather than as the central source of knowledge. Teachers explained that their role involves monitoring classroom interaction, providing support when necessary, encouraging participation, clarifying misunderstandings, and ensuring that students remain focused on the learning objectives. This perspective is supported by recent educational research, which emphasizes that teachers who adopt facilitative roles create learning environments that promote greater learner autonomy, collaboration, and communicative competence in foreign language classrooms (Mercer & Dörnyei, 2023).

8. Question number eight was: What is your opinion about using peer teaching as a strategy to develop students' speaking skills?

The participants expressed highly positive opinions regarding the implementation of peer teaching for developing speaking skills. They considered it an effective strategy because it provides authentic opportunities for students to practice English, increases speaking time during lessons, encourages collaborative learning, and allows learners to support one another throughout the communication process. Teachers also indicated that peer teaching helps students apply vocabulary and grammatical structures in realistic communicative situations while assuming greater responsibility for their own learning. Overall, the responses demonstrate strong professional support for the incorporation of peer teaching into EFL instruction.

9. Question number nine was: In your opinion, how does peer teaching influence students' confidence and fluency in speaking English?

According to all participants, peer teaching has a positive influence on both students' confidence and speaking fluency. Teachers explained that learners feel less anxious when practicing English with classmates because the environment is perceived as less intimidating than traditional teacher-led instruction. Continuous opportunities for interaction allow students to practice pronunciation, organize their ideas more effectively, improve fluency, and reduce communication anxiety. Participants also observed that students become increasingly confident when they receive immediate support and constructive feedback from their peers before formal classroom assessments.

10. Question number ten was: How do you perceive students' motivation and participation when they practice oral communication with classmates instead of the teacher?

The teachers unanimously agreed that students generally demonstrate higher levels of motivation and participation when interacting with classmates rather than communicating exclusively with the teacher. Participants explained that peer interaction creates a relaxed and collaborative atmosphere where learners feel more comfortable expressing their ideas, taking risks, and participating actively in speaking activities. They also observed that shy students tend to become more involved during peer teaching because they perceive their classmates as learning partners rather than evaluators. Overall, the findings indicate that peer teaching contributes to creating positive learning environments that promote greater student engagement and meaningful oral communication in EFL classrooms.

Table 1

Analysis of the Interviewees' Perceptions (teachers) of the Application of the CLIL approach.

Questions	What teaching materials or resources do you consider most effective for facilitating peer teaching in oral communication practice?	What benefits have you observed when students learn from each other in English classes?	What role should the teacher play during peer teaching activities?
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Answers	Conversation cards, role plays, discussion prompts, vocabulary lists, visual aids, interactive presentations, short videos, mini whiteboards, and task-based activities are considered effective because they promote	Peer teaching increases students' confidence, participation, motivation, learner autonomy, and speaking fluency. Students feel more comfortable practicing English with classmates,	The teacher should act as a facilitator, guide, observer, and mentor. Their role is to monitor interactions, provide support when necessary, give constructive feedback, and ensure that all students participate actively
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	interaction and meaningful speaking practice.	which encourages authentic communication and active participation.	throughout the speaking activities.
Authors	Communicative instructional materials that encourage interaction and collaboration significantly improve students' opportunities to develop oral communication skills in EFL classrooms. (Rahman & Singh, 2024)	Collaborative learning environments promote communicative competence, learner autonomy, classroom participation, and confidence through meaningful interaction among learners. (Nguyen & Terry, 2023)	Teachers who adopt the role of facilitators create collaborative learning environments that promote learner autonomy, communication, and effective interaction in English language classrooms. (Mercer & Dörnyei, 2023)

Note. Synthesis of participant answers and literature support regarding the benefits, challenges, and implementation of Peer Teaching to improve oral communication in EFL learners.

Chapter V

Conclusions and recommendations

The main purpose of this study was to explore English as a Foreign Language (EFL) teachers' perceptions of peer teaching as a technique to improve secondary students' oral communication skills. After a careful analysis of the interview responses, teachers reported that peer teaching promotes students' confidence, active participation, collaboration, and speaking fluency by providing meaningful opportunities to communicate with classmates in supportive learning environments. The participants also highlighted that the teacher plays an essential role as a facilitator who guides, monitors, and provides feedback throughout the learning process. The following section presents the main conclusions drawn from the finding and offers practical recommendations for implementing peer teaching effectively in English language classrooms.

Conclusions

The findings showed that teachers have positive perceptions of peer teaching as a technique to improve students' oral communication skills. They consider that this collaborative approach encourages active participation, increases learners' confidence, and provides meaningful opportunities for students to practice speaking English with their classmates in a supportive learning environment.

The teachers identified several benefits associated with the implementation of peer teaching. They observed improvements in students' speaking fluency, confidence, motivation, classroom participation, and communicative interaction. They also reported that students became more willing to express their ideas in English and developed greater autonomy by learning from and supporting one another during speaking activities.

Although teachers considered peer teaching an effective instructional strategy, they also identified several challenges, including differences in students' English proficiency, limited vocabulary, fear of making mistakes, unequal participation, and the tendency to use the native language during collaborative activities. Therefore, teachers emphasized the importance of careful planning, appropriate grouping, continuous monitoring, and the use of engaging communicative tasks to maximize the effectiveness of peer teaching in EFL classrooms.

Recommendations.

English teachers should continue implementing peer teaching as a technique to improve students' oral communication skills by incorporating a variety of communicative and collaborative speaking activities. This will provide learners with more opportunities to practice English, increase their confidence, and develop greater fluency through meaningful interaction with their classmates.

To enhance the benefits of peer teaching, educational institutions should provide continuous professional development opportunities for English teachers focused on collaborative learning methodologies and communicative teaching practices. Such training can equip teachers with practical strategies for organizing peer teaching activities, managing classrooms with different proficiency levels, and creating supportive learning environments that encourage active participation while strengthening students' oral communication skills.

To further enhance students' speaking performance, teachers are encouraged to integrate interactive teaching resources such as role plays, discussion cards, debates, problem-solving tasks, digital tools, and collaborative projects into peer teaching activities. These resources will motivate students to communicate more frequently in English, strengthen their confidence, improve their fluency, and encourage meaningful participation in authentic communicative situations both inside and outside the classroom.

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CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “PEER TEACHING AS A TECHNIQUE TO IMPROVE ORAL COMMUNICATION IN EFL LEARNERS” elaborado por el estudiante Tomala Potes Jeriel Alexander 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.



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Textos sospechosos

Atentamente

Caamaño López Sandra Elizabeth, MSc.

TUTOR

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES

1. What is your opinion about using peer teaching as a strategy to develop students' speaking skills?

2. What benefits have you observed when students learn from each other in English classes?

3. What are the main challenges when implementing peer teaching in oral communication activities?

4. How do you assess students' oral performance or provide feedback during peer teaching activities?

5. What difficulties do students usually face during peer teaching activities focused on oral communication?

6. What teaching materials or resources do you consider most effective for facilitating peer teaching in oral communication practice?

7. What role should the teacher play during peer teaching activities?

8. ¿In your opinion, how does peer teaching influence students' confidence and fluency in speaking English?

9. How do you perceive students' motivation and participation when they practice oral communication with classmates instead of the teacher?

10. What recommendations would you give to EFL teachers who want to incorporate peer teaching to improve secondary students' speaking skills?

INTERVIEWED 1

It's a really good strategy to improve students' speaking skills , because it gives students a real situation to use the vocabulary acquired , and a peer to help and support them during all the activity.	More engagement to the activities, increase of confidence , and better grades , due to the risks have been already taken and now they feel more confident in doing an activity in front of their classmates.	The more common challenges are lack of use of the target language , real work collaboration , mismatching and students' fear of being judged or mocked by their peers.	Monitoring around the class, making sure that all of them are working, and listening to their conversations. At the end of the activity it's necessary to make a general feedback to check vocabulary and pronunciation .	Mismatching peers, lack of confidence in their peers, and the fear of being judged are the main causes because peer teaching is not performed correctly.	Specific topics of conversations, role plays , videos of conversations, vocabulary related to the topic, and a dice to make the activity more dynamic.	He must be a guide, facilitator , or a mentor . His role becomes more passive and he must help only when necessary.	It helps them to be more fluent and have more confidence because possible mistakes were corrected on time.	The participation increases because it's like a friend is helping instead of the teacher.	Not just consider the advantages, also analyze the challenges and how to address them , because the classroom is unpredictable.
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INTERVIEWED 2

I believe peer teaching is a highly effective strategy for developing speaking skills. It creates more opportunities for communication, increases student engagement, and encourages learners to take greater responsibility for their own learning. When properly implemented, it can significantly improve oral proficiency.	Students often feel more comfortable speaking with classmates than with the teacher. Peer teaching promotes collaboration, active participation, and learner autonomy. It also allows students to explain concepts in ways that are easier for their peers to understand, which reinforces learning for both the tutor and the learner.	One of the main challenges is ensuring that students use English consistently during the activity. Some students tend to switch to their native language. Another challenge is the difference in proficiency levels, as stronger students may dominate while weaker students become passive.	I usually use observation checklists and speaking rubrics that focus on fluency, pronunciation, vocabulary use, and interaction. I also encourage peer assessment and self-assessment.	Students often struggle with limited vocabulary, fear of making mistakes, and lack of confidence when speaking English.	I find conversation cards, role-play scenarios, discussion prompts, visual aids, task-based activities, interactive presentations, short videos, and mini boards very effective.	The teacher should act as a facilitator, guide, and observer rather than the main speaker.	Peer teaching helps students become more confident. The increased speaking time allows them to develop greater fluency and reduces anxiety.	Students are generally more motivated and willing to participate when interacting with classmates.	I would recommend starting with simple, structured activities, providing clear instructions, carefully grouping students, monitoring interactions, and creating a supportive environment. Regular practice is key.
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INTERVIEWED 3

Peer teaching creates a comfortable environment where students can practice English without feeling afraid of making mistakes. It helps improve their confidence , fluency , and encourages collaborative learning .	Students become more motivated because they learn in a supportive environment . They are more willing to participate and improve their speaking confidence .	One challenge is maintaining equal participation because some students are more confident than others. Teachers also need to monitor the activities constantly.	I observe students while they interact and then provide constructive feedback about pronunciation, fluency, and vocabulary.	Some students have difficulty expressing their ideas because of limited vocabulary and pronunciation problems .	Flashcards, pictures , games , and conversation cards motivate students to communicate more.	Teachers should monitor activities, provide support, and encourage active participation .	Students become more confident because they practice English in a safe environment .	Students feel less pressure and become more engaged in speaking activities.	Teachers should begin with simple collaborative tasks and gradually increase the difficulty as students gain confidence.
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INTERVIEWED 4

In my opinion, peer teaching motivates students to participate more actively because they feel supported by their classmates. This strategy promotes interaction, communication, and active participation during speaking activities.	I have observed greater interaction , better fluency , and more teamwork . Students are less afraid of making mistakes and communicate more naturally.	Some students feel shy or lack confidence . Others depend too much on stronger classmates instead of participating actively.	I use oral rubrics , classroom observation, and short speaking activities to evaluate students' progress.	Many students feel nervous when speaking English and are afraid of making mistakes in front of classmates.	Digital resources, videos, worksheets , and speaking games are excellent tools.	The teacher should organize the activity, supervise students, and provide feedback whenever necessary.	Their fluency improves naturally through constant practice and interaction.	Participation increases because students feel more relaxed while communicating with peers.	Provide students with language support, monitor activities carefully , and encourage everyone to participate.
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INTERVIEWED 5

I consider peer teaching an effective strategy because students learn from one another while practicing English in meaningful situations. It develops oral communication, teamwork, and self-confidence .	Peer teaching improves oral communication, self-confidence, and cooperation . Students learn from each other while practicing English in meaningful situations.	Managing different language levels and encouraging every student to speak English throughout the activity can sometimes be difficult.	I assess students through continuous observation, oral tasks , and immediate feedback after each activity.	The biggest difficulties are anxiety, lack of fluency , and maintaining conversations for a long time.	Interactive presentations, real-life situations , and collaborative speaking tasks encourage communication.	The teacher's responsibility is to facilitate learning while allowing students to become more independent .	Students participate more confidently because they receive support from classmates before speaking in front of everyone.	The collaborative atmosphere improves both motivation and interaction during English lessons.	Create a positive classroom atmosphere where mistakes are seen as learning opportunities and students feel comfortable communicating in English.
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