

**Impact of self-confidence strategies in english teaching on the oral skills of students in
Colombia: a monographic study**

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Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

2025

Acknowledgements

First and foremost, I would like to thank my family, who have been the core of my life and have driven me to improve myself as a human being and professional. To my parents, who have always believed in me despite the circumstances, and to my sisters, who have been my example of resilience and have rescued me to return to life when I have needed them most.

To my students, who motivate me to be a better professional and a better teacher, and fill me with their witticisms of joy and life every day in the classroom.

To my professors of the Master's Program, from whom I learned a lot, and especially to my advisor Juan Carlos Acosta, who, in this somewhat difficult path, for me was a fundamental pillar, with his professionalism as a teacher and guide, he was able to lead me to the culmination of one of the most significant challenges of my life.

Finally, I would like to thank myself for achieving my personal challenges, for showing me that I can achieve everything despite all the circumstances that were presented to me, especially the desire to give up and that continuing to believe in my abilities will always be the only way out of difficulties.

Abstract

This study examines the crucial link between self-confidence and oral production in young English language learners within Colombian classrooms. It addresses the challenges faced by teachers in fostering both self-confidence and communicative competence. This monograph study investigates pedagogical strategies employed by Colombian educators to enhance students' self-perception of their communicative abilities, with the purpose of improving oral fluency, pronunciation, and discourse cohesion. A systematic literature review, using the PRISMA methodology, analyzes research published over the past ten years. This review identifies prevalent strategies, including the use of podcasts, technology-integrated activities, role-play, flipped learning, collaborative-based strategies, metacognitive approaches, project-based learning, and immersion programs. The analysis highlights the importance of creating safe and anxiety-free learning environments as a fundamental factor in developing both self-confidence and oral proficiency. While these strategies have demonstrated positive outcomes in various institutional and regional contexts, the monograph study also acknowledges persistent challenges. These include the need for enhanced teacher training in these specific pedagogical approaches, the digital divide that limits access to technology in certain areas of the country, and ongoing methodological limitations. This monograph study provides valuable insights and practical recommendations for educators in Colombia seeking to equip young learners with the necessary tools for successful linguistic development, while also recognizing and addressing the ongoing challenges within the Colombian educational context.

Keywords: Oral production, self-confidence, self-confidence strategies, young learners.

Resumen

Esta monografía examina el vínculo crucial entre la autoconfianza y la producción oral en jóvenes aprendices de inglés en aulas colombianas. El estudio aborda los desafíos que enfrentan los docentes al fomentar tanto la autoconfianza como la competencia comunicativa. Este estudio monográfico investiga las estrategias pedagógicas empleadas por educadores colombianos para mejorar la autopercepción de los estudiantes sobre sus habilidades comunicativas, con el propósito de mejorar la fluidez oral, la pronunciación y la cohesión del discurso. Se realiza una revisión sistemática de la literatura, utilizando la metodología PRISMA, que analiza investigaciones publicadas durante los últimos diez años. Esta revisión identifica estrategias prevalentes, incluyendo el uso de podcasts, actividades integradas con tecnología, juegos de roles, aprendizaje invertido, estrategias basadas en la colaboración, enfoques metacognitivos, aprendizaje basado en proyectos y programas de inmersión. El análisis destaca la importancia de crear entornos de aprendizaje seguros y libres de ansiedad como un factor fundamental en el desarrollo tanto de la autoconfianza como de la competencia oral. Si bien estas estrategias han demostrado resultados positivos en diversos contextos institucionales y regionales, el estudio monográfico también reconoce desafíos persistentes. Estos incluyen la necesidad de una formación docente mejorada en estos enfoques pedagógicos específicos, la brecha digital que limita el acceso a la tecnología en ciertas áreas del país y las limitaciones metodológicas en curso. Este estudio monográfico proporciona información valiosa y recomendaciones prácticas para los educadores en Colombia que buscan equipar a los jóvenes aprendices con las herramientas necesarias para un desarrollo lingüístico exitoso.

Palabras claves: Aprendices jóvenes, autoconfianza, estrategias de autoconfianza, producción oral.

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Introduction to the Monograph Study

Students' self-confidence in the English classroom is essential for acquiring language skills with greater confidence and fluency. In the Colombian context, the research aims to identify several key strategies to strengthen this aspect in students, combining methodological, technological, and pedagogical approaches. Self-confidence in language learning relates to language ability and the student's perception of self-efficacy and motivation to face real communicative situations. In this sense, it is key to integrate strategies that address self-regulated learning, social interaction, and technological support to enhance learners' confidence in the use of English.

The development of oral expression in learning English as a foreign language has been an area of growing interest in educational research in Colombia. Self-confidence has been identified as a determining factor in oral production, as it influences students' willingness to communicate in this language. In the last decade, various strategies have been implemented in the Colombian context to strengthen oral expression, including the use of information and communication technologies (ICTs), collaborative methodologies, and motivation-based techniques (Narvez Ceron, 2014; lvarez Idarraga, 2019).

Motivation and the perception of self-efficacy are determinants of students' confidence when communicating in English (Torres & Gamboa, 2019). Teaching based on intrinsic motivation allows students to choose topics of interest for their learning activities, which increases their engagement and confidence (Jaime & Coronado, 2018). Positive feedback strategies are key to promoting safety in learning a foreign language (Bastidas & Munoz, 2020).

This monograph collects teaching strategies that promote effective communication and interaction in English and build self-confidence. Some of the most relevant are collaborative

work, exposure to authentic material, and practice in controlled scenarios. Group interaction allows students to reduce anxiety and increase confidence in their oral expression (Jaime-Osorio, Caicedo-Muñoz & Trujillo-Bohórquez, 2019). In the Colombian university context, collaborative work has proven to be an effective strategy to improve fluency and safety in the use of the language (Gómez et al., 2020)

Finally, this literature review shows some challenges and barriers that arise and persist and are still to be overcome in implementing these innovative and necessary strategies in Colombian English classrooms. These strategies are fundamental to young students' linguistic development since they lack self-confidence. Considering this, recommendations are shown to continue advancing in the classrooms with students and to develop greater self-confidence, which is connected to their oral linguistic development, one of the primary skills for communication in English as a foreign language.

Context of the Research Problem

Teaching and learning English as a Foreign Language (EFL) has been a topic of continuous interest in Colombian education in recent decades. English proficiency has become a fundamental requirement for academic, professional, and social success in an increasingly globalized world. In this context, the development of practical oral skills in English stands out as one of the main objectives of teaching this language, as these skills are essential for fluent communication and intercultural exchange. In addition, educational policies in Colombia, such as the National Bilingual Program, have emphasized the importance of these oral skills in preparing students for international academic and work environments. Despite these efforts and the recognized importance of oral skills, many young learners in Colombia still struggle to achieve fluency and confidence in spoken English.

Over the past decade, there has been a growing interest in the role of self-confidence in the ELT classroom and its influence on the progression of students' oral skills. Self-confidence, the belief in one's ability to achieve goals and overcome challenges (Bandura, 1997), is crucial in learning a language. Recent research indicates that students with high levels of self-confidence tend to take more risks when speaking in a foreign language and actively participate in oral activities (Mendieta Lira, 2021). In the Colombian context, studies such as those of Smith (2017) and Gómez (2020) have explored implementing pedagogical strategies to strengthen self-confidence, highlighting their positive impact on student fluency and participation.

While research on self-confidence and oral English language development exists within the Colombian context, a comprehensive overview that synthesizes these findings is currently lacking. This monographic study addresses this gap by systematically examining the literature published between 2013 and 2023. Such a synthesis is crucial for several reasons. First, it allows for identifying key trends, patterns, and discrepancies within the existing research. This may offer a broader and more complete understanding of the relationship between self-confidence strategies and oral skills development. Second, this monograph can highlight the most effective self-confidence strategies employed in Colombian ELT classrooms by consolidating the findings of disparate studies. This information is invaluable for educators seeking evidence-based practices to enhance their teaching. Finally, a comprehensive overview can pinpoint areas for further research, contributing to a more focused and impactful future exploration of this important topic.

As mentioned above, although there are isolated studies on this topic, many focus on specific contexts and lack an integration that allows for the obtention of a broader and more representative vision of the national educational panorama. In addition, the changes in

educational policies and teaching methodologies during the last decade have made it necessary to carry out an updated analysis that considers the various strategies implemented and their effectiveness in different social, cultural, and economic contexts.

Guiding Research Questions and Objectives

Main Research Question

How has the implementation of self-confidence strategies in the English language teaching (ELT) classroom influenced the performance of oral skills among young learners in Colombia during the last decade?

General Objective

To analyze the influence of self-confidence strategies on the development of oral skills in young students within ELT classrooms in Colombia during the last decade.

Specific Objectives

To identify self-confidence strategies discussed in the literature that have been shown to contribute to oral skills development.

The purpose of this study is to analyze how the literature addresses the impact of self-confidence strategies on learners' fluency, pronunciation, and interactional skills.

To examine the barriers and challenges to implementing self-confidence strategies in ELT classrooms, as reported in the literature.

Rationale of the Monograph Study

In Colombia, the need to acquire English skills has increased considerably in recent decades due to the demands of the global market. Globalization has made English a fundamental tool for participation in the academic and professional spheres, directly linking language acquisition with better job and educational opportunities. In this sense, English proficiency is

seen as an instrumental competence and a key skill for personal and collective development in a global context. The Ministry of National Education (2016) has implemented various policies and programs, such as the National Bilingual Program, to strengthen English proficiency among students. This program seeks to improve levels of communication in English through teacher training, providing pedagogical resources, and integrating innovative approaches into the school curriculum. In addition, the government has established alliances with international organizations such as the British Council to implement strategies to evaluate and improve students' linguistic performance.

Despite these efforts, there are significant inequalities in access to quality bilingual education, especially between urban and rural areas. While in significant cities, students have more excellent opportunities to practice the language through cultural and technological interactions, in more remote regions, conditions are often precarious, with teachers not always adequately trained and with limited resources. This lack generates gaps in the development of language skills, hindering equitable access to academic and job opportunities related to English proficiency.

However, significant barriers persist regarding the quality of teaching and equity in access to bilingual education. These barriers range from inadequate school infrastructure to a shortage of teachers trained to teach English with student-centered methodologies. According to the British Council (2015), many Colombian students have low English confidence, negatively affecting their performance and communication ability. Low self-confidence translates into anxiety when faced with communicative situations, a reduction in active participation in the classroom, and a lower willingness to practice the language, factors that significantly limit progress in oral skills.

Self-confidence, a crucial factor in language learning (Bandura, 1997; Hiver et al., 2020), has been linked to increased motivation, active participation, and oral skill development. Research such as that of Pajares and Schunk (2001) and MacIntyre (1998) highlights that students with high levels of self-confidence tend to take more risks when speaking, which facilitates the improvement in their linguistic fluency and accuracy. In addition, self-confidence promotes a positive learning cycle, where achievements in the use of the language reinforce the belief in one's abilities, increasing the willingness to face new challenges. Conversely, students with low self-confidence often experience higher levels of anxiety, which can inhibit their language development and perpetuate a lack of progress.

This factor is relevant in the Colombian context because of the existing inequalities in the education system. While some school settings have robust programs that integrate emotional development with language instruction, others lack the resources to foster student self-confidence, reinforcing educational gaps and limiting equal access to meaningful learning opportunities. Therefore, it is essential to analyze how current pedagogical strategies can be adapted and improved to address these barriers, allowing more Colombian students to achieve adequate English proficiency.

The lack of self-confidence among English learners in Colombia is a persistent obstacle to developing practical oral skills. This problem limits their ability to engage in communicative activities, reduces anxiety, and improves their fluency and accuracy. Although some studies address the importance of self-confidence in language learning, few focus on the Colombian context and specifically examine the strategies implemented in ELT classrooms. In addition, these investigations often do not consider the socioeconomic and cultural particularities that can

influence the effectiveness of such strategies, leaving gaps in the comprehensive understanding of how to address this problem in the country.

Methodology

For this monograph study, a systematic literature review was conducted, following the guidelines of the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). This methodology guarantees the transparency and reproducibility of the selection process and analysis of the existing literature on the influence of self-confidence strategies on teaching English in Colombia. A comprehensive search of recognized academic databases, including Scopus, Web of Science, ERIC, ProQuest, EBSCOhost, Redalyc, SciELO, and Google Scholar, was conducted to identify studies published between 2014 and 2024. Boolean operators and key terms related to the object of study were used, applying filters to include only peer-reviewed articles, doctoral theses, and chapters of academic books in English and Spanish.

Search Strategy

The search equations used included combinations of terms such as "self-confidence strategies", "confidence-building strategies", "self-efficacy strategies", "English language teaching", "oral skills", "speaking skills", "fluency", "pronunciation", "cohesion", "young learners", "Colombia" and "implementation challenges".

Regarding guaranteeing the quality and relevance of the selected studies, inclusion criteria were defined as publications between 2014 and 2024; studies focused on self-confidence strategies in the teaching of English as a foreign language in the young student population, research carried out in Colombia, publications in English or Spanish, and studies with empirical methodology or previous literature reviews. On the other hand, studies were excluded if they did not address specific self-confidence strategies, focused exclusively on the teaching of other

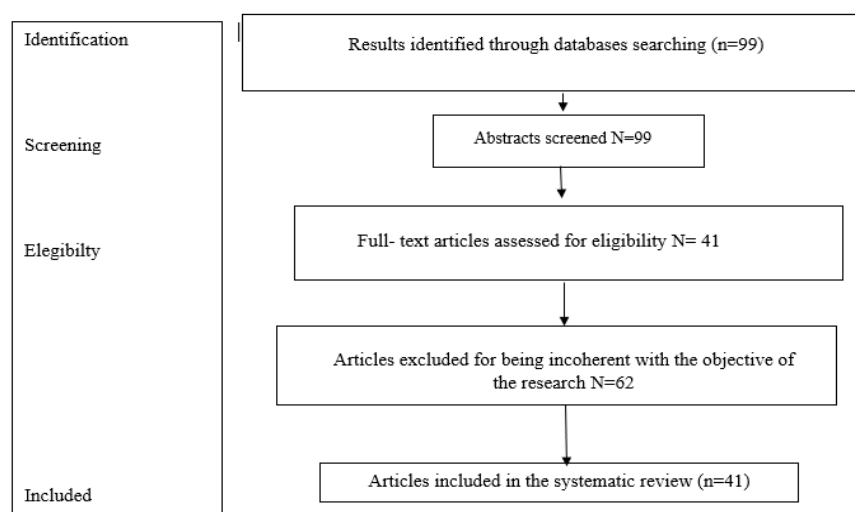
language skills unrelated to oral skills, did not contain empirical data, or were merely theoretical essays without methodological foundation, focused on educational contexts outside Colombia without local applicability or were not peer-reviewed publications.

Selection and Evaluation of the Literature

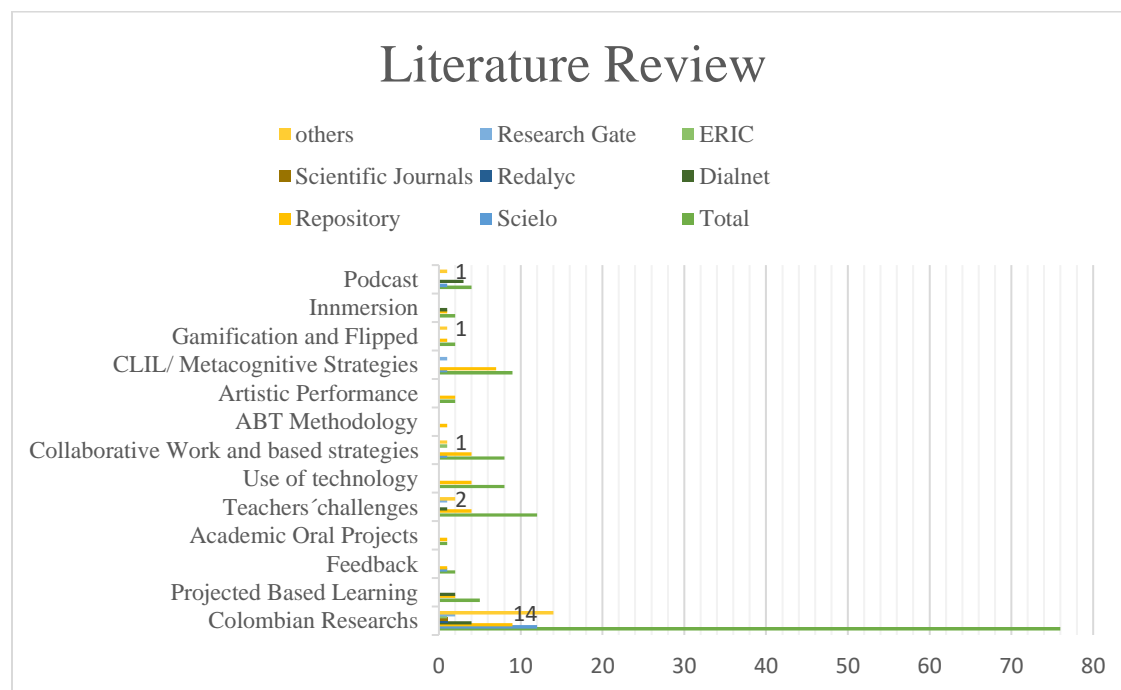
The selection process followed the four phases of the PRISMA model: identification, screening, eligibility, and inclusion. Studies were collected using the search equations applied to the selected databases, duplicate articles and irrelevant publications were eliminated according to the exclusion criteria, the full texts of the selected studies were reviewed to confirm their relevance, and finally, the key data of the final articles were extracted and analyzed, categorizing the information around strategies, impact on oral skills, barriers and proposals for improvement. Figure 1 shows the selection process of studies included in the literature review. Figure 2 reveals the main self-confidence strategies found in the literature review, and finally, Table 1 indicates the number of papers for each database.

Figure 1

Literature Review Process



Source. Own elaboration.

Figure 2*Self-confidence Strategies*

Source. Own elaboration

A total of 99 results were initially identified through database searching. After a meticulous screening, 41 full-text articles were carefully assessed for eligibility (See Appendix B). Of these, 62 articles were excluded due to incoherence with the research objective. The final selection process ensures that only the most relevant studies are analyzed, reassuring the audience about the quality of our review. The findings were organized and synthesized to extract patterns and trends, allowing the research question to be answered about how the implementation of self-confidence strategies influences the progression of oral skills in Colombian students and the main difficulties in their application. This approach ensures that the systematic review is rigorous, transparent, and replicable, providing a solid basis for future research and methodological proposals in Colombia's English teaching field.

Table 1*A summary of the papers*

Self-Confidence Strategies	Research Gate	ERIC	Redalyc	Dialnet	Repositories	Scielo	Others
PBL	2	1	2	6	9		14
Feedback					1	1	
Academic Oral Project					1		
Teacher Challenges	1			1	4		2
Use of technology					4		
Collaborative Work		1			4	1	1
ABT					1		
Artistic Performance					2		
CLIL	1				7	1	1
Gamification and flipped					1		
Innmersion				1	1		
Podcast				3		1	
Colombian Researches	2	1	2	4	9	12	14
Total	6	3	4	15	44	16	18

Note. This is a summary about the papers taken from different data bases.

Literature Review

This literature review establishes a theoretical foundation for the relationship between self-confidence and English language teaching. Given that this connection is fundamental to teaching and learning a foreign language, its examination contributes to developing effective pedagogical strategies. Particular emphasis is placed on oral production, a core skill within the communicative approach, which holds significant relevance in this study. Besides, the review explores various strategies to enhance students' self-confidence in oral communication.

Accordingly, the literature review is framed within the context of self-confidence and oral English development in young learners. The potential impact of this study on English language teaching (ELT) in Colombian classrooms is substantial, as it offers valuable insights into fostering oral proficiency. Therefore, the review is structured around three key themes: Self-Confidence Strategies in the ELT Colombian Classroom that Contribute to Oral Skill Development, The Impact of Self-Confidence on Oral Skills Development, and Challenges and Barriers to Implementing Self-Confidence Strategies.

Theoretical Framework

The theoretical framework of this monographic research paper examines key aspects related to self-confidence in learning English, oral production skills, and pedagogical strategies to foster self-confidence in the English as a Foreign Language (EFL) classroom. Self-confidence is recognized as an essential factor in language learning, directly influencing students' motivation and willingness to actively participate and face the challenges of using English. First, Self-confidence plays a crucial role in teaching English and influencing teachers and students in multiple ways. Second, oral production is explored, analyzing its essential components and role in developing communicative competence. Subsequently, the strategies implemented to

strengthen self-confidence and improve oral production in English are presented, focusing on practices that have proven effective in Colombian education. These strategies offer a relevant guide for teaching practice and the design of educational programs that promote the inclusion and active participation of students in their learning process.

Self-confidence and Teaching English

Self-confidence in language learning refers to the student's perception of their ability to effectively learn and apply a foreign language. Albert Bandura (1997), one of the pioneers in the study of self-confidence through his theory of self-efficacy, defines this concept as a belief in one's ability to carry out specific tasks successfully. In his theory, Bandura argues that self-efficacy directly influences students' behavior, motivation, and academic performance. In language learning, self-confidence or self-efficacy impacts students' willingness to take risks, face linguistic challenges, and actively participate in oral communication activities, which are fundamental to acquiring a second language (Bandura, 1997).

Bandura (1994) explains that self-confidence is not a skill but a personal perception of competence built from previous experiences of success or failure. This perception affects the way students approach learning a language. Students with high self-efficacy tend to face academic tasks with more significant effort and perseverance, overcoming the anxiety that can arise in communicative situations. In contrast, those with low self-confidence may avoid engaging in speaking or writing activities in the target language, which limits their progress. This approach emphasizes that self-confidence in learning a language depends on language skills and an internal construction that teachers can strengthen through appropriate pedagogical strategies.

Complementing this perspective, Pajares and Schunk (2001) investigate how self-confidence influences students' motivation and persistence in different academic tasks, including

language learning. These authors highlight that self-confidence affects how much effort students are willing to invest in an activity and their persistence in the face of difficulties. In language learning, this implies that students with high self-confidence are more likely to actively participate in the classroom, practice their oral skills, and take risks when using the language, facilitating a more dynamic and effective learning process. Pajares and Schunk (n.d.) argue that self-confidence becomes a central factor influencing students' intrinsic motivation, promoting an achievement-oriented and self-improvement approach to learning.

In addition, according to Pajares and Schunk (n.d.), self-confidence directly affects academic performance and the students' self-perception of their progress. The positive perception of their achievements strengthens motivation and reduces anxiety, key factors in language learning. In this sense, self-confidence is an internal "engine" that helps students overcome the emotional and cognitive barriers to acquiring a foreign language. Therefore, promoting self-confidence in the English language classroom is essential for students to develop their skills effectively, increase their participation in the classroom, and reduce the anxiety associated with learning a foreign language.

Oral Production

Oral production is one of the fundamental competencies in learning English as a foreign language, as it allows students to develop the ability to communicate effectively in authentic contexts. This section explores the key factors and theories that contribute to the development of oral expression in the classroom, ranging from the impact of motivation and self-confidence on language performance to the role of interaction and the use of communicative tasks in fostering active language practice. Oral production involves pronouncing words correctly and requires mastering communicative strategies, fluency, accuracy, and the ability to interact in various

contexts. Through the review of authors such as Merrill Swain (2000), Stephen Krashen (1982), and Lev Vygotsky (1995), his section addresses how the focus on output, interaction, and the management of the affective filter allows the student not only to use the language but also to consolidate their learning, achieving a communicative competence that goes beyond passive knowledge of the language.

Through his output hypothesis, Merrill Swain argues that language production (output) demonstrates knowledge and is a fundamental phase in acquiring a second language. According to Swain & Watanabe (2013), when students are driven to produce in the target language, they are faced with the need to structure, reorganize, and clarify their ideas, which contributes to consolidating their linguistic knowledge. The output hypothesis argues that this process of forced production leads students to pay attention to formal and functional aspects of language that might go unnoticed in the mere reception of the language or input.

In a further development, Swain (2000) introduces the concept of languaging, or "the act of verbalizing thought," as a tool through which students reflect on their use of language. Inspired by Vygotsky's sociocultural theories, languaging involves the use of language to mediate and solve cognitive problems. In the context of language learning, languaging manifests itself through collaborative dialogue, where students interact with each other to build knowledge together. This process not only allows for the identification and correction of errors but also promotes a deeper and more conscious understanding of the structure of the language, facilitating the transition from passive to active knowledge.

The relevance of output and languaging in English learning lies in both approaches, promoting an environment where students can practice and explore the language without fear of making mistakes. This interaction, especially when it is collaborative, generates an active

learning space where students practice oral production and internalize new linguistic forms and functions. In this sense, Swain's hypothesis highlights the value of production activities in the classroom as a means to stimulate integral linguistic development, encouraging students to be aware and autonomous in their learning of English.

Through his sociocultural theory, Lev Vygotsky (1995) proposes that human learning is a social process mediated by interaction and collaboration. In his work, *Thought and Language* (1934/1978), Vygotsky introduces the concept of the zone of proximal development (ZPD), an intermediate space between what the learner can achieve on their own and what they can achieve with the help of others, such as teachers or more experienced peers. According to Vygotsky, this space is where the most significant learning occurs since it is in this support environment where the learner faces challenges that can only be overcome with assistance, and in this process, not only acquires knowledge but also develops higher cognitive skills (Vygotsky, 1995).

Vygotsky (1995) determined that language is essential in mediating ZPD since it facilitates the interaction and communication necessary for collaborative learning. This approach is particularly relevant in teaching oral skills, where the support of an interlocutor can be key to developing communicative competence. Through dialogue and participation in collaborative activities, students practice oral production, internalize linguistic structures, and gain confidence in their communication skills. This process of "internalization" transforms external mental functions into internal resources, allowing learning to evolve from dependence on external support to independent competence.

The sociocultural theory and the concept of ZPD proposed by Vygotsky (1995) emphasize that learning is not an isolated process but a social construction where interaction with others facilitates the acquisition of new competencies. Applying these ideas in the language

classroom underscores the importance of fostering an environment in which the student can interact, receive support, and cope with language challenges within their ZPD, thereby promoting the development of oral skills effectively and meaningfully.

In his work *Principles and Practice in Second Language Acquisition* (1982), Stephen Krashen introduces his theory of second language acquisition through the comprehensible input hypothesis. Krashen (1982) argues that language learning is most effective when students are exposed to a language slightly above their current level, an idea he conceptualizes with notation (i+1). This hypothesis suggests that students make progress when they understand this input because, in this process, they are confronted with new linguistic structures that they can interpret and, eventually, acquire. (Principles and practice).

Krashen (1982) also emphasizes creating a learning environment that facilitates input reception in a relaxed and pressure-free manner. In this environment, students are not forced to produce the language immediately, allowing oral proficiency to emerge naturally. This absence of pressure in the initial production promotes genuine acquisition since the student concentrates on the meaning of the messages rather than the grammatical form, allowing the structures to be internalized more profoundly and sustainably. (Principles and practice). Therefore, Krashen's theory (1982) emphasizes that the development of oral production should not be forced. Instead, continuous exposure to understandable input should be a natural consequence. It introduces new vocabulary and structures and reinforces the students' confidence by providing a safe and understandable context for linguistic interaction.

Self-confidence Strategies

Self-confidence is the belief in one's ability to achieve specific goals. It is essential to learning a second language, especially in acquiring and developing oral skills. This concept is

linked to both cognitive and emotional processes, which allow students to take on the challenge of actively participating in communicative activities without the inhibition generated by the fear of error or evaluation. In the Colombian context, strategies aimed at strengthening self-confidence in English language teaching (ELT) classrooms are essential to facilitate the progression of young students in their oral skills.

According to Bandura (1997), self-efficacy is a key component of self-confidence, defined as an individual's perception of their ability to execute specific tasks and achieve proposed results. This perception is not innate but develops over time through cumulative experiences that allow the individual to strengthen his or her sense of competence. Self-efficacy is strengthened mainly through direct experience of achievements, observation of competent models, and positive feedback, factors that affect students' willingness to face oral communication situations in English.

Direct experience, involving completing a task, generates an internal perception of control over the results. At the same time, observing other models, such as peers or teachers, provides external references that calibrate one's expectations of success. Positive feedback, on the other hand, acts as a stimulus that validates the efforts made and reinforces confidence in the progress made. Language teaching must, therefore, incorporate pedagogical practices that favor the development of self-efficacy through achievable and progressive goals, which offer controlled challenges and are adapted to the level of the students. Constant evidence of small achievements facilitates the tangible perception of progress, which, in turn, strengthens motivation and reduces anxiety in oral communication situations.

In this sense, developing self-regulation of learning, as Zimmerman (2002) puts it, is a fundamental strategy to strengthen self-confidence in the classroom. Self-regulation involves

planning goals, constantly monitoring performance, and reflecting on the results obtained, giving students a sense of control over their learning process (Zimmerman, 2002). When students implement metacognitive strategies and adjust their actions based on their progress and difficulties, they develop a more objective perception of their abilities, strengthening their confidence when facing oral tasks in English. Flavell (1979) also highlights the role of metacognition in this process, pointing out that conscious reflection on one's learning allows one to identify areas for improvement and make informed decisions to achieve the proposed objectives.

On the other hand, the growth mindset proposed by Dweck (2006) is a central axis in promoting self-confidence. This perspective holds that skills and competencies are not innate or fixed but can be developed through effort, deliberate practice, and perseverance. In English language learning, fostering a growth mindset involves helping students interpret mistakes as learning opportunities, not failures. Language teachers play a crucial role in this process, as feedback geared towards effort and progress helps students adopt a resilient attitude in the face of language challenges.

About the above, Brown (2012) introduces vulnerability as an essential element in strengthening self-confidence. According to the author, accepting vulnerability implies exposing oneself to the risk of error and uncertainty, assuming these experiences as opportunities for personal growth. In the ELT classroom, this translates into the need to build spaces where students can actively participate without fear of judgment, understanding that learning a language involves a continuous process of trial and error. The willingness to be vulnerable strengthens resilience and makes it easier to overcome emotional barriers that limit confidence in one's abilities.

Finally, implementing positive psychology strategies, as proposed by Seligman (2019), contributes to the reconstruction of limiting beliefs that affect students' self-confidence, allowing a negative view of failure to be transformed into an opportunity for learning and growth. Positive psychology focuses on identifying and enhancing individual strengths, promoting reinterpreting negative experiences from a constructive perspective. This favors the perception of control over the results obtained, increasing motivation and persistence in the face of academic challenges. In the classroom context, teachers play a key role in creating environments that celebrate achievement, effort, and personal progress. Publicly acknowledging individual progress and fostering collaborative dynamics, highlighting students' constant growth, reinforces their self-confidence and willingness to take on communicative challenges. In addition, integrating exercises that promote emotional well-being, such as gratitude or visualizing future achievements, strengthens resilience and contributes to the comprehensive development of oral skills in English teaching.

Review of Empirical Studies: Self-Confidence and Oral English Development in Young Learners

This section reviews the empirical literature examining the relationship between self-confidence and oral English language development, specifically within the Colombian ELT context. This review is organized thematically to address research on the three specific objectives guiding this study. The first theme explores the self-confidence strategies employed in Colombian ELT classrooms that contribute to oral skill development, examining the types of strategies used and their perceived effectiveness. The second theme looks into the impact of self-confidence on various aspects of oral skills development, including fluency, accuracy, pronunciation, and interactional abilities. Finally, the third theme analyzes the challenges and barriers teachers and students encounter when implementing self-confidence strategies within the

ELT classroom. This review aims to provide a comprehensive understanding of the current state of research and identify key areas for future investigation.

Self-Confidence Strategies in the ELT Colombian Classroom that Contribute to Oral Skill Development

The link between self-confidence and language learning has been widely studied, showing that greater self-confidence translates into better language performance. Self-confidence, the belief in one's ability to face challenges, is essential in learning contexts, especially when acquiring a second or foreign language (Córdova et al., 2023). It is a practical application of self-confidence building within the Colombian ELT context. This theme examines the strategies educators employ to foster self-confidence in young learners and promote the development of their oral communication skills. This section looks into the types of strategies documented in the literature, ranging from affective strategies focused on managing anxiety and building a positive learning environment to cognitive strategies aimed at reframing negative self-perceptions and fostering realistic goal-setting, and behavioral strategies that encourage active participation and practice in oral communication. The review analyzes how these strategies are implemented in Colombian classrooms, considering the specific needs and characteristics of young learners in this context and evaluating their perceived effectiveness in enhancing oral skills development.

Podcast-Based Strategies. Positive psychology has shown that students with high self-confidence tend to be more persistent and willing to take linguistic risks, which favors their learning process (Carbajal Amaya, 2022). One of the main challenges in language learning is anxiety, which can inhibit students' oral performance. Strategies such as podcasts help reduce anxiety, providing a space where students can practice without fear of immediate judgment

(Gallegos & Zúñiga, 2024). These approaches reinforce the importance of creating safe and motivating environments that strengthen self-confidence, directly impacting students' communication ability. In addition, technological tools allow students to control their learning pace, repeating exercises or listening as many times as necessary to improve their pronunciation and fluency. The integration of these approaches also encourages active participation and the development of self-assessment skills, which contributes to more autonomous and sustainable learning in the long term.

Technology-Based Strategies. The development of self-confidence is not only related to autonomous learning but also to decision-making during the educational process. Learning strategies that integrate self-confidence with technological tools, as observed in the use of Virtual Learning Objects (VLO) and digital platforms, also contribute to developing self-assessment and self-regulation skills. Mora et al. (2024) found that implementing didactic strategies based on Virtual Learning Objects (VOs) promotes self-confidence in students by allowing them to evaluate their progress and take an active role in their learning. This reflects that self-confidence influences both the motivation and autonomy of the student, two key factors in the acquisition of language skills. In addition, OVAs make it easy to personalize learning, allowing students to progress at their own pace and reinforce specific areas as needed. This combination of autonomy and confidence improves academic performance and prepares students to face communicative challenges in authentic contexts, strengthening their readiness to use the language effectively.

These tools allow students to take control of their learning process, fostering their self-confidence through constant feedback and recognition of achievements (Apaza Huaraya & Vargas Parra, 2021). The integration of these strategies improves academic performance and facilitates the development of communicative skills necessary to interact in global contexts.

The use of ICT has been identified as a key factor in improving self-confidence in oral expression. Studies have shown that tools such as podcasts, online discussion forums, and digital learning platforms have provided students with practice spaces in a safe environment, allowing them to improve their pronunciation and fluency without the fear of being judged in a face-to-face environment (Narváez Cerón, 2014; Rodríguez Suárez, 2019). These methodologies have favored autonomous learning and reduced students' inhibition in communicative contexts by providing opportunities for rehearsal and feedback without the pressure of immediate interaction (Camargo Ruiz, 2020).

In addition, recent studies have shown that the implementation of virtual learning environments based on artificial intelligence and augmented reality has facilitated the simulation of conversations in English, allowing students to practice in controlled scenarios before interacting with native speakers (Suyo Gonzáles, 2024). Speech recognition and pronunciation analysis software has proven to be a valuable tool for providing immediate and specific feedback, helping students perfect their oral expression, and reducing anxiety when speaking in public (Cacheo-Castro et al., 2024).

Implementing ICT in the classroom has significantly improved oral and written comprehension and expression in English (Quintero & Jaimes, 2023). Creating digital stories and using interactive resources stimulates oral production and reduces communicative anxiety (Espinosa Torres, 2018). In addition, using video games with motivational components is an effective strategy for improving students' English vocabulary acquisition and self-confidence (Orjuela Carreño, 2023).

Consequently, integrating technological tools, such as voice recordings, videoconferencing, and artificial intelligence applications for pronunciation analysis, has allowed

students to practice autonomously and improve their self-confidence without the pressure of the face-to-face environment (Suyo Gonzáles, 2024). These tools provide instant feedback, making correcting errors and refining pronunciation and intonation easier (Cacheo-Castro et al., 2024). This way, platforms such as Moodle, interactive applications, and gamification tools generate spaces for practice without pressure, allowing students to improve their performance before facing real situations (Restrepo Franco & Londoño Suárez, 2017). Integrating technologies in the classroom allows students to practice in a non-pressure environment and improve their communication skills before facing fundamental interactions.

Role Plays and Performances. The development of oral skills in English requires pedagogical strategies focused on building students' self-confidence, especially in a context such as Colombia, where social and economic differences significantly affect educational processes (Sánchez-Zambrano & Velásquez-Morán, 2023). Among the strategies used, role-playing has proven to be an effective technique for promoting communicative competence, allowing students to practice the language in realistic and meaningful situations (García Benavides, 2020). This strategy allows students to link their daily interests and experiences with learning, strengthening their self-confidence and facilitating the acquisition of English as a foreign language.

Dramatization and role-playing have been widely used to improve oral production confidence. These techniques allow students to adopt different characters and contexts, making it easier to practice the language without the pressure of formal assessment (Cacheo-Castro et al., 2024). In addition, recent studies have shown that role-play helps develop improvisation skills and reinforces pragmatic competence, essential elements in effective communication (Gómez et al., 2024).

Another strategy that has gained relevance is the use of performance, which is implemented as an artistic tool to improve oral expression. Gómez Sotelo and Ramírez Jaramillo (2022) point out that this approach allows students to overcome their fear of peer judgment and facilitates more dynamic and creative learning. By involving activities that demand active participation and body expression, performance reduces anxiety and promotes a collaborative learning environment (Velasco Morales, 2016). In addition, this strategy encourages improvisation and spontaneous language use, reinforcing students' confidence to communicate in real situations. This way, performance improves speech fluency and accuracy and develops socio-emotional skills essential for effective interaction in a second language (Gómez Sotelo & Ramírez Jaramillo, 2022).

Similarly, the use of theatre as a pedagogical strategy in teaching English has proven to be an effective tool to promote oral production and self-confidence in students. Gutiérrez Sepúlveda and Ortiz Labrador (2021) highlight that incorporating theatre into the foreign language curriculum allows students to develop communicative skills in a dynamic and participatory environment. This methodology creates a space where students can experiment with the language, practice pronunciation, and improve their fluency without fearing immediate judgment. In addition, theater promotes emotional expression and collaborative interaction, strengthening the student's motivation and confidence to participate actively in oral activities. In the Colombian context, this strategy has been implemented in educational institutions such as the Francisco Manzanera Henríquez Technical Educational Institution, showing positive results in improving oral proficiency in English (Gutiérrez Sepúlveda & Ortiz Labrador, 2021).

Flipped Strategies. In parallel, the flipped classroom approach has emerged as an effective strategy in English teaching in Colombia. Silva Rojas (2024) highlights that this

approach allows students to be more active in their learning, preparing themselves autonomously for classroom activities. This model facilitates content comprehension and provides opportunities for students to practice their oral skills through collaborative discussions and exercises in class (Silva Rojas, 2024). In addition, the flipped classroom promotes time management and the development of self-learning skills, given that students can access content at their own pace outside the classroom. This methodology fosters a more participatory learning environment, where students feel motivated to interact with their peers and teachers, which increases their self-confidence when speaking. Likewise, immediate feedback during face-to-face sessions strengthens accuracy and fluency in language use, improving their oral performance.

Collaborative-based Strategies. Collaborative work between public and private institutions is another strategy that has positively impacted oral production. Gordillo Rodríguez (2024) describes the experience of the Tandem Challenge project, which facilitated pedagogical exchange between teachers and students from various educational institutions. This collaboration fostered students' self-confidence by providing opportunities for authentic interaction in English and exposing them to different teaching methodologies. In addition, the project allowed students to develop socio-emotional skills, such as empathy and teamwork, by interacting with peers from different contexts. The intercultural experiences also strengthened their ability to adapt to diverse communicative situations, increasing their fluency and willingness to participate in honest conversations. The project evaluation showed significant improvements in students' oral production, showing that collaborative approaches can complement traditional pedagogical practices and enhance English learning.

Similarly, scaffolding in teaching oral expression has proven to be an effective strategy for improving student confidence. The research by Vergara-Aponte (2018) analyzed the

incidence of collaborative creative writing scaffolding on oral expression, finding that students who participated in structured activities with progressive support achieved greater autonomy and confidence when communicating in English. These types of strategies allow students to develop confidence in their abilities through a structured progression of activities that allow them to face language challenges gradually (Bastidas & Muñoz Ibarra, 2020). In addition, peer tutoring, where more advanced students support their peers in oral practice, has been pointed out as an effective strategy to reduce anxiety and improve fluency (Cacheo-Castro et al., 2024). The combination of these approaches, along with the integration of advanced technologies, has allowed students to not only strengthen their language skills but also to develop greater confidence and autonomy in the use of English (Gómez et al., 2024).

Communicative Task-Based Learning. Implementing activities that involve the real use of language, such as debates, presentations, and simulations, is an effective strategy to strengthen students' confidence when speaking in English (Narváz Cerón, 2014; Torres Hernández & Gamboa Mora, 2019). These activities allow students to practice the language in real and meaningful contexts, promoting greater fluency and naturalness in their oral expression. According to Torres Hernández and Gamboa Mora (2019), this approach favors the reduction of communicative anxiety since students feel more confident when facing authentic situations where they can practically apply the language.

Constructive Feedback and Positive Reinforcement. Formative assessment and immediate feedback have proven key to strengthening oral confidence in English (Bastidas & Muñoz Ibarra, 2020). Providing specific feedback on students' progress and improvement areas increases their motivation and helps them correct mistakes progressively without fear of negative judgment. Vergara-Aponte (2018) highlights that when accompanied by self-assessment and co-

assessment strategies, positive reinforcement fosters autonomy in learning and promotes greater confidence in the use of the language.

Language Immersion. Continuous exposure to the language in authentic contexts is essential for developing confidence in oral production (Álvarez Idárraga, 2019). Exchange programs, interactions with native speakers, and simulations of real-world environments have proven highly effective in reducing inhibition and improving fluency. Studies have shown that students who participate in immersion experiences develop greater self-efficacy and willingness to communicate in English (Rengifo Jiménez, 2020).

Self-regulated Learning Strategies. Self-regulation of learning is essential in building self-confidence in the English classroom. According to Zimmerman (2002), students who develop self-regulation skills can better manage their learning process, positively influencing their confidence in English (Osorio & Coronado-Rodríguez, 2018). Studies in the Colombian context have shown that self-regulated learning allows greater autonomy in language acquisition and improves the perception of self-efficacy (Perdomo et al., 2020). Planning clear objectives, continuous monitoring of the learning process, and personal evaluation of progress contribute to developing confidence in learning English.

Relevant in this sense is implementing metacognitive strategies that facilitate the student's self-reflection on their learning process. Self-assessment and short-term goal setting effectively reduce language anxiety and increase communicative confidence. In addition, autonomous work has been identified as a key factor in learning English as a second language, as it allows continuous practice and self-assessment without the pressure of immediate grading (Yepes & Barragán, 2022).

Implementing pedagogical strategies to strengthen self-confidence in the English classroom in Colombia has proven essential to improving students' oral production. The combination of collaborative, artistic approaches and innovative methodologies, such as the flipped classroom, has allowed students to actively participate in their learning and overcome the emotional and social barriers that hinder the development of communication skills. These findings underscore the importance of continuing to research and adapt these strategies to respond to the specific needs of each educational context in Colombia.

The Impact of Self-Confidence on Oral Skills Development

Self-confidence in oral expression is closely linked to the perception of linguistic competence and the reduction of communicative anxiety. The literature has indicated that the fear of making mistakes and insecurity in one's abilities can significantly limit students' participation in oral activities, affecting their linguistic development and their willingness to interact in the target language (Narváez Cerón, 2014; Torres Hernández & Gamboa Mora, 2019). This phenomenon has been observed both in contexts of learning a foreign language and in developing of communicative skills in the mother tongue, where a lack of confidence can become a barrier to meaningful learning (Gómez & Díaz Larenas, 2020).

To mitigate this problem, various methodological strategies have been designed with the purpose of strengthening self-confidence in the academic field. These strategies include progressive practice, positive reinforcement, and immersion in authentic communicative contexts, which have been shown to be effective in promoting confidence in oral expression (Álvarez Idárraga, 2019). Within these methodologies, approaches based on collaborative learning and transmedia narratives have gained special relevance due to their ability to dynamize linguistic acquisition and reduce the anxiety associated with oral production.

An outstanding case is a study at the Hugo Ángel Jaramillo Educational Institution in Pereira, where a pedagogical strategy based on transmedia narratives was implemented to stimulate oral production in English. The findings indicated that students who participated in interactive activities showed greater confidence in expressing themselves in the foreign language, evidencing a reduction in communicative anxiety and an increase in the fluency and spontaneity of their speeches (Vergara Novoa & Perdomo Cerquera, 2017; Torres Hernández & Gamboa Mora, 2019). Integrating multimodal and technological elements in the learning process allowed students to develop their linguistic competence in a less structured and more playful environment, favoring a more natural approach to the use of language.

The learning of English as a foreign language in Colombia has been the subject of various studies that seek to understand the factors that affect the acquisition of communicative skills. Speaking, in particular, is an area of interest given its impact on students' ability to communicate effectively in academic and professional contexts. Among the many elements that influence the development of this skill, self-confidence emerges as a determining factor in the fluency, pronunciation, and cohesion of oral discourse in English (Bastidas & Muñoz, 2020; Gómez & Díaz-Larenas, 2020; Bedoya Hernández, 2021; Gómez Paniagua et al., 2024).

Fluency in oral expression implies the ability of a speaker to produce continuous speech with an appropriate rhythm, minimizing pauses and hesitations. In this sense, several studies have shown that self-confidence has a direct impact on students' fluency, given that those who perceive themselves as competent speakers have less anxiety when speaking and a greater willingness to participate in communicative interactions (Jaime & Coronado, 2018; Aldana Pérez, 2018). Self-confidence reduces the fear of making mistakes, allowing learners to maintain continuous production without self-imposed interruptions due to insecurity in their language

knowledge (Bastidas & Muñoz, 2020). In addition, emotional regulation and anxiety control have been identified as positively affecting English learners' oral fluency, reinforcing the importance of developing self-confidence in the classroom (Bedoya Hernández, 2021).

From a pedagogical perspective, collaborative activities and positive feedback from the teacher can strengthen students' self-confidence and, therefore, their oral fluency (Muñoz & Ramírez, 2018). In addition, implementing methodologies based on task-based learning has improved oral production by allowing students to acquire confidence through constant practice (Camargo Ruiz & Ortiz Bernal, 2020).

Pronunciation is another key aspect of oral expression, as clear and understandable articulation facilitates effective communication. Research carried out in Colombia has identified that students with greater confidence in their oral ability show improvements in intonation, accentuation, and articulation of sounds in English (Espinosa Torres, 2018; Torres & Gamboa, 2019). This can be explained by reduced anxiety, allowing them to focus on correct pronunciation rather than fearing mistakes (Bastidas & Muñoz, 2020).

Technological tools, such as voice recordings and speech recognition programs, have been proposed as an effective strategy to improve self-confidence and pronunciation (Rodríguez Suárez, 2019). Additionally, strategies such as pronunciation practice in simulation environments and interaction with native speakers have positively improved students' confidence in their ability to produce English sounds more accurately (Gómez & Díaz-Larenas, 2020). It has also been identified that using digital platforms and artificial intelligence-assisted pronunciation applications improves phonetic accuracy and reduces anxiety in oral production (Quintero & Jaimes, 2023). Recent studies have highlighted the impact of Web 2.0 tools on improving students' phonetic confidence and accuracy (Gómez Paniagua et al., 2024).

Self-confidence is critical in motivating language learning, a relationship widely explored in the literature. Dörnyei (2005), in his motivational model, highlights self-confidence as one of the key elements that form intrinsic motivation in learning a second language. This approach highlights how self-confidence motivates students to participate actively and sustainably in their learning, enabling them to face the challenges inherent in the language acquisition process. Dörnyei argues that students with high levels of self-confidence are more likely to take risks and expose themselves to communicative situations in a foreign language, facilitating greater integration and effectiveness in their learning process (Dörnyei & Ushioda, 2009).

MacIntyre et al. (1998) also explore this dynamic by relating self-confidence to the willingness to communicate in a foreign language. According to these authors, the willingness to communicate understood as the desire to engage in oral activities in the target language, is significantly influenced by the student's self-confidence level. Those confident in their abilities are less afraid of the judgment of their peers or teachers and, therefore, participate more actively in oral activities. This constant participation strengthens their communicative competence and self-confidence, creating a positive cycle that reinforcing long-term language learning (MacIntyre et al., 1998).

In addition, in the model of the "L2 Motivational Self System" proposed by Dörnyei, self-confidence is emphasized as closely related to the learner's "ideal self," that is, the vision that the student has about his ideal version in the context of using a second language. This ideal self becomes a motivational guide, where self-confidence is the engine that allows students to approach that ideal vision through persistence and sustained effort (Dörnyei & Ushioda, 2009).

Horwitz et al. (1986) introduce the concept of specific anxiety in the context of language learning, arguing that this anxiety has a significant and negative impact on the learning of a

foreign language. Anxiety in the foreign language classroom is conceptualized as a set of self-perceptions, beliefs, and emotions that arise in learning situations and affect the student's self-confidence in the use of the language. According to these authors, anxiety not only hinders students' ability to participate in oral communication activities but also affects the way they process and retain information in a foreign language.

Anxiety in language learning can be classified into three dimensions: communication anxiety, test anxiety, and fear of negative evaluation. These dimensions act synergistically to decrease the student's confidence in his or her ability to communicate effectively in the language. Through their research, Horwitz et al. (1986) establish that students with high levels of anxiety tend to avoid situations in which they must speak a foreign language, which decreases their opportunities for practice and, consequently, affects their self-confidence.

On the other hand, Gkonou, Daubney, and Dewaele (2017) address the impact of self-confidence as a key element in reducing anxiety in the language classroom. These authors suggest that self-confidence can be fostered by developing a positive and supportive classroom environment where mistakes are considered a natural part of the learning process. Gkonou et al. (2017) propose that teaching that focuses on emotional regulation strategies can effectively reduce anxiety levels and, in turn, increase students' self-confidence. In this way, the relationship between anxiety and self-confidence becomes circular: high levels of self-confidence tend to decrease anxiety, facilitating a more fluent and effective learning of the language. In summary, both Horwitz et al. (1986) and Gkonou et al. (2017) underline the importance of recognizing and managing anxiety in language learning, especially in learning English as a foreign language. While Horwitz et al. focus on identifying the types of anxiety that affect learning, Gkonou et al. propose strategies to strengthen students' self-confidence by promoting a positive learning

environment. These complementary approaches provide a solid foundation for understanding how anxiety and self-confidence interact in the context of language learning.

Swain and Watanabe (2013) highlight the importance of output in language learning and how this contributes to the development of language skills. Swain's theory holds that output production is critical, allowing students to actively process language, identify errors, and seek solutions through communication. This implies that participation in oral activities is essential in learning and developing English, especially when students are confident to participate without fear of error. Swain and Watanabe (2013) emphasize that confident students become more actively involved in "languaging" or meaning making, which fosters a deeper understanding of the language and facilitates learning.

On the other hand, Méndez López and Peña Aguilar (2013) address the Latin American context and how self-confidence is directly related to performance in oral activities. Through their study, the authors conclude that students with high self-confidence are more willing to participate in speaking activities, which improves their ability to speak in English and strengthens their language proficiency. In their research, students confident in their abilities showed a higher level of involvement in the classroom, resulting in remarkable progress in their oral communication skills. This approach highlights the importance of creating a learning environment where self-confidence is fostered, as this is presented as a key element that reduces anxiety and improves students' willingness to practice the language. Therefore, both Swain & Watanabe (2013) and Méndez López and Peña Aguilar (2013) highlight the relationship between self-confidence and participation in oral activities in language learning. Self-confidence allows students to meet the challenges of speaking and acts as an engine that drives their language development.

In addition, Krashen and Terrell (1983) introduce the concept of affective filtering in their second language acquisition theory. According to Krashen and Terrell (1983), this filter plays a crucial role in the learning process, as it determines the amount of linguistic information a student can process. The student's emotional and attitudinal factors, such as motivation, self-confidence, and anxiety, influence the affective filter. A low affective filter is desirable for optimal learning when students feel motivated, self-confident, and relaxed; their affective filter is low, which allows them to be more open and receptive to linguistic input. In this state, students seek and receive more input, interact confidently, and process information more effectively.

On the other hand, a high affective filter can be a significant obstacle to learning. Anxiety, fear of error, or lack of motivation can raise the affective filter, blocking or preventing input processing necessary for language acquisition. Krashen and Terrell (1983) suggest that the affective filter may increase in early adolescence, which explains why children have a greater facility for acquiring a second language than adults.

The affective filter hypothesis has important implications for language teaching. Krashen and Terrell (1983) argue that teachers should strive to create a learning environment that promotes a low affective filter. This can be achieved through various strategies, such as:

- Encouraging intrinsic motivation and awakening students' interest in the target language and culture.
- Promote self-confidence by creating a safe judgment-free environment where students feel comfortable taking risks and making mistakes.
- Reduce anxiety: Using communicative and meaningful activities that do not generate stress or excessive pressure.

In summary, Krashen's affective filter hypothesis highlights the importance of emotional and attitudinal factors in learning a second language. By understanding how the affective filter influences input processing, educators can design pedagogical strategies that promote a positive, responsive, and conducive learning environment for language acquisition.

Finally, oral coherence in a discourse involves the ability of speakers to structure their ideas logically and understandably, using appropriate connectors and linguistic resources. Lack of trust can lead to fragmented discourse, with difficulties in coherently linking ideas. It has been observed that students with greater self-confidence tend to use discursive connectors more frequently and maintain a logical structure in their interventions (Vergara Aponte, 2018; Álvarez Idárraga, 2019).

The development of oral coherence has also been linked to methodologies that promote autonomy in learning English. Strategies such as storytelling and debate have been identified as strengthening students' confidence in speaking, providing a structured framework to organize and express their ideas more effectively (Torres & Gamboa, 2019). In addition, implementing self-regulated learning strategies has been key for students to develop a greater capacity for planning and structuring oral discourse (Perdomo et al., 2020). Likewise, integrating interactive technologies, such as online discussion forums and educational blogs, has proven effective in strengthening discursive cohesion and confidence in students' oral production (Laguado Bastos, 2023). Additionally, dramatization techniques effectively improve the organization of oral discourse by providing students with a practical context in which they can apply their communicative skills in simulated situations (Betancourt Ovalle & Caicedo Díaz, 2024).

Challenges and Barriers to Implementing Self-Confidence Strategies

Teaching English as a Foreign Language (ELT) in Colombia faces multiple challenges in the classroom, especially when fostering self-confidence in students. Self-confidence is a determining factor in language learning, as it affects students' willingness to participate in communicative interactions actively and their ability to face mistakes without fear of criticism. However, various studies have identified structural, methodological, and sociocultural barriers that hinder the implementation of strategies to strengthen this aspect of English learning. These barriers have been widely documented, making it possible to establish the need to generate specific strategies to mitigate their impact in the classroom.

The implementation of these strategies is not without its challenges. Gómez et al. (2020) point out that, in some institutions, resource constraints, such as insufficient access to educational technologies and materials and the lack of continuous training for teachers, can hinder the adoption of innovative pedagogical approaches. In addition, factors such as teachers' work overload and lack of institutional support hinder the effective implementation of strategies focused on self-confidence and oral production. Despite these limitations, studies suggest adapting strategies to students' contextual and cultural realities is critical to ensuring their success (Mendieta Lira, 2021). Pedagogical flexibility and the development of methodologies that fit the specific needs of each educational environment are key to overcoming these challenges and promoting more meaningful learning of English.

One of the main barriers lies in the traditional teaching methodology, where an approach based on grammar and memorization of linguistic structures predominates, which limits opportunities for oral interaction. Studies have shown that students often perceive teaching English as rigid and mechanical, decreasing their motivation and self-confidence to express

themselves in the target language (Jaime & Coronado, 2018). In this sense, strategies such as task-based learning, using podcasts, and implementing collaborative activities have shown positive results by generating a more dynamic and participatory environment (Espinosa, 2018). In addition, evaluating English programs in higher education has highlighted the importance of innovative methodological approaches, such as task-based learning, to strengthen student participation and self-confidence (Camargo Ruiz & Ortiz Bernal, 2020).

Another significant challenge is the influence of the sociocultural context on the perception of communicative competence. In many Colombian educational settings, students show high anxiety when speaking in English due to fear of peer judgment and the lack of a culture of error as part of learning (Muñoz & Ramírez, 2018). This phenomenon has been widely documented in studies on metacognitive strategies and self-regulation of learning, where the need for teacher accompaniment that fosters confidence and autonomy in the language acquisition process is highlighted (Vergara Aponte & Camero Martínez, 2018). Recent research highlights that self-efficacy and Web 2.0 tools can significantly impact students' self-confidence, allowing them to improve their communication skills in digital environments (Gómez et al., 2024).

In addition, the lack of access to appropriate technologies and teaching resources represents an additional barrier. Recent research has shown that integrating digital platforms and audiovisual resources favors the development of confidence in students by allowing them to practice in controlled environments before facing live communicative situations (Quintero & Jaimes, 2023). However, the digital divide persists and mainly affects institutions in rural areas, where teachers must resort to more conventional methodologies with fewer possibilities for personalizing learning. In this sense, the use of self-regulation strategies in face-to-face and

virtual contexts has been identified as a key factor for the development of self-confidence in learning English (Rengifo Jiménez, 2020), which shows the need to strengthen technological infrastructure in educational environments and train teachers in its efficient use.

In terms of teacher training, another major obstacle is the need to strengthen the pedagogical competencies of English teachers in applying strategies for developing self-confidence in the classroom. Some studies have indicated that teachers in Colombia focus on correcting grammatical errors without accompanying these processes with motivational strategies that reinforce student confidence (Aldana Pérez, 2018). To overcome this barrier, teacher training programs must include specific components on managing anxiety in language learning and creating safe environments for oral expression (Álvarez Idárraga, 2019). Recent studies have shown that implementing dramatization and role-play techniques can improve confidence in English speaking, particularly in elementary school students (Betancourt Ovalle & Caicedo Díaz, 2024).

Additionally, recent studies emphasize the importance of fostering self-confidence from the early stages of learning to ensure sustained progress in acquiring English as a foreign language (Otalora Fonseca, 2023). The social context plays an important role; some educational institutions in rural and urban areas face specific challenges that hinder the creation of environments conducive to developing oral production, such as a lack of technological resources and insufficient teacher training. This underscores the need to adapt pedagogical strategies to each context's realities and promote differentiated approaches, considering each educational community's cultural and socioeconomic particularities (Cepeda Bautista et al., 2022).

In conclusion, the barriers to implementing self-confidence strategies in ELT in Colombia are diverse and multidimensional, covering methodological, sociocultural, technological, and

formative aspects. To overcome these challenges, it is important to implement a comprehensive approach, combining changes in pedagogical practices, equitable access to digital resources, and continuous teacher training. Educational institutions must adopt approaches that prioritize the development of student confidence by implementing innovative methodologies and fostering safe and motivating learning spaces. Self-confidence in learning English impacts academic performance and influences students' willingness to communicate in real-world settings. Therefore, it is essential to continue researching and promoting strategies that facilitate the development of solid communication skills, ensuring that Colombian students have the necessary tools to face the linguistic and cultural challenges of a globalized world.

Conclusions and Recommendations

The present study has shown that implementing self-confidence strategies in teaching English as a foreign language (ELT) in Colombia has significantly impacted the young students' oral skills and performance during the last decade. Through the analysis of various methodologies used in the classroom, strategies such as positive feedback, project-based teaching, and the simulation of real communicative situations that favor the development of fluency, pronunciation, and oral cohesion in learners have been identified. However, the findings also reveal that the application of these strategies is not uniform in all educational contexts, suggesting a marked inequality in access to effective methodologies for teaching English. In particular, it has been observed that socioeconomic status, access to technology, and teacher training in motivational approaches affect students' confidence in oral production.

From a reflective perspective, the importance of self-confidence in learning a foreign language transcends the linguistic field. It is directly linked to students' motivation, willingness to learn, and perception of self-efficacy. The research highlights that when teachers incorporate strategies that strengthen confidence in the classroom, students are more willing to participate in communicative activities and take risks in their learning process. However, significant barriers were also identified, such as the lack of specific training for teachers in the implementation of psycholinguistic approaches and the resistance of some students to participate in oral activities for fear of error or social evaluation. In this sense, it is imperative that future research addresses in greater depth the relationship between self-confidence and the willingness to engage in oral production at different educational levels, in addition to exploring innovative strategies that can be adapted to contexts with limited resources.

Regarding the study's limitations, the difficulty of accessing homogeneous data in all educational settings is highlighted, given that the quality and availability of self-confidence strategies vary considerably between urban and rural institutions. Likewise, the lack of longitudinal studies on the evolution of confidence in learning English in Colombia prevents establishing precise correlations on the long-term impact of these strategies. For future research, it is recommended that comparative studies between different regions of the country be developed in order to evaluate the effectiveness of self-confidence programs in different sociocultural contexts. In addition, it would be pertinent to design methodological interventions that integrate digital technologies and adaptive approaches to improve students' confidence in oral production. In terms of practical applications, educational institutions should prioritize the continuous training of teachers in motivational and trustworthy strategies, promoting a learning environment where error is perceived as a natural part of the process and not as an obstacle to effective communication in English.

Various studies have indicated that fear of error and communicative anxiety determine the lack of self-confidence in the foreign language classroom. According to Oxford (2017), students who develop metacognitive strategies and self-regulation in their learning are more willing to interact in the target language. Implementing structured activities, positive feedback, and reducing the emphasis on immediate correction can help overcome barriers that hinder self-confidence. In the case of Colombia, the implementation of these approaches has been uneven, especially in rural areas where access to teachers trained in active methodologies is limited, which reinforces the need to adapt these strategies to the realities of the country.

Developing self-confidence in learning English as a foreign language faces methodological, psychological, and contextual barriers that limit students' active participation.

These difficulties can stem from a lack of interaction with native speakers, a lack of personalized strategies, and a negative perception of error as a failure. In the Colombian context, these barriers are accentuated by inequality in access to pedagogical resources and the variability in the quality of English teaching between urban and rural institutions. Research in language teaching has emphasized the need to design pedagogical strategies that foster an environment conducive to learning, with an emphasis on the emotional security of the student (Dörnyei, 2005). Therefore, it is recommended to implement these types of strategies in the classroom: Active learning strategies, promotion of a positive learning environment, development of sociocultural competence, self-regulation strategies in language learning, and cooperative learning strategies, which have the student at the center as a fundamental agent of the classroom and learning.

In this sense, student-centered teaching fosters greater autonomy in learning and improves the perception of self-efficacy. Dörnyei and Ryan (2015) suggest that self-confidence is developed through experiences of progressive success in language use, reinforced by specific and motivating feedback. Combining cooperative learning techniques and active methodologies strengthens student confidence when facing language challenges in a structured and supportive environment. In Colombia, the lack of teacher training in active strategies and the emphasis on traditional methods hinder the implementation of these practices, highlighting the need for teacher training focused on dynamic methodologies that foster self-confidence in the classroom.

Active learning has proven an effective approach to building self-confidence in the foreign language classroom. According to Oxford (2017), incorporating metacognitive strategies allows students to monitor their progress and reduce communicative anxiety. The application of interaction activities, such as debates and simulations, favors an environment of constant participation in which students develop communication skills without fear of immediate

evaluation. In the Colombian context, implementing these strategies faces challenges such as inadequate infrastructure and resistance to changing traditional methodologies. The absence of teacher training in innovative approaches can limit the effectiveness of active learning, generating disparities in students' levels of self-confidence according to region and access to teaching resources.

The perception of the classroom as a safe space is essential for developing self-confidence. Dörnyei and Ryan (2015) emphasize that constructive feedback and eliminating punitive practices favor students' predisposition to participate in communicative activities. Applying techniques such as delayed feedback and positive rephrasing of errors is recommended to reduce the fear of external judgment. In Colombia, pedagogical practices still tend to immediately correct and punish errors, which demotivates students and affects their disposition for oral interaction in English. Implementing methodologies that promote learning from error requires a change in educational culture and the training of teachers in strategies that prioritize the development of communicative confidence over grammatical accuracy.

Learning a foreign language is closely linked to the development of socio-cultural competence, as language involves the acquisition of grammatical structures and vocabulary and understanding underlying cultural codes. According to Kramsch (2013), introducing cultural immersion practices and using authentic materials strengthens the students' confidence in relating the language to real contexts. In the Colombian case, teaching foreign languages faces the challenge of limited exposure to native speakers and the lack of spaces where students can apply their knowledge in authentic communicative situations. To deal with this reality, it is essential to incorporate innovative methodological strategies that favor interaction with the culture and society of the target language.

The development of self-regulation in learning a foreign language allows students to manage their language acquisition process more effectively, promoting autonomy and decision-making in their training. According to Zimmerman (2002), implementing personal planning, monitoring, and evaluation strategies improves student autonomy and strengthens confidence in their linguistic performance. These strategies are fundamental in the Colombian context, where students may face barriers such as a lack of access to native speakers and adequate educational resources, which makes it essential to develop self-regulation skills to optimize their learning process. In addition, the focus on self-regulation is crucial in environments where foreign language teaching is taught in educational contexts with significant inequalities, as in many rural institutions in the country.

Cooperative learning has been identified as an effective mechanism for reducing anxiety and strengthening confidence in language use, as it promotes a supportive environment where students feel more confident expressing themselves without fear of error. According to Slavin et al. (2003), implementing collaborative strategies, such as pair work and structured learning groups, favors mutual support and intrinsic motivation, which is key in acquiring a foreign language. In the Colombian context, where many students face barriers such as the lack of constant exposure to the language and the insufficiency of educational resources in some regions, cooperative learning becomes an essential tool to improve interaction and communicative practice. In addition, this approach can help decrease the perception of inequality in the classroom, fostering more inclusive learning in settings where language skills vary among students.

Finally, the proposed methodological strategies address the barriers identified in research on developing self-confidence in learners of English as a foreign language. The implementation

of active learning strategies, the creation of a positive environment, the strengthening of sociocultural competence, the use of self-regulation, and cooperative learning are actions based on theories of learning and motivation. These recommendations enable teachers to improve their educational experience and promote a progressive development of self-confidence in the language classroom.

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List of Appendices

Appendix A

Resumen Analítico de Estudio RAE

1. Información General

Tipo de Documento	Monografía
Acceso al documento	
Título de Documento	Impact of Self-confidence Strategies in English Teaching on the Oral Skills of Students in Colombia: A Monographic Study
Autor(es)	Isabel Cristina Acevedo Tangarife
Publicación	2025
Palabras Claves	Self- confidence, self-confidence strategies, oral production, young learners.

2. Descripción

Esta monografía se centra en la revisión de la literatura sobre el impacto de las estrategias de autoconfianza empleadas por educadores en Colombia para mejorar la autoconfianza de los jóvenes estudiantes y mejorar su producción oral. El estudio investiga y recopila diferentes trabajos desde diferentes enfoques pedagógicos y prácticas de aula que han impactado el desarrollo de la confianza en sí mismos en jóvenes estudiantes de inglés como lengua extranjera a través de estrategias de autoconfianza. De esta forma al recopilar diferentes trabajos a través de las bases de datos y repositorios, a través de la metodología PRISMA, en la cual un total de 40 artículos académicos se tuvieron en cuenta y con algunos criterios fueron incluido o excluidos del estudio, de esta forma teniendo en cuenta las palabras claves, da cuenta de las principales estrategias que se llevan a cabo en las aulas colombianas. También

muestra algunas de las barreras que han surgido en las aulas para llevar a cabo estos tipos de estrategias y propone algunas recomendaciones para el futuro.

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4. Contenidos

Esta monografía presenta en diferentes partes la revisión de literatura para alcanza los objetivos. En el capítulo I se hace un análisis del contexto y de las razones por las cuales es importante desarrollar la revisión y dando a conocer la pregunta de investigación y los objetivos. En el capítulo II se expone la metodología la cual es una revisión de literatura bajo el método Prisma que permite la selección y posteriormente la inclusión o elección de trabajos académicos que apuntan a las palabras claves y temas de discusión. En el capítulo se desarrolla la revisión de la literatura teniendo en cuenta primero que todo el marco teórico con las bases fundamentales de la autoconfianza y enseñanza del inglés, producción oral y estrategias de autoconfianza y con ello la revisión de estudios empíricos.

En la última parte se hace una revisión puntual de las principales estrategias de autoconfianza desarrolladas en las investigaciones colombianas en la última década, y han impactado la habilidad oral en los estudiantes jóvenes. Finalmente se concluyó con respecto a los trabajos y se muestras las barreras y los retos presentados por los maestros en el desarrollo de estas estrategias y las recomendaciones para futuros trabajo.

5. Metodología

Esta monografía se desarrolló a través de una revisión sistemática de la literatura siguiendo los lineamientos del método PRISMA (Preferred Reporting Items for Systematic

Reviews and Meta-Analyses). Esta metodología garantiza la transparencia y reproducibilidad del proceso de selección y análisis de la literatura existente sobre la influencia de las estrategias de autoconfianza en la enseñanza del inglés en Colombia. Se realizó una búsqueda exhaustiva en bases de datos académicas reconocidas, incluidas Scopus, Web of Science, ERIC, ProQuest, EBSCOhost, Redalyc, SciELO y Google Scholar, para identificar estudios publicados entre 2014 y 2024. Se utilizaron operadores booleanos y términos clave relacionados con el objeto de estudio, aplicando filtros para incluir solo artículos revisados por pares, tesis doctorales y capítulos de libros académicos en inglés y español. Las ecuaciones de búsqueda utilizadas incluyeron combinaciones de términos como "estrategias de autoconfianza", "estrategias de construcción de confianza", "estrategias de autoeficacia", "enseñanza del idioma inglés", "habilidades orales", "habilidades para hablar", "fluidez", "pronunciación", "cohesión", "jóvenes estudiantes", "Colombia" y "desafíos de implementación".

6. Conclusiones

Esta revisión de literatura ha permitido evidenciar que la implementación de estrategias de autoconfianza en la enseñanza del inglés como lengua extranjera (ELT) en Colombia ha tenido un impacto significativo en el desarrollo de las habilidades orales de los jóvenes estudiantes durante la última década. A través del análisis de diversas metodologías utilizadas en el aula, se ha identificado que estrategias como la retroalimentación positiva, la enseñanza basada en proyectos y la simulación de situaciones comunicativas reales han favorecido el desarrollo de la fluidez, la pronunciación y la cohesión oral en los aprendices. Sin embargo, los hallazgos también revelan que la aplicación de estas estrategias no es uniforme en todos los contextos educativos, lo que sugiere una marcada desigualdad en el acceso a metodologías

efectivas para la enseñanza del inglés. En particular, se ha observado que la confianza en la producción oral de los estudiantes se ve afectada por factores como el nivel socioeconómico, el acceso a tecnología y la capacitación docente en el uso de enfoques motivacionales.

Elaborado por: Isabel Cristina Acevedo Tangarife

Fecha de elaboración del 21 02 2025

Resumen:

Appendix B

Reference Logging Book

Reference	DATA BASE	Colombia	Self- confidence strategies	Teachers' challenges
Aldana Pérez, Y. A. (2018). Integración lingüística en la enseñanza del inglés en Colombia mediante el aprendizaje basado en proyectos. <i>Revista Chakilian</i> , (5) , 133-145.	Dialnet	X	Project Based Learning	
Alvarez Idarraga, N. J. (2019). <i>Aprendizaje Basado en Proyectos (A.B.P.P.) una estrategia pedagógica para el fortalecimiento de las habilidades comunicativas en inglés (Listening/Speaking)</i> [Tesis de maestría, UNAB]. Repositorio Institucional UNAB.	Repository UNAB	X	Project Based Learning	
Alvira, R. (2016). The impact of oral and written feedback on EFL writers with the use of screencasts. <i>Profile Issues in Teachers' Professional Development</i> , 18 (2), 79-92. https://doi.org/10.15446/profile.v18n2.53397&#8203;contentReference[oaicite:1]index=11 .	SciELO	X	Feedback	
Árango, H.P. (2015). <i>Students self-confidence as a way to improve English oral Production in 5th cycle at Ficaurte School</i> [Tesis de Maestría, Universidad Libre] Repositorio institucional Universidad Libre.	Repository Universidad Libre	X	Academic Oral Projects	
Barrantes Pulido, W. J., Corredor Barragan, J. S. & Homero Mayorga, Y. (2024). <i>Enhancing teaching methodology of non EFL teachers in rural colombian schools through EFL training</i> [Tesis de pregrado, Universidad el Bosque]. Repositorio Institucional Universidad el Bosque.	Repository Universidad del Bosque	X		Teachers' challenges in rural area
Bastidas-A., Jesús Alirio, & Muñoz-Ibarra, Gaby. (2020). Factores que influyen en el aprendizaje del inglés de los bachilleres de Pasto, Colombia. <i>Foetus</i> , (5) , 163-181. Epub July 07, 2020. https://doi.org/10.17227/Holios.51-8676	Redalyc	X		Teachers' challenges.
Becerra-Posada, T., Garcí-a-Montes, P., Sagre-Barbosa, A., Carcamo-Espitia, M. I., & Herazo-Rivera, J. D. (2022). Project-based Learning: The Promotion of Communicative Competence and Self-confidence at a State High School in Colombia. <i>HC3v</i> , 29 (2), 13-31.	How Journal	X	Project- based learning	
Bedoya Hernández, A. M. (2021). <i>Cambios de la fluidez en presentaciones orales mediante competencias de consciencia y regulación emocional en estudiantes de nivel A1 de inglés en el Centro Colombiano Americano de la ciudad de Bogotá</i> [Tesis de maestría, Universidad Nacional de Colombia]. Repositorio Institucional Universidad Nacional de Colombia. https://repositorio.unal.edu.co/handle/unal/79972	Repository Universidad Nacional	X	Oral Presentations	
Blanco Sarmiento, E. (2017) <i>Lectura en voz alta de historias cortas en inglés usando las tecnologías de la comunicación y de la información como estrategia para la comprensión de lectura en inglés de estudiantes de quinto de primaria participantes del Aula de Inmersión del Colegio Aguilco Para IED</i> [Tesis de maestría, Universidad de la Sabana]. Repositorio institucional Universidad de la Sabana.	Repository Universidad de La Sabana	X	Use of Technology	
Bonilla, C. & Tejada, I. (2016). Unanswered Questions in Colombia's Foreign Language Education Policy. <i>Profile Issues in Teachers' Professional Development</i> , [S.l.], 18(1), 185-201. Jan. 2016. ISSN 2256- 5760	SciELO	X		Teachers' challenges.
Buitrago, A. G. (2017). Collaborative and Self-Directed Learning Strategies to Promote Fluent EFL Speakers. <i>English Language Teaching</i> , 10 (5), 139-157.	ERIC	X	Collaborative and self- directed strategies.	
Camargo Ruiz, J. M. (2020). <i>Evaluación de la implementación del aprendizaje basado en tareas en un programa de inglés en educación superior</i> [Tesis de maestría, Universidad Externado de Colombia]. Repositorio Institucional Universidad Externado de Colombia.	Repository Universidad Externado de Colombia	X	Task-based Learning	
Camero Martínez, S. & Vergara Aponte, A. (2018) <i>Implementación de la interdisciplinariedad como estrategia</i>	Repository Universidad Agustiniiana	X		

Reference	DATA BASE	Colombia	Self- confidence strategies	Teachers' challenges
<i>Americano de la ciudad de Manizales</i> [Tesis de maestría, universidad católica de Manizales] Repositorio institucional Universidad Católica de Manizales		X	Podcast	
Cepeda Bautista, L., Duarte Pérez, T. D., & Galeano Rojas, M. A. (2022). <i>Propuesta para el fortalecimiento de la producción oral en inglés en estudiantes de secundaria mediante actividades extracurriculares</i> [Trabajo de grado, Universidad Cooperativa de Colombia]. Repositorio Institucional Universidad Cooperativa de Colombia	Repository Universidad Cooperativa de Colombia	X	Collaborative Based Strategies, technology	
Deigado Acevedo, K. T. (2021). <i>Implementación de secuencias didácticas basadas en la expresión oral como estrategia de aprendizaje para el fortalecimiento de la autoconfianza en los estudiantes de aula multigrado de la Escuela Rural Lagunas Nuevas</i> [Doctoral dissertation, Corporación Universitaria Minuto de Dios] Repositorio Devia Grisales, M.S. & García Cruz, A. S. (2017). Oral Skills	Repository Universidad Minuto de Dios	X	Didactic strategies, Metacognitive strategies	
Development Through de Use of Language Learning Strategies, Podcasting and Collaborative Work. <i>Gist Education and Learning Research Journal</i> , (14) 32-48	Dialnet	X	Podcast and Collaborative work	
Díaz Gamboa, J. A. <i>Implementing social strategies to improve speaking in interaction activities</i> [Master's thesis, Universidad de La Sabana] Repositorio institucional	Repository Universidad de la Sabana	X	Social Strategies	
Domínguez, J. M. M., Juanías, J. M., & Molina, C. (2024). Language learning strategies of Colombian learners of English as a foreign language. <i>Int J Eval & Res Educ</i> , 13 (4),	Research Gate	X	Metacognitive strategies	
Espinosa Torres, D. F. (2018). <i>Vlogging through digital lessons: Enhancing speaking in an EFL blended learning environment</i> [Tesis de maestría, Universidad Externado de Colombia]. Repositorio Institucional de la Universidad	Repository Universidad Externado de Colombia	X	Digital media and Technology	
Fandiño Parra, Y. J., & . (2007). <i>The explicit teaching of socioaffective language learning strategies to beginner EFL students at the Centro Colombo Americano: an action research study</i> [Tesis de maestría, universidad La Salle] Repositorio institucional Universidad La Salle Retrieved from	Repository Universidad La Salle	X		
Cardona Marín, D. L. (2017). <i>Estrategias para el desarrollo de habilidades orales en inglés utilizadas en el Centro Colombo Americano de la ciudad de Manizales</i> [Tesis de maestría, universidad católica de Manizales] Repositorio institucional Universidad Católica de Manizales	Repository Universidad Católica de Manizales	X	Podcast	
Cepeda Bautista, L., Duarte Pérez, T. D., & Galeano Rojas, M. A. (2022). <i>Propuesta para el fortalecimiento de la producción oral en inglés en estudiantes de secundaria mediante actividades extracurriculares</i> [Trabajo de grado, Universidad Cooperativa de Colombia]. Repositorio Institucional Universidad Cooperativa de Colombia	Repository Universidad Cooperativa de Colombia	X	Collaborative Based Strategies, technology	
Deigado Acevedo, K. T. (2021). <i>Implementación de secuencias didácticas basadas en la expresión oral como estrategia de aprendizaje para el fortalecimiento de la autoconfianza en los estudiantes de aula multigrado de la Escuela Rural Lagunas Nuevas</i> [Doctoral dissertation, Corporación Universitaria Minuto de Dios] Repositorio Devia Grisales, M.S. & García Cruz, A. S. (2017). Oral Skills	Repository Universidad Minuto de Dios	X	Didactic strategies, Metacognitive strategies	
Development Through de Use of Language Learning Strategies, Podcasting and Collaborative Work. <i>Gist Education and Learning Research Journal</i> , (14) 32-48	Dialnet	X	Podcast and Collaborative work	
Díaz Gamboa, J. A. <i>Implementing social strategies to improve speaking in interaction activities</i> [Master's thesis, Universidad de La Sabana] Repositorio institucional	Repository Universidad de la Sabana	X	Social Strategies	
Domínguez, J. M. M., Juanías, J. M., & Molina, C. (2024). Language learning strategies of Colombian learners of English as a foreign language. <i>Int J Eval & Res Educ</i> , 13 (4),	Research Gate	X	Metacognitive strategies	
Espinosa Torres, D. F. (2018). <i>Vlogging through digital lessons: Enhancing speaking in an EFL blended learning environment</i> [Tesis de maestría, Universidad Externado de Colombia]. Repositorio Institucional de la Universidad	Repository Universidad Externado de Colombia	X	Digital media and Technology	
Fandiño Parra, Y. J., & . (2007). <i>The explicit teaching of socioaffective language learning strategies to beginner EFL students at the Centro Colombo Americano: an action</i>	Repository Universidad La Salle	X		