

Building my Self-Confidence in an EFL Classroom

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Abstract

This qualitative action research aimed to develop self-confidence through speaking tasks in the English as a Foreign Language (EFL) classroom among tenth-grade students at the Magdalena Ortega de Nariño public school. The problem was identified through observations and a diagnostic lesson, revealing that the lack of self-confidence when speaking English and the need for peer recognition were central challenges for the students. Therefore, this research employed the theoretical constructs of self-confidence and TBL to explore how these issues could be addressed through a pedagogical intervention based on the Task-Based Learning model. The intervention included three pedagogical cycles adapted to the population to enhance their oral performance and socio-affective relationships. Data collected through four instruments were analyzed, demonstrating that the process of developing students' self-confidence benefited significantly from the facilitating role of speaking tasks.

Keywords: self-confidence, speaking tasks, TBL, peer recognition, EFL.

Resumen

Esta investigación-acción cualitativa tuvo como objetivo desarrollar la autoconfianza a través de tareas de habla en el aula de inglés como lengua extranjera (EFL) en estudiantes de décimo grado del colegio público Magdalena Ortega de Nariño. El problema fue identificado a través de observaciones y una clase diagnóstica, revelando que la falta de autoconfianza al hablar inglés y la necesidad de reconocimiento del otro eran desafíos centrales para las estudiantes. Por lo tanto, esta investigación empleó los constructos teóricos de autoconfianza y TBL para explorar cómo estos problemas podrían abordarse mediante una intervención pedagógica basada en el modelo de Aprendizaje Basado en Tareas (ABT). La intervención

incluyó tres ciclos pedagógicos adaptados a la población para mejorar su desempeño oral y sus relaciones socioafectivas. Los datos recolectados a través de cuatro instrumentos fueron analizados, demostrando que el proceso de desarrollo de la autoconfianza de las estudiantes se benefició significativamente del papel facilitador de las tareas de habla.

Palabras clave: autoconfianza, aprendizaje basado en tareas, tareas de habla, reconocimiento del otro, inglés como lengua extranjera.

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CHAPTER 1: CONTEXTUALIZATION AND RESEARCH PROBLEM

The following chapter presents a description of the educational institution where this research took place, including aspects of the institutional context. Likewise, a description of the participants is shown where aspects related to the socio-affective and academic environment of the participants are mentioned. Thirdly, the results of a diagnosis test and a subsequent problem statement are displayed. This is followed by the rationale of the study. Finally, the research question and objectives are presented.

Context

The present research was carried out at the Magdalena Ortega de Nariño I.E.D (MAONA), which is a female-only public institution that assists students of 2 and 3 socio-economic strata located in Engativá, Bogotá. The school has 3 blocks, A, B and C, distributed for primary and secondary levels. It also has a chemistry laboratory, a library, and a cafeteria. The information found in the school's Institutional Educational Project (in Spanish, Proyecto Educativo Institucional or PEI) (2014), covers details such as its origins, mission, pedagogical model, and so on. Regarding MAONA's origins, it was founded in 1963 under the name of National Baccalaureate College of the School of Nurses. It was until 1965 that the Ministry of National Education (MEN) took its administration under the name of Liceo Nacional Femenino Magdalena Ortega De Nariño in honor of the wife of the precursor Antonio Nariño.

Currently the school has a high-quality educational service with Full Day Strategies (FDS) at the levels of preschool, elementary, middle, and high school articulated with the National Learning Service (SENA), aiming at the academic and technical training for students in

ninth, tenth, and eleventh grade with an emphasis on the sale of products and services, and programming software.

On the other hand, the school's PEI (2014), states that MAONA's mission is focused on the development of thought and human development for the benefit of the cultural progress of the community and specifically, in the formation of women, youth and adults competent for the demands of today's world. It is important to mention that MAONA focuses on the formation and dignification of women, promoting values in the students to empower their gender with a sense of change. Projects such as “Project E” have focused on the empowerment of women, activating their awareness towards the prevention of gender violence, the promotion of political and female participation as well as of their values in society.

The school's Pedagogical Model is a product of collective construction; it takes elements from the Teaching For Understanding (TFC) in the framework of Constructivism. It should be noted that, in relation to the curriculum, MAONA focuses on the permanent review of the evaluation processes, where during the educational process of the students, it seeks to establish strategies for improvement, plans to reduce failure, and thus, increase academic results. In this way, MAONA has been characterized for always being in the forefront, supporting and innovating the different initiatives of its students, teachers, and other members of the community.

Population

The participants in this research were students in grade 10 A, whose legal guardians had to authorize the handling of their data through an informed consent (see annex 1). Thus, the grade was composed of a total of 25 students, where 23 students identify as female, one student who identifies as male, and one student who identifies as non-binary. Their ages ranged from 15 to 17 years old. Students had English classes in the B block, which is for secondary school. They

had four hours of English classes per week, which took place on Wednesdays from 14:20 to 16:10 and Fridays from 16:20 to 18:00. To characterize this group, a questionnaire was applied in order to get to know the students in two aspects: socio-affective and academic, using 22 questions (see annex 2).

About the socio-affective aspect, it was found that 17 of the students lived with both parents, siblings, and grandparents, while 3 live in a mono-parental family. Regarding the socioeconomic stratum, 16 students were stratum three, and 4 students' stratum two. Likewise, in terms of their leisure activities, students' answers showed that they enjoy mostly sleeping, watching series and movies, and playing video games. In the same line, it could be established that most of the students felt comfortable with their classmates, since 56% mentioned it, however, 24% of the students said they felt uncomfortable with their classmates.

This socio-affective aspect was also evident in the field diaries as the students were divided into two large groups, one located to the left and the other to the right of the classroom, which did not usually relate to each other, denoting a lack of recognition of the other in the classroom (FN #2, September 25th, 2024, lines 38 to 42). It is also important to mention that the leadership of the group was centered on a specific student, who decided what and how certain activities would be carried out in the classroom, which generated some tension in the group (FN #3, October 2nd, 2024, lines 25 to 27). This was related to the fact that certain students did not feel comfortable with their classmates.

As for the academic aspect, regarding the activities they enjoyed in English classes, 55% students stated they liked role-playing games, while 28% liked digital games. Regarding oral expression in English class, it was found that 68% of the students felt shy when speaking in public in English, while only 12% felt confident. Moreover, oral expression was one of the most

difficult skills for the students, as 48% of them expressed difficulties with this skill in the questionnaire, which represented almost half of the class. It was also evident from the field diaries (see annex 3) that the students showed a lack of self-confidence when speaking in public in English, linked to the shyness that was evident when they participated in class using a very low tone of voice, making it very difficult to understand what they were saying. This was also linked to the fact that their oral productions were mainly centered on dialogues that were learned by heart. (FN #1, September 11th, 2024, lines 22 and 23).

Diagnosis

In order to gain a better insight into students' knowledge and performance in English, a diagnostic test was designed and applied (see Annex 4). It should be noted that the Basic Learning Standards for the ninth grade established by the MEN (2017) were considered for the development of the test. Hence, the design focused on identifying the students' level in the following skills: reading, writing, speaking, and listening. Likewise, for the design of the test, some students' preferences -gathered with the questionnaire- were considered, hence, it was developed based on the theme of Halloween and Monster High (animated series).

Thus, the first part of the test was aimed at reading skills, which consisted of three short paragraphs about a Halloween night at Monster High. The students were asked to answer 5 questions, divided into 2 categories: literal comprehension and inferential comprehension. For the development of this exercise, the reading skills related to understanding implicit information in the text were considered: "I understand the implicit information in texts related to topics of my interest" (MEN, 2017, p, 24). The results showed that 58% of the students achieved a literal and inferential level with a score of excellent on the scale, which meant that they could extract specific concepts from the reading as well as infer possible conclusions. On the other hand, 27%

of the students showed a deficient level, which evidenced a lack of comprehension and difficulty in retrieving inferential and literal information from the text.

The second part of the test focused on writing skills where students had to write a paragraph related to the previous reading. This exercise focused on five criteria: spelling, vocabulary, use of grammar, coherence, and completion of the task. For the development of this writing component in the test, the following basic learning right was considered: “I produce simple texts with different functions (describing, narrating, arguing) on personal topics and related to other subjects.” (MEN, 2017, p, 25).

The results showed that 52% of the students obtained a score of excellent in coherence and completion of the task, where a logical relationship between ideas was evidenced in addition to expressing their opinion and managing to complete the requested task. Also, 42% of the students had a good score in spelling, where an adequate use of grammatical rules was evidenced, as well as the adequate use of letters respecting capital and lowercase letters in certain words. About vocabulary, 27% of the students showed a good score in this ability, where they used a variety of words to express their ideas and opinions. It should be noted that 48% of the students did not complete the exercise, which evidenced limitations in writing production in general.

The third part of the diagnostic test focused on checking the students' oral production in terms of five categories: pronunciation, vocabulary, grammar use, coherence, and fluency, for which they were asked to describe a character. For the development of the oral component in the test, the following basic learning right which refers to the ability to communicate opinions about specific topics was considered: “I express my opinions, likes and preferences about topics I have

worked on in class, using strategies to monitor my pronunciation was considered.” (MEN, 2017, p, 25).

The results evidenced that in vocabulary 52% of the students had a score of deficient so they did not generate a detailed description of the requested character. Regarding pronunciation, 36% had a score of deficient, having difficulty articulating the sounds of the words. In terms of the use of grammar, coherence, and fluency, 48% of the students had a score of deficient, showing a limitation at the moment of generating spontaneous sentences in a continuous manner and with a logical sequence.

The fourth part of the test was aimed at assessing the students' listening skills in terms of general comprehension. In this way, the students had to first listen to an audio, then follow the instructions mentioned therein, and finally color a character, as well as draw certain places and objects. For the development of the listening component in the test, the following basic learning right was considered, which refers to the ability to recognize general and specific information at the time of listening: “I identify general and specific ideas in oral texts if I know about the topic and vocabulary used.” (MEN, 2017, p, 24).

The results evidenced that 37% of the students presented a good score, which meant that they could follow instructions decoding the main message of the audio. While 21% of the students presented a score of poor and regular, which denoted difficulty in following instructions properly since they were not able to fully color the character or draw the requested pictures.

Statement of the problem

Based on the observations made and recorded in the field notes, the characterization questionnaire, an interview with the headteacher and the diagnostic test, it could be determined that the main problem students had was the lack of self-confidence when speaking English, being

the speaking skill the one that was most difficult for them, where they mainly learned dialogues by heart. Similarly, heterogeneity was evident concerning socio-affective relationships among the students where a lack of recognition of the other was really noticeable. This aspect was linked to the limited attention they paid when their classmates participated in class, choosing not to listen to each other.

In the same line, the lack of self-confidence when speaking in English was primarily related to the fact that the students mostly learnt dialogues by heart, which made it difficult for them to generate a communicative production on their own. (FN #1, September 11th, 2024, lines 22 and 23). The second factor was a heterogeneity in the classroom, where the students were divided into two groups, i.e., 50% of the students located on the left side of the classroom did not usually speak with the other 50% of students located on the right side (FN #2, September 25th, 2024, lines 38 to 42). This was also related to the fact that the students did not listen to each other, ignoring the opinions and contributions of their classmates, which resulted in them not wanting to speak in public because they did not feel heard (FN #2, September 25th, 2024, lines 77 and 78).

Additionally, the leadership of the group was mainly taken by one student who made the decisions around specific topics of the class. When this situation was evident, the group on the right were usually in favor, while the one on the left chose not to pay attention and accommodate to what the student proposed (FN #3, October 2nd, 2024, lines 25 to 27). The aforementioned is related to the fact that it was likely that the students located on the left considered that their opinions would not be heard so they decided not to pay attention and therefore remain silent.

In relation to the results obtained in the characterization questionnaire, 85% of the students felt shy speaking in public in English and 60% of them also affirmed that within the

English skills, speaking was the most difficult for them. Similarly, during the interview, the headteacher stated that, although some of the students were good in oral expression, the main problem was their shyness when speaking in English, which resulted in a lower oral production, and they had to be forced to speak:

“(...) he visto que son buenas para expresión oral, en un ejercicio que les hice me di cuenta, lo malo que es que son muy tímidas.” (audio interview October 16, 2024).

This aspect was linked to the students' lack of confidence, where shyness was a factor that interfered with the ability to communicate and produce orally in the foreign language. Likewise, the teacher affirmed that due to shyness, the students preferred to remain silent, opting to let the teacher decide who would participate and speak:

“Cuando pido participación se quedan mirándome y se miran unas otras y no dicen nada. Entonces me toca escoger pase usted o pase usted. Es difícil que ellas mismas propongan querer participar.” (audio interview October 16, 2024).

This also supported the idea of students' lack of self-confidence, in addition to the fact that they saw it as an obstacle to communicate in English on their own. Likewise, regarding the results offered in the diagnostic test, the lack of confidence was a factor that marked the test in relation to the speaking ability, since 74% of the students did not feel prepared to communicate in English, reflecting insecurity and fear of making mistakes on several times. It was also evident that the students felt very nervous, which led them to repeat phrases such as *“I can't”* *“I don't*

know what to say,” implying that the speaking exercise was something that made them feel anxious and tense.

In conclusion, the problems that were evident in the students were related first, to a lack of self-confidence when speaking in public in English which generated a barrier when communicating, expressing their opinions and thoughts with others; second, the a lack of vocabulary accompanied with constant memorization in oral production, which at the same time was connected to the lack of spontaneous communicative production; thirdly, the lack of recognition of the other, where heterogeneity in the classroom led students to choose not to relate to each other, in addition to not listening attentively when their classmates expressed their opinions when speaking in public.

Rationale

The main reason for conducting this research was to provide a space for students to increase their self-confidence while using English to speak in public. It is important to mention that self-confidence in this case was key for the students to be able to perform the speech act in a conducive way. According to Brown (1977), lack of self-confidence has a significant impact on the process of learning a new language, which results in students having communication blocks and feeling insecure when interacting with their peers. Therefore, students with a lack of self-confidence are often afraid of making mistakes when communicating, which leads them to avoid giving their opinions in class, and choose not to participate, limiting their opportunity for improvement.

In the same line, Krashen (1987) states that self-confidence is essential for students to express their thoughts through linguistic production and thus improve their English as a Foreign Language (EFL) performance. Thus, when learners have self-confidence, they feel more

comfortable interacting and actively participating in their learning process, which enables them to overcome the fear of making mistakes. Therefore, self-confidence became an essential aspect for this group of students to express themselves confidently in the classroom, which might contribute to their EFL learning process.

The second reason focused on strengthening the socio-affective relationships among the students, this being also the cause of the students' lack of confidence when speaking in public. To this end, the Task Based Learning (TBL) approach was selected due to its communicative tendency, focusing on developing social components in the learning process. Through this process, students were able to express their ideas and thoughts in real-life situations to learn the target language; contrary to traditional perspectives that focused on teaching English through pre-established grammatical rules and patterns designed by the teacher. (Nunan, 2004). This implies that students can connect English to real-life situations, as well as situations that allow them to recognize their particular context and that of others.

On the other hand, based on the PEI (2014), one of the philosophical principles of MAONA is the development of self-esteem, where students are expected to value themselves and their opinions, thereby influencing their personal quality of life. Considering the above, to address the lack of confidence when speaking in English, as well as the lack of recognition of the other, the present research focused on the use of the Speaking Task as a teaching resource, through which students may develop their oral expression through structured communicative activities, thus, promoting meaningful interaction.

In the same line, according to Ellis (2003), authentic communicative tasks allow students to use the language for a real purpose, facilitating both fluency and accuracy in oral production.

In this sense, students were assigned specific tasks that, in the first phase, focused on the expression of personal aspects (identity, interests, experiences, environment), hence, allowing for internal reflection and conscious construction of their linguistic identity.

In a second phase, recognition of others was encouraged through tasks that involved interaction with peers, such as interviews, debates, role plays, or collaborative presentations.

These dynamics not only sought to enrich the linguistic content, but also open up spaces for understanding diverse realities, opinions, and communication styles. In addition, the aim of Speaking Tasks was to facilitate collaborative work, as many of these activities required cooperation, joint planning, and mutual support, strengthening socio-emotional relationships among students and promoting a more empathetic and participatory classroom environment.

Research question

How do tenth-grade students develop their self-confidence using speaking tasks in the EFL classroom at MAONA school?

Objectives

General Objective:

To develop tenth-grade student's self-confidence using speaking tasks in the EFL classroom.

Specific Objectives:

1. To describe the role of speaking tasks on the development of self-confidence in the EFL classroom.
2. To explore the process of self, peer and context recognition experienced by the students when engaging actively in an EFL class.

3. To examine the influence of self-confidence mediated by TBL tasks in the EFL students' learning process.

CHAPTER II: CONCEPTUAL FRAMEWORK

In this chapter a state-of-the-art based on nine studies, as well as the theoretical bases that directed this research are presented. These concepts were considered based on three theoretical bases. These are: Self-confidence, Recognition of the other and Speaking Tasks.

State-of-the-art

This state-of-the-art includes the description of different studies carried out in Bogota and at UPN, which were searched in repositories and databases. The most relevant aspects of the studies are explained, including the main objectives, the methodology, the results, and the relevance of these studies for this research. The following table shows the title, authors, year of publication and its scope.

Table 1. *State-of-the-Art*

Title	Author	Year	Scope
Social affective strategies in EFL self-confidence	Abelardo Andrés Páez Socha	2017	Universidad Pedagógica Nacional
Role play: an EFL strategy to foster self-confidence and vocabulary in oral communication.	Valentina Capera Conde	2023	Universidad Pedagógica Nacional
Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies	Claudia Yanive Prieto Castillo	2007	Universidad Nacional de Colombia
Socio-Affective Strategies as a Tool to Improve Students' Speaking Performance.	Laura María Camacho Carvajal	2025	Universidad Pedagógica Nacional
The Impact of Drama on the Speaking and Self-Confidence of EFL Undergraduate Students at a Public University	Luis Miguel Ortiz Cifuentes	2022	Universidad de Caldas
The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills	Vanesa Toro	2018	Universidad Técnica Particular de Loja, Ecuador.
Using ICTs to Foster Students' confidence to Speak	Diego Yagari	2019	Universidad de Antioquia
Study of the socio-affective filter to improve students' oral communicative skills and build self-confidence through arts in an EFL environment.	Yuri Ximena Pelaez Rico	2024	Universidad Pedagógica Nacional
Task-based learning: a strategy to improve oral production skills in a public school in Bogotá	Cindy Tatiana Arredondo Garcia et. al	2012	Universidad de La Salle

The first study that was considered relevant is a monograph called *Social affective strategies in EFL self-confidence* by Páez (2017) which was held at the Rafael Bernal Jiménez public school in Bogotá. The population of this study was made up of 35 second-grade elementary school students, 20 boys and 15 girls. Their ages ranged from 6 to 8 years old. The purpose of this research focused on analyzing the impact of social-affective strategies on students' confidence in EFL speaking. This study was designed from a qualitative and action research perspective, where data collection instruments such as observations, field diaries, and visual materials such as video recordings were used.

Regarding the pedagogical design, this study employed specific tasks in the classroom, where students were able to have an approach to the language about everyday situations. To this end, 4 work units were carried out which focused on providing students with basic elements of the foreign language in a progressive manner through tasks such as following basic rules in the classroom, recognizing their families, identifying body parts, among others. These tasks were presented through images, songs, slides, and teacher actions.

The results showed that although the tasks guaranteed the use of the foreign language in certain communicative situations, the use of socio-affective strategies was essential for the children to be motivated and maintain self-confidence. Regarding the conclusions, it was evidenced that the most insecure students in terms of listening and speaking skills felt a considerable improvement after the application of the speaking tasks, at the same time they improved their self-confidence in terms of using the foreign language.

This study is relevant to the present research as it shows how through established tasks it is possible to improve students' immersion in the foreign language by promoting their oral production. In relation to the difference, this research focuses on female teenagers, where the

communicative resources seek mainly to develop not only self-confidence but also self-recognition, recognition of the other and of the context.

The second study considered relevant was *Role play: an EFL strategy to foster self-confidence and vocabulary in oral communication*, by Capera (2023), which was conducted at the Colegio Liceo Femenino Mercedes Nariño IED in Bogotá. The population of this study consisted of 28 ninth graders. Their ages ranged between 13 and 17 years old. The purpose of this research focused on analyzing the impact of the use of role-playing games on self-confidence and vocabulary in oral communication in English.

This study was designed through action research in a qualitative paradigm that had an interpretative approach, where pre and post-tests, field diaries, focus groups, exit tickets, a group interview, artifacts, photos, and audio were used to collect the information. The pedagogical proposal was based on the constructivist pedagogical model, as well as on the communicative language learning and task-based learning approaches since they allowed students to be more active in the learning process. The pedagogical intervention consisted of seven lesson plans and was divided into two moments. The first moment covered the first four sessions, where students performed activities in pairs using the speed dating strategy. The second moment covered the remaining three sessions, where the students did activities in groups focused on everyday actions such as creating a short shopping conversation or a short family speaking interaction.

The results showed that by promoting oral communication spaces through role-playing and activities related to everyday actions, students were able to improve their vocabulary learning. Similarly, the conclusions showed that the approaches used improved collaborative work, learning and motivation of the students allowing them to use the target language in their reality. This project is relevant to the present research as it contributes to understanding how,

using the role-playing strategy, the process of learning English in oral communication can be improved as well as strengthening self-confidence through this resource. As for the difference, Capera's study used role plays as a central strategy, rather than focusing on a variety of speaking tasks as it was intended in the present study.

The third study considered important was *Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies* by Prieto (2007), which was conducted at Colegio Bachillerato Propio in Bogotá. The population of this study consisted of tenth grade students. The purpose was to establish strategies to help students improve their oral production in English. This study was defined from an action research modality, where the instruments used to collect information were field diaries, student and teacher surveys, student interviews, and audio and video recordings.

The results showed that all the students at the end of the implementation had a different attitude towards group work and speaking in the target language. In conclusion, it was found that cooperative learning strategies helped students to improve oral production and interaction, but it was a gradual process. This study is relevant for this research as it shows how through different strategies such as cooperative learning students improved oral production skills, in addition to generating a cooperative environment among students. Moreover, Camacho's study focuses on cooperative learning, rather than using TBL as a strategy to improve students' self-confidence.

The fourth study considered relevant was *Socio-Affective Strategies as a Tool to Improve Students' Speaking Performance* by Camacho (2025), which was carried out at the Liceo Femenino de Cundinamarca Mercedes Nariño school in Bogotá. The population of this study consisted of 26 fourth-grade students. Their ages ranged from 9 to 10 years old. The purpose of this study is to develop the socio-affective skills of fourth-grade students to improve their oral

performance in English and it was structured as an action research study in which the instruments to collect data used were questionnaires, field diaries, audio, and video recordings. The pedagogical intervention consisted of a didactic sequence made up of five specific steps: 1) Preparation, 2) Presentation, 3) Practice, 4) Self-evaluation, and 5) Expansion, which took a cyclical form that was repeated in each class.

The results showed that socio-affective strategies (deep breathing exercises, teamwork, etc.) really had an impact on students' performance when speaking English. Likewise, the conclusions showed that students were able to interact more using the target language and were not afraid of making mistakes when speaking English. This study is relevant to this research because it offered insight into how students feel more confident speaking English through the development of socio-affective skills. In relation to the difference, Camacho's study focused on socio-affective skills as a strategy to improve performance in English, rather than the other way around.

The next study considered important was *The Impact of Drama on the Speaking and Self-Confidence of EFL Undergraduate Students at a Public University* by Ortiz (2022), which was conducted at a public university in Bogotá. The population of this study was made up of thirteen undergraduate students. The purpose of this study was to determine the impact of drama on students' oral production skills and self-confidence in EFL. This study followed a qualitative action research approach, where the instruments used to collect information were a portfolio, non-participant observation, a speaking skills rubric, and a semi-structured focus group interview. The pedagogical intervention was composed of six pedagogical interventions consisting of three phases: discussion, adaptation, and representation. For each pedagogical

intervention, students were asked to read a short story by Edgar Allan Poe, where each workshop provided students with different activities to foster communication and gain more confidence.

The results showed that the students reduced the negative factors affecting their language learning, improving their fluency, building better oral expressions grammatically and improved their pronunciation. The conclusions showed that the combination of theater and literature fostered students' oral skills, where they gained more confidence, improved their memory, and provided didactic tools to strengthen curricula based on oral expression in different contexts. This study is relevant to this research because it offers a look at how through a resource such as theater students could improve their oral expression, fluency and confidence thanks to different dramatizations or scenarios where they play a specific role.

In relation to the next study called *The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills* by Toro (2018), it was conducted in a public elementary school in the city of Loja, located in southern Ecuador. The population of this study consisted of 6 English teachers and 105 students enrolled in the 2nd, 3rd, and 4th grades of primary school. The purpose of this study was to determine the use of the Communicative Language Teaching approach in the English classroom and the strategies and resources used by teachers to improve students' oral skills. This study was framed from a mixed research modality; to collect the data, a questionnaire was given to the English teachers, and classroom observations were made. In this study, a variety of task-based activities such as Role Plays, Games and Dramatizations were used, as well as strategies such as Elicitation, Repetition and Explicit Correction, among others.

The results revealed that modeling, repetition, pair, and group work were the main strategies used by teachers to help students develop communicative competencies in the

classroom. In relation to the conclusions, it was found that activities such as role-plays, videos, presentations and strategies such as repetition and elicitation needed to be carried out more frequently to offer students more opportunities to use the language to interact orally. This study is relevant to this research as it offers a look at different activities and strategies that could be employed in the EFL classroom for the purpose of improving communicative skills in learners.

The next study considered important was *Using ICTs to Foster Students' confidence to Speak* by Yagari (2019), which was conducted at the Sagrado Corazón school in Medellín - Antioquia. The population of this study was made up of seventh grade students while their ages ranged from 10 to 12 years old. The purpose of this study was to foster students' self-confidence to speak English through the use of Information and Communication Technologies (ICTs). This study was proposed from an action research modality, where data were collected through three oral tasks, a teacher and student questionnaire, and a diary.

The results showed that the students expanded their English vocabulary thanks to resources such as PowerPoint presentations and videos, as they were different from the material they had seen and generated greater interest in learning the language. The conclusions also showed that the implementation of ICTs was useful for students to feel more comfortable speaking in English, since when using videos, they felt more confident at performing oral tasks; however, the lack of technological resources both by the institution and by the students hindered its implementation. This study is relevant to this research as it offers a look at how ICTs prove to be a useful resource in the development of oral skills and self-confidence in students.

In relation to the next paper called *Study of the socio-affective filter to improve students' oral communicative skills and build self-confidence through arts in an EFL environment* by Pelaez (2024), this was carried out at CEDID Guillermo Cano Isaza IED in Bogotá. The

population of this study was made up of 35 tenth grade students. Their ages ranged between 14 and 17 years old and the purpose of this study is to explore the impact of socio-affective and sociodemographic filters on oral communication skills with the implementation of learning through the arts in students. This study was defined from an action research modality, where the instruments used to collect information were observations, field diaries, questionnaires, artifacts, and analysis of creative work. The pedagogical intervention was composed of eleven classes that sought to bring students closer to art through photography, painting, creative writing, among others.

The results suggested that integrating art into the classroom promoted a more conducive environment for oral expression, reducing anxiety and improving students' motivation and confidence. In the same line, the conclusions indicated that incorporating creative activities such as painting, photography, and music helped to significantly improve students' English comprehension and raised their intrinsic and extrinsic motivation throughout the school year. The study is relevant to this research as it offers a look at how through art (audiovisual, photography, among others) socio-affective relationships and confidence in relation to oral expression in students improved.

Finally, the last study considered important was *Task-based learning: a strategy to improve oral production skills in a public school in Bogotá* by Garcia et al. (2012), which was conducted at the José Manuel Restrepo school in Bogotá. The population of this study consisted of 24 third and fourth grade students and their ages ranged from 8 to 12 years old. The purpose of this study was to analyze and interpret the effects of the implementation of TBL on oral production skills of the participants. This study was framed from a mixed research modality, where the instruments used to gather data were pre- and post-tests, interviews and audio and

video recordings. The pedagogical intervention was composed of seven interventions where tasks such as interviews, role-plays, planning, among others, were used.

The results highlighted that students improved their vocabulary and pronunciation, while showing a reduction of hesitation. The conclusions also evidenced that students gained confidence in speaking English by using the learning strategies taught by the teacher researchers, such as following the conversation model and asking for clarification and help. The study is relevant to this research as it offers a look at how through the TBL approach, tasks can be performed to develop students' English-speaking skills.

Theoretical Framework

Self-confidence

Self-confidence is an essential skill that can be developed with practice, motivation, and perseverance. According to Bandura (1997), self-confidence is referred to as the belief in one's ability to perform the actions necessary to achieve specific goals. Thus, when people believe in their ability to accomplish tasks, they are more likely to face challenges and succeed in their goals. It should be noted that self-confidence influences the way in which people face learning, social relationships and problem solving, being key to personal and professional development.

In relation to self-confidence in adolescents, Covey (2014) states that it is strengthened when young people learn to fulfill commitments to themselves, setting achievable goals and focusing on their talents. In the same way, this author uses the term PBA (Personal Bank Account) as a metaphor to represent self-confidence. It works as an emotional bank account in which deposits or withdrawals are made, depending on how one acts with oneself, “when I stick

to a commitment I've made to myself, I feel in control. It's a deposit. On the other hand, when I break a promise to myself, I feel disappointed and make a withdrawal" (Covey, 2014, p.55).

To have a better understanding of this, first, a key deposit in adolescents' PBA is to *Keep promises to yourself*; that is, when adolescents accomplish a small personal goal, they train their ability to make decisions and sustain them, which is key to having control over their lives and emotions. Secondly, the *Go for the Goal deposit*, where setting small goals to reach a big achievement, fosters the adolescent's ability to prove to themselves that they can achieve what they set out to do. Covey (2014) affirms that "Goals are specific and can help you break down your mission into bite-sized pieces" (p. 146).

Another important deposit is that of *Magnify your talents* i.e., developing their talents, hobbies, or passions, "Finding and then developing a talent, hobby, or passion can be one of the single greatest deposits you can make into your PBA" (Covey, 2014, p.75). This means that by focusing on something they do well (drawing, writing, dancing, remembering details, being funny, helping others, etc.) adolescents build a positive self-image, so that instead of focusing on what they do not have, they focus on recognizing their self-worth.

On the other hand, following Brown (1977), self-confidence is one of the learning factors that can directly affect the learning process around a foreign language. Research conducted at Kandahar University by Akbari & Sahibzada (2020) evidenced that students with a high level of self-confidence tended to engage more actively in academic spaces. In addition, they found it easier to achieve their academic goals and work autonomously. In contrast, those with lower self-confidence faced greater difficulties in participating and communicating effectively in different educational contexts, which affected their performance in tasks related to interaction and learning.

To better understand this concept, according to Krashen (1987) there are certain factors that influence self-confidence in a learner's performance where three categories of analysis are proposed: motivation, self-confidence, and anxiety. First, motivation as a starting point for students to immerse themselves in what they are learning in real time, find purpose and make the EFL experience worthwhile. Then self-confidence to express their thoughts through language production and performance. Finally, anxiety, which is considered a determinant of having a low production rate within the classroom for better results in students' final outcomes.

It is important to note that if students lack self-confidence, it will be difficult for them to be willing to participate in different activities as their shyness will prevent them from achieving that goal. According to Jabor et al (2017) this results in students choosing to distance themselves from their peers to avoid expressing their opinions, as well as choosing not to want to communicate in class for fear that their performance may be criticized or disapproved of by the teacher or other peers.

Lastly, in line with Covey (2014) again, strategies to improve self-confidence in high school students should focus on activities such as setting achievable goals, assigning roles within the classroom, and promoting active participation in discussions and collaborative projects. This helps adolescents develop a sense of responsibility and commitment to themselves. In addition, creating a safe and positive school environment, where effort is valued more than outcome, helps build a strong and resilient self-image. These actions allow students to experience personal achievement, strengthen their self-esteem, and increase their confidence in facing the academic and social challenges of their environment.

Recognition of the other

Mutual recognition is the key that allows the student to achieve recognition of the environment in which is immersed, in which recognizes the self as “*I*” and then recognizes the peers, family, community as “*the Other*” to understand self-value and the value of those around. Building on this, Pitrón (2010), draws on Emmanuele Lévinas' concept of otherness to refer to the vision of the “Other”, where its significance lies in the consideration of the subject who is in front of *me*, the consideration of his thinking, his vision of the world which is completely different from the one *I* see, his own perspective broadens *my* universe and *my* own thinking which is established from that place which in no case is the same as *mine*.

This is the basis of recognition at the moment of accepting that the *I* has an *Other* beside and in front of, who thinks, who lives, who sees things differently. Similarly, according to Honneth (1995), social life can only be sustained when there is mutual recognition between people: “the reproduction of social life is governed by the imperative of mutual recognition” (p. 58). Following his theory, human beings need to feel recognized by others in order to build a stable identity, positive self-esteem, and healthy social relationships. When these forms of recognition, such as emotional, legal, or social, are denied or violated, social conflicts, personal frustration, and processes of alienation can arise, directly affecting the integrity and well-being of the individual. Therefore, Honneth (1995), also affirms that recognition must be based on some of the person's existing abilities and skills. In this way, by receiving recognition from others, one achieves one's identity; one learns to know oneself and one's special characteristics.

In addition, the recognition of the environment plays a crucial role in this process, as individuals develop their identity through continuous interaction with the contexts in which they are immersed. From this perspective, the immediate environment—particularly the family and

school—becomes fundamental in shaping how students perceive themselves and others. As Bronfenbrenner (1979) explains, development occurs within interconnected systems, where the microsystem, composed of close relationships, directly influences personal growth. Thus, recognizing the environment is not separate from self-recognition but rather an extension of it, as individuals construct meaning about themselves through their interactions with those around them.

Likewise, it should be noted that according to Pitrón (2010), traditional versions of education follow Western patterns that seek a rigorous delivery of knowledge in the classroom based on a totally marked unilateralism. This is how traditional education omits the free thinking that students have and should possess to be recognized as people capable of reflecting and expressing opinions. In this way, for individuals, recognizing their own identity and being acknowledged by the people with whom they interact daily are objectives consciously or unconsciously pursued through social interaction.

Speaking Tasks

It is important for students to express their ideas to create a close relationship with what they live and think about their world, building knowledge that is useful for their real interactions with the world. Therefore, speaking tasks are not conditioned by what students have learned in linguistic patterns or by how they master the elements of language. According to Willis (2007) speaking tasks are intended to stimulate students to speak more and say what they want to say, remarking the difference between activities and tasks.

In this sense, activities focus on exercises that have a more rigid structure and do not always have a result that can be applied outside the classroom, e.g., fill-in-the-blank exercises with the correct verb tense. Whereas tasks have a broader structure where learners practically use

language to achieve a concrete result, where what they learn can be applied outside the classroom in everyday situations, e.g., making a cooking recipe and explaining it to the class.

Similarly, Ellis (2003) states that a learning task should focus primarily on meaning, with an authentic communicative purpose and a clearly defined outcome that goes beyond the use of the language itself. This type of task presents a communicative gap that learners must solve using language, allows them to freely select the linguistic resources they deem necessary, and culminates in a non-linguistic outcome, such as a decision, a plan, or a solution. Thus, in the context of EFL learning, speaking tasks designed under these principles not only promote active participation, but also develop the ability to use the language in a functional and meaningful way in real situations.

Consequently, the purpose of these oral productions is to transmit information, in addition to interacting in order to perform well with others. According to Nunan (2002), speaking tasks are essential in classroom interactions, since they allow students to understand the objective of what they are learning. In the same way, Rao (2019), citing Brown (2004), explains that speaking tasks in the EFL classroom can be classified into five types, each with specific goals and characteristics:

- Imitative speaking consists of the learner's ability to repeat or accurately reproduce words, phrases, or utterances of another speaker, which encourages the practice of grammatical structures and vocabulary useful for interaction and conveying meaning.
- Intensive speaking refers to short oral productions in which the student performs activities such as reading aloud, completing sentences, or practicing dialogues, in order to reinforce specific aspects of the language.

- Responsive speaking involves short exchanges between two people or groups, such as simple conversations, greetings, or requests, which bring authenticity to communication.
- Interactive speaking includes both transactional language, aimed at exchanging information, and interpersonal language, focused on establishing and maintaining social relationships.
- Extensive speaking is associated with more formal and prolonged oral productions, such as speeches, presentations, or narrations, which require more planning and coherence.

Having this in mind, speaking tasks in the EFL classroom are most effective when they incorporate activities that simulate real communicative situations, as they allow students to develop both fluency and linguistic accuracy. In this sense, Rao (2019) recommends the use of role plays, which facilitate the practice of authentic interactions in a controlled context; group discussions, which encourage the exchange of ideas and the negotiation of meaning; presentations, which promote the organization and clear expression of ideas before an audience; and storytelling, which stimulates creativity and the coherent use of language.

It should be noted that the speaking tasks are not disconnected activities, but on the contrary, they have an interconnection between them, so they do not leave aside the real purpose of learning the foreign language. This means finding strategies to facilitate and enable students to fill the gaps with their understanding and capabilities in a subsequent task, making a clear boundary between an activity and a task where the latter has as its ultimate purpose to achieve meaningfulness in the process, regardless of grammar and structured ways to achieve task completion.

CHAPTER III: METHODOLOGICAL DESIGN

Alongside this chapter the research design, the type of study and the instruments used for data collection are presented. This, with the purpose of providing clarity about how this research project was structured and carried out.

Research paradigm

This study was based on a qualitative research paradigm which is defined by Saldaña (2013), as a way of understanding and interpreting the meaning of a variety of human experiences, rather than quantifying data. It also emphasizes the importance of subjectivity through which the complexity of social and cultural phenomena can be captured. Likewise, as defined by Burns (2010), qualitative methods aim to describe, clarify, and interpret social events in a naturalistic setting, i.e., not to control variables within the classroom and for the researcher's hypothesis. In this way, it should be noted that qualitative research does not seek to find generalizations or results that can be applicable to all contexts but instead focuses on a specific population that is studied through social and cultural perspectives.

Research methodology

This inquiry is based on action research, which in addition to focusing on theoretical aspects, prioritizes practical actions. As stated by Burns (2009), action research involves observing what happens in the educational context, where, by means of collaborative work, it seeks to generate significant changes in a specific context through reflection and action. Thus, this process involves observing, analyzing, suggesting, and undertaking actions. Similarly, Latorre (2009) states that one of the objectives of action research is precisely to be able to get closer to reality, that is, to have a better understanding of educational practice and to be able to

improve and transform such practice. Likewise, the teacher becomes a researcher of his or her personal teaching context at the same time that he or she is one of its participants (Burns, 2010).

Data collection instruments

This research used different data collection instruments, such as field diaries, recordings, and artifacts. This with the purpose of understanding the learning process of students in the EFL classroom. These instruments are described below.

Field Notes

Field notes are a tool used by researchers to record the observations made by means of notes. Thus, Yin (2003) mentions that field notes are a fundamental tool in qualitative research, especially when a much more detailed and contextualized understanding of the observed phenomena is sought. Likewise, field notes serve as personal records of the researcher, where one can write down observations, reflections and emotions that arise during the data collection process.

In the classroom, according to Hopkins (2008), field notes are used to record general impressions of the classroom and its environment, where the researcher can focus on a particular topic or behavior during a specific period of time. Similarly, classroom field notes can be used to record the researcher's development around his or her role as a teacher. Hence, this instrument aimed to collect information about students' behaviors, their self-confidence while speaking in English in the classroom, their participation and how they related to each other.

Voice Recordings

In line with Tessier (2012), voice recordings are a fundamental tool in qualitative studies, as they allow to register oral data in a precise and authentic manner, preserving the nuances of

speech as they occur in real-time. Similarly, this instrument is highly valuable because it provides the researcher with the opportunity to revisit and analyze the auditory data repeatedly without any alteration. This instrument aimed to collect data from several speaking tasks students performed, providing evidence of key aspects such as oral production, self-confidence, and peer interaction.

Artifacts

Based on Lankshear & Knobel (2004), artifacts are essential primary sources of data in qualitative research, as they consist of the actual work produced by students during the pedagogical intervention. These documents are valuable because they provide a tangible and permanent record of the learners' progress, reflections, and creativity that might otherwise be lost. In this study, this instrument aimed to collect the physical and digital evidence from the main tasks done by the students, such as the talent posters and written promises, showing how students integrated their personal expression with their language learning process.

Ethical Issues

It should be noted that all the information collected from the students was treated as strictly confidential. In line with ethical principles in educational research, special care was taken to protect participants' identities and personal data throughout the entire process. Before collecting the data, the parents were informed through a consent form (see Annex 1) about the nature, objectives, and procedures of this study.

Given that the participants were minors, obtaining parental permission was mandatory and constituted a fundamental ethical requirement. According to Creswell (2014), ethical research involving human subjects must ensure respect for participants, informed consent, and

the protection of privacy and confidentiality. Therefore, parents were clearly informed about how the data would be collected, used, and safeguarded, including the assurance that students' names and any identifying information would not be disclosed. Their voluntary agreement was formally documented through their signatures, demonstrating their understanding and acceptance of their children's participation in the study.

CHAPTER IV: PEDAGOGICAL DESIGN

The following chapter aims to provide the reader with an understanding of the pedagogical design in relation to the pedagogical approach, as well as the cycles and interventions proposed to overcome the above.

Pedagogical Approach

The approach implemented for this study was TBL which, thanks to its communicative component, seeks to enable students to communicate effectively in the foreign language. In this line, Nunan (2002) considers that language learning is enhanced when students use the language to solve genuine and meaningful tasks, rather than just practicing linguistic structures in isolation. This type of learning helps students understand how to use the language in real contexts.

It is worth noting that, in relation to the use of tasks to learn a new language, Nunan (2002) also states that language learning should focus on tasks that reflect authentic language use in everyday life situations, where the learners' particular context is also reflected. Thus, rather than focusing exclusively on explicit grammar or vocabulary instruction, the TBL approach emphasizes the execution of communicative tasks where learners must use the language actively and functionally to complete a specific task. For example, tasks such as conducting an interview,

introducing oneself to someone else, talking about one's family, writing an email, or solving a group problem.

In line with this, TBL establishes a task cycle consisting of three phases, which are intended to achieve English language learning through speaking activities. Thus, the three steps of the task are referred to as pre-task, task, and post-task. In the pre-task, the teacher introduces the topic by means of different resources such as videos, songs, images, etc., with the objective of activating students' previous knowledge. In the task, students carry out the proposed activity, using language to solve the proposed problem or task. Finally, in the post-task, the teacher provides feedback so that students draw conclusions from what they have previously learned, reinforcing linguistic and communicative aspects at the same time.

Vision of Language

In this research, language is understood as a meaning-oriented resource that develops through the completion of meaningful tasks. From the Task-Based Learning (TBL) approach, language is not viewed as a set of isolated structures, but as a tool that learners use to communicate, negotiate meaning, and achieve specific goals within contextualized situations. Thus, this process takes place when learners actively engage in tasks that require the use of language for real communicative purposes, allowing them to connect form, meaning, and use.

Consequently, language emerges as a mediating instrument through which learners construct understanding both individually and collaboratively. As stated by Ellis (2003), TBL seeks to promote the use of language as a means of communication rather than as an object of study, highlighting the central role of meaningful interaction in language development.

Vision of Learning

Learning is understood as an active and experiential process in which students take a central role by engaging in meaningful tasks that require the use of language to achieve specific outcomes. From the TBL perspective, learning occurs through interaction, collaboration, and problem-solving, allowing learners to draw on their prior knowledge while using language in authentic and contextualized situations. Through tasks, students are encouraged to negotiate meaning, express ideas, and reflect on their own learning processes, fostering both linguistic development and personal engagement.

Therefore, the teacher assumes the role of a facilitator who designs, guides, and supports task implementation rather than directly transmitting knowledge. In this sense, teachers create supportive and motivating learning environments where participation, cooperation, and respect enable students to actively construct knowledge. As stated by Ellis (2003), learning in TBL is promoted through tasks that prioritize meaning-focused language use, while Nunan (2002) emphasizes that tasks engage learners in comprehending, manipulating, producing, and interacting in the target language with a primary focus on meaning.

Pedagogical Intervention

As for the pedagogical intervention, 3 cycles were established and described below:

Cycle 1: I recognize the other (pre-task stage)

The first cycle of six sessions, which focused on students' self-recognition allowing them to explore their physical characteristics and emotions. The objective was to provide students with the necessary vocabulary to describe themselves using physical adjectives, comparatives, and

verb tenses such as the simple past and present perfect. The first two sessions focused on the introduction of comparatives through speaking tasks such as digital presentations and a role play based on the theme of “A Crush.” The next two sessions addressed the description of emotions through discussions and short writing activities related to personal experiences. The final two sessions focused on expressing emotions using the simple past and present perfect through speaking tasks such as interviews and the “Advice Box,” where students shared and reflected on their experiences.

Table 2. *Cycle #1: I recognize myself*

CYCLE 1 I RECOGNIZE MYSELF (PRE-TASK STAGE)				
SESSION	TOPICS	VOCABULARY / GRAMMAR	OBJECTIVES	OUTCOMES
1	-Learning with celebrities -Crush -Creation of a script	<ul style="list-style-type: none"> Vocabulary of physical characteristics Verb to be and comparatives 	<ul style="list-style-type: none"> To recognize the vocabulary of physical characteristics and the comparatives To describe the physical characteristics of other people based on specific examples (famous people). 	<ul style="list-style-type: none"> Creation of a script using the adjectives of physical characteristics, and the comparatives in statement/question mode
2	Presentation of the Role Plays (using the created script)	<ul style="list-style-type: none"> Vocabulary of physical characteristics Verb to be and comparatives in statement/question mode 	<ul style="list-style-type: none"> To use the vocabulary of physical characteristics and the comparatives 	<ul style="list-style-type: none"> Oral exercise using the vocabulary of physical characteristics and the comparatives Role Play - Script Dramatization
3	Circle of Emotions: Street Harrasment Pass the Teddy Activity	<ul style="list-style-type: none"> Past simple and Past continuous 	<ul style="list-style-type: none"> To recognize emotions associated with a specific situation 	<ul style="list-style-type: none"> Writing exercise using past simple and past continuous describing an uncomfortable experience in the street. Participation exercise identifying their emotions in relation to the experiences shared in class.
4	Circle of Emotions: Street Harrasment	<ul style="list-style-type: none"> Vocabulary of emotions 	<ul style="list-style-type: none"> To recognize the emotions experienced in the anecdotes To identify what to do in a street harassment situation (possible next steps) 	<ul style="list-style-type: none"> Exercise in guide using the vocabulary of emotions and the simple past tense
5	Have you ever? Interviews	<ul style="list-style-type: none"> Present perfect and Past Simple 	<ul style="list-style-type: none"> To practice answering questions using the past simple and present perfect in a conversational context. 	<ul style="list-style-type: none"> Oral exercise through the interview using present perfect and past simple (questions - answers) Writing exercise -report of interview answers using the past simple in the third person
6	Have you ever? Advice Box	<ul style="list-style-type: none"> Present perfect and Past simple 	<ul style="list-style-type: none"> To use present perfect and past simple to create advices in relation to common experiences and emotions. 	<ul style="list-style-type: none"> Oral exercise - socialization of the advices Writing exercise - creating advices in present perfect and past simple

Cycle 2: I recognize the other (task-stage)

The second cycle of intervention consisted of five sessions which focused on recognizing the identity of others while students had the opportunity to discover their own and collective

talents and potential. The main objective was to provide students with an environment where they could establish positive connections with their peers.

The first two sessions focused on speaking tasks related to the creation and presentation of talents. Here, students identified their own talents through a workshop and presented them to their classmates through an oral presentation and posters. The third session focused on the creation of a mural where students wrote phrases of admiration for their classmates in relation to each other's talents, generating favorable interaction and group cohesion. The last two sessions focused on speaking tasks where students created personal promises for themselves and then presented them individually.

Table 3. *Cycle #2: I recognize the others*

CYCLE 2 - I RECOGNIZE THE OTHERS - TASK STAGE)				
SESSION	TOPICS	VOCABULARY / GRAMMAR	OBJECTIVES	OUTCOMES
1	Magnify your talents – Talent Show -Talent workshop	<ul style="list-style-type: none"> Present Perfect + for/since Can + Verb Vocabulary: talents, skills, creativity, effort, improve, admire 	<ul style="list-style-type: none"> Recognize your talents Use the present perfect tense to describe your talents. 	<ul style="list-style-type: none"> Writing exercise - Workshop to identify one's own talent
2	Magnify your talents – Talent Show -Presentation	<ul style="list-style-type: none"> Present Perfect + for/since Can + Verb Vocabulary: talents, skills, creativity, effort, improve, admire 	<ul style="list-style-type: none"> To recognize talents in yourself and others To use the present perfect tense to describe talents 	<ul style="list-style-type: none"> Oral Exercise - Presenting talent using the present perfect tense Writing exercise - Presenting a poster about your own talent
3	Talent Wall - Talented Women	<ul style="list-style-type: none"> Present Perfect (3rd person) + for/since Vocabulary: kind, talented She has... / I admire... 	<ul style="list-style-type: none"> To recognize and describe the talents of others To use third-person - present perfect grammatical structures 	<ul style="list-style-type: none"> Oral exercise - Socialization of cards talents of their peers Writing exercise using the present perfect tense in the third person to describe the talents of their classmates.
4	My Inner Promise -Creation of promises in memo cards	<ul style="list-style-type: none"> Present simple Vocab: promise, goal, challenge, discipline, motivation 	<ul style="list-style-type: none"> To identify personal promises using the present simple 	<ul style="list-style-type: none"> Writing exercise - Creating promises for their current and future versions in flashcards.
5	My Inner Promise -Individual Presentation	<ul style="list-style-type: none"> Present simple Vocab: promise, goal, challenge, discipline, motivation 	<ul style="list-style-type: none"> To describe personal promises using the present simple 	<ul style="list-style-type: none"> Oral exercise - Presentation of the promises of its current version and its version of the future

Cycle 3: I recognize my environment (Post-task stage)

The third cycle of intervention consisted of three sessions, which focused on recognizing the environment and community. The objective was to provide students with the opportunity to

discover their environment and the people who make it up through some speaking tasks. The first session focused on developing a life plan and career choice, evaluating possibilities and future decisions. The second session focused on identifying inspiring women within their school or local community, recognizing their role, voice, and value. Finally, the third session aimed to encourage students to express their personal opinions and experiences of being a woman in their community, highlighting the importance of listening to each other and sharing perspectives.

Table 4. *Cycle # 3: I recognize my environment*

CYCLE 3 - I RECOGNIZE MY ENVIRONMENT - TASK STAGE)				
SESSION	TOPICS	VOCABULARY / GRAMMAR	OBJECTIVES	OUTCOMES
1	Go for the goal	<ul style="list-style-type: none"> Future tense: will / going to Sequencing connectors: first, then, after that, finally 	<ul style="list-style-type: none"> To use the future tense and connectors to plan future plans To describe future plans using connectors and vocabulary related to plans 	<ul style="list-style-type: none"> Oral Exercise - Presentation of future plans and goals using the future tense, connectors, and vocabulary
2	Voices of My Community – Women Who Inspire Me	<ul style="list-style-type: none"> Present simple / Present continuous Expressions of opinion: I admire... / I think... Vocab: support, leader, inspire, respect, brave 	<ul style="list-style-type: none"> To identify important women in your environment To describe the role of these women using the present simple and present continuous 	<ul style="list-style-type: none"> Oral Exercise - Presentation of a woman they admire in their community
3	My Voice Matters – Speaking Up as a Young Woman	<ul style="list-style-type: none"> Expressions for giving opinions: I think that... / Manners for dialogue: I agree / I understand your point of view Vocabulary: voice, confidence, support, express, equality 	<ul style="list-style-type: none"> To recognize emotions associated with a specific situation 	<ul style="list-style-type: none"> Oral Exercise - Role Play personal experiences your role as a woman

CHAPTER V: DATA ANALYSIS AND FINDINGS

This chapter presents an analysis of the data collected during the implementation of the pedagogical intervention. First, the procedure that guided the analysis is described. Next, the information obtained through the data collection instruments is organized into three categories and their respective subcategories. Finally, the results are interpreted to answer the research question.

Data Analysis Procedures

Grounded theory was the approach used for the data analysis. According to Charmaz (2006), this process allows for the construction of theory based on the data, identifying emerging patterns and meanings. Furthermore, the categories are not predetermined but emerge from the systematic analysis of the information (Corbin and Strauss 2015). Thus, for this research purposes, they were established after organizing all the data.

For the data analysis, three data collection instruments were used: field notes, voice recordings, and artifacts. First, the field notes were organized into two groups: those corresponding to the observation stage and those related to the pedagogical implementation. Then, the 17 field notes from the implementation stage were classified according to the cycles developed. This organization also made it possible to arrange the voice recordings and artifacts based on the dates on which the 17 sessions were conducted.

Subsequently, all the information was structured into four groups: observation stage, Cycle 1, Cycle 2, and Cycle 3. In the same line, color-coding was used for helping in the analysis process. According to Saldaña (2013), this technique helps organize information, identify patterns, and group data into meaningful categories, facilitating the visualization and classification of the data during the analysis process. Therefore, a color-coding system was used to identify the information that later served as the basis for the construction of categories and subcategories.

Categories of Analysis

The organization and codification of the information gathered with the instruments during the pedagogical intervention allowed the identification of three main patterns, which were defined as categories. As the purpose of the analysis is to answer the research question, these categories were organized matching the research objectives. Additionally, each of them is composed of subcategories that facilitate a more detailed understanding of their components.

First Category: Self-confidence development in the EFL classroom

This category focuses on the development of students' self-confidence throughout the implementation of the pedagogical cycles. It describes how classroom activities and dynamics contributed to a gradual improvement in students' confidence to participate and express themselves in English. At the beginning, students showed insecurity and discomfort when using the language which affected their learning process.

However, as the cycles progressed, the data revealed changes in their attitudes and performance, especially when doing it through speaking tasks about new topics related to their personal sphere such as promises and talents. In addition, writing also helped the students express their own ideas and thoughts. Furthermore, their engagement with the activities was reflected in their creativity. These factors were identified as key elements in the development of self-confidence in tenth-grade students and were grouped into the following subcategories.

Subcategory 1: Developing Self-Confidence in Speaking in the EFL Classroom

This subcategory illustrates how the pedagogical intervention progressively encouraged students to express themselves and communicate in EFL through the speaking tasks proposed.

During both the observation and implementation phases, it became evident that students initially displayed a lack of confidence, accompanied by frustration and insecurity, often doubting their own abilities and affirming that they would not be able to speak English. They also showed signs of embarrassment and shyness when attempting to do so. The field notes' excerpts indicate that most of the students felt insecure when speaking English.

The teacher asks who is ready to speak about the famous person they researched, and the students shake their heads. The teacher asks the student MRNA to come forward, and she says: "No profe, no puedo." The teacher asks if she did the homework, and she replies: "Si la hice, pero no quiero pasar, que pena".

(Field notes: observation September 9th, 2024)

Likewise, the fact that the students use a very low tone of voice when performing their dialogue may be related to shyness when standing in front of all their classmates, which likely makes them feel nervous.

(Field notes: observation October 2nd, 2024)

Then I asked the student HN what other characteristics she could identify, and she responded in a very low voice: "Curly hair and blonde." I asked her to repeat it in a louder tone so her classmates could hear her. She replied: "Ay, no, profe no puedo, es que yo para el inglés no la doy. No me hagas decirlo de nuevo porfa". I told her that she had done very well and that her classmates also wanted to hear what she had said, but she responded: "No puedo me da pena".

(Field notes: observation March 3rd, 2025)

Through the pedagogical implementation, students' self-confidence improved in areas such as tone of voice, the expression of ideas, and body language, particularly during speaking tasks such as the talent presentations, role plays, and the presentation of their promises. As Bandura (1997) affirms, improvements in these aspects contribute to the development of self-confidence. Based on his concept of self-efficacy, when individuals believe in their own abilities, it is reflected in observable behaviors such as a more confident tone of voice, a clearer expression of ideas, and more secure body language during task performance.

-Don't get close to my crush! She's only mine! You don't have to be near, listen, you disgust me (...). Jessie, it's not what you think! That girl wants to keep me away from you! She doesn't deserve you, you're only mine and nobody else's! You don't owe anyone your proximity, you're mine!." (Voice Recording, Cycle 1. Crush Role Play. Students ISMR and VLN. March 28th, 2025).

It is worth noting that the students appeared very confident during their performance. They were highly expressive, as in the case of ISMR and VLN, who portrayed their characters by using a variety of gestures, approaching the audience, and speaking loudly. This may indicate that, by engaging in the role play, it became easier for them to express themselves spontaneously.

(Field note: observation March 28th,

For instance, in this speaking task from cycle 1, students performed a role play in which they had to choose the setting and characters, while attempting to use the vocabulary studied in class. As evidenced in the data collected, students expressed themselves spontaneously, using a louder tone of voice and body language, as in the case of ISMR and VLN. According to Krashen (1987), activities that lower students' anxiety and provide meaningful opportunities to use the language encourage greater oral production and confidence. In this sense, role play allowed students to communicate in a more natural and less restrictive way, which was reflected in their more expressive and confident participation.

These aspects were also reflected in main tasks such as the *Talent Show* and *My Inner Promise*, as shown below in the following excerpts.

I tell the students that we're about to start the Talent Show performances. I ask if anyone wants to go first, and MRNA raises her hand. I ask her if she's ready, and she says, "Yes teacher, super ready".

It is clear that the student MRNA had a very clear presentation, as she showed ease in expressing her ideas in English about her talent. She also spoke in a loud voice and stood more in the center of the room, avoiding leaning on the board, showing confidence when talking about her talent.

(Field note: implementation, cycle 2. September 5th, 2025)

-My name is MRNA and my talent is dancing. Dancing is the movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an emotion or idea. There is a photo in a presentation. I like dancing because it makes me feel happy. I started dancing when I was very young, during the pandemic. My favorite musical genres to dance are cumbia, Kpop, and salsa. I would like to practice contemporary dance because it is beautiful to me. (Voice Recording. Cycle 2. Talent Show. Student MRNA. September 5th, 2025)

I tell the students that we are going to continue with the Talent Show presentations. I ask HN if she wants to go first, and she nods, giving a thumbs-up. HN stands closer to her classmates.

It is evident that the student HN showed greater confidence when speaking in public in English on this occasion, as she used a louder tone of voice, even though she usually speaks in a very low voice. In addition, she delivered her presentation fluently.

(Field note: implementation. cycle 2. September 8th, 2025)

“My talent is playing the viola. I have been playing viola since I was eight. I enjoy this because it helps me to be calmer, relax, and feel good. I feel proud because I have advanced faster on viola, I can read the notes, and I can fit in well when we are in a band. (Voice Recording. Cycle 2. Talent Show. Student HN. September 8th, 2025).

Similarly, in this speaking task from cycle 2, students presented their talent to their classmates, explaining how long they had been practicing it, why they liked it, and why it made them feel proud, which, according to Covey (2014), focusing on students’ talents helps build a positive self-image and strengthen self-confidence. Therefore, as observed in the field notes and voice recordings, by talking about their abilities, students felt more secure when communicating in English, which was reflected again in their tone of voice, the expression of their ideas and their body language.

-Today I promise myself to focus on progress, not perfection. Forgive myself for past mistakes and stay open to new possibilities. Promise to my future self... I promise to make time for joy / I promise to remind myself how strong I am / I promise to travel abroad and learn new languages” (Voice Recording, Cycle 2. My Inner Promise Student EVN. September 22nd, 2025).

Student EVN speaks confidently about his promises, expressing himself calmly in a strong, clear voice. He also appears to be mindful of his body language, avoiding standing too close to the wall.

(Field note: implementation. cycle 2. September 22nd, 2025)

Likewise, in this speaking task from cycle 2, students talked about promises they would make to their present selves and to their future adult selves. As evidenced in the field notes and voice recordings, students felt comfortable and confident while carrying out the activity as in the case of student EVN. In this sense, according to Covey (2014), keeping promises to oneself helps build self-confidence, as it allows individuals to develop commitment and make decisions about their goals and future. Therefore, students felt more secure when communicating in English using topics related to a more personal sphere.

Subcategory 2: Writing as a means of developing Self-Confidence in the EFL classroom

This subcategory analyzes how writing became a means for students to develop their self-confidence in EFL. Although the main focus of this research was related to the use of speaking tasks, data revealed that working on the writing skill proved to be a good complementary resource to develop students' self-confidence in the EFL classroom.

During the observation phase, it was also evidenced that students did not feel comfortable writing in English, even showing dislike toward it. Likewise, it was also observed that students

were not engaged in writing activities that allowed them to express themselves or reflect on their personal experiences.

The teacher tells the students to refer to the reading when answering the questions. He then asks the students to write two sentences on the back of the sheet: first, explaining why Saint Valentine is important, and second, describing their connection to the 14th century. It is clear that some of the students are making gestures of displeasure.

(Field note: observation. September 25th, 2024)

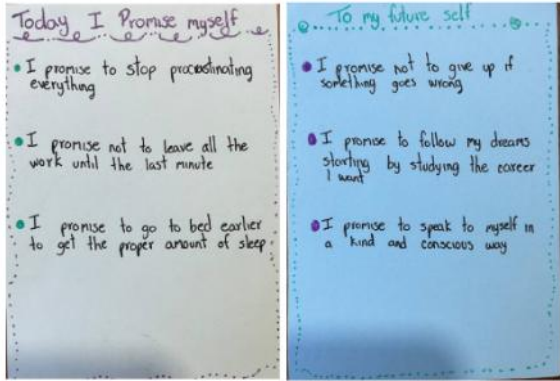
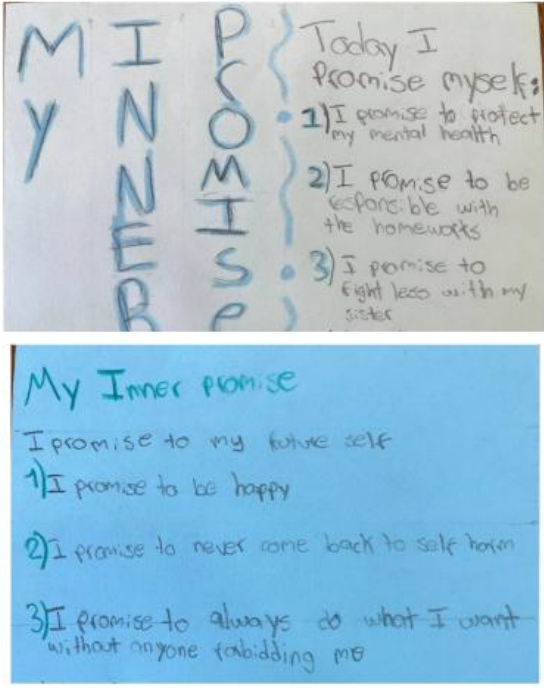
Throughout the pedagogical implementation and the tasks carried out, students' self-confidence in writing improved in aspects such as the expression of personal ideas, increased engagement in writing tasks, and more extended written productions, particularly in activities such as the creation of promises, recognition of their talents and the identification of emotions. In this regard, according to Brown (1977), affective factors such as self-confidence influence learners' active participation, their readiness to express personal meanings, and the development of more elaborate language production. Therefore, students' greater engagement and more extended written texts reflected the development of self-confidence in writing as well.

I ask what she thinks about the activity. VLN says: "Me gustó porque caí en cuenta de muchas cosas que quiero hacer en realidad. Porque muchas veces es como ay no yo voy a cumplir esas promesas. Pero al escribirlas es más fácil saber que quiero hacer y hacerlo realidad". I thank her for her opinion.

Regarding her opinion, it is evident that VLN values the activity because writing her promises gives her clarity about what she would like to do in the future. This may also be linked to her self-recognition and growing self-confidence.

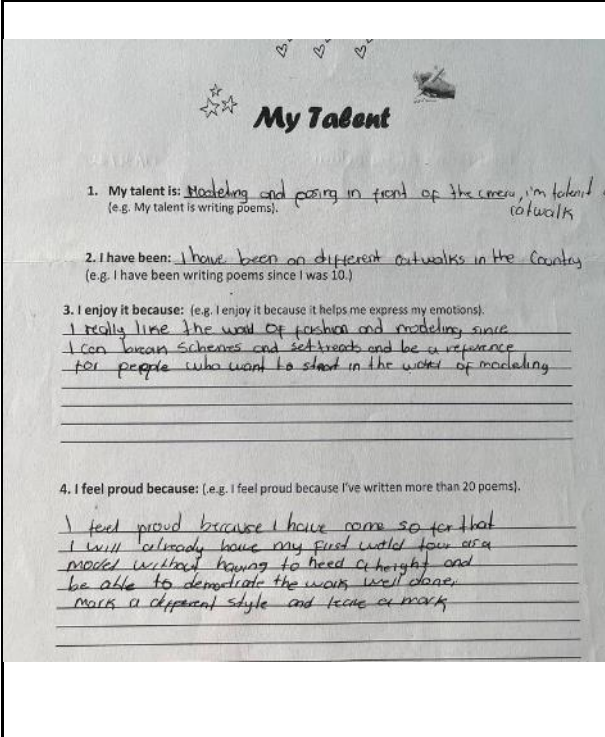
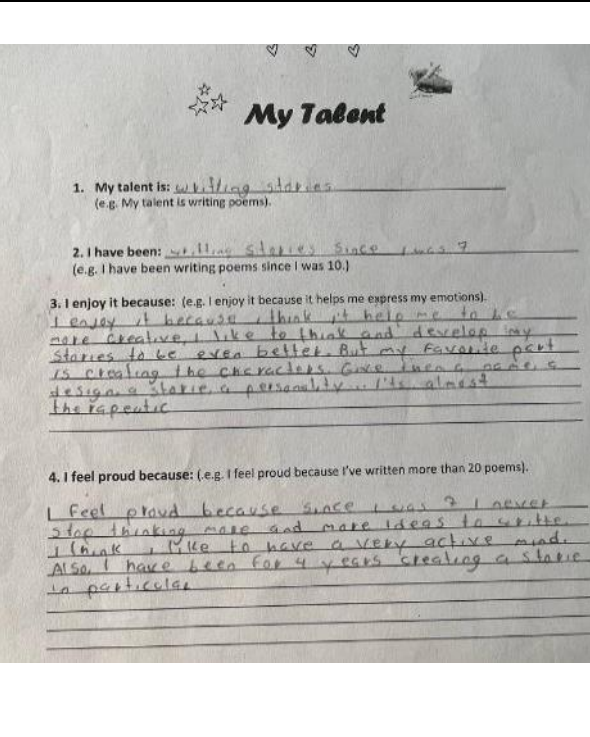
(Field note: implementation. Cycle 2. September 22nd, 2025)

Table 5. *Artifacts of My Inner Promise*

	
(Cycle 2) Student SUS' Artifact	(Cycle 2) Student NTL's Artifact

For instance, in this writing task from cycle 2, students wrote three promises for their present selves (as teenagers) and three promises for their future selves (as adults). As evidenced by the data collected, the students felt comfortable expressing their thoughts on their self-esteem, habits they wish to change, and their relationships with themselves and their families. According to Covey (2014), keeping promises to oneself strengthens self-confidence by fostering commitment and decision-making. Additionally, writing about these promises allowed students to express and organize their ideas, which, as argued by Graham and Hebert (2011), supports reflection and contributes to the development of confidence. It is worth noting that these aspects were also reflected in tasks such as the talent workshop and interviews, as shown in the following instruments.

Table 6. Artifacts of My Talent - Speaking & Writing Workshop

 <p>My Talent</p> <p>1. My talent is: <u>Modeling and posing in front of the camera, I'm talent a catwalk</u> (e.g. My talent is writing poems).</p> <p>2. I have been: <u>I have been on different catwalks in the country</u> (e.g. I have been writing poems since I was 10.)</p> <p>3. I enjoy it because: (e.g. I enjoy it because it helps me express my emotions). <u>I really like the world of fashion and modeling since I can learn schemes and set trends and be a reference for people who want to stand in the water of modeling</u></p> <p>4. I feel proud because: (e.g. I feel proud because I've written more than 20 poems). <u>I feel proud because I have come so far that I will already have my first world tour as a model without having to head a height and be able to demonstrate the work well done, mark a different style and leave a mark</u></p>	 <p>My Talent</p> <p>1. My talent is: <u>writing stories</u> (e.g. My talent is writing poems).</p> <p>2. I have been: <u>writing stories since I was 7</u> (e.g. I have been writing poems since I was 10.)</p> <p>3. I enjoy it because: (e.g. I enjoy it because it helps me express my emotions). <u>I enjoy it because I think it help me to be more creative, I like to think and develop my stories to be even better. But my favorite part is creating the characters. Give them a name, a design, a story, a personality... it's almost the perfect</u></p> <p>4. I feel proud because: (e.g. I feel proud because I've written more than 20 poems). <u>I feel proud because since I was 7 I never stop thinking more and make ideas to write. I think I like to have a very active mind. Also, I have been for 4 years creating a story in particular</u></p>
<p>(Cycle #2. Artifacts of My Talent - Speaking and Writing Workshop from students MRNR and ALC)</p>	

It is evident that the students **complete the workshop with dedication, taking the time to think about what they want to write and how they want to express it.** This may be because, as the activity is related to their personal interests, it sparks greater motivation in them and **makes them feel more comfortable while writing.**

(Field note: implementation. Cycle 2. September 1st, 2025)

In this writing task from cycle 2, students wrote about their talent, explaining how long they had been practicing it, why they enjoyed it, and why it made them feel proud. As evidenced by the field notes and artifacts, the students showed greater motivation when writing, expressing their ideas in more extensive written pieces. According to Covey (2014), focusing on adolescents' talents helps build a positive self-image and strengthen self-confidence. Additionally, as argued by Graham and Hebert (2011), writing about personal experiences and

strengths supports reflection and the organization of ideas, which contributes to the development of self-confidence.

Table 7. *Artifacts of Circle of Emotions: Street Harassment*

<p>1. Create a sentence in which you write a feeling and a positive affirmation. <i>Crea una frase en la que escribas un sentimiento y una afirmación positiva.</i></p> <p>For example: I felt scared but I know I am not alone.</p> <p>I <u>felt confused</u> but I know I <u>can handle this</u></p> <p>2. After the class what do you think about your experience? <i>¿Después de la clase que piensas en torno a tu experiencia?</i></p> <p>During the moment I felt very scared, but today I know that I can walk away and I know what I can do in the these kind of situation. I felt comfortable in the class, the theme is very important.</p>	<p>1. Create a sentence in which you write a feeling and a positive affirmation. <i>Crea una frase en la que escribas un sentimiento y una afirmación positiva.</i></p> <p>For example: I felt scared but I know I am not alone.</p> <p>I <u>felt scared</u> but I know I <u>am not alone</u></p> <p>2. After the class what do you think about your experience? <i>¿Después de la clase que piensas en torno a tu experiencia?</i></p> <p>after the class I know I am not alone and also I know how to ask for help in a bad situation. I can call the "línea rosarina" or call 123 not line if the situation is really bad. now I feel more safe.</p>
<p>(Cycle #1. Artifacts of Circle of Emotions- Street Harassment from students LB and ANG)</p>	

After giving them the workshop, it became clear that the students were more motivated to complete the task. This can be attributed to the fact that **writing provides them with a medium through which they can express, with greater ease and confidence, a situation they do not usually address readily.**

(Field note: implementation. Cycle 1. April 28th, 2025)

Moreover, in this writing task cycle 1, students wrote about their emotions related to a situation of street harassment they had experienced. As observed in the field notes and artifacts, students felt more confident when addressing their emotions regarding these situations. According to Bandura (1997), expressing personal experiences strengthens self-confidence; therefore, writing about this type of situation could transform insecurity into confidence, as students began to understand and give meaning to their own experiences.

Subcategory 3: Engagement through Creativity and Personal Expression

This subcategory describes how students demonstrated their participation in EFL speaking tasks through creativity and personal expression. This aspect was not initially part of the pedagogical intervention design but emerged as a significant finding during its implementation. During the observation phase, it was evidenced that students did not show motivation toward EFL classroom activities, often preferring to leave assigned tasks unfinished or choosing not to complete them. Field notes registered that most students showed disinterest and apathy toward the pedagogical dynamics of the classroom.

The teacher then tells the students that they are going to write down the modes of transportation they usually use and explain why they use them most often. The students begin writing, although some of them choose not to do the activity. Then the students ISMR, ANH, and ANG say they are “too lazy” to do the activity, to which the teacher tells them they must complete the activity to receive a grade for the class. Even so, some of the students write down one or two modes of transportation, while others choose not to complete the activity.

The fact that the students showed no interest in the activity may be due to the fact that the topic is not appealing to them, which leads them to either do only part of it or not do it at all. Even when the teacher tells them they must do it for the grade, they show no interest in completing the activity or do it very half-heartedly.

(Field note: observation. Cycle 1. March 3rd, 2025)

Through the pedagogical implementation and the tasks carried out, students’ motivation improved in aspects such as creativity and personal expression, particularly in tasks such as the talent posters, the talent wall, and the creation of promises. As Krashen (1987) suggests, motivation plays a key role in language learning, as it encourages learners to engage meaningfully with the language and take an active role in their learning process. In this sense, increased creativity and personal expression in these tasks could be seen as indicators of higher motivation and growing self-confidence.

Table 8. *Artifacts of Magnify your talents - Talent Show*



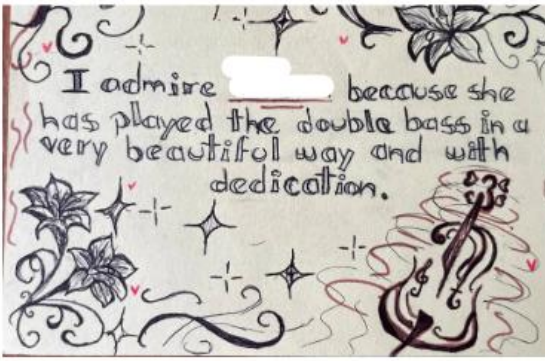
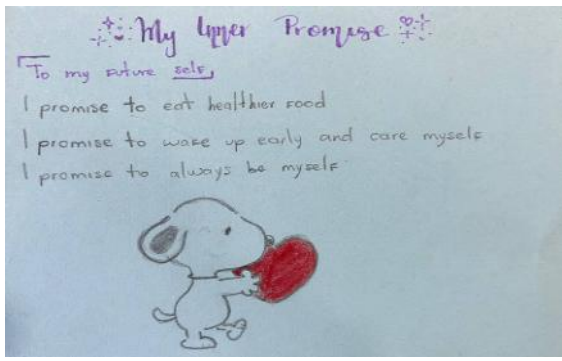
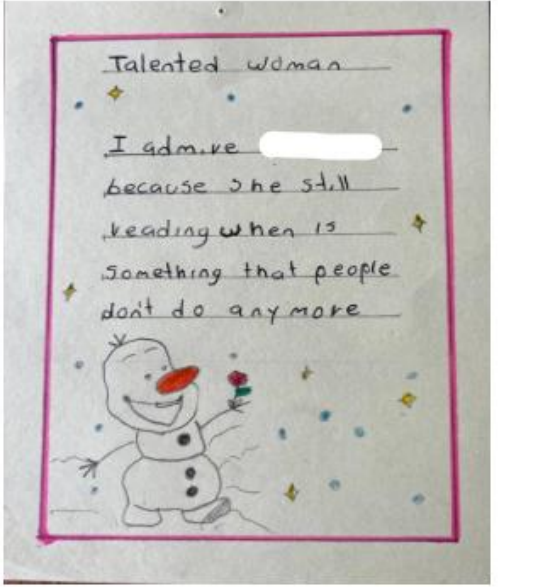
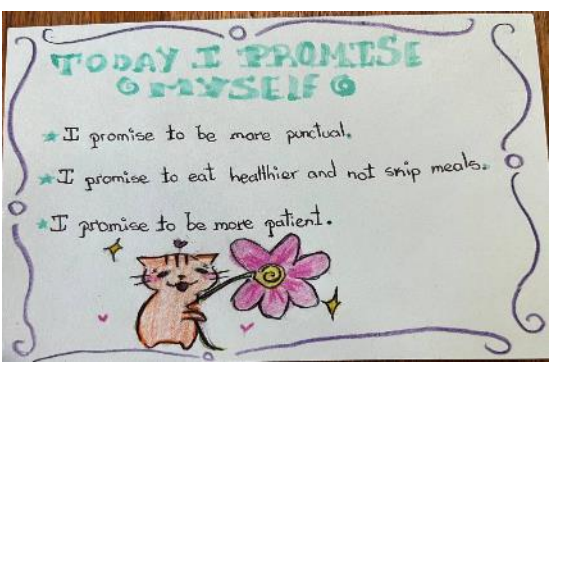
When it came time to display their posters, **the students seemed excited, even going so far as to explain to their classmates how they had drawn the pictures and attached the materials—as was the case with ISMR, ANG and AHN.**

Students' creativity is evident in their posters, where they used drawings, colors, and different materials such as cardboard, **reflecting their dedication to the task.** This may be related to the fact that **engaging in an activity connected to their interests and talents encourages them to express aspects of their personality through these details, thus demonstrating self-confidence in their desire to show who they are.**

(Field note: implementation. Cycle 2. September 8th, 2025)

In this task from cycle 2, students created a poster about their talent. As evidenced in the collected instruments, students demonstrated their creativity through the use of drawings, colors, cut-outs, and other elements. According to Krashen (1987), when learners are motivated, they tend to engage more actively and meaningfully in tasks. In this sense, students' creativity in the activity reflected their motivation toward the class, which was also evidenced in their self-confidence to express themselves more freely.

Table 9. *Artifacts of My Inner Promise and Talent Wall - Talented Women*

	
	
<p>(Cycle #2. Artifacts of My Inner Promise and Talented Women from students ALC, MJL and MRN)</p>	

The students begin creating the memocards for their classmates. After writing what they admire about their classmate, students began to decorate the cards, creating drawings such as cartoons or elements that align with their classmates' talents.

The fact that students **decorate the cards can be related to their motivation and creativity toward the activity; even though it was not required, they chose to add drawings and decorations spontaneously.**

(Field note: implementation. Cycle 2. September 12th, 2025)

Students began to decorate their flashcards, such as ANH, MJL, VLN, and ISMR, among others. They used elements such as colored markers to create borders or specific styles of lettering. In addition, they made different drawings such as cartoons, flowers, animals, and other similar elements

When writing their promises on the flashcards, it was observed that students began to decorate them and create drawings, demonstrating their creativity. This may be related to their motivation toward the class, as they went beyond what was required, also showing their personal expression through these details.

(Field note: implementation. Cycle 2. September 19th2025)

In these writing tasks from cycle 2, students wrote promises to their present and future selves and wrote a sentence about a talent they admired in one of their classmates. As evidenced by the field notes and artifacts, the students were motivated by the activities when they added drawings or decorations to their creations, thereby revealing aspects of their personality and personal expression. According to Brown (1977), motivation and self-confidence are key factors influencing learners' performance. In this case, students' motivation to connect with meaningful topics fostered their confidence to express their ideas creatively, reflecting a positive and active involvement in the EFL learning process.

Second Category: Recognizing Others in the EFL classroom.

This category addresses the development of students' recognition of others through the implementation of various pedagogical tasks. It describes the factors that contributed to this process, beginning with self-recognition and gradually expanding toward the recognition of their classmates and their community. Tasks such as the talent show, interviews focused on emotions, and the talent wall played a key role in fostering this development. Thus, the category presents how these tasks supported the ways students perceived themselves and others, allowing them to better understand their identities as individuals while also strengthening their awareness of their peers and families. The data provided relevant insights into self-recognition, recognition of

others, and recognition of their community, which were grouped into the following subcategories:

Subcategory 1: Developing Self-Recognition in the EFL Classroom

This subcategory illustrates how the pedagogical intervention progressively encouraged students to recognize themselves through the use of EFL. During the implementation phase, it was evidenced that students had difficulties with self-recognition, as they expressed not knowing how to identify their emotions, as well as not being aware of what they were good at or what their talents were. Field notes registered that students showed limitations in recognizing themselves.

"Who has green?" corresponds to the emotion of nervousness" I tell them how they are going to write the advice: My advice to nickname Maluma, Kitty, whoever is... base on the color you have there. For example, whoever has the blue paper is going to write: When I have felt sad, I have gone for a walk in the park and I have felt better. Then, the student LB says: "Teacher o sea que si a mí me salió el papel rojo yo escribo que hago cuando estoy brava verdad?" I tell her yes, and that in that way she can also give advice to her classmate about what to do when she is angry. To which LB responds: "Pero si no sé qué hacer, ni sé que hago cuando estoy de mal genio la verdad".

(Field note: implementation. Cycle 1. June 9th, 2025)

I ask the students what they think of the idea of a "Talent Show," and most of them nod in agreement. However, some students say they don't like the idea, so I ask them why, and student VLN say, "No, profe porque por ejemplo yo no sé mi talento, no soy buena en nada." Student VLR says, "Teacher, yo no tengo ningún talento tampoco, no se me ocurre nada" I respond by asking them to think of something they like, something they enjoy doing and consider themselves good at. Student SUS says, "Me gusta leer, pero eso es muy simple, además cuando leo, me disperso un montón jaja." I ask her why and she replies, "Porque es una bobada, hay talentos más chéveres que ese, ni se leer bien yo creo"

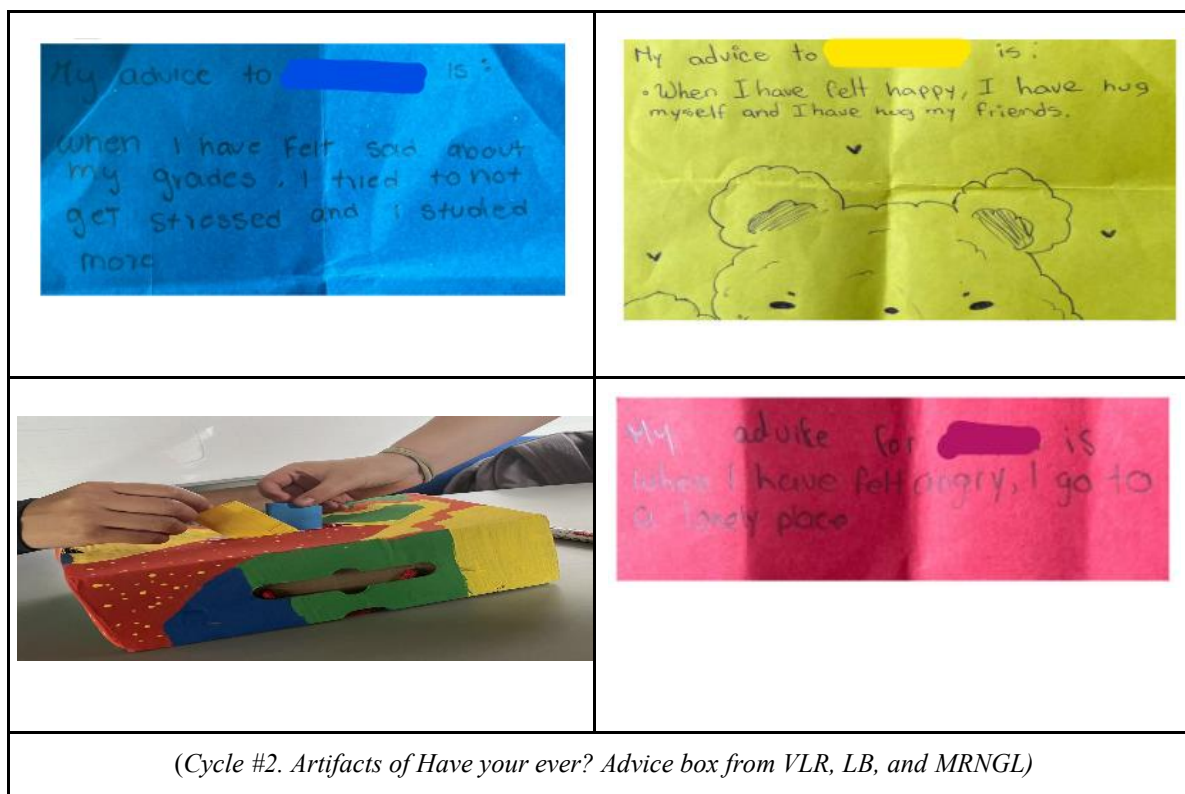
Students have difficulty recognizing their talent, taking time to think about it, to the point of stating that they are not good at anything. Likewise, the fact that students constantly repeat that what they do is "bad" or has no value, as in the case of students VLN, SUS, and VLR denotes a lack of self-recognition and therefore a lack of self-confidence, as the students do not believe in their abilities.

(Field note: implementation. Cycle 1. August 22nd, 2025)

Through the pedagogical implementation and the tasks carried out, students' self-recognition improved in aspects such as the identification of their emotions and their abilities, particularly during tasks such as the creation of advice, talent posters, and the creation of promises. In this regard, according to Goleman (1995), self-awareness involves recognizing

one's own emotions and personal strengths, which are essential components for understanding oneself.

Table 10. *Artifacts of Have you ever? Advice Box*



Then the student MJL asks: "Teacher le doy consejo de qué hacer cuando estoy sad a ella si? **Como de algo mio?**" to which I answer: "Yes, exactly—think about what you do when you feel sad, and write down the advice." To which she replies, "**Ah es como muy mio si? Pues la verdad no me había preguntado eso, pero ahora que pienso cuando me siento así escucho música, y me ayuda**". Then the student MRNGL says: "**Teacher yo sí cuando me enojo, tengo que ir a un lugar donde este sola.**"

Furthermore, it is evident that the **activity allows students to reflect on how they react to specific emotions, helping them understand how they manage those emotions—something they had not previously considered as in the case of MJL and MRNGL. This could be linked to their self-recognition.**

(Field note: implementation. cycle 1. June 9th, 2025)

For instance, in this writing task from cycle 1, students wrote a piece of advice for their classmates according to a specific emotion, which was represented by a randomly assigned color: yellow for happiness, red for anger, green for nervousness, and blue for sadness. As evidenced in the data collected, students recognized how they reacted to specific emotions. In this sense,

according to Honneth (1995), self-recognition is constructed through the understanding of one's own experiences and responses, as individuals develop their identity by acknowledging their own characteristics and emotions. Therefore, identifying how they reacted to different emotional situations allowed students to better understand themselves, contributing to their process of self-recognition. Likewise, these aspects were also evident in main tasks such as the *Talent Show* and *My Inner Promise*, as shown in the following instruments.

-My talent is painting. I have been painting since I was ten. I enjoy it because...because I can use... use it for me and for others. I feel proud because it is beautiful and authentic.” (Voice Recording. Cycle 2. Talent Show. Student VLN. September 8th, 2025).



After her presentation, I asked VLN how she felt, and she said: **“Bien teacher, hacer esto me hizo darme cuenta que si soy buena en algo, y no me había dado cuenta”.**

(Field note: implementation cycle 2. September 8th,

(Cycle #2. Artifact of Magnify your talents from student VLN)

In this speaking task from cycle 2, students presented their talent orally while showing a poster. As observed in the collected data, they were able to identify abilities in which they stood out, even when they had previously expressed not having any talent, as in the case of VLN. According to Honneth (1995), recognizing one's own abilities is fundamental for the construction of identity, as it allows individuals to better understand themselves. In this sense, identifying these aspects helped students recognize themselves more easily.

-My Inner Promise: Today I Promise Myself: I promise to protect my mental health / I promise to be responsible with the homework/ I promise to fight less with my sister. My Inner Promise: I promise my future self: I promise to be happy / I promise to never back to... self-harm... / I promise to always do what I want without anyone forbidding me (...) Siento que me ayudó a tener más conciencia de las cosas que me estaban lastimando y como poder ayudar a cambiarlas, pues me hizo como analizar mucho las cosas que están pasando. (Voice Recording. Cycle 2. My Inner Promise Student NTL. September 22nd, 2025).

It was also evident that when I asked NTL about the activity, she stated that it helped her realize which aspects of her life she no longer wanted to maintain, which may be related to her self-recognition.

(Field note: implementation cycle 2. September 22nd,

Similarly, in this speaking task from cycle 2, students presented their promises individually. As observed in the voice recordings and field notes, students were able to identify aspects or behaviors they did not want to maintain in their lives, as in the case of NTL. According to Goleman (1995), self-recognition involves recognizing one's own emotions, thoughts, and behaviors, including those that individuals wish to change. In this sense, identifying these aspects contributed to students' self-recognition and personal understanding.

Subcategory 2: Building Recognition of Others in the EFL Classroom

This subcategory illustrates how the pedagogical intervention progressively enabled students to recognize their classmates within the EFL classroom. During both the observation and implementation phases, it became evident that students initially showed difficulties and even discomfort when interacting with their classmates, often avoiding approaching or communicating

with them. They also displayed reluctance to engage in peer interaction. Field notes indicate that students tended to avoid interacting with one another.

The students continue working on the activity. The students seated on the left side of the classroom remain silent and complete the activity attentively, **avoiding the students on the right side**, who talk among themselves, use their phones, and do not work on the activity.

(Field note: observation: September 25th, 2025)

It should be noted that organizing the students in random work groups with classmates who do not usually interact **represented a challenge for some of them, who did not initially want to be in those groups. This could indicate that they do not feel comfortable doing team work or activities with all of their classmates.**

(Field note: implementation cycle 1. June 2nd,

I start telling them who they will work with: "ANH with EVN and HN with ANMR". **The student ANMR says: "Queeee?! Con quien?! Uy no!"** and HN says: **"Ay no profe con ella nooo"**. I continue: "MRNR with VLN and ISMR with LB". ISMR says: **"Con LB? Ay no profe... cámbiame, ponme con VLN"**. I respond that those will be the pairs and that I am not going to change them. Then LB looks at me and **makes gestures showing that she does not want to work with ISMR**. I continue: "MRNGL with EVLYN". MRNGL says: **"Me puedo hacer con HN?"** and I tell her no.

(Field note: implementation cycle 2. September 12th,

When telling the students that I would like them to talk to others, it is evident that they do not like it and feel uncomfortable, since they do not usually interact with all their classmates. In the case of students ANMR and HN, ANMR shows discomfort when being assigned to work with HN, and HN makes a gesture of displeasure upon seeing ANMR. This may be related to the fact that the students had gone through a falling-out and did not usually talk to each other, so writing about what they admire about one another was uncomfortable for them.

Through the implementation of the pedagogical cycles, students improved in recognizing their classmates in areas such as active listening, collaborative work, and the acknowledgment of others' qualities. These improvements were particularly evident during tasks such as the *Have you ever?* interviews, the *Talent Wall*, and the *Talent Show*. As Honneth (1995) affirms, the recognition of others is essential for the construction of identity and social interaction, as individuals develop a sense of self through mutual recognition. In this sense, practices such as active listening, collaborative work, and valuing the qualities of peers reflected the development of students' ability to recognize and relate to one another in the EFL classroom.

Table 11. Artifacts of Have you ever? - Interviews

<p>Short interview activity</p> <p>1. Have you ever changed something about your physical appearance? What was it? <i>R/ EVY has cut her bangs the Saturday of the last week.</i></p> <p>2. Have you ever felt happy about something? What was it? <i>R/ EVY hasn't feel happy lately.</i></p> <p>3. Have you ever nervous before doing something important? What was it? <i>R/ EVY has felt nervous before talking with people for a homework.</i></p> <p>4. Have you ever felt sad? What happened? <i>R/ yes, EVY has felt sad because she always like that.</i></p> <p>5. Have you ever felt angry about something?</p>	<p>Interview Questions</p> <p>1. Have you ever changed something about your physical appearance?</p> <p>Hannita777 has dyed her hair, has cut her hair and has gotten a piercing. laucalola723 has dyed her hair and cut her hair. mippe333 has cut her hair. evelyn555 has dyed her hair.</p> <p>goby263 has cut her hair.</p>
<p>Vocabulary of questions and answers in Past perfect and Past simple.</p> <p>1. Hannita 777 - I have dyed my hair, has cut, her and gotten a piercing. 2. Mippe333 - has cut her hair. 3. Evelyn555 - has a dyed her hair. 4. Goby263 - has a dyed her hair.</p> <p>2.</p> <p>1. Hannita 777 - have felt happy what she eats. 2. Mippe333 - has a felt happy what she sleep. 3. Evelyn555 - have a felt happy what she talk with her friends. 4. Goby263 - have a felt happy what she dancing.</p> <p>3.</p> <p>1. Hannita 777 - have felt nervous, what she speak in public. 2. Mippe333 - have felt nervous, what she talk with her crush. 3. Evelyn555 - have felt nervous what she eat in public. 4. Goby263 - have felt nervous what she speak in public.</p>	

(Cycle #1. Artifacts of Have you ever? Interview from students MRNGL, HN, and MJL)

"Have you ever changed something about your physical appearance? What was it (...)" Yes I have cut my hair (...) Ay nicee, yo si lo había notado." (Voice Recording. Cycle 1. Have you ever? Interviews. Students MRNGL and EVN. June 2nd, 2025).

At the beginning of the class, it was observed that students felt somewhat shy when interacting with classmates they do not usually engage with. However, **as the interview questions progressed, their attitude changed**; for instance, **MRNGL told EVN that she had noticed a change in his appearance, which made EVN smile.**

(Field note: implementation. cycle 2. June 2nd,

For example, in this speaking task from cycle 1, students conducted an interview with classmates they did not usually interact with, as they were assigned in random groups. As evidenced in the collected data, students showed interest in their classmates' responses through active listening. According to Honneth (1995), recognizing others involves acknowledging their perspectives and characteristics, which is essential for building meaningful social interactions. In this regard, active listening allowed students to better understand their peers, reflecting a greater capacity to recognize others within the EFL classroom.

-Our talent is playing... playing the double bass. (...) We have been playing the double bass for three years. (...) We're proud because it is a very difficult instrument to play. And we are weeee... we are going to play it now." (Voice Recording. Cycle 2. Magnify your talents. Students VLR and LB. September 5th, 2025).

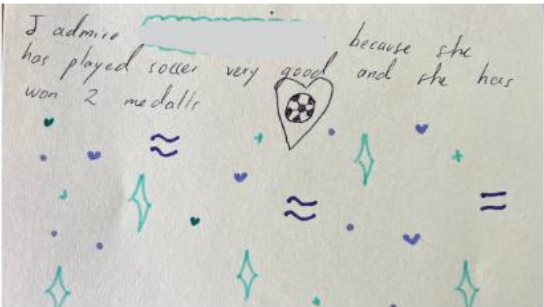
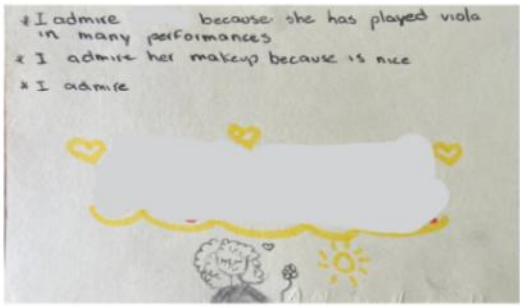
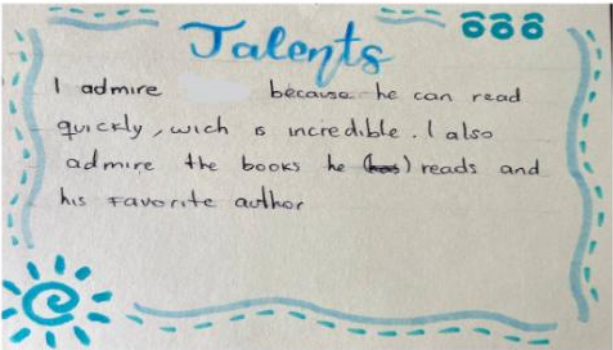
VLR and LB showed a sense of connection as they played their instruments and smiled at each other, which is significant since they do not usually interact. Likewise, their classmates encouraged them to play again, demonstrating genuine interest in observing, listening to, and recognizing VLR and LB's talent.

(Field note: implementation. cycle 2. September 5th,

Additionally, in this task from cycle 2, students presented and listened to their classmates' talents, which, according to Bronfenbrenner (1979), highlights the importance of social interaction in shaping individuals' understanding of themselves and others, including their qualities and identity. With this in mind, learning about others' talents contributed to the recognition of others in the EFL classroom. Therefore, as observed in the field notes and voice recordings; by observing and listening to their classmates' talents, students were able to interact

in ways different from what they were usually accustomed to in the classroom, which was reflected in their active listening and recognition of others' abilities.

Table 12. *Artifacts of Talent Wall - Talented Women*

	
	
<p>(Cycle #2. <i>Artifacts of Talent Wall - Talented Women from students HN, ANRM, and ANH</i>)</p>	



(Cycle #2. Images of the Talent Wall - Talented Women. Student ANH)

"I admire ANMR because she has played soccer very good and won two medals (...) I admire HN because she has played the viola in many perfor...performances... and I admire her make up because it's nice." Voice Recording. Cycle 2. Talent Wall- Talented Women. Students HN and ANMR. September 12th, 2025)

"I admire ANH because she has cooked delicious desserts like cupcakes. She loves cooking that, because she finds it easy and it relaxes her. (...) I admire EVN because he can read quickly, which is incredible. I also admire the books he reads and his favorite author." (Voice Recording. Cycle 2. Talent Wall- Talented Women. Students ANH and EVN. September 12th, 2025).

Some students, such as HN and ANMR, went further by recognizing additional abilities of their classmates; for instance, ANMR mentioned that she liked how HN does her makeup, which made HN smile. Likewise, in the case of AHN and EVN, AHN referred to EVN using the pronouns "he/his," acknowledging and respecting the way EVN identifies, which demonstrates respect for their classmate's identity. Additionally, AHN highlighted EVN's literary interests, which led EVN to give a thumbs up and smile. Active listening was also evident among the students, as well as collaborative work during the creation of the mural, aspects that may indicate the recognition of others among the students.

(Field note: implementation cycle 2. September 12th, 2025)

Moreover, in this task from cycle 2, students wrote and then read a sentence explaining why they admired their classmates' talents, and later created a mural with these responses, which, according to Pitrón (2010), contributes to the recognition of others by encouraging students to consider their peers' perspectives and qualities. Therefore, as observed in the collected instruments, students communicated with classmates with whom they did not normally interact, generating a meaningful interaction among them, which was reflected in aspects such as active listening, collaborative work, and the appreciation of others' qualities.

Subcategory 3: Recognition of the Community in the EFL Classroom

This subcategory describes how students were able to recognize others within their immediate environment in the EFL classroom. During the implementation phase, it became evident that students experienced a lack of recognition from the educational community. They also showed feelings of frustration and even rejection as a result of this situation. Field notes indicate that students felt undervalued and, at times, disregarded by their educational context.

I notice that some of **the talent posters we had put up on the wall are in the trash**. I take one out and look at it. The student EVLYN approaches me and says: **"Los dañaron, cierto profe?"** I tell her yes, but I don't understand why, and she says: **"Fueron las de la mañana, ellas siempre nos dañan todo teacher, que rabia"**.

The damage observed on some of the students' posters may indicate a lack of recognition on the part of the school community, suggesting that this could be a recurring problem, as expressed by the student EVLYN.

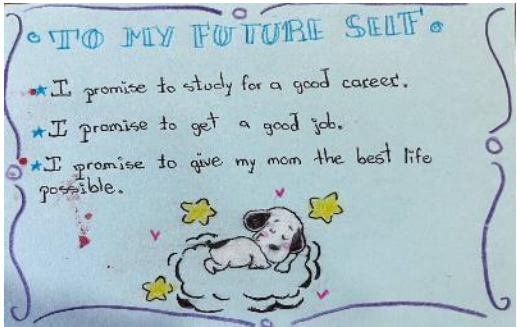

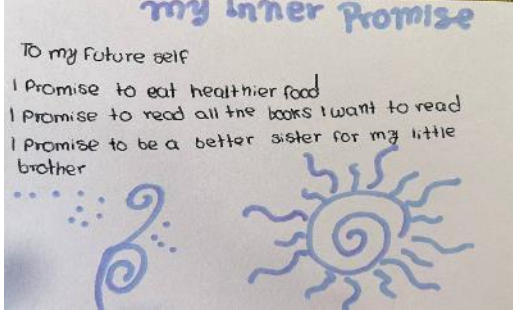
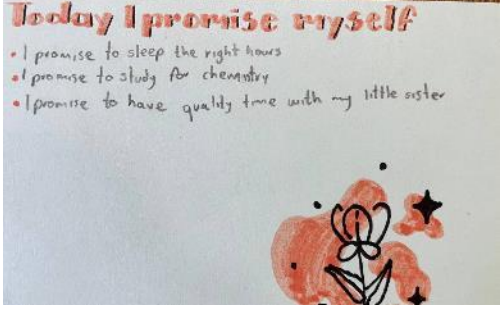
(Field note: implementation. cycle 2. September 19th, 2025)



(Cycle #2. Artifact of Magnify your talents from student MRNA)

As a result of the implementation and the tasks carried out, students were able to identify and improve their recognition of their immediate environment and community in areas such as empathy and coexistence, particularly during activities such as the creation of promises. As Bronfenbrenner (1979) affirms, identifying and strengthening these aspects contributes to the development of individuals' understanding of their social environment. In this way, development occurred through interactions within close contexts, meaning that when students engaged in empathetic and respectful relationships, they demonstrated a greater recognition of their community and surroundings.

Table 13. *Artifacts of My Inner Promise*

 <p>• TO MY FUTURE SELF •</p> <ul style="list-style-type: none"> • I promise to study for a good career. • I promise to get a good job. • I promise to give my mom the best life possible. 	 <p>Today I promise myself</p> <ul style="list-style-type: none"> I promise not to make myself feel less I promise to listen to my mom more. I promise not to feel bad about my mistakes
 <p>my inner promise</p> <p>To my future self</p> <ul style="list-style-type: none"> I promise to eat healthier food I promise to read all the books I want to read I promise to be a better sister for my little brother 	 <p>Today I promise myself</p> <ul style="list-style-type: none"> • I promise to sleep the right hours • I promise to study for chemistry • I promise to have quality time with my little sister
<p>(Cycle #2. Artifacts of My Inner Promise from students ISMR, VLN, EVLYN and MRNA)</p>	

Additionally, in this task from cycle 2, students created personal promises in which they reflected on their behaviors and identified aspects they wanted to improve, not only for themselves but also in relation to their families and close environment. As evidenced in the data collected, students showed empathy and a growing awareness of others, expressing intentions to strengthen coexistence and improve their relationships at home.

In several cases, they explicitly mentioned family members when formulating their promises, demonstrating a deeper recognition of their immediate social context. According to Bronfenbrenner (1979), development occurs within interconnected systems, where close relationships directly influence personal growth. Thus, this task supported students' recognition of their environment, specially their households, as part of their own development.

Third Category: Language learning in the EFL classroom

This category describes the process of language learning developed by students throughout the pedagogical implementation. It explains how task-based classroom activities influenced students' EFL learning, particularly through the use of speaking and writing tasks. Through these tasks, students were able to develop key language skills, while the materials and classroom dynamics supported and facilitated this process. In line with Task-Based Learning (TBL), meaningful tasks provided opportunities for students to use the language in context, which was essential for their language learning process. As the cycles progressed, the collected data revealed improvements in students' English skills and overall performance. These factors are presented in the following subcategories.

Subcategory 1: Improving Speaking Skills through Task-Based Activities in the EFL

Classroom

This subcategory describes how the pedagogical intervention progressively supported the improvement of students' speaking skills in EFL through the use of speaking tasks. During both the observation and implementation phases, it was evident that students initially faced difficulties related to pronunciation, fluency, and coherence when expressing themselves in English. The field notes highlighted these limitations, showing that students struggled to communicate their ideas clearly.

During the classroom activity, it was evident that students had difficulty connecting ideas when speaking in English, often making frequent pauses and, in some cases, choosing not to speak. Additionally, they showed limitations in coherence, as they struggled to link ideas clearly.

(Field note: observation. February 18th, 2025)

It is evident that students have difficulty speaking continuously, frequently using fillers such as "umm" and "ahh," leaving their ideas unfinished or choosing not to continue speaking. Furthermore, they show difficulties with coherence, as they struggle to organize and connect their ideas logically when expressing themselves.

(Field note: observation. September 11th 2024)

As a result of the pedagogical implementation and the speaking tasks carried out, students improved their speaking skills in areas such as fluency and coherence, particularly during activities such as role plays, talking about their promises, and the talent show. As Willis (2007) affirms, speaking tasks encourage learners to use language meaningfully and express what they genuinely want to say, promoting more natural communication.

"The show has started, and we are here with (...), a fan. Let's guess who her favorite celebrity is (...). Is your crush a man or a woman? (...) He is a man (...) Does he have short or long hair? (...) Yes, he has short hair (...) What color is his hair? (...) His hair is dyed blue. (...) Is he tall or short? Fat or thin? (...) He is tall and thin (...) Oh, is your crush an actor? (...) Nope, I don't think you will guess it (...) Mmm, is your crush a singer? (...) Maybee (...). Is your crush JIMIN from BTS? (...) Yees! Ohhh, there is

JIMIN! I love you, JIMIN, I lovee you!!.” (Voice Recording. Cycle 1. Crush Role Play. Students EVN, ANMR and LB. March 28th, 2025).

It was also evident that students **maintained the dialogue continuously**, which could reflect **an improvement in their speaking fluency**. Likewise, the **way they connected ideas around the theme of the celebrity gala**, while attempting to use adjectives and comparatives studied in class, **could reflect progress in the coherence of their speech**.

(Field note: implementation. cycle 2. March 28th,

For instance, in this speaking task from cycle 1, students performed a role play about their crush, in which they used the vocabulary studied in class. As reflected in the data collected, students demonstrated fluency and coherence during the speaking task. They were able to maintain the dialogue more continuously and connect their ideas more clearly. According to Rao (2019), speaking tasks such as role plays within a TBL approach promote authentic interaction and help students develop both fluency and coherence. In this direction, the role play allowed students to communicate more naturally, which was reflected in their more organized and fluent oral production. Moreover, these aspects were also reflected in speaking tasks such as the *Talent Show* and *My Inner Promise*, as shown in the instruments below.

“Hello, my talent is making hand crafts. I am good at doing things with my hands. I have been making crafts since I was five years old. I enjoy it because I love making gifts for my friends and my mom. I also... I also feel good when I do crafts because it helps me relax, even though I tend to be a perfectionist.” (Voice Recording. Cycle 2. Talent Show. Students ANG. March 28th, 2025).

In this speaking task from cycle 2, students gave a presentation about their talents. As evidenced in the field notes and voice recordings, this activity required them to organize and express their ideas more clearly and continuously. According to Rao (2019), citing Brown (2004), this type of activity corresponds to *extensive speaking*, which involves more formal and extended oral production, such as presentations, requiring greater planning and coherence. Thus,

this task supported the development of students' ability to produce more structured and coherent speech in English.

"I promise to use my phone less / I promise to pay less video games / I promise to help my mom more. To my future self: I promise to improve every day / I promise to make my mom very happy / I promise never to let anyone put me down." (Voice Recording. Cycle 2. My Inner Promise. Student ANG. September 22nd, 2025).

"Today I promise myself to: End my homework / Always keep my phone in my bag / Wash my hair more often. I promise to my future self: I promise to exercise more often / I promise to be happy and not let anyone change me / I promise to be fine with who I am and what I do." (Voice Recording. Cycle 2. My Inner Promise. Student ESTF. September 22nd, 2025).

In this speaking task from cycle 2, students gave a presentation about their promises. As evidenced in the collected instruments, students demonstrated fluency and coherence when speaking, as they attempted to connect their ideas continuously and avoid long pauses or leaving their speech unfinished. According to Willis (2007), speaking tasks stimulate learners to speak more and express what they want to say, supporting greater continuity in speech. Likewise, Ellis (2003) highlights that tasks promote meaningful language use. Thus, this activity fostered more fluent and continuous expression when producing orally.

Subcategory 2: Developing Language Skills through Task-Based Activities in the EFL Classroom

This subcategory illustrates how task-based activities supported students in addressing additional language aspects such as writing, grammar, and vocabulary. During the observation phase, it became evident that students initially showed difficulties in these areas, particularly demonstrating limited vocabulary, as well as challenges in writing and grammatical accuracy.

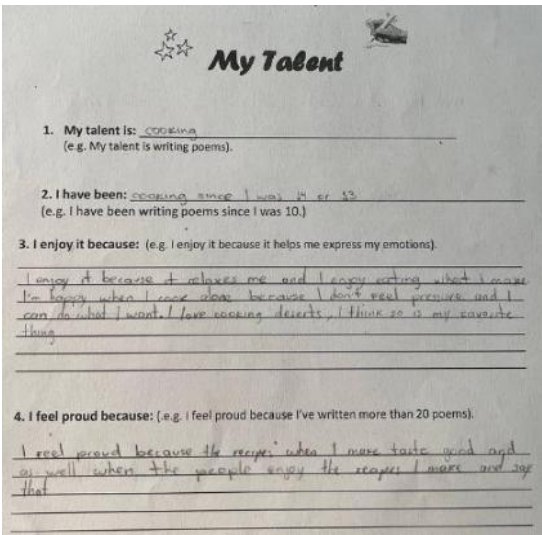
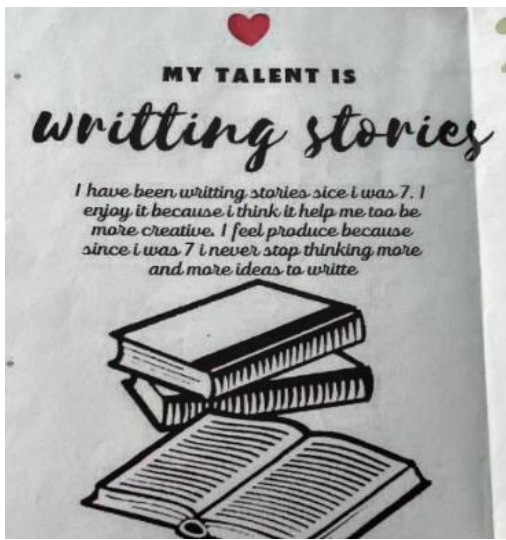
This field note excerpt indicates that these limitations affected their ability to express ideas clearly and accurately in English.

The teacher informed the students that they would correct the previous quiz, in which they had to write about their daily routines. During the revision, it became noticeable that several students struggled with writing, often producing short and incomplete sentences. Many showed difficulties with vocabulary, for example writing *"I make my homework"* instead of *"I do my homework,"* and grammatical errors such as *"I wake up at 7 and then I eating breakfast"* instead of *"I eat breakfast."*

(Field note: observation October 2nd, 2021)

As the pedagogical cycles progressed and the tasks were carried out, students showed improvement in these language aspects by writing more complete and structured sentences, using basic grammatical structures more accurately, and incorporating a wider range of vocabulary related to the topics studied. These developments were particularly evident during tasks such as the talent workshop and talent posters, the creation of promises, and the construction of admiration phrases. According to Ellis (2003), tasks in the EFL classroom promote meaningful language use, allowing students to focus on different aspects of the language. In this regard, engaging in such tasks supported the development of students' writing, grammar, and vocabulary skills.

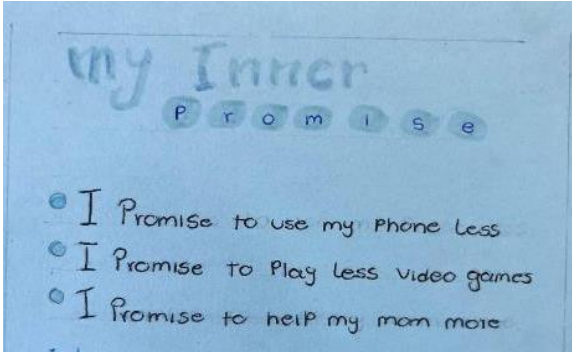
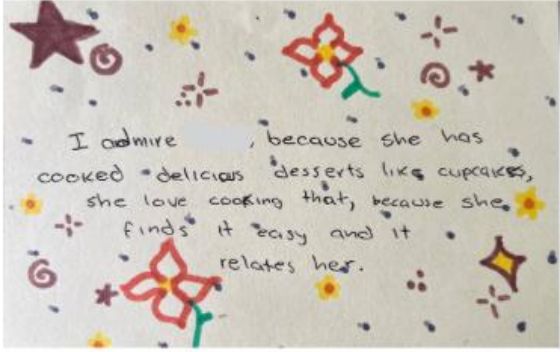
Table 14. *Artifacts of My Talent - Speaking & Writing Workshop - Talent Posters*

 <p>My Talent</p> <p>1. My talent is: <u>COOKING</u> (e.g. My talent is writing poems).</p> <p>2. I have been: <u>cooking since I was 15 or 13</u> (e.g. I have been writing poems since I was 10.)</p> <p>3. I enjoy it because: (e.g. I enjoy it because it helps me express my emotions). <u>I enjoy it because it relaxes me and I enjoy eating what I make. I'm happy when I cook alone because I don't feel pressure and I can do what I want. I love cooking desserts, I think so is my favorite thing.</u></p> <p>4. I feel proud because: (e.g. I feel proud because I've written more than 20 poems). <u>I feel proud because the recipe when I make taste good and so well when the people enjoy the recipes I make and say that.</u></p>	 <p>MY TALENT IS <i>writing stories</i></p> <p><i>I have been writing stories since I was 7. I enjoy it because I think it help me too be more creative. I feel produce because since I was 7 I never stop thinking more and more ideas to write.</i></p>
<p>(Field note: implementation. Cycle 2. September 1st, 2025)</p>	<p>(Field note: implementation. Cycle 2. September 8th, 2025)</p>
<p>It is evident that students attempted to provide more detailed information when writing about their talents, using the vocabulary studied in class as well as the target structure, particularly the present perfect. This was especially noticeable when they explained why they enjoyed practicing their talents.</p>	<p>In the creation of the posters, it was observed that students used the structure previously introduced in the Talent Workshop, while also attempting to incorporate the vocabulary studied in class.</p>
<p>(Cycle #2. Artifacts of Magnify your talents from students ANH and ALC)</p>	

Likewise, in these tasks from cycle 2, students wrote about their talents through a workshop and later in a poster. As evidenced in the collected data, students used a wider range of vocabulary related to the topic and showed better use of grammatical structures, as in the cases of students ANH and ALC. According to Willis (2007), tasks encourage learners to use language meaningfully, supporting the development of vocabulary and grammar.

Moreover, progress in these aspects was also reflected in the creation of promises and admiration phrases written for their classmates, as shown in the instruments below.

Table 15. *Artifacts of Cycle 2 My Inner Promise - Talent Wall - Talented Women*

	
<p><i>(Cycle #2. Artifacts of My inner promise and Magnify your talents from students ANG and EVN)</i></p>	
<p>It is also worth noting that students used the vocabulary studied in class appropriately, while attempting to maintain the required structure by correctly using the simple present.</p>	<p>In addition, it is evident that students attempted to use the required structure when creating their sentences, correctly applying the present perfect in the third person. Likewise, they incorporated new vocabulary when explaining why they admired their classmates.</p>
<p>(Field note: implementation. Cycle 2. September 19th2025)</p>	<p>(Field note: implementation. Cycle 2. September 12th2025)</p>

On the other hand, based on the collected instruments, it was evident that students completed the tasks using the required structures, showing improvement in grammatical accuracy. They also made an effort to use the vocabulary studied in class and to incorporate new lexical items. According to Nunan (2002), tasks provide meaningful opportunities for language use, facilitating the development of vocabulary and more complex language aspects in a more accessible way.

Subcategory 3: Bringing Students Closer to Language through TBL

This subcategory illustrates how the use of materials, tasks, and the methodology influenced students' perceptions of English. During the observation phase, it became evident that students showed a lack of interest in the language, often describing it as "very difficult" or boring. The field notes indicate that students initially held an unfavorable perception of English, which affected their engagement with the learning process.

The teacher explained that students would prepare a short presentation about the means of transportation they use most often. Immediately, several students reacted with visible discomfort, making faces and showing signs of disinterest. Some of them commented that the activity was "too difficult" and suggested doing something else instead.

(Field note: observation. October 4th, 2024)

As the implementation progressed, students' perceptions of English began to change, as the methodology, materials, and types of tasks contributed to making them feel closer to the language, allowing them to develop a different perspective on EFL learning. As Nunan (2002) affirms, tasks and classroom practices provide meaningful opportunities for language use, which can positively influence learners' engagement and connection with the language. In this sense, the use of varied materials and task-based activities fostered a more positive and approachable view of English among students.

At the beginning, I **introduced the topic** and vocabulary, giving them a **clear idea of the task**. **Providing a personal example, such as explaining that my talent is drawing, made the activity more relatable and helped students see how they could approach it**. During the **task cycle**, students completed the activity based on **these examples**. Finally, **feedback** helped them recognize **what they did well and what they could improve**, making the process more meaningful. This could indicate that **the TBL structure can help students better connect with the language**.

(Field note: implementation. Cycle 2. September 1st, 2025)

During the **pre-task phase**, when **I explained the promises I would make to myself**, it became evident **that students showed greater interest in carrying out the task themselves, moving away from the idea that it was "very difficult."** This also **made it easier for them to understand what they had to do in the task phase**.

(Field note: implementation. Cycle 2. September 22nd, 2025)

For instance, as observed in the field notes, the structure of the methodology proved to be more favorable for students in terms of how they learnt the language. Students showed engagement and understanding when following the TBL stages, which supported their participation in the tasks. In this way, according to Ellis (2003), tasks create meaningful contexts in which language becomes a tool to achieve communicative goals, allowing learners to use it in a functional and purposeful way. Thus, the TBL structure helped students engage with the language more naturally as a means to express ideas and personal experiences.

After completing the workshop, upon informing the students that **they would create a poster about their talent, they showed curiosity and excitement; some of them even smiled.** This could be related to the fact that they usually complete activities in their notebooks, **so changing the format of presentation generated greater interest.**

(Field note: implementation. cycle 2. September 1st,

Moreover, students usually carried out most activities in their notebooks; therefore, as evidenced in the collected instruments, the use of materials such as memo cards, the advice box, and the creation of posters allowed them to approach the language through resources they had not interacted with before, generating motivation toward learning English. As Nunan (2002) affirms, the use of varied and meaningful materials in the EFL classroom can enhance students' engagement and interest in the language. Therefore, the use of these resources was important and meaningful to promote increased student interaction towards English.

-Yees teacher, it was cool (...) *Si teacher, me gustó que hicimos algo diferente (...)* *Usar la caja me gustó (...)* *Teacher, was nice, I like it (...)* *Además que no habíamos visto las emotions así antes, solo copiar o fotocopias (...)* *Sii, cierto, hacerlo así es más chévere.* (Voice Recording. Cycle 1. Have you ever? Advice box. Students ALC, LB, ISMR, ANH, MRNR, and MJL. June 9th, 2025).

When students were asked about **their perception of the class**, they stated that **they felt interested in the materials and the dynamics**. This could be related to the fact that **they do not usually engage in this type of task in class**.

(Field note: implementation. cycle 1. June 9th,

As evidenced in the field note and voice recording, students demonstrated a high level of interest in the materials and dynamics used, which increased their motivation to learn English through non-traditional methods. According to Willis (2007), while traditional classroom activities often follow rigid structures, tasks are designed to stimulate students to express their own ideas and achieve concrete results. In this line, providing a more authentic and enjoyable environment allowed students to feel comfortable interacting with the language, shifting the focus from conventional exercises to meaningful and functional communication.

CHAPTER VI: CONCLUSIONS

This final chapter presents the conclusions of the study by addressing the research question and objectives, integrated with the data analysis findings discussed previously. Furthermore, it outlines the implications of this research for the institution, the participants, and the pre-service teacher's professional growth. Finally, the limitations encountered during the process and recommendations for future research are provided.

Conclusions

This study focused on describing the role of speaking tasks within the Task-Based Learning (TBL) framework while fostering self-confidence among tenth-grade students in the EFL classroom at Magdalena Ortega de Nariño public school. The findings revealed that speaking tasks played a fundamental facilitating role in the development of self-confidence. It

was found that implementing these tasks allowed students to manage their insecurities regarding oral production, which significantly improved both their classroom performance and their belief in their own linguistic abilities.

To achieve this, the adaptation of strategies for adolescent self-confidence and the use of pedagogical tasks were key factors in meeting the population's specific learning needs. This intervention contributed to increased students' oral participation and improved their relationship with English. These strategies helped them overcome barriers such as lack of confidence, insecurity, and frustration when speaking, which, in turn, enhanced their commitment and willingness to participate in class, leading to better learning outcomes.

Regarding language learning, the TBL approach was essential for students to engage with English in a more authentic and organic manner. This resulted in greater fluency and the learning of a diverse range of vocabulary that had not been addressed before, integrating meaningful words connected to their own identities. This suggests that tasks and topics designed for adolescents should be rooted in their personal identity to boost motivation and ensure that the language learning experience is truly significant.

In terms of peer recognition, the findings showed that students achieved a more meaningful level of interaction with their classmates. By identifying key aspects such as emotions and specific qualities, the pedagogical process strengthened their socio-affective relationships within the EFL classroom. This was accomplished through a reflective process of self-recognition that subsequently allowed them to acknowledge their peers, benefiting both their self-perception and their confidence, as well as how they perceive others.

Consequently, the data revealed the effectiveness of specific strategies inspired by Covey (2014) to enhance self-confidence. Strategies such as “*Magnify your talents*” and “*Keep promises to yourself*” provided students with opportunities for self-recognition and self-worth, which subsequently triggered a positive recognition of their peers. This process shifted their perception of English, viewing it not just as a subject, but as a means to discover more about themselves and others.

In addition, it can be concluded that the TBL approach was a decisive factor in changing the students' initial preconceptions of English as "difficult" or "boring." By encouraging interaction with the language and their peers, the approach motivated them to explore EFL aspects beyond the traditional curriculum. The specific topics of the tasks became a central axis for students to take ownership of the language, fostering a more meaningful connection with their learning process.

Furthermore, although writing was not the primary focus of the research objectives, the evidence showed that this skill was fostered throughout the intervention. Writing was developed alongside speaking, allowing students to learn new vocabulary and structures in an integrated and holistic manner. These writing tasks enabled students to produce more extensive texts, expressing personal thoughts or highlighting their classmates' strengths, which improved their cohesion and lexical learning. Thus, writing played an essential role in supporting the overall linguistic production of the students.

All in all, the findings of this study highlight the vital importance of addressing self-confidence within the language learning process. The results indicate that when students are provided with the appropriate pedagogical scaffolding, support, and empathetic guidance, they

become more capable of communicating in English. Hence, they are empowered to express their thoughts, perspectives, emotions, and qualities, ultimately facilitating a more positive relationship with the language and a more successful learning journey.

Implications

The implications of this action research are significant for the Magdalena Ortega de Nariño (MAONA) school, the tenth-grade students, the EFL community, and the teacher-researcher.

First, this study provides evidence to the school regarding the constructive influence of an EFL classroom on tenth-grade students. As the pedagogical intervention progressed, students' self-confidence, motivation, and dedication increased, demonstrating that learners are more open to the language when their personal identities and feelings are part of the lessons.

Furthermore, the results offer valuable insights for the development of the tenth-grade EFL curriculum. The findings suggest that the syllabus should move beyond grammar to incorporate topics related to the students' subjectivity, self-concept, and self-confidence. Learning objectives could begin by helping students understand how these personal aspects contribute to their growth, integrating them directly with speaking and writing skills.

Additionally, this action research shows how teachers can incorporate effective materials such as flashcards, objects for direct interaction, and task-based workshops that support both individual and group work. This pedagogical intervention illustrates how the school's philosophical principles can be extended to the EFL curriculum by improving students' self-confidence, encouraging them to take an active role and express themselves more freely.

Therefore, the meaningful impact of this study highlights the need for an EFL teaching methodology focused on self-recognition and peer recognition.

Moreover, the results reveal the facilitating role of the Task-Based Learning approach. TBL was effective because it allowed students to use the language to achieve real goals, which reduced their fear of making mistakes. By integrating TBL and speaking tasks focused on self-confidence, teachers and school directors will have more tools to improve their teaching practices. This highlights the importance of addressing socio-affective aspects in education, benefiting the overall learning environment. Also, this study is an opportunity for the school to see how self-confidence strategies help develop the type of student the institution wants to graduate: someone who grows both academically and personally.

Regarding the students and the EFL community, this study suggests that by considering students' emotions, personal experiences, and interests, they feel empowered to be active in their learning. As a result, they understand that English is not only about learning grammar, but also about learning to express who they are, sharing their tastes, and understanding how they feel about themselves and others. To achieve this, students can work with their teacher and peers to discover this new way of approaching the language.

For the teacher-researcher, this study implies a commitment to pay close attention to students—listening to them, motivating them, and being empathetic toward their emotions and interests. It also involves the conviction that these factors are essential for education. Furthermore, it implies providing clear materials and instructions that help students reflect on their self-confidence and facilitate discussions about recognizing themselves and others.

Finally, this study demonstrates that when the teaching process focuses on the human side of the learner, the classroom becomes a space for real communication. These aspects not only allowed students to get involved in their own learning but also provided the pre-service teacher with valuable tools and knowledge for effective and meaningful teaching.

Limitations

Throughout the development of this action research, various factors limited its execution.

First and foremost, a significant limitation was the inconsistent class schedule. The sessions varied between 40 minutes and 90 minutes; however, the longer classes were often reassigned to other school activities. Additionally, on several occasions, students missed their English lessons due to extracurricular events or school-wide activities. Moreover, the time allocated by the head teacher for the interventions was restricted, as priority was often given to his own pre-planned activities. These factors combined meant that the interventions were highly constrained, resulting in the inability to carry out the third cycle of the pedagogical intervention.

Furthermore, the absence of a formal EFL curriculum for tenth grade posed a challenge for the development of this research. Consequently, all instructional content and strategies for the intervention had to be designed based on national language policies and the continuous feedback provided by the research supervisor.

Further Research

Based on the results obtained in this study, future research could focus on how the TBL approach, combined with tasks focused on self-confidence and peer recognition, might impact on other language areas such as reading and listening in a deeper way. This would provide a broader

understanding of the potential benefits that fostering self-confidence offers across different linguistic skills within the EFL context.

Additionally, it would be valuable to examine the influence of these strategies on learners of various age groups or educational levels. Such studies would expand understanding of how these socio-affective tools can be adapted and how effective they are in diverse pedagogical settings. Furthermore, the findings of this research are highly relevant for future studies involving adolescents in the EFL classroom, as they offer key insights into the intrapersonal and socio-affective factors that influence their learning journey.

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ANNEXES

Annex 1. Informed consent format

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR0586AV	Fecha de Aprobación: 28-06-2019	Versión: 02	Página 1 de 3

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1942 del 18 de diciembre de 2015 "Por la cual se derogan las Resoluciones N°0546 de 2015 y N° 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que sea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Estrategias de regulación socio afectiva para contribuir al aprendizaje y comunicación de vocabulario en inglés de estudiantes de primer grado.
Resumen de la investigación	El proyecto de investigación comprende la observación de clases de inglés y la aplicación de instrumentos de recolección de datos como encuestas, cuestionarios y actividades diagnósticas; para eventualmente realizar intervenciones pedagógicas que permitan aplicar de manera efectiva elementos de regulación socio afectiva al proceso de aprendizaje de inglés de los estudiantes de grado primero del colegio Gonzalo Arango.
Descriptor claves del proyecto de investigación	regulación socioafectiva, vocabulario en inglés, comunicación
Descripción de los posibles beneficios de participar en el estudio	La participación en esta investigación contribuirá al proceso de aprendizaje de inglés de su hijo/a, específicamente en la comprensión y comunicación de vocabulario en inglés por medio de elementos de regulación socio afectivos.
Mencione la forma en que se socializarán los resultados de la investigación	Los resultados obtenidos de esta investigación se publicarán en el año 2024 en el repositorio institucional de la UPN link: http://repositorio.pedagogica.edu.co/
Explique la forma en que mantendrá la reserva de la información	La información obtenida por medio de cuestionarios, entrevistas, actividades diagnósticas etc. será de uso y conocimiento solamente por parte de la investigadora con el fin único de aportar a la presente investigación. NO se tomarán fotos, videos, ni otro tipo de formato que comprometa la identidad de los estudiantes o los padres de familia.

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR0586AV	Fecha de Aprobación: 28-06-2019	Versión: 02	Página 2 de 3

Datos generales del investigador principal	Para referirse a la participación y desempeño de los estudiantes la investigadora usará sustantivos comunes distintivos, por ejemplo estudiante 1, participante edad 7 años.		
	Nombre(s) y Apellido(s) :		
	N° de identificación.	Teléfono	
	Correo electrónico		
Dirección			

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo: _____
Identificado con Cédula de Ciudadanía _____ en representación de _____ con número de identificación _____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR0586AV	Fecha de Aprobación: 28-06-2019	Versión: 02	Página 3 de 3

Firma: _____ Firma del participante (si aplica): _____

Nombre: _____
Identificación: _____
Fecha: _____
Con domicilio en la ciudad de: _____
Dirección: _____
Teléfono y N° de celular: _____
Correo electrónico: _____

La Universidad Pedagógica Nacional agradece su aporte y su decidida participación

Annex 2. Characterization Questionnaire



COLEGIO MAGDALENA ORTEGA DE NARIÑO I.E.D
CUESTIONARIO DE CARACTERIZACIÓN



Nombre: _____ Grado: _____ Fecha: _____

Este cuestionario tiene el propósito de conocer información a cerca de ti con el objetivo de brindarte un mejor acompañamiento en tu proceso educativo. Por favor responde las siguientes preguntas que aparecen a continuación. Si tienes alguna pregunta, no dudes en hacerla. Gracias.

1. ¿Cuántos años tienes? _____
2. ¿Con que género te identificas?
 - a. Femenino
 - b. Masculino
 - c. No binario
 - d. Prefiero no decirlo
 - e. Otro: _____
3. ¿Con quién vives?

4. ¿Cuál es tu estrato socioeconómico?

5. ¿Tienes acceso a internet en tu casa?
 - a. Sí
 - b. No
6. ¿Cuáles de estos dispositivos electrónicos tienes en tu casa? Puedes marcar varias opciones
a. Computador b. Tablet c. Celular d. Otro: _____
7. ¿Qué actividades disfrutas hacer en tu tiempo libre?

8. ¿Te gusta estudiar en un colegio femenino?
 - a. Sí b. No
9. ¿Te sientes apoyad@ en tu proceso académico?
 - a. Si b. No
10. ¿Cómo te sientes hablando en público en general?

- a. Segur@ b. Tímid@
11. ¿Te gusta el inglés?
 - a. Sí b. No
12. ¿Cómo te sientes hablando en público en inglés?
 - a. Segur@ b. Tímid@
13. ¿Usas el inglés en tu vida personal?
 - a. Sí b. No
14. ¿Estudias inglés en otro lugar aparte del colegio?
 - a. Sí b. No
15. ¿Te gustan las actividades en tu clase de inglés del colegio?
 - a. Sí b. No
16. ¿Qué tipo de actividades te gustan en la clase de inglés?
 - a. Juegos de roles b. Juegos digitales c. Talleres d. Presentaciones e. Otras _____
17. ¿Cómo te sientes durante la clase de inglés?
 - a. Emocionad@ b. Interesad@ c. Confundid@ d. Frustrad@ e. Aburrid@
18. En una escala de 1 a 5, ¿Qué consideras se te dificulta más en inglés? (Escucha / Habla / Lectura / Escritura / Gramática) Donde 1 es "No se me dificulta" y 5 "Se me dificulta mucho".

1. No se me dificulta	2. Se me dificulta un poco	3. Se me dificulta moderadamente	4. Se me dificulta	5. Se me dificulta mucho
20. ¿Cómo prefieres hacer los trabajos/talleres en la clase de inglés?
 - a. En grupo b. Sol@ c. Parejas
21. ¿Cómo te sientes con tus compañer@s de curso?
 - a. Cómod@ b. No muy cómod@ c. Incómod@
22. ¿Consideras el inglés importante en tu vida?
 - a. Sí b. No

¡GRACIAS POR TUS RESPUESTAS!

Annex 3. Field Notes

Field note #: 07	Place: Magdele Ortega de Nariño I.E.D	Date: 22/09/25
Observer	Class: English class 24 students	
Topic: My inner Promise Future tense (will/going to) – Sequencing connectors – Vocab: promise, goal, challenge, discipline, motivation	Objective(s): To describe a personal promise using the future tense To create spots to achieve the promise using sequence connectors To recognize the promises of others	
Description (Include an analytical description of everything you observed. For instance: activities carried out, materials used, behaviors shown, attitudes towards learning/teaching processes, etc.)	Comments (Write a reflection/interpretation of what you observed. Include strenghts/flaws, etc.)	
I tell the students that I am going to call them one by one so they can read their promises, so I can correct their pronunciation, and so they can share their opinion about the activity. I call student MJL and she says: "Today promise: I promise to pay more attention in classroom / I promise to be more... activity everyday / I promise to take luz , luz , breaks (breaks) and protect my mental health". I ask her to repeat: "I promise to pay more at... attention in classroom / I promise to be more activity everyday / I promise to take breaks (breaks) and protect my mental health – Future Promise: I promise to never let anyone make me feel small / I promise to be a better person / I promise to learn how to put limits". I tell her that in the first promise she forgot to add "the," or she could replace "classroom" with "class," either option works. In the second promise, the correct word is "active," not "activity." Then I explain that the pronunciation of the letter "r" is different in English and I demonstrate it for her.	1. Student MJL generally shows some difficulty with certain words such as "breaks," and also shows some confusion between the words "active" and "activity." Aside from this, she demonstrates good pronunciation. Her perception of the promise's activity may indicate that this type of activity is not common in the classroom and is something that captures her attention more than the "conventional" activities usually carried out with teacher MR.	

I read the first promises and then ask her to read them again with the corrections. I ask MJL how she felt about the activity: "How did you feel about this activity?" She answers: "Bien, no sé cómo decirlo, es algo diferente a lo común a lo normal porque con el profesor MR todas sus clases son muy diferentes que contigo. Pero con muy chéveres, son como **mas activas, no me da pereza hacerlas**". I tell her that I appreciate her words and that they are very valuable to me.

The second student, ESTF, goes next: "Today I promise myself to: End my homework Always keep my phone in my bag / Wash my hair more often. I promise to my future self: I promise to do exercise more often / I promise to be happy and not let anyone change me / I promise to be fine with who I am and what I do."

I congratulate her and say she did very well: "You did very well. You have good pronunciation!" Then I ask how she felt about the activity: "How did you feel about this activity?" She replies: "Puedo decirlo en español? Porfa profa". I tell her yes, and she says: "Muy chévere, muy chévere poder mostrar los talentos, poder decir también lo que uno quiere hacer, como los compromisos que uno puede tener como decir: Yo tengo que hacer esto, pero ya cuando uno lo escribe es diferente y le ayuda". I tell her that this is the objective of the activity and I am glad she understands it.

3. Next is student VR: "I promise to not **ahhh perdon**, to use my phone so much in class / I promise to pay more attention in class / I promise... promise to end my homework in **mx**, at home – Future: I promise (promise) to tin the future I will be the best at

2. Student EST shows great confidence when saying her promises and does not present pronunciation difficulties.
3. The student also has very good pronunciation and has no difficulty with vocabulary. It is also evident that this type of activity can be a tool that allows students to recognize themselves, reflect on what they want to do, and think about future commitments. ESTF describes the activity as "different" and expresses interest and enjoyment. She answered the question about whether she liked the activity in Spanish; this may be related to the fact that it is easier for her to express her opinion that way, as with other students. Positive reinforcement is useful for helping the student see her efforts.

what I do / I proms (promise) that in the future I will be very happy que dice ahí? susful? (successful) susful? No se como se pronuncia **ese** and very happy and I proms (promise) in the future I will make my parents very happy". I tell her it's okay and that we are going to check the pronunciation of the promises. I correct the pronunciation of the first three promises (Today promises), focusing on words like "pay," "attention," and "homework," emphasizing each sound. She repeats the words as I guide her. In the last three promises (Future promises), I correct the pronunciation of "future," "successful," and "parents," and explain that the English "t" sounds different from the Spanish "r." I ask what she thinks about the activity and VR says: "Se good, so funny and I like it es que no se como se dice ehhh escribir". I tell her "write." VR continues: "Ahhhh sist because I like write... como me siento". I confirm that she likes expressing how she feels, VR nods and smiles. I thank her for sharing her opinion.

4. Then ANMR went next: "Today I promise to keep my cell phone way during class / I promise to... use my uniform correct (correctly) / I promise to be kinder to myself / I proms (promise) to **work (work) jarde (hard)** I promise to try **jarde (harder)** I proms (promise) to be a good person". I explain the pronunciation of the words "correctly," "promise," "harder," "cell phone," and "kinder." I ask her to repeat it. I explain that the "r" sounds different in English and demonstrate it with the words "hard" and "worker." I ask ANMR what she thinks about the activity and she says: "Mmm **aj...** porque... es a futuro y a lo que quiero comprometerme a hacer y eso me gusta". I thank her.

4. Student VR shows difficulty with the pronunciation of some words, such as "successful," which she pronounces as "susful". The student seemed somewhat nervous and even apologized for not knowing how to pronounce certain words. This could be linked to a lack of self-confidence when speaking. However, after a pronunciation model is provided, she seems to understand and is able to repeat it correctly. She also has difficulty with the pronunciation of the letter "r," as do other students, pronouncing it as in Spanish. It is evident that VR enjoys the activity because she is able to express her feelings. This may be related to the importance for students of understanding themselves and engaging in alternative types of activities different from those they usually do in class.

5. It is evident that student ANMR has difficulty with the pronunciation of several words, as well as with the pronunciation of the letter "r," similar to her classmates. She mentions that she likes the activity because she can make future commitments, which shows that thinking about what she wants to do and how to achieve it is important to her. This could be linked to her self-recognition. By repeating the words she has difficulty with, it becomes clear that the student pronounces them correctly.

6. is student EVN: "Today I promise myself to focus on progress, nor perfection. Forgive myself for past mistakes and stay open to new possibilities". I tell him it is very good and to continue. EVN: "Promise to my future self... I promise to make time for joy / I promise to remind myself how strong I am / I promise to travel abroad and learn new languages". I tell him he has very good pronunciation and speaks very fluently.

EVN thanks me and smiles. I ask what he thinks about the activity and EVN says: "I like it... me hace pensar en el futuro... en las promesas que quiero para mi futuro y también el hecho de vivir el presente, me gusta la actividad".

8. Next is student SUS: "Today I promise to stop procrastinating everything / I promise not to leave all the work until (until) the last minute / I promise to go to bed earlier to get the proper amount of sleep – To my future self: I promise not to give up if something goes wrong / I promise to follow my dreams starting by **estrating (studying)** the career I want / I promise to speak to myself in a kind and conscious way". I tell her she did well and read all the promises with her, emphasizing the pronunciation of the words she found difficult. I correct the pronunciation of "procrastinating," "until," "earlier," "wrong," "studying," "conscious," and "kind." She repeats the words and says them along with me in each sentence.

Then I ask what she thinks about the activity and SUS says: "Es interesante pensar en eso profe porque tu realmente no te pones a pensar... más que todo las del futuro... como yo yo prometo hacer esto en un futuro no? Las promesas no son

6. Student EVN has very good pronunciation and shows great fluency when saying his promises, even rereading them quickly and accurately a second time. This may be related to his self-confidence when speaking English. I did not make any corrections and congratulated him, which made him very happy. He answered in Spanish, which may be related to the fact that it is easier for him to express his opinion that way, as with other students. Additionally, it is evident that he likes the activity because it was different from the ones usually done in class, which sparked his interest. Student EVN speaks confidently about his promises, expressing himself calmly in a strong, clear voice. He also appears to be mindful of his body language, avoiding standing too close to the wall.

8. Student SUS shows difficulty with the pronunciation of some words such as "procrastinating" and "studying." After being shown the correct pronunciation, she repeats them appropriately.

She states that the activity was interesting because it allowed her to think about what she would like to promise in the future and even reflect on her dreams. This may be related to the idea that by understanding what she wants for her future, she can also better recognize herself.

The repetition is useful for helping students repeat words they have difficulty with correctly.

nunca se promete nada... si digamos que este... de que yo hago mala cara... siempre me dicen **ajajaj** es tu miras super **ajajaj**, y pues, ahora voy a intentar mejorar eso". I thank her for her opinion.

9. I continued with MRNGL: "My inner promise... I proms (promise) to keep my secrets / I proms (promise) to have more discipline in my modeling classes / I proms (promise) to let eat much spacy chips. To my future self: I proms (promise) to **mx**, self to be the best model / I proms (promise) to do the **joma works (homeworks)** I promise to love myself". I explain the pronunciation of "promise," "model," and "homeworks," and ask her to repeat the words after me. She does. I ask her to read the promises again using the correct pronunciation of "promise," and she does, improving her pronunciation. I tell her she did well and she claps and smiles. And then I ask what she thinks about the activity. MRNGL says: "Me gustó muy cool... porque me gusta prometerme cosas a mi yo del futuro... porque uno se motiva más a cumplir eso cuando uno lo escribe y guardarlo y verlo en el futuro y ver si lo cumplí". I thank her for her opinion.

10. Next is student ANG: "My Inner Promise: I promise to use my phone less / I promise to pay less video games / I promise to improve every day / I promise to make my mom very happy / I promise never to let anyone put me down". I tell ANG she did very well and that she has good pronunciation. She smiles and claps. I ask what she thinks about the activity: "Ohhh I like it, because it's a different activity, including present perfect and more things and its very nice and see other things as

9. Student MRNGL has difficulty pronouncing the word "promise," like other students who assume the pronunciation is "proms." After repeating the words she had difficulty with using the corrected pronunciation, she shows a better understanding of how they are said. Like other students such as VLN and VR, MRNGL states that writing her promises helps her commit to herself and motivates her to fulfill them by being able to read them in the future. Positive reinforcement is useful for helping the student see her efforts.
9. Student ANG shows confidence when saying her promises, with good pronunciation and a continuous flow without pauses. This may indicate that she has greater ease in speaking English, demonstrating self-confidence and security. She also recognizes the activity as an opportunity to understand and reflect on what she wants to change in her life and how to improve, which may be linked to her self-recognition. Positive reinforcement is pleasant for students, because when you tell them they did well and highlight

Annex 4. Diagnostic Test



DIAGNOSIS TEST



Name: _____ Date: _____

READING

1. Read the following text and answer the questions.

HALLOWEEN NIGHT

Halloween came to Monster High, and there was a lot of excitement. Draculaura, Frankie Stein and Clawdeen Wolf decided to explore the old school library. At midnight, they **grabbed flashlights** and **approached** the door. In the center of the room, they found an old book. Draculaura opened it and then, they heard a loud noise.

"What was that?" said Frankie. They looked nervously and decided to investigate. At the back of the room, they found a large mirror.

In its reflection, they saw a woman in a white dress. The ghost woman smiled and told them to **approach** her. *"I have been waiting for someone to listen to my story."* She told them about her life, how she loved Halloween and hosted magical parties at Monster High. But one night, she got lost in time and was never able to leave the library. The friends listened **carefully**, and no longer felt afraid to hear the ghost woman's story. Then the ghost woman thanked them and disappeared from the room.

They knew they had helped her because the woman left peacefully. They left the library, forever changed, and from that day on they celebrated Halloween not just for fun, but to honor the spirit of that ghost woman.

2. Where did the friends decide to explore?

- A. The garden
- B. The library
- C. The gymnasium

3. What did they find in the center of the room?

- A. An old book
- B. A mirror
- C. A computer

4. Why is the ghost woman waiting for someone to listen to her story?

- A. Because she is bored
- B. Because she wants to be listened
- C. Because she is looking for company

5. What does it mean for the friends to celebrate Halloween after their encounter with the ghost woman?

- A. Just an excuse to dress up in costume
- B. A way to scare others.
- C. A tribute to the woman who loved Halloween.

6. What does it mean that the ghost woman "left peacefully"?

- A. She was angry with them.
- B. She felt liberated and at peace.
- C. The friends didn't understand her.
- D. She had never really existed.

Reading Glossary:

- **flashlights** = linternas
- **approached** = acercaron
- **carefully** = con atención



LISTENING

3. Deuce Gorgon wants you to help him color again. Listen to the audio and color each part of Deuce according to his instructions. You must also draw the place and the things he mentions. Thanks to you he will be a handsome boy again!



WRITING

2. Write an 8-10-line paragraph in which you mention how the friends' empathy allows them to connect with the ghost woman and help her find peace.

For example: *"This act of empathy helps the ghost woman find peace because...*

Annex 5. Lesson Plan Sample

1 st Cycle: I recognize myself	
Lesson Plan No.	1
Topic:	Verb to be, Comparatives
Lesson 1:	Learning with celebrities
Intended course level	A2-10A
Duration of the class:	
Learning Objective	
<ul style="list-style-type: none"> To recognize the vocabulary of physical characteristics To describe the physical characteristics of other people based on specific examples (famous people). To write an interrogative script using the verb to be and comparatives in questions 	
Learning Outcome	
By the end of the class, learners will be able to:	
<ul style="list-style-type: none"> Use the verb to be and comparatives to describe people. Ask questions about physical characteristics. Describe other people physically. 	
Class Procedure and Methodology	
Timing	Activities
	<p>Pre- task</p> <p>- Presentation of the topic:</p> <ul style="list-style-type: none"> The teacher introduces the topic by asking students what physical characteristics they know. The teacher asks the students what physical characteristics each celebrity has (see presentation in Canva).

What physical characteristics does Jungkook have?

- The teacher asks students questions to compare two people.

Who is taller Jungkook or Billie Elish?

- The teacher introduces the comparatives

Jungkook is taller than Billie Elish.

- Teacher shows examples of comparatives in the Canva presentation.

Task

- **Guided Practice**

Creation of the Role Play Script

- The teacher explains the steps to create the script for a Role Play:

- 1) Choose the scene
- 2) Choose the characters
- 3) Use the vocabulary seen in class physical adjectives/ comparatives).
- 4) Include expressions, emotions and actions.
- 5) Make a clear ending
- 6) Practice and Perform! Have FUN 😊

- The teacher asks the students to divide into groups of 4. She then gives them a workshop with instructions for creating the script and a Role Play example for the students to follow (see materials).
- The teacher clarifies that the script example is a police interrogation. In which the officers seek to know the "crush" of the person being questioned. She then clarifies that the students are free to choose the scenario and the celebrity in question.

- She also clarifies that for the creation of the script they should use what they have learned about physical adjectives and comparatives.
- The students write the script on the sheet with the instructions (see material).

- The teacher explains that for the next class they should bring the complete script and elements to characterize themselves (clothes, objects) for the Role Play presentation.

- **Speaking Practice**

Post-task

Presentation of the Role Play (in the next class)

- The students present their Role Play according to the groups made previously.
- Each group uses their script to carry out the activity.
- The rest of the group must know what scenario they are alluding to (gossip show, newscast, police) and figure out which celebrity their classmates are talking about based on the description given.

Exit Ticket:

- They are given a small sheet at the end of class, asking about how they felt about the activity.

Materials and Resources

- Canva presentation https://www.canva.com/design/DAGhZSQ-Ty08ZVXUYde7_B1rb1Un7fbmA/edit?utm_content=DAGhZSQ-Ty0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton