The present study, inspired by the trends in Action Research and Constructive Alignment, originated from previous reflections on effective methodology most suitable for use in English for Specific Purposes (ESP) subjects, in Engineering Degree Programs. A methodology that would improve student learning outcomes, enhance motivation for knowledge acquisition and be viable in similar learning contexts is the quest of this research.

Any active learning methodology is focused on both participation and interaction of students. However, it proves to be inefficient when no real involvement can be observed. This research proposes a method which aims at the acquisition of specific language competencies while enhancing the development of core competencies, as well. The main objectives of this study are to implement peer learning and collaborative work strategies so as to measure the level of acquisition of those competencies through classroom research.

The research question this study attempts to answer is whether peer learning is more effective than the conventional methodology used in English for Specific Purposes subjects. The hypotheses that arise from the research question are as follows:

- Peer learning in English for Specific Purposes is an effective strategy for improvement of grammar.
- Peer learning in English for Specific Purposes is an effective strategy for improvement of oral comprehension.
- Peer learning in English for Specific Purposes is an effective strategy for improvement of reading comprehension.
- Peer learning in English for Specific Purposes is an effective strategy for improvement of written expression.
- Peer learning in English for Specific Purposes is more effective than conventional methodology.

To verify these hypotheses, a quasi-experimental research study was performed, in which two different learning methods were applied to two different groups of students. The control group (C) followed a conventional methodology and the experimental group (E) used peer learning, a method which enhances participation and the acquisition of core competences.

The present study includes a theoretical approach and a review of similar case studies. Materials and method used in the research are described. The data obtained through pre- and post-testing of the two groups were examined in quantitative and qualitative analyses to confirm the hypotheses aforementioned. Additionally, a Likert questionnaire was used to verify that quantitative analyses were ecologically valid and to prove that peer learning in English for Specific Purposes is more effective.

The analysis of results shows the benefits of peer learning in the experimental group, although the conventional methodology has proved adequate in the control group, as well. Hence, the conclusion that arises is that the differences between the two methods are not significant. Future studies on the effects of student learning styles or the influence of independent variables, among others, could reveal new results and might offer a new, different research perspective.