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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

THEME

**PEER-TUTORING AS A TEACHING STRATEGY TO ENHANCE SPEAKING
SKILLS IN EIGHTH GRADE STUDENTS OF “LA INMACULADA”
EDUCATIONAL INSTITUTION AT LATACUNGA.**

Qualification work prior to obtaining the Master's degree in Education.

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AMBATO – ECUADOR

2024

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DEDICATION

To my sweetheart, for her love, patience, constant support, understanding, and motivation.

To my daughter, my source of inspiration and the reason for my efforts. May this achievement be an example for you to pursue your dreams with dedication and perseverance.

To my mother and father, for teaching me through their example the value of work, honesty, and education. Thank you for your sacrifices and teachings that have always guided me.

To my dear grandmother, whose love, advice, and prayers have been a pillar in my life.

To my sisters, for their support, affection, and trust in me at all times.

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TABLE OF CONTENTS

THEME	i
AUTHORIZATION BY THE AUTHOR FOR CONSULTATION, PARTIAL OR TOTAL REPRODUCTION, AND ELECTRONIC PUBLICATION OF THE DEGREE THESIS.....	ii
TUTOR’S APPROVAL	iii
STATEMENT OF AUTHENTICITY	iv
COURT APPROVAL.....	v
DEDICATION	vi
AKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	viii
TABLE INDEX	xi
GRAPHIC INDEX	xii
APPENDICES	xiii
RESUMEN EJECUTIVO.....	xiv
RESUMEN	xv
INTRODUCTION	1
PROBLEM STATEMENT	4
OBJECTIVES.....	8
General Objective:.....	8
Specific Objectives:.....	8
CAPÍTULO I.....	9
THEORETICAL FRAMEWORK.....	9
1.1. Previous studies	9
1.2. Theoretical framework	11
1.2.1. Peer-Tutoring in education	11
1.2.2. Types of Peer-Tutoring	13
1.2.2.1. <i>Cross-Age Tutoring</i>	14
1.2.2.2. <i>Same-Age or Same-Grade Tutoring</i>	14
1.2.2.3. <i>Reciprocal Peer Tutoring</i>	15
1.2.2.4. <i>Hybrid and Contextual Models</i>	16
1.2.3. Speaking skills in language learning	17

1.2.4. Components (subskills) of speaking skills	19
1.2.5. Peer-Tutoring as a strategy to improve speaking skills	20
1.2.6. The role of peer interaction in speaking development	23
1.2.7. Strategies for effective peer-tutoring	25
CAPÍTULO II.....	27
METHODOLOGICAL DESIGN	27
2.1. Research approach and method	27
2.2. Description of the sample and the context of the research	28
2.3. Data collection process	29
2.3.1. Techniques and data collection instruments	29
2.3.1.1. Questionnaire.....	29
2.3.1.2. A diagnostic test (Pre) and a Progressive test (Post)	29
2.3.1.3. Classroom peer tutoring interventions.....	30
2.4. Reliability	31
2.5. RESULTS	33
2.5.1. Questionnaire.....	33
2.5.2. Analysis of diagnostic speaking test.....	40
2.5.3. Evaluation of the innovative proposal	41
2.5.4. Critical assessment of the peer tutoring strategy	42
2.5.5. Contrastive interpretation of the proposal: A data-driven analysis.....	43
2.5.6. Validation by a specialist	48
2.5.6.1. Interpretation of scores	48
2.5.7. Final remarks of the results	50
CAPITULO III	55
PRODUCT.....	55
3.1. Innovative proposal to the problem solve.....	56
3.2. Type of product.....	56
3.3. Objective of the proposal.....	56
3.4. Specific objectives	57
3.5. Structure of the proposal.....	57
3.6. Innovative proposal evaluation.....	58
3.7. Validation of the proposal	59
3.8. Activities.....	60

4.	Conclusions y recomendations	64
REFERENCES	66
APPENDICES	71

TABLE INDEX

<u>Table 1.</u> Elementos de la guía digital innovadora	73
<u>Table 2.</u> Activity description based on lesson plans	74
<u>Table 3.</u> Activity 1.....	375
<u>Table 4.</u> Activity 2	76
<u>Table 5.</u> Activity 3	77
<u>Table 6.</u> Activity 4	73
<u>Table 7.</u> I feel comfortable speaking English when I work with a peer tutor	42
<u>Table 8.</u> Working in pairs has helped me improve my English pronunciation	763
<u>Table 9.</u> Reciving feedback from a peer helps me improve my speaking skills.....	773
<u>Table 10.</u> Explaining ideas to classmates strengthens my understanding of English ...	73
<u>Table 11.</u> I had noticed an improvement in my oral fluency through colaborative work	74
<u>Table 12.</u> I feel more motivated to participate in class when peer tutoring is used	75
<u>Table 13.</u> I believe peer tutoring is usefull for improving my speaking skills.....	76
<u>Table 14.</u> Did you feel more confident speaking English during peer tutoring?	77
<u>Table 15.</u> Did peer tutoring help you understand and use new English vocabulary? ...	73
<u>Table 16.</u> Did you feel that your speaking fluency improved after peer tutoring?	74
<u>Table 17.</u> Was it easier to participate with a classmate rather than the teacher?	75
<u>Table 18.</u> Should peer tutoring continue in English speaking classes?	76
<u>Table 19.</u> Pre-test and post-tes results	77
<u>Table 20.</u> Should peer tutoring continue in English speaking classes?	76
<u>Table 21.</u> Pre-test and post-tes results	77

GRAPHIC INDEX

<u>APPENDIX 2.</u> <u>Activity 2 Food</u>	73
<u>APPENDIX 3.</u> <u>MY HABBITS</u>	74
<u>APPENDIX 4.</u> <u>Activity 3. Vocabulary Sheet: Garments, Accessories and Complements</u>	75
<u>APPENDIX 5.</u> <u>Expert validation rubric</u>	76
<u>APPENDIX 6.</u> <u>Standardized test rubric</u>	77

APPENDICES

APPENDIX 1. Vocabulary Sheet: Weather and Seasons	71
APPENDIX 2. Activity 2 Food.....	73
APPENDIX 3. MY HABBITS	74
APPENDIX 4. Activity 3. Vocabulary Sheet: Garments, Accessories and Complements	75
APPENDIX 5. Expert validation rubric.....	76
APPENDIX 6. Standardized test rubric.....	77

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DIRECCIÓN DE POSGRADO

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RESUMEN EJECUTIVO

En la enseñanza del inglés como lengua extranjera (EFL), las prácticas pedagógicas continúan dominadas por enfoques centrados en el docente, donde los estudiantes desempeñan un rol pasivo. Frente a esta limitación, la presente investigación implementó la tutoría entre pares como estrategia pedagógica interactiva y colaborativa para mejorar la habilidad oral en inglés de los estudiantes de octavo grado de la Unidad Educativa “La Inmaculada”, en Latacunga. El estudio se fundamentó en el constructivismo social, que resalta la importancia del aprendizaje mediante la interacción y la construcción conjunta del conocimiento. Según el Ministerio de Educación de Ecuador (2016), el aprendizaje efectivo ocurre cuando los estudiantes participan activamente y se consideran sus estilos de aprendizaje, en concordancia con el currículo nacional que prioriza la comunicación oral como macro destreza esencial, especialmente en el nivel A2 del MCER. A pesar de la evidencia internacional que respalda la tutoría entre pares, en Ecuador existe una brecha investigativa respecto a su impacto en la expresión oral. El objetivo general fue potenciar habilidades orales mediante la tutoría entre pares en octavo grado. Con un diseño metodológico cuantitativo, se aplicaron intervenciones de aula con tutoría entre pares, incluyendo cuestionario, pre-test diagnóstico y post-test de progreso. La población estuvo conformada por 40 estudiantes A2, quienes participaron en sesiones estructuradas orientadas a desarrollar fluidez, pronunciación y vocabulario. Se utilizaron SPSS y Excel para analizar los datos y presentar los resultados. Los resultados evidenciaron mejoras en fluidez, vocabulario y confianza al hablar. El diagnóstico inicial reveló limitaciones en producción oral, escaso dominio léxico y ansiedad al comunicarse, mientras que el post-test mostró avances notables. Cuestionario e intervención dentro del aula confirmaron percepciones positivas hacia la estrategia, destacando el ambiente colaborativo. Se concluye que la tutoría entre pares es eficaz para desarrollar habilidades orales en EFL, fomentando aprendizaje significativo y compromiso estudiantil.

Palabras clave: Estrategia pedagógica, hablar, tutoría entre pares, vocabulario,

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

Peer Tutoring as a Teaching Strategy to Improve Speaking Skills in Eighth-Grade Students at La Inmaculada High School in Latacunga

In teaching English as a Foreign Language (EFL), pedagogical practices remain largely controlled by teacher-centered approaches, where students often play a passive role. In response to this limitation, this study implemented peer tutoring as an interactive and collaborative pedagogical strategy to enhance the speaking skills in eighth-grade students at La Inmaculada High School in Latacunga. The study was based on social constructivism, which emphasizes the importance of learning through interaction and the co-construction of knowledge. According to the Ecuadorian Ministry of Education (2016), effective learning takes place when students are actively engaged, and their individual learning styles are considered. This aligns with the national curriculum, which prioritizes oral communication as a key macro-skill, particularly at the A2 level of the CEFR. Despite international evidence supporting the effectiveness of peer tutoring, research on its impact on oral expression in Ecuador remains limited. The general objective of this study was to improve students' speaking skills using peer tutoring in the eighth grade. Using a quantitative methodological design, the study involved classroom interventions based on peer tutoring, including a questionnaire, a pre-test, and a post-test. The target population was made up of 40 A2-level students who participated in structured sessions aimed at developing fluency, pronunciation, and vocabulary. Data was analyzed using SPSS and Excel to present the findings. The results showed significant improvements in fluency, vocabulary acquisition, and speaking confidence. The initial diagnostic assessment revealed challenges in oral

KEYWORDS:

pedagogical strategy, speaking, peer tutoring, vocabulary.



production, limited lexical control, and communication anxiety. In contrast, the post-test showed noticeable progress. Both the questionnaire and the classroom intervention confirmed students' positive perceptions of the strategy, highlighting the collaborative learning environment it fostered. In conclusion, peer tutoring proved to be an effective strategy for developing speaking skills in EFL, promoting meaningful learning and increased student engagement.

KEYWORDS:

pedagogical strategy, speaking, peer tutoring, vocabulary.



INTRODUCTION

Relevance of the topic

In the context of English as a Foreign Language (EFL) instruction, pedagogical practices are still largely dominated by teacher-centered approaches, where learners often play a passive role. This research explores the implementation of peer tutoring as an alternative instructional strategy to enhance speaking skills among eighth-grade students at “La Inmaculada” Educational Unit, located in Latacunga. The significance of this study lies on its focus on developing communicative competence through collaborative learning practices that are aligned with social constructivist principles. As Elshami et al. (2019) highlight, “Peer Assistant Learning is an approach to cooperative learning grounded in the principles of social constructivism and cognitive congruence theories. Social constructivism emphasizes collaboration, where individuals develop their understanding by engaging with others and building knowledge through social interactions” (p. 26). This underscores the role of students as active participants in their learning processes and justifies the need to implement collaborative methods such as peer tutoring to foster the development of speaking skills.

According to the *Ministerio de Educación* of Ecuador (2016), effective learning happens when students are actively involved rather than passively receiving information, and it also emphasizes the importance of recognizing individual learning styles and adapting teaching accordingly (p. 5). Within this framework, peer tutoring not only aligns with national curriculum goals, which prioritize the four macro-skills, especially oral communication, but also supports personalized, student-centered instruction. The curriculum places a special focus on verbal reasoning and encourages the development of oral fluency as proposed by the Common European Framework of Reference (CEFR), particularly at the A2 level, where learners are expected to communicate with others

clearly and effectively (Ministerio de Educación, 2016, p. 7). In this context, peer tutoring supports this claim by allowing students to gain more knowledge on a topic, promoting collaboration and shared responsibility in the learning process.

Despite the clear advantages of collaborative and student-centered strategies, many classrooms in Ecuador still rely on traditional methods that may limit opportunities for authentic communication. There is a notable gap in research that investigates how peer tutoring specifically impacts speaking skill development among EFL learners at the middle school level in Ecuadorian contexts. Although international studies provide evidence of peer tutoring's benefits—such as increased engagement, mutual support, and enhanced understanding (Karim & Mohammed, 2018; Kim et al., 2021)—local data on its application and outcomes remains limited.

The objective of this study, therefore, is to analyze how peer tutoring, as an innovative teaching strategy, can improve speaking skills among eighth-grade students in “La Inmaculada” Educational Unit. This investigation falls under the broader research line of pedagogical innovation, with a specific focus on teaching strategies that contribute to meaningful language learning. The main research goal is supported by both empirical evidence and pedagogical theory. Chango et al. (2023) found that students show positive attitudes towards “activities designed around the peer-to-peer teaching approach, especially when compared to traditional teaching methods” (p. 100). Furthermore, Karim & Mohammed (2018) observed that peer teaching encourages a cooperative learning environment where students of similar proficiency levels work together, which boosts engagement and fosters deeper subject mastery (p. 17). These findings reinforce the idea that peer tutoring creates a supportive academic setting that benefits not only peer learners but also the peer tutors, who deepen their understanding by teaching others.

The relevance of the current research is grounded in the increasing demand for communicative competence in English. In a globalized world, speaking skills are crucial for academic achievement, professional development, and interpersonal communication. Traditional EFL methods often emphasize grammar and rote memorization, which do not adequately prepare students for spontaneous, real-world conversations. Peer tutoring offers a dynamic alternative that promotes language production through real interaction, increasing student confidence and competence. Kim et al. (2021) also demonstrate how peer tutoring can lead to better academic outcomes and lower failure rates, further validating its broader applicability.

Given the growing use of English in academic and social environments, both inside and outside the classroom, and the emphasis on oral communication in the national curriculum, it is imperative to explore strategies that equip students with the ability to express themselves confidently and fluently. Peer tutoring not only facilitates this skill development in the short term—by encouraging participation and collaboration—but also contributes to long-term academic and professional readiness. It is, therefore, both timely and essential to investigate how this strategy can be effectively implemented in Ecuadorian EFL classrooms to bridge existing pedagogical gaps and promote meaningful, learner-centered education.

PROBLEM STATEMENT

In “La Inmaculada” Educational Unit located in Latacunga, it has been evidenced that some students experience difficulties at the moment of developing and demonstrating to learn and produce linguistic and communicative competence skills in English with their classmates, especially speaking skills. These difficulties are often observed and noticed in areas such as pronunciation, fluency, and the ability to construct coherent and meaningful sentences. Contributing factors to difficulties in speaking skills include a limited vocabulary and a lack of consistent opportunities for interactive practice, such as engaging in conversations or dialogues with peers or having a regular speaking partner. This aligns with Saraswathy-Kashinathan and Aziz (2021), who emphasize that “Speaking is an important skill with two main roles: sharing information and building connections. People learn to talk before they read or write, and speaking is used more often than writing. Speaking English well needs good pronunciation, grammar, vocabulary, fluency, and understanding” (p.973). Their insight highlights the multifaceted nature of speaking and underscores the importance of addressing the foundational elements that learners often struggle with.

One of the most significant factors influencing the difficulty in developing speaking skills among young learners is the lack of effective instructional strategies. Therefore, it is important to consider that in the context of teaching English as a foreign language (EFL), various methodologies have been explored to enhance students' learning experiences and outcomes. Among these, the peer-tutoring method has gained attention for its potential to improve speaking skills. This research focuses on the application of peer tutoring to enhance the speaking abilities of eighth-grade students at an educational institution in Latacunga called “La Inmaculada”. As Amoah and Yeboah (2021) explain, “The EFL learner’s speaking skill is the ability to communicate using spoken language.

It helps learners share ideas, thoughts, feelings, and emotions with others effectively” (p.59).

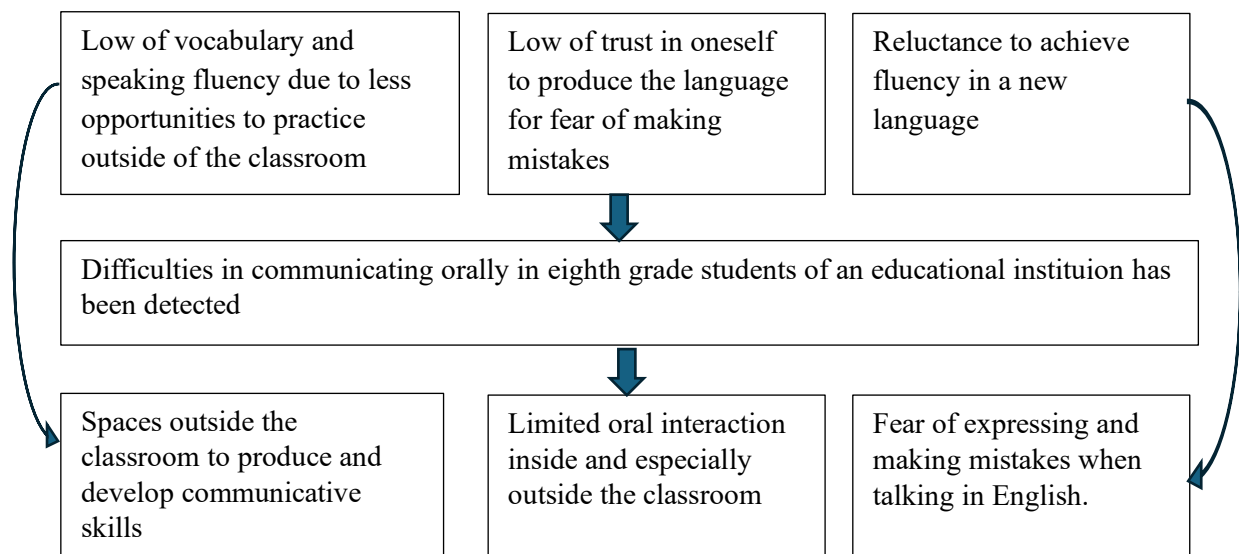
The low of exposure and constant practice of this language due to the lack of external opportunities where they can produce their knowledge because there are no spaces for listening, speaking and using the language in real contexts outside the classroom produce a great demand on the use of the English language in each of its students, and one of the causes of a weak learning oral expression in English, are: (a) The limited exposure to and practice of English outside the classroom is one of the key challenges in developing speaking skills among EFL students. And, (b) The lack of external opportunities to use the language in real-life contexts, such as environments that encourage listening, speaking, and interaction, hinders students from fully applying what they have learned.

As a result, students often struggle with fluency, confidence, and the ability to communicate effectively in English. Additionally, phonetic and grammatical differences between English and Spanish contribute to confusion, especially in pronunciation and sentence structure. These challenges can significantly limit students' oral communication skills and their ability to interact with native speakers. While teachers may employ effective communicative strategies within the classroom, the absence of consistent, real-world practice remains a major barrier to helping students develop the ability to express themselves fluently and naturally in English.

Despite the growing emphasis on communicative competence in language education, eighth-grade students continue to struggle with speaking skills. This can be attributed to several factors, including limited opportunities for practice, anxiety about speaking in front of others, and a lack of engaging and interactive teaching methods. At “La Inmaculada” in Latacunga, instructors have observed that students frequently hesitate

to speak and participate in oral activities, which significantly hampers their overall language development. To better understand this issue, a problem tree analysis (see Figure 1) highlights the core issue and its underlying causes and effects. The root causes include insufficient speaking practice, the prevalence of teacher-centered methodologies, and students' fear of making mistakes. These lead to the core problem of poor speaking skills, which in turn results in low confidence, limited participation in class, and slower progress in achieving higher levels of language proficiency.

Figure 1
Problem tree



Many students struggle to develop effective oral communication skills in English. One of the primary causes is a limited perspective in language teaching, where curricula often fail to prioritize practical communication over theoretical knowledge. This leads to an imbalance between receptive skills, such as listening, and productive skills, such as speaking. As a result, students frequently experience difficulty expressing themselves fluently and accurately.

Furthermore, teacher-centered methodologies, minimal classroom interaction, and insufficient oral practice further hinder the development of speaking skills. Although students may possess a solid understanding of grammar, they often lack the confidence

and ability to apply it in real-life conversations. Fear of making mistakes and a lack of engaging speaking opportunities create a cycle of inhibition and low participation, ultimately impeding the growth of oral fluency, pronunciation, and overall communicative competence in English.

Research question

How can peer-tutoring as a teaching strategy improve the speaking skills of eighth-grade students at “La Inmaculada” Educational Unit in Latacunga?

Beneficiaries

The principal beneficiaries of this research are the eighth-grade students of an “La Inmaculada” Educational Unit in Latacunga. The implementation of collaborative strategies, such as peer tutoring, aims to create an interactive learning environment where students actively engage in meaningful communication rather than relying solely on memorization of grammar rules or vocabulary. By incorporating communicative strategies, students will be encouraged to use English in real-life situations, which helps to build their confidence and reduce their fear of making mistakes. This practical, student-centered approach provides a supportive space for learners to practice speaking, gradually improving their fluency and pronunciation.

OBJECTIVES

General Objective:

To enhance students' speaking skills through the implementation of peer-tutoring as an interactive and collaborative teaching strategy in Eighth-grade level at "La Inmaculada" Educational Unit.

Specific Objectives:

- To identify English speaking level of eight-grade students of an educational institution in Latacunga.
- To design lesson plans about peer tutoring as a teaching strategy to improve English speaking skills in eight-grade students.
- To implement the peer-tutoring as teaching strategy in eight-grade students in English classes and assess its impact on students' speaking skills.

CAPÍTULO I

THEORETICAL FRAMEWORK

A range of studies has explored peer tutoring as a pedagogical technique and its ability to bolster speaking proficiency in English as a foreign language. Evidence for these claims derives from systematic searches of university repositories and public research databases. Still, the term peer tutoring paired directly with speaking skills tends to appear infrequently in the literature; investigators usually write instead about oral competencies, communicative performance, or simply speaking. That semantic gap makes it worthwhile to examine, in a focused way, how eighth graders respond when they coach one another in the spoken language.

1.1. Previous studies

Recent work by Ariesinta and Widyanoro (2024) examined how peer tutoring might elevate the speaking skills of multi-age EFL learners in a non-formal classroom. Grounded in action research, the project followed McNiff and Whiteheads iterative loop of planning, acting, observing, reflecting, and revising. Varied-age participants completed recorded speaking tests while researchers logged their performance in observation sheets, closed interviews, and reflective journals. Qualitative data were coded and sorted in NVivo 12 Pro; quantitative scores were averaged alongside thematic counts. Findings showed marked growth in fluency, vocabulary breadth, and comprehension accuracy. Students' chemistry improved as confidence surged, motivation solidified, and emotional bonds strengthened. Simultaneously, peer tutors exercised leadership, felt accountable for their partners progress, and enjoyed the dynamism of frequent, face-to-face practice.

That evidence is closely connected with the concern driving the current thesis. If peer tutoring can foster fluency, vocabulary agility, and affective gains in a non-formal

Jakarta classroom, a similar approach holds promise in eighth grade Latacunga. Methodological adjustments and instrument tweaks will be necessary, yet the basic strategy appears sound and the anticipated outcome reassuringly tangible.

Chantaraphat and Jaturapitakkul (2023) explored the effects of peer tutoring on the English-speaking abilities of Thai undergraduates. Their goal was straightforward: could guided student-to-student exchanges meaningfully boost both fluency and classroom confidence? The researchers ran a controlled experiment in which English majors were arranged into small groups—one tutor and three tutees. They gathered a multi-faceted data set that included pre-test and post-test scores, video recordings, tutor activity logs, and semi-structured interviews. Assessments relied on speaking rubrics, reflective workbooks, and brief feedback forms completed by the participants. Analyses revealed that tutees made noticeable gains in speech fluency, grammatical variety, and active involvement. Peer tutors, meanwhile, found themselves advising peers on both technical language issues and on the nerves that often accompany public speaking. Follow-up exams confirmed the upward shift in scores.

This study furnishes a step-by-step blueprint for embedding peer tutoring in the language classroom and for measuring its effects. Its outcome—stronger speaking ability paired with heightened learner confidence—is aligned with what the present investigation anticipates. The evidence lends support to the instructional strategy proposed in this thesis and suggests that well-orchestrated peer groups can lift eighth-graders oral English in a similar fashion.

In a recent piece of action-research conducted in a Guayaquil private school, Moreira (2021) set out to find out whether children could speak English better after grading each other. Forty elementary learners, all roughly at the A1 level, formed the sample. The investigator blended numbers and words, first running a pre-test, then a post-

test, and mapping the results onto a detailed rubric that weighed intelligibility, rhythm, intonation, grammar, and content. Alongside the scores, students filled out a Likert-survey and added in a few free comments. The difference between the start and the finish turned out to be sizable, with an effect size hovering around 2.3. The open-ended pieces revealed that most pupils enjoyed the peer-marking routine and wanted to use it again in future speaking lessons.

Findings from those of Moreira's (2021) classroom intervention directly support the feasibility of the current thesis-proposition because they show that student-to-student assessment can lift oral proficiency in an Ecuadorian context. The study also leaves behind a ready-made toolkit: the rubric, the pre/post tests, and the perception survey are already field-tested. In practical terms, that means the eighth-graders in Latacunga can begin their peer-tutoring cycle without having to invent new measuring devices from scratch.

1.2.Theoretical framework

1.2.1. Peer-Tutoring in education

Peer tutoring has surged in popularity within contemporary classrooms, emerging as a method rooted in social constructivist thought. In this model, students work side by side, with the more seasoned learner scaffolding the understanding of a classmate who may feel uncertain. The arrangement deliberately shifts power away from the front-of-the-room instructor and toward the assembled learners, permitting expertise to circulate instead of remaining fixed. Alsamadani (2021) captures the approach when she terms it an active-learning technique that sharpens both the tutees grasp of content and the tutor's metacognitive awareness. The observation underscores the strategies that are unusually symmetrical payoff.

Vygotsky's Zone of Proximal Development (ZPD) remains central to many discussions about peer tutoring, since it frames relief that higher understanding often blossoms under the guidance of someone already acquainted with the material. The relationship closely resembles traditional scaffolding, with the more proficient learner temporarily propping up the newcomer until the task feels manageable on its own. Recent evidence continues to echo this insight. For example, Luo et al. (2021) reported that learners who regularly exchanged explanations in a buddy system noticed marked jumps in both academic self-efficacy and cognitive engagement, a shift they ascribed to the classrooms lively talk and immediate encouragement.

Peer tutoring naturally dovetails with collaborative learning frameworks by compelling students to discuss course material out loud, reflect on what they actually grasp, and negotiate answers in real time. When a learner takes on the role of tutor, the obligation to restate concepts in simpler terms often sharpens-and sometimes transforms- personal understanding. A recent study by Varela and colleagues (2022) describes this dynamic by observing that peer tutoring converts students from passive observers into engaged citizens who feel responsible for a shared academic space.

Research in university classrooms continues to affirm that such interaction produces measurable gains. Pooja and Sharma (2023) tracked cohort averages in summative exams and reported that undergraduates involved in structured peer-learning sessions routinely outscored their non-participating classmates. The benefit proved most pronounced in fields riddled with abstract reasoning- mathematics, nursing clinicals, foreign-language linguistics. Even the tutors themselves reaped rewards, with many citing greater fluency in explanation and a notable uptick in self-confidence regarding the content.

Scholars increasingly investigate how peer tutoring influences second-language growth. A field study at a Thai university showed that learner-led pairing markedly boosted participants speaking fluency in English and lifted their self-assurance. Khamkhien (2021) notes that the informal, student-driven exchanges established a relaxed atmosphere in which communicative skill could flourish, underscoring the method's psychological advantages.

Peer tutoring has emerged as a remarkably inexpensive form of academic support for schools that want to honor the demand for personalized attention yet cannot increase teaching loads. In districts where money and trained staff are always short, capable students acting as tutors can literally bridge the score gaps that keep weaker classmates from moving forward. Gómez et al. (2022) discovered that when such schemes are thoughtfully staged-ideally on a shared online workspace-they not only grow with enrolment but also keep running term after term with minimal outside aid.

1.2.2. Types of Peer-Tutoring

The term peer tutoring hides a whole family of classroom practices built around learners teaching one another, though every variant looks and feels a little different in the field. Success tends to ride on choices teachers do control, such as whether buddies meet once or twice a week, which age groups are paired, and how activity time is steered to keep talk productive. Academic reviews now group the approach into three sketches: cross-age programs, where older students lead younger ones; same-age sets, which match pupils of identical grades; and reciprocal set-ups, in which partners alternate between asking questions and answering them. Each sketch carries its own bundle of strengths-for instance, cross-age work lets mentors practice soft skills while same-age sessions often level the playing field-and each lands somewhere on the constructivist-to-sociocultural continuum that educators use to justify different grouping schemes.

1.2.2.1. Cross-Age Tutoring

Cross-age tutoring pairs an older, academically confident student with a younger peer who is still finding his or her way through the curriculum. The approach rests on the premise that the older learner has already grappled with the material and can thus model both problem-solving strategies and everyday school habits.

University faculty sometimes label the same practice cross-year mentoring, and it regularly appears in first-year writing clinics as well as drop-in math's workshops. Zhao and Chan (2022), report that students in their study were surprised by how much their own belief in themselves, or self-efficacy, grew after explaining concepts to someone else, a point they summarize by saying the scheme offers emotional ballast as well as academic ballast to novices coping with early-semester stress (p. 753). Tutors leave a session feeling both competent and connected; tutees leave with clearer notes and, perhaps more important, the sense that someone just a few steps ahead care about their success.

Cross-age tutoring frequently emerges in the literature as a promising intervention for students who operate below grade level or come from historically marginalized groups. Lin et al. (2021) synthesized the evidence and reported effect sizes that are, by normal educational standards, far from trivial. Their analysis highlighted gains in reading fluency, vocabulary, and early writing skills, all of which hinge on the lightweight, scaffolded help older students can deliver. Because the hierarchy of the typical classroom is momentarily suspended, many young tutors and tutees alike describe the exchange as calmer, warmer, and noticeably less anxious.

1.2.2.2. Same-Age or Same-Grade Tutoring

Same age tutoring pairs students who were born roughly within the same calendar year and sit beside one another in class. One learner takes the lead as tutor while the other adopts the supportive role of tutee. Because both participants share a nearly identical

educational background, the arrangement quickly normalizes peer-to-peer conversation. They speak the same slang, finish one another's jokes, and worry about the same quizzes. This informal comfort zone often reduces the nerves that can freeze younger pupils when a distant teacher steps to the front of the room. In a recent study, De Backer et al. (2022) note that such proximity sparks cognitive conflict and mutual regulation, two mechanisms they identify as vital to serious, hands-on learning. When behavioral roles and lesson goals are made plain, the partnership shifts from idle chit-chat to sustained intellectual effort.

Teachers can organize these sessions in multiple ways. Fixed-role tutoring locks one student into the instructor seat for an entire meeting, while alternating-role designs flip responsibilities either once per lesson or over a sequence of weeks. The latter approach, by circulating the power to assess, crafts a classroom climate that feels fairer and wider, encouraging both partners to critique and clarify the topic. As a consequence, each gains a deeper and more nuanced command of the material at hand. According to Wang et al. (2023), such configurations “build a culture of shared responsibility and academic reciprocity, particularly effective in undergraduate STEM courses where peer explanation often leads to greater retention and conceptual clarity” (p. 9).

1.2.2.3. Reciprocal Peer Tutoring

Reciprocal peer tutoring usually unfolds as a lively exchange in which two students swap the roles of teacher and learner on the fly. Because neither partner is fixed in a single position, the format compels both to ask questions, offer critiques, and-sometimes-make a public guess that could be wrong. The Education Endowment Foundation (2021) casts the arrangement as a setup where pupils tutor one another to plug gaps in their own understanding through the simple act of explaining. Teachers often

notice that the routine sharpens metacognitive habits, hands more responsibility to learners, and turns private intuitions into spoken, testable claims.

Reciprocal peer tutoring (RPT) draws its theoretical strength from Vygotsky's sociocultural framework and his notion of the Zone of Proximal Development (ZPD), where dialogue with more capable partners spurs growth. In an RPT exchange, any participant may briefly wear the expert's hat, so knowledge ends up being built on the fly rather than handed down in a top-heavy lecture. Khamkhien (2021), tracked Thai university learners immersed in RPT and noticed both fluency gains and a noticeable uptick in student-confidence-the sort of quiet ownership that tests, and grades rarely capture. That same research points to a low-pressure atmosphere, ideal for speaking practice when frontline instructors happen to be busy or out of the room.

1.2.2.4. Hybrid and Contextual Models

Real classrooms seldom stick to a single tutoring recipe; teachers tinker until formats mesh with the group's chemistry. At one Thai campus, Khamkhien (2021), reported a blended model where senior English majors cross-age mentored juniors while swapping teaching roles every few minutes, a setup that cleverly marries hierarchical expertise with the equal-sharing ethos of RPT. The rotating leadership kept the older students alert and the younger ones far less intimidated than they might be in a straight lecture. Hybrid designs like this, though sometimes messy in advance planning, prove flexible enough to hit fluency targets even in crowded lecture schedules.

Researchers increasingly recommend blending in-person and digital formats within peer tutoring, especially in classrooms marked by multiple languages and cultural traditions. This crossover helps instructors meet diverse targets-academic catch-up, skill sharpening, and community cohesion-while avoiding the steep expenses typical of dual programs. Wang et al. (2023) observe that peer-tutoring hybrids, so long as they follow

rigorous training and tightly coordinated curricula, can noticeably boost both what students know and how they feel about their learning.

1.2.3. Speaking skills in language learning

Talking in a new tongue sits squarely at the center of most classroom agendas. In fact, instructors often treat spoken command as the gold standard by which overall language ability is measured. Unlike passive tasks like listening or skimming a text, conversation is a hands-on, on-the-spot workout for the brain. Within that fast-moving exchange, learners must shape sounds, sort syntax, and still notice their partner in real time. Researchers routinely call this juggling act the thorniest of the four skills. Fluency, grammar, pronunciation, and logical flow each demand attention, yet none can afford to drown out the others. As Goh and Burns (2021) note, smooth speaking hinges not just on vocabulary but also on quick mental routing and an ever-present sense of the social landscape.

Pronunciation serves as the audible backbone of spoken language, encompassing the precision of individual sounds, the rise and fall of pitch, and the steady pulse of rhythm. Its quality can make a statement crystal-clear or leave an audience scratching their heads, and researchers now link that clarity directly to how well listeners absorb new information. Classroom experiments in English as a Foreign Language have gained momentum, bolstered by Derwing and Munro (2021) who urge instructors to chase intelligibility first. Their findings suggest that sounding native is admirable-but not practical for every day, effective exchange of ideas in multicultural settings. Fluency describes the rhythm, pace, and unbroken continuity of spoken language, presenting the speaker as capable of generating utterances almost on autopilot. When fluency is high, noticeable pauses and self-corrections give way to a smooth, confident delivery.

Nasrollahi et al. (2022) document that learners who engage in repetitive, goal-oriented speaking exercises steadily lighten their cognitive burden, allowing the composed language to surface with growing automaticity. Accuracy in spoken language usually denotes the faithful alignment of grammar with vocabulary choice. When learners get the syntax right, select the correct verb form, and collocate words as native speakers would, meaning arrives uncluttered and ambiguity shrinks. Many language teachers resort to controlled-output exercises—quite routine, really, yet still effective.

Tasks like information gap drills or dictogloss sessions nudge students toward deliberate use of set forms and, according to Martín and Sommers (2023), those same exercises push grammar upward without wiping out the chatty feel of conversation. Coherence, on the other hand, has to do with lining ideas up in a row so that one notion eases into the next instead of crashing into it. It relies on discreet markers, casual connectors, and a steady carry-through of theme so listeners keep their footing. A classroom study by Ma and Ren (2021) found that when teachers spotlight transitions and pronoun links, learners wind up defending opinions in a tighter, more persuasive way.

Standardized grading scales such as the IELTS Speaking Band Descriptors, the Common European Framework of Reference for Languages (CEFR), and the Student Oral Language Observation Matrix (SOLOM) provide systematic methods for auditing speaking proficiency. Each of these rubrics dissects performance into components like fluency and coherence, lexical range, grammatical control, and pronunciation. Because the criteria are fixed, teachers gain a reliable yardstick for tracking growth and calibrating lesson plans. Research literature echoes this reliability; target-enriched speaking tasks routinely translate into quantifiable improvement. Pérez and Ramos (2021) illustrate the trend: their classroom trial mixing immersive storytelling with quick-fire role-play lifted student fluency, lexical variety, and, perhaps most tellingly, confidence. Dialogue-driven

activities demand that learners juggle meaning in real time, self-correct on the fly, and bend their language to fresh situational cues, closely mimicking the give-and-take of everyday talk.

Digital and multimodal resources now serve as major catalysts for spoken-language growth, especially in courses that blend face-to-face meetings with online components. Tools like AI-enhanced pronunciation checkers, adaptive dialogue applications, and simulated conversation partners let learners refine their speaking and get immediate feedback without setting foot in a conventional classroom. A semester-long project by Huang and Hung (2022) showed that undergraduates who relied on an intelligent speech coach markedly tightened their phonemic accuracy and reported feeling more self-assured in conversation. Such evidence suggests that marrying modern technology with traditional teaching methods can reinvigorate practices aimed at spoken competence.

1.2.4. Components (subskills) of speaking skills

- **Pronunciation:** Producing intelligible and correct sounds. Pronunciation accuracy is essential for listener understanding. As one study notes, pronunciation forms one of four main speaking categories assessed by proficiency scales (Alfatihah et al., 2022).
- **Fluency:** The flow of speech. Fluency is gauged by smooth, uninterrupted speech and natural pacing. Teaching methods often aim to build fluency through repeated speaking practice and interactive tasks. Research shows that when students engage in communicative exercises (like storytelling or role-plays), their fluency typically increases as they learn to express ideas more effortlessly.

- **Accuracy:** The correctness of language form, including grammar and vocabulary. Accuracy involves producing grammatically correct sentences and using words appropriately. Standard speaking rubrics explicitly measure grammatical range and accuracy along with vocabulary usage. Classroom interventions that focus on form, or corrective feedback on errors, can help improve accuracy (Karpovich et al., 2021).
- **Coherence:** The logical connection of ideas in speech. Coherence means utterances are well-organized and ideas flow logically. In practice, coherence often intertwines with fluency: a speaker must link sentences meaningfully. For example, descriptions of IELTS criteria combine fluency and coherence as one category, reflecting that a coherent speech is by definition fluent communication. Activities like picture description or group discussions are used to train coherence by requiring learners to connect points clearly.

Together, these components shape speaking proficiency. Effective speaking instruction attends to all four: providing pronunciation drills, fluency-building practice, accuracy-focused feedback, and tasks that require coherent discourse.

1.2.5. Peer-Tutoring as a strategy to improve speaking skills

Increasingly, researchers point to peer tutoring as a surprisingly potent way for second language (L2) and foreign-language students to strengthen their speaking abilities. The approach rests on collaborative learning ideals and social-constructivist theory, letting learners take center stage rather than merely absorbing a teacher's lecture. In these pair-based exchanges the same student toggles between instructor and apprentice, a give-and-take that sharpens both cognition and language fluency. Because the setup is less formal than rows of desks facing one sage, pupils talk more, hear immediate corrections, and watch a nearby classmate model phrases they can almost reach. That relaxed

atmosphere, as Lin and Wang (2022), underline, becomes a low-stakes laboratory where speech habits can be tried, tweaked, and repeated. Class sizes exploding into the dozens-think typical university lecture halls-reduce everybody chances to talk, yet partnered practice slices the talking time per person into something manageable. Speaking well demands countless bites of real-time language, and peer pairs deliver that kind of frequent, focused exposure.

Students enrolled in a semester-long course on human communication routinely note one unanticipated benefit of peer tutoring: the sheer volume of talk time it confers. Novice speakers rarely rack up hours of uninterrupted use on their own; whole-class turn-taking rarely stretches beyond a few fathomable seconds, yet daily dyads spent coaxing each other forward can add up to half an hour apiece. The syllables accumulate because, unlike the instructor-led format, a paired arrangement all but guarantees extended back-and-forth exchanges where follow-up questions proliferate and requests for clarification feel natural.

In such a setting the peer who adopts the tutor label does not eclipse the teacher-in-charge but instead scaffolds the tutee by furnishing immediate, on-the-floor assistance calibrated to whatever problem just surfaced. Nunez and Tudge (2021), remind readers that this moment-to-moment help riffs on the familiar Vygotskian Zone of Proximal Development: learners push past habitual limits while leaning against a marginally stronger classmate. Within second-language talk, practical scaffolds frequently take the shape of strategic prompts, quick paraphrases, light corrective nudges, and occasional pronunciation modeling-participatory moves that together drive fluency up and push accuracy into tighter orbit.

A considerable body of empirical research affirms that peer tutoring can be a powerful catalyst for improving speaking abilities in a second language. One recent Thai

study paired senior students, who already had a solid command of English, with juniors still finding their feet. These days worked through structured sessions built around storytelling, role-play, and casual opinion exchanges. A follow-up assessment revealed that the tutees' speaking scores had risen by a statistically meaningful margin, and post-interview self-reports showed that many felt bolder about volunteering in regular class discussions (Phumpho & Nomnian, 2021).

Thus, the seniors who acted as tutors claimed the experience reinforced their own mastery, partly because they had to clarify rules of grammar and pronunciation out loud. They also noted a surprising rise in metacognitive awareness; once they had to reflect on why a form sounded correct or incorrect, the language felt more solidified in their minds. Very much in the same vein, Hernández and Velásquez (2023), documented parallel gains at a Colombian university. Their reciprocal tutoring scheme not only lifted EFL students' linguistic scores but also created a noticeable uptick in mutual respect and ease during pair work.

The role of peer tutoring extends beyond content mastery; it becomes a fertile ground for honing oral skills. In these settings, the feedback loop is tighter and less formal than what a teacher usually provides, so the interaction feels livelier. Conversation partners frequently stop to rephrase, press for clarification, or negotiate word choice, and those micro-interventions add up. A recent study in a Korean EFL program illustrates this: students tackled speaking tasks in pairs every week and built-in rounds for mutual critique. By semester end, fluency scores climbed alongside grammatical accuracy, and the participants themselves singled out that casual, up-close feedback as a standout benefit of the course (Lee & Jeon, 2022). Recent advances in cognitive interactionism lend empirical weight to the claim that learner-to-learner dialogue produces the language-

related episodes (LREs) necessary for speakers to notice and subsequently adopt unfamiliar grammatical structures (Suzuki, 2021).

The overall architecture of a peer-tutoring module matters more than many instructors realize. Sessions that assign distinct roles, provide tiered task support, and coach both tutors and tutees in the craft of purposeful talk tend to outperform their ad-hoc counterparts. Researchers have shown that explicit training in giving useful feedback, keeping conversation alive, and coaxing quieter participants makes a measurable difference. Chen and Zhang (2021) even found that embedding metacognitive practices—goal setting, reflection, reciprocal observation—in peer work nearly doubles reported gains in oral fluency when compared to loosely supervised practice. Any thoughtful design must also negotiate the existing power hierarchies, differing proficiency levels, and collegial histories already woven into the classroom, because those social forces will inevitably shape how freely students communicate.

Recent advances in educational technology have breathed new life into traditional peer tutoring by shifting speaking practice beyond the four walls of the classroom. Students now meet inside web browsers rather than study halls, relying on cloud-hosted forums, video call software, and speech-centred mobile apps to converse and critique. Ramos and González (2023) tracked one online EFL cohort that exchanged recorded video replies; the participants outpaced their solitary peers in pronunciation clarity, lexical variety, and overall speech coherence. Because screens permit layered commentary, tutors can overlay visual arrows, run speech-to-text transcriptions, and display algorithmic pronunciation scores, making feedback more immediate and more visible than ever.

1.2.6. The role of peer interaction in speaking development

Engaging with classmates' strips much of the formality from language practice, and the result is a noticeable drop in speaking-related anxiety. Low-stakes activities,

whether paired dialogues or quick-fire problem-solving meetings, push learners to complete sentences instead of simply planning them out in silence. Wulantari et al. (2023) put it succinctly when they note that peer talk dishes out the active engagement that classrooms otherwise lack. Spontaneity creeps into the exchanges, allowing students to tinker with vocabulary on the fly and, over weeks, to assume fluency almost by accident. Regular peer tutoring-morning Q & A, lunchtime role-plays, the odd corridor brainstorm-concentrates the extra minutes of speaking time every partner needs to join thoughts smoothly in real time (Çakmak, 2022).

Peers often spot each other's mistakes in a way that feels encouraging rather than punitive. Such spontaneous feedback typically unfolds in the same breath as everyday dialogue. Recent studies illustrate that these on-the-spot corrections pack a surprisingly strong punch. For instance, Kostka and Toncelli (2023) found that learners who were corrected by classmates outperformed those who relied solely on instructor input, showing sharper gains both in speaking fluency and grammatical accuracy. When one student gently cues another by rephrasing a sentence or subtly highlighting an error, the listener almost always catches the slip and tightens the output. That moment of recognition invites brief, productive reflection, as learners silently compare their grammar choices against those of the person sitting beside them.

Peer-tutoring sessions are riddled with what researchers call notice-and-correct openings. If the tutor restates an utterance to clarify meaning, the tutee frequently fixes the mistake without prompting. Because these exchanges happen in a low-stakes atmosphere, the pressure to perform dissipates and practice multiplies. Jeon et al. (2023) argue that this kind of light but persistent scaffolding echoes Vygotsky's original insight about how social interaction fuels language growth. Fluent repetition drills the rhythm of a language, while immediate collaborative editing sharpens its rules. Put together, the

model creates an environment where speaking skills blossom through sheer psychological convenience.

1.2.7. Strategies for effective peer-tutoring

Effective peer tutoring requires careful structuring and training. Best practices include the following:

- **Strategic Pairing:** Match tutors and tutees thoughtfully. Pairings should consider proficiency levels: a tutor needs enough mastery to help, while a tutee needs sufficient challenge. For example, research suggests limiting the proficiency gap (e.g., pairing students no more than a few years apart) so the tutor can scaffold learning without being too advanced. Careful pairing also involves matching personalities or learning styles, when possible, to build rapport (Hidayat et al., 2023).
- **Structured Guidelines and Scaffolding:** Well-crafted objectives turn vague meetups into purposeful practice, whether the target is a specific grammar rule or the analysis of a shared text. Routine training lets tutors master open-ended prompts, constructive feedback, and the art of redirecting talk when it stalls, yet reliable lesson frames lighten that load. A pre-filled script displaying who speaks next, plus guiding questions, can transform an anxious novice into a calm facilitator. Scaffolding means modelling a couple of exchanges first, so the pair watches the rhythm before heading off to improvise on their own (Lin et al., 2025).
- **Interactive Techniques:** Use engaging communicative activities. Incorporating role-plays, debates, storytelling, or information-gap games makes sessions lively and relevant. In these tasks, students naturally practice all speaking components. For example, when classmates take turns role-

playing real-life scenarios (like ordering food or giving directions), they practice pronunciation, fluency, and coherence in context. Studies show that such interactive activities can markedly boost speaking skill: one recent experiment found that using a storytelling approach (where students narrated stories in English) led to significant gains in speaking proficiency and confidence. Similarly, debates and discussions among peers help students negotiate language use. The key is that fun, realistic speaking tasks motivate students to speak more and apply language knowledge (Fernández et al., 2022).

- **Self- and Peer-Assessment:** Thoughtful reflection becomes routine when instructors hand out brief rubrics or tidy checklists for speaking practice. Even commonplace prompts-such as Did I articulate my ideas clearly? or Did my partner control her grammar? - force both participant and observer to weigh the same verbal strengths and stumbling points. A substantial body of classroom research shows that letting learners appraise their own work and that of a peer boosts retention and keeps motivation high. Take, for instance, an afternoon in the language lab: two students record a short dialogue, then replay it while annotating each turn against a shared score sheet. Running through that reflection loop shocked them into seeing small, habitual errors they would have defended in real-time (Foulkes & Naylor, 2022).

CAPÍTULO II

METHODOLOGICAL DESIGN

2.1. Research approach and method

The study adopted a quantitative approach, supported by exploratory, diagnostic and descriptive design strategies. As Schoonenboom and Johnson (2021) emphasize, this methodology integrates numerical data with narrative insights, enhancing the overall validity and depth of the findings. Many researchers in education support this research design because it captures measurable outcomes of student learning performance, such as how learners perform and master the language inside a classroom. In the present investigation, classroom interventions explored students' performance during a sequence of peer-tutoring lessons aimed at enhancing English-speaking fluency, offering valuable and contextualized feedback on their interactions, challenges, and progress. Simultaneously, pre-test and post-test speaking tests were taken to assess whether the instructional shift led to measurable improvement. These steps strengthened the reliability of the methodology to interpret the data and draw conclusions.

The current research centers on the implementation of peer tutoring as a classroom intervention designed to enhance spoken language development. As McNiff and Whitehead (2022) note, classroom-based inquiry provides opportunities for teachers to take an active role in examining their instructional practices while systematically gathering evidence of student outcomes. In this study, peer tutoring was introduced across multiple instructional sessions, enabling students to alternate roles as both tutors and learners. The intervention was evaluated primarily through quantitative methods, with standardized language assessments serving as the principal measure of effectiveness. This focus on measurable outcomes allowed the research to identify specific peer tutoring routines that significantly promoted spoken language output, as well as practices that

proved less effective. Essentially, the emphasis remained on quantifiable achievements, thus ensuring a reliable evaluation of the intervention's impact. Ultimately, the study provides evidence-based strategies that educators in similar settings can adopt to strengthen students' oral expression skills.

2.2. Description of the sample and the context of the research

The study enlisted a group of 40 eighth-grade students from “La Inmaculada” Educational Unit in Latacunga, Ecuador. All participants were performing at the A2 level, as gauged by the Common European Framework of Reference for Languages. Researchers encouraged English speaking practice through a peer-tutoring framework built on turn-taking dialogues and reciprocal coaching. Each learner paired up, spoke out, listened closely, and switched roles to keep engagement high. Evaluation covered the full arc, beginning with a baseline speaking test, moving through the tutoring phase, and closing with a follow-up measurement to capture any gains.

Fieldwork for the study occurred inside “La Inmaculada” Educational Unit, a mid-sized institution wedged between Antonia Vela and Tarqui streets and only a block from the General Hospital of Latacunga. The school caters to children from kindergarten through secondary levels and follows a values-based educational model that integrates disciplines with CEFR-aligned academics instruction. Because it is located in a fully wired urban zone, the institution benefits from reliable internet access, enabling teachers to integrate educational apps into their lessons. Additionally, students have access to quiet, structured learning environments, conditions that are highly conducive to implementing and evaluating peer-tutoring strategies effectively on the agenda.

García et al. (2021) remind researchers that language learners do not dwell in laboratories; they arrive with street habits, family sayings, and school rituals that shape every utterance. Anchoring the intervention in a real classroom, therefore, does two things

at once: it respects those habits and it shows, minute by minute, how pair-based help grows inside walls that already prize teamwork and spoken practice.

2.3. Data collection process

2.3.1. Techniques and data collection instruments

2.3.1.1. Questionnaire

Sharma (2022) observes that a well-crafted questionnaire is indispensable for gathering dependable data, yet scholars routinely struggle with question selection, layout, and precise wording. The questionnaire consists of 12 questions designed to gather students' perceptions and beliefs about their speaking skills in English. It explores key areas such as fluency, pronunciation, and vocabulary use, aiming to understand how students evaluate their own abilities and progress. The instrument was structured to reveal not only explicit responses but also the underlying emotions and motivations that influence them. Its flexible format allowed for adaptation to the specific characteristics of the target population, creating a comfortable environment in which respondents could express honest and sometimes unexpected insights. This allowed for the identification of meaningful response patterns, ultimately enhancing the credibility and interpretive value of the study's findings.

2.3.1.2. A diagnostic test (Pre) and a Progressive test (Post)

Kumar and Praveenakumar (2025) argue that diagnostic assessment is pivotal for young minority learners in both preparatory and mainstream settings; the process invites teachers to pause and consider what each student already does well, what captivates their curiosity, and what still needs work. The pre- and post-tests are based on the Cambridge A2 level was administered to address the students' specific needs. The test basically lasts 2 to 3 minutes and is conducted face-to-face with an examiner and, usually, one by one student to simulate real communication. It consisted of two parts: (1) Personal

Information (Interview) and (2) Collaborative Task (Interactive Dialogue). The diagnostic test served as a reflective tool, offering insight into the class's initial knowledge and skills rather than acting as a mere preliminary hurdle. By administering it, educators could map students' learning profiles and tailor lesson planning accordingly. Beyond surface-level assessment, the test explored individual backgrounds and learning experiences that shape academic trajectories. Open-ended questions allowed students to express their thoughts, beliefs, and emotions, revealing insights about the classroom peer tutoring interventions.

The post-test played a crucial role in evaluating the effectiveness of the instructional strategies implemented during the intervention. It provided measurable evidence of students' progress by comparing their performance before and after the application of the teaching method. Specifically, the post-test helped to identify improvements in speaking skills, such as fluency, pronunciation, and vocabulary use. It also allows researcher to assess whether the learning objectives have been met and to what extent the proposed activities contributed to skill development. Additionally, the post-test supported data-driven decision-making, offering insights into which activities were most effective and guiding future instructional planning. It served not only as an assessment tool but also as a means of validating the overall success of the proposal.

See the link:
https://www.canva.com/design/DAGfZhFghJ4/XoNGAhZoQwalnvz7ch5UIA/edit?utm_content=DAGfZhFghJ4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

2.3.1.3. Classroom peer tutoring interventions

According to Akyıldız and Ahmed (2021), effective classroom-based interventions require careful attention to group size, as it directly influences both

interaction quality and learning outcomes. In the context of peer tutoring, this principle is particularly relevant, since pairing or grouping learners strategically ensures a balance between diversity of perspectives and manageability of collaboration. While Akyıldız and Ahmed note that research contexts may vary, with numbers ranging from smaller groups of four to larger groups of up to twelve, these considerations translate into structuring peer tutoring activities that maximize participation and support. Such organization is especially beneficial in educational settings, where the goal is to create meaningful learning opportunities that enhance students' skills, experiences, and confidence through reciprocal tutoring roles.

A classroom peer tutoring intervention provides a systematic way to obtain detailed information about students' learning behaviors and outcomes. Rather than relying solely on perceptions or attitudes, this approach emphasizes measurable progress through structured interaction between tutors and learners. In this study, eight students from an educational institution were intentionally selected to participate in peer tutoring sessions, with their performance evaluated through standardized language assessments. The intervention not only created opportunities for collaborative practice but also generated quantifiable evidence of gains in spoken language skills. By analyzing assessment scores, researchers were able to identify clear patterns of improvement and determine which tutoring routines most effectively supported learning. This quantitative focus makes peer tutoring a powerful classroom-based strategy for producing evidence-driven insights that directly inform instructional practices.

2.4. Reliability

Reliability, in its most practical sense, describes how steady and dependable research findings remain when the same tools are used under different circumstances and at various points in time. The present investigation employed three distinct data-gathering

devices-a structured questionnaire, a diagnostic speaking examination, and a focused discussion group-in order to triangulate evidence and enrich the final analysis.

Before fielding the survey, the instrument was painstakingly assembled with both closed items and Likert scales that directly mirrored the guiding research questions. A preliminary trial involving volunteers from roughly equivalent academic backgrounds was then staged to expose any unclear phrasing and to document internal consistency. Responses from the pilot test were analyzed using Cronbach's alpha coefficient, which, as part of the survey's post-hoc validation, yielded a statistically significant value of 0.80, indicating a high level of internal consistency and confirming the instrument's reliability. As Santos (2021) emphasizes, careful design, preliminary testing, and rigorous post-hoc validation are essential practices to minimize measurement error, principles that were carefully followed in this study to ensure the accuracy and credibility of the results.

A proficiency screen was early settled to gauge learners baseline command of spoken English, with emphasis on fluency, pronunciation, grammatical accuracy, and overall coherence-all hallmarks of the Common European Frameworks A2 threshold. Scoring itself pivoted on an amended version of the IELTS band system, so each response received its mark according to fixed, public criteria rather than impressionistic judgment. To guard against rating drift, the primary researcher invited an outside language consultant to assess the recordings in parallel; they later reconciled scores in instances where the numbers parted. That cross-check helped curb personal bias and tighten the final measurements.

In implementing the classroom peer tutoring intervention, the researcher adopted a structured design that emphasized measurable outcomes of student learning. Rather than relying primarily on open-ended conversations, the study focused on quantifiable evidence of how working alongside a classmate influenced language proficiency and

classroom performance. Students were intentionally paired for peer tutoring sessions, and their progress was tracked using standardized proficiency tests and structured surveys to capture gains in spoken fluency and comprehension. This approach allowed for the collection of reliable numerical data on the effectiveness of the intervention. As Nowell et al. (2022) highlight, transparency and rigor in data analysis are crucial for ensuring the trustworthiness of research findings; in this case, statistical comparisons across tutoring sessions and assessment results provided clear evidence of learning improvement. By prioritizing quantitative measures over narrative impressions, the study reinforced the reliability of its claims and positioned peer tutoring as a robust, evidence-based classroom strategy.

2.5 RESULTS

2.5.1 Questionnaire

The following stage provided valuable statistical insights that supported the evaluation of the educational intervention’s effectiveness. These measurable outcomes offered concrete evidence of how the peer-tutoring strategy impacted learners’ oral communication skills and helped identify specific areas of strength and areas needing further improvement.

Table 7.

I feel more comfortable speaking English when I work with a peer tutor

Items	Frequency	Percentage
Strongly agree	11	28%
Agree	20	50%
Neutral	6	15%
Disagree	2	5%
Strongly disagree	1	3%
TOTAL	40	100%

Source: Survey-questionnaire

Most students (77.5%) feel more comfortable speaking English when working with a peer tutor. This is evidence that the collaborative environment reduces anxiety and fosters a greater willingness to participate. Only a minority expressed disagreement or neutrality. Comfort in expressing oneself orally is critical in the development of communication skills. This result supports the use of peer tutoring as an emotional facilitator in the classroom.

Table 8.

Working in pairs has helped me improve my English pronunciation

Items	Frequency	Percentage
Strongly agree	12	30%
Agree	18	45%
Neutral	7	18%
Disagree	3	8%
Strongly disagree	0	0%
TOTAL	40	100%

Source: Survey conducted

Seventy-five percent of the students agreed that working in pairs helped them improve their pronunciation. This suggests that listening and correcting each other has a positive impact on oral production. However, 25% remained between neutral and disagreement, which could indicate that improving pronunciation requires additional strategies. Pronunciation, being a more technical phonetic component, may need specialized reinforcement. Even so, peer learning proves to be a useful foundation.

Table 9.

Receiving feedback from a peer helps me improve my speaking skills

Items	Frequency	Percentage
Strongly agree	15	38%
Agree	19	48%
Neutral	5	13%
Disagree	1	3%
Strongly disagree	0	0%
TOTAL	40	100%

Source: Survey conducted

Eighty-five percent of students rated peer feedback positively. This high level of agreement is evidence that the direct exchange of observations fosters immediate improvements in speaking. In addition, the horizontal nature of peer-to-peer feedback seems to generate greater receptivity. Only 15% remained neutral or disagreed, indicating widespread acceptance. This practice reinforces active and participatory learning in the classroom.

Table 10.

Explaining ideas to classmates strengthens my understanding of English

Items	Frequency	Percentage
Strongly agree	13	33%
Agree	22	55%
Neutral	4	10%
Disagree	1	3%
Strongly disagree	0	0%
TOTAL	40	100%

Source: Survey conducted

A total of 87.5% of the respondents stated that explaining ideas to others strengthens their understanding of the language. This result evidences the constructivist principle of learning by teaching, where the act of verbalizing concepts consolidates knowledge. The low percentage of disagreement suggests that most recognize the value of teaching as a way of learning. This practice not only improves speaking, but also critical thinking and organization of ideas. The result supports the effectiveness of the active role of the student.

Table 11.

I have noticed an improvement in my oral fluency through collaborative work

Items	Frequency	Percentage
Strongly agree	10	25%
Agree	21	53%
Neutral	6	15%

Disagree	2	5%
Strongly disagree	1	3%
TOTAL	40	100%

Source: Survey conducted

More than 77% of the students perceived improvements in their oral fluency when working collaboratively. This implies that frequent and authentic interactions favor fluency in speaking. However, 22.5% were in neutral or mild disagreement positions, which may be related to individual differences in learning pace. The development of fluency is reinforced by repetition, constant practice and mutual support. Thus, peer-to-peer work appears to be an effective resource.

Table 12.

I feel more motivated to participate in class when peer tutoring is used.

Items	Frequency	Percentage
Strongly agree	11	28%
Agree	23	58%
Neutral	5	13%
Disagree	1	3%
Strongly disagree	0	0%
TOTAL	40	100%

Source: Survey conducted

Eighty-five percent of students reported feeling more motivated to participate when peer tutoring is implemented. This result highlights the motivational value of collaborative strategies by providing a less intimidating environment than the traditional one. Only 15% were indifferent or slightly disagreed, suggesting an overall positive impact. Motivation is key in foreign language learning, especially in oral production. Thus, peer tutoring stimulates active and constant participation.

Table 13.*I believe peer tutoring is useful for improving my speaking skills.*

Items	Frequency	Percentage
Strongly agree	16	40%
Agree	20	50%
Neutral	3	8%
Disagree	1	3%
Strongly disagree	0	0%
TOTAL	40	100%

Source: Survey conducted

Ninety percent of the students considered peer tutoring useful for improving their oral skills in English. This result reaffirms the perceived value of this methodology as an effective teaching strategy. The high level of acceptance reflects those participants noted tangible benefits in their communicative development. Peer tutoring provides authentic practice, feedback, and linguistic modeling. This makes it a viable tool within the teaching of spoken English.

Table 14.*Did you feel more confident speaking English during peer tutoring?*

Items	Frequency	Percentage
Agree	33	83%
Disagree	7	18%
TOTAL	40	100%

Source: Peer tutoring intervention

More than 82.5% of the students (33 out of 40) indicated that they felt more confident speaking English during the peer tutoring activities. This result suggests that the collaborative environment contributed significantly to reducing communication anxiety, promoting more active participation in speaking tasks. Working with classmates in a less formal, judgment-free setting likely helped students overcome fear of making mistakes, encouraging them to take more linguistic risks and actively engage in speaking tasks.

Table 15.*Did peer tutoring help you understand and use new English vocabulary?*

Items	Frequency	Percentage
Agree	33	83%
Disagree	7	18%
TOTAL	40	100%

Source: Peer tutoring intervention

A total of 87.5% (35 students) responded “agree,” indicating that peer tutoring was effective in expanding their functional vocabulary. This strong majority suggests that consistent interaction with more proficient peers created meaningful opportunities for language exposure and acquisition. Through collaborative tasks and real-time communication, students encountered new words and expressions within authentic contexts, reinforcing both comprehension and usage. These findings support the idea that peer-assisted learning not only enhances vocabulary development but also fosters learner autonomy and confidence in language use.

Table 16.*Did you feel that your speaking fluency improved after peer tutoring?*

Items	Frequency	Percentage
Agree	33	83%
Disagree	7	18%
TOTAL	40	100%

Source: Peer tutoring intervention

Although 75% of the students (30) felt improvements in their fluency, still 25% (10) did not perceive significant gains. This may reflect individual differences in oral processing ability, or the quality of coaching received during tutoring. These findings highlight the need for more structured tutor training and differentiated support to ensure all learners can fully benefit from peer-based strategies.

Table 17.*Was it easier to participate with a classmate rather than the teacher?*

Items	Frequency	Percentage
Agree	33	83%
Disagree	7	18%
TOTAL	40	100%

Source: Peer tutoring intervention

The majority of participants (90%) felt that it was easier to interact with a classmate rather than the teacher. This result underlines the importance of a trusting peer environment, which can reduce pressure and facilitate spontaneous participation. Interacting with peers often reduces the perceived pressure to perform perfectly, thereby lowering anxiety levels and encouraging authentic communication. Unlike teacher-student interactions, which may be perceived as evaluative or intimidating, peer-to-peer exchanges foster a sense of equality and mutual support.

Table 18.*Should peer tutoring continue in English speaking classes?*

Items	Frequency	Percentage
Agree	33	83%
Disagree	7	18%
TOTAL	40	100%

Source: Peer tutoring intervention

An overwhelming majority (95%) expressed that peer tutoring should be maintained as a strategy in speaking classes. This data shows a high acceptance of the method by the student body, which reinforces its pedagogical value and potential sustainability in the classroom. The positive response suggests that learners perceive peer tutoring as an effective and supportive method for improving their oral communication skills. Furthermore, this widespread acceptance indicates the potential sustainability of the strategy in the classroom, as student acceptance is essential for its long-term implementation.

2.5.2. Analysis of diagnostic speaking test

The diagnostic speaking test results reveal that the majority of students possess a basic communicative foundation but face significant challenges in fluency, vocabulary range, and extended oral production. These limitations place them at the threshold of the A2 level, according to the Common European Framework of Reference for Languages (CEFR), highlighting the need for targeted instruction to support their progression in speaking proficiency. That is, some students are functioning at the upper limits of level A1, approaching but not fully achieving the competencies expected at level A2.

Most students were able to respond to personal and familiar questions with limited accuracy, though many relied on short or rehearsed phrases. Extended responses and opinion-based tasks proved more difficult, with less than half of the group able to justify their ideas or maintain interaction beyond simple answers. Lexical limitations and hesitation were common, particularly in tasks that required spontaneous speech. Additionally, some students showed signs of anxiety or reverted to their native language when unable to express themselves. This positioning requires carefully designed instructional interventions that specifically address their speaking challenges.

These results highlight the need for sustained oral practice in supportive environments. Regular speaking practice is essential for developing fluency, expanding vocabulary, and increasing confidence in real-time communication. Implementing peer tutoring is pedagogically justified, as it can increase speaking time, provide real-time feedback, and foster confidence through peer interaction—factors essential for the development of speaking skills at the A2 level. This sustained exposure to meaningful interaction not only reinforces language structures but also encourages more natural and confident use of the target language over time.

2.5.3. Evaluation of the innovative proposal

This refers to the evaluation of the scope of the innovative proposal carried out at the end of its implementation, using a combination of previously defined instruments and criteria. To measure its impact, the main indicators used were content criteria, as well as pronunciation and fluency, which were evaluated through specific rubrics applied to the forty students who participated, through self-evaluation processes, both online and in the rubrics.

The rubrics were used to objectively and systematically evaluate performance in each of the previously defined criteria, establishing clear levels of achievement. In addition, self-assessment facilitated individual reflection on one's own progress, promoting awareness of strengths and areas for improvement in oral expression.

The impact was measured using observation scales contained in the rubrics, which assigned scores to each criterion according to the level achieved by the students. Subsequently, the results were systematized and analyzed statistically, making it possible to calculate averages, frequencies and percentages of improvement in each of the aspects evaluated. This comprehensive approach, which combines external evaluation and self-evaluation, guarantees a robust and reliable assessment of the scope and effectiveness of the proposal, supported by statistical analysis of the data obtained.

As for the diagnostic test for the pre and post, a test was used as the main technique, employing as instrument a questionnaire which was taken from the test validated by the University of Cambridge (2019). A simulation of the oral expression section was performed both as a pre-test and post-test. This test lasts between 8 and 10 minutes and is oriented to students with an elementary level of English, in this case A2; evaluating their ability to communicate in simple and everyday situations through basic questions

and answers. The rubric of this standardized test is classified in five bands, where 0 represents the lowest score and 5 the highest (Appendix 7).

In this sense, in the pre- and post-tests, the author developed it to be evaluated in pairs. Thus, it was focused on a specific section of the test, i.e., where students had to answer questions. In addition, a scoring rubric adapted from Cambridge University (2019) was used as mentioned as a complementary tool, which was located in the following section and created by the researcher for students to access.

See the link:

<https://www.canva.com/design/DAGfZhFghJ4/XoNGAhZoQwalnvz7ch5UIA/edit>.

It is based on an evaluation scale that is divided into three criteria; however, for this research, only two criteria were considered: the first focused on grammar and vocabulary, and the second on pronunciation. For the application of the treatment, the author used as an instrument a lesson plan that allowed students to practice in a real context and to share opinions and suggestions.

2.5.4. Critical assessment of the peer tutoring strategy

The validation of the innovative proposal takes the form of a critical analysis of the process used, as well as of the results obtained and the contribution it represents for continuous improvement in the field of oral expression in L2. Although Method 3 is based on validation through practical application, a complementary evaluation was also carried out to identify criteria of validity, relevance and areas for improvement.

The procedure used consisted of the full implementation of the proposal in a sample of 40 students, which allowed a direct verification of the transformation in the students' performance in oral expression in English in the criteria of content, pronunciation and fluency. This implementation facilitated the observation of significant

changes in addition to obtaining quantitative data with rubrics and self-evaluations, which were statistically analyzed to measure the impact.

The results show a clear improvement in the three criteria evaluated, with percentages of students improving between 96% and 98%, which confirms the effectiveness and relevance of the proposal in the educational context. Likewise, the acceptance and validation by the English specialist teachers provide institutional support that strengthens the validity of the process (*see item 3.6.6.1 interpretation of scores*).

However, the critical evaluation identified aspects that could be improved. Among them is the need to strengthen strategies for peer collaboration and continuous improvement in pronunciation, aspects that can be addressed in future iterations of the proposal.

In this sense, the validation of the innovative proposal, even though it was based on a practical validation method, made it possible to establish clear criteria of validity and relevance. In addition to visualizing opportunities for its improvement, thus consolidating a process of continuous improvement that contributes to the integral development of students' oral expression skills.

2.5.5. Contrastive interpretation of the proposal: A data-driven analysis

The proposal was implemented for one month, twice a week to reinforce each of the four activities. The 40 eighth grade students participated, who worked in pairs, and used both printed and digital material. The results obtained are shown below.

Table 19.

Pre-test and post-test results

Criteria	Initial	%	Progress	%	Diff. (r)	p-value
Grammar and vocabulary	1.41	28.34	4.51	32.04	-3.10	0.00019
Pronunciation	1.42	28.54	4.73	33.59	-3.31	

Oral communication	1.15	23.05	4.83	34.27	-3.68
General	1.66	100	4.69	100	-3.03

Elaborated by: Rafael Fiallos

The results obtained as shown in Table 19 show that the communicative activities implemented have had a positive impact on the development of oral expression of A2 level students at the “La Inmaculada” Educational Unit in Latacunga, especially in grammar and vocabulary, pronunciation and oral communication. The observed improvement suggests that the interventions were effective and should be continued to further enhance students’ oral linguistic competence.

In order to find statistical differences between the pre- and post-test, a paired t-test was applied. This indicates a statistically significant difference between the initial and final average scores across the evaluated criteria ($t = 22.47, p = 0.00019 < 0.05$). Therefore, the improvement observed after the implementation of the peer tutoring strategy be considered meaningful and effective. A further analysis using an ANNOVA test demonstrated that the improvement in students’ speaking skills after implementing peer tutoring is highly significant ($F = 702.4, p = 0.00000019 < 0.05$), reinforcing the effectiveness of the instructional strategy.

The grammar and vocabulary criteria initially showed a low average score of 1.41, indicating weak performance prior to the educational intervention. However, following the implementation of communicative activities through peer tutoring, the final average increased significantly to 4.51. In terms of percentage, this reflects a rise from 28.34% to 32.04%. This notable improvement suggests that most students developed a stronger grasp of grammar and vocabulary, key components of language proficiency though there remains room for continued progress.

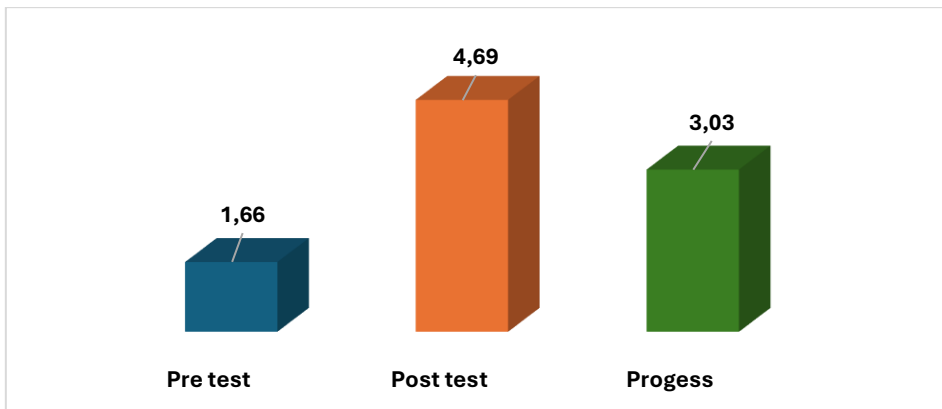
Regarding the pronunciation criterion, it shows an initial average of 1.42, indicating poor performance before the intervention. Nonetheless, after implementing the

peer-tutoring communicative activities, the final average rose significantly to 4.73, reflecting a notable improvement in students' pronunciation skills. The initial percentage stood at 28.54%, which rose to 33.59% in the final result. Similarly, the oral communication criterion had a lower initial average of 1.15, indicating that students faced serious difficulties in their academic and professional development. Following the intervention, the final average reached 4.83, with the percentage rising from 23.05% to 34.27%. This result demonstrates the effectiveness of the educational interventions, specifically the communicative activities, which significantly enhance students' oral production skills.

In sum, the data in figure 1 below shows a marked improvement in speaking performance following the implementation of a peer tutoring strategy. The mean pre-test score of 1.41 suggests that students initially demonstrated limited speaking competence, characterized by basic vocabulary, frequent hesitation, and minimal fluency. After engaging in peer tutoring sessions, the mean post-test score rose significantly to 4.69, indicating enhanced fluency, greater confidence, and improved use of language structures in oral communication. The overall progress of 3.03 points reflects a substantial gain, highlighting the effectiveness of peer interaction in promoting speaking development. This progress supports the notion that peer tutoring offers a supportive, low-anxiety environment in which learners can practice oral language more freely. It also provides opportunities for immediate feedback, collaborative learning, and mutual scaffolding, all of which contribute to greater engagement and improvement in speaking proficiency.

Figure 2.

Gain Knowledge in Pretest and Posttest



Elaborated by: Rafael Fiallos

On the other hand, the data in the table 19 and figure 2 below present the results obtained for each of the activities implemented on specific topics, such as weather, food, my habits, and clothing. The evaluation considered three key aspects: content, pronunciation, and fluency, based on the criteria outlined in the standardized test from the University of Cambridge.

Table 20.

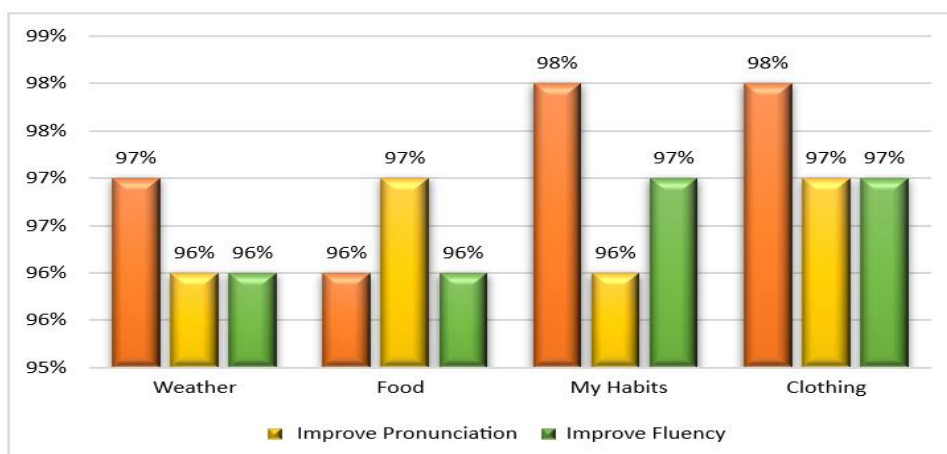
Practical validation of the proposal

Activity	Content		Pronunciation		Fluency		<i>p-value</i>
	<i>f</i>	Progress	<i>f</i>	Progress	<i>f</i>	Progress	
Weather	38	97%	37	96%	37	96%	<i>0.000000146</i>
Food	37	96%	38	97%	37	96%	
My Habits	39	98%	37	96%	38	97%	
Clothing	39	98%	38	97%	38	97%	

Elaborated by: Rafael Fiallos

Figure 3

Validation of the proposal



Elaborated by: Rafael Fiallos

The validation of the educational proposal, which was applied to a sample of 40 eighth-grade students, shows very positive results in the three evaluated criteria: content, pronunciation, and fluency in the oral expression activities. The ANOVA test showed that there is a highly significant statistical difference between the mean improvement scores for content, pronunciation, and fluency across the activities ($F = 8907.32$, $p = 0.000000146 < 0.05$). This suggests that the skill areas, content, pronunciation, or fluency exhibited meaningful progress than the others, confirming that the impact of the activities was not uniform across all speaking components.

The percentages of students who improved in the content criterion ranged between 96% and 98%, with an approximate frequency of 38 to 39 students per activity. This suggests that most students were able to describe the topics with varied and appropriate vocabulary, in addition to presenting a clear and complete organization of their ideas. The Clothing and My Habits activities showed the highest percentage of improvement (98%), reflecting a solid command of the vocabulary and structures studied.

Regarding pronunciation, the percentages of improvement ranged between 96% and 97%, with a frequency of 37 to 38 students. This indicates significant progress in

clarity and accuracy during when spoken communication, although some students still make minor errors, which do not affect overall comprehension. The Clothing and My Habits activities also excel in this criterion, with a 97% improvement. Fluency, which is understood as the ability to speak at a natural pace and without long pauses, shows improvement percentages of 97%. This shows that most students were able to express themselves with greater ease and confidence after the intervention and the work, consolidating oral practice within a peer-tutoring environment.

Therefore, it is important to note that the high frequency of students who improved in all three criteria demonstrates the effectiveness of the proposal, which focused on the integration of technological vocabulary and peer collaboration. The small differences between activities may indicate that some topics, such as Clothing and My Habits, had a slightly greater impact, possibly due to students' interest or familiarity with the topic. Therefore, it is suggested to continue strengthening pronunciation and collaboration among students to achieve overall improvement for all students.

2.5.6. Validation by a specialist

The proposal was validated for future implementation by three experts in the field of education, specifically in English. Furthermore, they have several years of experience in the educational field, which allows us to trust their evaluation criteria. The table below shows the criteria that allow for this validation.

2.5.6.1. Interpretation of scores

Between 16 and 20 points: Excellent, approved for implementation.

Between 11 and 15 points: Good practices, but with areas for improvement.

Between 6 and 10 points: Significant adjustments are needed.

Between 1 and 5 points: Requires a complete review of the proposal.

Table 1.*Validation by a specialist*

Criterion	Description	Specialist 1	Specialist 2	Specialist 3
Collaborative Planning				
Teacher-Student Collaboration	The active participation of teachers and students in planning activities to improve speaking skills is evaluated.	19	19	19
Co-construction of Objectives	Teachers and students co-construct learning objectives and activities related to content, pronunciation, and fluency.	19	19	19
Collaborative Activities				
Promotion of Collaboration	Activities promote collaboration among students to enhance speaking skills.	19	19	19
Interaction and Feedback	Activities foster interaction and exchange of ideas to improve content, pronunciation, and fluency.	19	19	19
Collaborative Strategies				
Collaborative Learning Strategies	The effectiveness of strategies such as peer tutoring to improve speaking skills in terms of content, pronunciation, and fluency is observed.	19	19	19
Use of Diverse Strategies	Various collaborative strategies, such as peer learning, are used to enhance speaking performance.	19	19	19
Learning Assessment				
Rubric Application	Specific rubrics are applied to assess content, pronunciation, and fluency in oral expression.	19	19	19
Effective Feedback	Constructive feedback is provided based on assessment to improve oral skills.	19	19	19
Impact on Learning				
Outcome Measurement	A significant improvement in content, pronunciation, and fluency is observed after the proposal's implementation.	19	19	19
Improved Oral Confidence	An increase in students' confidence and participation in oral tasks is expected.	19	19	19

Elaborated by: Rafael Fiallos

The evaluation conducted by English language specialists revealed a highly favorable assessment of the proposal, evidenced by the outstanding score of 19 points awarded by each evaluator. This result demonstrates that the collaborative planning between teachers and students was effective, achieving a clear and relevant co-construction of objectives and activities aimed at enhancing content, pronunciation, and oral fluency.

Furthermore, the collaborative activities designed appropriately promoted peer tutoring, encouraging interaction and the exchange of ideas among students, thereby generating an environment conducive to learning and continuous improvement. The strategies implemented, including peer tutoring and cooperative group work, proved effective in strengthening oral skills across the three criteria evaluated.

Furthermore, the use of specific rubrics for each activity, in addition to interactive assessments on educational platforms, facilitated a detailed and objective evaluation, thereby providing constructive feedback that contributed to student progress. A significant impact on learning was also observed, reflected in substantial improvements in content, pronunciation, and fluency, along with increased student confidence and oral participation. Thus, it is confirmed that the proposal meets the expected objectives and is presented as an important strategy for strengthening oral expression in L2 in the educational field.

2.5.7. Final remarks of the results

This essay critically analyzed the validation process for the innovative proposal, which aimed to strengthen oral expression in L2 students at the A2 level, with an emphasis on content, pronunciation, and fluency. The method used consisted of the practical application of the proposal to a representative sample of 40 students from “La Inmaculada” Educational Unit. This was complemented by rigorous assessment instruments, including specific rubrics and self-assessment processes for each activity. The University of Cambridge test was administered before and after the lessons to certify the level of oral skills achieved.

In this sense, the implemented process helped to obtain an objective and systematic measurement of the impact of the innovative proposal, demonstrating a transformation in student performance compared to the initial assessment. The

application of rubrics facilitated the detailed assessment of each criterion, while self-assessment promoted critical reflection and self-awareness in the learners, thus strengthening their learning process. Furthermore, the inclusion of the Cambridge University test provided an internationally recognized external benchmark that validated the quality and relevance of the progress made, thus lending greater solidity to the results obtained.

In response to the research question: How can peer tutoring as a teaching strategy enhance eighth-grade students' speaking skills? the findings provide a clear and well-supported answer. Thus, the statistical results, showing improvement percentages ranging from 96% to 98% across the evaluated criteria, directly respond to the research question by confirming the effectiveness of peer tutoring in enhancing the oral expression skills of eighth-grade students. These findings provide strong empirical support for the proposed strategy, demonstrating its impact on students' speaking proficiency. This positive impact translates into greater confidence, fluency, and precision in language use, fundamental aspects for students' academic and personal development. Institutional acceptance and teacher support constitute additional endorsement that supports the viability and relevance of the proposal in similar educational contexts.

Meanwhile, the Cambridge standardized test showed that the initial average score in grammar and vocabulary was low (1.41), increasing to 4.51 after the implementation of the proposal, with a percentage improvement from 28.34% to 32.04%. In pronunciation, the average increased from 1.42 to 4.73, and the percentage from 28.54% to 33.59%. Finally, in oral communication, the average rose from 1.15 to 4.83, with a percentage increase from 23.05% to 34.27%. These data demonstrate the effectiveness of peer tutoring, as well as the activities implemented, although it is recommended to continue these interventions to consolidate and expand oral skills.

Ultimately, the practical validation of the proposal, which has been enriched by the administration of an internationally recognized standardized test, confirms its validity, relevance, and significant contribution to the development of oral expression in students at Level A2. This process demonstrates a tangible transformation in communication skills, in addition to establishing an appropriate framework for continuous improvement and educational innovation in the field of language learning.

3. Discussion

The primary objective of this research was to enhance students' speaking skills through the implementation of peer tutoring as an interactive and collaborative teaching strategy among Eighth-grade learners at "La Inmaculada" Educational Unit. The approach aimed to transform the classroom into a space of shared responsibility and active participation, where students supported one another's learning through structured peer interactions. Grounded in communicative language teaching and sociocultural theory, peer tutoring was selected to provide learners with frequent, low-stress opportunities to practice spoken English in authentic contexts. This method allows to reduce learner anxiety, stimulate engagement, and foster a sense of ownership in the learning process. As suggested by Karim and Mohammed (2018), such collaborative environments not only enhance subject mastery but also motivate learners through mutual support. In line with these pedagogical insights, the intervention in this study offered an alternative to teacher-centered instruction by allowing students to co-construct their speaking competencies through guided collaboration.

A key outcome of the peer tutoring strategy was its impact on the content of students' oral expression. Learners demonstrated increased ability to construct more complete and thematically relevant responses over the course of the intervention. At the initial stage, their speaking was often limited to basic vocabulary and fragmented ideas.

By the end, students were able to sustain longer turns and incorporate a broader range of expressions, which reflects a shift in their ability to develop meaningful content while speaking. This result is connected with the findings of Chango et al. (2023), who reported that students responded more positively to peer-driven activities than to traditional teacher-led lessons. Moreira's (2021) local action-research in a Guayaquil school also supports this, showing that students provided richer answers after participating in peer-based grading and dialogue exercises. The increased depth and relevance of spoken content in the present study points to a growing awareness of how to organize ideas and communicate more effectively, as a key indicator of progress in oral proficiency.

In addition to improvements in content, students also demonstrated noticeable gains in pronunciation. While early peer interactions were marked by mispronunciations and frequent phonological errors, later sessions reflected greater phonemic awareness and clearer articulation. This improvement may be attributed to the continuous exposure to peer modeling and the feedback loop created during pair and group work. The result is aligned with those of Saraswathy-Kashinathan and Aziz (2021), who emphasize the centrality of pronunciation in achieving communicative competence, while Luo et al. (2021) report that regular exchanges between learners promote greater self-efficacy and engagement, both of which are critical for pronunciation refinement. In fact, students became more comfortable correcting themselves and others, fostering a collaborative space for phonological development. This supports the claim by Alsamadani (2021) that peer tutoring enhances not only the learner's grasp of content but also the metacognitive awareness required to monitor and adjust one's language output.

The strategy also produced perceptible improvements in fluency, as students moved from hesitant and poorly connected utterances to more fluid and confident exchanges. At the beginning of the process, students often paused excessively or relied

heavily on their first language to fill gaps in expression. However, as the sessions progressed, they began speaking with greater spontaneity, reduced hesitation, and improved rhythm and pace. These outcomes are in connection with observations done by Khamkhien (2021), who found that peer-based learning environments create a relaxed, student-centered space that encourages natural speech and reduces communicative anxiety. Ariesinta and Widyantoro (2024) also demonstrated that peer tutoring can help students achieve smoother and more consistent speech, even in mixed-age EFL classrooms. In essence, the structure of peer interactions, marked by repetition, clarification, and scaffolding, allowed learners to internalize language patterns and build the automaticity necessary for fluent speech.

Taken together, these results present a clear narrative of progress. The overall improvement from a pretest average of 1.66 to a posttest score of 4.69, representing a gain of 3.03 points, underscores the effectiveness of peer tutoring as a pedagogical tool for developing speaking skills. This considerable advancement demonstrates that collaborative peer learning not only enhances content, pronunciation, and fluency but also fosters confidence and communicative competence. These findings are consistent with broader international studies (e.g., Kim et al., 2021; Varela et al., 2022; Zhao & Chan, 2022), which indicate that well-structured peer tutoring promotes both academic success and personal growth. In this context, the strategy proved particularly valuable for EFL learners at the middle school level, validating its potential for broader application across similar educational settings.

CAPITULO III

PRODUCT

The proposal entitled *“Improving my speaking skills by learning together, through some lesson plans: Based on peer-teaching”* tries to address a central challenge faced by students of “La Inmaculada” Educational Unit in Latacunga: the limited development of oral communication in English. Despite the importance of speaking as one of the main macro-skills in the process of learning a foreign language, many students still show difficulties in fluency, pronunciation, and vocabulary use. These limitations often generate insecurity and anxiety when communicating, reducing their opportunities to participate actively in class.

In response to this problem, the design and application of structured lesson plans are proposed as an innovative solution. The lesson plans are aligned with the research objective, which is to improve students’ linguistic skills, especially in speaking. This process emphasizes collaborative learning and relies on the peer-teaching approach, where students not only learn from the teacher but also take active roles as learning facilitators for their classmates. Peer-teaching has been recognized internationally as a strategy that enhances confidence, motivation, and meaningful learning by creating a supportive and interactive environment.

Through this proposal, students will be encouraged to engage in activities that foster teamwork, dialogue, and reflection. The lesson plans will serve as practical tools that integrate speaking tasks with real communicative contexts, helping learners to overcome barriers and strengthen their oral expression in English. Ultimately, this innovative approach aims to promote an inclusive, dynamic, and student-centered classroom culture that prepares learners for real-world communication challenges.

3.1. Innovative proposal.

The design and application of a lesson plan, this process focuses on the research objective, which is to improve the linguistic skills, especially in speaking, in addition, this application will serve so that the students of the “La Inmaculada” Educational Unit in Latacunga.

Proposal Name

Improving my speaking skills by learning together, through some lesson plans:
Based on peer-teaching.

3.2. Type of product

Iqbal et al. (2021) mention that “Lesson plans is a list of activities that allow to maintain classroom management, arrangement in the classroom, control and review the activities, teaching experiences, are vital for create and implement lesson plans in the classroom” (p.1.) Lesson plans have a structured idea of what we want to do and follow during a class. This design helps us meet the objectives set to acquire new knowledge, in addition, maintain control of the classroom, as well as observe and demonstrate the development of activities, and obtain new experiences during the teaching-learning process.

3.3. Objective of the proposal

- To enhance speaking skills of eight grade students through an innovative Lesson plan, using dynamic and technological materials.

3.4. Specific objectives

- To develop lesson plans on peer tutoring as a teaching strategy to improve English oral skills in eighth-grade students.
- To implement lesson plans on peer tutoring as a teaching strategy to improve English oral skills in eighth-grade students.
- To assess the implementation of lesson plans on peer tutoring as a teaching strategy to improve English oral skills in eighth-grade students.

5.1. Structure of the proposal

This section is divided into two parts: first, the steps of creating the lesson plans, which means the process of designing, and second, the description of the proposal, its components, and format:

Steps for creating the digital lesson plan

1. Objective
2. Materials Needed
3. Warm-Up (10 minutes)
4. Introduction to the topic (5 minutes)
5. Task Explanation (10 minutes)
6. Peer Teaching in Action (20 minutes)
7. Group Reflection / Assessment (10 minutes)
8. Wrap-Up and Homework (5 minutes)

Table 2.

Elementos de la guía digital innovadora

STRUCTURE PART	DESCRIPTION
COVER	The cover page, also called a title page, is the introductory page of the lesson plan. The cover page offers a concise preview of its content while adhering to specific formatting guidelines
OBJECTIVE	To enhance speaking skills of eight grade students through an innovative Lesson plan, using dynamic and technological materials.
MODULE	The lesson plans contain some interesting topics to talk in peers and reinforced with teacher.
ACTIVITY	In this section the instructions are explained and other components such as the name of the activity, app, time, material, number of students, evaluation, and feedback. The activity of the lesson plan is seen as a resource used by the student to make independent learning.

Elaborated by: Rafael Fiallos

Table 3.

Activity description based on lesson plans

SKILL	TOPIC	ACTIVITY	BENEFITS
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Link for digital Lesson plans:

<https://www.canva.com/design/DAGflgLdu5U/zlpry24oAmt4Cib3ctliXQ/edit>

Elaborated by: Rafael Fiallos

3.4. Innovative proposal evaluation

A diagnostic test:

Mitsiaki et al. (2021) indicate that “It takes the stand that diagnostic assessment is of vital importance for young minority learners who attend preparatory and/or mainstream classes, as it enables teachers to reflect on the learners’ strengths, interests, and areas of future development and leads to decision-making on the teaching content and methods” (p.2). A diagnostic test provides and facilitates the identification of

knowledge, skills, perceptions of the participants, before implementing a lesson plan or any other type of program. Also, it analyzes a phenomenon in detail, as this type of test helps to explore the individual differences and previous experiences of each participant, providing a theoretical basis for interpreting the findings in a more contextualized way. In addition, the implementation of open questions, the diagnostic test allows to know the subjective perspective of the participants, helping to understand their motivation, their ideas, and emotions. In addition, it facilitates the identification of patterns that can guide the research objective by providing relevant initial information, which allows adjusting the methodologies and study questions to obtain more accurate results.

Link of diagnostic test:

https://www.canva.com/design/DAGfZhFghJ4/XoNGAhZoQwalnvz7ch5ULA/edit?utm_content=DAGfZhFghJ4&utm_campaign=designs

3.5. Validation of the proposal

According to the Indoamerica University Thesis Manual, there are three methods for Proposal validation, in the case of this work, the most relevant and reliable method for the proposal is "METHOD 3: Validation through its application in the practice of the proposal", option one: "Verification of the results showing a transformation from the initial diagnosis by implementing the total or partial proposal to the entire study sample". This method has all the elements to verify the progress, a sample group (40 students of eight grade), who got a diagnostic KET test, implementation (lesson plans) in a particular time (one month). As mentioned previously, in the first stage, diagnostic test was KET, after the results and determining the high-school learners' level, the stage of implementation requires the innovative lesson plans. In the final stage, a new adapted version of the KET test was administered to assess students' progress in speaking skills. The results provided comprehensive evidence of improvement, clearly indicating the new

level of proficiency achieved. This outcome offered strong support for the hypothesis that the implemented educational applications positively influenced the development of English language skills. Furthermore, validating the proposal through practical application proved to be the most effective method for addressing the research question of this project.

3.6. Activities

Table 4.
Activity 1

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, using vocabulary and structures related to talking about the weather.	
Lesson Section	Activity: Weather	Duration
Warm-Up	Quick ice-breaker activity: “What’s the Weather Like Today?” Students describe the day’s weather using printed cards with basic vocabulary such as sunny, rainy, windy, cloudy, cold, hot. To prepare vocabulary, use an interactive quiz on Educaplay about weather and climate. (Appendix 1)	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics with different weather types and seasons. One student speaks for 2-3 minutes describing the weather and season, while the other listens and provides feedback using a printed form. Then, they switch roles. (Appendix 1) Record the session with a mobile phone for self-assessment and practice pronunciation using a vocabulary game on Educaplay: https://www.educaplay.com/learning-resources/6386451-the_weather_el_clima.html .	5 minutes
Task Explanation	- Step 1: One student speaks for 2-3 minutes; the partner listens and gives feedback using the printed sheet. - Step 2: The student revises their speech based on the feedback, then they switch roles. - Step 3: Repeat with a new topic. Use an Educaplay quiz about expressions and weather vocabulary to reinforce speaking activity: https://www.educaplay.com/learning-resources/12586362-weather.html .	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Do an Educaplay quiz to review vocabulary and expressions used during the tutoring session:	20 minutes

https://www.educaplay.com/learning-resources/20485398-juego_de_clima_en_ingles_para_ninos.html

Group Reflection	Summarize key points. Encourage students to practice at home by teaching a family member or friend. Write a reflection on the experience and set personal goals.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and present it in class for feedback.	5 minutes
Assessment	Ongoing observation, review of recordings, self-assessment using printed rubric. (Appendix 1)	Ongoing

Elaborated by: Rafael Fiallos

Table 5.
Activity 2

Unit Title		Enhancing Speaking Skills through Peer Tutoring
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary and structures related to talking about food.	
Lesson Section	Activity: Food	Duration
Warm-Up	Quick ice-breaker activity: “My Favorite Food.” Students prepare and share three printed sentences about their favorite food using basic vocabulary. To prepare vocabulary and expressions, use an interactive Educaplay quiz on food and preferences. (Appendix 2)	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics related to food and eating habits. One student speaks for 2–3 minutes while the other listens and takes notes using a printed feedback sheet. Then, they switch roles. (Appendix 2) Record the session with a cellphone for self-assessment and practice pronunciation with a pronunciation game on Educaplay.	5 minutes
Task Explanation	<ul style="list-style-type: none"> - Step 1: One student speaks for 2–3 minutes; the partner listens and gives feedback using the printed sheet. - Step 2: The student revises their speech based on the feedback, and they switch roles. - Step 3: Repeat with a new topic. Use an Educaplay quiz with useful expressions for describing food and preferences to support the speaking activity https://www.educaplay.com/learning-resources/22975126-food_and_cooking.html	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Do an Educaplay quiz to review vocabulary and phrases used during the tutoring activity: https://www.educaplay.com/learning-resources/2932658-food_vocabulary.html https://www.educaplay.com/learning-resources/6171950-food_quiz.html	20 minutes

Group Reflection	Summarize key points. Encourage students to practice at home by teaching a family member or friend. Write a reflection on the experience and set personal goals.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and upload it to the class platform for feedback.	5 minutes
Assessment	Ongoing observation, review of recordings, self-assessment using a printed rubric. (Appendix 2)	Ongoing

Elaborated by: Rafael Fiallos

Unit Title Enhancing Speaking Skills through Peer Tutoring		
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, using vocabulary and structures to talk about daily routines.	
Lesson Section	Activity: Daily Routine	Duration
Warm-Up	Quick ice-breaker activity: “My Daily Routine.” Students prepare three printed sentences about their daily routine and share them. To practice vocabulary and expressions, use an interactive Educaplay quiz on daily routines: https://www.educaplay.com/learning-resources/6977949-daily_routines.html	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics related to daily routines. One student speaks for 2–3 minutes while the other listens and provides feedback using a printed sheet. Then, they switch roles. (Appendix 3) Record the session with a cellphone for self-assessment and practice pronunciation with a game on Educaplay: https://www.educaplay.com/learning-resources/8235855-daily_routine.html	5 minutes
Task Explanation	- Step 1: One student speaks for 2–3 minutes; the partner listens and provides feedback using the printed sheet. - Step 2: The student revises their speech based on the feedback; then they switch roles. - Step 3: Repeat with a new topic. Use a quiz on useful expressions to describe routines on Educaplay as support for the speaking activity: https://www.educaplay.com/learning-resources/1380073-test_visual_daily_routines.html	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Do a quiz on Educaplay to review vocabulary and phrases used during the tutoring: https://www.educaplay.com/learning-resources/12177336-daily_routine.html	20 minutes
Group Reflection	Summarize key points. Encourage students to practice at home by teaching a family member or friend.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and present it in class for feedback. Write a reflection about the experience and set personal goals.	5 minutes

Assessment Ongoing observation, review of recordings, self-assessment using a printed rubric. (Appendix 3) Ongoing

Table 6.
Activity 3

Elaborated by: Rafael Fiallos

Table 7.
Activity 4

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary and structures to talk about clothing.	
Lesson Section	Activity: Clothing	Duration
Warm-Up	Quick ice-breaker activity: “What Are You Wearing?” Students orally describe the clothes they are wearing using printed flashcards with basic clothing vocabulary, such as <i>shirt, pants, jacket</i> , among others. To prepare vocabulary, use an interactive Educaplay quiz on clothing. https://es.educaplay.com/recursos-educativos/22599-ropas_en_ingles.html	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics related to clothing and occasions, for example: school clothes, party outfits, going-out wear. One student speaks for 2–3 minutes while the other listens and provides feedback using a printed sheet. Then, they switch roles. Record the session using a cellphone for self-assessment and practice pronunciation with a vocabulary game on Educaplay: https://www.educaplay.com/learning-resources/2803307-test_de_ropa.html .	5 minutes
Task Explanation	- Step 1: One student speaks for 2–3 minutes; the partner listens and provides feedback using the printed sheet (Appendix 3). - Step 2: The student revises their speech based on the feedback, and they switch roles. - Step 3: Repeat with a new topic. Use an Educaplay quiz on clothing to reinforce vocabulary and expressions during tutoring: https://www.educaplay.com/learning-resources/18969744-ativina_la_prenda_de_vestir_en_ingles.html	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Complete an Educaplay quiz to review vocabulary and phrases used during the tutoring: https://es.educaplay.com/recursos-educativos/549356-ropa_en_ingles.html	20 minutes
Group Reflection	Analyze strengths and difficulties. Write a reflection about the experience and set personal goals.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and upload it to the class platform for feedback.	5 minutes

5.2. Conclusions and recommendations

Conclusions

The assessment successfully identified the English-speaking proficiency of eighth-grade students, revealing that most learners were at a foundational level with specific challenges in fluency, vocabulary, and extended oral production. This baseline information was essential for tailoring appropriate instructional strategies.

Lesson plans designed around peer tutoring were carefully developed to address the identified needs of the students. The plans incorporated collaborative activities aimed at promoting oral interaction, thereby creating a supportive environment conducive to language development.

The implementation of peer tutoring as a teaching strategy demonstrated a positive impact on students' speaking skills. Both the post-test and survey results indicated notable improvements in oral fluency, confidence, and vocabulary use, validating peer tutoring as an effective pedagogical approach in the English classroom.

Recommendations

Conduct regular diagnostic assessments to monitor students' speaking levels continuously. This will enable educators to adjust teaching strategies promptly and ensure that instruction remains aligned with students' evolving proficiency. This adaptive approach ensures that teaching remains responsive and relevant, preventing students from becoming disengaged or overwhelmed by content that is either too easy or too challenging.

Continue the use of peer tutoring in English classes, expanding the variety and complexity of speaking activities to further stimulate interaction and language use. Encourage collaboration among students to build a community of learners that supports

ongoing oral development. Incorporating diverse tasks, such as role-plays, debates, storytelling, and problem-solving discussions, can provide richer, more authentic opportunities for students to practice language in meaningful contexts.

Provide ongoing professional development for teachers focused on effective peer tutoring facilitation and oral language teaching techniques. Additionally, develop and distribute diverse, level-appropriate materials and resources that support speaking practice within the peer tutoring framework. These materials must be tailored to different proficiency levels and learning styles, ensuring that all students can engage meaningfully with the content.

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APPENDICES

Appendix 1

Hoja de Vocabulario: Clima y Estaciones

Vocabulario Básico	Traducción
Sunny	soleado
Rainy	lluvioso
Windy	ventoso
Cloudy	nublado
Cold	frío
Hot	caliente
Snow	nieve
Stormy	tormentoso
Spring	primavera
Summer	verano
Autumn/Fall	otoño
Winter	invierno

Retroalimentación Oral entre Pares

- Me gustó cuando describiste...
- Podrías mejorar la pronunciación de...
- Intenta usar más vocabulario sobre el clima y las estaciones.
- La fluidez fue buena, pero trata de hablar con menos pausas.
- Para la próxima, organiza mejor tus ideas para que sean más claras.

Rúbrica sobre el clima

Criterio	Excelente (3)	Bueno (2)	Necesita Mejorar (1)
Contenido	Describe el clima y las estaciones con vocabulario variado y adecuado. Ideas claras y completas.	Describe el clima con vocabulario básico. Ideas claras pero poco desarrolladas.	Describe poco o usa vocabulario limitado. Ideas poco claras.
Pronunciación	Pronunciación clara y correcta que facilita la comprensión.	Algunos errores que no afectan la comprensión general.	Pronunciación poco clara que dificulta la comprensión.
Fluidez	Habla con ritmo natural, sin pausas largas ni vacilaciones.	Algunas pausas o vacilaciones, pero mantiene el hilo del discurso.	Muchas pausas y vacilaciones que afectan la comunicación.
Uso de Vocabulario Tecnológico	Utiliza correctamente vocabulario aprendido en Educaplay sobre clima y estaciones.	Usa vocabulario básico aprendido en Educaplay, con algunos errores.	No utiliza o usa incorrectamente el vocabulario de Educaplay.
Colaboración y Retroalimentación	Participa activamente en la tutoría, ofrece y recibe retroalimentación constructiva.	Participa en la tutoría, pero con poca retroalimentación o colaboración.	Participa poco o no ofrece retroalimentación adecuada.

Anexo 2. Actividad 2 Alimentos

Hoja de vocabulario y frases para “My Favorite Food” (para imprimir)

Vocabulario básico	Frases útiles para expresar gustos
Apple	I like apples.
Bread	My favorite food is bread.
Chicken	I don't like chicken.
Rice	I enjoy eating rice.
Pizza	I prefer pizza over pasta.
Salad	I usually eat salad for lunch.

Hoja de criterios para retroalimentación oral

Aspecto	Excelente (3)	Bueno (2)	Necesita Mejorar (1)
Contenido	Ideas claras y completas	Ideas claras pero incompletas	Ideas poco claras o confusas
Pronunciación	Pronunciación clara y correcta	Algunos errores sin afectar comprensión	Pronunciación difícil de entender
Fluidez	Habla con ritmo natural y sin pausas largas	Algunas pausas pero mantiene el hilo	Muchas pausas que dificultan comprensión
Colaboración y Retroalimentación	Participa activamente en la tutoría, ofrece y recibe retroalimentación constructiva.	Participa en la tutoría, pero con poca retroalimentación o colaboración.	Participa poco o no ofrece retroalimentación adecuada.

Guía para dar retroalimentación positiva y constructiva

- Me gustó cuando dijiste...
- Podrías mejorar la pronunciación de...
- Intenta hablar un poco más rápido para mejorar la fluidez.
- Usaste muy bien las palabras...
- Para la próxima, trata de organizar mejor tus ideas.

Anexo 3. Mis hábitos

Rubrica mis hábitos

Aspecto	Excelente (3)	Bueno (2)	Necesita Mejorar (1)
Contenido	Ideas claras y completas	Ideas claras pero incompletas	Ideas poco claras o confusas
Pronunciación	Pronunciación clara y correcta	Algunos errores sin afectar comprensión	Pronunciación difícil de entender
Fluidez	Habla con ritmo natural y sin pausas largas	Algunas pausas pero mantiene el hilo	Muchas pausas que dificultan comprensión
Colaboración y Retroalimentación	Participa activamente en la tutoría, ofrece y recibe retroalimentación constructiva.	Participa en la tutoría, pero con poca retroalimentación o colaboración.	Participa poco o no ofrece retroalimentación adecuada.

Guía para dar retroalimentación positiva y constructiva

- Me gustó cuando dijiste...
- Podrías mejorar la pronunciación de...
- Intenta hablar un poco más rápido para mejorar la fluidez.
- Usaste muy bien las palabras...
- Para la próxima, trata de organizar mejor tus ideas.

Anexo 4. Actividad 3. Hoja de Vocabulario: Prendas, Accesorios y Complementos

Prendas de Vestir	Accesorios	Complementos
shirt (camisa)	ring (anillo)	belt (cinturón)
pants (pantalones)	bracelet (pulsera)	bag (bolso)
jacket (chaqueta)	necklace (collar)	hat (sombrero)
dress (vestido)	sunglasses (gafas de sol)	gloves (guantes)
skirt (falda)	watch (reloj)	scarf (bufanda)

Hoja para Retroalimentación Oral entre Pares

- Me gustó cuando describiste...
- Podrías mejorar la pronunciación de...
- Intenta usar más vocabulario sobre accesorios y complementos.
- La fluidez fue buena, pero trata de hablar con menos pausas.
- Para la próxima, organiza mejor tus ideas para que sean más claras.

Rúbrica para Evaluar Expresión Oral: Prendas de Vestir, Accesorios y Complementos

Criterio	Excelente (3)	Bueno (2)	Necesita Mejorar (1)
Contenido	Describe prendas, accesorios y complementos con vocabulario variado y adecuado. Ideas claras y completas.	Describe prendas y algunos accesorios con vocabulario básico. Ideas claras, pero poco desarrolladas.	Describe pocas prendas o accesorios, con vocabulario limitado o inadecuado. Ideas poco claras.
Pronunciación	Pronunciación clara y correcta que facilita la comprensión.	Algunos errores de pronunciación que no afectan la comprensión general.	Pronunciación poco clara que dificulta la comprensión.
Fluidez	Habla con ritmo natural, sin pausas largas ni vacilaciones.	Algunas pausas o vacilaciones, pero mantiene el hilo del discurso.	Muchas pausas y vacilaciones que afectan la comunicación.
Uso de Vocabulario Tecnológico	Utiliza correctamente vocabulario aprendido en juegos de Educaplay sobre	Usa vocabulario básico aprendido en Educaplay, con algunos errores.	No utiliza o usa incorrectamente el vocabulario de Educaplay.

	prendas y accesorios.		
Colaboración y Retroalimentación	Participa activamente en la tutoría, ofrece y recibe retroalimentación constructiva.	Participa en la tutoría, pero con poca retroalimentación o colaboración.	Participa poco o no ofrece retroalimentación adecuada.

Anexo 5. Rubrica de validación de expertos

Criterio	Excelente (3)	Bueno (2)	Necesita Mejorar (1)
Claridad y coherencia	La propuesta está claramente explicada, con objetivos y metodología bien definidos.	La propuesta es clara, pero algunos aspectos necesitan mayor detalle o coherencia.	La propuesta es confusa o carece de coherencia en objetivos y metodología.
Relevancia y pertinencia	La propuesta aborda necesidades reales y relevantes para el contexto educativo.	La propuesta es pertinente, aunque podría ajustarse mejor al contexto.	La propuesta no se ajusta adecuadamente a las necesidades o contexto.
Viabilidad de implementación	La propuesta es factible de implementar con los recursos y tiempo disponibles.	La propuesta es viable, pero con algunas limitaciones o ajustes necesarios.	La propuesta presenta dificultades significativas para su implementación.
Innovación y creatividad	La propuesta presenta ideas innovadoras y creativas que aportan valor.	La propuesta tiene elementos creativos, aunque no es totalmente innovadora.	La propuesta carece de innovación o creatividad significativa.
Impacto esperado	Se espera un impacto claro y positivo en el aprendizaje y habilidades de los estudiantes.	El impacto esperado es positivo, pero no está claramente definido o es limitado.	El impacto esperado es poco claro o insuficiente.
Presentación y formato	La propuesta está bien presentada, con formato adecuado y sin errores.	La presentación es aceptable, con algunos errores menores.	La presentación es deficiente, con errores que dificultan la comprensión.



UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA
VALIDACION DE LA PROPUESTA

Author: Lic. Rafael Fiallos

Theme: Peer-Tutoring as a Teaching Strategy To Enhance Speaking Skills in Eighth Grade Students of “La Inmaculada” Educational Institution At Latacunga.

Proposal name: Improving my speaking skills by learning together, through some lesson plans: Based on peer-teaching.

General objective: To enhance speaking skills of eight grade students through an innovative Lesson plan, using dynamic and technological materials.

Instruction: According to your analysis of the proposal, please mark the option that best represents your evaluation: Excellent, Regular, or Deficient.

Criterio	Descripción	Excelente	Regular	Deficiente
Planificación Colaborativa				
Colaboración Docente-Estudiante	Se evalúa la participación activa de docentes y estudiantes en la planificación de actividades para mejorar la expresión oral.			
Co-construcción de Objetivos	Los docentes y estudiantes co-construyen los objetivos de aprendizaje y las actividades relacionadas con contenido, pronunciación y fluidez.			
Actividades Colaborativas				
Fomento de la colaboración	Las actividades promueven la colaboración entre estudiantes para mejorar la expresión oral.			
Interacción y retroalimentación	Las actividades fomentan la interacción y el intercambio de ideas para mejorar contenido, pronunciación y fluidez.			
Estrategias Colaborativas				
Estrategias de aprendizaje colaborativo	Se observa la efectividad de estrategias como tutoría entre pares para mejorar expresión oral en contenido, pronunciación y fluidez.			
Uso de diversas estrategias	Se utilizan diversas estrategias colaborativas (grupos cooperativos, aprendizaje entre pares, etc.) para potenciar la expresión oral.			
Evaluación del Aprendizaje				
Aplicación de rúbricas	Se aplican rúbricas específicas para evaluar contenido, pronunciación y fluidez en la expresión oral.			
Retroalimentación efectiva	Se proporciona retroalimentación constructiva basada en la evaluación para mejorar las habilidades orales.			
Impacto en el Aprendizaje				
Medición de resultados	Se observa una mejora significativa en contenido, pronunciación y fluidez tras la implementación de la propuesta.			
Mejora en la confianza oral	Se espera un aumento en la confianza y participación oral de los estudiantes.			
Aplicable <input type="checkbox"/>	No aplicable <input type="checkbox"/> Validado por:	Correo	Celular	Firma

Elaborated by: Rafael Fiallos

Anexo 6. Rubrica prueba estandarizada

	Vocabulario y gramática	Pronunciación	Interacción
	Rango	Sonidos individuales	Reacción/Respuesta
	Control Extensión Cohesión	Estrés Entonación	Apoyo requerido Fluidez/Rapidez
5	<ul style="list-style-type: none"> - Usa el vocabulario necesario para la mayoría de las tareas de prueba. - Usa estructuras simples correctamente, pero comete algunos errores, aunque el significado es generalmente claro. - Responde a nivel de palabra, frase o nivel de enunciado más largo. - Puede unir ideas con algunos conectores simples (ej. y, pero, entonces, cuando). 	<ul style="list-style-type: none"> - Es mayormente inteligible. - Tiene un control limitado del acento y la entonación. 	<ul style="list-style-type: none"> - Responde apropiadamente a instrucciones, preguntas e indicaciones visuales, y muy poco apoyo es requerido. - Es capaz de pedir apoyo si es necesario. - Casi siempre responde rápidamente, aunque puede haber dudas y pausas a mitad de la frase.
4	Algunas características de 3.0 y algunas características de 5.0 en medida aproximadamente igual.		
3	<ul style="list-style-type: none"> - Usa el vocabulario necesario para la mayoría de las tareas de prueba. - Produce estructuras simples pero comete algunos errores básicos que pueden oscurecer el significado. - Generalmente responde a nivel de palabra o frase, pero también puede producir enunciados más largos. - Puede unir ideas con algunos conectores simples (ej. y). 	<ul style="list-style-type: none"> - Es mayormente inteligible, aunque algunos sonidos pueden ser poco claros. - Tiene un control limitado del acento. 	<ul style="list-style-type: none"> - Responde apropiadamente a instrucciones, preguntas e indicaciones visuales, aunque se requiere algo de apoyo. - Es capaz de pedir apoyo si es necesario. - A menudo responde rápidamente, aunque puede haber dudas y pausas a mitad de la frase.
2	Algunas características de 3.0 y algunas características de 1.0 en medida aproximadamente igual.		
1	<ul style="list-style-type: none"> - Usa el vocabulario requerido para algunas tareas de prueba. - Intenta algunas expresiones simples pero comete muchos errores 	<ul style="list-style-type: none"> - A veces puede ser difícil de entender. 	<ul style="list-style-type: none"> - Responde apropiadamente a algunas instrucciones, preguntas e indicaciones visuales, aunque se requiere apoyo frecuente. - Puede intentar pedir apoyo si es necesario.

básicos que oscurecen el significado.

- Generalmente responde a nivel de palabra, pero también puede producir frases.

- Puede unir palabras con conectores simples (ej. y).

- Hay dudas y pausas a mitad de la frase; las respuestas pueden retrasarse o detenerse.

0 El rendimiento no cumple con el descriptor de la Banda 1.

Pronunciación: Si el candidato produce algo de lenguaje, pero no suficiente lenguaje para hacer inteligible una respuesta confiada sobre la pronunciación (ej. solo un par de palabras), la puntuación máxima que se puede otorgar es 3, independientemente de la calidad de la pronunciación.

Source: Cambridge University (2019)

Anexo 8. Vocabulary Pretest and Posttest Scores

Student	Pretest Vocab	Posttest Vocab
1	5.5	9.5
2	8.5	8.0
3	5.0	7.2
4	9.2	7.8
5	7.0	5.0
6	6.0	9.0
7	5.2	9.4
8	7.5	7.1
9	8.8	6.2
10	5.3	8.6
11	9.5	7.2
12	8.0	7.8
13	7.2	5.0
14	7.8	9.0
15	5.0	9.4
16	9.0	7.1
17	9.4	6.2
18	7.1	8.6
19	6.2	9.0
20	8.6	9.4
21	7.29	7.825
22	5.0	9.0
23	7.29	7.825
24	5.0	9.0
25	7.29	7.825
26	5.0	9.0
27	7.29	7.825
28	5.0	9.0
29	7.29	7.825
30	5.0	9.0
31	7.29	7.825
32	5.0	9.0
33	7.29	7.825
34	5.0	9.0
35	7.29	7.825
36	5.0	9.0
37	7.29	7.825
38	5.0	9.0
39	7.29	7.825
40	5.0	9.0

Elaborated by: Rafael Fiallos

Anexo 9. Resumen estadístico de los puntajes en pruebas de vocabulario

Medida	Pretest	Postest
Media	7,29	7,82
Moda	5,0	9,4

Elaborated by: Rafael Fiallos

IMPROVING MY SPEAKING SKILLS BY LEARNING TOGETHER, THROUGH SOME LESSON PLANS: BASED ON PEER-TEACHING.



DESIGNED BY RAFAEL FIALLOS

OBJECTIVES

General objective

TO ENHANCE SPEAKING SKILLS OF EIGHTH-GRADE STUDENTS THROUGH AN INNOVATIVE LESSON PLAN, USING DYNAMIC AND TECHNOLOGICAL MATERIALS.

Specific objectives

- To develop lesson plans on peer tutoring as a teaching strategy to improve English oral skills in eighth grade students.
- To implement lesson plans on peer tutoring as a teaching strategy to improve English oral skills in eighth grade students.
- To assess the implementation of lesson plans on peer tutoring as a teaching strategy to improve English oral skills in eighth grade students.

PROPOSAL

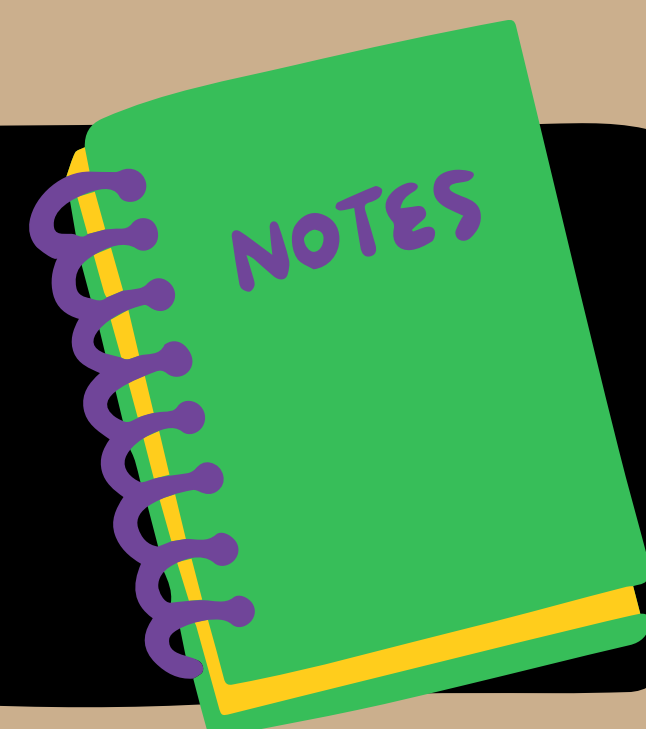
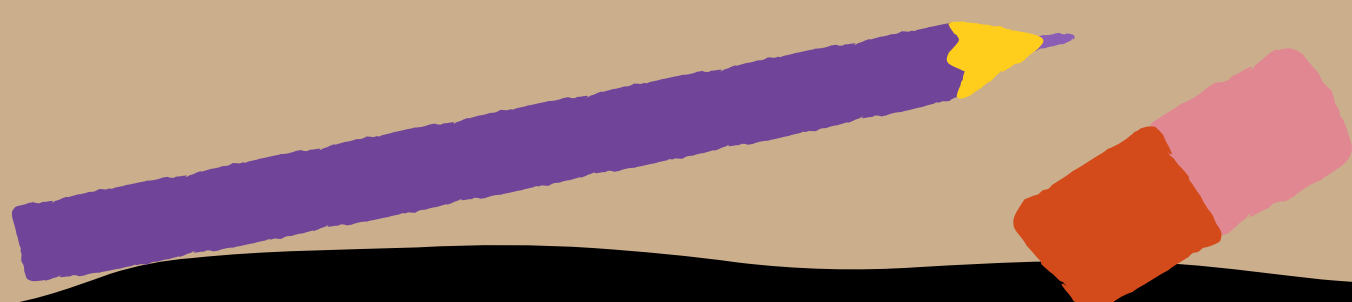
DEAR LEARNER:

THIS DIGITAL PROPOSAL WAS DESIGNED TO HELP YOU AS A TOOL TO IMPROVE YOUR ENGLISH SPEAKING SKILLS.

WITH ACTIVITIES FOCUSING ON THE SPEAKING SKILLS, YOU WILL PRACTICE YOUR ENGLISH LANGUAGE, WHICH CAN BE FUN AND EASY TO LEARN

HOPE YOU FIND IT FUNNY AND ENJOY IT

THE AUTHOR



DIAGNOSTIC TEST ?

Mitsiaki et al. (2021) state that diagnostic assessment is vital for young minority learners, as it helps teachers reflect on their strengths, interests, and needs, guiding decisions on teaching content and methods.

Phase 1

- Interlocutor

Good morning/afternoon / evening.

Can I have your mark sheet, please? Hand over the mark sheet to the Assessor.

I'm, and this is He / She will just listen to us. What's your name?

How old are you?

Where do you come from?

Where do you live? Thank you.

Phase 2

Now, let's talk about school.

Back-up prompts

- What time do you finish school?
- Do you finish school at 4 o'clock?
- What do you eat after school?
- Do you eat snacks after school?

Now, let's talk about home.

Back-up prompts

- Who do you live with?
- Do you live with your family?
- Are there three bedrooms in your house?

Extended Response Now, please tell me what you like doing at home.

Back-up questions

- Do you like cooking?
- Do you play computer games?
- Did you stay at home last weekend?

EVALUATION

Designed by Rafael Fiallos

Phase 1

Interlocutor

Now, in this part of the test we're going to talk together.

Place Candidate booklet, open at Task 1, in front of candidate.

Allow candidate adequate time to read the task. Here are some pictures that show different hobbies.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not. All right?

Now, we will talk together. Can you start?

Candidate Allow a minimum of 1 minute before moving on to the following questions.

Interlocutor Use as appropriate.

Ask the candidate at least one question.

Do you think playing computer games is boring?

... .. playing an instrument is difficult?

... .. playing football is fun?

... .. reading is interesting?

... .. painting/drawing is easy?

Which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) Retrieve Candidate booklet



Lesson plans

Designed by Rafael Fiallos

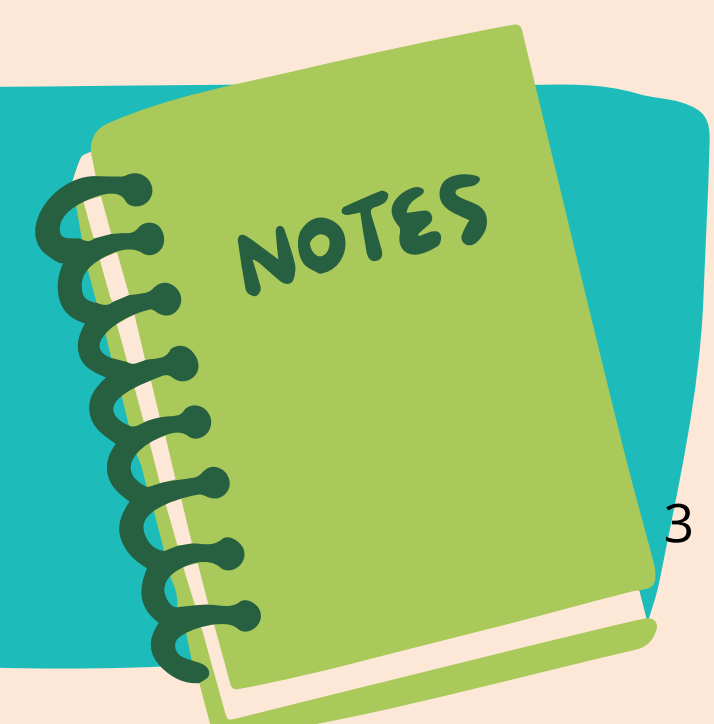
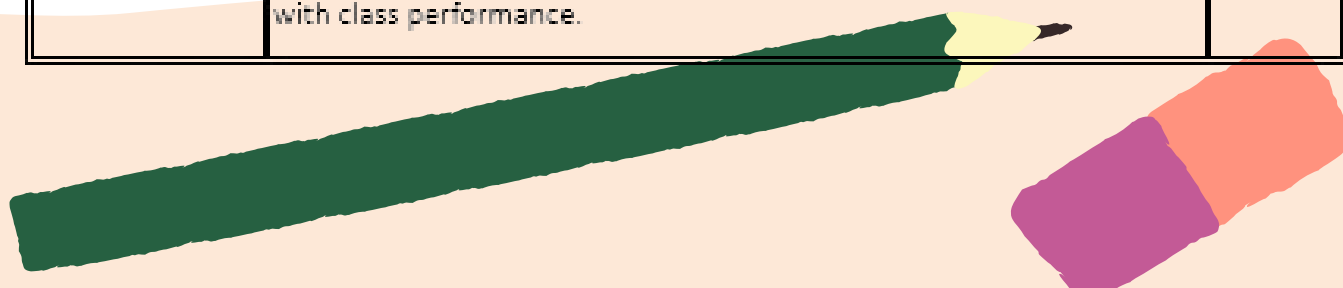


Iqbal et al. (2021) explain that lesson plans list activities that support classroom management, organization, control, and review, making them essential for teaching and implementation.

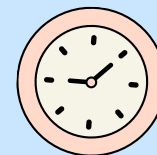
PEER TEACHING LESSON PLAN

Unit Title:	Improving Speaking Skills through Peer Teaching	
Class:	Intermediate English-Speaking Class	
General Objective:	By the end of the lesson, students will have improved their speaking abilities by actively engaging in peer teaching activities, focusing on fluency, pronunciation, and content clarity.	
Lesson Section	Activity	Duration
Warm-Up	Quick icebreaker activity (e.g., "Two Truths and a Lie" or short conversation prompt).	10 minutes
Introduction to Peer Teaching	Explain peer teaching and its benefits (active listening, feedback, collaboration).	5 minutes
Task Explanation	Divide students into pairs/small groups. Assign topics. One student speaks, the other listens and gives feedback. Switch roles.	10 minutes
Peer Teaching in Action	- Step 1: Student speaks for 2-3 minutes; partner listens and provides feedback (content, pronunciation, fluency). - Step 2: Student revises speech based on feedback, switches roles. - Step 3: Repeat with a new topic or continue practicing.	20 minutes
Group Reflection	Group reflection: Discuss what students learned, what was helpful, and areas for improvement. Optional: Record conversations for self-reflection.	10 minutes
Wrap-Up and Homework	Summarize key points of the lesson. Encourage practice at home by teaching a family member or friend. Homework: Write a reflection on the peer teaching experience and set speaking goals.	5 minutes
Assessment	- Formative: Observe student participation and feedback during peer teaching. - Self-Assessment: Record speaking at home and compare with class performance.	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation.	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary and structures to talk about clothing.	
Lesson Section	Activity: Clothing	Duration
Warm-Up	Quick ice-breaker activity: "What Are You Wearing?" Students orally describe the clothes they are wearing using printed flashcards with basic clothing vocabulary, such as <i>shirt</i> , <i>pants</i> , <i>jacket</i> , among others. To prepare vocabulary, use an interactive Educaplay quiz on clothing: https://es.educaplay.com/recursos-educativos/22599-ropas-en-ingles.html	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics related to clothing and occasions, for example: school clothes, party outfits, going-out wear. One student speaks for 2-3 minutes while the other listens and provides feedback using a printed sheet. Then, they switch roles. Record the session using a cellphone for self-assessment and practice pronunciation with a vocabulary game on Educaplay: https://www.educaplay.com/learning-resources/2805307-test-de-ropa.html	5 minutes
Task Explanation	- Step 1: One student speaks for 2-3 minutes; the partner listens and provides feedback using the printed sheet (Appendix 3). - Step 2: The student revises their speech based on the feedback, and they switch roles. - Step 3: Repeat with a new topic. Use an Educaplay quiz on clothing to reinforce vocabulary and expressions during tutoring: https://www.educaplay.com/learning-resources/18969744-advina-la-prenda-de-vestir-en-ingles.html	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Complete an Educaplay quiz to review vocabulary and phrases used during the tutoring: https://es.educaplay.com/recursos-educativos/549356-ropa-en-ingles.html	20 minutes
Group Reflection	Analyze strengths and difficulties. Write a reflection about the experience and set personal goals.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and upload it to the class platform for feedback.	5 minutes
Assessment	Ongoing observation, review of recordings, self-assessment using a printed rubric. (Appendix)	Ongoing



LESSON PLAN



PEER TEACHING LESSON PLAN

Unit Title:	Improving Speaking Skills through Peer Teaching	
Class:	Intermediate English-Speaking Class	
General Objective:	By the end of the lesson, students will have improved their speaking abilities by actively engaging in peer teaching activities, focusing on fluency, pronunciation, and content clarity.	
Lesson Section	Activity	Duration
Warm-Up	Quick icebreaker activity (e.g., "Two Truths and a Lie" or short conversation prompt).	10 minutes
Introduction to Peer Teaching	Explain peer teaching and its benefits (active listening, feedback, collaboration).	5 minutes
Task Explanation	Divide students into pairs/small groups. Assign topics. One student speaks, the other listens and gives feedback. Switch roles.	10 minutes
Peer Teaching in Action	- Step 1: Student speaks for 2-3 minutes; partner listens and provides feedback (content, pronunciation, fluency). Step 2: Student revises speech based on feedback, switches roles.- Step 3: Repeat with a new topic or continue practicing.	20 minutes
Group Reflection	Group reflection: Discuss what students learned, what was helpful, and areas for improvement. Optional: Record conversations for self-reflection.	10 minutes
Wrap-Up and Homework	Summarize key points of the lesson. Encourage practice at home by teaching a family member or friend. Homework: Write a reflection on the peer teaching experience and set speaking goals.	5 minutes
Assessment	- Formative: Observe student participation and feedback during peer teaching.- Self-Assessment: Record speaking at home and compare with class performance.	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively peer tutoring activities, focusing on fluency, pronunciation, and content clarity, using structures related to talking about the weather.	
Lesson Section	Activity: Weather	Duration
Warm-Up	Quick ice-breaker activity: "What's the Weather Like Today?" Students describe the day's weather using printed cards with basic vocabulary such as sunny, rainy, windy, cloudy, cold, hot. To prepare vocabulary, use an interactive quiz on Educaplay about weather and climate. (Appendix 1)	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics with different weather types and seasons. One student speaks for 2-3 minutes describing the weather and season, while the other listens and provides feedback using a printed form. Then, they switch roles. (Appendix1) Record the session with a mobile phone for self-assessment and practice pronunciation using a vocabulary game on Educaplay: https://www.educaplay.com/learning-resources/6386451-the-weather-el-clima.html .	5 minutes
Task Explanation	<ul style="list-style-type: none"> - Step 1: One student speaks for 2-3 minutes; the partner listens and gives feedback using the printed sheet. - Step 2: The student revises their speech based on the feedback, then they switch roles. - Step 3: Repeat with a new topic. Use an Educaplay quiz about expressions and weather vocabulary to reinforce speaking activity: https://www.educaplay.com/learning-resources/12586362-weather.html .	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Do an Educaplay quiz to review vocabulary and expressions used during the tutoring session: https://www.educaplay.com/learning-resources/20485398-juego-de-clima-en-ingles-para-ninos.html	20 minutes
Group Reflection	Summarize key points. Encourage students to practice at home by teaching a family member or friend. Write a reflection on the experience and set personal goals.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and present it in class for feedback.	5 minutes
Assessment	Ongoing observation, review of recordings, self-assessment using printed rubric. (Appendix 1)	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will improve their speaking skills through peer tutoring activities, focusing on fluency, pronunciation, and clarity while practicing vocabulary and expressions related to weather.	
Lesson Section	Activity: Weather	Duration
Warm-Up	Play a Bamboozle game with weather idioms (“raining cats and dogs,” “under the weather”).	10 min
Introduction to Peer Tutoring	In pairs, one describes their favorite season using Wordwall picture prompts , partner takes notes and gives corrections.	5 min
Task Explanation	Student repeats description with corrections, then switch roles.	10 min
Peer Tutoring in Action	“Weather Debate”: <i>Which is better—summer or winter?</i> Teams argue, votes collected on Mentimeter live poll .	20 min
Group Reflection	Students complete an exit ticket on Google Forms : 2 strengths, 1 weakness.	10 min
Closing & Homework	Record a 1-minute Flip video: “What’s the best kind of weather for you?”	5 min
Assessment	Google Form exit tickets + Flip videos.	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will improve their speaking skills through peer tutoring, focusing on fluency, pronunciation, and clarity while practicing vocabulary and expressions related to weather.	
Lesson Section	Activity: Weather	Duration
Warm-Up	Play a Kahoot! quiz about weather types and expressions.	10 min
Introduction to Peer Tutoring	In pairs, students use a Jamboard weather map to describe the forecast of a city. Partner listens and gives oral feedback.	5 min
Task Explanation	Step 1: Describe forecast for 2–3 min. Step 2: Partner feedback. Step 3: Switch roles.	10 min
Peer Tutoring in Action	Small groups share improved descriptions. Use Quizlet Live for weather collocations and idioms.	20 min
Group Reflection	Write 3 sentences about what was learned on a Padlet wall .	10 min
Closing & Homework	Record a Flip (Flipgrid) video giving a weather forecast for their town.	5 min
Assessment	Peer feedback sheets + Flip recordings.	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary related to talking about food.	
Lesson Section	Activity: Food	Duration
Warm-Up	Quick ice-breaker activity: "My Favorite Food." Students prepare and share three printed sentences about their favorite food using basic vocabulary. To prepare vocabulary and expressions, use an interactive Educaplay quiz on food and preferences. (Appendix 2)	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics related to food and eating habits. One student speaks for 2–3 minutes while the other listens and takes notes using a printed feedback sheet. Then, they switch roles. (Appendix 2) Record the session with a cellphone for self-assessment and practice pronunciation with a pronunciation game on Educaplay.	5 minutes
Task Explanation	<ul style="list-style-type: none"> - Step 1: One student speaks for 2–3 minutes; the partner listens and gives feedback using the printed sheet. - Step 2: The student revises their speech based on the feedback, and they switch roles. - Step 3: Repeat with a new topic. Use an Educaplay quiz with useful expressions for describing food and preferences to support the speaking activity https://www.educaplay.com/learning-resources/22975126-food-and-cooking.html	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Do an Educaplay quiz to review vocabulary and phrases used during the tutoring activity: https://www.educaplay.com/learning-resources/2932658-food-vocabulary.html https://www.educaplay.com/learning-resources/6171950-food-quiz.html	20 minutes
Group Reflection	Summarize key points. Encourage students to practice at home by teaching a family member or friend. Write a reflection on the experience and set personal goals.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and upload it to the class platform for feedback.	5 minutes
Assessment	Ongoing observation, review of recordings, self-assessment using a printed rubric. (Appendix 2)	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary related to talking about food.	
Lesson Section	Activity: Food	Duration
Warm-Up	Quick ice-breaker activity: "My Favorite Food." Students prepare and share three printed sentences about their favorite food using basic vocabulary. To prepare vocabulary and expressions, use an interactive Educaplay quiz on food and preferences. (Appendix 2)	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics related to food and eating habits. One student speaks for 2–3 minutes while the other listens and takes notes using a printed feedback sheet. Then, they switch roles. (Appendix 2) Record the session with a cellphone for self-assessment and practice pronunciation with a pronunciation game on Educaplay.	5 minutes
Task Explanation	<ul style="list-style-type: none"> - Step 1: One student speaks for 2–3 minutes; the partner listens and gives feedback using the printed sheet. - Step 2: The student revises their speech based on the feedback, and they switch roles. - Step 3: Repeat with a new topic. Use an Educaplay quiz with useful expressions for describing food and preferences to support the speaking activity https://www.educaplay.com/learning-resources/22975126-food-and-cooking.html	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Do an Educaplay quiz to review vocabulary and phrases used during the tutoring activity: https://www.educaplay.com/learning-resources/2932658-food-vocabulary.html https://www.educaplay.com/learning-resources/6171950-food-quiz.html	20 minutes
Group Reflection	Summarize key points. Encourage students to practice at home by teaching a family member or friend. Write a reflection on the experience and set personal goals.	
Closing and Homework	Record a short video or audio presentation using a cellphone and upload it to the class platform for feedback.	
Assessment	Ongoing observation, review of recordings, self-assessment using a printed rubric. (Appendix 2)	

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary and structures related to talking about food.	
Lesson Section	Activity: Food	Duration
Warm-Up	Quick game: "Two Truths and a Lie – Food Edition" on Mentimeter (students vote live).	10 min
Introduction to Peer Tutoring	Students are paired. One explains "my eating routine" using a Canva infographic prepared before class; the other listens and asks 2 follow-up questions.	5 min
Task Explanation	Step 1: Present routine.Step 2: Feedback using peer-checklist.Step 3: Switch roles.	10 min
Peer Tutoring in Action	Groups share highlights in a breakout Padlet board (healthy habits, new words, funny expressions).	20 min
Group Reflection	Open discussion: "What was hard about explaining food routines?" Summarize ideas on teacher's Jamboard.	10 min
Closing & Homework	Students prepare a 1-minute audio on Vocaroo about their food habits and submit link.	5 min
Assessment	Peer checklist + Vocaroo submission.	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, using vocabulary and phrases to talk about daily routines.	
Lesson Section	Activity: Daily Routine	Duration
Warm-Up	Quick ice-breaker activity: "My Daily Routine." Students prepare three printed sentences about their daily routine and share them. To practice vocabulary and expressions, use an interactive Educaplay quiz on daily routines: https://www.educaplay.com/learning-resources/6977949-daily_routines.html	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics related to daily routines. One student speaks for 2–3 minutes while the other listens and provides feedback using a printed sheet. Then, they switch roles. (Appendix 3) Record the session with a cellphone for self-assessment and practice pronunciation with a game on Educaplay: https://www.educaplay.com/learning-resources/8235855-daily_routine.html	5 minutes
Task Explanation	<ul style="list-style-type: none"> - Step 1: One student speaks for 2–3 minutes; the partner listens and provides feedback using the printed sheet. - Step 2: The student revises their speech based on the feedback; then they switch roles. - Step 3: Repeat with a new topic. Use a quiz on useful expressions to describe routines on Educaplay as support for the speaking activity: https://www.educaplay.com/learning-resources/1380073-test_visual_daily_routines.html	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Do a quiz on Educaplay to review vocabulary and phrases used during the tutoring: https://www.educaplay.com/learning-resources/12177336-daily_routine.html	20 minutes
Group Reflection	Summarize key points. Encourage students to practice at home by teaching a family member or friend.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and present it in class for feedback. Write a reflection about the experience and set personal goals.	5 minutes
Assessment	Ongoing observation, review of recordings, self-assessment using a printed rubric. (Appendix 3)	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will improve their speaking skills through peer tutoring focusing on fluency, pronunciation, and clarity while practicing vocabulary and expressing daily routines.	
Lesson Section	Activity: Daily Routines	Duration
Warm-Up	"Two Truths and a Lie – Daily Routines" via Mentimeter live poll .	10 min
Introduction to Peer Tutoring	One student explains their school day using Wordwall picture prompts , partner asks 2 questions.	5 min
Task Explanation	Student short talk > Feedback > Role switch.	10 min
Peer Tutoring in Action	In groups, students compare routines and design a "Perfect Daily Routine" chart on Jamboard .	20 min
Group Reflection	Students post a sentence about what they found different in their partners' routines on Padlet .	10 min
Closing & Homework	Write a short description of an unusual daily routine and post it on Google Classroom .	5 min
Assessment	Peer feedback + written post.	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will improve their speaking skills through peer tutoring on fluency, pronunciation, and clarity while practicing vocabulary and expressions related to daily routines.	
Lesson Section	Activity: Daily Routines	Duration
Warm-Up	Play a Bamboozle game with daily routine verbs.	10 min
Introduction to Peer Tutoring	Pairs exchange 3 "habit" sentences (I usually..., I never..., I always...) and partner gives corrections.	5 min
Task Explanation	Talk > Peer notes > Correction > Switch roles.	10 min
Peer Tutoring in Action	Debate: <i>"Is it better to wake up early or late?"</i> Students defend their ideas, votes collected on Mentimeter .	20 min
Group Reflection	Students complete a Google Form exit ticket : "What's easy/difficult about speaking today?"	10 min
Closing & Homework	Record a Flipgrid video : "One change I'd like in my routine."	5 min
Assessment	Google Form exit tickets + Flip videos.	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary and structures to talk about clothing.	
Lesson Section	Activity: Clothing	Duration
Warm-Up	Quick ice-breaker activity: "What Are You Wearing?" Students orally describe the clothes they are wearing using printed flashcards with basic clothing vocabulary, such as <i>shirt</i> , <i>pants</i> , <i>jacket</i> , among others. To prepare vocabulary, use an interactive Educaplay quiz on clothing. https://es.educaplay.com/recursos-educativos/22599-ropas_en_ingles.html	10 minutes
Introduction to Peer Tutoring	Divide students into pairs. Assign printed topics related to clothing and occasions, for example: school clothes, party outfits, going-out wear. One student speaks for 2-3 minutes while the other listens and provides feedback using a printed sheet. Then, they switch roles. Record the session using a cellphone for self-assessment and practice pronunciation with a vocabulary game on Educaplay: https://www.educaplay.com/learning-resources/2803307-test_de_ropa.html .	5 minutes
Task Explanation	<ul style="list-style-type: none"> - Step 1: One student speaks for 2-3 minutes; the partner listens and provides feedback using the printed sheet (Appendix 3). - Step 2: The student revises their speech based on the feedback, and they switch roles. - Step 3: Repeat with a new topic. Use an Educaplay quiz on clothing to reinforce vocabulary and expressions during tutoring: https://www.educaplay.com/learning-resources/18969744-advina_la_prenda_de_vestir_en_ingles.html	10 minutes
Peer Tutoring in Action	Group reflection: Discuss what was learned and areas for improvement. Listen to selected recordings for self-reflection. Complete an Educaplay quiz to review vocabulary and phrases used during the tutoring: https://es.educaplay.com/recursos-educativos/549356-ropa_en_ingles.html	20 minutes
Group Reflection	Analyze strengths and difficulties. Write a reflection about the experience and set personal goals.	10 minutes
Closing and Homework	Record a short video or audio presentation using a cellphone and upload it to the class platform for feedback.	5 minutes
Assessment	Ongoing observation, review of recordings, self-assessment using a printed rubric. (Appendix)	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary and structures to talk about clothing.	
Lesson Section	Activity: Clothing	Duration
Warm-Up	Play Kahoot! quiz on clothing vocabulary → Kahoot Clothing Quiz	10 min
Introduction to Peer Tutoring	Role-play in pairs: One is a shop assistant, the other is the customer. Use Quizlet flashcards → Clothes & Shopping Vocabulary .	5 min
Task Explanation	Short dialogue (2–3 min) → partner feedback → switch roles.	10 min
Peer Tutoring in Action	Create a short Canva flyer advertising clothes and orally present it like a salesperson.	20 min
Group Reflection	Use Mentimeter word cloud: “What is difficult when speaking about shopping for clothes?”	10 min
Closing & Homework	Write and post in Google Classroom : “What would you buy for a special event?”	5 min
Assessment	Peer dialogue sheets + Canva flyer presentation.	Ongoing

Unit Title	Enhancing Speaking Skills through Peer Tutoring	
Class:	Intermediate English Class with a Focus on Conversation	
General Objective:	By the end of the lesson, students will have improved their speaking skills by actively participating in peer tutoring activities, focusing on fluency, pronunciation, and content clarity, applying vocabulary and structures to talk about clothing.	
Lesson Section	Activity: Clothing	Duration
Warm-Up	Play a Wordwall spinner with countries and ask: "What clothes do people wear there?" → Countries & Clothes Spinner	10 min
Introduction to Peer Tutoring	In pairs, students describe traditional clothing from their country (using images on Canva).	5 min
Task Explanation	Student explains 2-3 min → peer notes → switch roles.	10 min
Peer Tutoring in Action	Groups create a short Flip video : "Traditional clothes in my culture vs another culture."	20 min
Group Reflection	On Padlet , students write one interesting clothing fact they learned.	10 min
Closing & Homework	Research one cultural outfit and prepare a short oral description with a picture (Canva or PPT).	5 min
Assessment	Peer notes + Flip presentations.	Ongoing



UNIDAD EDUCATIVA "LA INMACULADA"
REGENTADA POR LA COMPAÑÍA DE LAS HIJAS DE LA CARIDAD DE SAN VICENTE DE PAÚL
LATACUNGA - ECUADOR

Latacunga, 13 de mayo de 2025

Mgs.
Yolanda Marín
RECTORA DE LA UNIDAD EDUCATIVA "LA INMACULADA".

Presente. -

Luego de expresarle un cordial saludo, me dirijo a usted para solicitarle se me autorice la aplicación de mi tema de tesis de maestría titulada "PEER TUTORING AS A TEACHING STRATEGY TO IMPROVE SPEAKING SKILLS IN EIGHT GRADE STUDENTS OF AN EDUCATIONAL INSTITUTION AT LATACUNGA" la finalidad de esta investigación tiene como objetivo describir experiencias sobre la implementación de la tutoría entre pares como estrategia didáctica para mejorar la expresión oral en estudiantes de octavo año de educación básica paralelo A, esto servirá para medir el nivel de inglés que poseen los estudiantes, además de aplicar lecciones de clases y finalmente saber cómo van evolucionando durante estas clases, que previamente estarán coordinadas durante el horario establecido de clases, sin interferir con las actividades previamente planificadas, además garantizo el uso ético y confidencial de la información recolectada, así como respetar las normas y protocolos establecidos por la institución.

Espero contar con su aprobación, agradezco de antemano su atención y quedo a la espera de su respuesta favorable para continuar con el desarrollo de mi trabajo de titulación, me suscribo augurando éxitos en sus funciones.

Atentamente.

Lic. Rafael Higinio Fiallos Villegas
CC.: 1804719670

Autorizado, con estudiantes
de 8vo de Básico "A"
Desde el día lunes 19-05-2025



UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA
VALIDACION DE LA PROPUESTA

Author: Lic. Rafael Fiallos

Theme: Peer-Tutoring as a Teaching Strategy To Enhance Speaking Skills in Eighth Grade Students of "La Inmaculada" Educational Institution At Latacunga.

Proposal name: Improving my speaking skills by learning together, through some lesson plans: Based on peer-teaching.

General objective: To enhance speaking skills of eight grade students through an innovative Lesson plan, using dynamic and technological materials.

Instruction: According to your analysis of the proposal, please mark the option that best represents your evaluation: Excellent, Regular, or Deficient.

criterio	Descripción	Excelent e	Regular	Deficient e
Planificación Colaborativa				
Colaboración Docente-Estudiante	Se evalúa la participación activa de docentes y estudiantes en la planificación de actividades para mejorar la expresión oral.	✓		
Co-construcción de Objetivos	Los docentes y estudiantes co-construyen los objetivos de aprendizaje y las actividades relacionadas con contenido, pronunciación y fluidez.	✓		
Actividades Colaborativas				
Fomento de la colaboración	Las actividades promueven la colaboración entre estudiantes para mejorar la expresión oral.	✓		
Interacción y retroalimentación	Las actividades fomentan la interacción y el intercambio de ideas para mejorar contenido, pronunciación y fluidez.	✓		
Estrategias Colaborativas				
Estrategias de aprendizaje colaborativo	Se observa la efectividad de estrategias como tutoría entre pares para mejorar expresión oral en contenido, pronunciación y fluidez.	✓		
Uso de diversas estrategias	Se utilizan diversas estrategias colaborativas (grupos cooperativos, aprendizaje entre pares, etc.) para potenciar la expresión oral.	✓		
Evaluación del Aprendizaje				
Aplicación de rúbricas	Se aplican rúbricas específicas para evaluar contenido, pronunciación y fluidez en la expresión oral.	✓		
Retroalimentación efectiva	Se proporciona retroalimentación constructiva basada en la evaluación para mejorar las habilidades orales.	✓		
Impacto en el Aprendizaje				
Medición de resultados	Se observa una mejora significativa en contenido, pronunciación y fluidez tras la implementación de la propuesta.	✓		
Mejora en la confianza oral	Se espera un aumento en la confianza y participación oral de los estudiantes.	✓		
Aplicable <input checked="" type="checkbox"/>	No aplicable <input type="checkbox"/> Validado por: Lic. Francisco Teran	Correo Francisco	Celular 0967605587	Firma

Elaborated by: Rafael Fiallos

• teran4602 @ Utc. edu. com



**UNIVERSIDAD TECNOLÓGICA
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Fomento de la colaboración	Las actividades promueven la colaboración entre estudiantes para mejorar la expresión oral.	✓		
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Estrategias Colaborativas				
Estrategias de aprendizaje colaborativo	Se observa la efectividad de estrategias como tutoría entre pares para mejorar expresión oral en contenido, pronunciación y fluidez.	✓		
Uso de diversas estrategias	Se utilizan diversas estrategias colaborativas (grupos cooperativos, aprendizaje entre pares, etc.) para potenciar la expresión oral.	✓		
Evaluación del Aprendizaje				
Aplicación de rúbricas	Se aplican rúbricas específicas para evaluar contenido, pronunciación y fluidez en la expresión oral.	✓		
Retroalimentación efectiva	Se proporciona retroalimentación constructiva basada en la evaluación para mejorar las habilidades orales.	✓		
Impacto en el Aprendizaje				
Medición de resultados	Se observa una mejora significativa en contenido, pronunciación y fluidez tras la implementación de la propuesta.	✓		
Mejora en la confianza oral	Se espera un aumento en la confianza y participación oral de los estudiantes.	✓		
Aplicable <input checked="" type="checkbox"/>	No aplicable <input type="checkbox"/> Validado por: <u>Leda Shuliane Espin</u> <i>(Coordinadora)</i>	Correo	Celular	Firma
			0980679416	

Elaborated by: Rafael Fiallos

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Leda Shuliane Espin



UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA
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Co-construcción de Objetivos	Los docentes y estudiantes co-construyen los objetivos de aprendizaje y las actividades relacionadas con contenido, pronunciación y fluidez.	✓		
Actividades Colaborativas				
Fomento de la colaboración	Las actividades promueven la colaboración entre estudiantes para mejorar la expresión oral.	✓		
Interacción y retroalimentación	Las actividades fomentan la interacción y el intercambio de ideas para mejorar contenido, pronunciación y fluidez.	✓		
Estrategias Colaborativas				
Estrategias de aprendizaje colaborativo	Se observa la efectividad de estrategias como tutoría entre pares para mejorar expresión oral en contenido, pronunciación y fluidez.	✓		
Uso de diversas estrategias	Se utilizan diversas estrategias colaborativas (grupos cooperativos, aprendizaje entre pares, etc.) para potenciar la expresión oral.	✓		
Evaluación del Aprendizaje				
Aplicación de rúbricas	Se aplican rúbricas específicas para evaluar contenido, pronunciación y fluidez en la expresión oral.	✓		
Retroalimentación efectiva	Se proporciona retroalimentación constructiva basada en la evaluación para mejorar las habilidades orales.	✓		
Impacto en el Aprendizaje				
Medición de resultados	Se observa una mejora significativa en contenido, pronunciación y fluidez tras la implementación de la propuesta.	✓		
Mejora en la confianza oral	Se espera un aumento en la confianza y participación oral de los estudiantes.	✓		
Aplicable <input checked="" type="checkbox"/>	No aplicable <input type="checkbox"/> Validado por: <i>Lic. CARLOS MENA</i>	Correo	Celular <i>0962802548</i>	Firma

Elaborated by: Rafael Fiallos

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