

Inspiring EFL learners: Exploring self-confidence in fostering speaking skills.

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Dedication

This thesis is dedicated to the Almighty, who blessed me with wisdom and discernment to work with students. It is also dedicated to my beloved parents, whose unwavering support helped me overcome the challenges encountered during this research. They are the ones who continually inspire me to become a better person, so they can feel proud of the person I have become. Finally, this thesis is dedicated to my students who actively participated in this process and took full advantage of our proposal for their learning. I now wish them all the best in achieving their academic goals. To my teachers and peers, thank you for advising me with your experiences to help improve my teaching practices—not only during the development of this research but also in my work.

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This thesis is dedicated to God and my family, whose unconditional support, love, and encouragement have been our source of strength during this arduous journey. To my parents, for their belief in us and for always helping us reach our goals without considering the challenges or problems we might face, I am deeply grateful. To my teachers and friends, thank you for all your advice and guidance, which made this wonderful experience not only possible but enriching. Lastly, this project is dedicated to all the learners and teachers who inspire us every day to make a positive impact in the field of education.

Maria Fernanda Garcerant

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Abstract

Self-confidence plays a crucial role in speaking English, which makes it a vital factor when teaching and learning a foreign language. Students with low self-confidence tend to be less engaged in speaking activities. Lack of confidence creates a gap between proper communication and a successful language learning process for students, challenging educators to seek new strategies. These methods should foster self-confidence and encourage students to practice and speak English actively during lessons. One of the determinants that teachers identify in speaking English is self-confidence, which is a crucial outlook to manage when teaching English.

Three online sessions were conducted, and it was evident that some factors caused the lack of self-confidence. Some of their feelings were identified, such as fear of making mistakes, lack of vocabulary and grammar structure, the pressure students experienced whenever the teacher asked them to speak, and feelings of shyness and nervousness. The development of these online sessions with thirty-two participants allowed researchers to implement mind maps, brochures, and timelines to foster self-confidence in the speaking skills of EFL students at UNAD.

This study investigated the effects of implementing mind maps, timelines, and brochures to foster self-confidence and English-speaking skills in A2-level students at UNAD. During the development of the sessions, the participants' performances were evaluated through a speaking matrix, and the information gathered from observations, recordings, and field notes was analyzed using fully integrated mixed methods (qualitatively and quantitatively). The findings recommend that participants require additional training to strengthen self-confidence in oral communication. Furthermore, more authentic situations are necessary for them to practice and enhance their proficiency. This approach would help lower their speaking anxiety and boost their confidence.

Keywords: Self-confidence, speaking skills, online distance education, mind maps, timelines, brochures strategies.

Resumen

La confianza en uno mismo juega un papel crucial en el habla inglesa, lo que la convierte en un factor vital a la hora de enseñar y aprender una lengua extranjera. Los estudiantes con baja confianza en sí mismos tienden a participar menos en actividades de habla. La falta de confianza crea una brecha entre la comunicación adecuada y un proceso de aprendizaje de idiomas exitoso para los estudiantes, desafiando a los educadores a buscar nuevas estrategias. Estos métodos deben fomentar la confianza en uno mismo y alentar a los estudiantes a practicar y hablar inglés activamente durante las clases. Uno de los determinantes que los profesores identifican en el habla inglesa es la confianza en uno mismo, que es una perspectiva crucial a manejar al enseñar inglés.

Se realizaron tres sesiones en línea y fue evidente que algunos factores causaron la falta de confianza en uno mismo. Se identificaron algunos de sus sentimientos, como el miedo a cometer errores, la falta de vocabulario y estructura gramatical, la presión que experimentaban los estudiantes cuando el profesor les pedía que hablaran y los sentimientos de timidez y nerviosismo. El desarrollo de estas sesiones en línea con treinta y dos participantes permitió a los investigadores implementar mapas mentales, folletos y cronogramas para fomentar la confianza en sí mismos en las habilidades de habla de los estudiantes de EFL en la UNAD.

Este estudio investigó los efectos de la implementación de mapas mentales, líneas de tiempo y folletos para fomentar la autoconfianza y las habilidades de habla inglesa en estudiantes de nivel A2 en la UNAD. Durante el desarrollo de las sesiones, se evaluó el desempeño de los participantes a través de una matriz de habla, y la información recopilada a partir de observaciones, grabaciones y notas de campo se analizó utilizando métodos mixtos totalmente integrados (cualitativa y cuantitativamente). Los hallazgos recomiendan que los participantes requieran capacitación adicional para fortalecer la autoconfianza en la

comunicación oral. Además, son necesarias situaciones más auténticas para que practiquen y mejoren su competencia. Este enfoque ayudaría a reducir su ansiedad al hablar y aumentar su confianza.

Palabras clave: autoconfianza, habilidades del habla, educación virtual a distancia, mapas mentales, líneas de tiempo, folletos.

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Introduction

Self-confidence is not just a desirable trait, but a crucial element for speaking English, making it an essential factor to consider when teaching a foreign language. Speaking, as one of the communicative skills, encourages students to learn through social interaction and engagement in real-world activities Behling & Hart (2008) cited in Brau (2020). Hence, this skill represents fear and lack of self-confidence in students of mainly the first English levels during their learning processes. Those inner factors contribute to a lack of self-confidence in students, blocking them from speaking and communicating effectively. The significance of self-confidence in language learning cannot be overstated.

Communicative skills remark self-confidence as an opportunity to foster speaking performance. Leal (2021) claims that confidence is explicitly related to faith, where self-confidence in one's skills takes place first and then the capacity to transfer to other scenes collaboratively and cooperatively. This collaborative nature of language learning underscores the importance of self-confidence, as it not only benefits the individual student but also enhances the overall learning environment. This is why students are expected to increase self-confidence as the primary and central aspect of their learning processes, which may improve their communicative skills in a foreign language. This process may be done using mind maps, brochures, and timelines that facilitate students' learning language processes and developing communication skills.

This study aimed to evaluate the effects of implementing mind maps, timelines, and brochures to foster self-confidence in English language English speaking skills in A2 level students at UNAD. The choice of A2 level students at UNAD as the focus group is based on their intermediate level of English proficiency, making them a suitable group to assess the impact of these teaching methods. The influence of self-confidence in speaking performances is presented in Chapter I, where Hernando (2015), Ali (2020), and Landrum (2020)

demonstrated in their research projects when they showed results and conclusions about the relationship between self-confidence, self-efficacy, and self-regulation in speaking skills of students in a broad way. Overall, this study proposed implementing mind maps, timelines, and brochures to foster self-confidence in speaking performances in EFL students through online sessions.

Chapter II reviews the literature that establishes this study's theoretical and empirical foundations. It focuses on the constructivist paradigm and highlights significant findings within the research context. The social development theory proposed by Bruner (1983) and Dewey (1983), cited in Hamir et al. (2015), provided enriching tools for fostering self-confidence in learners' speaking skills. Chapter III presents a comprehensive description of the research design, procedures, data collection methods, sample, analysis techniques, validation of the procedures, and development of the application. Finally, Chapter IV discusses data analysis procedures, categorization, findings, reliability, validity, and conclusions.

Context of the Problem

Lack of self-confidence in English-speaking skills denotes a delayed influence on EFL students' language development. Studies have exposed the impact of emotional factors during the development of English-speaking skills. Nadila, Hengki, and Ratna (2020) mentioned that “emotional states such as lack of self-confidence can distract students in the language learning process. The tension, worry, and nervousness impede students' ability to perform successfully in a foreign language classroom.” (p. 2). These feeling states are present in any context -face-to-face and virtual- which makes speaking performance harder for students. Fear, tension, and anxiety are almost always present in language sessions, making students even lose motivation to study.

Current empirical studies suggest that using the native language is unavoidable in virtual environments, especially when students lack self-confidence, which can negatively affect their learning process. However, self-confidence has received little attention in Colombian schools, and few studies have investigated the influence of lack of self-confidence in language virtual English classes. Enhancing speaking skills demands constant work and practice so that students can express themselves confidently. Bailey and Savage (1994), as cited in De Aries Fitriani, Rahayu Apriliawati, and Wardah (2015), stated that speaking in a foreign language is often the most demanding of the four skills. English speaking skills are required to be fostered using strategies that engage students to communicate confidently and appropriately.

Educational institutions like UNAD aim to encourage students to develop communicative skills in English as a foreign language in all academic programs. According to CEFR, the second English Level (English A2) supports the idea that students should develop basic communicative skills to understand and use foreign vocabulary in familiar subjects (2021). The English A2 course at UNAD intends to enrich vocabulary and expressions related to work, study, hobbies, professions, daily actions, and illnesses. Nevertheless, the speaking performance of many students is poor since they feel insecure about their skills and responses. Sometimes, they prefer to speak Spanish or apologize for not doing well. Speaking skills must be fostered through strategies that engage learners to feel confident and communicate effectively.

Lack of self-confidence makes students doubt their communication skills and feel insecure, causing them to feel blocked during the learning process. This issue is more pronounced in beginners. Girik and Priawan (2019, p.2) pointed out that it was possible to find a problem where students mainly have less self-confidence when explaining their task in front of the class, and many of them could not do it. Using diverse approaches

fosters healthy classroom environments where self-confidence can flourish, resulting in more meaningful learning processes.

This proposal aimed to encourage A2 students at UNAD to speak English confidently in online classes by using brochures, mind maps, and timelines as strategies. They were implemented in three virtual sessions focused on engaging in speaking by boosting self-confidence in a healthy environment. By obtaining and analyzing both quantitative and qualitative data, the effects of these strategies on self-confidence and the improvement of speaking skills in a virtual environment were recognized. Although three online sessions were not enough to significantly boost self-confidence in speaking skills, the main goal was to engage students in oral participation despite mistakes and hesitations.

Research Question and Objectives

Research Question

What are the effects of implementing mind maps, timelines, and brochures to foster self-confidence and English language speaking skills in A2 level students at UNAD?

General Objective

To evaluate the effects of implementing mind maps, timelines, and brochures to foster self-confidence and English language speaking skills in A2 level students at UNAD

Specific Objectives

To design and apply mind maps, brochures, and timelines in English lessons to boost student's English language proficiency and self-confidence.

To foster supportive classroom environments that encourage enjoyable learning and build self-confidence.

To monitor the improvement of speaking skills through the implementation of speaking rubrics

Rationale of the Research

English has been considered the world language for representing the communicative bridge worldwide to facilitate the development of skills in business, education, politics, economics, and health. Understanding the crucial role of the language, English represents an essential means of communication. Brown (2007) and McKay (2015) agreed that English is increasingly used to interact among native and non-native speakers, allowing communication worldwide. Learning this language does not just mean getting perfect grammar structures or speaking skills. However, the most essential concern is to develop the capacity to communicate effectively in diverse situations and fields to address social problems according to reality.

Language teachers should recall that the natural learning process starts with students' cognition, strengths, fears, and weaknesses. Due to this relevant responsibility, speaking becomes a determined skill for effective learning and developing communicative and metacognitive skills, allowing students to identify aspects to improve or learn. This study aimed to engage students in speaking English by implementing brochures, mind maps, and timelines to boost self-confidence. When educators are aware of internal factors such as metacognitive skills, students' learning processes become more confident and secure, enhancing their speaking skills.

Metacognition is a significant area of research, and its application in education has continued to increase. The term was first established by Flavell (1979), who defined it as the student's ability to identify, control, and evaluate their cognitive functions concerning their learning needs. Additionally, metacognitive tools prove that awareness and control of mental processes can lead to satisfactory learning outcomes and enhance students' self-confidence. Lai (2011) posits that metacognition generally involves reflecting on one's thinking processes, understanding what is known, and identifying what is not known, thus managing

the thinking process. Furthermore, Hacker, Dunlosky, and Arthur (2009) view metacognitive strategies as processes that facilitate the management of thinking and learning. Essentially, this requires students to be aware of their learning needs, design strategies to address them, and apply them effectively.

Metacognition plays a crucial role in learning because applying metacognitive strategies can significantly enhance students' language skills. These strategies support students in managing their learning processes, as metacognition is related to mental processes. Dirkes (2010) argues that effective metacognitive strategies involve designing tasks that help connect the latest information to prior knowledge, consciously selecting appropriate thinking strategies, and engaging in processes related to planning, monitoring, and evaluating.

Additionally, Richard and Schmidt (2002) in Okmawati (2021) assert that metacognitive knowledge enables learners to recognize challenging learning tasks, select appropriate methods to achieve learning goals, and solve various problems. Metacognitive strategies also aid students in managing their plans, monitoring their tasks, and tracking their progress. Planning, a critical metacognitive skill, involves predicting upcoming learning tasks and setting goals. Effective planning acts as a roadmap for the learning process, helping learners choose strategies and set objectives for language acquisition. It enhances students' attention, focus, and motivation, improving their performance in acquiring a second language.

Among the four essential language skills, speaking seems to be the most important to acquire in foreign language learning (Srinivas, 2019). Speaking skills have been overvalued as they are often seen as the primary indicator of a person's knowledge and proficiency in English. In real-life situations, students are frequently judged based on their English-speaking skills. (Brown and Yuke, 1983, in Srinivas, 2019). Lack of self-confidence makes students

feel insecure about speaking due to fear of judgment and the belief that they are incapable of speaking English. Notwithstanding, more important than speaking ideally or frequently, self-confidence fosters a willingness to communicate effectively verbally.

Self-confidence provides students with the conviction they need to express themselves competently. Turk (2003), cited in Tridinanti (2018), expressed that a person who wants to improve speaking skills must have self-awareness, self-motivation, and positive behavior patterns. Some studies are focused on the importance of self-confidence in students' speaking skills, such as the study conducted by Marpaung (n.d), which concluded that maintaining and developing self-confidence related to English achievement positively affects students' English ability. Thus, students who believe in their capabilities can express ideas and points of view themselves despite their mistakes.

In conclusion, self-confidence can significantly enhance students' English learning process and their speaking skills. The outcomes of this study provide teachers with some strategies to improve students' speaking performance and promote a meaningful online learning experience where they play an active role in each session. By planning, organizing, and taking the initiative in speaking activities, learners can build self-confidence in their skills, which engages them to speak a foreign language.

Literature Review

Introduction to the Literature Review

This proposal should evaluate the effects of implementing mind maps, timelines, and brochures to foster self-confidence and English-speaking ability in online classes. This literature review examines research studies and various authors' perspectives on the role of self-confidence in speaking development. Self-confidence in English-speaking skills, as exposed by Aisyah and Ayem (2020), is a determining factor for success in learning English, especially in virtual environments. An emotional factor is recognized as a significant determinant that can impede students' inclination to communicate and articulate their thoughts effectively. Self-confidence is necessary to be present in the learning process since it empowers students to participate, ask, and criticize regarding new knowledge.

Self-confidence is vital in developing speaking skills, particularly in virtual learning settings, where it plays a crucial role in achieving speaking proficiency. Students typically perform best in spoken expression when they are confident. Conversely, diminished self-confidence undermines their concentration and enthusiasm for language acquisition and oral communication. Therefore, cultivating high self-confidence is imperative to enhance their focus and engagement in mastering English-speaking skills in a foreign language.

Lack of self-confidence in online classes manifests when students refrain from speaking English due to doubts and insecurities. They fear making mistakes or errors when speaking and feel they lack sufficient vocabulary, which makes them decide to quit or mute their microphones. In other words, low self-confidence can interfere with a student's learning process, causing anxiety and difficulties in following lessons. As a result of a lack of self-confidence, students may not learn effectively, and their anxiety can prevent them from achieving their oral objectives.

Recognizing one's abilities can signify the potential to conduct any action. As Bandura (1977) mentioned, self-confidence is believing in one's abilities, strengths, and judgment. Self-confidence is a positive tool that motivates students to value themselves more. Students may set academic goals that encourage them to speak effectively, but a lack of self-confidence can lead to feelings of doubt and uncertainty. This is why it is necessary to work with metacognitive skills in students as an approach to self-reflection in learning processes. Developing metacognitive skills allows students to identify and address their weaknesses, enhancing and increasing self-confidence by improving these weak factors.

State of the Art

Learning English is a primary goal for many individuals, as it opens new opportunities to internationalize their skills and improve their work situations through effective communication. Thus, language learning demands a great compromise of work concerning strengthening speaking skills in online classes. Speaking skills have great significance since they appear to be a primary source of communication in several aspects of the world. However, successful communication can be altered by a student's level of self-confidence. Erdian et al. (2020) pointed out in Kuswantoro (2023) that it is expected to witness students grappling with issues related to self-confidence and experiencing anxiety when attempting to recall words. Learning processes require self-confidence in one's skills to successfully achieve communicative purposes.

Self-confidence is a crucial aspect of performing speaking skills, as it significantly influences the emotional state of individuals when communicating with others. Hernando (2015) conducted a significant research project on self-confidence's influence on English oral production in a school in Bogota. One of the findings is that emotional factors involve personality aspects, such as emotion, motivation, attitude, anxiety, and self-confidence.

Emotional factors may represent the most remarkable aspect of learning a new language, making educators look at them when working on speaking performances.

Additionally, Landrum (2020) proposed an analysis of some factors, such as self-efficacy, self-regulation, and self-confidence, in the development of online classes. He affirmed that the more confident a student is, the more capable they are of using online platforms, learning online, using self-regulation strategies, and managing one's time. Also, the more satisfied a student is with the online learning process, the more valuable the online classes. The influence of self-confidence impacts learning development in online education, so it encourages students to feel motivated, take an active role in their language learning process, and take advantage of virtual tools.

Thus, a lack of self-confidence in learning English is associated with difficulties in language learning processes in schools and universities. Self-confidence enables students to adopt a positive and idealistic attitude toward their abilities (Aulia & Apoko, 2022). These studies highlight the significant influence of self-confidence on learning development in online education, particularly regarding motivation and participation. This emotional factor encourages students to be more engaged and make the most of available technological resources.

The influence of self-confidence on speaking skills in EFL students has been identified in diverse factors. Ali (2020) studied the correlation between students' self-confidence and their speaking performance in the speaking class of fourth-semester students at a university, and the data collection technique in this research was a document study. Moreover, Aulia and Apoko (2022) worked on a research project to investigate the relationship between EFL students' self-confidence and their speaking skills. The sample was the fourth-semester students of Indo Global Mandiri University. Both studies supported the

essential role of self-confidence in language learning processes depending on whether they were high or low, successful, or slower, and challenging, respectively.

Those previous studies recall the influence of self-confidence on speaking skills. While Hernando (2015) offered a notion about the emotional aspects of learning processes, Landrum (2020) established a positive relation between self-confidence and using technology resources that promote motivation in significant online classes. Likewise, Ali (2020) and Aulia & Apoko (2022) provided results from studies conducted with the university population using matrices to measure self-confidence levels in students' performances.

Theoretical Framework

Constructivism Paradigm

Constructivism is deeply intertwined with open and distance education at UNAD. This paradigm, as supported by Piaget (1962), describes the learning process in two phases: assimilation and accommodation. Assimilation involves interpreting the latest information in the context of pre-existing knowledge, while accommodation entails revising or modifying pre-existing concepts in light of new experiences. This process of learning from experience, comparison, and change allows students to actively enrich their information and enhance their EFL skills, making them integral to the learning process.

The constructivist paradigm, as applied in UNAD, underscores the importance of learning from real experiences and situations in online education. Leal (2021) further supports this, stating: "Open and distance education, supported by self-learning, recognizes that previous experiences can be strengthened by new knowledge and new experiences can strengthen that old one"(p.86). This recognition is facilitated using technology in online classes, which provides various tools to aid in the identification and assimilation of previous and new knowledge. By engaging students in learning from experiences and context, the constructivist approach helps them identify their learning strengths and weaknesses, thereby boosting their self-confidence in their abilities.

Constructivism in UNAD

Universidad Nacional Abierta y a Distancia - UNAD has implemented the Constructivism paradigm in learning processes for four decades. This approach emphasizes the students' achievement by the intellectual and emotional-affective insertion around learning experiences in the virtual and authentic environment. Piaget (1962) pointed out that subject and object have an intrinsic and dynamic relation since the subject is active in front of students' reality and interprets the information. Each new piece of knowledge is generated

from previous concepts, so the latest information is based on what was acquired and emerged, and the subject is the one who constructs their knowledge. Learning processes should occur from experiencing errors and questions where students can identify what they need to improve or are good at, increasing self-confidence in their skills.

Additionally, it aligns with Piaget's concepts of assimilation and accommodation. Assimilation involves integrating resources from the environment into one's mind, while accommodation occurs when new material alters one's existing concepts. This process enhances students' skills, empowering them to learn and question the world in which the relation between constructivism and confidence can be seen. Leal (2021) notes that self-confidence in one's skills is paramount, enabling collaborative and cooperative transfer to other contexts. Thus, self-confidence influences speaking skills when learning and interacting in online English classes. Active learning through authentic experiences reinforces self-confidence, ensuring the development of one's skills.

Social Development Theory

The most significant learning process is the one that takes place from real experiences and context. Jerome Bruner (1983), cited in Hamir et al. (2015), proposed that students discover facts and relationships themselves. So, when faced with a problem, the student uses experience and existing knowledge to create new understandings. Lev Vygotsky, cited in Kennedy (2020), introduced the social development theory in which the importance is focused on language and culture in cognitive development. Social interaction precedes development, and cognition results from socialization and social behavior. Dewey's work proclaims that students who engage in real-world activities can demonstrate higher levels of knowledge through creativity and collaboration (Behling & Hart. 2008 in Brau. 2020). Learning by doing is a successful process that allows students to identify their abilities and weaknesses, reinforcing and building self-confidence in their skills.

Eventually, Bruner (1983) and Dewey (1983), cited in Hamir et al. (2015), agreed about learning from real experiences. When students face problems in determined situations, they can connect previous concepts with new ones, which results in new and significant information. These conceptions are connected to what UNAD proposes, where students can develop speaking skills by doing and participating actively. Leal (2021) indicates that communicative skills are developed through e-curriculum, a dialogic process, and continuous interaction between knowledge, actors, and social, historical, and cultural contexts. This process occurs in the E-MEANS, where academic actors can find resources and didactic tools in diverse formats, supporting students' online learning process and engaging them to play an active role in their educational processes.

The Importance of an Online Learning System

An online learning system requires specific elements to engage students effectively in the learning process. Holt (2010), cited in Landrum (2020), identified several critical components students value: accessing course information, interacting with online resources, participating in online discussions, and contacting tutors. For an enhanced learning experience, students must have confidence in using these elements. Palmer and Holt (2009), cited in Landrum (2020), argued that students' confidence in communicating and learning online is a significant and positive predictor of satisfaction with online learning. This confidence empowers students to successfully utilize online learning tools and navigate new platforms. A proper online system is essential at UNAD since, according to Leal (2021),

With distance and virtual education, it would be possible to guarantee effectiveness in the quality of training, with equity policies, relevant programs, and the expected motivation of our children and young people to find an education that they are passionate about because they have learned about how knowledge is generated, transferred, disseminated, exchanged and applied (with the help of technology), when it is linked to the meaningful and autonomous of thought, when it motivates, with the experience of one's

environment, to transform for the better the reality that surrounds it, or to create new realities through participatory work that calls for building solutions and taking advantage of opportunities collectively. (p. 52-53)

Distance and virtual education with quality represent the most remarkable factor at UNAD. Online education allows students to access resources, materials, and the support of tutors from every place in the world. Leal (2021) described two essential models that may respond to students' needs as follows: e-learning, which refers to the learning processes arranged from a Virtual Campus through the Internet; the second one, b-learning, blended learning, or mixed learning, responds to the model that includes e-learning processes (synchronic and asynchronous) with face-to-face meetings. A successful online learning system requires these essential components that make the learning process easy and accessible to any person.

The Colombian Ministry of National Education pointed out:

Virtual education, or "online education," refers to developing training programs with cyberspace as a teaching and learning scenario. In other words, virtual education refers to the fact that the body, time, and space do not need to combine to establish an encounter of dialogue or learning experience. Without a face-to-face meeting between the teacher and the student, it is possible to establish an interpersonal relationship of an educational nature. (2017)

Virtual education seeks to foster training spaces, relying on ICTs to establish a new way of teaching and learning. It is a form of distance education; it implies a new vision of the demands of the economic, social, and political environment, pedagogical relations, and ICTs. It is not simply a unique way of getting information to distant places but a pedagogical perspective.

With technology, teenagers have become active social media users and experts when using a variety of pages and platforms that may facilitate language learning through diverse virtual tools. Chappelle and Jamieson (2008) indicate that technology supports the pedagogical goals of the classes, allows students to work with different learning styles, and

helps to accomplish goals. Online education contributes to students' engagement due to the diversity of tools they can use when learning and improving weak aspects without feeling judged or stood out by others.

Technology in educational services contributes to the creation of new expectations. Leal (2021) exposed that technology seems to be the path to guarantee an answer to the expectations and necessities of a knowledge society and a generational and productive system. Online education implies self-efficacy, self-confidence, and self-regulation since students can use materials with their time, money, and necessities. Landrum (2020) exposes the relationship between computer and internet self-efficacy and describes that this relationship refers to a person's confidence to use a computer and the internet to search for information. Thus, technology and online education create possibilities to explore new learning methods with innovative tools where students can feel comfortable.

Metacognitive Skills

Metacognition refers to individuals' capacity to plan, monitor, assess, and adjust their learning behaviors to tackle challenges more effectively. Often described as 'thinking about thinking,' metacognition involves more than just reflective thought; it includes actively monitoring and modifying one's cognitive processes. It is a form of self-regulation that encompasses self-awareness, critical thinking, and problem-solving skills.

For students, possessing metacognitive skills means recognizing their cognitive strengths and weaknesses, directing their learning processes, assessing their performance, understanding the reasons behind their successes or failures, and adopting new strategies. This ability also aids in revising effectively, enhancing fundamental cognitive functions like memory, attention, prior knowledge activation, and task completion. As a result, students can learn more efficiently and effectively, leading to more significant progress in their studies. For instance, a student with metacognitive skills might:

- Identify that they struggle with applying formulas in math.
- Reflect on previous math problems they have solved and the strategies they employed.
- Use these strategies while assessing their effectiveness.
- Switch to a different strategy if the current one is not working.
- Evaluate their performance on the task and use this insight to improve future efforts.

Metacognitive skills benefit all disciplines by improving how students learn rather than the specific content they discover. Additionally, these skills can be taught, so educators in every subject should focus on helping students develop them. Understanding how humans develop tasks or learn the latest information allows students to identify their learning processes. Boosting metacognitive skills in classrooms may facilitate the learning processes since, as Turner (1989) cited in Shen & Liu (2011) claimed, “the reason why students fail to become active and independent students is sometimes they lack metacognitive awareness and strategies.” p. 140. Ignorance of one's own learning strategies might make learning difficult since students do not know the areas to improve and how to do it when enhancing abilities.

For example, they might think that evidence-based strategies are ineffective for them personally, even when their data shows that these strategies enhance performance. This skepticism can persist despite evidence of success (Roediger & Karpicke, 2006). Additionally, students might continue using ineffective study methods if those methods had previously worked for them. Even when they are open to changing their study approaches, they might lack either procedural knowledge (knowing how to implement a strategy) or conditional knowledge (understanding when and why a strategy is appropriate) (Stanton et al., 2019).

Teachers can model effective strategies and provide practice opportunities to help students build these metacognitive skills. However, some students may resist using effective

strategies if uncomfortable or stressed. For example, self-testing, which requires more cognitive effort than simply reviewing material, can be stressful because it reveals gaps in their understanding (Dye & Stanton, 2017). This raises two key questions: How can students tackle difficulties using effective but demanding learning strategies? What methods can instructors employ to help students overcome these obstacles?

Metacognition can be explored in various learning activities, but it is typically studied concerning high-stakes exams in science. Since exams are a standard assessment method in most science courses, we have summarized a broad range of research on metacognitive processes related to monitoring and controlling learning before, during, and after an exam. They can use metacognition to guide their study efforts as they prepare for exams. This involves anticipating how they will be assessed, setting clear learning goals, and developing a plan to achieve them.

Research suggests that students who establish specific goals for their study sessions are likely to be more successful than those who do not. For instance, a student who sets a goal to identify areas of confusion each week by tackling end-of-chapter questions is expected to perform better than a student with a more general goal of staying current with the material. While some studies incorporate goal setting and planning as part of broader metacognitive strategies, the impact of setting task-specific goals on academic success in science courses has not been extensively studied.

On the other hand, concerning self-confidence, it should be mentioned that the lack of it can be recognized due to low knowledge of the proper pronunciation system of the language. According to Gregersen and Horwitz (2002), highly confident foreign language students know they are skilled students. On the contrary, low self-confidence makes them uncertain and unconfident when speaking. This fact is argued by Gregersen and Horwitz (2002), who agreed that a student's confidence level is closely related to their concern about

mispronouncing a word. The incorrect pronunciation appears to be a factor that inhibits students from speaking, as they always aim to maintain a positive image or perception in the minds of their teachers and classmates. The fear of pronouncing can lead to anxiety, preventing students from taking the risk of speaking in public or during classes.

A lack of self-confidence makes learning slower and more challenging for EFL students. Molberg (2010) noted that self-confidence affects students' oral performance since the output produced influences their communicative skills. The development of speaking skills is closely related to their low self-confidence, resulting in poor speaking performance. The mentioned issue occurs due to students' perception that they cannot have self-confidence alone. The following chapters provide an overview of prior research about the pivotal role of self-confidence in speaking skills, as well as the theoretical and conceptual frameworks that underpin and inform this study.

During the development of speaking skills, students need to manage two cognitive components. According to Utama et al. (2013), cited in Sumardi et al. (2022), two components make up successful learning performance: linguistics (vocabulary, grammar, pronunciation, and sentence structure) and nonlinguistic (personality traits, including self-confidence and intergroup environment). Those competencies promote self-confidence, as McIntyre (2004) and Gürler (2015) claimed, and self-confidence contributes meaningfully to the student's disposition to communicate in a foreign language. Learning a foreign language involves the development of communicative skills as well as linguistic and non-linguistic components, all of which reinforce self-confidence.

Metacognitive Skills in Speaking Skills' Development

Awareness of one's learning process leads to recognizing skills, weaknesses, and learning styles. Having in mind the significance of inner cognition in the learning process, Rivers (2001) and Schraw (1998), cited in Imer (2002), explain that understanding how a task

is performed becomes a significant factor, also called *metacognitive skills*. Metacognitive skills are usually classified into two types: self-assessment (the ability to assess one's cognition) and self-management (the ability to manage one's further cognitive development) Rivers (2001), Schraw (1998), cited in Imer (2002). When EFL students develop metacognitive skills during learning, they can recognize their needs and weaknesses and make decisions that help them overcome obstacles and gain self-confidence.

Recognizing one's abilities and aspects to enhance leads to constant improvement before, during, and after the academic process. When students are aware of comprehending their knowledge acquisition, they can self-assess their processes, be more strategic, and successfully manage their weaknesses in speaking skills (Rivers et al. in Imer, 2002).

Recognizing one's learning style allows learners to make decisions and look for strategies that may help develop speaking skills, since for some students, it could be helpful to practice by singing, or it could be read aloud by others. So, developing metacognitive skills in students should provide strategies to improve weaknesses in learning processes and enhance speaking skills.

There could be some strategies that may provide students with tools to develop metacognitive skills while learning a language. Edmondson & Smith (1996), cited in Shen & Liu, suggest that mind maps or concept maps may be "effective metacognitive strategies or teaching instruments mainly because they connect concepts as structures which facilitates understanding, clarification, and rectification of concepts." (2011. p. 141). Visual instruments allow students to organize, reorganize, and assimilate information while learning and comprehending information. When students reflect on their learning processes and can assess their performances, they are competent to identify the possible factors that may affect their self-confidence and speaking skills during the development of active interactions and participation.

Metacognitive skills entail identifying weak points and making decisions to overcome them. Çaliřkan and Sünbül (2011) exposed the processes of individuals' deciding what strategies to implement in what situations. This process results from metacognitive experiences they have faced, using the appropriate pedagogy strategy and monitoring learning. If they have recognized the situation previously, they try a new technique based on their recognition, allowing them to advance while learning. Indeed, students use their metacognitive skills to solve their weaknesses, assess diverse learning processes, and make vital selections regarding materials and strategies.

Constructivist and metacognitive skills are essential aspects that make the learning process meaningful. Imer (2002) mentioned that developing self-management skills in metacognition results from the relationship between metacognition and constructivist learning theory. Seeing that, constructivist teaching and learning theory is an approach to learning that "located cognition and understanding within the individual" Danley (2002), Klüper (2002), and Peters (2000) cited in Imer (2002). This concludes that constructivist learning, with its emphasis on self-reflection and knowledge construction, can help the development of metacognitive skills.

Realia and its Benefits

To create a more engaged and effective learning environment, educators must first recognize the power of authentic experiences. In education, this is often linked to realia, which involves using real-life objects or examples in the classroom to enhance students' understanding of a subject (Lee et al., 2021). By incorporating real-world examples into the learning environment, educators can help students connect their learning to the world around them, fostering better understanding and greater engagement. This strategy is particularly effective in language acquisition, as it allows students to connect words and concepts with real-world objects and experiences by using strategies with real objects.

Strategies to Support Students' Speaking Ability in the Learning Classroom

No single strategy is enough to deal with the online learning process of EFL students. Students should have remarkable instruction pacing, frequent feedback, corrective instruction, and modified materials based on their needs, lacks, and hopes. There should be a wide range of instructional materials and presentation methods to overcome barriers related to lack of self-confidence and poor speaking skills and to keep students engaged as much as possible. Hence, educators should take advantage of every opportunity to encourage students and check their understanding at each learning point. Hence, using varied materials such as mind maps, brochures, and timelines in online classes can help boost self-confidence, which is the main objective of this proposal.

Mind Maps. An image's organization of words, phrases, and ideas may give speakers a clear notion of what they want to say since a picture is worth a thousand words. A proper visualization engages the student to get a broad image of their thoughts. Buzan and Buzan (2002, 2006) in Yan, Lee, Fai Hui & Lao (2022) stated that “mind mapping is such a tool to scaffold visual thinking for and as learning... mind maps offer unparalleled freedom and flexibility in information processing.” (p. 2). This tool, starting with a theme, is itemized in keywords and phrases, and complemented with symbols, drawings, or pictures. The creation of mind maps represents the creation of knowledge in a nonlinear process, fostering autonomy and personalization during the language learning process, and exciting students with the freedom and flexibility it offers.

A mind map is an effective strategy for developing skills such as creativity. Wang et al. (2010), cited in Yan, Lee, Fai Hui & Lao (2022 p. 2), pointed out that this tool helps problem-solve due to the use of drawings, words, and symbols, which engages students to feel motivated in learning and evoke their abstract thinking. Moreover, mind maps represent an opportunity to brainstorm creative ideas, learn new vocabulary, and importantly, enhance

reading skills, as highlighted by Buran & Filyukov (2015). Organizing thoughts and ideas by designing mind maps may trigger organization and motivation to speak with a plan for the speech and instill confidence in students' language learning abilities.

Brochures. Brochures impact language learning in a huge way, particularly in teaching vocabulary. They also develop students' speaking ability to make the learning process more accurate and create a harmonious environment. Here, educators are actively involved in the learning process, and students allow teachers to talk less and motivate students' participation. Using brochures in teaching-learning has also positively influenced students' vocabulary mastery and speaking.

This project implemented three online lessons to enhance students' speaking skills by designing a brochure. This tool may improve five critical aspects of speaking: pronunciation, grammar, accuracy, and comprehension. Moreover, brochures can help alleviate participants' fear of speaking, although achieving accuracy is a gradual process using images and short phrases and categorizing information by themes. To foster this, the learning environment must cater to students' needs. Stevick (1980) noted that students enjoy classes and perform better when comfortable and unpressured. Learning a foreign language can be as significant as engaging when using real objects, such as brochures, to foster self-confidence and speaking skills.

Besides, some researchers are related to using brochures to enhance students' vocabulary. According to Luu & Thi Nguyen (2010), this tool is a useful source of information, and students can learn a lot of vocabulary. Hence, Ning and Zhao (2008) conducted research showing that brochures in the teaching and learning process positively influenced students' speaking skills since they have the vocabulary they need to communicate. By using this, educators can implement teaching and learning processes more

accurately and help to create a good environment where they feel comfortable speaking even when making mistakes.

In conclusion, brochures are highly effective for developing writing skills and encouraging students to speak. As they learn unfamiliar words associated with pictures, students can identify key vocabulary indicators such as nouns, adjectives, verbs, and adverbs. This approach also aids in long-term vocabulary retention, keeping students engaged and motivated to study and speak English differently and dynamically.

Timeline. Organizing information concerning dates and order of the events of a person or situation in timelines may allow students to get a clear view of the information tackled. A suitable timeline enables participants to record, broaden, and deepen their understanding of their experiences (Sheridan et al., 2011). Beredens (2011) and Sheridan al. (2011, p. 2) claim that this enriching tool provides a “bridge” between participants' experiences and their recall of them, which provides chances to discuss hidden meanings. This research applied the timeline strategy to help students overcome the difficulties of speaking unnaturally and with fear of making mistakes.

This strategy makes participants use vignettes, texts, and annotations as a part of the learning process, which helps with information organization. Beredens (2011) organized information properly by incorporating illustrative quotes at specific points on the timeline, thereby preserving the participants' voices. In this research, the timeline served as a method to motivate students to learn a foreign language, fostering not only English writing but also speaking skills as they acquire new vocabulary.

Vocabulary. Vocabulary, grammar, and pronunciation are essential to understanding and communicating effectively. Students can speak comprehensively and have adequate vocabulary knowledge (Dewi & Jimmi, 2018). Enriching vocabulary and knowing how to use

it is vital for students to enhance their speaking skills. Cameron (2001), cited in Dewi & Jimmi (2018), mentioned that,

By having many stocks of words, students could also comprehend the conversation, respond quicker in a chat, or speak efficiently on some kind of topic. Without sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form perfectly (Jimmi, 2018, p.3)

Enough vocabulary knowledge may foster students to speak since they have the necessary words to express ideas or thoughts. Alqahtani (2015), cited in Susanto (2017), mentioned that acquiring adequate vocabulary is indispensable for a successful learning process and use. On the contrary, “without an extensive vocabulary, a language student is unable to use the structures and functions we may have learned for comprehensible communication” (Alqahtani (2015) in Susanto, 2017, p. 3). Vocabulary guarantees proper communication during English sessions, allowing students to feel confident during speaking performances.

Pronunciation. To ensure understanding, it is not just grammar rules and accurate vocabulary that matter; pronunciation plays an even more crucial role. Acceptable pronunciation is related to what speakers use when producing English words or use the wrong prosodic features when producing English sentences. Researchers conducted three online classes with A2 students to improve pronunciation, help them talk freely, learn from mistakes, and provide significant feedback.

Researchers developed the lessons by establishing some rules and principles for comprehensible pronunciation. Their responsibility was to practice sounds, words, sentences, and phrases during the classes using authentic materials for understandable pronunciation in the EFL classes. Indeed, participants explored enriching ways of indicating, practicing, and giving feedback on English pronunciation.

Pronunciation is more than the accurate production of every sound of words. This skill is a fundamental part of communication that must be incorporated into virtual classroom activities. The online sessions are based on pronunciation instruction, the primary source of understanding. Students cannot communicate well if they cannot utter the correct version of a word. Pronunciation instruction helps a better understanding of speakers and enhances their skills to communicate quickly and effectively, as well as their self-confidence.

Errors as a Part of the Learning Process. Errors are a natural product of endeavoring, challenging learning tasks and offering learning opportunities. The latest findings in educational psychology (e.g., Cyr & Anderson, 2014; Van Lehn, Siler, Murray, Yamauchi, & Baggett, 2003) claimed that mistakes are the steppingstones for learning because students can always learn from their mistakes. Educators are challenged to modify the negative notion of mistakes in the learning process, but mainly in speaking performances since they represent the opportunity to learn and improve production skills.

The main argument centers on the perception that errors initiate processes of explanation and reflection, wherein incorrect concepts are contrasted with accurate ones to establish mental models (Chi, 1996; Kapur, 2008; Oser & Spychiger, 2005; Siegler, 2002). Insecure students are often characterized by experiencing deactivating emotions following errors due to their inability to control their feelings and emotions adaptively. In simple terms, as with learning in general (Kanfer & Ackerman, 1989), but particularly after making errors, learning from one's explanations requires motivational forces to persist after feedback and to correct mistakes promptly.

Self-Confidence

In the context of social development theory, the investigation related to the research “Learning, remembering, believing: Enhancing Human Performance” by the Academies of Sciences, Engineering, and Medicine (1994) analyzed the interplay between cognitive,

behavioral, and environmental factors in human learning and performance. It highlights how learners actively shape their learning experience through important processes, including observation, imitation, and self-regulation, which are impacted by social interactions and environmental contexts. This theory supports the idea that human performance can be dramatically improved through the dynamic interactions of personal beliefs, cognitive processes, and external social factors. It is worth highlighting that the national academies' publication emphasizes the importance of these reciprocal influences in improving learning and student's self-confidence.

On the other hand, Bandura's 1997 work on self-efficacy highlights the significance of an individual's belief in their skills (self-confidence) in establishing behaviors. According to this author, self-efficacy can positively impact how a person performs tasks, but this influence is related to varied factors. The first one is related to the incentive to act, meaning self-confidence is the principal cause of behavior when there are enough rewards to encourage pupils to act. If that person feels enough confidence but has little to gain from performing an activity, the probability of acting on that confidence diminishes. Hence, the wish to achieve a specific outcome must be present for self-efficacy to translate into behavior.

Secondly, possessing requisite skills is another fact that depends on whether an individual has the essential ability to succeed since confidence alone is not enough. All the skills must be related to the demands of activities. If learners consider that they can perform a task but do not possess enough competencies, their self-efficacy may not lead to successful performance. Thus, Bandura, in his book "Foundation of Thought and Action," suggests that self-confidence theory arose from the Social Cognitive theory he developed. Besides, this theory supposes an important interplay between individual behavior, environment, and social

factors. In keeping with this, human behavior is explained through the interaction of three key elements: personal, behavioral, and environmental factors.

To sum up, this theory is focused on a fundamental principle known as “reciprocal determinism.” Through this concept, he demonstrated the interactive and reciprocal relationship among personal, behavioral, and environmental variables. Apprentices cognitively, emotionally, and behaviorally respond to the environmental elements since, through cognitive capability, they exercise control over their self-behavior, impacting cognitive and emotional states (Bandura, 1986). Learning a language implies the development of self-confidence in different environments since students are asked to face diverse communicative situations.

Self-confidence in Speaking Skills

Self-confidence is essential for human beings, making them feel safe and empowered to speak. Ryan (2000), cited in Girik & Priawan (2019), defined self-confidence as “self-confidence relates to self in one’s judgment, ability, and power but sometimes is manifested excessively. It means that self-confidence is important” (p. 1). Notably, self-confidence fosters learning by providing tools for searching, reading, seeking the latest information, participating, and questioning reality. It significantly impacts personality, involving "an individual’s recognition of their skills, loving themselves, and being aware of their own emotions" (Gençtan 1984, and Özbey 2004, cited in Gürler 2015, p. 15). In other words, gaining knowledge is difficult without self-confidence, leading to a negative attitude toward speaking abilities and learning progress.

Speaking performance requires managing various emotions and maintaining self-control to communicate effectively. McIntyre (2004), cited in Gürler (2015), asserts that self-confidence significantly contributes to a student’s willingness to communicate in a foreign language. This skill necessitates high self-confidence, which involves being assured in one's

ability to execute tasks and not being shy in social contexts. This confidence empowers students to overcome communication barriers by controlling inner emotions such as nervousness and anxiety, enabling them to speak actively during English sessions.

The identification of sure signs can identify the level of self-confidence. Akagündüz (2006), cited in Gürler (2015), divides self-confidence into two sub-categories: intrinsic, which approaches thoughts and emotions about individuals and lists several elements: self-esteem, self-love, and self-knowledge; extrinsic self-confidence, which corresponds to the behavior and attitude towards others, the constructing elements of this sub-category are communication and controlling emotions. Burton and Platt (2006) in Sirchi (2021 p.17) in Sumard, Dollah, and Farahdiba (2022 p. 3) listed ten signs of confidence divided into two categories:

Table 1

Self-confidence Scale

High self-Confidence	Low Self-Confidence
Giving maximum effort	Lack of effort
Willingness to take chances,	More likely to give up.
A willingness to react positively, to	Playing safe
Setbacks and learn from the situation,	Misdirected focus
High commitment to training	Tendency to attribute the outcome of events to
Strong focus on the task at hand	factors that cannot be controlled (E. G. luck,
Positive attitude and belief in one's own	environmental conditions
skills and talent	

Note. This table shows the signs of the two categories: high and low self-confidence. Source. Burton and Platt (2006) in Sirchi (2021 p.17) in Sumard, Dollah and Farahdiba (2022 p. 3) (p. 363)

Student's Feeling Concerning Speaking Skill

Several students fear and panic when making presentations and talking to their classmates. Nurmalasari et al. (2023) affirmed that panic when speaking English happens due to lack of practice, poor mastery of the subject, lack of communication with other students, and fear of public speaking. Self-confidence represents a vital factor when communicating with others; Ghufro & Risnawati (2010), cited in Nurmalasari et al. (2023), stated that confidence is part of people's personalities so others do not influence them and can act according to their wishes, being optimistic, tolerant, happy, and responsible. Communication skills are essential in students learning English because their objectives and expectations are related to enhancing speaking skills to communicate effectively in academic and social fields.

Speaking skills are relevant since they allow individuals to express ideas and points of view adequately. However, during the learning process, several issues, such as a lack of self-confidence, can interfere with developing this skill, slowing progress. Bandura (1986) exposed that when people are convinced to execute the behavior required to produce outcomes, the strength of their conviction in their effectiveness will affect whether they even try to cope with given situations. Self-efficacy allows people to feel encouraged to perform actions with some expectations that may result in successful results.

Learning a language and developing speaking skills require a positive attitude, where the student feels empowered to take risks and embrace new learning experiences. Otherwise, language students may experience fear and avoid situations they perceive as threatening, believing they are incapable of managing them. This avoidance occurs when students lack confidence in managing intimidating situations (Bandura, 1986). At the beginner level of English, as in this situation, English A2, many students do not feel competent speaking because they know their limited knowledge, vocabulary, and communicative skills.

Consequently, they prefer not to participate due to their insecurities, which prevents them from improving their speaking skills.

Self-efficacy in the Development of Speaking Skills

Students begin a language learning process with communicative objectives they aim to achieve successfully. Results such as being able to communicate effectively and accurately support Bandura's (1986) assertion that the choice to engage in certain activities and settings is influenced by self-efficacy. This, in turn, affects coping efforts once they are initiated. According to Bandura (1986), students may make different decisions when tasks are challenging. If activities are arranged at a problematic level, individuals' efficacy expectations may limit them to more straightforward tasks, extend to moderately difficult ones, or even encompass the most challenging performances. Self-efficacy leads students to make decisions regarding their weaknesses and strengths, enabling them to undertake tasks that facilitate their learning process.

Maintaining an optimistic attitude, regardless of previous experiences in language learning, can significantly influence students' expectations, making the process meaningful and valuable. Bandura (1986) asserted that strong efficacy expectations are developed through repeated success, which helps mitigate the negative impact of occasional failures. He also relates anxiety to threatening situations, noting that this emotion is triggered by prolonged exposure to highly threatening circumstances and sustained at important levels until emotional reactions are extinguished. When students are exposed to speaking tasks, they may feel blocked due to important levels of anxiety and a lack of efficacy regarding their ability to face such challenges.

Indeed, communication is essential for effective interaction in any context. However, Clark and Delia (1979), as cited in Burlinson (2006), highlighted that effective communication also requires mastery of various competencies. First, speakers must know the linguistic or

grammatical rules that enable them to produce and comprehend sentences and messages. This knowledge, known as linguistic competence, includes understanding lexical items, morphology, syntax, semantics, and phonology (Polat et al., 2020). Speakers can use these essential cognitive elements to ensure their speech is clear and coherent.

Second, effective speaking requires accurate pronunciation to be understood. Clark and Delia (1979), as cited in Burlinson (2007), argued that “successful communicators must know how to produce and process messages in ways that enable them to accomplish their personal and social goals efficiently.” This knowledge is known as functional or rhetorical competence. It relates to sociolinguistic competence, which Polat et al. (2020) describe as understanding socio-cultural rules to grasp the cultural messages behind discourses. Mastering both linguistic and functional competencies boosts students' self-confidence, as they feel capable of producing and understanding diverse types of speech.

How Can People Communicate Successfully?

Communicating successfully also involves discourse competence (rules of cohesion and coherence in groups of utterances) and strategic competence (verbal and nonverbal communication strategies to compensate for communication breakdowns). Polat et al., cited in He & Young (1998), claimed that Canale and Swain's model (2020) focuses on intrapersonal skills and proposed interactional competence (the ability to manage topics and turns in conversation). Communicative skills encompass a group of competencies that a speaker must master to communicate effectively in diverse contexts and with various populations.

Communication is a crucial aspect of human life, as people are social beings who must interact in various domains, such as social, cultural, economic, labor, academic, and familial settings. Burns and Joyce (1997), cited in El Fattah (2006), describe speaking as an interactive process of constructing meaning that involves producing, receiving, and

processing information. The form and meaning of spoken communication depend on the context in which it occurs, the participants, and the purposes of speaking. This process generates different elements and necessities, requiring various words and expressions according to the communicative aims of society.

To achieve communicative purposes through speaking, Martin Bygate's theory, as cited in Harmer (2001), identifies two fundamental elements: knowledge of the language itself and the use of the language. Haryudin and Jamilah (2018), as cited in Putra (2020), assert that when students want to speak, they must consider various aspects such as vocabulary, grammar, pronunciation, and proper intonation. This skill is particularly demanding due to the numerous implicit but essential elements required for effective communication. These elements include generating ideas, choosing the appropriate language, knowing what to say, using grammar and vocabulary correctly, maintaining proper pronunciation, and listening and reacting to interlocutors while preserving the meaning and context of the dialogues.

Likewise, speaking a language involves providing coherent and accurate information relevant to the context and situation. Leong and Ahmadi (2017), cited in Putra (2020), affirm that the true objective of speaking properly is not merely uttering words but also transmitting coherent information, including ideas, opinions, feelings, and experiences. It also involves sharing points of view according to the context and responding to questions posed by others.

This aligns with Nunan (2023), cited in Indah (2022), who asserts that a student's proficiency in speaking can be gauged by their effectiveness in communicating in English, whether in face-to-face or online classes. Educators often aim to help students master the ability to communicate spontaneously and effectively within various contexts. Recently, students' motivation to learn a language has centered on the ability to communicate and

interact appropriately in different contexts to achieve their personal, academic, and professional goals.

In communication, students often struggle with a lack of confidence and weaknesses when speaking in public and responding appropriately in various contexts. Brown (2003), cited in Cadena et al. (2019), states that "oral efficacy is a productive sub-skill that focuses on content rather than form." In other words, this sub-skill is the ability to speak coherently and appropriately according to conversational situations. These experiences compel students to understand what others say and follow the conversation correctly, fully confident in their abilities and accomplishments.

Importance of Accuracy in Speaking Skill

EFL students must speak according to the speakers' context, needs, and purposes to make sense of their speech in online environments. Marwan and Padmarani (2013) argue that English teaching and learning should incorporate new high-tech tools and procedures that can be utilized in numerous ways within the learning environment. This approach is necessary to create meaningful contexts for speaking development and interaction, irrespective of students' performance levels.

According to Nayc (2012), appropriately utilizing technology and media involves creating active, hands-on, engaging, and empowering experiences that give students control and provide adaptive scaffolds to help them achieve task goals. Technology and media should be considered to support students' learning processes and accuracy. Therefore, interaction with technology and media should be playful to ensure creativity, exploration, active participation, and accuracy.

Although accuracy alone is insufficient, it remains a crucial component of language learning. Several factors, including student goals, can influence accuracy in language acquisition. Therefore, teachers should design strategic guidelines to determine the

appropriate degree of focus on accuracy, considering that individuals have diverse learning styles. For instance, young ESL students may benefit more from grammar instruction, while adolescents or adults might prioritize fluent communication, even if it includes some errors. Incorporating technology into language learning can enhance accuracy by providing tools and themes that help students concentrate on specific aspects of the language.

Accuracy needs to be aligned with students' language learning processes. Vulić (2014) recommends that the focus on accuracy should vary based on the student's education level. The emphasis on form is less significant for adult beginners with little formal education. However, accuracy becomes crucial for well-educated students at higher proficiency levels, and teachers should provide feedback on form correction to facilitate progress. Speaking a foreign language requires accuracy regarding a topic, pronunciation, message, and intention within the given context.

Characteristics of Speaking Performances by CEFR

Students should demonstrate language skills that are consistent with their level of knowledge. The Common European Framework of Reference for Languages (2024): learning, teaching, assessment, establishes some guidelines according to the levels. English A2 students should oversee some speaking skills regarding pronunciation, vocabulary, and structure. Concerning the theme when using the foreign language, it points out that "I can communicate in simple and routine tasks that require a simple and direct exchange of information on daily activities and issues. I can make very brief social exchanges" (The CEFR, 2021, p. 30). English A2 level demands that specific vocabulary and structures be managed to keep progressing successfully.

Regarding vocabulary and structures, the CEFR (2021) explains that students at the basic level use simple sentences with memorized expressions and word groups to communicate in everyday situations involving predictable and familiar content. This level

involves learning and practicing vocabulary and structures that enable students to communicate daily and in everyday scenarios, albeit with some mistakes. Students express themselves using brief phrases and often make systematic and fundamental errors, characterized by visible pauses, initial hesitations, and reformulations (CEFR, 2021). Their performances are typically brief and utilize basic grammatical structures meaningfully connected to daily and familiar contexts.

Conceptual Framework

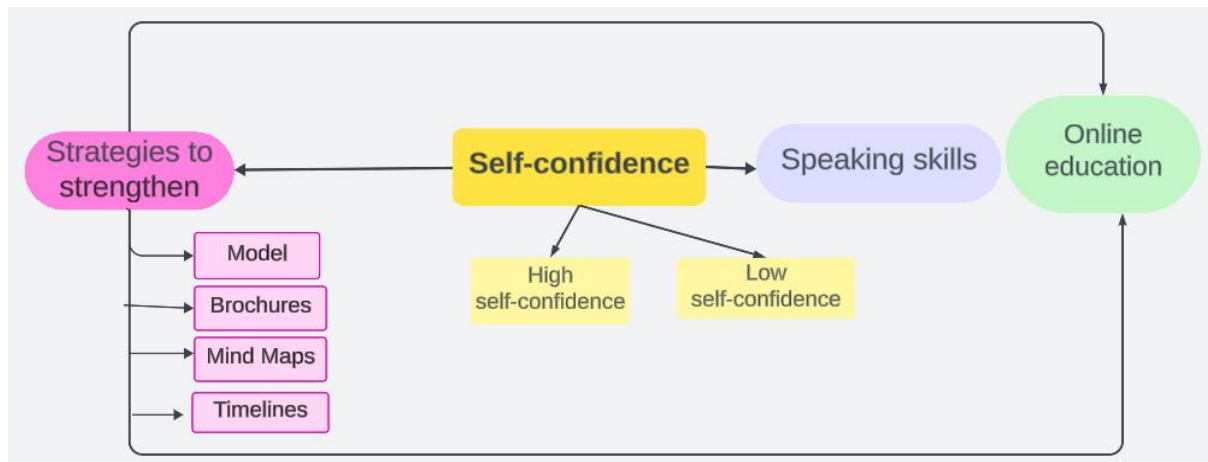
The graph (See Figure 1) concisely summarizes the foundational elements addressed in this proposal concerning self-confidence in speaking skills. Often, students experience frustration or anxiety when expressing their opinions, feeling embarrassed about making mistakes, and fearing judgment from classmates or teachers. The second critical element involves students' perceptions of errors, which profoundly influence their learning process. If students hold misconceptions or perceive English as inherently tricky, it can impede their learning journey.

As shown in Table 1 (as previously presented), several factors influence whether a student exhibits high or low self-confidence. For instance, high self-confidence is often indicated by maximum effort, a willingness to take risks, and a positive approach to learning from experiences. Conversely, low self-confidence is characterized by a lack of effort, a tendency to give up easily, unclear focus, and attributing outcomes to external factors beyond their control. Recognizing these factors can provide educators with insights into the levels of self-confidence and the impact on students' speaking performance.

Impact of Self-Confidence on Speaking Performances of EFL Students

Figure 1

Impact of self-confidence on students' speaking skills in online sessions.



Source. Jiménez and Garcerant (2024)

The graphic presented below (See Figure 1.) offers insights into the effectiveness of using brochures, mind maps, and timelines to enhance self-confidence in speaking skills. Many students experience a lack of confidence in their language learning abilities, which often leads to anxiety about making mistakes and hampers effective communication. As a result, their satisfaction with online classes may diminish. Addressing this challenge, various models, such as e-learning quality, strategies, and technology acceptance, have been developed to enhance the user experience by improving the usefulness and ease of design and implementation of strategies.

Speaking

Speaking is a valuable skill as it enables effective communication. Hashanah (2019) in Sintayani and Adnyayanti (2002) argues that students must actively practice speaking to demonstrate their language competencies. While enhancing their speaking skills, students encounter challenges managing inner factors, particularly self-confidence. According to McIntyre (2004) and Gürler (2015), self-confidence significantly influences students' willingness to communicate in a foreign language. Foreign language students are

encouraged to develop English communicative skills to convey information in diverse contexts effectively. Therefore, fostering a sense of security and belief in their abilities is crucial for proper and efficient communication.

Communicating Effectively

Effective communication involves not only managing inner emotions but also mastering various competencies. Firstly, linguistic competence refers to understanding grammatical rules essential for producing and comprehending sentences and messages. This includes knowledge of lexical items, morphology, syntax, semantics, and phonology (Polat et al., 2020). Secondly, Burlinson (2007) defined functional or rhetorical competence as the ability of successful communicators to produce and process messages efficiently to achieve personal and social goals. Developing speaking skills requires proficiency in linguistic and functional competencies to communicate effectively.

Boosting Self-confidence in Speaking Skills

Self-confidence is crucial for practical spoken English, as it helps students overcome fear and stuttering. This trait is closely related to motivation, persistence, and the willingness to take risks in language learning. Akbari and Sahibzada (2020) describe self-confidence as the quality that enables students to feel assured while performing various activities in face-to-face and online classes. Furthermore, this concept can be analyzed through its presence or absence. In this context, Burton, and Platt (2006) in Sirchi (2021, p. 17), as cited in Sumardi, Dollah, and Farahdiba (2022, p. 3), listed ten signs of confidence, divided into two categories, which are observable in Table 1 in the previous section. This resource allowed researchers to identify the possible level of self-confidence when speaking English.

Boosting students' confidence is challenging because experiences influence it in all areas of their lives. However, this can be enhanced if teachers focus on language learning to reinforce confidence in that domain rather than aiming for an overall sense of self. Educators

can design strategies for language acquisition to authentically enhance students' confidence in online classes. It is crucial for students to feel that they have genuinely earned their success, which allows them to take ownership and feel empowered. To build self-confidence, students must experience success and recognize these successes as genuinely earned.

One way to ensure moments of success is for teachers to use scaffolding. It involves breaking down large tasks into more minor, manageable activities that gradually increase in difficulty. A related sense of control and empowerment can arise from allowing students to make decisions about their learning. Students can feel greater control over their learning by offering choices in what they work on or how they approach their tasks. This autonomy helps them make comfortable choices, boosting their confidence and willingness to participate actively in the learning environment.

Self-confidence involves mastering inner factors that EFL students must develop to improve their speaking skills successfully. According to MacIntyre et al. (1998), self-confidence in language learning depends on balancing anxiety and communicative competence. They propose two components to second language (L2) confidence: the cognitive component, which involves self-evaluation of L2 skills, and the affective component, which pertains to language anxiety or discomfort experienced when using the L2. Consequently, students' internal emotional states can significantly impact their speaking performance, providing insights into their levels of self-control.

Self-confidence in Speaking

Speaking is one of the most challenging skills to teach in English language instruction. People speak to express their ideas and feelings or to respond to others, but several factors make speaking a problematic language skill to master. These factors include students' lack of vocabulary, low confidence, and perceiving English as a complex subject. Hence, speaking is crucial to second language learning and teaching, involving information

production, reception, and processing. For many people, the ability to speak a foreign language is synonymous with knowing that language, as speech is the primary tool of human communication.

Speaking a foreign language is challenging since it requires handling various components. Some essential factors that students must master when speaking include pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, teachers should maintain an English-speaking environment in the classroom, considering that speaking is an interactive process of constructing meaning and involves the generation, reception, and processing of information. In other words, mastering speaking skills enables EFL students to use English in the classroom rather than their native language. As a result, students often evaluate their language progress and gain confidence in their English-speaking skills.

Effective speaking involves opening the mouth and pronouncing and saying words and expressions that make sense. This skill requires controlling emotions such as nervousness, anxiety, and fear of speaking by believing in one's capacities, considering that self-confidence is key to success in English speaking skills (Hasan et al., 2020, as cited in Aulia & Apoko, 2022). Students can participate and even make mistakes when they feel confident in their skills.

Developing communicative skills for real contexts through technological mediation is what UNAD aims to achieve with students. Although integrating strategies into online instruction in this proposal is proactive, it did not guarantee complete fluency or perfection in English speaking among students. However, it did cultivate increased motivation and a willingness to participate in verbal communication despite mistakes.

Additionally, students with high self-confidence in their English language skills are more likely to learn a second language and speak it well, as this confidence boosts their drive, tenacity, and willingness to take on language acquisition challenges (Bong, 2002; Pajares &

Miller, 1994; Zimmerman & Kitsantas, 2005). Students with high levels of self-confidence exhibit traits such as enthusiasm, increased dedication to studying, heightened motivation, and perseverance in the face of challenges.

These characteristics demonstrate the beneficial impact of self-confidence on students' academic performance (Bong, 2002; Pajares & Miller, 1994; Zimmerman & Kitsantas, 2005). In other words, students with high self-confidence typically possess a wide range of vocabulary, grammar, and pronunciation skills, which are fundamental for effective English communication. When teaching English as a foreign language, educators must be mindful of students' diverse personalities, which various affective factors may influence.

High self-confidence in language students can be identified through several vital aspects. According to Anish, cited in Aulia and Apoko (2022), some advantages of high self-confidence include (1) believing in oneself, which allows students to overcome and achieve tasks that may be difficult for others; (2) losing the fear of speaking; and (3) being capable of solving problems. These factors can also be observed in virtual environments. At UNAD, speaking competency improvement is facilitated by technological platforms and resources.

Online education facilitates access to material and resources to learn and improve language skills. These tools enable students to access them at any time and in any context, allowing them to develop communicative skills through an e-curriculum defined as a dialogic process and continuous interaction between knowledge, actors, and social, historical, and cultural contexts (Leal, 2023). Technology and strategies in virtual learning can help students gain self-confidence and enhance their speaking skills in English sessions.

Relationship Between Self-confidence and Virtual Learning

Virtual learning fosters self-confidence in students by allowing them to learn at their own pace and experience a series of achievements that build their self-assurance. This form of learning provides a supportive and affirming environment tailored to each student's unique

learning style. When students thrive in such an environment, significant outcomes can be observed. For instance, they focus on competing with their previous achievements rather than with others. Students who require additional time or assistance to complete their lessons can do so without fearing embarrassment, enhancing their confidence and overall learning experience.

Speaking activities in traditional classrooms often fail due to several factors that hinder students from engaging in English conversations with teachers. Developing spoken language skills requires both comprehension and production, which can be challenging in classroom settings. However, online learning environments offer educators and students access to diverse teaching and learning resources like YouTube, Google, and Gmail. These platforms provide videos, images, and digital textbooks, making teaching and learning more effective while enhancing students' self-confidence and motivation.

Self-efficacy, defined as self-confidence in one's abilities, refers to the belief in one's capacity to perform specific tasks, address challenges, or successfully engage with educational technology. The content and accessibility of online platforms can influence self-efficacy, positively affecting student satisfaction and boosting self-confidence in online learning. The successful implementation of technology in education is closely tied to the quality of teaching, the use of interactive teaching methods, and the attitudes of both teachers and students towards technology within a supportive learning environment. Moreover, when students' expectations for online learning are met, their preference for online learning environments increases, creating a positive feedback loop.

Engaging effectively in online environments can significantly enhance speaking skills and self-confidence. Ho et al. (2021) assert that student preference, teaching performance, and engagement influence student satisfaction with online classes. Students tend to feel more comfortable with online learning when they perceive the course as high-quality, appropriate,

and aligned with their preferences or when they are somewhat familiar with the course content. Therefore, providing instruction in various online environments is crucial to ensuring meaningful outcomes across all language skills, with a particular emphasis on speaking proficiency.

Students' self-confidence in a virtual environment emerged as the strongest positive predictor of their satisfaction and perceived quality or usefulness of online classes. Kaleci and Akleman (2019) stated that students with high self-confidence tend to embrace new challenges, enhancing their learning prospects. To achieve their learning goals in e-learning, students need both subject knowledge and self-confidence. The acquisition of self-confidence impacts their satisfaction and self-efficacy, reflecting their confidence in online learning and their ability to use necessary materials to search for information.

Research Design

Introduction to Research Design

The present chapter outlines the comprehensive design of a research study focused on fostering self-confidence in UNAD English A2 students' speaking skills. It delves into methodological aspects, including research instruments, sample selection, data collection methods, and analysis techniques. This chapter emphasizes key methodological concepts that support the research objectives and provides a thorough rationale. The integrity of participants throughout the study and post-development is underscored, reflecting the commitment to ethical research practices.

One noteworthy aspect discussed in this chapter is the population and sampling procedures, which clarify the distinction between the broader population (those with common characteristics) and the selected sample (a smaller, predefined subset). Additionally, the chapter highlights the importance of validation procedures to ensure the gathered data's quality, accuracy, and completeness before processing. Overall, the chapter provides a comprehensive framework for the research study, covering design, methodology, and ethical considerations to explore the dynamics of self-confidence in virtual English classes at UNAD.

Methodological Design

Mixed Method

Research methods mainly involve both qualitative and quantitative research methods. Qualitative research methods are primarily based on participants' views, which will be subjected to analytic induction, such as establishing common themes from their performances. Thus, quantitative methods generally involve collecting numerical data that can be subjected to statistical analysis. For instance, questionnaires (with closed-ended or open-ended transferable to quantitative data), personality tests, performance tests, and the

like. There has been an increasing trend in research to systematically combine qualitative and quantitative methods within a single research study or evaluation.

Mixed methods research combines qualitative and quantitative methods within the same study to achieve a broad and deep understanding and corroboration. A design is considered mixed if it employs qualitative and quantitative approaches at any stage, including developing research questions, sampling strategies, data collection methods, data analysis techniques, or conclusions. This approach offers valuable potential for generating new ways of understanding social experiences' complexities and contexts and enhancing our capacities for social explanation and generalization.

Eventually, mixed research methods helped to explore not only the efficacy of practice but also the processes and problems, highlighting its effects and considering feasibility and practicality. A clear example is how easy practice is to implement or access, the support and difficulties in implementation, contextual characteristics that affect implementation, and the outlook of stakeholders (Klingner & Boardman, 2011). This approach expands a single research study's focus and potential impact, providing meaningful insights into whether and how teaching practices influence academic outcomes.

Mixed methods research aims to enhance the comprehensive understanding of phenomena by integrating quantitative and qualitative data within a single study. This approach is widely adopted due to its ability to yield stronger inferences than a method used in isolation. Researchers can achieve a more nuanced and extensive portrayal of the subject under investigation by incorporating numerical data and narrative insights from interviews or observations. This approach not only enriches the depth and breadth of the study but also provides a broader spectrum of evidence regarding various effects and outcomes.

Moreover, mixed methods research is a pivotal tool for informing educators about the efficacy of educational practices, such as speech sessions and strategies designed to enhance

self-confidence in speaking skills. By offering accurate insights into diverse perspectives, contexts, and individual experiences, this approach facilitates a deeper understanding of the underlying factors influencing students' speaking performances. Thus, mixed methods research is crucial in advancing knowledge by offering a holistic view that integrates quantitative rigor with qualitative richness.

This research used a mixed-method approach to deeply explore, understand, and interpret social phenomena within the natural environment (Creswell, 2002; Pope & Mays, 1995; Denzin & Lincoln, 1994). On one hand, qualitative research, as Pathak et al. (2013) state, is used to understand people's beliefs, experiences, attitudes, behaviors, and interactions. For instance, inner factors such as students' self-confidence in their speaking skills can be described and analyzed through qualitative methods, helping researchers reveal the behavior and perceptions of a target audience. Qualitative research gives voice to the participants in the study (Pathak et al., 2013). Qualitative data analysis describes people's actions and what motivates them to take those actions (TeachTarget, 2023).

The quantitative method is beneficial in this project as it provides researchers with crucial data for decision-making. Additionally, this type of research helps educators to identify valuable trends and patterns in students' behavior and assess the efficacy of educational programs and interventions related to students' self-confidence in speaking numerically. Quantitative analysis assumes the investigated phenomenon can be measured accurately (Watson, 2015). In other words, the main objective of quantitative research is to examine data for trends and relationships to validate measurements. It is important to note that this approach does not focus on explaining why people think, feel, or act in specific ways, as it emphasizes significant patterns across data sets rather than underlying motives behind observed behaviors.

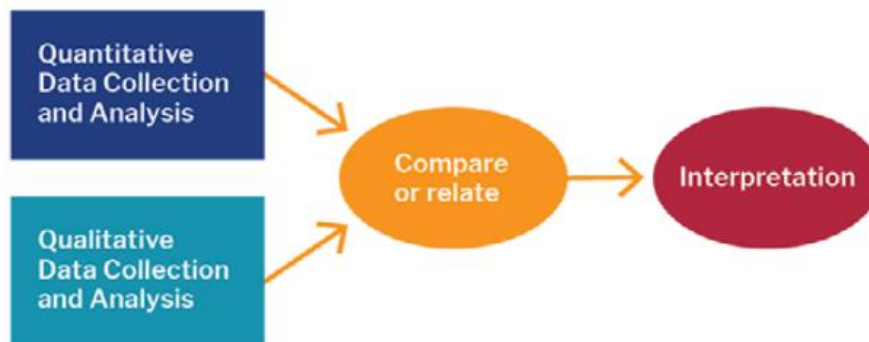
Furthermore, the quantitative method allows researchers to obtain precise results and

conclusions by analyzing data numerically based on specific factors. Allen (2017) claimed that quantitative research “relies on data that are observed or measured to examine factors about the sample population.”. This method enables researchers to organize data in tables or other non-textual forms for numerical analysis (Babbie, 2023). Therefore, this study employs a quantitative technique like a speaking rubric to monitor students’ self-confidence in speaking performances during the three online sessions, along with observations and video recordings.

Fully Integrated Mixed Methods. This holistic perspective allows researchers to mix quantitative and qualitative data to analyze and understand phenomena. Creamer (2018) claimed that the fully integrated mixed methods research approach places qualitative and quantitative methods on equal footing, recognizing them as different but equally legitimate ways of understanding complex social phenomena.

The present study utilized quantitative and qualitative data to analyze comprehensively. Figure 2 illustrates the researchers' application of the convergent parallel design, where data is collected simultaneously to compare, relate, and analyze, leading to meaningful insights. Convergent parallel design involves collecting and analyzing qualitative and quantitative data simultaneously, then comparing or relating the two before interpreting the results. Areas of convergence or divergence between the qualitative and quantitative findings should be discussed.

This design integrates qualitative and quantitative data, offering a comprehensive understanding of the research topic. It also allows researchers to triangulate the research outcomes and analyze all the findings, enhancing the validity and reliability of the results. In other words, it aids in a deeper exploration of the research topic by considering different research methods and perspectives to give enriching insights and a deeper understanding of the studied phenomena.

Figure 2*Convergent Parallel Design*

Source. Harvard Catalyst. (2024).

The primary objective of the convergent parallel design mixed method is to enable a more thorough exploration of the research problem by integrating or merging related quantitative and qualitative data. In implementing this design, researchers typically collect both forms of data simultaneously, prioritize both methods equally, maintain independent data analyses, and combine the results during the overall interpretation. This approach aims to identify critical factors such as convergence, divergence, contradictions, or relationships between the two data sources. (Hussain, Wook, Noor, & Mohamed. 2016). Indeed, the convergent parallel design allowed researchers to analyze different data types numerically and descriptively, generating rich, meaningful, and deeper analyses and results.

By integrating a diverse range of data sources, the convergent parallel design method offers a more comprehensive perspective on the research topic, resulting in valuable insights and a deeper understanding of the subject matter. Additionally, this approach promotes data complementarity, where quantitative findings can support qualitative results and vice versa. Overall, it enhances the robustness and depth of the analysis, providing a more complete picture of the research project, results, and conclusions.

This method aimed to quantitatively and qualitatively analyze the information gathered during the development of this proposal. First, fully integrated mixed methods analyze the number of participants in the three online sessions and their speaking performances in terms of their level of self-confidence (high or low) and its impact on their speaking skills quantitatively. Second, it allowed researchers to examine qualitatively the participants' speaking performances and their features. This approach provides meaningful insights supported by quantitative and qualitative analysis, making the results and conclusions complete and more precise.

Research Approach

Speaking involves managing internal factors, such as self-confidence. Therefore, this research project aimed to conduct a descriptive analysis to draw meaningful conclusions about using mind maps, brochures, and timeline strategies to enhance self-confidence in speaking performance. The project adopted a pragmatic approach, applying appropriate methods to explore real-world issues. It utilized multiple instruments to gather relevant data and insights to address the research question, making it suitable for the chosen research method (action research), incorporating both quantitative and qualitative data.

According to Hildebrand (2011), knowledge is linked to experience, recognizing the significance of the physical, psychological, and social world, and considering culture, language, institutions, and subjective thoughts. Additionally, Johnson and Onwuegbuzie (2004) assert that knowledge is constructed based on the reality individuals experience and live in. People must experience knowledge, and the goal of applying this significant approach is to use human experience as the primary means of building knowledge and understanding the world while relying on relative truths. In the English as a Foreign Language (EFL) environment, there are structural, normative, and often unexamined assumptions about EFL teaching and learning.

Action Research

Action research is one of the most widely used methods in education. According to Cpatete (2024), this approach has gained significant recognition recently. Action research is based on systematic and reflective inquiry conducted in real-world educational settings to enhance teaching methodologies, approaches, and overall learning outcomes. It is an ongoing process involving essential elements such as observing, collecting data, reflecting, and modifying teaching practices. This approach enables educators to identify specific challenges within the classroom and develop solutions based on evidence-based practices.

Teachers can frequently enhance their teaching methods by incorporating action research, which fosters student engagement, retention, and overall achievement. Additionally, action research bridges the gap between theory and practice by grounding decisions in real-world experiences. This approach allows educators to make evidence-based decisions through the collection and analysis of data, leading to more effective teaching strategies and improved learning outcomes.

Thus, action research empowers educators to reflect on and create personalized development plans. This process involves identifying areas for improvement and establishing targeted goals, which promote critical thinking and self-reflection among educators and students. By continually analyzing their teaching methods and outcomes, educators can pinpoint areas that require improvement and make necessary adjustments. Action research helps educators develop new knowledge related to the learning environment, promotes accurate teaching and thinking, expands teachers' pedagogical repertoire, strengthens the link between practice and student achievement, and encourages openness to innovative ideas and learning strategies.

One of the main objectives of action research is to seek a solution for a current problem in a specific context. According to Bradbury (2001), action research is used in

circumstances where a researcher “looks forward to improving the practice of education through the systematic study of local problems” (p. 2). In this case, the main goal is to provide students with brochures, maps, and timelines to boost self-confidence and develop their speaking skills naturally and spontaneously. Within the action research process, educators study participants’ learning processes based on their teaching. This process allows educators to learn about their instructional practice to improve student learning (Kemmis & McTaggart, 1981). The rationale for using action research in this project is that educational difficulties are best analyzed and investigated where the action occurs: in the online classroom and at the university level.

By incorporating research into educational settings and motivating those at this level to engage in research tasks, outcomes can be applied immediately, and problems can be solved efficiently. One of the significant advantages of applying this research method relates to three key aspects. Firstly, it enhances student achievement through more accurate teaching practices (McTaggart & Kemmis, 1981). Secondly, educators involved in action research become more flexible in their thinking and more open to finding solutions to the latest problems (Kemmis, 1981). Thirdly, engaging in action research positively impacts educators’ thinking skills, sense of accuracy, willingness to communicate with students, and attitudes toward professional development. Indeed, action research provides opportunities to improve participant and researcher performance during the learning-teaching process.

Action research involves individuals reflecting on their actions or experiences to understand those experiences and their consequences better and to enhance future actions and experiences. Unfortunately, the knowledge generated by educators through this reflective process is not always prioritized among other sources of knowledge used in the learning environment. Educators are often expected to rely on formal types of knowledge, such as textbooks, content standards, teaching standards, district curricula, and behavioral programs,

to make informed decisions in an online learning setting. While these formal sources of knowledge are essential, the reflective knowledge that educators develop through their pedagogical practices is crucial for effectively implementing these types of knowledge in the classroom.

As an effect, reflective knowledge is uniquely developed based on the action and implementation of an educator's pedagogy in the virtual environment. This research method focuses on generating knowledge and typically creates knowledge related to a concept, idea, phenomenon, or topic. This helps to create knowledge around inquiry in practical educational contexts. Due to its participatory nature, action research is well-regarded in educational research. There are various models for how action research is conducted, with the inquiry often beginning from pedagogy and practice. Consequently, the knowledge generated through this process is typically contextually specific to the learning environment.

Educators who are closely familiar with action research generate new knowledge and beliefs based on their classroom experiences. These experiences, beliefs, and theories are often undervalued when more formal sources of knowledge, such as textbooks, curriculum, and district standards, are prioritized. The beliefs and theories derived from these experiences should be valued and further explored, as this is one of the principal purposes of action research. They should be considered meaningful aspects of knowledge constructed from teachers' experiences. Developing meaning and knowledge in this way forms the basis of constructivist ideology, mirroring how teachers encourage their students to construct their meanings and understandings when encountering innovative ideas by teaching English.

Context of the Research

Population and Sampling Procedures

The Common European Framework of Reference for Languages organizes language proficiency into six levels, A1 to C2, which can be regrouped into three broad levels: Basic

User, Independent User, and Proficient User (CEFR, 2021). Based on this, it is possible to say that English A2 made part of Basic User, which means that those students are the most appropriate population of the study since they

can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe aspects of their background, immediate environment, and matters in areas of immediate Basic need. (CEFR, 2021, p. 24).

The English language proficiency level A2 is considered the second element of the categorization of language levels suggested by the Council of Europe in agreement with the Common European Framework of Reference for Languages (CEFR). Furthermore, A2 is seen as a basic level of proficiency in which a student can communicate with elemental concepts and express basic needs, so they are functional for communication and have basic abilities for getting information about courses, scholarships, and essential employment situations.

English A2 Competencies. To be considered A2, a student should be able to demonstrate different language skills. For instance, when they can understand language in personal, family, and work contexts with essential performance, showing proficiency in structuring clear but slow speech and understanding short, simple texts on familiar topics. Additionally, the skills of a person with an A2 English level, based on the CERF, include the ability to understand sentences and expressions for recurrent use in contexts of immediate relevance, including personal, family, shopping, and employment situations but at a basic level, communicating in simple ways using routine tasks and exchange of information on mainly familiar and routine matters.

Students at this level start communicating with short sentences and the use of simple and short grammatical structures. At this academic moment, English skills require a high

level of self-confidence. McIntyre (2004), cited in Gürler (2015), claims that self-confidence contributes meaningfully to the student's disposition to communicate in a foreign language even since the first approach to language.

English A2 at UNAD. This research study targets A2 English students from different programs offered by UNAD. English A2 is a mandatory and transversal course, which means that students in all programs must study it to accomplish academic requirements. English A2 is one of the most extensive UNAD courses, with over 10.000 students from around Colombia per semester. The purpose of the course is to develop the student's communication skills in the English language so that they can understand and use standard language in familiar subjects such as work, study, leisure activities, and the like. Similarly, students can obtain and provide information to others on topics related to the environment using idioms. (Sánchez, 2023). Nevertheless, this population exhibited a heterogeneous proficiency in English, with some individuals possessing a higher level while others have lower proficiency.

Student Talking Time. At the beginning of 2023, The Instituto Virtual de Lenguas - INVIL at UNAD proposed to create virtual spaces: Student Talking Time -STT to promote speaking skills in students. Students have received this strategy well since they participate actively in every session scheduled. The targeted population is diverse regarding location, age, socioeconomic level, gender, culture, race, necessities, background, and academic interests. This information can be seen in the Institutional System of UNAD: SAI (Sistema de Atención Integral). This is an institutional tool where all the UNAD students' information is compiled for academic purposes and supported by tutors and specialized people according to needs.

Distance Learning Model Characteristics. This model facilitates a significant learning process for students by providing accessible and affordable education. Additionally, Dabbagh and Bannan-Ritland (2005) emphasize that interpersonal communication and

proficiency in using virtual online learning technologies are essential skills for online students. Supporting this, William (2003) found that interpersonal and communication skills ranked among the top ten general skills across all roles in distance education programs supported by the Internet.

Conversely, Powell (2000) viewed the online student as comfortable with oral communications and web technologies. Another crucial characteristic of the online student is self-directed learning. According to Olgren (1998), self-directed learning involves acquiring knowledge through metacognitive awareness of the learning process and demonstrating self-discipline. This includes capacities such as self-monitoring, self-initiative, and self-management. Hence, the Distance Learning Model encourages students to play an active role in learning, recognizing strengths and weaknesses, and working based on their learning process.

Ethical Protocol

This research study explores real situations in online classes that cause no harm or consequences that may affect the participants. Thus, this research protects participants' human rights, such as the option to decide whether to participate without fear of prejudice, as well as safeguarding their physical, mental, and emotional well-being during and after the development of this project (Pinter et al. (Eds).2021 p. 5). Furthermore, there is a substantial compromise of researchers to protect participants' well-being, as well as their identities, data confidentiality, and their integrities to any risks. Thus, researchers collect data from speaking performance through observations in online English A2 course classes in UNAD.

On the one hand, the Universidad Nacional Abierta y a Distancia has a significant tool to support students in academic processes – the SAI (Sistema de Atención Integral). This online system contains students' personal information, which needs to be managed with care by administrators and tutors. The data may only be used if students consent for academic

purposes. Researchers could identify these consents in SAI, where there is a section indicating whether it is possible to contact students. Consequently, researchers contacted students who permitted the use of their information and contacted them if it was necessary for academic purposes.

This information was carefully managed, as it includes sensitive data that may impact students' academic progress. Access to this data was restricted to administrative staff and tutors, who used it cautiously to support students with their academic challenges. While researchers acknowledged that students' English-speaking skills might not be perfect initially, they made concerted efforts to help students improve. To gather data, researchers invited students to practice their speaking skills by attending three online sessions in which brochures, mind maps, and timelines strategies were implemented to foster self-confidence in speaking performances.

Furthermore, participants made part of this proposal if they signed an informed consent form designed by the researchers and validated by the tutor/thesis advisor and the director of the English A2 course at UNAD. This document (See Appendix L) supplies sufficient information about the proposal, as follows: name, purpose, their role in the project, when and how the data is collected and analyzed, how students participate, name and contact of the researchers, and spaces if they accept or do not accept to participate in the project.

This document was presented in English and Spanish to ensure clarity for all participants. After the informed consent was certified, researchers and participants met virtually to explain the study's purpose, methodology, and data collection process. During this meeting, they addressed all questions from the participants, described the document (including what was found and where signatures were required), and confirmed that there was no coercion in the participation process. The informed consent form was then emailed to participants to ensure receipt, and they agreed to a deadline for returning the signed

document. Furthermore, the participants' integrity, anonymity, and confidentiality were maintained, as all the information gathered was managed carefully. The questions proposed did not seek personal or sensitive information, ensuring the privacy and security of participants.

Data Collection Techniques

Description and Rationale of the Instruments

Observing implies being attentive to every student's participation, gesture, element, interaction, or behavior. This is when it becomes vital to use field notes, in which researchers write down every principal factor that helps collect and analyze the data. The information is descriptive, using words to document observations and ensuring evidence to avoid making assumptions in the final report. The focus is on highlighting significant characteristics related to the research problem, explaining theoretical constructions, and recording insights and thoughts to reflect on the underlying meaning of observations.

Besides, this research project considered some variables, including the physical setting, social environment, how participants interacted with the setting, their roles, and the meaning of what was observed from their perspectives. Likewise, observing online educational situations implies simultaneously being alert to many factors in which some information could be lost. Thus, recording the sessions may seem helpful because it allows researchers to watch and analyze data as often as necessary.

Recording online sessions required some stages to be considered. First, participants were asked to give consent to be recorded. Hence, they knew the exact recording date and were informed about why the researcher wanted to record the session and precisely for which the recordings were used. They also understood that the footage remained confidential (their identity) and was used for research purposes only. Although the recording did not include people's faces, individuals could be identified by other physical characteristics, so video

recordings may pick up background noise that could be used to identify a participant. Researchers were expected to account for this by ensuring that background information was not captured.

Finally, as presented in the previous chapter, there is Table 1. Levels of self-confidence show two subcategories (high and low self-confidence) with their respective elements. This table, proposed by Burton and Platt (2006) in Sirchi (2021 p.17) in Sumard, Dollah, and Farahdiba (2022), allowed researchers to categorize participants based on their speaking performances. When observants analyze students' factors based on the elements of the table, it is possible to determine which participants have a high or low level of self-confidence when speaking English in online English classes at UNAD.

Pedagogical Intervention and Application

Researchers propose three STT (Students' Talking Time) sessions with the selected sample to offer a speaking space where students feel encouraged to participate. During the development of those online workshops, The STT was recorded with the student's permission so that when analyzing data, it was possible to review their participation. Researchers could study the information gathered once the sessions and video recordings were observed. Based on this proposal's conceptual and theoretical insights, it is possible to establish conclusions that may enrich the primary inquiry regarding the influence of self-confidence in speaking performances in online education related to English A2 students of UNAD.

Video recordings remarkably enhance communication skills. This enriching technique has been commonly used in teacher education. Video recordings have helped a lot in teacher education, particularly as a way of promoting reflection and reflective practice. Brophy defines video technology as something "much more than other technologies due to a video that can capture complexity and immediacy of teaching in the classroom." (2004).

Validation of Data Collection Instruments

Recordings. In agreement with (Goldman, 2009), video recording is an emergent kind of data that needs to be layered and saturated with interpretation. Pink (2006) established that a reflexive account of video data is required in which things are visible because of how we see them rather than simply because they are observable. Likewise, Goldman and McDermott (2009 p.101) establish that for its validity, the power of video is not in what they make quickly apparent but in what they challenge and disrupt the initial assumptions of an analysis.

They are the starting point for understanding the reflexive and patterned ways students' interactions could be developed. One of the best ways to validate recordings for data analysis requires checking integrity, format, and metadata. One of the practices for this was based on confirming annotations' accuracy, assessing noise, and using random sampling. Cross-validation should be used along with domain-specific checks, and consistency should be measured to achieve this. Ultimately, a benchmark against a validated dataset for accuracy and keep documentation for an understandable validation approach.

Observations. One of the accurate ways to validate and verify data collected through observation is to use multiple sources and data collection methods. This is also known as triangulation; this validation process helps researchers cross-check and compare data from different perspectives and avoid the risk of bias or errors. (Chenail, 2011). Chenail (2011) claims that the design and implementation of an interview protocol are fundamental to mitigate bias to construct validity. The inferences that can be made using this tool should be tied to the study's conceptual framework; thus, threats to construct validity are evidenced by the researcher's bias and reliance on a single measurement instrument (Amerson, 2011).

Moreover, in constructing validity, researchers should use multiple sources of data (triangulation), conserving the chain of evidence and allowing key informants to review data.

Thus, external validity is demonstrated by the capacity of the study to be replicated, known as transferability. In other words, when we think about data triangulation, we should consider what Denzin (2009) referred to as people, time, and space. These three data points represent different data of the same event, considering commonalities within dissimilar settings. Additionally, data points take place over time to observe ongoing interactions.

Field Notes. This valuable tool provides rich contextual information that situates the study in its specific time, place, or population. Consequently, this information may be disclosed with minimal additional protection, provided there is enough detail to facilitate the identification of participants. The planning process for participant protection precedes data collection and necessitates sharing and including information with participants as part of the consent process. Hinds, Vogel, and Clarke-Steffen (1997) assert that when adequate participant protection and attention to methodological and theoretical integrity are ensured, data can be utilized by multiple researchers, thereby enhancing the research's value.

This foundational tool contextualizes the study and offers insights into participants' lives, which can prove instrumental in future data analysis or in identifying perceptions over time (Hinds et al., 1997). Such contextual information is crucial for thorough analysis and should be considered in the study's outcomes while ensuring participant protection. The contextualization of this project involves a recursive process throughout the study, leveraging key insights derived from participant feedback.

Data Analysis and Findings

The aspects and issues discussed in this section are related to the data analysis during the implementation and findings of this proposal. This chapter allows researchers to search for outcomes, results, and conclusions by directly interpreting and analyzing the data gathered. For the analysis of collected data, categories and subcategories were established to provide rich, detailed, and complex data compatible with Braun & Clarke (2006).

On the other hand, modeling was used as a strategy for researchers to demonstrate a new concept or approach concerning learning, and students can understand a foreign language by observing. It is concerned with describing the process of learning or comprehending the latest information, skills, or behavior through observation rather than experimenting with direct experience or trial-and-error efforts. Besides, learning is perceived as a function of observation rather than a direct experience (Holland & Kobasigawa, 1980).

Based on its features, modeling is recognized as an accurate, effective instructional strategy because it allows students to imitate a particular behavior that boosts learning since they can observe the teacher's thought process. Applying this kind of instruction, educators engage apprentices in imitating certain behaviors that encourage learning; for instance, most human behavior is learned through modeling observation from analyzing others. One forms an idea of how behavior is performed, and, on some occasions, this can be used as a guide for action (Bandura, 1986)

Categorization

This is an essential step in which researchers organize and classify the collected information from participants into specific categories. Stringer (2013) exposed that "as the system of categories is organized, decisions must be made about the placement of each item into a particular category or subcategory" (p. 109). This process facilitates the study of the information since it creates a web of relations between categories, subcategories, and themes

that have a meaning to be analyzed. These categories may be derived from research questions, literature reviews, or other sources. (Boyatzis, 1998; Hatch, 2002 in Efron, 2013).

These concepts must be undertaken in a set of decisions where researchers determine the reason for classifying phenomena in one category or subcategory or another. As information is categorized, researchers become aware of the need to define the meanings intended by participants more clearly. This helped us to understand how a word or phrase is used and whether it should be included in one category. The codes or cover terms will eventually create a structured set of categories that helps to organize and interpret the experiences of diverse groups of people. This system of categories also provides a framework for understanding events, activities, behaviors, and materials, aiding in formulating actions to address those events. (Stringer, 2013).

This author also listed a set of vital steps:

- Unitize the data.
- Sort units into categories.
- Divide categories into subcategories, where appropriate.
- Code each category using a cover term expressing the type or nature of information in the category or subcategory.
- Identify the attributes defining each category or subcategory. (2013, p 110)

The system of categories and subcategories presents the possible relations, issues concerning the study, and new findings of the proposal. Organizing data and categories into a structure “assists to clarify the significant features of experience emerging in the investigation process.”

Mind maps

Advantages of Applying Mind Maps. By implementing mind maps, students could communicate ideas and develop creative thinking, essay writing, idea generating, note-taking,

organizing, planning, and problem-solving (Buzan, 2005, p. 17). In keeping with Pramono (2013, cited in Mirza, 2016:19), this strategy boosted students' speaking skills in some respects, including pronunciation, vocabulary, clarity, and naturalness of speech task achievement, and communication skills; in other words, it helped apprentices to communicate well. Besides, it is worth highlighting the study conducted by Gelb (2010:7), which demonstrates that mind mapping is a creative strategy for creating and thinking through ideas since it builds the apprentice's imagination in thinking and generating new ideas, assisting students' concentration to increase their ability to concentrate in using their thoughts in speaking so it is seen as a communicative methodology to strengthen speaking ability.

Additionally, this technique evidenced how the learner's brain can process diverse concepts and data related to each other (Muhib et al. L.B.D., Hartono R 2014). As claimed by Buzan T. Harper Thorsons and Hammersmith, London: 2010, mind mapping is perceived as a powerful graphical technique that aims to use the brain to its fullest potential. Hence, it is used as an alternative to linear thinking and to reveal the brain's thoughts on a specific topic or concept. Participants could use it as a way of taking notes to record their thinking, opinions, and thoughts to accurately represent their ideas, allowing them to organize the details and gain a broader understanding of a subject.

In conclusion, it significantly fostered self-confidence and their willingness to communicate using English as a Foreign Language (L2), which means that apprentices could be ready to start a conversation in the learning environment. It was significant to apply because it aided in memorizing vocabulary, a fundamental communication feature. Without a clear understanding of words, apprentices cannot understand their classmates or express their ideas.

Drawbacks of Mind Maps. Unluckily, one of the disadvantages was related to the time students took while developing their mind maps since they had to think about the ideas

and write them down into branches in which all of them should be related to the main topics. The aforementioned weakness is related to the study conducted by Nurlaila (2013); this important author pointed out that when learners create mind mapping. It is essential to provide enough time to finish their writing because they are more focused on writing down the ideas on their maps instead of focusing on their structure.

On the other hand, the efficacy of timelines is based on providing accurate comprehension support to English language learners (ELL), aiding them to make connections and identify patterns in a series of processes because this tool could be visually less complex than pure text, helping apprentice relate important things to their corresponding time. In this case, researchers decided to use it to support organizing information so that students can better understand growth, cause and effect, and key events related to educational significance (Moline, 1995). It fits nicely with the classroom's content area and students' proficiency level, offering a valuable opportunity to explore the goings-on behind significant topics. It is worth highlighting that students could make connections between the present and past visually in a chronological way. By arranging the events along a timeline, it is more straightforward to understand the relationship between them. Furthermore, the format engages visual learning by incorporating rich media that can be embedded in the timeline.

The strengths are that it could engage students and improve learning since when they can create it, they engage in the process of systematizing content, analyzing it, and assessing their learning process. Thus, it helped to organize information while arranging things so that students could make connections and look for patterns. They could arrange sections of the timeline into chunks, label places where they experienced confusion, reorganize information while debating important concepts with peers, and look for further resources.

Timelines

Importance of Timelines. Timelines helped to provide students with healthy class environments to promote enjoyable learning experiences and self-confidence because students could perceive it as an easy, enjoyable, and engaging way to reflect on their own experiences with their speaking ability using English. Thus, they could organize information accurately to understand growth, change, recurring events, cause and effect, and grammar significance better (Moline, 1995). One of its advantages is related to making learners have connections and look for patterns since it can be created to cover different perspectives, and it was used to analyze relevant information and refresh students' memory about the topic just explained in the virtual class using standard methods of instruction.

It is worth mentioning that the versatility of the timeline method means that it is suitable for visual learners interested in learning by images, photos, and graphics. Apprentices more focused on information and data will be more concerned with the texts, narratives, and descriptions of images, as well as doing their best to identify and insert the eventual missing links, which means that they could be adjusted to diverse ways of learning. On the other hand, individuals could analyze on a micro, macro, or mega-scale; they were more focused on details and could build their capacity to develop arguments and develop their visualization of change. It can be concluded that the research tool of timelining has empowered participants to create their reality based on their experiences, considering an approach that supposes knowledge is constructed rather than created (Adriensen, 2012).

On the other hand, brochures align well with improving speaking skills because they are beneficial for language teaching and learning, especially for teaching vocabulary. It is an effective way to gather valuable information and vocabulary automatically. In other words, it is close to the real life of learners at UNAD, so they can acquire the vocabulary they need and memorize it longer. Additionally, some researchers have conducted important projects on

using brochures to improve speaking skills. First, Nguyen Thi Luu (2010) found that brochures are the most suitable strategy for information, and then pupils can acquire a large amount of vocabulary. Thus, it allowed teachers to talk less and motivated learners to participate in language learning.

Second, Zhao Ning (2008) found that monitoring students' speaking skills is easy since brochures have been used as a tool in the teaching-learning process and as a product that apprentices made to learn many innovative words. Third, Winarsih (2004) concluded that implementing brochures boosts students' vocabulary mastery because educators can conduct teaching and learning processes more accurately to create a harmonious, balanced learning environment in which peers and students are both active.

Based on the theory of mind map, in the study of Nasution (2020), this technique better boosts learners' speaking skills, and this challenge is influenced by six factors: teaching media, interesting material, attractive classroom tasks, enjoyable classroom management, and t. Rachmawati, Nugrahaeni, and Mauludiyah (2020) reported that the mind mapping strategy is suitable for learning, especially in developing speaking skills, because it motivates learners to bring out new vocabulary they must master. The outcomes were known from the difference between the learner's attitude and efficacy of mind map learning before applying this instructional strategy. Mirza (2017) and Anggraeni (2019) benefited from teaching foreign languages, especially in enhancing speaking skills for high school and university students. After receiving guidance on using mind maps from the language teachers, the test performance of the groups was considerably higher than the others.

Thus, they manifested that considering mind mapping before speaking performance is powerful since they are sufficiently prepared for lexical resources and ideas based on the speaking subject. To sum up, using mind maps while teaching and developing speaking skills has been researched in some important articles. However, considering the frequency,

speaking stakes, and first-year students' attitudes, the investigation using the aforementioned tool has demonstrated satisfactory outcomes. For that reason, the study Mind Maps in EFL Speaking classes: A Case Study at the University of Foreign Language Studies was conducted, too.

Researchers identified students' attitudes toward the efficacy of mind maps in EFL speaking classes during the development of this study. During the interview, most students showed interest in creating mind maps for their oral speech due to their speaking enhancement, which was easily observed. Outcomes showed that students liked using this technique to boost their oral speech performance, with 51.25% of the “very effective” voters, 40.42%, and 8.33% of the “extremely effective” and “moderately effective” ones, respectively.

Timeline and its Benefits. A timeline is perceived as a visual and art-based data collection method in research. In a study conducted by Kolar et al. (2015), timelines are built based on participants' life events and placed in chronological arrangements, with visual instructions about the importance or meaning attached to emphasizing events (p.15). As Bagnoli 2009 points out, using these drawing tools during an interview allows the possibility to expand all the participant's interpretations based on specific questions that allow for creativity in the interview process, responding to the associations and interpretations that participants attribute to specific ideas. In other words, this type of drawing can assist storytelling from participants (Sheridan et al., 2011), and it is beneficial as a finished product and a stimulus for extended thought.

Graphic elicitation and arts-based tools provide important analytical potential thanks to the insights they present in contextual analysis, often different from more traditional text-based data (Bagnoli, 2009). They motivated participants to generate the data by making them researchers of their own lives (Chamberlain and McGuigan, 2019). In the study by Monico et

al. (2020), it is noteworthy that researchers could speak separately with the youth and the guardians to create timelines that helped record key facts based on the research focus on a participatory way.

After that, the research was analyzed to assess the differences or similarities in recollecting events or what each participant regarded as a pivotal moment. Hence, the consideration of descriptive details in the timeline allowed the circumvention of some of the limitations regarding the concise nature of the data gathered through the implementation of this strategy. On the other hand, the self-reported experience given by individuals in this study was fundamental for improving the researcher's understanding of the specific area of research the authors were focusing on. It can be concluded that the timeline worked as an important communication device (Monico et al., 2020: 2). Consequently, rather than a planned data collection instrument, this instrument became a practical strategy to elicit and organize individual answers.

Impact of Timeline Effectiveness. It is worth mentioning that the effectiveness of mind maps can be seen in the outcomes obtained during the implementation of online classes. Results demonstrated that this technique enhanced the EFL apprentice's vocabulary and the appropriate attitude toward learning. It is valuable to point out that the mind-mapping technique was a suitable and effective way for second language learners as it motivated pupils to think about the topics more deeply. The aforementioned fact was evidenced since the mind mapping strategy aided in reflecting on the cognitive processes that students went through when enhancing their understanding of topics, allowing them to create connections between ideas (M. Davies, 2011).

Through its implementation, researchers could conclude that teachers should bear in mind that using the representation of unknown words through the mind mapping technique can be beneficial if it leads to information in a verbal context. Additionally, EFL students

could benefit from the results that this strategy aided to boost their productivity and creativity since they are motivated and willing to study more when their ideas are organized into a vivid and illustrating diagram because they had the chance to identify the outcomes based on their effort. Besides, they could divide complex topics into related parts and interpret their connections using color, images, and sub-branches of their hierarchy with the help of mind maps. In conclusion, this strategy was advantageous for EFL learning because it could raise motivation, lower anxiety, and promote visual and verbal ability.

Concerning the strengths of mind maps, it is important to emphasize that it was a suitable way to improve a learner's creativity because using images, symbols, and colors could attract students' attention to make learning more engaging, assisting them to remember words more quickly. Furthermore, outcomes recommended that this tool offered the chance to increase the creativity and efficiency of the EFL learners, which could result in satisfactory results. It was helpful for visual learners interested in viewing information in images and diagrams rather than listening to it. In simple terms, learners could connect earlier learned words and new vocabulary to apply that knowledge to other situations, keeping with A. Al Shdaifat, F. Al-Abed Al-Haq, D. Al-Jamal 2019, the mind map approach can be a very effective method to help EFL learners create, conceptualize, and organize their ideas as students possess all the capacities to increase their vocabulary and learning motivation significantly.

Brochures

Brochure as a Suitable Strategy. The study (Haryati, Lubis, & Ansari, 2019) was focused on finding out the development of brochure-based teaching materials on persuasive text for seventh-grade students at Junior High School Dwi Tunggal Tanjung Morawa. It is worth highlighting that the development process of brochure-based teaching materials on persuasive text was developed in three stages. At the preliminary study stage, an analysis of

teacher's needs and apprentices was conducted. It is worth mentioning that brochure-based teaching materials on persuasive text for seventh-grade learners were announced as eligible and accurate to be applied to student self-learning. This was acquired considering the outcomes of materials expert's assessment and design experts on teaching materials. Hence, findings of material expert validation on content eligibility reached an average of 92.96% in the category of particularly good, and the feasibility feature of the presentation acquired an average of 92.96 % in the category of particularly good.

Student's learning outcomes before using brochure-based teaching material gained an average score of 70.81 with the category "good enough," which means that the value obtained by apprentices had to be increased again. In contrast, after using brochure-based materials, the apprentice's learning outcomes acquired an average score of 80.59 with the category "good, " meaning that students' value dramatically increased. It is important to emphasize that the pretest and post-test value acquired was 9.78, with an average pretest of 70.81 on the criteria "good enough" and an average post-test of 80.59 on the suitable criteria. In other words, it can be determined that learning using brochure-based teaching material on persuasive text material could boost students' learning outcomes on Indonesian subjects.

To conclude, brochure-based learning materials are established as an effective tool for creating tasks and supporting students' learning outcomes, and this could be seen through the individual's learning outcomes test in writing brochures based on persuasive texts. While performing the pretest, the average score was 70.81; at the post-test, the average score was 80.59. In other words, the variation between the pretest and posttest was 9.78, which demonstrated that learning by implementing brochure-based teaching materials on persuasive text was much better than before.

Strengths of Timelines and Brochures. It is worth highlighting that as apprentices could create their timeline, they were focused on evaluating their knowledge, talking about

their ideas, and analyzing the latest information, which is a recommendable strategy for students to self-assess, providing researchers with the chance to assess their learning. In conclusion, the timeline could work for different learning styles; for instance, learners more familiar with graphics, photos, and pictures could recognize the course material presented in the timeline. Unluckily, one of the limitations is that although it was suitable for understanding the overall work, it could not consider detailed information about each task since comprehensive information needed to be managed separately.

Regarding the effectiveness of brochures, it could be noticed that this strategy could enhance student's knowledge. From research findings, it can be assumed that using brochures in teaching vocabulary is highly beneficial in boosting learner's vocabulary mastery because it provides some pictures related to the topics seen during the online session, which was very useful for identifying the indicators of vocabulary, including nouns, adjective, verb, and adverbs. Therefore, brochures that included good pictures made pupils interested and motivated. Thus, it helped to retain vocabulary in their long-term memory for long-term memory for an extended period. Hence, it was noticed that the application of this tool might have a memory functioning in recalling the intended words, recording associations and connections to reinforce them in the EFL student's brain A.A. Heidari, L. Karimi 2015. It helped to recognize semantic relationships between vocabulary and their meaning, directly and indirectly, paying attention to the semantic differences and similarities among vocabulary.

Downsides of Brochures. One weakness researchers were able to find while using the aforementioned strategy is that it has less space to convey the message students wanted to because they could not stuff long texts to make brochures cluttered as it may not help to reach the objective of it in case it looks messy and challenging to read and understand. In other words, one of the authentic materials restrictions is gathering, selecting, and matching

existing resources with specific courses (Gebhard, 2006). Thus, instructors should allocate extra time to develop all the resources needed for classes based on students' needs and learning styles. It is worth mentioning that this is a challenge for educators willing to aid students in enhancing their language proficiency by designing important materials for sessions. Another shortcoming is associated with the fact that current materials must include dictions or sophisticated language that apprentices find challenging to grasp. It has been evidenced that, in some cases, it is not easy for students with low abilities to understand unconventional materials. In keeping with Richards (2001), genuine materials should consider lower-level classes focused on more challenging language with complex patterns.

Peers must pay close attention to the language complexity and the structuring of authentic materials to avoid a significant gap between the content and the learner's proficiency. Using brochures is fundamental to providing lower-level apprentices with accurate activities to help them manage the complex range because of the target language's lack of vocabulary and grammatical structures. Another important drawback is that most learners do not consider these resources practical learning tools. For that reason, educational tools must be taken seriously, and for some students to understand the language being taught, educators must go into detail regarding cross-cultural knowledge and dialogue.

External Factors that Influenced Self-confidence

Although all the strategies implemented were beneficial for developing students' speaking skills, a few pupils struggled with low self-confidence because external factors, including anxiety and technological problems, did not allow them to speak freely without being concerned about making mistakes. In other words, researchers found that learners felt worried during speaking activities since they could not master the vocabulary used in class very well. The anxiety dominated them, so they could not participate actively in the class. They also felt afraid of making errors as they noticed that their classmates could laugh at

them or receive negative evaluations from researchers. Moreover, lack of vocabulary played a vital role because it became one of the biggest obstacles in class; in some cases, students had problems memorizing English vocabulary due to its difficulty with pronunciation. Based on the observations, researchers realized that learners preferred to be silent because they did not know what to say. They did not know how to use it in English and manifested that some English words were tricky to pronounce.

One of the potential improvements could be related to the virtual environment due to the practical components and difficulties identified by researchers in the online learning environment, which are fundamental. Several studies allowed researchers to understand the basic ideas about the prospect of online learning. Its structure was one of the main elements listed to guarantee online class success. Long classes should be avoided to increase students' productivity, and enough breaks should be provided because the aforementioned factors will help students avoid cognitive load but also help them manage stress caused by prolonged use of electronic gadgets (Evans et al., 2019).

It is worth mentioning that the technical skills of teachers and students related to the use of a computer and the Internet are crucial elements in determining the effectiveness of online classes. For that reason, convenience and flexibility were recognized as the strengths of online classes. However, the researchers identified that based on learners' thoughts, it was appropriate to work on online classes without changing the schedule for everyone as it would be in traditional learning environments (Bensley et al., 2011; Engum et al., 2003). As a result, care should be taken to enhance online learning based on the convenience of students, providing them with recorded videos in case they want to review something about the class.

In conclusion, interactivity has been distinguished as one of the main driving forces of the success of online classes. For instance, some authors consider that the development and maintenance of a collaborative learning space in an e-learning environment is quite pivotal

for the maximum satisfaction of participants, and there is a robust connection between the social presence of students and their overall satisfaction with the environment (Atlam et al., 2020).

Dividing the Data According to Predetermined Categories

Once data was collected, video recordings were transcribed, and field notes were taken, researchers could see how the most representative aspects of the data could belong to the predetermined categories. As researchers separate data sections from the complete dataset and group them into categories, the segments become decontextualized. An intact version of the complete dataset should be ensured with a primary copy, including each entry marked and identified to indicate the data source and page number. Reread the sections inserted in each category and consider modifying and refining the categories by merging or adding new ones to the list. (Richards, 2009 in Efron, 2013)

Looking for Themes within Each Category. It was worth highlighting that once categories were formulated, they became units of analysis. Within each unit, researchers looked for central themes that describe the theme and arranged them logically. As Boyatzis, 1998 Miles & Huberman, 1994 Shank, 2006 Efron, and Rabbit (2014) point out, themes are perceived as ideas, points of view, or experiences that run through the category. To find themes, units of analysis were studied deeply, reflecting on important questions such as: What is fundamental here? What can be the critical incidents? What are the key elements and issues?

In addition, the margin was labeled, highlighting the principal elements and quotations that illustrated them; for each unit of analysis, the labeled elements discovered were compiled. Hence, the similarities among these elements and how they were connected was an important feature to consider in organizing the themes logically using a table that helped to analyze the data gathered. At this point, researchers established categories from

theory: strategies, self-confidence, and speaking characteristics. As subcategories: language modeling, brochure, mind maps, and timelines; high self-confidence and low self-confidence; and unable to speak, willingness to speak spontaneously and/or when asked to do it although mistakes show too many hesitations and errors, respectively, with categories.

Thus, there are themes for the subcategories high self-confidence and low self-confidence: give maximum effort, *High commitment to training*, *Positive attitude and belief in one's skills and talent*, *Willing to take chances*, *Willingness to react positively to setbacks and learn from the situation*, and *Strong focus on the task at hand*; *misdirected focus*, *more likely to give up*, *lack of effort*, and *tendency to attribute outcomes of events that cannot be controlled*, respectively with sub-categories. Additionally, vocabulary and pronunciation were worked transversally throughout the three whole sessions.

To understand, recognize, and examine relevant patterns or themes within a dataset, the researcher should analyze the data to discover common topics or ideas that are linked together and named, taking into consideration their significance. Blacker (2009) argues that “a detailed thematic description of the entire data would assist readers in getting a sense of the predominant and important themes” (p.83) from the data. Classifying information into themes helps researchers organize, compare, and draw more precise conclusions from the data gathered, resulting in more structured and coherent findings.

The features mentioned above aid in analyzing results without engaging pre-existing themes, which means that it can be adapted to any research that relies only upon the participants' clarifications. To put it in another way, each category and subcategory contributes towards understanding the research problem, leading to an appreciation of the whole situation. This is because every category, subcategory, and transversal theme is valid in understanding a single concept. This means that concepts are constructed to give a complete picture of the student's action.

Thirty-seven students voluntarily enrolled during the development of this project. In the first session, they were introduced to topics related to places in a city, English adjectives for describing places and cities, simple present tense, and creating a brochure. They also watched a video about the most interesting Colombian places to visit, so participants had to practice the vocabulary worked on in the STT session.

To develop the next task of designing a brochure, students had to choose a city/town considering the following aspects: transportation, food, and plans. As a final activity, the participants reflected on important questions such as: How did you feel in this session? What was the most challenging part of the exercise? What do you think is necessary to improve? Furthermore, it should be mentioned that thirteen students did not participate in this virtual session.

For the second session, researchers started the class with a warm-up activity with model questions such as: How was your day? What did you do today? Are you tired? How do you feel today in this session? Then, they watched part of a movie about food for a few minutes, in which they had to answer: What did you understand? Who were the most interesting characters for you? Thus, students were familiarized with vocabulary related to food, drinks, and cooking verbs. Once the task was developed, they created a recipe by using a mind map, so in this way, they could put into practice all the vocabulary learned in class through speaking.

It is mentioned that during the second web conference, students could not reply to some questions in English about a movie they watched in class; they did not understand basic questions such as: What was the movie about? Who were the main characters? So, detailed explanations were given to make them analyze these key facts. According to this, they could answer the questions in Spanish, meaning they could understand not only all moments of the movie but also some key phrases and words. This is a good predictor of their learning

process, without leaving aside the fact that they must keep practicing simple present questions and vocabulary and past simple tense grammar.

Students enjoyed watching a movie about Princess Diana's life during the third class. Then, they were asked to write Princess Diana's biography considering the examples provided by researchers. Next, pupils were taught how to use past simple, past progressive, and past continuous designs to design their autobiographies. Interestingly, the same happened to students watching a video about Diana Princess. It could be recognized that it was not easy for them to understand the video because it was challenging, but they did their best to express the main ideas in Spanish.

Task-based Language Approach

Based on the constructivist theory of learning and communicative language teaching methodology, task-based learning teaching was found to answer some constraints of the traditional PPP approach distinguished by the process of presentation and performance. Thus, it perceives language learning as a developmental process that aids in improving communication and social interaction instead of having products internalized by using language elements to provide students with enough tools to master the target language adequately when exposed to significant task-based activities naturally. In the eighties, this perspective changed with the flourishing of a variation of task-based approaches.

Furthermore, it developed into a comprehensive structure for the communicative learning environment where pupils could perform task-based activities via cycles of pre-task construction, task performance, and post-task feedback via language focus (Skehan, 1998). As Ellis (2003) highlights, task-based language teaching has been researched from different perspectives on oral performance, writing performance, and performance assessment. On the other hand, this approach has gained increased attention in foreign language teaching. It is focused on presenting enough chances for students to master a language in a speaking and

writing way to engage them as much as possible in the natural, functional, and practical use of the language for a meaningful purpose (Lin, 2009). It focuses on performing tasks as the key pedagogical strategy to structure language teaching.

This approach is an important learning method that aims to promote learning language knowledge and training abilities in performing activities in which teachers are instructors and guides. Likewise, students are perceived as receivers and main agents in mastering their communicative competencies to shift from L1 to the language. Besides, it presents the advantage of learning cooperatively, activating their probable skills to employ and deal with ESL professionally (Lin, 2009). Thus, learning by performing boosts students' self-confidence and allows them to participate more actively during online sessions.

Implementation of a Task-based Approach. The cycle started with the motivational phase. Researchers introduced the topic and provided students with specific instructions on what they had to do at the task stage to make them recall some language that may be functional for the task. Before starting the pre-task, researchers presented students with communicative activities to prepare them mentally to use the foreign language. The task cycle provided many opportunities for students to use their existing foreign language skills to complete the task and improve their language abilities with the teacher's support while preparing their reports. The post-task helped teachers study some language features while applying the task cycle. Finally, guides could assess student's progress at different steps throughout learning classes.

Student Progress Assessment Tool - Speaking Rubric

Students' speaking performances must be assessed to recognize progress or changes during the learning process. In this study, researchers designed a tool to monitor students' progress over three online sessions, focusing on specific items related to their English level. This matrix was developed based on the characteristics established by the CEFR, where

English A2 speakers usually pronounce basic grammatical structures despite making some mistakes (2021). However, their speech was understandable and relevant to the topic of conversation.

This tool enabled researchers to assess speaking skills by focusing on vital aspects based on self-confidence. Firstly, there are two aspects to evaluate based on Burton and Platt (2006) in Sirchi (2021) in Sumard, Dollah, and Farahdiba (2022), who identified two types of self-confidence: high and low, each presenting specific factors to identify the level of inner emotion. Secondly, the third aspect, "Characteristics of Spoken Performance," was designed with students' language levels in mind and the corresponding elements determined by the CEFR. Thirdly, an "Extra Comments" box was added to each category, allowing researchers to include crucial information not described in previous items. These factors were essential for assessing and monitoring participants' speaking skills.

Observation, Recordings, and Field Notes

While developing the virtual sessions, researchers faced the challenge of gathering and analyzing a large amount of information, necessitating various instruments. Observation proved crucial, allowing researchers to see and listen to students' performances during the English virtual sessions. This method enabled direct monitoring of participants' processes and behaviors in alignment with the research goals. In applying this proposal, researchers adopted a participant-observer role, meaning they engaged in the same activities as the research participants without concealing their identity, as described by Katz-Buonincontro & Anderson (2018, p. 3). This information focused on assessing speaking performance and the effectiveness of tools used to foster self-confidence in participants.

Secondly, recordings also played a vital role in enriching the observations made during the sessions. This instrument offered the opportunity to review participants' performances multiple times to gather essential information, analyze it, and take notes. As

observational data are inherently 'naturalistic,' the analysis can be more challenging than other instruments. Therefore, adapting a model developed by Glaser and Strauss (1967) was necessary.

This approach entails "the identification of themes or categories, using the 'constant comparative method' whereby each new piece of data is compared to others already coded to identify similarities and differences. The further analysis attempts to clarify the meaning of categories, identify sub-categories, and describe potential links between them" (Cotton, Debby & Stokes, Alison & Cotton, Peter, 2010, p. 6-7). Finally, recordings played a significant role in gathering data, offering rich information that could not initially be identified.

Thirdly, the product of observations and recordings was the field notes, where researchers could document participants' performances and behaviors. This instrument needed to be directly directed to the research question before collecting data so that researchers could observe and take notes focused on actual needs. Lauderdale (2017) underlined the importance of planning the direction of field notes: "Before beginning the study, the researcher should plan an approach to field note collection that is congruent with the theoretical framework and the methodological approach" (Mulhall, 2003, p. 4). In this context, researchers guided their observations and note-taking toward participants' self-confidence and speaking performances using mind maps, brochures, and timelines in English virtual sessions.

How It Was Brought to Conduct this Evaluation. The instrument's evaluation was conducted with the understanding that researchers when undertaking significant studies, must follow a series of steps related to the scientific method. These steps involve identifying a problem that defines the research goal, making a prediction that, if confirmed, will address the problem, collecting fundamental data related to this prediction, and interpreting the data

to determine if it supports the prediction and resolves the research question. These steps form the foundation for educational research (Kerlinger, 1972; Leedy & Ormrod, 2016).

Criteria to Evaluate Instruments. Validity is constantly seen as the extent to which an instrument measures what is expected to measure (Anastasi, 1982). In other words, it is significant to bear in mind that instruments may fail validity criteria for different objectives but be valid measures of a dissimilar construct or valid indicators of a construct in addition to the one for which they were initially intended. Researchers consider this criterion as a process of collecting evidence that supports the meaningfulness of the measure rather than a specific endpoint at which validity is demonstrated (Stewart & Ware, 1992). One of the most important criteria for evaluating the instruments is content, criterion, and construct validity. However, it should be highlighted that the reliability of an instrument is essential but not enough to create suitable instruments.

The instrument's reliability was a necessary strategy. However, it was not enough to establish the instrument's validity since if an instrument is not assessing something consistently, the meaningfulness of the measure is called into question when validity ideas can be generated. On the other hand, content or face validity was established to reflect the whole breadth of the constructed study. Content validity was guaranteed by having professionals in the field and subjects from the population for whom the instrument would be accurate to give critical evaluations of content.

Evaluative Approach - Epistemological Principles Used

Mind Maps

Researchers adopted a mind map approach to the evaluation process for different objectives: This tool was considered accurate to the evaluation context. Theoretically, the fieldwork was expected to be constructivist rather than positivist. Hence, it was investigated

with professionals on different changes involving introducing new practice models. It is related to speaking, which has recently been adopted, considering students' needs.

On the other hand, mind maps have an explicit foundation in constructivist educational theory and have been demonstrated as helpful in learning classrooms (Novak and Cañas 2007, 2008). Hence, mind maps were applied accurately following the analysis they were expected to conduct, which could lead to more consistent information by helping researchers draw attention more easily to students' speaking problems.

Additionally, it was perceived that aligning the research with its purpose ensured that the students' speaking skills remained the central topic, from which other themes or concepts radiated. This structure was preferred over mapping based on relationships and connections among concepts. The mind-mapping approach successfully matched the method described by Burgess-Allen and Owen-Smith (2010), facilitating the rapid thematic analysis of data gathered during online classes with students. According to the Burgess-Allen and Owen-Smith approach, brief descriptions (e.g., single words) of ideas or activities performed by pupils radiate from important words. Main branches from the core concept represent major themes or ideas, while subsequent branches provide better clarity or illustrative examples.

Timeline

This important approach helps facilitate and ease students into communicating their ideas by themselves, expressing their opinions, or sharing issues without experiencing fear. Besides, its use has added significant value in investigating sensitive topics since this exercise has served as an important research strategy to gather information and insights related to lived experiences and memories. These exercises help participants to arrange their narratives accurately and reflect on their past, negotiate the present, and plan for the future (Bagnoli, 2009; Berends, 2011).

In addition to this, timeline mapping exercises come with different challenges when applied in learning environments because one of its objectives is about recognizing the chronology of events and the importance of a pupil's life by connecting them to those events in a deeper way including conversations at different moments considering the topic at hand to avoid negative emotions and feeling of loss among students. Following the information mentioned above, researchers must deal with the situation tactfully and listen to student's experiences compassionately (Basnet et al., 2020).

On the other hand, apprentices' life experiences can be complex because they demand time from the participants and researchers. While this approach is effective, it may lead to gaps in information. Therefore, it is recommended that participants are provided with precise and accurate research details and demonstrate flexibility in the process. For example, rather than using this approach in one go, researchers can plan to gather data throughout different meetings, as they did during this research project.

Results

The three strategies utilized during sessions were focused on learning by doing and gaming self-confidence. This approach is better-called constructivism, in which Piaget (1973) affirmed that knowledge acquisition is optimally achieved through a sequential process encompassing action, reflection, and construction. He also underscored the pivotal role of the interplay between experiences and concepts in the genesis of novel knowledge.

Brochure

Speaking skills require considering what will be said, which is necessary to understand it clearly. This is why brochures offer the possibility of writing and organizing the information according to needs and themes. Rinanto (1982, p. 22) in Marista, Hasan, and Kadaryanto (2014) claimed that “visual media is all kind of medium that can be enjoyed by the sense of sight and can stimulate students in learning such as picture, photo slide, poster, comics, brochure, pamphlet, leaflet, etc.” (p. 3). Thus, brochure design demands that students organize information concerning their needs and facilities, which also implies the practice of writing and creativity.

As mentioned previously, the organization of information is the second step after deciding what to speak about. Once the topic was established, participants designed the brochure following teachers' instructions regarding the organization of the information. It was classified into transportation, food, and plans to do. This guaranteed that participants decided what information to organize and how to say it when speaking. Student #2 wrote the information in short sentences but followed the basic structure of a sentence (subject + verb + complement) in each theme. When speaking, she was afraid of making mistakes, spoke slowly and with hesitation, and was robotic, but the information was clear and coherent. However, brochures facilitate the organization of information in sentences by classifying it

based on specific themes or objectives, which signifies that speaking could be better structured and confidential.

Mind Maps

This strategy was planned to be used with students due to its property of organizing information. This requires writing down words, sentences, and signs joined by lines, drawings, colors, and images, which allow students to have a more comprehensive image of clear information classified by themes or concepts. (Barnes, 2023). In this line, participants learned how to design a mind map based on what they would speak (recipes), considering verbs, ingredients, steps, and present simple tenses. (See appendices G, H, I).

During discussions about their recipes, students demonstrated the ability to articulate their ideas coherently based on their mind map designs. For instance, student #12, despite some hesitations and errors, could deliver a well-organized and coherent speech that effectively conveyed her message. Similarly, student #18 spoke relaxed and spontaneously without a prepared text, leading to occasional errors and hesitations but demonstrating fluency and focus. Consequently, mind maps proved instrumental in helping students organize information according to their specific needs, resulting in clear objectives and coherent English-speaking skills despite some mistakes.

Timelines

Speaking about personal and social facts and experiences requires maintaining a chronological order to comprehend the message effectively. A timeline is a strategy that enables students to organize information based on the sequence in which events occur, such as in biographies. Researchers utilized timelines to prompt participants to discuss their autobiographies and significant life events using basic grammatical structures in the past simple tense.

This strategy provided a visual representation (Refer to Appendix K) that aids students in quickly understanding and arranging information chronologically, followed by writing a brief paragraph (Refer to Appendix J). Organizing information in this way instills confidence in students by providing a comprehensive overview of the details they intend to discuss. Student #25 actively participated positively, which is evident in his deliberate speech, which was characterized by clear pronunciation and minimal errors. Indeed, timelines served as a framework for students to gather and structure their ideas, fostering a confident speaking environment as they gained a clear perspective on their narrative.

Language Modeling Strategy

Giving students written and oral models aids teachers in being explicit about the important characteristics of the language they use. In other words, modeling is a way of drawing ESL apprentices' awareness of certain features of English which is recognized by NALDIC (1999 - 2008) as a fundamental characteristic of ESL good practice and suggested by Cameron (Cameron, 2003; Cameron & Besser, 2004). The language model is a helpful way of expanding the vocabulary of EAL apprentices and teaching academic language, as mentioned by Nagy and Townsend (2012).

This enriching tool helped to create an environment for interactive student engagement since the learning environment created around a model provided an interactive engagement experience. Moreover, to maximize the results of students' speaking improvement, the researchers adopt classroom action research (CAR) through three online sessions. Each cycle is based on four steps: planning, action, observation, and reflection (Burns, 2009). Those steps offered possibilities to monitor participant's progress and the effectiveness of strategies used to accomplish the research goal.

High Self-Confidence in Language Modeling Strategy

The graph shows that in the third session, students were more engaged and motivated about talking. Concerning the subcategory: *high self-confidence*, there are some meanings to analyze. The first theme was to give maximum effort; in the first and third sessions, participation was witnessed a lot of times. Consequently, during the second class, there was no participation, which means that students did not put in the maximum effort to speak even when they had a model answer. The second theme, *High commitment to training*, showed higher participation. In the first session, there were four participants; in the second session, one participant spoke, and in the third one, 5 students.

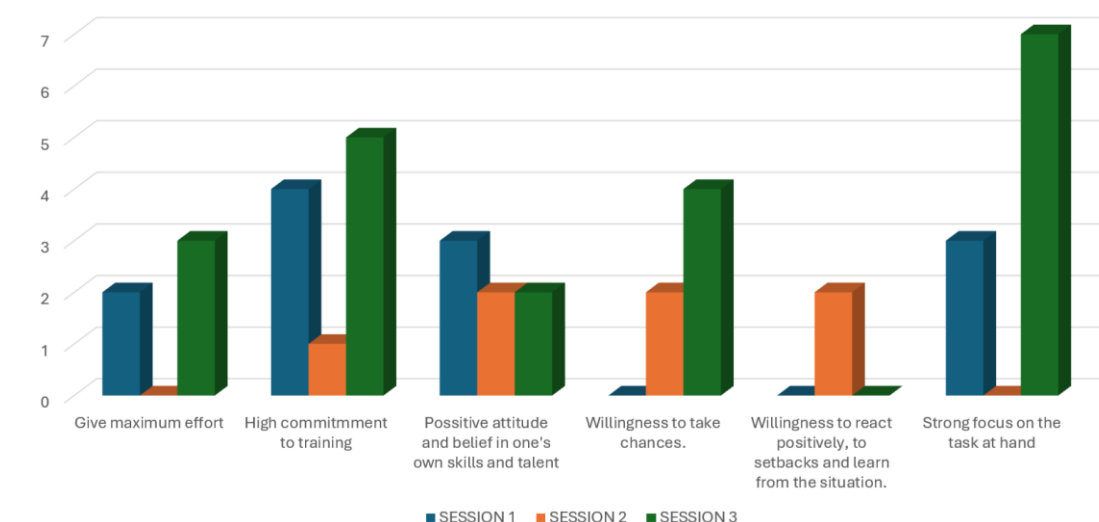
During the participation of students, it could be perceived that some of them were concerned with proper pronunciation and the acquisition of new vocabulary. In the third session, student #3 spoke in simple past tense and tried to pronounce the verbs finished in -d, -ed, and -ied properly. There were other situations where they could correct themselves. Student #37 in session three was talking about her plans during the previous weekend, and when talking about family, she corrected the word *husband* for the pronunciation of the vowel *u*, getting a proper result. This is what Gençtan (1984), Özbey (2004), and Gürler (2015) pointed out about self-confidence in speaking when an individual's acknowledgment of their capabilities, self-affection, and mindfulness of their own emotions makes them solve their problems.

Positive attitude and belief in one's own skills and talent show the participation of 3 students in the first session, and in the second and third sessions, 2 students spoke. The theme of *willingness to take chances showed that participants were not interested in participating* during the first session. In the second session, two participants spoke, and in the third one, 4 students participated. There was a total of thirteen participants, meaning they can

believe in themselves, allowing them to overcome and achieve tasks that may be difficult for others (Anish in Aulia and Apoko, 2022).

Figure 3

High Self-confidence in language modeling strategy



Source. Own Authorship

Though some participants felt afraid of speaking English, few felt capable of developing this skill. In the second session, student #4 started the speech by asking for help and demonstrating fear when speaking, so she participated using her native language and foreign language. Besides, student #9 participated with mistakes but kept the speech without trouble. She read the questions independently and answered them without the tutor's help. In the third session, student #18 spoke confidently and with a few mistakes; however, when the tutor asked a different question, it was difficult for the student to answer. Those situations demonstrated that despite feeling nervous or insecure, participants could believe that they were skilled students (Horwitz, 2002) and took advantage of the opportunity.

The theme of *Willingness to react positively to setbacks and learn from the situation* indicated less participation. In the second session, two students participated; in the first and third sessions, no one spoke. The last theme, a *strong focus on the task at hand*, showed

higher participation in comparison with other themes since in the first session, three students participated, and in the third session, 7 students spoke. These numbers allowed researchers to say that students with high self-assurance typically embrace fresh challenges, as they are more eager to learn. (Kaleci and Akleman. 2019).

Some participated actively as students had a model to follow when answering the questions. Student #34 in session one spoke positively despite making mistakes and complementing the speech in Spanish to finish the idea. In the third session, thirty-one students felt nervous while answering questions since this student did not have the basic vocabulary to answer them. She was provided with an example to make her feel comfortable and talk, but she was blocked. She was interested in performing the task following the teacher's instructions. Despite their nervousness, they demonstrated motivation to speak because self-confidence significantly influences a student's willingness to communicate in a foreign language, as McIntyre (2004) noted in Gürler (2015).

To sum up, it is possible to conclude that in sessions 1 and 3, students showed high self-confidence while speaking, with an average of participation between 2 and 5 students. Regarding participation during the sessions, the last one illustrated the highest number of speaking performances. This reveals that after the two sessions, students felt more motivated and confident to speak based on language modeling. This is supported by Gegesik (2018), who claimed that self-confidence plays a pivotal role in developing speaking skills and providing students with enthusiasm, courage, and motivation. However, the second session showed the lowest number of participants, with 0 and 2 per theme.

Low Self-confidence in Language Modeling Strategy

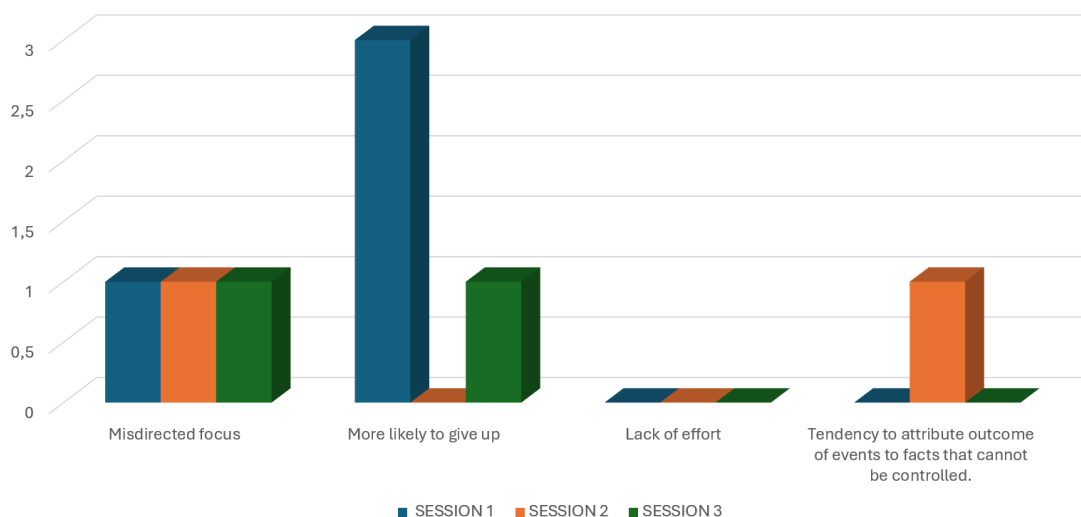
The mean score of indicators of speaking skill in sessions 2 and 3 (Figure 3) showed that students were not interested in developing this communicative skill since they were afraid of making mistakes. The lack of effort and tendency to attribute outcomes of events

was the lowest compared to other features. The theme of misdirected focus showed that during the first, second, and third sessions, students were not interested in developing their English-speaking skills, which could affect their learning process.

The theme *more likely to give up* demonstrates that during the first session, three students were not willing to do their best to overcome all the possible situations that speaking English demanded. In addition, the *lack of effort* was the theme that had the lowest score (0), which could influence student's learning outcomes by allowing repetition, low academic performance, and the inability to engage effectively in learning tasks. This last theme represented the students who did not participate during the sessions, the ones who evidenced low self-confidence without improving their speaking skills since Turk (2003) in Tridinanti (2018) claimed that "a person who wants to improve the speaking skill must have self-awareness, self-motivation, and positive behavior patterns". (p. 42)

Figure 4

Low Self-confidence in language modeling strategy



Source. Own Authorship

This situation is based on what Erdian et al. (2020) pointed out in Sintayani and Adnyayanti (2002), where they established that students often struggle with self-confidence

and experience anxiety when trying to recall words. Another fact that reflects the aforementioned situation is what Leal (2021) highlighted: self-confidence has an explicit relation with faith, where self-confidence in one's skills takes the first place, and then the capacity to transfer to other scenes collaboratively and cooperatively.

Although students were provided with model questions, researchers witnessed that some students translated everything literally from Spanish to English. As they were beginners, they were not familiar with how to use verbs in the past or how to create coherent sentences. When they could not express what they were thinking in English, they preferred to use their native language or avoid participating. During the development of the 3rd session, student #6 participated in the second class and did it in Spanish; student #20 tried to use some pet words since her level of self-confidence was not that high and, in the question, why? she answered in Spanish, and her voice tone was slow.

In conclusion, it is possible to say that session one had the most unexpected results for researchers. During this virtual class, students were not engaged at all with their learning process; instead of speaking, despite mistakes, they preferred to be quiet and silent, losing the opportunity to enhance their speaking performance. Concerning *lack of effort*, some students were not interested in participating actively during the class. In the first session, thirty-six students attended the tutoring, and 13 did not participate; in the second meeting, 29 students did not show a willingness to answer some questions asked by researchers, and during the last online class, 25 students were unable to speak.

Speaking Characteristics in Model Strategy in the Three Sessions

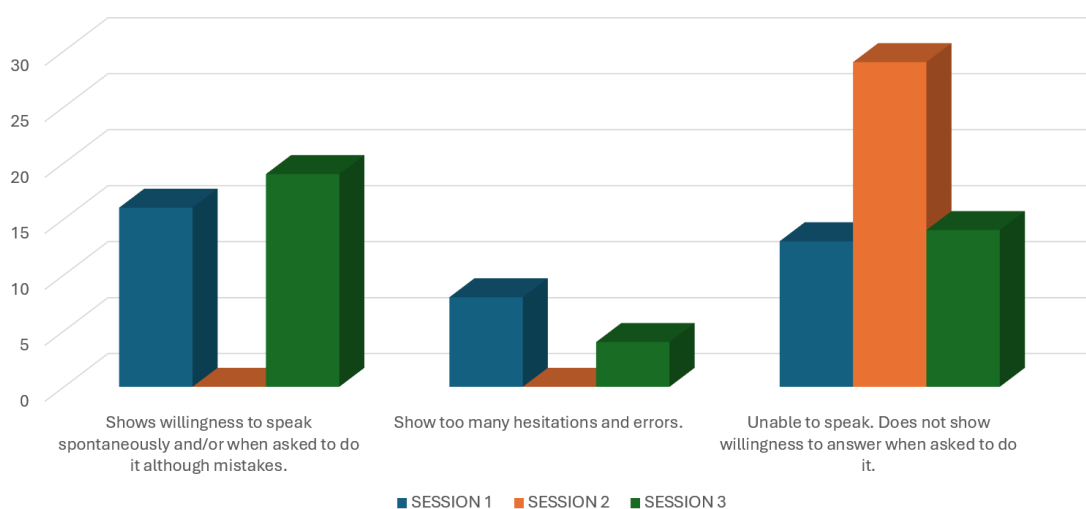
The themes that were present in this section (see figure 4) are as follows: show willingness to speak spontaneously and/or when asked to do it, although mistakes show too many hesitations and errors, and inability to speak. The speaking characteristics graph (see Figure 4) shows that during the first session, participants presented a greater willingness to

speak spontaneously and/or when asked to do it, although they made mistakes. The sub-themes most repetitive during the three sessions were interest in knowing how to pronounce words accurately, making some mistakes but keeping speaking, and willingness to take chances.

During the speaking exercises, it could be perceived that some students were afraid of speaking in public. In the second session, student #31 answered most of the questions in Spanish. He was nervous because he said that in the first session, he was not able to participate, he did not have enough vocabulary to express his ideas, the teacher had to help him answer one question, and her pronunciation was not fluent.

Figure 5

Speaking characteristics in model strategy during the three sessions



Source. Own Authorship

Student #23 expressed that she would answer the questions with the teacher's help. In some questions, guides had to explain in detail their meaning, her responses were in Spanish, and she manifested that she was nervous. Regarding the theme of *hesitation and errors*, student # 3 had a misunderstanding since she understood what your day meant. How are you? So, the pertinent interventions were done. She answered the questions using the present

simple, so she was not familiar with the past simple of the main verbs. Finally, she manifested that she was nervous because she had to learn how to speak in English.

Some students showed a satisfactory level of self-confidence concerning the subject *and showed a willingness to speak spontaneously*. Student # 33 answered all the requested questions in English. She used a good vocabulary based on her level and demonstrated good management of the topics covered in class. Also, student #4 expressed her ideas well since she used the past tense of verbs appropriately but with few mistakes. Although she did an excellent job, she manifested to feel nervous about speaking English. This situation is reflected in what Horwitz (2002) mentioned where foreign language students with high self-confidence can believe that they are skilled students. On the contrary, when self-confidence is low, they feel uncertain and not confident when speaking.

Brochures, Mind Maps, and Timeline Strategies

Successful learning performance requires two key components: linguistic elements (such as vocabulary, grammar, pronunciation, and sentence structure) and nonlinguistic factors (including personality traits like self-confidence and the intergroup environment) (Utama et al., 2013, as cited in Sumardi et al., 2022). The development of this proposal aimed to encourage students to speak English by using three strategies: brochures, mind maps, and timelines. These strategies were used to organize ideas and words and enrich vocabulary.

High Self-confidence in Brochures, Mind maps, and Timelines Strategy

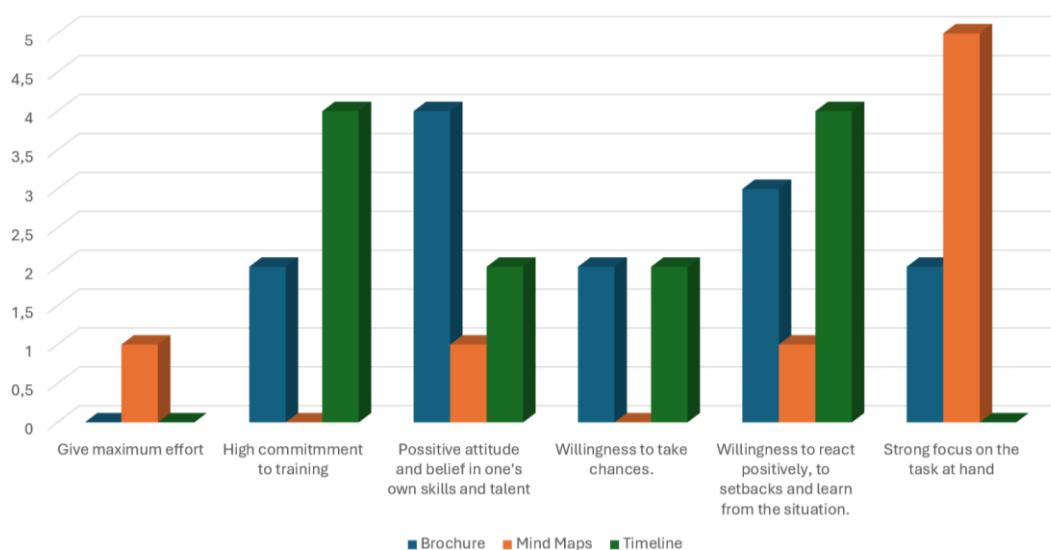
Based on the high self-confidence graph (see Figure 5), the researchers used three different strategies during the virtual sessions to encourage students to participate actively in common daily topics. These strategies were planned to foster self-confidence and motivate speaking since English is increasingly becoming a tool for communication among non-native speakers, enabling global interaction across various fields. (Brown and Lee, 2015). It is

important to mention that the first session aimed at developing a brochure strategy, the second session with mind maps, and the third session with a timeline.

During the implementation of brochures and timeline strategies, students could have the highest level of motivation, which helped them to have a good speaking performance. This is evident with student #17, who achieved a proficient level of English by using appropriate vocabulary relevant to the class topic. She could express her ideas freely and felt more comfortable during the second class. Also, student #6 was interested in pronouncing the words accurately with the right intonation. She managed to have a satisfactory level of English based on her level.

Figure 6

High self-confidence in brochures, mind maps, and timelines strategy.



Source. Own Authorship

Some students struggle with the theme of strong focus on the task at hand, as can be perceived in the aforementioned graph. During the first and second sessions, participants were more comfortable with the class, and this can be seen with student # 13; she spoke well without being concerned about the mistakes she could make, and her pronunciation was basic

according to her level, so it was necessary to correct herself clarifying that the letter u in English is pronounced as in Spanish. Student # 17 participated actively and confidently since she could express her ideas demonstrating a satisfactory level of English. In other words, she knew how to construct sentences taking into consideration the appropriate order, she used the vocabulary learned in class and she was one of the students who had a successful learning process.

One of the themes that had the same percentages was the *willingness to take chances*. As evident in Figure 5, students had more disposition during the first and second sessions to develop the proposed task. About the fact mentioned above, student # 22 started the class with a feeling of fear of talking. She was more likely to use her native language, but with the teacher's support and feedback, this student was able to demonstrate how good she could be at expressing her ideas using a second language.

Although Participant #26 did not have the basic vocabulary, she did her best to make her message understandable; she could find a way to clarify what she was expressing. In addition to this, student #12 did not have good pronunciation, but she was able to find the most suitable ways to convey her ideas; she always had a positive attitude towards the language without thinking about mistakes and was very engaged in pronouncing the words appropriately.

This is also reflected in Burleson's (2006) findings. According to Burleson, successful communicators must possess functional and rhetorical competence. This means they need to know how to produce and process messages in ways that allow them to achieve their personal and social goals efficiently. In line with this, Leong, and Ahmadi (2017), as cited in Putra (2020), pointed out that the real objective of speaking properly is not just about uttering words but also about conveying coherent information. This includes expressing ideas,

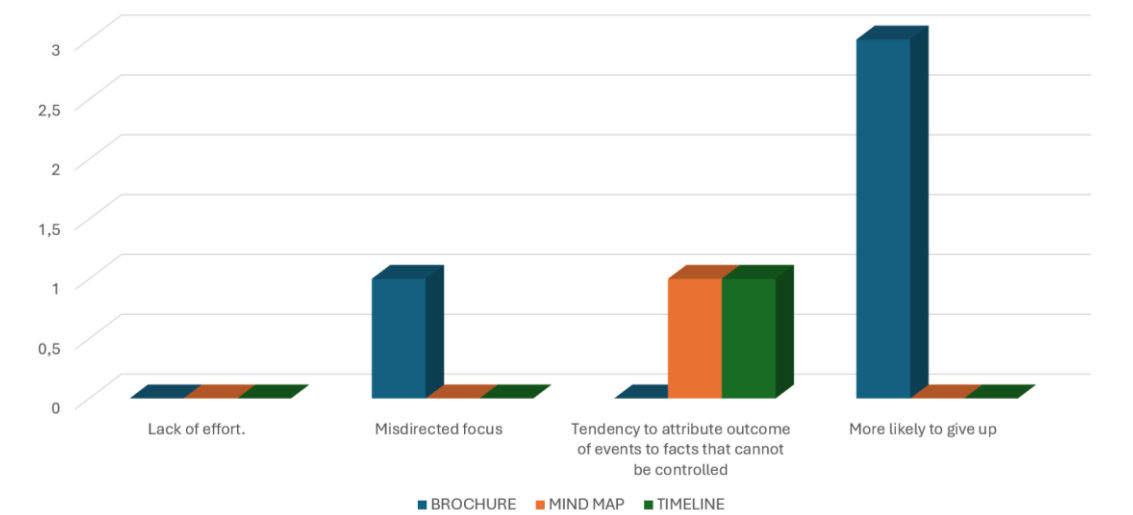
opinions, and feelings, as well as sharing experiences and points of view, all under the context and the questions posed by others.

Low Self-confidence in Brochures, Mind maps, and Timelines Strategy

Figure 7 indicates that the student's low self-confidence did not affect their learning process. It can be seen that the results are positive in terms of the low participants, who reflected having low self-confidence during the first and second sessions. Besides, the first session (brochure) represents the highest percentage with the theme of *misdirected focus* with one student, and *more likely to give up* with 3 participants. While students demonstrated reasonable effort and focus during developing the brochure, mind map, and timeline activities, their results improved dramatically in the second and third sessions. This increase occurred despite one student initially having a misdirected focus.

Figure 7

Low self-confidence in brochures, mind maps, and timelines strategy.



Source. Own Authorship

One example that illustrates the aforementioned fact is student #27. She translated everything literally from Spanish to English, which made her speech unclear. This is one of the most common mistakes that students make, and the same situation occurred with student

#2. Although she managed to convey her ideas, she needed to translate all the phrases from Spanish to English, demonstrating a common issue among English language students.

It can be noticed that students had the same level of low self-confidence during the development of the second and third sessions about the theme's *tendency to attribute outcomes of events that cannot be controlled* with two students. This means that they were driven by fear of making mistakes, so they did not participate actively. They exposed that they were having internet troubles, but the researchers could hear them perfectly.

Based on this, student #31 answered the model questions influenced by his native language. With the teachers' help and explanations, he could learn the basic structure and vocabulary to answer the questions above. When researchers asked him, " What did you do today? " He immediately replied, " Yo estuve en casa. " The same happened when he had to answer the question, "Are you tired?" He answered, "Si."

Furthermore, the student's motivation was not that high during session one (brochure) because the theme *more likely to give up* had the highest punctuation with three students. Although it was explained to them how dynamic would work with the three sessions implemented during this first phase, they were initially familiar with the basic vocabulary taught in class, including words related to places in a city, adjectives to describe places, and the simple present tense structure. At first, they had the wrong idea that people are not allowed to make mistakes while speaking in English and the misconception that they had to speak English perfectly. So, when they realized that their classmates spoke with errors, many of them felt encouraged and started to participate actively.

Speaking Characteristics in Brochures, Mind Maps, and Timelines Strategy

The whole characteristics were analyzed in the same graph (see Figure 7) to have a wider overview of the participants' performances. During the three sessions, one of the speaking characteristics with the highest score was being unable *to speak* with 15, 29, and 20

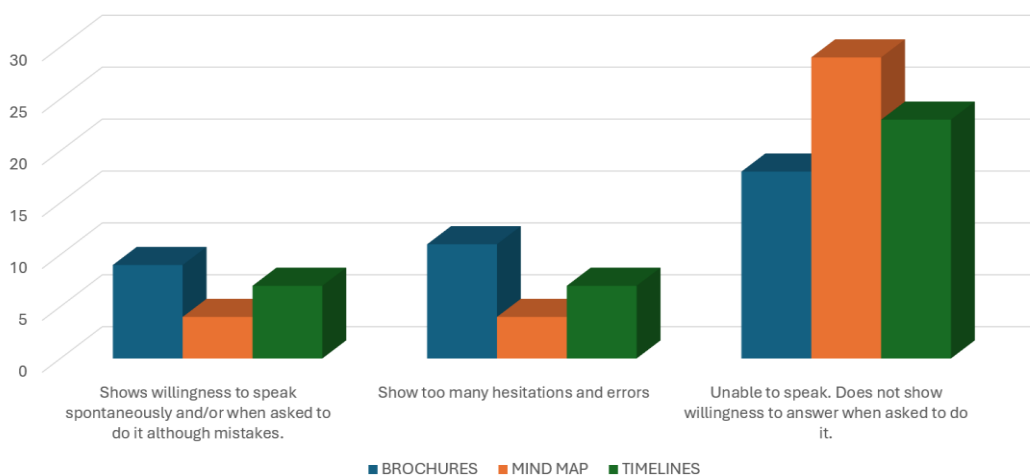
students, respectively. This fact is connected to what Gegesik (2018) pointed out: “Self-confidence is a crucial part of speaking skills so that it can give enthusiasm, bravery, and stimulation to the students”.

In connection with this, Aisyah and Ayem (2020) claimed that to help students develop self-confidence, it is necessary to determine factors for success in learning English, especially in virtual environments. An emotional factor is recognized as a determinant factor that impedes students' ability to communicate and articulate their thoughts effectively. Outcomes declined when compared to the theme of willingness to speak spontaneously. During the first session, students were more willing to take risks without worrying about mistakes.

They were not concerned about mispronouncing words because they were focused on learning as much as possible and taking advantage of these enriching opportunities, which is a positive indicator of success. Otherwise, it is necessary to say that some of the students participated in the sessions while doing other activities, such as work, so they could not participate.

Figure 8

Speaking Characteristics in brochure, mind map, and timeline strategy.



Source. Own Authorship

It is essential to mention some examples based on the previous information and consider the students who participated. Student #17 participated in the three sessions where she spoke as naturally as possible without being focused on whether she made mistakes or not; in the second session, she used all the necessary vocabulary to transmit her ideas based on her level and was engaged during the whole class and with their learning process, during the third session, she spoke somewhat fluidly but with frequent short and few long pauses. She showed adequate language control but had a limited vocabulary and made frequent grammatical errors, even in simple structures, which sometimes obscured her meaning.

Student #2 participated in the first and third sessions. In the brochure session, she showed too much hesitation and errors, spoke slowly, and was robotic, reading every word carefully. In session three, she showed a willingness to speak spontaneously and fluently with few errors, few hesitations, and pet words. She was motivated and persistent, concerned about pronouncing the words correctly, and receptive to the teacher's feedback. This information aligns with Molberg's (2010) assertion that self-confidence affects a student's oral performance. A lack of self-confidence impacts their communicative skills, leading to poor speaking performances. The output produced is closely tied to their self-confidence, which can result in less effective communication.

Based on this, Landrum (2020) concluded that the more confident a student is, the more capable is about using online platforms, learning online, using self-regulation strategies, and managing one's time. Also, the more satisfied a student is with the online learning process, the more useful the online classes become. It can be concluded that students are greatly influenced by their emotions because fear and anxiety about speaking in class prevented them from participating, which negatively affected their learning performance. One suitable example of this is student #34, who asked to translate the questions in the warm-up activity; she did not know how to answer basic questions in English; she translated the

phrases literally from Spanish to English, and she was not able to express herself using a foreign language.

Progress During the Development of the Sessions

Learning English is a process that may result in successful or not significant outcomes. This is why educators should plan classes by using diverse tools and resources based on the student's needs. This proposal used three different tools to boost students' self-confidence in speaking skills.

Brochure

In the first session, researchers worked on a brochure tool in which students had to write specific and interesting information about their birthplace or the place where they were living. When they were asked to speak, thirteen students showed a high level of self-confidence, and 4 of them showed a positive attitude and belief in their process. Three students showed a willingness to react positively to feedback; two students showed a willingness to take chances as well as having a strong focus on the task at hand. Finally, twenty-four students who demonstrated a low level of self-confidence were classified in the category: *more likely to give up* since they did not participate. (See Figure 9)

Figure 9

First session: brochure tool

BROCHURE	no participation	24 students
HIG SELF CONFIDENCE	Give maximum effort	
	High commitment to training	2 students
	Positive attitude and and belief in	4 students
	Willingness to take chances.	2 students
	Willingness to react positively, to	3 students
	Strong focus on the task at hand	2 students
LOW SELF CONFIDENCE	Lack of effort.	0
	Misdirected focus	0
	Tendency to attribute outcome of	0
	More likely to give up	0
SPEKAING CHARACTERISTICS	Shows willingness to speak	6 students
	Show too much hesitations and	7 students
	Unable to speak. Does not show	24 students

Source. Own Authorship

Mind Maps

The second session was focused on working with mind maps where students had to organize the information about a recipe. So, they organized the ingredients, verbs, quantities, and steps. As can be seen in Figure 10, eight students showed a high level of self-confidence where 5 of them had a strong focus on the task at hand, 1 student gave maximum effort, 1 showed a positive attitude and belief in their abilities, and 1 student had the willingness to react positively to feedback. However, twenty-nine students demonstrated a low level of self-confidence, and they were *more likely to give up* since they did not participate.

Figure 10

Second session: Mind Maps

MINDMAPS	no participation	
HIGH SELF CONFIDENCE	Give maximum effort	1 student
	High commitment to training	
	Positive attitude and and belief	1 student
	Willingness to take chances.	
	Willingness to react positively, to	1 student
	Strong focus on the task at hand	5 students
LOW SELF CONFIDENCE	Lack of effort.	
	Misdirected focus	
	Tendency to attribute outcome of	
	More likely to give up	
SPEAKING CHARACTERISTICS	Shows willingness to speak	4 students
	Show too much hesitations and	4 students
	not show willingness to answer	29 students

Source. Own Authorship

It was possible to conclude that during the development of the three sessions different students participated. It may indicate that some tools can be more suitable for some students, than others. Even so, the number of students who did not participate was not the same, with some exceptions. In addition, some students who participated were connected from their workplaces and others had problems with the internet connection due to the heavy rain.

Timelines

In the last session, students focused on working with timelines to organize their personal information as an autobiography. This tool allowed participants to organize the important moments of their lives chronologically, giving them a broader and restructured image of all the information. When speaking, twelve students participated, showing the following factors: 4 students had a high commitment to training, 4 more students showed a willingness to react positively to feedback, 2 students had a positive attitude, and 2 more had a willingness to take chances. Finally, twenty-five students demonstrated a low level of self-confidence, and they were *more likely to give up* since they did not participate. (See **Figure 11**).

Figure 11

Third Session: Timeline

TIMELINE	no participation	
HIGH SELF CONFIDENCE	Give maximum effort	
	High commitment to training	4 students
	Positive attitude and and	2 students
	Willingness to take chances.	2 students
	Willingness to react	4 students
	Strong focus on the task at	
LOW SELF CONFIDENCE	Lack of effort.	
	Misdirected focus	
	Tendency to attribute	
	More likely to give up	
SPEAKING CHARACTERISTICS	Shows willingness to speak	12 students
	Show too much hesitations	
	Unable to speak. Does not	25 students

Source. Own Authorship

Model Strategy

The emerging category *model strategy* showed a better result during the online meetings. In the first session, 19 students participated and demonstrated a high level of self-confidence classified in different factors: 10 students had a strong focus on the task at hand, 4 students had a high commitment to training, 3 students had a positive attitude and believed in their abilities, and 2 students gave maximum effort. Finally, thirteen students did not participate when using this strategy. (See Figure 12).

In the second session, the number of students who spoke decreased with seven participants. Their speaking performances were categorized as two students had a positive attitude and belief in their abilities, 2 students showed a willingness to make changes, 2 students had a willingness to react positively to feedback, and 1 student had a high commitment to training. Furthermore, twenty-nine students did not participate despite having the model answers. (See Figure 12).

Figure 12

First Session: Model

SESSION 1		
Model	no participation	13 students
HIGH SELF CONFIDENCE	Give maximum effort	2 students
	High commitment to training	4 students
	Positive attitude and and belief in	3 students
	Strong focus on the task at hand	10 student
LOW SELF CONFIDENCE	Misdirected focus	1 student
	More likely to give up	3 students
SPEAKING CHARACTERISTICS	Shows willingness to speak	16 students
	Show too much hesitations and	8 students
	Unable to speak. Does not show	13 students

Source: Own Authorship

Finally, in the last session, students were more encouraged to participate when having model answers. As can be seen in Figure 13, 24 students participated showing a high level of self-confidence with the following classification: 7 students had a strong focus on the task at

hand, 5 students had a strong commitment, 4 students showed a willingness to react positively to feedback, 3 students had a positive attitude, and 2 students demonstrated a willingness to take chances.

Figure 13

Second Session: Model

SESSION 2		
MODEL	no participation	
HIG SELF CONFIDENCE	Give maximum effort	
	High commitment to training	1 student
	Positive attitude and belief	2 students
	Willingness to take chances.	2 students
	Willingness to react positively, to	2 students
	Strong focus on the task at hand	
LOW SELF CONFIDENCE	Lack of effort.	
	Misdirected focus	1 student
	Tendency to attribute outcome of	1 student
	More likely to give up	
SPEAKING CHARACTERISTICS	Shows willingness to speak spontaneously and/or when asked to do it although mistakes.	
	Show too much hesitations and	
	Unable to speak. Does not show	29 students

Source. Own Authorship

Compared with the mind maps strategy in the second session, it is possible to assert that students participate almost in the same number. During the use of mind maps, eight students demonstrated high self-confidence, and with model strategy, 7 students as well. In this way, both strategies may provide students the opportunity to feel confident and prepared to speak English.

Figure 14*Third Session: Model*

SESSION 3		
MODEL	no participation	
HIG SELF CONFIDENCE	Give maximum effort	3 students
	High commitment to	5 students
	Possitive attitude and and	3 students
	Willingness to take chances.	2 students
	Willingness to react	4 students
	Strong focus on the task at	7 students
LOW SELF CONFIDENCE	Lack of effort.	
	Misdirected focus	1 student
	Tendency to attribute	
	More likely to give up	1 student

Source. Own authorship

The emerging category *model* offered better results in the participation of the students. This strategy was utilized at the beginning of each session as an icebreaker and opening activity focused on specific topics. As they had the model answer, students felt confident to repeat the pronunciation and add their information according to the situation. Also, as the answers were short, they were motivated to take advantage of it, participate, and try to lose the fear of making mistakes and being judged.

Compared with the timeline strategy, it is evident that using the model strategy students felt more confident to speak since the participation is much numerous. In this sense, when using the timeline, twelve students showed self-confidence, while with modeling, 24 students demonstrated a level of high self-confidence which means that it offered a comfortable and safe learning language environment.

Discussions and Conclusions

This study was designed to find out the relation between self-confidence and speaking achievements and to assess if there are any variations in self-confidence levels and speaking achievements of the participants according to their English level. Within the findings analyzed in this project, it was identified that there is a statistically notable relationship between self-confidence and speaking achievement. Furthermore, researchers observed that participants who were aware of their skills and had a sense of self-appreciation or emotional awareness (Gençtan, 1984; Özbey, 2004) achieved better outcomes in their speaking courses compared to those who were reluctant to communicate and lacked sufficient self-confidence (McIntyre, 2004). It is worth noting that this positive correlation, as noted by Şar, Avcu, and Işıklar (2010), has a significant impact on student's performance because the ones who represent confidence have successful communication abilities, especially in speaking.

Thus, speaking fluently and correctly has always been a significant issue and shortcoming in learning environments, and this problem is seen to be overcome by creating good levels of self-confidence in students. Important studies have been conducted related to self-confidence and success (Covington, 1984; Laird, 2005; Otacioglu, 2008) and self-confidence and performance (Hanton et al., 2003), and the constructive correlation found in this research supports prior findings.

The studies mentioned above not only support previous outcomes but also provide significant differences by looking at the descriptive information of apprentices. Regarding speaking achievement, researchers could determine factors that could influence participants from ELT at UNAD to have higher speaking performance. Concerning the nature of action research, pivotal studies could be analyzed to boost learners' self-confidence or speaking achievement in terms of the present research results. Some special learning environments and

tasks are to be created to create suitable levels of self-confidence and speaking competencies in further research.

Mind maps, timelines, and brochures impacted the development of self-confidence and speaking skills by boosting creativity and problem-solving, which means that this strategy offered the possibility to spark the brain's creative process encouraging novel ideas and connections (Arulselvi, 2017). Furthermore, it contributes to problem-solving by visually arranging data to establish potential solutions (Arulselvi, 2017). Thus, it helped to enhance student's learning and retention because it could proficiently organize and structure information visually and coherently enhancing comprehension and memory (Arulselvi, 2017; Erdem, 2017). Besides, students could have active engagement with the online sessions, ending in heightened discussions and retention (Mohaidat 2018).

On the other hand, this meaningful strategy improves notetaking and information management allowing students to capture and organize student's information from diverse sources (Arulselvi, 2017; Erdem, 2017). Hence, it facilitates the integration of texts, images, and multimedia resulting in more engaging and memorable notes (Debbag, Cukurbasi, & Fidan, 2021). In other words, mind maps work as visual aids for presenting ideas and concepts, enhancing the impact and involvement in communication (Arulselvi, 2017). Thus, mind mapping is a flexible method that develops creativity, aids problem-solving, enhances learning and retention, boosts planning and organization, elevates notetaking and information management, and reinforces communication and collaboration.

It is worth highlighting that one of the benefits of mind mapping according to Pribadi (2020) is the following: it boosts a good way learner's understanding of a topic which can allow them to remember information more effectively, it makes students develop their critical thinking through the organization of their thoughts in visual manners that allow them to analyze relationships between ideas. Hence, it enables pupils to generate and organize ideas

before speaking, while speaking, and during the post-speaking phase. Concerning brochures, the findings of the research demonstrated that it could significantly increase student speaking ability since researchers identified that students were able to be better at the five aspects of speaking which are: pronunciation, vocabulary, grammar, fluency, and comprehension. However, the growth of this skill could be assumed as the result of using the aforementioned strategies.

Implication of the Study

This proposal can benefit different stakeholders involved in education. They can facilitate the language teaching process by implementing interactive and engaging activities that motivate students to participate as much as possible. Besides, teachers can use varied materials online to fit in their classrooms and match students' needs, weaknesses, and wants. Lastly, this project can be helpful for pupils who are willing to study at their rhythm but are not sure about its effectiveness.

Concerning the research findings, it is worth highlighting that each action contributed based on the efforts to enhance student's speaking ability. Furthermore, researchers looked to design tasks that attracted pupils to help them use the target language in communication. The fact mentioned above is related to the idea of (Stakanova and Tolstikhina 2014 & Galishnikova, 2014) because they claim that the more learners are interested in an activity that involves a foreign language, the more they desire to communicate in the language.

On the other hand, the findings' implications helped to realize that all the learning strategies that could be applied in the process of TL language and practicing speaking through action learning are proven to be suitable ways to improve a student's speaking ability. Subsequently, the communicative tasks allowed students to practice the language and action learning approaches, which helped create an atmosphere that motivated students in the learning process.

It is worth highlighting that this study has helped me gain more knowledge in the field of self-confidence and student attitude as a factor in the success of language learning. It proved that attitude is again an inevitable element of language learning and should be given enough relevance by language teachers because a positive attitude should be the umbrella of language learning. In other words, the implication of the findings highlights the importance of classroom motivation to boost students' self-confidence toward speaking English.

Potential Limitations

This study was conducted to check how applying different activities can help students boost their speaking skills. The action research included only thirty-seven participants; it was limited to a specific population, and its data cannot be generalized to a more significant sample focused on one skill (speaking). In the future, researchers can also focus on impacting other language skills. Lastly, the researcher used teams for this study. However, there are a lot of accurate tools that future researchers can use to check their use in English language classrooms.

Researchers found some difficulties in applying the action of practicing speaking skills through the implementation of mind maps, brochures, and timelines. The issues were related to pupils' readiness in terms of language use, the limited time, and the willingness to speak a foreign language. Regardless of the failure, it did not mean that using different strategies to enhance speaking ability was bad for students. On the other hand, one of the potential limitations is related to some psychological factors that students can face, including fear of mistakes, shyness, and lack of confidence Juhana (2012:101).

As highlighted by many theorists, fear of mistakes is one of the main barriers to speaking English in the classroom. In keeping with Juhana (2012: 101), this fear can be related to the problem of correction and negative evaluation. It is influenced by their fear of being laughed at by others or criticized by the teacher. Consequently, pupils prefer to stop

participating in the speaking activity, so it is pivotal for teachers to convince them that making mistakes is suitable for their learning process. Shyness can be perceived as an emotional issue many students suffer when forced to participate in class. This suggests that shyness becomes a source of problems since it makes students' minds go blank or blocked. In contrast, a lack of confidence happens when students realize that their conversations with partners are not understood, or they do not understand what the people are trying to say.

Recommendations

Teaching is an activity in which educators work to transfer knowledge to students because it is related to all the procedures and tasks created to impart different skills and understanding at all levels of education (Ayua, 2017). In education, strategy has a fundamental connotation to achieve a particular goal, but teachers must balance the strategies according to the student's needs. As Zulfian et al. (2018) specified, different teaching strategies mean many ways of improving a student's learning process. In other words, strategy cannot be left aside in teaching and learning. There are numerous teaching strategies, approaches, and recommendations, as follows:

Cooperative learning is one of the most suitable tools teachers use to perform classroom tasks in academic and social experiences, and it is recognized as an educational approach. It arranges pupils into groups and has been recognized as structuring positive reciprocity. This strategy can move students from a passive role to a more active one in their learning process. In keeping with Millis & Cottell (1998), cooperative learning is an approach related to teaching in which students can use higher-level thinking skills.

Necessary pedagogical investigations conducted by Gillies (2016), Hogenkamp (2019), Hunanyan, and Unanyan (2020) reveal that learning outcomes in groups applying cooperative learning methods than in groups considering traditional methods. Besides, Johnson, Johnson, and Stanne (2000) claim that students learn meaningfully through peer

explanations as they can translate the teacher's language into peer-to-peer conversation. Hence, it helps to develop abilities, including the capacity to connect, think, and be more autonomous in one's learning (Du, 2015).

In addition to this, cooperative learning gives students enough tools to have the capacity to see problems from the perspective of others (Lim, 2004). This advantage, as mentioned above, happens due to the process of collaborating with other members of the group; students can visualize what others are feeling, and thinking, and develop their negotiation skills between the members and individuals to solve disagreements within the group (Lim, 2004).

On the other hand, the direct method is another strategy that can be applied to enhance student's performance in speaking English due to the main goal is to relate meaning to the target language directly through the use of pictures and is concerned with the meaning of words, expressions, gestures a language achievement (LarsenFreeman, 1986, p.29). Rivers summarizes the features of the direct method as "pupils learn to understand a language by listening to a great deal of it and that they learn to speak it by relating speech with accurate action (Rivers, 1968, s.18).

It is valuable to mention that future researchers should be focused on investigating the impact these strategies have on writing skills since the effect of acquiring a second language through visual media indicates their powerful role in the teaching and learning process. The findings of the study conducted by Rafik-Galea (2005) revealed that apprentices can enhance tremendously after the implementation of mind maps, brochures, and timelines. Furthermore, she added that during the implementation of her study apprentices could see and plan how to organize their writing in terms of tenses, expressions, and accurate language. Studies have also emphasized some advantages to the implementation of visual media into foreign language classes. For example, they help organize learners' thoughts and expand student's

content in writing Eun (2018), enhance the students' motivation to learn the language Krcelic and Skeldar (2015) and students can improve their grammar aspect to foster stronger thinking and allow for vocabulary development and expansion of communication skills Krcelic and Skeldar (2015).

On the other hand, Patruini (2016) and Fitriani (2009) research exhibit improvements in students' writing after treatment using visual media. It was demonstrated that by seeing pictures, students can gain critical thinking and curiosity as long as the teacher provokes questions towards pupils to make them look for new vocabulary. In other words, it can be concluded that visual thinking strategies such as mind maps, brochures, and timelines can significantly enhance students' writing ability in descriptive text. It also can improve all aspects of writing in terms of content, organization, grammar, and vocabulary but it is mandatory to find the most suitable visual media based on the core competencies, basic competencies, and student's proficiency level, in other words, researchers would like to recommend some suggestions to English teacher to apply the aforementioned strategies to improve writing ability.

Firstly, it is crucial to use not only one but different strategies so that the teacher can explore the media into some useful tasks that can empower students to get better at their writing skills. Secondly, peers also need to provide other learning sources besides brochures, timelines, and mind maps to give more knowledge to pupils in learning English. Finally, future researchers can also look for the implementation of different strategies into various language skills including speaking, reading, and listening.

Significance of the Study

Action research is an attractive choice for researchers, teachers, and other stakeholders involved in the field of education (Mills, 2011). Particularly, action research in education can be perceived as analyzing a learning situation to understand and enhance the

quality of the educational process (Hensen, 1996; Johnson, 2012; McTaggart, 1997). It provides teachers with valuable new knowledge and understanding about how to enhance educational practices or face different problems in the classroom that are related, in this case, to students' self-confidence in speaking skills.

As Johnson (2012) claims, action research connects research with practical application; for example, the theoretical components of action research practice help practitioners understand and observe what is happening in the learning environment setting. Simultaneously, with the interest of best practice, these collected data are perceived to understand and inform theories and research related to best practice (Johnson, 2012, p. 20). Due to the professional and reflective stance demanded by practitioners involved in the action research sequence, teachers are more willing to examine the dynamic of their learning environment, ponder the actions and interactions of learners, validate and challenge existing practices, and take risks in this vital process (Mills, p. 46). These actions are like those frequently exercised by teachers daily to provide those daily actions with increased structure, focus, and methodological rigor.

Conclusions

The present chapter presents the analysis of the data gathered, recommendations for future studies as well as the significance of the results to provide an answer to the main research question: What is the impact of the use of (mind map, timeline, and brochure) strategies to foster self-confidence on English A2 UNAD students' speaking skills? Then, after analyzing the data and defining the categories that emerged from the theory and data gathered, this chapter aims to report the effects of using three strategies to foster self-confidence in students' speaking skills in virtual sessions.

Based on the initial online sessions conducted to assess students' speaking skills, it became evident that many students faced speaking challenges due to insufficient language proficiency. Consequently, this inadequacy led to a lack of confidence among some students when speaking. For this, researchers proposed using mind maps, brochures, and timeline strategies to boost participants' self-confidence in speaking skills. The findings indicated that students exhibited greater motivation and confidence when provided with model questions or examples related to specific topics and strategies to organize information visually and organized. "modeling" involves presenting students with written or spoken language models that teachers expect them to emulate, enabling them to observe and practice using the language effectively.

Interacting with students in the virtual sessions, it was possible to see evidence that they have the conception of error as a negative factor in the language learning process, which creates a stressful and frightening environment. The language modeling strategy was implemented as warm-up activities at the beginning of all the sessions where students had the model of the answers, and it served as a trigger tool for speaking (See Appendix B, C, and D). So, it was meaningful to see how many others did the same after the first student decided to participate. At the end of the activity, a few of them said: "*como vi que cuando mis*

compañeros cometen errores y decían estar tranquilos porque así se aprende, me sentí con confianza y dije: ¿por qué no participo? si no pasa nada malo”

In addition, participants felt more motivated when the teachers said: *“Do not worry if you make mistakes; that is normal when we are learning a new language; the most important is to speak, participate, and improve.”* One of them pointed out that those kinds of comments offered confidence, and they would not be judged or criticized for it. Kanfer & Ackerman (1989) support that after committing errors, learning from one's explanations fundamentally depends on motivational forces that drive persistence post-feedback, enabling immediate correction of mistakes. This allows researchers to mention that educators may signify one of the most relevant elements in offering self-confidence to students when speaking English and giving feedback.

As this proposal was implemented with A2 students, it became necessary to offer them activities where they could find a structure for organizing their ideas and speaking in class since they did not have enough knowledge of the English structures. This type of structure allowed students to feel capable of answering questions with their information, and they may even feel motivated to add extra information with hesitations, errors, and using Spanish English.

During the initial and second sessions, students demonstrated increased engagement when provided with model answers, suggesting it could be an effective strategy for teaching foreign languages in classrooms. This approach facilitated the development of socio-linguistic competence, as Polat et al. (2020) emphasize understanding cultural messages embedded in discourses through awareness of socio-cultural norms. This competence was cultivated through sharing firsthand experiences related to daily routines and professions. Despite frequent mistakes in the first and second sessions, participants exhibited an interest in

speaking even though they were fearless or nervous. However, it is notable that some students did not feel sufficiently encouraged to participate despite teachers' efforts.

Concerning brochures, mind maps, and timeline strategies in developing the sessions, it was vital to relate them with familiar topics such as places where they live, food, and personal information. These strategies provided them with a way to organize and understand the questions and have a clear intention of what they wanted to say. Despite the students' work, many did not participate actively but kept silent. While doing this, they developed metacognitive skills; Rivers (2001), Schraw (1998), and Imer (2002) stated that when students understand how a task is performed, it becomes a significant advance in their learning process since they can decide what is the best option to develop it.

It is widely recognized that a significant challenge in learning English is the deficiency in grammatical structures and vocabulary. Alqahtani (2015), cited in Susanto (2017), emphasized that "without an extensive vocabulary, a language student is unable to use the structures and functions needed for comprehensible communication" (p. 3). To address these challenges, educators implement strategies to enrich vocabulary, improve pronunciation, and master grammatical structures related to food, daily routines, past straightforward, and present simple. These efforts created a conducive learning environment with adequate tools to encourage active participation.

First, using brochures provided a better overview of students' information since it asked them to organize it into different topics (See Appendix E and F). This strategy provided some guidelines to structure information, but students were the people who looked for the information and took their notes. Beredens (2011) highlighted the advantages of using brochures to motivate students to learn a foreign language, fostering both English writing and speaking skills as they acquire new vocabulary and reinforce basic grammatical structures according to their language level.

Learning a foreign language through contextualized information or firsthand experiences significantly enhances learning. Incorporating real-life information, such as details about places they have lived or visited, fosters confidence as students have a precise topic to discuss. This approach encouraged participants to use authentic language, motivating them to design their brochures and communicate using everyday vocabulary and essential grammatical structures. Participants found it easier to organize their thoughts and classify their content by focusing on relevant information, leading to fluent speaking exercises. They became conscious of their speech and effectively conveyed their intended messages.

Second, mind maps are one of the most valuable strategies to organize information to pronounce a speech. Wang et al. (2010) in Yan, Lee, Fai Hui & Lao (2022) exposed that “helps problem-solve due to the use of drawings, words, and symbols which engage students to feel motivated in learning and evoke their abstract thinking” (p. 2). This strategy allowed participants to organize information (verbs, ingredients, and steps) when telling a recipe (see Appendix G, H, and I). So, at the end of the second session, the participants affirmed that this strategy helped them plan their speech easier and better, which made them read a text and structure short sentences (Subject + verb + complement).

Finally, the timeline is an effective research tool that allows participants to document, expand, and enhance their understanding of their experiences (Berendes, 2011; Sheridan al., 2011). This strategy engaged a few students in participating, guided by the order of the events and experiences. They were asked to organize the most representative events of their lives in a timeline following the basic structure of a sentence in Past Simple (see Appendix K). With this, Bandura (1977) exposed that when people are convinced that they can perform the behavior required to produce desired outcomes, the strength of their conviction in their effectiveness will determine whether they even attempt to cope with given situations.

To conclude, few students participated actively, and many of them did not do it. Approximately 50% of students did not participate during the development of the three virtual sessions, which makes researchers think that they did not feel comfortable enough to participate. As was said previously, the main objective of this proposal was not to make all the participants speak correctly and perfectly since three sessions are a few, but to offer a confident and wealthy environment where they can feel comfortable and safe to practice speaking skills. Moreover, the bridge for doing this was using the three strategies where they were prepared to organize their ideas without using translators.

This proposal enabled researchers to implement mind maps, brochures, and timeline strategies to ensure participants' comfort in speaking. By developing their metacognitive skills in learning strategies, participants can overcome the fear described by Bandura (1977), where language students experience anxiety and tend to avoid challenging situations. This avoidance is observed when they participate in activities and exhibit confidence only when they believe they can manage situations that might otherwise intimidate them. Some students who attended the online sessions found these strategies helpful for improving their English-speaking skills by feeling safe even when making mistakes. Previously, many had lacked confidence in organizing their ideas without relying on translators.

The findings demonstrate that self-confident students could have better pronunciation, vocabulary, and grammar, essential for English communication. This was evidenced when some students said, "*vi que mis compañeros que participaron no les dió pena por pronunciar bien y me animé.*" They did it nervously but relaxed with some errors and mistakes when they spoke. After that, they felt encouraged to continue participating in the following activities. Hence, self-confidence and English language proficiency are complex and influenced by many factors, including individual traits, previous language acquisition experiences, and the environment educators offer students. Accurate treatments to enhance

language learning confidence are required for optimal outcomes. However, guides can be used to set goals to boost students' self-confidence and English language skills in academic settings.

This proposal aimed to enhance students' self-confidence in English speaking skills. Analysis of the data gathered led researchers to conclude that the strategies employed offered students numerous ways to organize their ideas and information visually and clearly, thereby improving their speaking performance. Moreover, creating a supportive classroom environment encouraged participants to speak, as they recognized that making mistakes is a constructive way to learn and enhance language skills. This approach may bolster students' speaking skills by reinforcing their self-confidence by shifting the perception of errors and fostering a positive, comfortable classroom atmosphere with constructive feedback and engaging strategies.

Researchers considered errors a fundamental part of students' speaking skills because they wanted them to be confident and talk without concern. This research analyzed the considerable influence of the error correction process on developing this important ability since apprentices can improve it by applying accurate teaching strategies. This investigation found that students' most common mistake while communicating is the weak stress of some letters due to a similar pronunciation in their native language. Unluckily, this misunderstanding could influence in a bad way the appropriate development of this ability. In other words, making notes about the relevant mistakes as an error correction procedure will build on developing English speaking skills. As a result, learners will boost their self-confidence when communicating using spoken language.

It is worth highlighting that data related to speaking skill improvements demonstrated that during session 1, students' vocabulary growth was limited since they were not interested in participating. The presence of model answers did not motivate apprentices to expand their

word knowledge. During session 2, researchers could perceive that the students hesitated about participating. However, one specific pupil (4) could use a combination of native and foreign languages, demonstrating a significant effort to convey without thinking about the barriers she could face inside the learning environment. On the other hand, during session 3, student participation increased significantly; for example, student #3 could use the new vocabulary acquired during the online sessions regarding verb tenses being focused on the appropriate pronunciation, especially with verbs ending in ed, d, and ied.

Regarding error reduction, researchers perceived that during session number 1, students were not interested in participating, and few learners could do it because their utterances were simple. They might not have had enough opportunities to self-correct. Although during session 2, participation was not that evident, mistakes were presented when pupils tried to speak; for instance, student #9 made errors but maintained the conversation without relying on the tutor for help. On the other hand, during session 3, error reduction was visible in specific cases; for example, student # 3 was focused on checking the pronunciation of verbs ending, demonstrating an awareness of errors and willingness to enhance. Likewise, student # 37 corrected the pronunciation of specific words, including husband. To sum up, they were more open to self-correction.

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Appendices

Appendix A

Resumen Analítico de Estudio RAE

Información General	
Tipo de documento	Proyecto de investigación
Acceso al documento	Proyecto de investigación para optar al título de Magíster en Mediación Pedagógica en el Aprendizaje del Inglés.
Título del documento	Inspiring EFL learners: Exploring self-confidence in fostering speaking skills.
Autor(es)	Angie Faisuly Jiménez Rodríguez Maria Fernanda Garcerant Meza
Publicación	Año 2024
Descripción	
<p>Aprender un nuevo idioma conlleva aprender a hablar, escribir, escuchar, leer, pero también adquirir vocabulario y reglas gramaticales lo que hace más desafiante para una persona empezar con su proceso de aprendizaje. En el caso del Inglés, el mayor propósito de las personas es hablar fluidamente para desenvolverse en campos académicos, laborales, económicos y fines turísticos. Sin embargo, esta habilidad es la que parece ser más retante pues obliga a manejar fluidez, vocabulario, precisión, eficacia, y escucha para saber responder de acuerdo a lo que dicen los interlocutores. En los primeros niveles de aprendizaje de un idioma, la falta de autoconfianza influye en el desarrollo de las habilidades del habla del Inglés. Esta investigación centró su atención en el fortalecimiento de la autoconfianza en las habilidades del habla en los estudiantes del curso transversal Inglés A21 de la UNAD. Se desarrollaron 3 sesiones virtuales con los participantes en las que se usaron tres herramientas: mapa mental, folleto y línea de tiempo como mecanismo para ganar autoconfianza y motivar la participación activa en Inglés.</p>	

Durante el desarrollo de las sesiones, se tomaron notas de campo, se grabaron las sesiones con permiso previo por parte de los estudiantes, y se registró el progreso de los participantes por medio de una rúbrica de monitoreo del habla diseñada por las investigadoras.

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Contenidos

El documento está dividido en cinco secciones: introducción, revisión de la literatura, diseño de investigación, análisis de datos y hallazgos y referencias. De esta manera, en la primera sección se encuentra la introducción donde explicará la importancia de la autoconfianza en las habilidades del habla en Inglés, describe el contexto del problema, muestra la pregunta de investigación, objetivo general y objetivos específicos y la razón

fundamental del estudio. En la revisión de la literatura, se hace el recorrido de los autores que soportan los conceptos básicos como constructivismo, educación virtual, autoconfianza, habilidades de habla, habilidades metacognitivas, mapas mentales, líneas de tiempo, folletos, y otros. En el diseño de la investigación, estará una breve introducción, el diseño metodológico, método de investigación, contexto de la investigación, población, protocolo ético, técnicas de recolección de datos, instrumentos y demás. En la cuarta sección, se evidencia el proceso de categorización, categorías, temas, discusión y hallazgos por categorías, conclusiones, recomendaciones, limitaciones, y limitaciones. Finalmente, están las referencias bibliográficas que se citaron durante el desarrollo del documento.

Metodología

Para el desarrollo de este estudio se propuso la investigación acción en la que permitió que las investigadoras propusieran una estrategia que permitiera dar una posible solución a la problemática identificada. Los instrumentos seleccionados para la recolección de datos fueron la observación, grabaciones de las sesiones, notas de campo y la rúbrica de monitoreo de habla que fue diseñada por las investigadoras.

Este tipo de investigación ofrece la posibilidad de mejorar la práctica educativa en el mundo real y contextualizado con base en las necesidades de los estudiantes. Este proceso implica elementos como la observación, autorreflexión, recolección de datos y modificación de prácticas de enseñanza durante la implementación de la propuesta. Esta investigación permite analizar datos de manera cuantitativa y cualitativa, cómo se hizo en este estudio, y evaluar si la propuesta que se implementó fue beneficiosa y en qué medida dió solución directa o indirectamente a la problemática encontrada.

Resultados

Durante el desarrollo de este proyecto se inscribieron voluntariamente 37 estudiantes. En la primera sesión se les presentaron temas relacionados con lugares de una ciudad, adjetivos en inglés para describir lugares y ciudades, tiempo presente simple y la creación de un folleto. También vieron un video sobre los lugares colombianos más interesantes para visitar, por lo que los participantes tuvieron que practicar el vocabulario trabajado en la sesión de STT.

La motivación de los estudiantes no fue tan alta durante la primera sesión (folleto) porque el tema más propenso a abandonar tuvo la puntuación más alta con 3 estudiantes. Aunque se les explicó cómo funcionaría la dinámica con las tres sesiones implementadas durante esta primera fase, inicialmente estaban familiarizados con el vocabulario básico enseñado

en clase, incluyendo palabras relacionadas con lugares de una ciudad, adjetivos para describir lugares y la estructura del tiempo presente simple. Al principio, tenían la idea equivocada de que las personas no pueden cometer errores al hablar en inglés y la idea errónea de que tenían que hablar inglés perfectamente. Por lo tanto, cuando se dieron cuenta de que los compañeros hablaban con errores, muchos de ellos se sintieron animados y comenzaron a participar activamente. Durante las tres sesiones, una de las características de habla con mayor puntuación fue no poder hablar con 15, 29 y 20 estudiantes, respectivamente. Este hecho está relacionado con lo que Gegesik (2018) señaló “la confianza en uno mismo es una parte crucial de las habilidades para hablar, por lo que puede dar entusiasmo, valentía y estimulación a los estudiantes”. Esto da una idea sobre el miedo que solían sentir los estudiantes en las clases de inglés, ya que no se sentían seguros por su falta de pronunciación adecuada. Esto se puede demostrar con el hecho de que muchos de ellos diseñaron líneas de tiempo, folletos y mapas mentales, pero no hablaron. En relación con esto, Aisyah (2020) afirmó que para que los estudiantes tengan un buen nivel de confianza en sí mismos, es necesario determinar los factores de éxito en el aprendizaje del inglés, especialmente en entornos virtuales. Se reconoce un factor emocional como un factor determinante que puede impedir la inclinación de los estudiantes a comunicarse y articular sus pensamientos de manera efectiva. Los resultados disminuyeron en comparación con el tema de la disposición a hablar espontáneamente. Durante la primera sesión, los estudiantes estaban más dispuestos a correr riesgos sin preocuparse por los errores, lo que puede hacer que los investigadores piensen que hay algunas herramientas que pueden proporcionar un mejor entorno de aprendizaje que otras. Algunos de los participantes no se preocuparon por pronunciar mal las palabras porque estaban enfocados en aprender lo más posible aprovechando estas oportunidades enriquecedoras, lo cual es un indicador positivo de éxito. Por otro lado, es necesario decir que algunos de los estudiantes participaron en las sesiones mientras realizaban otras actividades como el trabajo, por lo que no pudieron participar. Sin embargo, tenían la intención de estar atentos y participar incluso en esas circunstancias. Además, algunos de ellos encontraron estas herramientas como una oportunidad para mejorar sus habilidades de habla a pesar de sentir miedo y nervios al hacerlo.

Es importante mencionar algunos ejemplos basados en la información anterior y considerando a los estudiantes que participaron. La estudiante # 17 participó en las tres sesiones donde habló lo más naturalmente posible sin estar concentrada en si cometía

errores o no; en la segunda sesión, utilizó todo el vocabulario necesario para transmitir sus ideas de acuerdo a su nivel y se involucró durante toda la clase y con su proceso de aprendizaje, durante la tercera sesión, habló con cierta fluidez pero con frecuentes pausas cortas y pocas largas. Demostró un control adecuado del lenguaje, pero tenía un vocabulario limitado y cometía errores gramaticales frecuentes, incluso en estructuras simples, que a veces oscurecen su significado.

La estudiante n.º 2 participó en la primera y tercera sesión. En la sesión del folleto, mostró demasiada vacilación y errores, habló lentamente, como un robot, leyendo cada palabra con atención. En la sesión 3, mostró una voluntad de hablar espontáneamente con errores, habló con fluidez con pocos errores, pocas vacilaciones y palabras favoritas. Estaba motivada y era persistente, se preocupaba por pronunciar las palabras correctamente y era receptiva a la retroalimentación del maestro. Esta información se alinea con la afirmación de Molberg (2010) de que la confianza en uno mismo afecta el desempeño oral de un estudiante. La falta de confianza en uno mismo afecta sus habilidades comunicativas, lo que lleva a un desempeño deficiente al hablar. El resultado obtenido está estrechamente relacionado con su nivel de confianza en sí mismo, lo que puede resultar en una comunicación menos efectiva. Con base en esto, Landrum (2020) concluyó que cuanto más seguro es un estudiante, más capaz es de usar plataformas en línea, aprender en línea, usar estrategias de autorregulación y administrar su tiempo. Además, cuanto más satisfecho está un estudiante con el proceso de aprendizaje en línea, más útiles se vuelven las clases en línea. Se puede concluir que los estudiantes están muy influenciados por sus emociones porque el miedo y la ansiedad por hablar en clase les impidió participar, lo que afectó negativamente su desempeño de aprendizaje. Un ejemplo adecuado de esto es el estudiante # 34, quien pidió traducir las preguntas en la actividad de calentamiento, no sabía cómo responder preguntas básicas en inglés, tradujo las frases literalmente del español al inglés y no pudo expresarse usando un idioma extranjero.

Conclusiones

El presente capítulo presenta el análisis de los datos recopilados, recomendaciones para estudios futuros, así como la importancia de los resultados para dar respuesta a la pregunta principal de la investigación: ¿Cuál es el impacto del uso de estrategias (mapa mental, línea de tiempo y folleto) para fomentar la autoconfianza en las habilidades de habla de los estudiantes de inglés A2 de la UNAD? Luego, después de analizar los datos y definir las categorías que surgieron de la teoría y los datos recopilados, este capítulo tiene como

objetivo informar los efectos del uso de tres estrategias para fomentar la autoconfianza en las habilidades de habla de los estudiantes en sesiones virtuales.

Con base en las sesiones iniciales en línea realizadas para evaluar las habilidades de habla de los estudiantes, se hizo evidente que muchos estudiantes enfrentan desafíos para hablar debido a un dominio insuficiente del idioma. En consecuencia, esta insuficiencia condujo a una falta de confianza entre algunos estudiantes al hablar. Para esto, los investigadores propusieron utilizar mapas mentales, folletos y estrategias de línea de tiempo para impulsar la autoconfianza de los participantes en las habilidades de habla. Los hallazgos indicaron que los estudiantes exhibieron mayor motivación y confianza cuando se les proporcionaron preguntas modelo o ejemplos relacionados con temas específicos y estrategias para organizar la información de forma visual y organizada. "modelar" implica presentar a los estudiantes modelos de lenguaje escrito o hablado que los maestros esperan que emulen, lo que les permite observar y practicar el uso del idioma de manera efectiva.

Al interactuar con los estudiantes en las sesiones virtuales, fue posible ver evidencia de que tienen la concepción del error como un factor negativo en el proceso de aprendizaje del idioma, lo que crea un ambiente estresante y atemorizante. La estrategia de modelado del lenguaje se implementó como actividades de calentamiento al inicio de todas las sesiones donde los estudiantes tenían el modelo de las respuestas, y sirvió como herramienta detonante para hablar (Ver Apéndice A, B y C). Entonces, fue significativo ver cuántos otros hicieron lo mismo después de que el primer estudiante decidió participar. Al final de la actividad, algunos de ellos dijeron: "como vi que cuando mis compañeros cometen errores y decían estar tranquilos porque así se aprende, me sentí con confianza y dije: ¿por qué no participo? si no pasa nada malo"

Además, los participantes se sintieron más motivados cuando los maestros dijeron: "No te preocupes si cometes errores; eso es normal cuando estamos aprendiendo un nuevo idioma; Lo más importante es hablar, participar y mejorar". Uno de ellos señaló que ese tipo de comentarios ofrecían confianza y no serían juzgados ni criticados por ello. Kanfer & Ackerman (1989) sostienen que después de cometer errores, aprender de las propias explicaciones depende fundamentalmente de fuerzas motivacionales que impulsan la persistencia posterior al feedback, lo que permite la corrección inmediata de los errores. Esto permite a los investigadores mencionar que los educadores pueden significar uno de los elementos más relevantes para ofrecer confianza en sí mismos a los estudiantes al hablar inglés y dar retroalimentación.

Al implementar esta propuesta con estudiantes de nivel A2, se hizo necesario ofrecerles actividades donde pudieran encontrar una posible estructura para organizar sus ideas y hablar en clase, ya que no tenían suficiente conocimiento de las estructuras del inglés. Este tipo de estructura permitió que los estudiantes se sintieran capaces de responder preguntas con su información, e incluso podrían sentirse motivados a agregar información adicional con dudas, errores y utilizando el inglés del español.

Durante la sesión inicial y la segunda, los estudiantes demostraron un mayor compromiso cuando se les proporcionaron respuestas modelo, lo que sugiere que podría ser una estrategia eficaz para la enseñanza de lenguas extranjeras en las aulas. Este enfoque facilitó el desarrollo de la competencia sociolingüística, ya que Polat et al. (2020) enfatizan la comprensión de los mensajes culturales incrustados en los discursos a través del conocimiento de las normas socioculturales. Esta competencia se cultivó al compartir experiencias personales relacionadas con las rutinas diarias y las profesiones. A pesar de los frecuentes errores en la primera y la segunda sesión, los participantes mostraron interés en hablar a pesar de que no tenían miedo o estaban nerviosos. Sin embargo, es notable que algunos estudiantes no se sintieron lo suficientemente animados a participar a pesar de los esfuerzos de los docentes. En cuanto a los folletos, mapas mentales y estrategias de línea de tiempo en el desarrollo de las sesiones, fue vital relacionarlos con temas familiares como lugares donde viven, comida e información personal. Estas estrategias les proporcionaron una forma de organizar y comprender las preguntas y tener una intención clara de lo que querían decir. A pesar del trabajo de los estudiantes, muchos no participaron activamente sino que se mantuvieron en silencio. Al hacer esto, desarrollaron habilidades metacognitivas; Rivers (2001), Schraw (1998) e Imer (2002) afirmaron que cuando los estudiantes comprenden cómo se realiza una tarea, se convierte en un avance significativo en su proceso de aprendizaje ya que pueden decidir cuál es la mejor opción para desarrollarla.

Es ampliamente reconocido que un desafío significativo en el aprendizaje del inglés es la deficiencia en las estructuras gramaticales y el vocabulario. Alqahtani (2015), citado en Susanto (2017), enfatizó que "sin un vocabulario extenso, un estudiante de idiomas es incapaz de utilizar las estructuras y funciones necesarias para una comunicación comprensible" (p. 3). Para enfrentar estos desafíos, los educadores implementan estrategias para enriquecer el vocabulario, mejorar la pronunciación y dominar las estructuras gramaticales relacionadas con temas como la comida, las rutinas diarias, el pasado sencillo

y el presente simple. Estos esfuerzos crearon un ambiente propicio para el aprendizaje con herramientas adecuadas para alentar la participación activa.

En primer lugar, el uso de folletos proporcionó una mejor visión general de la información de los estudiantes, ya que les pidió que la organizaran en diferentes temas (ver Apéndice D y E). Esta estrategia proporcionó algunas pautas para estructurar la información, pero los estudiantes fueron las personas que buscaron la información y tomaron sus notas. Beredens (2011) destacó las ventajas de usar folletos para motivar a los estudiantes a aprender un idioma extranjero, fomentando tanto las habilidades de escritura como de habla en inglés a medida que adquieren nuevo vocabulario y refuerzan las estructuras gramaticales básicas de acuerdo con su nivel de idioma.

Aprender un idioma extranjero a través de información contextualizada o experiencias personales mejora significativamente el aprendizaje. Incorporar información de la vida real, como detalles sobre los lugares en los que han vivido o visitado, fomenta la confianza ya que los estudiantes tienen un tema claro para discutir. Este enfoque alentó a los participantes a usar un lenguaje auténtico, motivándolos a diseñar sus folletos y comunicarse utilizando vocabulario cotidiano y estructuras gramaticales esenciales. A los participantes les resultó más fácil organizar sus pensamientos y clasificar su contenido al centrarse en la información relevante, lo que les permitió realizar ejercicios de expresión oral fluida. Tomaron conciencia de su discurso y transmitieron eficazmente los mensajes que pretendían transmitir.

En segundo lugar, los mapas mentales son una de las estrategias más valiosas para organizar la información para pronunciar un discurso. Wang et al. (2010) en Yan, Lee, Fai Hui & Lao (2022) expusieron que “ayuda a resolver problemas debido al uso de dibujos, palabras y símbolos que involucran a los estudiantes para que se sientan motivados en el aprendizaje y evocan su pensamiento abstracto” (p. 2). Esta estrategia permitió a los participantes organizar la información (verbos, ingredientes y pasos) al contar una receta (ver Apéndice F, G y H). Así, al final de la segunda sesión, los participantes afirmaron que esta estrategia les ayudó a planificar mejor y más fácil su discurso, lo que les hizo leer un texto y estructurar oraciones cortas (Sujeto + verbo + complemento).

Finalmente, la línea de tiempo es una herramienta de investigación eficaz que permite a los participantes documentar, ampliar y mejorar la comprensión de sus experiencias (Berendes, 2011; Sheridan al., 2011). Esta estrategia involucró a algunos estudiantes en la participación, guiados por el orden de los eventos y experiencias. Se les pidió que

organizaran los eventos más representativos de sus vidas en una línea de tiempo siguiendo la estructura básica de una oración en Pasado Simple (ver Apéndice J). Con esto, Bandura (1977) expuso que cuando las personas están convencidas de que pueden realizar la conducta requerida para producir los resultados deseados, la fuerza de su convicción en su efectividad probablemente determinará si siquiera intentan hacer frente a las situaciones dadas.

Para concluir, pocos estudiantes participaron activamente, y muchos de ellos no lo hicieron. Aproximadamente el 50% de los estudiantes no participó durante el desarrollo de las tres sesiones virtuales, lo que hace pensar a los investigadores que no se sintieron lo suficientemente cómodos para participar. Como se dijo anteriormente, el objetivo principal de esta propuesta no fue hacer que todos los participantes hablarán correcta y perfectamente ya que tres sesiones son pocas, sino ofrecer un ambiente de confianza y riqueza donde puedan sentirse cómodos y seguros para practicar las habilidades de habla. Además, el puente para hacer esto fue utilizar las tres estrategias donde estaban preparados para organizar sus ideas sin usar traductores.

Esta propuesta permitió a los investigadores implementar mapas mentales, folletos y estrategias de línea de tiempo para asegurar la comodidad de los participantes al hablar. Al desarrollar sus habilidades metacognitivas en estrategias de aprendizaje, los participantes pueden superar el miedo descrito por Bandura (1977), donde los estudiantes de idiomas experimentan ansiedad y tienden a evitar situaciones desafiantes. Esta evitación se observa cuando participan en actividades y muestran confianza sólo cuando creen que pueden manejar situaciones que de otra manera podrían intimidarlos. Algunos estudiantes que asistieron a las sesiones en línea encontraron que estas estrategias fueron útiles para mejorar sus habilidades para hablar inglés al sentirse seguros incluso cuando cometen errores. Anteriormente, muchos carecían de confianza para organizar sus ideas sin depender de traductores.

Los hallazgos demuestran que los estudiantes seguros de sí mismos podrían tener una mejor pronunciación, vocabulario y gramática, que son esenciales para la comunicación en inglés. Esto se evidenció cuando algunos estudiantes dijeron: "vi que mis compañeros que participaron no les dió pena por pronunciar bien y me animé". Lo hicieron nerviosos, pero se relajaron con algunos errores y equivocaciones cuando hablaron. Después de eso, se sintieron animados a continuar participando en las siguientes actividades. Por lo tanto, la confianza en sí mismos y el dominio del idioma inglés son complejos e influenciados por

muchos factores, incluidos los rasgos individuales, las experiencias previas de adquisición del idioma y el entorno que los educadores ofrecen a los estudiantes. Para obtener resultados óptimos, se requieren tratamientos precisos para mejorar la confianza en el aprendizaje del idioma. Sin embargo, se pueden utilizar guías para establecer objetivos que estimulen la confianza en sí mismos y las habilidades del idioma inglés de los estudiantes en entornos académicos.

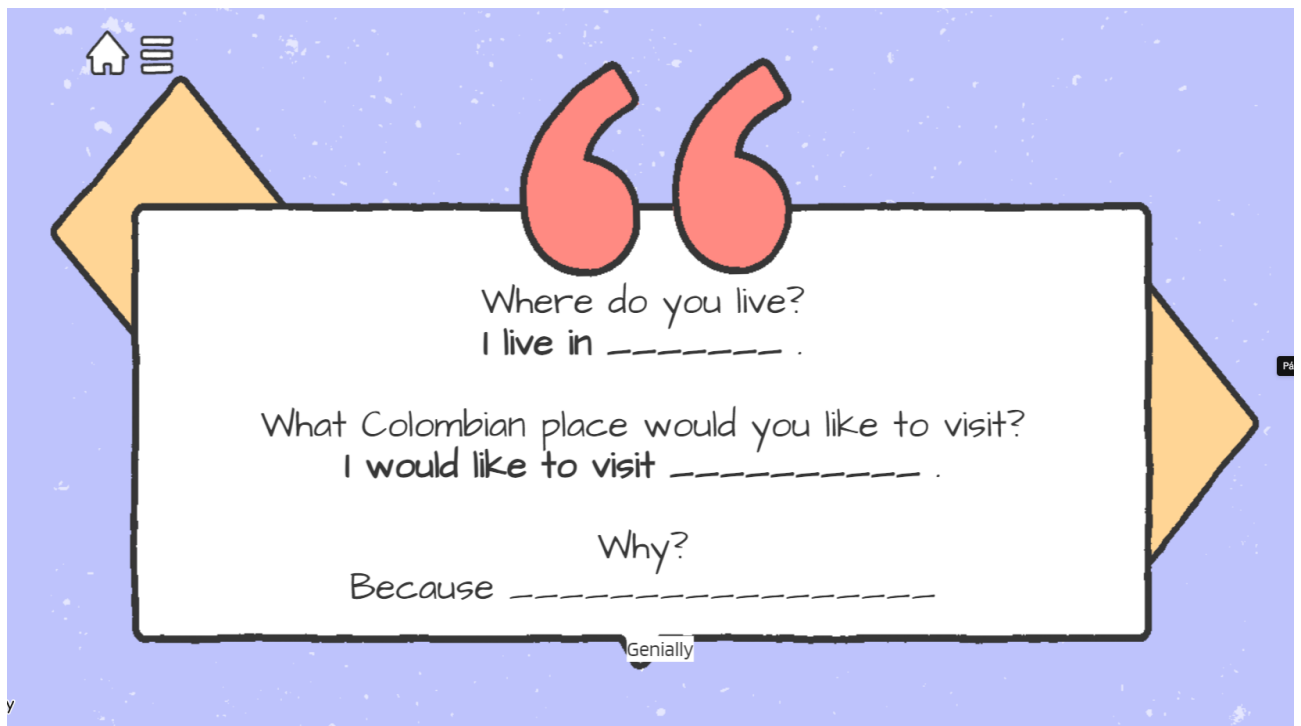
En pocas palabras, esta propuesta tenía como objetivo mejorar la confianza en sí mismos de los estudiantes en las habilidades para hablar inglés. El análisis de los datos recopilados llevó a los investigadores a concluir que las estrategias empleadas ofrecían a los estudiantes varias formas de organizar sus ideas e información de forma visual y clara, mejorando así su desempeño al hablar. Además, la creación de un ambiente de clase propicio alentó a los participantes a hablar, ya que reconocieron que cometer errores es una forma constructiva de aprender y mejorar las habilidades lingüísticas. Este enfoque puede reforzar las habilidades para hablar de los estudiantes al reforzar su confianza en sí mismos al cambiar la percepción de los errores y fomentar un ambiente de clase positivo y cómodo con comentarios constructivos y estrategias atractivas.

Los investigadores consideraron que los errores son una parte fundamental de las habilidades para hablar de un estudiante porque querían que tuvieran confianza y hablaran sin preocupaciones. Esta investigación analizó la gran influencia del proceso de corrección de errores en el desarrollo de esta importante habilidad, ya que los aprendices pueden mejorarla mediante la aplicación de estrategias de enseñanza.

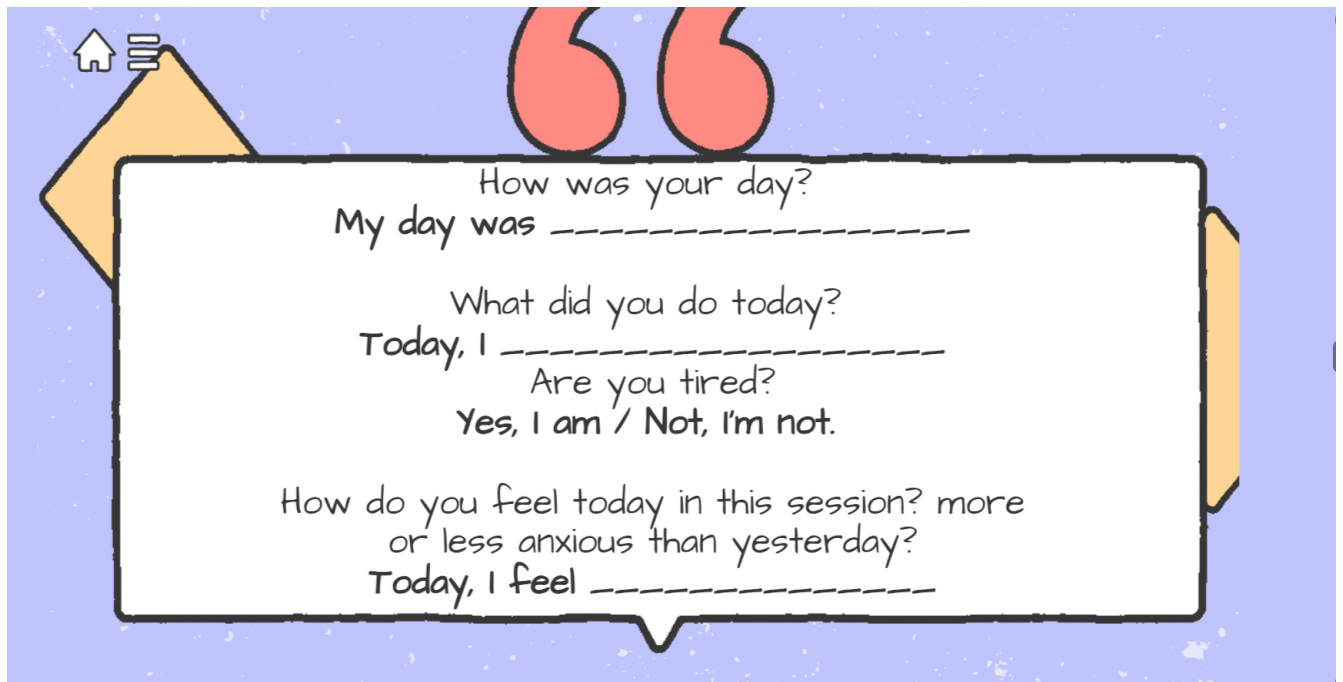
Elaborado por: Angie Faisuly Jiménez Rodríguez
Maria Fernanda Garcerant Meza

Fecha de elaboración del Resumen:	10	12	2024
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Note. Resumen Analítico de Estudio. Own Authorship (2024)

Appendix B*Language model of session 1*

Note. Modeling exercise developed in the first session. *Source.* Own Authorship (2024)

Appendix C*Language model of session 1*

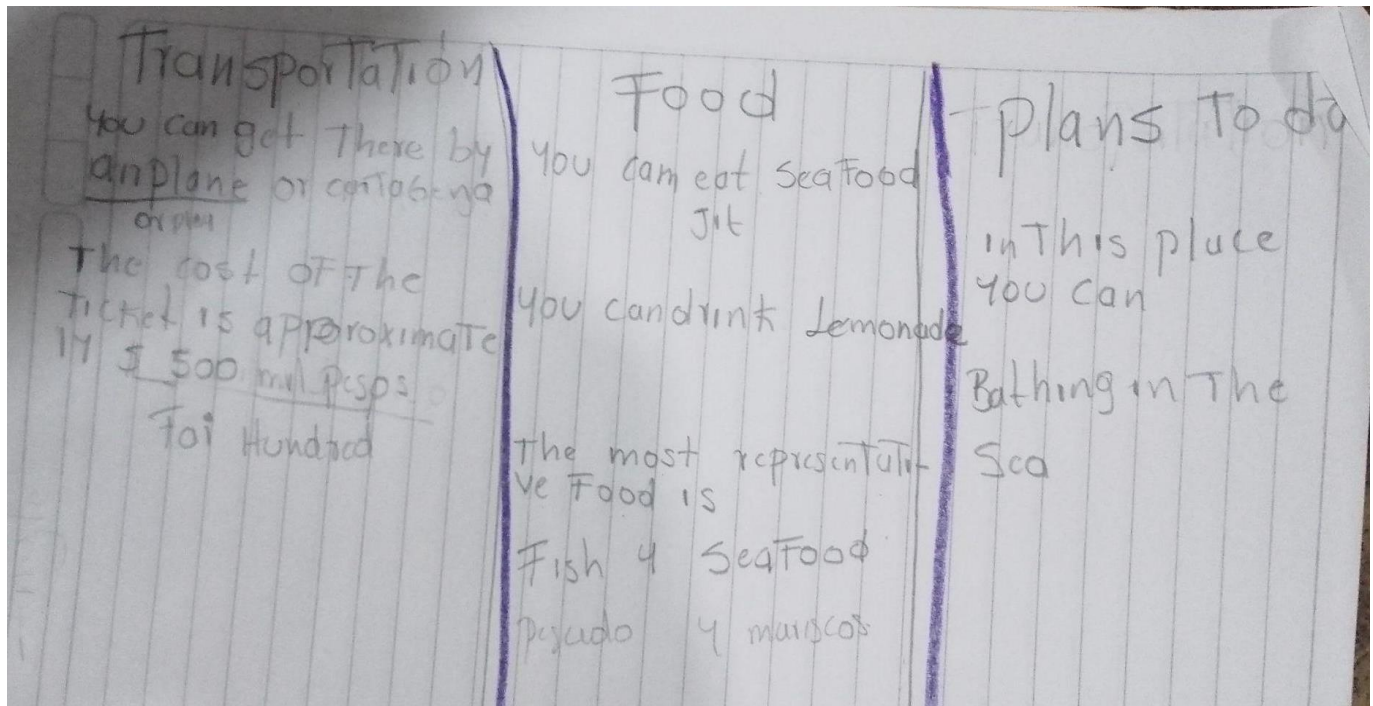
Note. Modeling exercise developed in the second session. *Source.* Own Authorship (2024)

Appendix D*Language model of session 3*

Note. Modeling exercise developed in the third session. *Source.* Own Authorship (2024)

Appendix E

Touristic places – Brochure designed by Student #2

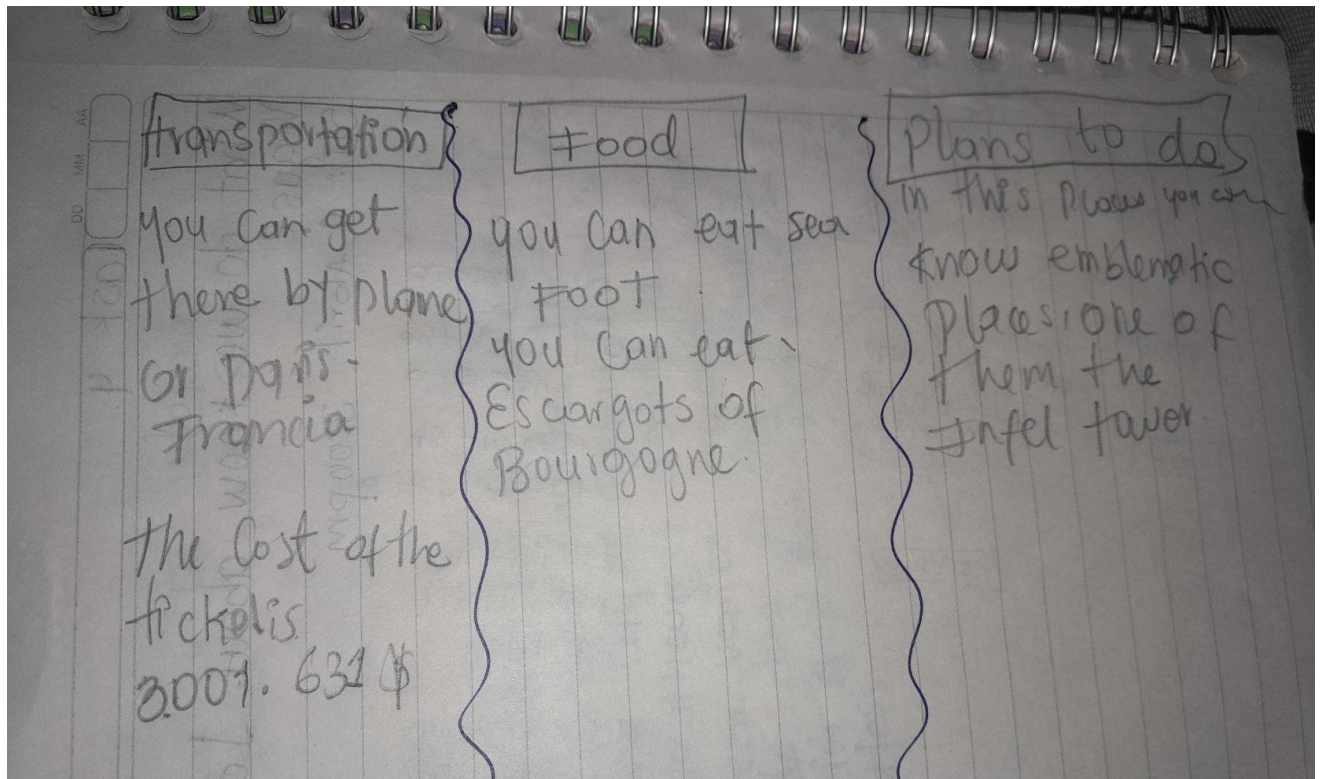


Note. Evidence of work of a participant about developing the brochure strategy. Source.

Student #2 (2024)

Appendix F

Touristic places – Brochure designed by Student #7

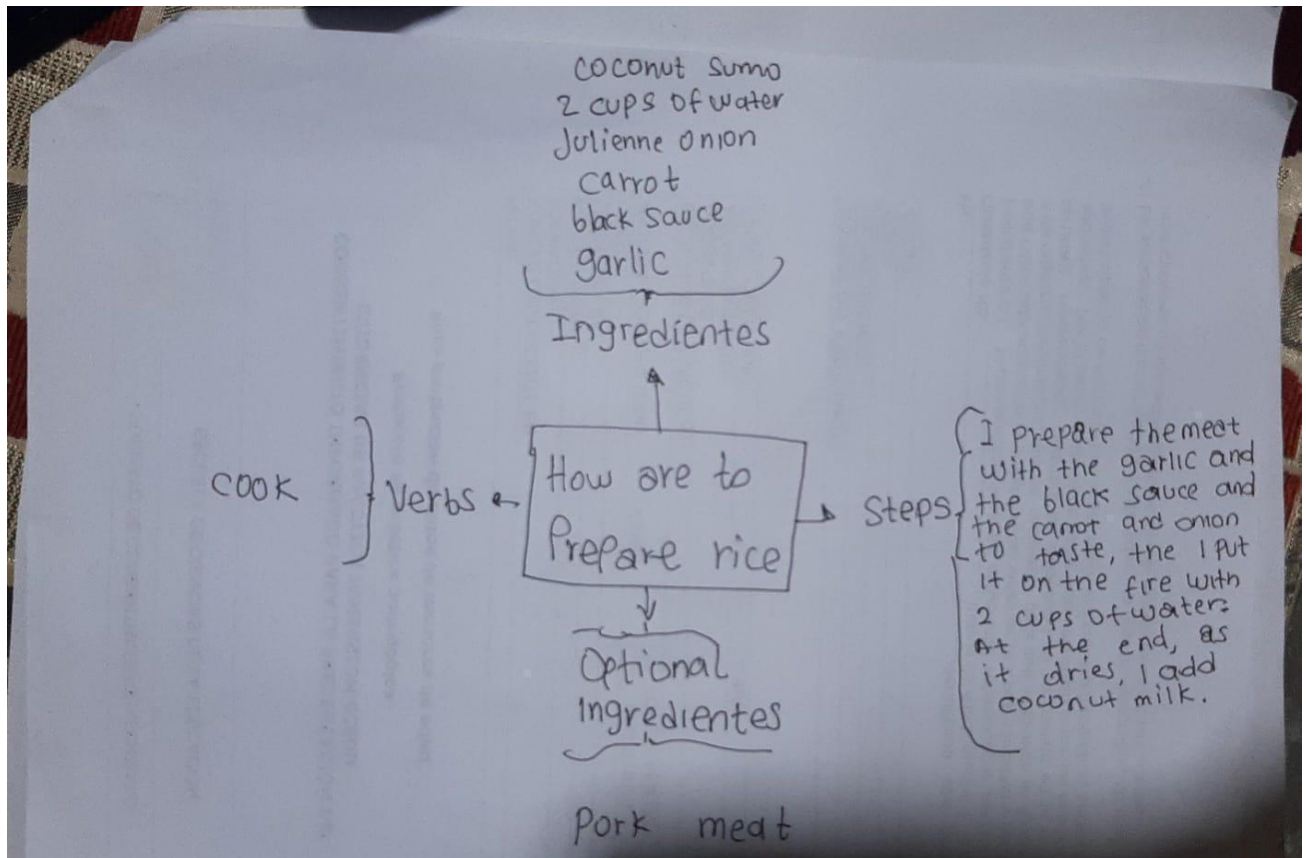


Note. Evidence of work of a participant about developing the brochure strategy. *Source.*

Student #7 (2024)

Appendix G

Mind Map about recipe designed by Student #33

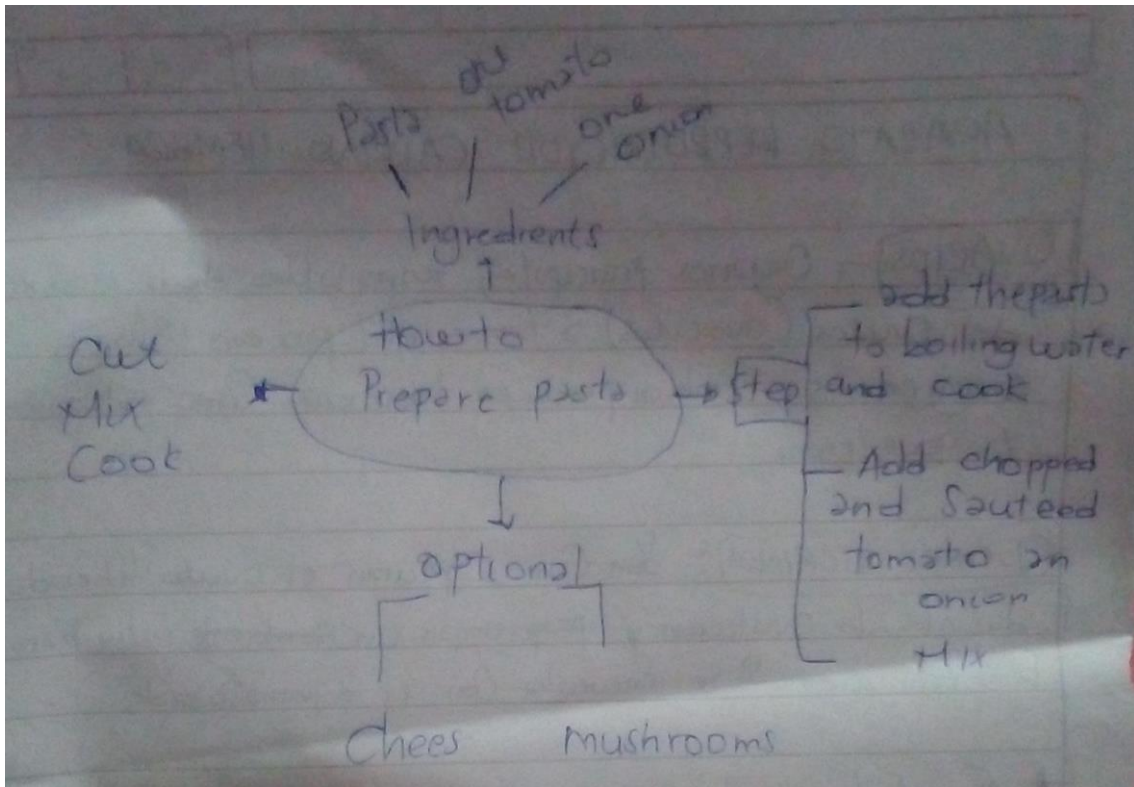


Note. Evidence of work of a participant about developing the mind map strategy. Source.

Student #33 (2024)

Appendix H

Mind Map about recipe designed by Student #9

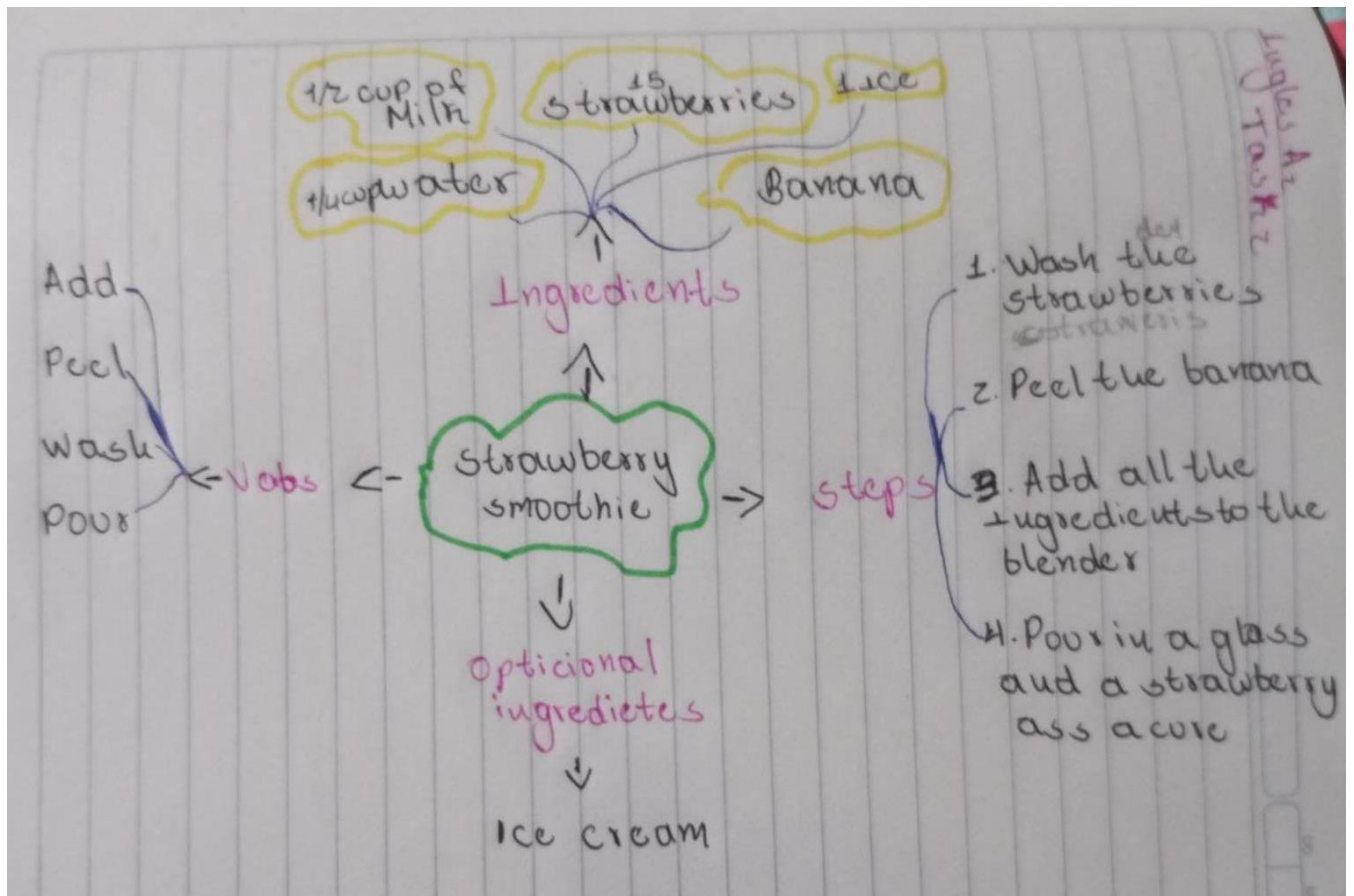


Note. Evidence of work of a participant about developing the mind map strategy. Source.

Student #9 (2024)

Appendix I

Mind Map about recipe designed by Student #12

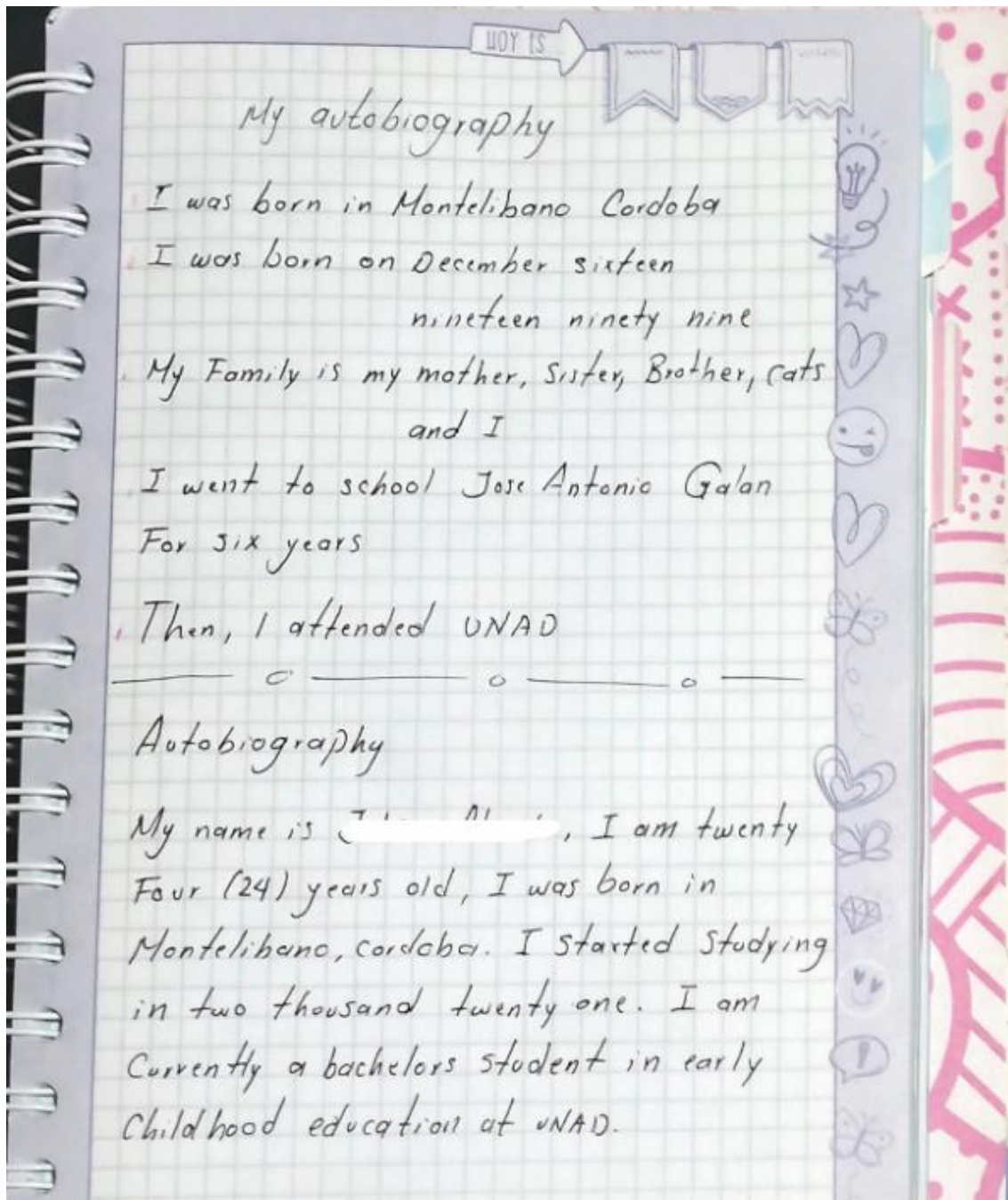


Note. Evidence of work of a participant about developing the mind map strategy. Source.

Student #12 (2024)

Appendix J

Timeline about autobiography designed by Student #17

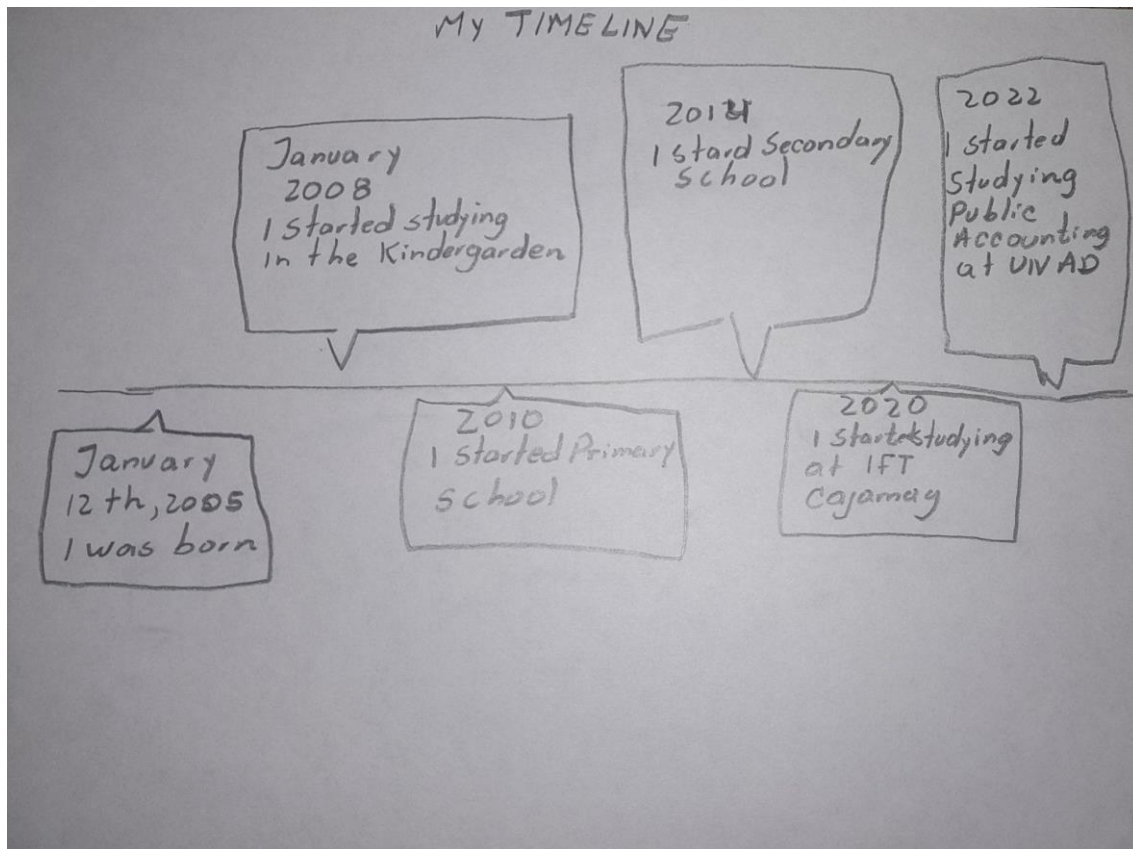


Note. Evidence of work of a participant about developing the timeline strategy. Source.

Student #17 (2024)

Appendix K

Timeline about autobiography designed by Student #25



Note. Evidence of work of a participant about developing the timeline strategy. *Source.*

Student #25 (2024)

Appendix L

Informed Consent Format

Consent to Participate in Research

Project name: INSPIRING EFL LEARNERS: EXPLORING SELF-CONFIDENCE IN FOSTERING SPEAKING SKILLS.

Investigators:	Telephone:	E-mail:
Angie Faisuly Jiménez Rodríguez	3212754982	angie.jimenez@unad.edu.co
Maria Fernanda Garcerant Meza	3008332867	mafegarcerant@hotmail.com

Introduction

You are invited to consider participating in this research study. We will be implementing some tools in order to reinforce self-confidence in speaking skills. This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate or not is completely voluntary and yours. If you decide to participate, please sign and date the last line of this form.

Explanation of the study

We will be motivating English A2 students of the Open and Distance National University students to speak English by the reinforcement of their self-confidence through the use of tools and strategies. There will be a selection of a certain number of students who will participate in this proposal. As a part of the process, the participants will meet with the tutor and classmates in three online sessions that will be recorded with your permission in order to analyze your speaking performance progress. This proposal intends to offer some tools or strategies for educators that may help language learning processes regarding speaking skills.

Confidentiality

All the information collected will be confidential and will only be used for research academic purposes. This means that your identity will be anonymous; in other words, no one besides the researchers will know your name, face, and sensible/personal information. Whenever data from this study will be published, your identity will not be used since.

Your participation

Participating in this study is strictly voluntary. Your decision to participate will in no way affect your academic process in the course. If at any point you change your decision and no longer want to participate, you can tell the researchers. Moreover, you will not be paid for participating in this study. If you have any questions about the research, you can contact the researchers: Angie Faisuly Jiménez or Maria Fernanda Garcerant by email angie.jimenez@unad.edu.co or mafegarcerant@hotmail.com.

Investigators' statement

I have fully explained this study to the student. I have discussed the activities and have answered all of the questions that the students asked.

Signature of the investigators

Date

Learner's content

I declare that I have read and understood the information sheet provided to me, that I have asked any questions I had about the project, and that I have received sufficient information about it. I understand that my participation is entirely voluntary, and I can withdraw from the study at any time without having to provide explanations.

I freely give my consent to participate in the Research Project titled **INSPIRING EFL LEARNERS: EXPLORING SELF-CONFIDENCE IN FOSTERING SPEAKING SKILLS.** I have also been informed that my personal data will be protected and included in a file that must comply with and have the guarantees of the Personal Data Treatment and Protection Policy, which came into effect on October 13, 2022, concerning the protection of individuals with regard to the processing of personal data with the principles of transparency, access and restricted circulation, security, and confidentiality.

Taking this into consideration, I GRANT my CONSENT to fulfill the specified objectives in the project.

Name _____ Date _____

Signature _____