



Self-Recording as a Strategy for Strengthening Oral Production in English in Eighth Grade

Students

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Degree work presented as a prerequisite for obtaining the degree of: Bachelor of Bilingual

Education - Spanish and English

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## **Thanks**

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**Yurley Patricia Gallego Fontalvo**

## Summary

The project analyzed the impact of the *self-recording* strategy in strengthening the oral production in English of the eighth grade students of the Bicentennial Educational Institution of Soledad. The study was based on the difficulties evidenced in fluency, pronunciation, communicative confidence and self-regulation, which limited the oral performance of the learners. The theoretical foundation was based on the principles of the communicative approach, the autonomy of the learner and technological mediation. The research was developed under a qualitative paradigm with an interpretative approach. Field diary, observation and analysis of recordings were used as techniques; and as instruments, oral evaluation rubrics and transcriptions. The findings showed that the systematic use of *self-recording* favored significant improvements in fluency, intelligibility, and discursive coherence, while strengthening students' communicative confidence and metacognitive skills. These results, based on the analyses presented in chapters 3, 4 and 5, showed that self-recording expanded real opportunities for oral practice and promoted self-evaluation and self-correction processes. In conclusion, the strategy was consolidated as a relevant, accessible and applicable pedagogical tool in school contexts, contributing solidly to the comprehensive development of oral competence in English.

***Keywords:* Self-recording, oral production, autonomy, technological mediation, learning English.**

## Abstract

The project analyzed the impact of the self-recording strategy on strengthening the English oral production of eighth-grade students at the Bicentenario de Soledad Educational Institution. The study emerged from the difficulties identified in fluency, pronunciation, communicative confidence, and self-regulation, which limited learners' oral performance. The theoretical foundation was supported by the principles of the communicative approach, learner autonomy, and technological mediation. The research was conducted under a qualitative paradigm with an interpretive approach. Field notes, classroom observation, and audio-recording analysis were used as techniques, while oral assessment rubrics and transcriptions served as instruments. The findings showed that the systematic use of self-recording fostered significant improvements in fluency, intelligibility, and discourse coherence, while strengthening students' communicative confidence and metacognitive skills. These results, supported by the analyses presented in Chapters 3, 4, and 5, demonstrated that self-recording expanded real opportunities for oral practice and promoted processes of self-evaluation and self-correction. In conclusion, the strategy was consolidated as a pedagogically relevant, accessible, and applicable tool in school contexts, contributing substantially to the integral development of English oral competence.

**Keywords:** Self-recording, oral production, autonomy, technological mediation, English learning.

## Table of Contents

|  |    |
|--|----|
| Chapter 1. ....                                  | 1  |
| 1.1 Introduction to Study.....                   | 1  |
| 1.2 Justification .....                          | 3  |
| 1.3 Problem statement .....                      | 6  |
| 1.4 Objectives .....                             | 8  |
| 1.5.1 General Objective .....                    | 9  |
| 1.5.2 Specific Objectives .....                  | 9  |
| Chapter 2: Theoretical Framework .....           | 10 |
| 2.1 Background .....                             | 11 |
| 2.2 Theoretical foundations .....                | 18 |
| Chapter 3. Methodology.....                      | 32 |
| 3.1 Design .....                                 | 32 |
| 3.1.1 Population, participants and sampling..... | 34 |
| 3.2. Data collection instruments.....            | 35 |
| 3.2.1 Instrument 1 .....                         | 36 |
| 3.2.2 Instrument 2 .....                         | 37 |
| 3.2.3 Instrument 3 .....                         | 38 |
| 3.3 Procedure .....                              | 39 |
| Chapter 4: Results and Discussion.....           | 42 |
| Results.....                                     | 43 |
| Discussion .....                                 | 56 |
| Chapter 5. Conclusions .....                     | 60 |
| References .....                                 | 63 |

|   |           |
|---|-----------|
| <b>Annex A: Application for authorization for the development of the project in the I.E. Bicentenario de Soledad.....</b> | <b>68</b> |
| <b>Annex B: Informed consent of the three students.....</b>   | <b>69</b> |
| <b>Annex C: Semi-structured interview guide for the three students.....</b>   | <b>72</b> |
| <b>Annex D: Photographs of the students .....</b>   | <b>77</b> |

**List of Charts**

|   |           |
|---|-----------|
| <b>Table 1. Diagnostic Analysis and Interpretation .....</b>  | <b>44</b> |
| <b>Table 2. Synthesis of the analysis and interpretation phase according to the category of the study .....</b> | <b>53</b> |

## **Chapter I. Presentation of the study**

### **1.1 Introduction**

Mastery of English as a foreign language is nowadays an essential competence to function in increasingly globalised academic, professional and social contexts. In Colombia, the strengthening of communication skills in English is an educational priority, given its importance for the insertion of students in intercultural and work scenarios that demand the effective use of a second language. However, among the four language skills – listening, speaking, reading and writing – oral production usually represents one of the greatest challenges in the teaching-learning process. Factors such as shyness, lack of confidence, little exposure to real communicative contexts and fear of making mistakes significantly limit students' active participation and progress in the development of speaking.

In the case of the Bicentennial Educational Institution of Soledad, it has been identified that eighth grade students present notable difficulties in oral production in English, manifested in low verbal fluency, poor pronunciation and limited security to communicate. These weaknesses have a direct impact on motivation and disposition towards language learning, which raises the need to adopt innovative pedagogical strategies that promote autonomy, self-learning and the development of communicative confidence. In this context, digital technologies emerge as didactic mediators that enhance interaction, monitoring of individual progress and self-regulation of learning.

One of the strategies that has gained relevance in the teaching of English as a foreign language is self-recording, understood as the practice of recording one's own voice using technological devices and then listening to it, identifying errors, reflecting on performance, correcting aspects of pronunciation and monitoring personal progress. This tool, beyond being a technological resource, constitutes a metacognitive strategy that allows the student to become an active agent in their training process, while favoring self-evaluation, recognition of achievements and the progressive construction of oral communicative competence. Studies have shown that the use of personal recordings contributes to increased fluency, accuracy, and confidence, which are critical aspects of meaningful foreign language learning.

This study is part of the interpretative paradigm, with a qualitative and descriptive approach, aimed at understanding the perceptions and experiences of students regarding the implementation of the self-recording strategy as a tool to strengthen oral production in English. Its main purpose is to analyze the contribution of this strategy to the development of speaking in eighth grade students of the Bicentennial Educational Institution of Soledad, based on the recognition of their communicative practices, attitudes, achievements and transformations during the research process.

The document is structured in four chapters. Chapter 1 presents the general contextualization of the study, including the introduction, justification, problem statement, objectives, and research question. Chapter 2 addresses the theoretical framework, in which the background and conceptual foundations that support the use of self-recording are developed in the teaching of English as a foreign language. Chapter 3 describes the methodological design,

detailing the approach, the participants, the techniques and instruments used for the collection and analysis of the information. Finally, Chapter 4 presents the results, analysis and discussion derived from the implementation of the strategy, highlighting the main findings, learnings and pedagogical projections of the study.

## **1.2 Justification**

The present research was justified by the need to strengthen the oral production in English of the eighth grade students of the Bicentennial Educational Institution of Soledad, who evidenced sustained difficulties in fluency, pronunciation and communicative security. Within the framework of teaching English as a foreign language (EFL), speaking is the skill that best reflects the functional use of the language; however, it is usually the most lagging behind due to emotional factors (anxiety, fear of error), didactic factors (emphasis on controlled activities with little authentic interaction) and contextual factors (limited class times, large groups and little extra-classroom exposure). This gap affects motivation, self-efficacy and participation, with direct implications on academic performance and on the projection of students towards higher studies and work scenarios that demand communicative skills in English.

In this scenario, self-recording became a pertinent, viable pedagogical strategy with high educational value. Its power lay in the fact that it allowed students to record their voice, listen critically, identify patterns of error, monitor progress and make decisions on how to improve. More than a technological resource, self-recording operated as a metacognitive scaffolding that promoted self-regulation of learning, systematic reflection on performance, and the development of self-confidence. These dimensions are central to the interpretive paradigm and the qualitative

approach, focused on understanding the meanings and experiencias de los aprendientes, así como los procesos de construcción de sentido en torno a su práctica oral.

From the pedagogical relevance, the strategy was aligned with active and constructivist approaches, in which the student assumes a leading role and the teacher acts as a mediator who offers formative feedback oriented to the process (feedback on intelligibility, rhythm, segmentation, accent and interaction resources). In addition, self-recording favored formative and authentic evaluation (audio portfolios, performance rubrics, and self-evaluations), consistent with communicative competence standards that promote the progressive transition to levels of interaction and basic-intermediate intelligibility in basic secondary education.

In terms of equity and accessibility, the strategy was economical and scalable: it took advantage of mobile devices and easy-to-access applications, reduced time/space barriers (possibility of practicing outside the classroom), and allowed differentiated learning rhythms. This made it inclusive for students with different processing styles and times, by facilitating deliberate repetition, safe rehearsal (without pressure from the audience) and gradual exposure that mitigates communicative anxiety. It also promoted the participation of traditionally silent students, by offering a controlled environment to rehearse, revise and re-record before sharing their production, expanding the real opportunities for oral practice that class time does not always guarantee.

The institutional and social relevance of the study was also based on the growing priority of strengthening communicative competence in English in the Colombian educational system and on the need for contextualized and sustainable practices in official institutions. At EI Bicentennial, the initiative was articulated with goals of continuous improvement and with the interest of teachers in integrating ICT in a pedagogically meaningful way. The strategy added

value to teacher professional development by modeling richer feedback practices (feedback timed on specific segments of the audio) and by fostering collaborative learning communities (peer listening, guided co-assessment), elements that strengthen the evaluation culture focused on progress.

Methodologically, the proposal was consistent with a descriptive qualitative design: it made it possible to collect students' perceptions, experiences, and learning reports about the use of self-recording, describe perceived changes in fluency, pronunciation, and confidence, and understand how the strategy affected their dispositions to speak in English. This methodological adjustment guaranteed interpretative depth, allowing the construction of situated evidence that could be transferred to similar contexts of basic secondary school.

In terms of feasibility, the study benefited from: (a) availability of basic mobile devices; (b) technical feasibility (free recording/storage applications); (c) times compatible with the curriculum; and (d) acceptance by students and teachers to participate. Ethical criteria (informed consent, confidentiality, academic use of audios, right to withdraw recordings) were considered, guaranteeing a safe and respectful environment.

Finally, the study provided academic and formative benefits: it improved the exposure and deliberate practice of speech, strengthened linguistic self-awareness, and promoted intrinsic motivation by making individual progress visible. For the institution, it left replicable inputs (implementation protocol, speaking rubrics, feedback guidelines, self/co-evaluation guides) that favor the sustainability of the strategy and its curricular integration. In summary, the research acquired scientific, pedagogical and social relevance by proposing an innovative, accessible and contextualized intervention that has a positive impact on performance oral, the autonomy and projection of students in an increasingly interconnected society.

Expected limitations and mitigation. Possible limitations (audio quality, irregular connectivity, initial resistance to recording) were anticipated. To mitigate them, simple technical guidelines, rehearsal spaces without summative evaluation, and the use of offline environments with subsequent synchronization were contemplated, keeping the focus on the process and not only on the final product.

### **1.3 Problem statement**

Learning English as a foreign language represents one of the greatest challenges for contemporary education systems. Despite technological advances and the implementation of communicative approaches in language teaching, oral production continues to be the most difficult skill to develop, as it involves not only the mastery of linguistic structures, but also affective factors such as communicative anxiety, fear of error and lack of confidence in one's own competence. According to the British Council (2024), effective learning of English depends to a large extent on real communication opportunities and the incorporation of technologies that allow students to listen, analyse and improve their oral performance. In this sense, strategies such as self-recording (the recording and self-evaluation of the student's voice) have been consolidated as valuable tools to strengthen autonomy and self-observation in the learning process.

At the international level, multiple studies have shown that digital technologies can increase motivation and oral fluency in the learning of foreign languages. According to a report by the Instituto Cervantes (2023), the integration of technological tools in language teaching "has made it possible to diversify teaching strategies and offer more personalized and active experiences for the student" (p. 42). Similarly, González y Núñez (2024) They argue that voice

recording, combined with formative feedback, improves pronunciation, intonation, and confidence of the learner, while Cárdenas et al. (2022) highlight that ICT-mediated practices enhance the student's autonomy and commitment to their own progress.

However, the gap between the successful experiences reported in the literature and the daily practice of educational institutions remains considerable. According to the Organization of Ibero-American States (OEI, 2023), many schools still fail to integrate ICT in a meaningful way in language teaching, which limits the possibility of innovating and applying methodologies that respond to students' interests. Consequently, it is necessary to promote simple, accessible and sustainable pedagogical strategies, which can be implemented with the available technological resources and that respond to the contextual realities of the country's public schools.

In the Colombian context, the Ministry of National Education (2023) recognizes that, despite the efforts of the National Bilingualism Program, English proficiency continues to be low at most educational levels. The MEN report indicates that 70% of secondary school students are located in levels A1 and A2 of the Common European Framework of Reference (CEFR), well below the B1 level proposed as a national goal. These results coincide with the English Proficiency Index (EF, 2023), which ranks Colombia 77th out of 113 countries, with a "low" level of proficiency, placing the country below the Latin American average.

Studies conducted by Restrepo, Rodríguez, and Mendoza (2022) and Díaz (2024) have shown that the use of digital tools, such as voice recordings and educational podcasts, contributes to the progressive improvement of pronunciation and fluency, while promoting communicative self-efficacy. However, these same authors warn that structural obstacles (the lack of teacher support, limited technological infrastructure, and traditional teaching approaches) prevent such resources from consolidating as systematic practices in school environments.

At the regional level, the Atlantic and particularly the municipality of Soledad reflect a similar reality. The performance reports of the Saber 11 Tests (ICFES, 2025) show a moderate improvement in English scores over the last few years, but still below The proposed standards por the MEN. In the case of the Bicentennial Educational Institution of Soledad, eighth-grade students present obvious difficulties in oral production: pronunciation errors, low fluency and fear of expressing themselves in front of their classmates. According to institutional reports, in 2025 the average results in English reached 60 / 100 points, exceeding the average of the previous year by 10 points, but still remaining far from the expected level for users regardless of the language.

Teachers in the area identify that the lack of constant practice, shyness and fear of making mistakes are factors that inhibit oral participation. Against this backdrop, it is necessary to design and implement pedagogical strategies that promote the real and meaningful use of language, that encourage autonomous practice and that integrate technology as a mediator of the learning process. In this direction, self-recording offers an innovative and contextualized opportunity for students to listen to their own performance, reflect on their mistakes and progressively consolidate their communicative competence.

Therefore, this research aims to analyze the contribution of the self-recording strategy as a tool for strengthening the oral production in English of eighth-grade students of the Bicentennial Educational Institution of Soledad. ***How does the implementation of the self-recording strategy contribute to oral production in English in eighth-grade students of the Bicentennial Educational Institution of Soledad?***

## **1.4 Objectives/Purposes**

This study is oriented from the interpretative paradigm and the qualitative approach, so its objectives seek to understand and interpret the experiences, perceptions and transformations that arise from the implementation of the self-recording strategy in the strengthening of oral production in English. Rather than measuring quantitative results, the purpose is to deepen the pedagogical sense and This technological practice acquires within the classroom, valuing the changes it generates in the autonomy, confidence and communicative performance of students.

The objectives presented below establish the methodological and conceptual direction of the research, allowing the problem question to be articulated with the purposes of the study, as well as with the pedagogical, technological and sociolinguistic dimensions involved in the learning of English as a foreign language.

### **1.4.1 General Objective/Purpose**

To analyze the contribution of the self-recording strategy in strengthening the oral production in English of the eighth grade students of the Bicentennial Educational Institution of Soledad.

### **1.4.2 Specific Objectives/Purposes**

1. To describe the perceptions of the students regarding the use of the self-recording strategy for the development of their oral skills in English.
2. Identify changes in students' fluency, pronunciation, and confidence when employing the self-recording strategy in their learning process.
3. Interpret the experiences of the students during the speaking learning process, based on the implementation of the self-recording strategy as a pedagogical tool.

In this way, the objectives of the study establish a clear route of analysis and interpretation that will allow us to understand how the reflexive use of technology can enhance the oral competence in English, strengthening the autonomy, self-assessment and communicative security of the students. The fulfillment of these purposes will contribute to the improvement of pedagogical practices in the area of English and will offer valuable inputs for future research on technological strategies applied to the teaching of foreign languages in public school contexts.

## **Chapter II. Theoretical framework**

The purpose of this chapter is to provide a theoretical and empirical basis for the research, establishing the conceptual bases and background that support the use of the self-recording strategy as a pedagogical tool for the strengthening of oral production in English in students of basic secondary education. In coherence with the interpretative paradigm and the qualitative approach that guide the study, this framework seeks to understand and contextualize the research contributions and theoretical perspectives related to the teaching of English, the development of oral communication skills and technological mediation in learning processes.

The chapter is structured in two main sections. First, the background (international and national) presents a critical review of previous research that shows how the use of technological resources, such as videos, podcasts and personal recordings, has contributed to the improvement of oral competence in English. Secondly, the theoretical foundations will integrate the pedagogical, communicative and technological approaches that underpin the self-recording strategy, addressing key concepts such as autonomy, self-efficacy, formative assessment and metacognition in language learning.

## **2.1 Background**

The background review fulfills a double function: on the one hand, it places the present research within the field of studies on technology-mediated teaching of English; and on the other, it identifies the contributions, gaps and trends that justify its relevance.

In recent years, the use of technological tools has established itself as a valuable resource for strengthening oral competence in foreign languages. Various studies carried out internationally and nationally have shown that strategies based on personal recordings, videos and podcasts significantly improve students' pronunciation, fluency, intonation and self-confidence. In addition, it is recognized that self-observation and reflection on one's own performance generate processes of self-regulation of learning, essential components in modern language teaching.

The most relevant international and national antecedents are presented below, organized according to their level of application, methodological approach and relationship with the object of study of this research.

### **2.1.1 International Background**

The development of oral competence in English has been widely addressed internationally, where numerous studies agree that digital media act as catalysts for learning and motivation in the process of acquiring a second language. In general terms, research carried out in various educational contexts – from secondary education to university – shows that the incorporation of technological resources in the classroom enhances fluency, pronunciation, self-confidence and autonomy of the student. Although methodologies vary between statistically supported quantitative approaches and experience-focused qualitative approaches, the results

convergen audiovisual tools, podcasts and personal recordings are effective strategies to strengthen oral practice and stimulate active learning of the English language.

Rahman's (2024) study, conducted at Kandahar University, Afghanistan, explored the impact of video viewing on improving college students' English speaking ability. The author applied a Likert-type questionnaire to a sample of 28 students of the English program, validated by a Cronbach's alpha ( $\alpha = 0.723$ ) that guaranteed the reliability of the data. The results showed that the systematic use of videos increased verbal fluency, vocabulary mastery and motivation towards oral practice. Although the sample was small, the findings coincided with previous research that highlights the value of audiovisual material as a means of constant exposure to the language. The analysis of this work is pertinent to the present study, since it demonstrates that auditory and visual repetition, together with self-observation, are determining factors in the improvement of pronunciation and intonation, principles that also support the effectiveness of *self-recording* in promoting critical self-listening and self-regulation of learning.

For their part, Cárdenas et al. (2022) carried out research entitled *The impact of video recording on oral production tasks in English as a foreign language with university students*, developed at an Ecuadorian university in the Amazon region. Its objective was to analyze students' perceptions of the use of videos as a complement to written tasks and to determine if this strategy favored oral practice. With a quantitative-descriptive approach, a questionnaire was applied to 74 students from different faculties of the English program, and the results were presented through frequency and percentage analysis. The findings showed that participants considered video recordings as an effective tool to improve their pronunciation, fluency and vocabulary, as well as encouraging interest in expressing themselves more confidently in English. The contribution of this study to the present work lies in showing that digital recordings

favor the autoevaluación and motivation, aspects that support the use of *self-recording* as a student-centered pedagogical strategy, with the capacity to strengthen autonomy and metalinguistic reflection on one's own performance.

A complementary contribution is that of González and Núñez (2024), who developed the study *Using YouTube Videos to Improve Students' Speaking Skills: EFL Teachers' Perceptions in Mexico*, with the purpose of exploring the perceptions of university teachers about the usefulness of YouTube videos in the teaching of English as a foreign language. The research, with a phenomenological qualitative approach, was based on semi-structured interviews conducted with five teachers, whose testimonies were analyzed through an inductive content analysis. The results showed a positive assessment of the use of authentic videos, as they allow exposure to diverse accents, updated lexicon and real communicative contexts. However, teachers recognized limitations in their training to implement more complex activities with these resources, restricting their use to basic tasks such as presentations or guided discussions. This study contributes to this research with a key reflection on the mediating role of the teacher in the use of technologies. Like *self-recording*, the pedagogical use of videos requires accompaniment, guidance and teacher monitoring, essential elements to guarantee the significant appropriation of technological tools.

Similarly, the work of Chasi and Díaz (2023), developed at the Colegio Consejo Provincial de Pichincha, Ecuador, under the title *The educational podcast as an innovative strategy to enhance oral expression*, implemented qualitative action research with tenth grade students, in order to analyze the impact of the use of the educational podcast on the strengthening of oral expression. The authors integrated tools such as blogs and audio editing programs, employing observation techniques and surveys to assess students' interaction with the strategy.

The results showed that the creation and editing of podcasts contributed to improving pronunciation, intonation and communicative security, in addition to encouraging active participation and creativity.

This work is of particular importance for the present research, as it shows that the use of recorded voice as a means of learning —whether in podcast or *self-recording* format— allows the development of self-confidence, reduces communicative anxiety and consolidates a more reflective and meaningful learning process. Likewise, its socio-critical approach provides a transformative vision that links technological innovation with the improvement of pedagogical practices, a principle consistent with the purposes of this study.

The joint analysis of these studies allows us to establish that, at an international level, there is a consensus on the effectiveness of the use of digital tools to improve oral competence in English. The research reviewed agrees that autonomous practice, self-assessment and exposure to authentic materials are essential factors for the meaningful learning of a foreign language. However, they also highlight the need to expand the samples, diversify educational contexts and strengthen teacher training to guarantee the pedagogical appropriation of technology. The contributions of these antecedents are especially relevant for ongoing research, since they confirm that strategies such as *self-recording* can contribute not only to the strengthening of oral production, but also to the transformation of educational practices in school contexts that seek to integrate technology effectively and equitably.

### **2.1.2 National Background**

In the Colombian context, research on the use of technological strategies to strengthen oral production in English shows a significant evolution during the last década. Los estudios

realizados In different regions of the country, they have used mixed methodologies, which combine quantitative techniques (such as diagnostic tests, pre-test and post-test, percentage measurement and descriptive statistical analysis) with qualitative approaches focused on the perceptions and experiences of the participants. This methodological combination has consistently demonstrated that self-recording, the use of podcasts and digital platforms contribute not only to the improvement of oral competence, but also to the increase of motivation, self-confidence and the reduction of communicative anxiety in students. Similarly, teachers recognize that these tools favor the observation and monitoring of individual progress, becoming useful mechanisms to guide the learning process and consolidate knowledge.

The study developed by Restrepo et al. (2022) at the Cooperative University of Colombia, entitled Strengthening oral expression in the area of English through digital tools, set out to improve the oral competence of A1 level students through a didactic sequence mediated by virtual platforms such as Teams, Dexway, and Brightspace. With a quantitative, applied and cross-sectional approach, the project included structured questionnaires of 42 items and the application of the international KET test as a diagnostic instrument. The results showed a substantial change: at the beginning of the process, 72% of the students obtained grades between 0.0 and 2.9, while at the end of the course only 17% remained in that range and 83% achieved scores between 3.0 and 5.0. This measurable improvement demonstrated the effectiveness of digital tools in stimulating consistent English practice and increasing oral fluency.

The contribution of this study to the present work lies in the fact that it offers solid empirical evidence of the measurable impact of technological strategies on oral production, validating that the use of Digital platforms and interactive resources can significantly transform

language learning at the basic levels. It also confirms that systematic practice and continuous feedback are determining factors for the development of oral communicative competence.

In a school context, Rodríguez (2020) carried out the research *The cell phone voice recorder as a tool to encourage oral production in English*, in a public educational institution in the city of Tunja, Boyacá. The population was made up of ninth grade students belonging to low socioeconomic strata. The study, guided by a mixed research-action approach, aimed to analyze the incidence of the use of the cell phone recorder as a didactic strategy to improve oral production and reduce the anxiety experienced by students when communicating in English. The intervention consisted of the participants recording their oral productions, listening to them, reflecting on their mistakes and recording them again, following cycles of action and reflection characteristic of this type of research.

The results showed marked improvements in pronunciation, fluency and vocabulary, as well as an increase in confidence and willingness to participate in class. Students reported feeling more comfortable being able to rehearse and correct themselves without fear of public exposure, and teachers observed a decrease in nervousness and a more active attitude towards learning. The main contribution of this research to this study lies in the fact that it demonstrates the viability and effectiveness of self-recording as a low-cost, accessible and applicable strategy in public contexts. In addition, it highlights the pedagogical value of self-listening and self-regulation, essential pillars of this project, by showing how students become active agents of their own learning process through reflection on their oral performance.

For his part, Díaz (2024) developed the research *Podcasting as a didactic strategy for the strengthening of the oral production of the English language*, carried out at the Educational Institution Concentration of Rural Development El Dorado, in the municipality of the same

name, in the department of Meta. The study, with a mixed research-action approach, implemented the creation of educational podcasts with twelve seventh-graders. The intervention was structured in the phases of planning, action, observation and reflection, and instruments such as the oral pre-test and post-test were applied to compare the progress in the performance of the participants. The evaluation criteria included pronunciation, intonation, use of grammatical structures, vocabulary and discursive coherence. The results showed significant advances in pronunciation, intonation and vocabulary management, as well as a more enthusiastic attitude towards learning English.

The contribution of this work to this study is twofold. On the one hand, it shows that podcasting and self-recording share the same pedagogical principle: that of allowing students to listen, analyze and improve their oral productions autonomously. On the other hand, it shows that the use of simple and accessible technological resources can generate a positive impact even in rural contexts or with limited resources, reinforcing the relevance of applying similar strategies in public institutions such as the I.E. Bicentenario de Soledad.

Overall, the national background reveals an expanding line of research on the integration of ICT in English language teaching, highlighting its potential to improve language performance and strengthen communicative self-confidence. The empirical evidence from the studies reviewed agrees that strategies such as self-recording and podcasting not only improve pronunciation and fluency, but also transform the student's attitude towards learning, promoting a more active, autonomous and participatory vision. At the same time, the authors warn of the need to train teachers in the pedagogical use of technologies and to guarantee equity in access to these resources in all institutions in the country.

In this way, the national precedents support the relevance of the present research, by offering empirical foundations that confirm the effectiveness of self-recording for the strengthening of oral production in English. They also reinforce the idea that technology, when used with a clear pedagogical purpose, can become a means of inclusion, innovation and educational transformation in Colombian school environments.

## **2.2 Theoretical foundation**

### ***The communicative approach and oral competence***

The development of communicative competence has been one of the most significant transformations in the teaching of English as a foreign language in recent decades. In contrast to structuralist and grammatical methods that favored pattern repetition, the communicative approach conceives language learning as the ability to use language to interact and construct meaning in real contexts. According to Hymes (1972), learning a language involves much more than knowing its grammar; It requires understanding "when to talk, with whom, where and in what way to do it". In this way, communicative competence integrates linguistic, sociocultural and pragmatic knowledge, and seeks to ensure that the speaker is not only correct, but also relevant and effective in his or her communication.

Subsequently, Canale and Swain (1980) systematized this notion by identifying four components of communicative competence: grammatical competence, which guarantees linguistic correctness; sociolinguistics, which allows the discourse to be adapted to the contexts; the discursive, which gives coherence and cohesion to the message; and strategic, which provides resources to compensate for knowledge gaps and maintain communication. These elements are articulated so that the student can function in authentic situations of language use,

which It is the basis of the communicative approach adopted by contemporary English teaching programs.

From this perspective, oral production represents an essential manifestation of communicative competence, as it involves the simultaneous implementation of linguistic, cognitive and socio-emotional skills. As Littlewood (1999) argues, the goal of communicative teaching is not only for learners to produce correct structures, but also for them to be able to use them for real communicative purposes, adapting to different interlocutors and contexts. For this reason, the teaching of English today emphasizes activities that promote interaction, spontaneous use of the language and reflection on one's own oral performance.

In this theoretical framework, the self-recording strategy aligns directly with the principles of the communicative approach, by offering students opportunities to practice speaking in controlled but meaningful contexts, listen to their own output, and reflect on their progress. This process of self-listening and self-regulation activates the discursive and strategic competencies described by Canale and Swain, since the learner faces the challenge of organizing his speech, evaluating its clarity and correcting his errors. It also promotes autonomy and self-confidence by allowing the student to recognize his or her progress without the immediate pressure of external judgment, as suggested by the principles of student-centered communicative teaching.

The relevance of this approach is evidenced by the international precedents reviewed. Studies by Rahman (2024), Cárdenas et al. (2022), González and Núñez (2024) and Chasi and Díaz (2023) showed that the use of digital resources such as videos, recordings and podcasts increases fluency, pronunciation and motivation to speak in English. This research confirms that technology-mediated practice is an extension of the communicative approach, creating authentic

spaces for interaction and reflection that stimulate the active participation of the student. In particular, the work of Cárdenas et al. (2022) validated that the recording of videos favorece la autoobservación y la mejora progresiva de la pronunciación, mientras que Rahman (2024) showed that repeated exposure to audiovisual material increases self-confidence and verbal fluency, essential components of oral communicative competence.

Similarly, the national antecedents of Rodríguez (2020) and Díaz (2024) support this connection between theory and practice. In both cases, self-recording and podcasting strategies allowed students to face real communicative situations and reflect on their performance, achieving advances in pronunciation and speaking confidence. These findings confirm that self-recording is a practical application of the communicative approach, since it turns oral production into a participatory, dynamic process focused on the understanding of language as a tool for interaction.

Consequently, the present study adopts the communicative approach as a theoretical pillar to analyze how self-recording can contribute to the strengthening of oral competence in eighth-grade students of the Bicentennial Educational Institution of Soledad. From this perspective, recording, listening to and correcting oneself constitutes an active form of communication and learning, in which the student assumes the role of self-interlocutor, reflects on his/her discourse and reconstructs his/her linguistic knowledge from meaningful practice. In short, the self-recording strategy responds to the communicative paradigm because it promotes the authentic use of the language, the self-regulation of learning and the progressive consolidation of integral communicative competence.

### *Autonomous learning, self-efficacy and metacognition in language learning*

Learning English as a foreign language requires students to take an active, responsible and reflective role in their own educational process. In recent decades, The educational paradigm has evolved from teacher-centered teaching to a model in which the student is converted into the protagonist of their learning, capable of making decisions, planning strategies and evaluating their progress. This conception is based on the principle of autonomous learning, understood as the individual's ability to consciously direct their learning process, set goals, select resources and evaluate results. According to Holec (1981), autonomy implies the ability to assume responsibility for one's own learning decisions, which implies a profound change in the relationship between teacher and student. For his part, Little (1991) emphasizes that autonomy does not mean isolation, but reflexive interdependence, where the learner assumes an active and critical commitment to his or her training.

In the field of English teaching, autonomy is directly related to the development of communicative competence, since mastery of a language requires constant practice, self-observation and continuous adjustment of performance. In this sense, the use of technological tools such as self-recording enhances autonomy by allowing students to record their oral productions, listen to each other, identify errors and plan improvement actions. This practice turns the student into the author and evaluator of his or her own process, promoting cognitive independence and a sense of responsibility for learning. National precedents, such as the study by Rodríguez (2020) in Tunja and Díaz's (2024) in Meta, show that recording and podcasting strategies favor autonomy because they provide spaces for self-evaluation and self-regulation, essential elements of self-directed learning. Likewise, the international work of Cárdenas et al. (2022) and Chasi and Díaz (2023) agree that digital practice mediated by self-observation

increases students' willingness to practice the language outside the classroom, reinforcing their personal commitment to learning.

The autonomy of learning is complemented by the development of self-efficacy, a concept introduced by Bandura (1997) within his cognitive-social theory, to refer to the individual's belief in his ability to organize and execute actions required to achieve specific goals. In the context of English teaching, self-efficacy translates into the student's confidence to communicate orally, overcome anxiety, and persevere in the face of mistakes.

As Zimmerman (2000) points out, students with high levels of self-efficacy tend to set more ambitious goals, employ effective strategies, and maintain motivation even in challenging tasks. Therefore, the self-recording strategy contributes to the strengthening of self-efficacy by offering tangible evidence of progress: by listening to their recordings, students perceive improvements in pronunciation and fluency, which reinforces their confidence and desire to continue practicing. The background of Rahman (2024) and Restrepo et al. (2022) supports this approach by demonstrating that constant feedback and technology-mediated practice generate significant changes in students' communicative security and perception of linguistic competence.

In a complementary way, autonomous learning and self-efficacy are articulated with metacognition, defined by Flavell (1979) as the knowledge and control that a person exercises over their own cognitive processes. In the field of language learning, metacognition manifests itself in the student's ability to plan their activities, monitor their comprehension, and evaluate the results of their performance. Oxford (2017) expands on this concept by pointing out that metacognition not only involves awareness of learning, but also emotional and motivational self-regulation, crucial aspects to maintain consistency in the study of a foreign language. In pedagogical practice, self-recording becomes a metacognitive tool par excellence, as it promotes

the observation and analysis of one's own discourse: students listen to their recordings, identify successes and errors, and develop personal strategies for improvement. This process of constant self-evaluation transforms oral production into a reflective and meaningful experience.

The studies reviewed show that the integration of autonomy, self-efficacy and metacognition generates a positive synergy in English learning. For example, the results de Restrepo et al. (2022) confirmed that students who worked with digital platforms developed greater discipline and a sense of self-responsibility, while the findings of Díaz (2024) and Rodríguez (2020) show that recognizing one's own progress through recordings reinforces confidence to speak in public and the willingness to practice voluntarily. This research, like that of Cárdenas et al. (2022) and Chasi and Díaz (2023) in Latin America, highlights that technological strategies focused on self-assessment strengthen not only language skills, but also the socio-emotional competencies that underpin effective communication.

Consequently, the present study assumes that the combination of these three components (autonomy, self-efficacy and metacognition) constitutes the core of reflective and self-regulated learning, essential for the development of oral production in English. The self-recording strategy synthesizes these principles by placing the student as an active agent of his or her own learning, capable of making decisions, evaluating his or her progress and reconstructing his or her linguistic knowledge from experience. In this way, a pedagogical process is configured that is coherent with the interpretive paradigm, aimed at understanding the subjective, cognitive and emotional transformations that emerge when students assume conscious control of their process of learning to speak in a foreign language.

### *La mediación tecnológica en la enseñanza del inglés*

The incorporation of information and communication technologies in educational processes has substantially transformed teaching and learning practices. In the teaching of English as a foreign language, technological mediation has established itself as an essential tool to promote participation, interaction and autonomous learning. According to Area (2018), ICTs expand learning spaces and promote access to authentic communicative experiences, by allowing constant exposure to real language models and the possibility of practicing outside the classroom. In this sense, technological mediation should not be understood as a simple instrumental support, but as an active pedagogical agent that promotes the development of cognitive, communicative and digital skills in students.

From a pedagogical perspective, technological mediation finds support in Ausubel's (1983) theories of meaningful learning and Vygotsky's (1979) socioconstructivism. Ausubel argues that learning occurs when new information is substantively related to the student's previous knowledge, favoring the construction of meanings. For his part, Vygotsky affirms that learning occurs in interaction with others and with cultural tools that mediate cognitive activity. From this perspective, technologies act as cultural mediators that facilitate interaction and the internalization of knowledge. In the teaching of English, tools such as digital recordings, podcasts and virtual platforms allow the creation of practice environments where the student interacts with the language, reflects on their performance and learns actively and collaboratively.

Various authors agree that technological mediation promotes active and meaningful learning by placing the student at the center of the process. According to Cabero (2019), ICTs are "a means of pedagogical communication that expands the possibilities of interaction and collaborative learning". Likewise, Prensky (2001) highlights that students in the digital age learn

differently, since they are technological natives who require interactive, dynamic, and contextualized environments. In this line, self-recording is configured as a form of technological mediation that integrates language learning with reflective practice, by allowing the student to record their oral production, analyze it critically and apply improvement strategies. This process, in addition to developing communication skills, it fosters digital competence and technological literacy, which are essential in contemporary educational environments.

In the Latin American and Colombian context, the Organization of Ibero-American States (OEI, 2023) and the Ministry of National Education (MEN, 2023) have emphasized the need to promote the pedagogical use of technology as a means to strengthen the quality of education and the teaching of English. These institutions agree that ICTs contribute to the development of communicative and digital competence, while offering opportunities for inclusion and equity. The MEN (2023) stresses that technological strategies must be oriented towards the creation of innovative learning environments that respond to the needs of the context, which is particularly relevant for the country's public institutions. In line with these guidelines, self-recording is presented as an accessible, flexible and contextualizable strategy, capable of integrating into school realities and promoting active learning even in environments with limited resources.

The international background of Rahman (2024), Cárdenas et al. (2022) and González and Núñez (2024) showed that digital media, such as videos and personal recordings, stimulate oral practice and improve student motivation. These experiences confirm that technological mediation generates interactive and autonomous learning environments, consistent with the principles of meaningful learning. In a complementary way, the national antecedents of Rodríguez (2020), Díaz (2024) and Restrepo et al. (2022) showed that the use of technological resources in the teaching of English produces tangible improvements in pronunciation, fluency

and self-confidence. These results validate that technological mediation not only optimizes language learning, but also empowers students to learn the language. students, allowing them to take ownership of their process and develop a more positive relationship with the foreign language.

Within the framework of the interpretative paradigm that guides this research, technological mediation is conceived as a space for symbolic interaction and the construction of meaning. The student's experience with self-recording is not limited to the use of a device, but involves a reflective process in which cognitive, affective, and social dimensions are intertwined. Listening to oneself speak in English, recognizing mistakes and transforming them into learning, becomes an experience of metacognition mediated by technology. This process strengthens autonomy, self-efficacy and motivation, consolidating technological mediation as a pedagogical instrument of transformation that expands the boundaries of the classroom and generates new opportunities for meaningful learning.

Consequently, the self-recording strategy that underpins this research is framed within the contemporary conception of technological mediation: a didactic tool that combines communicative approaches, autonomy and reflection, allowing the student to become an active protagonist of their learning process. In this way, technology ceases to be a complementary resource and becomes a means of cognitive emancipation, self-regulation and comprehensive development of oral competence in English.

### ***Self-recording as a pedagogical strategy***

The convergence between the communicative approach, autonomous learning and technological mediation finds its synthesis in the pedagogical strategy of self-recording,

understood as a reflective practice that allows students to listen, analyze and improve their own oral production. This strategy is part of contemporary trends in the teaching of English as a foreign language, which prioritize the comprehensive development of communicative competence and meaningful learning mediated by technology. Self-recording is not an isolated technique, but a

a tool that articulates linguistic, cognitive and metacognitive knowledge that promotes self-regulation, confidence and autonomy in learning.

From the perspective of the communicative approach, self-recording enables the constant practice of the language in real or simulated contexts of communication. By recording their voice, the student uses the language for a specific communicative purpose, plans their speech, evaluates the appropriateness of their message and reflects on the effectiveness of their interaction. This practice is not limited to mechanical repetition, but involves the reconstruction of meaning from experience, which makes it an authentic space of interaction with oneself and with language. In this sense, the strategy operationalizes the components of communicative competence described by Hymes (1972) and Canale and Swain (1980): the student strengthens grammatical competence by improving his pronunciation and structure, sociolinguistic competence by adapting his register, discursive competence by organizing his ideas coherently, and strategic competence by identifying and correcting errors.

On the other hand, self-recording is a direct manifestation of autonomous learning and self-efficacy. By taking control of their oral practice, the student decides when, how and how often to record themselves, becoming the manager of their own progress. As Holec (1981) states, autonomy implies the ability to take responsibility for learning decisions, and in the case of oral production, this responsibility translates into the willingness to face mistakes and transform them

into opportunities for improvement. Each recording becomes tangible evidence of progress, reinforcing the perception of efficacy and consolidating the cycle of self-reflection described by Zimmerman (2000) in his model of self-regulated learning. Consequently, self-recording not only develops language skills, but also personal competencies, by strengthening the confidence and perseverance necessary to communicate in a foreign language.

The process of recording, listening to and evaluating one's own voice is also a metacognitive and emotionally significant activity. According to Flavell (1979), metacognition allows the individual to supervise and regulate their thinking, and in language learning, this self-regulation translates into the ability to identify successes, difficulties and strategies for improvement. The student not only analyzes the linguistic content, but also the prosodic, emotional, and communicative aspects of his or her speech. In this way, self-recording promotes comprehensive learning that involves both the cognitive and affective dimensions, facilitating the overcoming of communicative anxiety and the development of personal confidence for public speaking. The national precedents of Rodríguez (2020) and Díaz (2024) confirm this effect, showing that students experience a notable increase in their confidence and in the naturalness of their oral expression after using self-recording and podcasting strategies.

Likewise, the self-recording strategy fully responds to the paradigm of technological mediation, by incorporating accessible devices – such as mobile phones or personal computers – to promote autonomous and contextualized learning. As Area (2018) and Cabero (2019) argue, technology, when integrated with a clear pedagogical purpose, acts as a cognitive and social mediator that expands learning opportunities and favors the interaction between the student and knowledge. In the case of self-recording, technological mediation allows for the creation of flexible and personalized practice environments, where the student controls the pace and depth of

their learning. In school contexts such as that of the Bicentennial Educational Institution of Soledad, this tool represents a viable and sustainable alternative to overcome the limitations of time, resources and oral presentation that usually characterize the teaching of English in public education.

The integrative analysis of the international and national antecedents reviewed shows that the implementation of technological self-assessment strategies transforms the student's relationship with learning. The work of Rahman (2024), Cárdenas et al. (2022) and Chasi and Díaz (2023) showed that recordings and podcasts promote fluency, pronunciation and motivation, while studies by Restrepo et al. (2022) and Rodríguez (2020) confirmed their positive impact on self-confidence and the reduction of oral anxiety. These experiences, interpreted in the light of the communicative and constructivist paradigm, allow us to affirm that self-recording is configured as a comprehensive pedagogical strategy, capable of combining meaningful learning with the autonomous and reflective practice of the language.

In short, self-recording is a transformative pedagogical tool that articulates the foundations of the communicative approach, the theories of autonomous learning and technological mediation. Its application promotes cognitive autonomy, emotional self-efficacy and comprehensive communicative competence, dimensions that converge in the formation of more conscious, confident and competent learners. From the perspective of this research, the use of self-recording transcends instrumental practice to become an educational experience of a reflective and emancipatory nature, where the student not only learns to speak in English, but also to listen to himself, evaluate himself and transform himself through language. This theoretical framework therefore provides the conceptual and empirical foundations that underpin the research and guide the interpretation of the results in the following chapter.

### *Conclusions of the theoretical review*

The theoretical analysis developed throughout this chapter allows us to understand that the strengthening of oral production in English depends on a comprehensive pedagogical process in which communicative practice, learning autonomy and technological mediation converge. The review of international and national backgrounds showed that strategies based on voice recordings, videos and podcasts are effective resources to improve students' fluency, pronunciation and self-confidence. These studies agreed that the autonomous and reflective practice of the language favors the internalization of linguistic structures and stimulates intrinsic motivation, essential factors for the development of communicative competence in school contexts.

From the communicative approach, it is established that the learning of a foreign language transcends the memorization of grammatical rules and focuses on the ability to use language with meaning, adapting it to different communicative situations. In this framework, the self-recording strategy is fully aligned with the postulates of Hymes (1972) and Canale and Swain (1980), by offering opportunities for real practice, self-evaluation and continuous improvement. Through the recording and listening of their own voice, students strengthen the grammatical, sociolinguistic, discursive and strategic components of communicative competence, generating authentic and transferable learning.

The autonomous learning, self-efficacy, and metacognition component reinforces the idea that the student is the primary agent of their progress. As Holec (1981) and Little (1991) argue, autonomy implies assuming responsibility for learning decisions, while self-efficacy, according to Bandura (1997), promotes the confidence necessary to face The challenges of oral communication. Self-recording, by allowing concrete progress to be evidenced, strengthens the

perception of achievement and motivates la autorregulación. It also stimulates metacognitive processes described by Flavell (1979), by inviting the student to reflect on their mistakes, plan improvements and consolidate personal learning strategies.

Regarding technological mediation, the chapter demonstrated that ICTs, conceived as cognitive and cultural tools, expand the possibilities of interaction and meaningful learning. The theories of Ausubel (1983) and Vygotsky (1979), together with the contributions of Area (2018) and Cabero (2019), support that technology acts as a mediator that facilitates the active construction of knowledge and promotes collaboration. In this sense, self-recording represents an accessible and effective form of technological mediation, which adapts to the resources available in school contexts such as that of the Bicentennial Educational Institution of Soledad, contributing to equity and pedagogical innovation.

The integration of these three theoretical axes – communicative, autonomous and technological – allows us to affirm that self-recording constitutes a transformative pedagogical strategy that articulates oral practice with reflection and self-evaluation. Its application favors not only the development of linguistic competence, but also the strengthening of the student's identity as a speaker, their cognitive autonomy and their emotional confidence. Consequently, the proposed strategy is consolidated as a methodological alternative relevant to the Colombian educational context, capable of responding to the current challenges of teaching English in public institutions.

Finally, the theoretical framework developed offers the conceptual foundations that guide the methodology of this research. It allows us to understand that learning English through self-recording is not only an instrumental practice, but a comprehensive training process that transforms the way students think, feel and communicate in the foreign language. This

theoretical basis will serve as the basis for the methodological design of Chapter III, where the fases, técnicas and instruments used to analyze the incidence of this strategy in the oral production of eighth-grade students of the Bicentennial Educational Institution of Soledad.

### **Chapter III. Methodology**

#### **3.1 Research design**

This study is developed under the interpretative paradigm, as it seeks to understand, from the experiences and perceptions of the students, how the implementation of the self-recording strategy contributes to the strengthening of oral production in English. From this perspective, the research does not intend to establish causal relationships or generalizations, but to delve into the meanings, transformations and learning that emerge from the pedagogical process experienced by the participants.

The methodological approach adopted is qualitative, since it allows for a detailed exploration of the experiences of students in their natural learning context. According to Taylor and Bogdan (1987), qualitative research is aimed at understanding phenomena from the perspective of the subjects who experience them, recognizing the richness of their discourses, behaviors, and reflections. In this sense, the study privileges observation, interpretation and reflexive analysis of data, over numerical measurement or statistical comparison.

The scope of the research is descriptive, since its purpose is to characterize and interpret the changes in the fluency, pronunciation and communicative confidence of students during the aplicación de la estrategia self-recording. According to Hernández Sampieri, Fernández, and Baptista (2022), descriptive studies seek to detail the characteristics of a phenomenon and

understand its components, without manipulating the variables or establishing causal relationships. Consequently, the study focuses on describing students' perceptions and experiences throughout the implementation process, generating significant information for the pedagogical practice of English in the school context.

The methodological design adopted is descriptive-interpretive, structured in three sequential phases:

1. Diagnostics: exploration of students' initial perceptions of their oral production and the use of self-recording as a strategy.

2. Pedagogical implementation: application of self-recording as a tool to strengthen fluency, pronunciation and communicative confidence.

3. Analysis and interpretation: review of recordings, interviews, and observations to understand learning experiences and perceived changes.

These phases are developed in a flexible and cyclical way, allowing constant reflection by the researcher, feedback with participants and the reinterpretation of the findings as the process progresses.

According to Sandín Esteban (2003), qualitative interpretative design is characterized by its openness, its naturalistic orientation, and its interest in understanding the phenomenon in its entirety. In coherence with this, the design of this study is based on participant observation, semi-structured interviews, and analytical reflection as means to access the meanings constructed by the students during the pedagogical experience.

In short, the methodological design combines the flexibility of qualitative research with an organized structure that guarantees the rigor of the process. Its central axis is The understanding of learning as a lived experience, where the self-recording strategy *becomes a*

*means of expression, self-evaluation and transformation of the student on their way to oral competence in English.*

### **3.2 Population, participants and sampling**

The target population of study corresponds to the students of basic secondary education of the Bicentennial Educational Institution of Soledad, an official institution of the municipality of Soledad (Atlántico), which offers formal education from the basic primary level to the academic high school. This educational community is characterized by serving a diverse population, mostly from urban sectors and families from socioeconomic strata 1 and 2, with a high institutional commitment to educational inclusion and the strengthening of bilingualism.

Within this population, the study focused on the eighth grade, where recurrent difficulties were identified in the oral production of the English language, especially in aspects of fluency, pronunciation, and communicative security. This group is the ideal setting to implement the *self-recording* strategy, since students are in a stage of cognitive and linguistic development that allows them to assume self-evaluation and reflection as part of their learning.

The study participants were made up of a group of 3 eighth-grade students, selected through intentional or non-probabilistic convenience sampling, characteristic of qualitative approaches. According to Martínez (2014) and Hernández Sampieri et al. (2022), this type of sampling is used when the researcher selects participants who have characteristics relevant to the object of study, considering criteria of accessibility, disposition and relevance. In this case, it is escogieron los students who showed interest and voluntary commitment to participate in the application of the self-recording strategy during the established academic period.

The choice of a small group is intended to carry out an in-depth analysis of the individual and collective experiences of the participants, rather than to generalize results. In coherence with the interpretative paradigm, selection is based on the search for meanings and understandings rather than on statistical representativeness. As Taylor and Bogdan (1987) point out, in qualitative research, cases are chosen not for their quantity, but for the richness of the information they provide.

To guarantee ethical and methodological validity, the informed consent of the students and their parents was obtained, in accordance with the guidelines of Resolution 8430 of 1993 of the Ministry of Health and Social Protection of Colombia. Data confidentiality and voluntary participation were guaranteed, ensuring that voice records, interviews and observations were used exclusively for academic and research purposes.

In summary, the selected population and sample respond to the criteria of relevance, accessibility, and analytical depth typical of qualitative research. The participants represent a heterogeneous group, but united by the same educational context, which will allow a comprehensive understanding of the linguistic and attitudinal transformations derived from the implementation of self-recording as a pedagogical tool for the strengthening of speaking in the English classroom.

### **3.3 Data collection instruments**

The collection of information in this research was based on the qualitative approach, which seeks to understand the meanings, perceptions and experiences of the participants rather than to measure numerical variables. In coherence with the interpretive paradigm, the

instruments applied were designed to allow the in-depth exploration of the students' discourses, behaviors, and reflections during the implementation of the self-recording strategy.

According to Hernández Sampieri, Fernández, & Baptista (2022), in qualitative research, instruments are flexible means that allow the researcher to approach the natural context of the participants and collect information rich in nuances, emotions, and senses. Similarly, Flick (2015) points out that qualitative instruments must promote open communication and reflective recording, generating data that express the subjective realities of social actors.

To meet the objectives of the study, three instruments were selected that complement each other and allow information to be collected from different sources and moments of the process:

1. Semi-structured interview script (diagnostic phase).
2. Qualitative observation rubric (implementation phase).
3. Record sheet of qualitative findings (analysis and interpretation phase).

Each instrument was designed by the researcher and validated through content review with the support of the advisory teacher, guaranteeing its relevance, clarity and coherence with the objectives and categories of the study.

### **Instrument 1. Semi-structured interview script**

The first instrument consisted of a semi-structured interview script, applied in the diagnostic phase to explore the students' initial perceptions of oral production in English and their disposition towards the use of the *self-recording strategy*.

According to Taylor and Bogdan (1987), qualitative interviewing allows us to understand the meanings that people attribute to their experiences and to discover how they organize their

social world. Its semi-structured nature offers flexibility to the researcher to adapt the questions and delve into the emerging issues according to the answers of the participants.

The script included between six and eight open-ended questions related to three dimensions:

1. Previous experience with oral English (fears, difficulties, confidence).
2. Use of technology to learn English.
3. Perceptions and expectations about self-recording.

The interviews were conducted in a group setting, in an atmosphere of trust, with an approximate duration of 20 minutes per session. The information was recorded through notes and audio recordings with informed consent from the participants.

### **Instrument 2. Qualitative observation rubric**

The second instrument was a qualitative observation rubric, used during the implementation phase of the pedagogical strategy. Its purpose was to observe the evident changes in fluency, pronunciation, confidence and communicative use of English during self-recording activities.

According to Sandín Esteban (2003), participant observation allows us to understand educational phenomena in their natural context, while the researcher acts as a reflective witness of the processes that occur in the classroom. Therefore, this technique was suitable for recording behaviors, attitudes and progress without altering the learning environment.

The rubric included four main criteria:

1. Verbal fluency: continuity of speech and natural rhythm when speaking.
2. Pronunciation and intonation: phonetic clarity and understandable accent.

3. Communicative confidence: security, disposition and attitude towards speech.
4. Communicative use of language: coherence, vocabulary and spontaneity.

Each criterion was assessed qualitatively at four descriptive levels (Low, In development, Satisfactory, High), accompanied by textual observations. This rubric made it possible to record the individual and collective evolution of the students throughout the process.

### **Instrument 3. Qualitative findings record sheet**

The third instrument corresponded to a record sheet of qualitative findings, used in the final phase of analysis and interpretation. Its objective was to systematize the evidence obtained in interviews, observations, and recordings, organizing the data according to the analytical categories of the study: *fluency, pronunciation, communicative confidence, metacognition, and perception of learning*.

The file allowed to record representative fragments of the responses or behaviors observed, together with the researcher's reflective interpretation of their educational significance.

According to Flick (2015), this type of analytical record facilitates the process of reducing and categorizing data in qualitative studies, ensuring traceability between the original sources and the interpretative conclusions. The format included four basic fields: Code or source of information (interview, observation or recording). Significant fragment or evidence. Category or associated theme. Interpretation of the researcher.

This instrument made it possible to simplify the analysis, concentrating the most relevant information and transforming the findings into pedagogical understandings about the experience of *self-recording*.

### 3.4 Procedure

The methodological development of this research was carried out in three sequential and complementary phases (diagnostic, pedagogical implementation and analysis-interpretation), in coherence with the qualitative approach and the interpretative paradigm. Each phase responded to a specific purpose aimed at meeting the objectives of the study and generating a deep understanding of the students' experience of using *self-recording* as a tool to strengthen oral production in English.

#### *Phase 1. Diagnostic or exploratory*

The purpose of this initial phase was to recognize the students' perceptions, attitudes, and previous experiences regarding the learning of oral English and their willingness to participate in the self-recording strategy. First, an informative meeting was held with the participants to explain the purpose of the study, request their voluntary consent and guarantee the confidentiality of the data, in accordance with institutional ethical standards.

Subsequently, instrument 1: Semi-structured interview script was applied in a group session where students shared their perceptions about their oral skills, their fears when speaking English and their experience with the use of technological tools to learn.

The interviews, of approximately twenty minutes, were recorded and complemented with field notes taken by the researcher, which allowed the identification of the initial categories of analysis: fluency, pronunciation, confidence and perception of learning.

The results of this phase served as a diagnosis of the group's needs and guided the planning of intervention activities.

### ***Phase 2. Implementation of the pedagogical strategy***

During this phase, the application of the *self-recording* strategy was developed, conceived as a didactic tool to strengthen oral production through self-evaluation and reflection on one's own performance.

In an initial session, students were explained how to make their recordings: select a simple topic, express themselves freely in English, record their voice using their cell phone and save their personal files. An atmosphere of trust was promoted, where mistakes were assumed as an opportunity for improvement.

Over four weeks, the students made several short recordings on topics related to their daily lives (personal presentations, routines, tastes, descriptions), while the teacher-researcher accompanied them through observations and formative feedback.

During this phase, instrument 2: Qualitative observation rubric was applied in order to record the observable changes in fluency, pronunciation, confidence and communicative use of the English. Each recording session was directly observed by the researcher, who completed the rubric by recording descriptive levels of performance and qualitative observations. At the end of the intervention, clear evidence of improvement in the students' willingness to speak, in the clarity of their pronunciation and in their communicative self-confidence was identified, which laid the basis for the final analysis.

### ***Phase 3. Analysis and interpretation of information***

In this stage, the qualitative processing and analysis of the information collected in the previous phases was carried out, with the aim of interpreting the experiences and transformations evidenced in the students after the use of *self-recording*.

For this purpose, instrument three was used: Qualitative findings record sheet, where the most representative fragments of the interviews, observations, and recordings were systematized, organized according to the categories of the study: fluency, pronunciation, communicative confidence, metacognition, and learning perception.

The information was analyzed using the content analysis technique, following the criteria of Flick (2015) and Sandín Esteban (2003), who propose the identification of units of meaning, their grouping by recurring themes and the formulation of interpretations that express the emerging meanings of the data.

The triangulation between the three sources of information (interviews, observations, and qualitative records) made it possible to guarantee the internal validity of the study, contrasting subjective perceptions with evidence observed in the classroom.

The final analysis led to the interpretative understanding of the phenomenon, showing that the *self-recording strategy* favored the improvement of fluency and pronunciation, reduced communicative anxiety and strengthened the students' confidence to express themselves in English. Likewise It allowed us to verify that reflective practice and self-listening promote metacognition and self-regulation of learning.

In summary, the methodology implemented in this study coherently integrated the interpretative paradigm, the qualitative approach and the descriptive scope, allowing us to understand the educational phenomenon from the experiences and meanings constructed by the students themselves. The three phases developed made it possible to observe the learning process in its natural dynamics and recognize the real transformations in the fluency, pronunciation and communicative confidence of the participants.

The articulated use of the three instruments (the semi-structured interview, the qualitative observation rubric and the findings record form) guaranteed a solid methodological triangulation, where the researcher's perceptions, direct observations and reflexive interpretations were combined. This combination brought validity to the process and allowed us to build a deep understanding of the impact of *self-recording* as a pedagogical strategy. The procedure followed was based on the principle that educational research is, above all, a space for transformative reflection, where teaching and inquiry are integrated into the same act of understanding. Thus, the methodological chapter sets out the bases on which the results will be interpreted in the next section.

In Chapter 4, the most significant findings obtained from the analysis of the interviews, observations and recordings of the students will be presented, organized according to the categories of study. These results will be interpreted in the light of the theoretical foundations previously presented, with the purpose of answering the research question and evidencing the real contribution of the *self-recording* strategy in the strengthening of production oral in English in the eighth grade students of the Bicentennial Educational Institution of Soledad.

#### **Chapter IV. Results and Discussion**

This chapter presents the analysis and interpretation of the results obtained during the development of the research, whose purpose was to understand the contribution of the self-recording strategy in the strengthening of oral production in English in eighth grade students of the Bicentennial Educational Institution of Soledad. In coherence with the interpretative paradigm and the qualitative approach, the results are presented according to the meanings,

perceptions and transformations that the students expressed and demonstrated throughout the pedagogical process.

#### **4. Results**

The analysis was organized following the methodological structure defined in the previous chapter, made up of three interrelated phases: diagnostic, implementation and analysis-interpretation. In the diagnostic phase, the participants' initial perceptions of speaking, their difficulties, previous use of technology and their expectations regarding the use of self-recording were explored, using semi-structured interviews as an information collection technique. In the implementation phase, through participant observation and the use of a qualitative rubric, changes in fluency, pronunciation, confidence and communicative use of the language during the recording activities were recorded. Finally, in the analysis and interpretation phase, the findings were systematized through content analysis using a qualitative record sheet, which allowed triangulation between interviews, observations, and performance evidence.

The results are organized by categories of analysis derived from the specific objectives: verbal fluency, pronunciation, communicative confidence, metacognition and perception of learning. Each category integrates both the students' voices and the researcher's interpretations, highlighting significant changes and deep understandings about the process Lived. This chapter therefore allows us to answer the research question and support the final conclusions of the study.

##### **4.1 Results of the diagnostic phase**

The diagnostic phase was developed with the purpose of identifying the students' initial perceptions of oral production in English, their emotions when speaking in the classroom, the

main difficulties they face, their relationship with technology and their disposition towards the use of *self-recording*. Through the semi-structured interview applied to three students between 12 and 14 years old, valuable information was obtained that allowed us to understand the starting point of the group before the pedagogical intervention related below.

**Table 1: Diagnostic analysis and interpretation**

| Category  | Subcategory                                   | Evidences (textual fragments of students)  | Investigator's Interpretation  |
|---|---|--|--|
| <b>Initial Perceptions of Speaking</b>                              | Emotions when speaking English                | - "I feel very good, although sometimes I don't pronounce well" (E1).- "I feel very confident because I know what I'm doing" (E2).- "I feel proud of myself... it's one of my favorite subjects" (E3).   | Students express mostly positive emotions towards English, which indicates a good initial disposition. However, they recognize insecurities associated with pronunciation, which justifies the relevance of a strategy such as <i>self-recording</i> . |
| <b>Difficulties in oral production</b>                              | Pronunciation and vocabulary                  | - "Pronunciation is my biggest difficulty" (E1).- "I must improve pronunciation" (E2).- "Pronunciation and vocabulary... in the role plays you don't hear well" (E3).  | Pronunciation is the central difficulty for all three students, followed by vocabulary. This shows the need for repeated and autonomous practices that allow the identification and correction of phonetic errors.                                     |
| <b>Previous use of technology to learn English</b>                  | Autonomous practices with cell phone/computer | - "I practice vocabulary and pronunciation by listening to songs" (E1).- "I use my cell phone to improve pronunciation and vocabulary" (E2).- "I use Duolingo and translate songs to pronounce them well" (E3).  | All three students show familiarity and motivation towards the use of digital resources, which facilitates the adoption of <i>self-recording</i> . Initial autonomy and technological habits that favor learning are evident.                          |
| <b>Advantages and disadvantages of technology-mediated learning</b> | Perception of technological support           | Advantages:- Didactic activities, wide exposure and improvement in pronunciation (E1, E2, E3). Disadvantages:- "There is advanced English that I don't understand" (E1).- "Sometimes they don't explain the vocabulary" (E2).- "English is advanced and not according to my level" (E3). | Technology is perceived as a useful and motivating tool, but also as a space where teaching guidance is lacking. The need for pedagogical mediation to contextualize digital content is highlighted.   |
| <b>Attitude towards the self-recording strategy</b>                 | Emotional reactions and disposition           | - "I feel good, I don't suffer from nerves" (E1).- "I feel sorry because it's the first time, but it would help me to improve" (E2).- "I would feel a little nervioso, pero sería reconfortante" (E3).   | Despite the presence of initial nerves, students perceive <i>self-recording</i> as an activity that can strengthen their confianza. Esto anticipa una buena recepción de la estrategia y su potencial transformador.                                   |
| <b>Perception of the value of self-listening</b>                    | Self-correction and metacognition             | - "It would help me to self-correct and have more fluid conversations" (E1).- "By listening to myself I correct my mistakes" (E2).- "Correcting my mistakes gives me more security" (E3).  | There is a clear understanding of the metacognitive benefit of self-analysis. Students identify self-listening as a means to improve fluency, pronunciation, and confidence.   |
| <b>Expectations about the recording process</b>                     | Goals and motivations                         | - "Improve my pronunciation and become more fluent" (E1).- "Improve concepts, pronunciation and resolve cultural conflicts" (E2).- "Speak English well to be able to travel to the USA" (E3).  | Expectations show both academic and personal goals. Learning English is linked to future aspirations and social mobility, which increases intrinsic motivation.  |

|                                    |                        |   |   |
|------------------------------------|------------------------|---|---|
| <b>Projections for improvement</b> | Ultimate Process Goals | - "Improve my English at an academic and general level" (E1).- "Understand English better and use it in everyday life" (E2).- "Pronounce 45ajor... discipline me" (E3). | Students expect comprehensive language improvement: comprehension, pronunciation, fluency, and discipline. This confirms the relevance of the strategy to support these objectives. |
|------------------------------------|------------------------|---|---|

**Source:** Authors.

First, the students' initial perceptions of *speaking* revealed predominantly positive emotions. One of the students expressed that she feels "very good" when speaking in English, although she recognizes that sometimes she fails in pronunciation, while another said she feels "very confident because I know what I do." A third participant said he was "proud" of himself, as English is one of his favorite subjects. These expressions show that students have a favorable emotional disposition towards the language, accompanied by motivation and self-confidence. However, this security is nuanced by the recognition of specific difficulties, especially in pronunciation, an element that was repeatedly mentioned by all, which confirms that, despite the interest and enthusiasm, this skill requires strengthening.

Regarding the difficulties, the students agreed that pronunciation is their main challenge. This aspect was identified both in individual experiences and in group activities, such as when one of the students pointed out that in the *role plays* his classmates "do not pronounce well and what they say is not heard well". These observations reveal that the constraints are not only individual, but also respond to dynamics collective classrooms. In addition to pronunciation, one of the students mentioned that vocabulary also represents a major difficulty, which shows that oral competence is conditioned by phonetic and lexical aspects that support each other.

In relation to the use of technology as a learning tool, all three students demonstrated significant familiarity with its use. One of them mentioned that he listens to songs and reads digital books to improve his vocabulary and pronunciation; another uses the cell phone to practice these aspects specifically; and the third noted that it uses apps like Duolingo and

performs translations to make sure it pronounces words correctly. This previous experience shows that technology is part of their daily learning practices, which facilitates the implementation of *self-recording* as a pedagogical strategy. They do not require learning to use a new resource, but rather adapting an existing habit towards a more conscious training purpose.

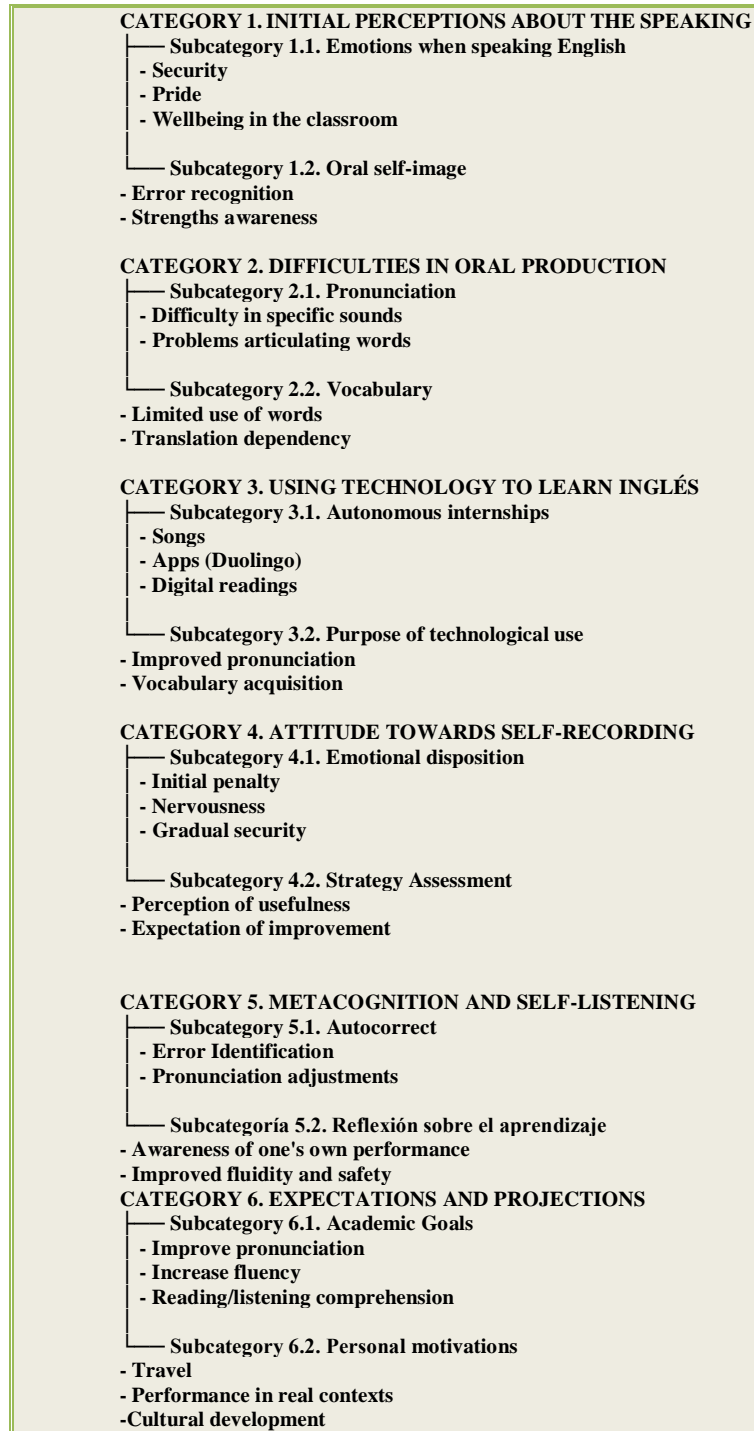
Regarding the perception of advantages and disadvantages of technology-mediated learning, students pointed out that digital tools favor language development through didactic activities and allow vocabulary acquisition and improvement of pronunciation. At the same time, they warned that some content is too advanced and that sometimes they do not understand certain terms because they are not explained clearly, which shows that technology, although useful, does not replace the pedagogical mediation of the teacher. This balance between digital support and school accompaniment confirms the relevance of implementing a guided strategy such as *self-recording*.

As for the attitude towards the experience of recording herself talking, mixed emotions emerged: one student said that she "feels good" and does not suffer from nerves when doing so, while the other two acknowledged feeling embarrassed or initially nervous. However, these emotions were not perceived as limiting; on the contrary, both consider that recording yourself would be beneficial to improve pronunciation and gain confidence. This open arrangement, although initially accompanied by insecurity, shows that the strategy has a high potential acceptance.

The assessment of the self-listening process reflected a significant metacognitive understanding. All three students claimed that listening to themselves could help them correct their mistakes, have more fluent conversations, and increase their confidence in speaking. They recognize that self-assessment is an essential component for improvement and that conscious

repetition of recordings can contribute to strengthening phonetic fluency and accuracy. The aspects mentioned above are visualized below:

**Figure 1. Relationship between categories and subcategories of qualitative analysis.**



Source: Author

Finally, the goals and expectations of the experience of recording oneself reveal both academic and personal aspirations. A student wants to improve her pronunciation and fluency; another wants to reinforce concepts and apply English in cultural situations; and a third expressed that his goal is to speak English well to be able to travel to the United States and function adequately in that context. These expectations show that students attribute to English a functional value that transcends the classroom, which increases their intrinsic motivation and gives meaning to the learning process.

In summary, the results of the diagnostic phase show that students have a positive attitude towards learning English and an emotional and technological disposition that favors the implementation of *self-recording*. Although there are clear difficulties in pronunciation and vocabulary, there is also an awareness of these limitations and a genuine interest in overcoming them. This panorama confirms the relevance of applying a strategy based on self-evaluation and autonomous practice, as it responds both to the identified needs and to the motivations and expectations of the students.

#### **4.2 Results of the implementation phase**

The purpose of the implementation phase was to observe changes in the fluency, pronunciation, confidence and communicative use of English during the *self-recording* process. To this end, several practice sessions were held where students recorded their voices, received feedback and participated in oral production activities in real and simulated contexts. From these sessions, a qualitative rubric was applied that allowed recording the observable performance of three students, considered representative of the participating group.

In general terms, the results show significant advances in the four observation criteria, showing that the recurrent practice through *self-recording* favored greater fluency in expressing oneself, a wider use of vocabulary and clearer pronunciation. Although these advances were observed in the three students, the qualitative analysis reveals particular nuances that allow us to understand how each one assimilated and responded to the pedagogical strategy.

In terms of **verbal fluency**, all three students were at a satisfactory level. Student 1 showed a fluid rhythm with natural pauses, although the comment notes that his fluency could be even better if he had had more practice spaces in previous classes. Student 2 demonstrated consistent fluency, evidencing the appropriate use of connectors and grammatical structures that enriched his speech. On the other hand, Student 3 presented a stable fluency, with natural pauses that did not affect the continuity of the message. Taken together, these observations reflect that *self-recording* contributed to reducing hesitations and promoting a more continuous and coherent discourse.

Regarding **pronunciation and intonation**, the three students reached a satisfactory level. Student 1 showed good pronunciation and intonation, even though he recognizes that he does not have many spaces for practice in the English class. Student 2 presented a clear and natural pronunciation, although it was pointed out that it could improve if he had more opportunities to exercise it in the classroom. Student 3 showed a progressive improvement in pronunciation and intonation throughout the presentations. This behavior suggests that self-listening facilitated the identification of phonetic errors, allowing conscious adjustments that were reflected in greater accuracy when speaking.

Confidence **in expressing oneself** was the criterion with the highest results in the three students, who were placed in the upper level. Student 1 expressed himself naturally, showing a

confidence similar to that of someone with previous experience in bilingual environments. Student 2 demonstrated confidence in his presentations, maintaining an appropriate tone of voice that facilitated the understanding of the message. Student 3, although initially insecure, showed a notable advance in his degree of confidence when expressing himself. The consistency of these results reaffirms the ability of *self-recording* to reduce communicative anxiety and promote oral confidence, since by listening to and correcting themselves, students gain clarity about their strengths and weaknesses, which has a positive impact on their self-confidence.

Finally, in the **communicative use of the language**, the students were placed at a satisfactory level. Student 1 showed a broad vocabulary relevant to the context; Student 2 used enriched phrases and vocabulary, evident product of constant practice; and Student 3 used a coherent and broad vocabulary when communicating. This shows that the strategy allowed not only to improve phonetic aspects, but also to strengthen the organization of ideas and the functional use of the language in real communicative situations.

In summary, the results of the implementation phase show that *self-recording* favored the strengthening of oral production in English in the participating students. An evident improvement in fluency, clearer pronunciation, a significant increase in self-confidence and a more consistent use of the language were observed. These advances, although differentiated among students, confirm that autonomous practice mediated by technology, accompanied by formative feedback, constitutes an effective tool for the development of *speaking* in school contexts.

### 4.3 Final phase: analysis and interpretation of results

The final phase of the research consisted of the integration and in-depth analysis of the data obtained in the diagnostic and implementation stages, in order to understand how the *self-recording* strategy influenced the students' oral production. To this end, the content analysis technique was used, which allowed the organization and systematic interpretation of the most significant fragments from the interviews, the observations recorded in the qualitative rubric and the analytical records prepared during the process. This methodological triangulation facilitated a comprehensive understanding of the phenomenon, by contrasting what the students expressed about their initial perceptions with what they actually demonstrated in their oral performance.

One of the most relevant findings is related to **verbal fluency**. In the diagnostic phase, the students showed nervousness and recognized limitations in expressing themselves continuously, although they also showed motivation and willingness to improve. However, after the implementation of *self-recording*, a remarkable transition was observed: the three students managed to maintain a fluid rhythm, with natural pauses and a more organized speech. This improvement can be interpreted as the direct result of autonomous and repeated practice, which allowed students to develop greater control over their oral expression. Self-listening was key in this process, because by listening to themselves, the students became aware of unnecessary interruptions and tried to correct them in the subsequent recordings. As a result, fluency ceased to be a constant difficulty and became a skill in progression.

As for **pronunciation**, the data from the initial interview showed that this was the weakest aspect for the students. All explicitly mentioned their difficulty pronouncing words correctly, which affected their confidence in speaking. However, during the implementation phase, the observations showed a progressive and sustained improvement in the clarity of

pronunciation and intonation. This progress is explained by the process of self-evaluation inherent in *self-recording*: when listening to each other, students identified phonetic errors that went unnoticed in the act of speaking. This discovery promoted conscious adjustments in the articulation of sounds and in the modulation of the voice, reflected in a more precise performance. The improvements in pronunciation corroborate the usefulness of the strategy as a tool to promote phonetic learning and linguistic awareness.

**Communicative trust**, on the other hand, underwent a significant transformation. Although in the interviews some students expressed feeling "embarrassed", "nervous" or insecure when speaking, the results of the rubric showed that, as the recording practice progressed, the students acquired greater confidence, managing to express themselves naturally to their classmates and in contexts of guided practice. The reduction of communicative anxiety is associated with the possibility that *self-recording* offers to practice without the immediate pressure of being evaluated by a teacher or by their peers. Repetition in a controlled environment helped strengthen self-efficacy, which resulted in safer performance in speaking situations.

Another relevant finding corresponds to the **communicative use of language**. In the diagnostic phase, students showed difficulties with vocabulary and listening comprehension, which limited the construction of spontaneous messages. Upon completion of the deployment, it was observed that students managed to use vocabulary in a broader and more coherent way, incorporating learned expressions and constructing sentences with contextual meaning. This evolution can be interpreted as the result of a process of reflective practice, where the student not only repeats structures, but integrates them into his or her discourse, which evidences a deeper functional learning.

Finally, the category of **metacognition** emerged as a transversal aspect of the entire process. From the diagnostic phase, the students showed awareness of the usefulness of listening to each other to correct errors. After implementation, this perception became a concrete practice: students not only identified mistakes, but reflected on them and made decisions to improve. Self-listening was consolidated as a self-regulation mechanism, which favored greater autonomy in learning English.

**Table 2. Synthesis of the analysis and interpretation phase according to study categories**

| Category                        | Evidence of the Interview (Diagnostic Phase)  | Evidence of Observation (Implementation Phase)   | Findings of the Categorical Analysis (Final Reflection)                                      | Integrated Interpretation  |
|---------------------------------|---|--|--|--|
| Verbal fluency                  | Students recognize pauses, interruptions, and nerves when speaking. They express a desire to improve their fluency. | They maintain a fluid rhythm with natural pauses and make presentations continuously.                                      | Self-listening helped to reduce hesitation and improve speech control.                       | Fluency improved thanks to the autonomous and repeated practice of <i>self-recording</i> , decreasing anxiety and increasing continuity of speech. |
| Pronunciation and intonation    | They all mention that pronunciation is the greatest difficulty and express insecurity when articulating words.      | Clear pronunciation and progressive improvement; Proper intonation. Slight errors persist but do not affect comprehension. | Identifican errores fonéticos y corrigen de forma consciente tras escucharse.                | Pronunciation was significantly strengthened; The self-assessment allowed phonetic adjustments that were not previously detected in real time.     |
| Communicative confidence        | Some students express initial embarrassment or nervousness, although they are willing to improve.                   | They speak naturally, confidently and with eye contact; show appropriate tone of voice.                                    | Repetition and self-listening increased self-efficacy and decreased fear of making mistakes. | Confidence increased significantly, reducing communicative anxiety and favoring spontaneous oral expression.                                       |
| Communicative use of language   | Students recognize limitations in vocabulary and structures.  | They use broad and coherent vocabulary; they build their own messages with meaning.  | They integrate vocabulary and structures in a functional way in real contexts.               | <i>Self-recording</i> strengthened the authentic use of language, promoting more natural and contextualized communication.                         |
| Metacognition / Self-Assessment | They express that listening to each other "helps to correct mistakes" and to have more fluid conversations.         | They reflect on their performance while making or reviewing recordings.  | They identify error patterns, adjust pronunciation, and evaluate their progress.             | Self-listening was consolidated as a metacognitive tool that favored self-regulation, autonomy and linguistic decision-making.                     |

|                        |  |  |  |   |
|------------------------|--|--|--|---|
| Perception of learning | They want to improve pronunciation, fluency and better understanding of the language; link learning to personal goals. | They show steady progress and a willingness to improve in every session. | They recognize progress, express satisfaction and plan to continue learning. | The strategy generated meaning and meaning in learning, strengthening motivation and commitment to English. |
|------------------------|--|--|--|---|

Source: Author

Overall, the triangulation of the data allows us to interpret that *self-recording* not only strengthened specific language skills, but also had a profound impact on the affective and metacognitive dimensions of English learning. The strategy promoted a conscious, reflective and autonomous practice, favoring the integral development of oral production. The results show that students went from a general recognition of their difficulties to a clear process of observable, sustained and reflected improvement, which demonstrates the relevance and effectiveness of *self-recording* as a pedagogical tool.

The comprehensive analysis of the results obtained through interviews, observations, and categorical interpretation allowed us to understand, from multiple dimensions, the impact that the *self-recording* strategy had on the oral production of eighth-grade students of the Bicentennial Educational Institution of Soledad. The triangulation of the data revealed that the observed changes were not isolated or circumstantial, but progressive, consistent and

#### 4.4 Final Thoughts on the Findings

The comprehensive analysis of the results obtained through interviews, observations, and categorical interpretation allowed us to understand, from multiple dimensions, the impact that the *self-recording* strategy had on the oral production of eighth-grade students of the Bicentennial Educational Institution of Soledad. The triangulation of the data revealed that the observed

changes were not isolated or circumstantial, but progressive, consistent and directly linked to the process of self-listening, autonomous practice and reflection promoted by the strategy.

The findings show that the students, initially interested but aware of their limitations, managed to overcome to a large extent their difficulties in fluency, pronunciation and communicative confidence. *Self-recording* emerged as a significant mediator between the recognition of weaknesses and concrete action to correct them. Throughout the process, the students went from expressing nervousness or embarrassment when speaking, to demonstrating that they were confident, fluent and able to construct coherent messages in English. Likewise, the strategy favored the development of metacognitive skills, evidenced in the students' ability to analyze their own performance, identify errors, and adjust their oral production autonomously.

The interpreted results confirm the relevance of integrating simple, accessible technological tools that are close to the daily lives of young people in the English teaching processes. In this sense, *self-recording* is revealed as a powerful strategy to meet specific needs for learning a foreign language, especially in contexts where spaces for oral practice are usually limited. At the same time, it shows that the combination of technology, reflection and teacher accompaniment can generate deeper, more personalized and transformative learning experiences.

This chapter, therefore, not only answers the research question, but also provides key elements for pedagogical practice and opens the discussion on the role of technology in the teaching of English. The results obtained lay the foundations for the conclusions and recommendations presented in Chapter 5, where the lessons learned from the research process are consolidated and guidelines are proposed to strengthen future implementations of the strategy.

#### 4.5 Discussion

By analyzing the findings obtained in this research in a critical way, about how the implementation of the self-recording strategy contributed to the strengthening of the oral production in English of the eighth grade students of the Bicentennial Educational Institution of Soledad; The results showed significant transformations in aspects such as fluency, pronunciation, communicative confidence and metacognition, interpreted in the light of the objectives, background and theoretical references presented in the previous chapters.

First, it was observed that the systematic use of self-recording was essential to improve oral fluency, since students were able to better organize their ideas, maintain a more natural rhythm and reduce prolonged silences during their productions. These findings support the position of authors such as Rahman (2024) and Cárdenas et al. (2022), who argue that repeated exposure to one's own oral production "allows the learner to monitor and adjust discursive aspects autonomously". Likewise, the communicative approach was confirmed, which states that "the frequent practice of speech and interaction with one's own voice enable the progressive development of discursive competence" (Canale & Swain, 1980).

Similarly, notable improvements in pronunciation and intonation were evidenced in their respective registers, which coincides with the criteria of Rodríguez (2020) and Díaz (2024), who had identified that the act of recording, listening to and correcting oneself favors phonetic awareness and the identification of error patterns. As mentioned above, in this research, students were able to distinguish specific sounds, correct accentuation errors, and adjust prosodic

elements, which reaffirms the value of self-recording as a metacognitive tool that encourages linguistic self-evaluation (Flavell, 1979).

Another result, no less relevant, was related to the increase in communicative confidence. In the diagnostic phase, students expressed fear, shyness, and anxiety about the use of oral English; however, during the implementation, they began to feel safer recording themselves in private spaces and without social pressure, which facilitated their willingness to participate in class and produce more spontaneous and extensive speeches. This propositional finding coincides with Bandura's (1997) theory of self-efficacy, which states that "the perception of one's own progress strengthens the belief in one's personal capacity", which in turn increases motivation and the willingness to face communicative challenges.

In relation to autonomy and metacognition, students showed significant advances in their ability to identify errors, reflect on their performance, and plan improvement actions. This process is in line with what Holec (1981) and Little (1991) point out, who state that "autonomy implies responsibility and decision-making about one's own learning". In this study, it was confirmed that the self-recording strategy promotes these skills, as each recording became an opportunity for students to monitor their progress, as also demonstrated by the background of Restrepo et al. (2022) and Chasi and Díaz (2023).

In general terms, it is considered that the results supported the belief and results of previous research, which stated that the self-recording strategy contributes significantly to the strengthening of oral production in English. The evidence obtained in the speeches, observations,

and recordings confirmed that autonomous practice mediated by technology increased students' fluency, phonetic clarity, confidence, and reflective capacity.

However, these same findings also outline new questions and hypotheses for future research. For example, it was observed that students with greater technological discipline and perseverance in practice showed faster progress, which suggests that the frequency and quality of self-rehearsal could constitute determining variables in the development of speaking. It was also identified that teacher feedback increased metalinguistic awareness, which opens the possibility of studying how the combination of self-recording and personalized tutorials could further enhance learning.

#### *4.5.1 Limitations, biases, and restrictions of the study*

Like all contextualized qualitative research, this study presented limitations that must be recognized in order to properly assess the scope of the results:

**Sample size and type:** only 3 students selected through purposive sampling participated, which allowed interpretative depth but limits the possibility of generalization to other groups or institutions.

**Technological conditions:** although self-recording does not require advanced devices, devices in optimal conditions and with memory space are required, since at times the audio quality was low or there were difficulties in saving the files, which affected the sharpness of certain productions.

**Participation biases:** the most motivated students tended to record themselves more frequently, wanted to improve and have fun with the tool, which could influence the difference in progress observed between participants.

**Limited intervention time:** the implementation was developed over four weeks, with an hourly intensity of 5 hours per week, considered a useful period to identify initial improvements, but insufficient to observe long-term transformations in the communicative domain.

**Possible reactivity of the participant:** the fact of knowing that their recordings would be reviewed by the research teacher could influence the effort or the way of producing the discourse, seeking some recognition or making a contribution to said research.

These limitations, however, do not invalidate the results, but rather enrich the understanding of the process and open methodological paths for future studies. On the other hand, these contributions and new directions of research allow us to affirm that self-recording not only strengthens oral competence, but also transforms the student's relationship with their learning. From this analysis, possible lines of research are identified such as: Integrating self-recording with peer feedback to promote collaborative learning; to study the incidence of self-recording at more advanced levels of the CEFR; to analyze the emotional impact of prolonged self-rehearsal on the reduction of communicative anxiety; and, compare this strategy with the use of podcasts, videos or voice recognition applications.

In summary, the discussion allowed to demonstrate that the self-recording strategy is a pedagogical tool of high value for the strengthening of speaking and listening in English, in coherence with the principles of the communicative approach, autonomous learning and mediation mediated by ICTs. The students' experiences evidenced a process of linguistic and emotional transformation that supports the relevance of this strategy in public educational contexts such as that of the I.E. Bicentenario de Soledad and will be useful for the academic interest of researchers.

## Chapter V. Conclusions

The present research allowed us to understand how the self-recording strategy contributed to the strengthening of the oral production in English of the eighth grade students of the Bicentennial Educational Institution of Soledad, from the interpretative analysis of their perceptions, experiences and transformations during the implementation process; Therefore, the conclusions of this work are derived directly from the objectives set and the contrast between the results obtained, as well as the theoretical framework and the background studied. The conclusions of this process are detailed below:

Self-recording improves fluency, pronunciation, and discursive organization. The analysis of the recordings and observations showed that the students managed to produce more continuous speeches, with fewer pauses and more coherence in their sentences and expressions. Likewise, phonetic elements such as accentuation, rhythm and oral intelligibility improved. These advances in repeated exposure to one's own voice and autonomous analysis of performance favor the "internalization of linguistic and prosodic patterns", as Rahman (2024), Rodríguez (2020), and Restrepo et al. (2022) argue. With this communicative approach, deliberate speech practice allowed students to use the language more purposefully and naturally.

The strategy increases communicative confidence and reduces anxiety when speaking in English. The students said they felt safer practicing in a private and controlled environment, which is essential to reduce the fear of error and facilitate oral participation in class. This change is evidenced in the strengthening of self-efficacy, according to Bandura (1997), since there is a perception of observable progress in the recordings that generated greater willingness to face communicative situations; therefore, the strategy had a positive impact on the emotional component of foreign language learning.

Self-recording enhances autonomy and metacognition. The students demonstrated the ability to identify errors, recognize progress, self-regulate their performance and plan new improvement actions. This is a metacognitive process that fits the approaches of Flavell (1979) and Holec (1981), who affirm that autonomy implies monitoring and decision-making about one's own learning, that each student assumes an active, reflective and responsible role, to overcome the passive use of language and develop essential competencies for continuous learning.

Technological mediation promotes authentic, accessible and contextualized learning. Self-recording proved to be a viable tool in public school contexts, using common devices and easily accessible applications. With its implementation, the spaces for oral practice were expanded beyond the classroom, and differentiated learning rhythms were favored and guaranteed opportunities for participation for traditionally silent students. These findings ratify what has been stated by authors such as Area (2018) and Cabero (2019), who characterize technology as a cognitive and formative mediator that enhances the active construction of knowledge.

Self-recording is a relevant and transferable pedagogical strategy. The process showed that self-recording brings together the three theoretical pillars reviewed in the conceptual framework:

- (a) the communicative approach, by promoting the real use of the language;
- (b) autonomy, by placing the student as an agent of his or her learning; and
- (c) technological mediation, by integrating accessible resources that expand oral practice.

Likewise, in terms of its applicability, it is high at different educational levels and in institutions with limited resources, positioning this strategy as an innovative and sustainable contribution to the strengthening of English in school contexts with location and economic difficulties.

The conviction of the studies was confirmed by the evidence. The findings allowed us to conclude that the implementation of self-recording did contribute significantly to the strengthening of students' oral production in English. The data collected supported the theoretical postulates and demonstrated that self-assessment through recordings is an effective mechanism to improve oral performance, reinforce self-confidence and promote reflective practices in language learning. At the same time, the research opens up new lines of study, such as: the impact of self-recording on long-term processes; its combination with peer or teacher feedback; the comparison between different types of technological mediation (videos, podcasts, voice recognition); and its effect on students with higher levels of anxiety or with different learning styles. These projections highlight the research potential of the strategy in the field of teaching English as a foreign language.

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## ANNEXES

Annex A. Request for authorization for the development of the project in the I.E. Bicentenario de Soledad.



Soledad, Atlántico, 06 de Noviembre de 2025

Señora  
Dra. Diana Cecilia Tovar Rúa  
Rectora  
Institución Educativa Bicentenario de Soledad

Asunto: Solicitud de autorización para el desarrollo de proyecto de investigación

Respetada Dra.


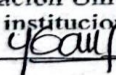
Reciba un cordial saludo. Por medio de la presente me permito solicitar la autorización para desarrollar el proyecto de investigación titulado *“La estrategia de self-recording como herramienta para el fortalecimiento de la producción oral en inglés en estudiantes de octavo grado de la Institución Educativa Bicentenario de Soledad”*, el cual presento como requisito para optar al título de **Licenciado(a) en Bilingüismo (Español e Inglés)** de la **Corporación Universitaria Reformada**.

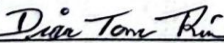
El propósito del estudio es implementar una estrategia pedagógica basada en la autograbación de la voz (**self-recording**) con el fin de fortalecer las competencias orales en inglés de los estudiantes, promoviendo un aprendizaje significativo y el uso de herramientas tecnológicas de apoyo al proceso educativo.

El proyecto se desarrollará en espacios académicos regulares, sin alterar las dinámicas institucionales ni generar riesgos o costos adicionales. Toda la información recolectada será utilizada exclusivamente con fines académicos y bajo principios de confidencialidad, ética y respeto por la comunidad educativa.

Agradezco de antemano su atención y la autorización para llevar a cabo esta investigación en la institución que usted dirige.

Atentamente,

  
\_\_\_\_\_  
**Yurley Patricia Gallego Fontalvo**  
Estudiante del Programa de Licenciatura en Bilingüismo (español e inglés)  
Corporación Universitaria Reformada  
Correo institucional: [yurley.gallego@unireformada.edu.co](mailto:yurley.gallego@unireformada.edu.co)  
Firma: 

Aval:   
\_\_\_\_\_  
**Dra. Diana Cecilia Tovar Rúa**  
Rectora Colegio Bicentenario  
Firma: \_\_\_\_\_

## Annex B. Informed consent of the three students.



## CONSENTIMIENTO INFORMADO PARA PADRES DE FAMILIA

Estimado padre, madre o acudiente:

Su hijo(a) ha sido invitado(a) a participar en el proyecto de investigación titulado "*La estrategia de self-recording como herramienta para el fortalecimiento de la producción oral en inglés en estudiantes de octavo grado de la Institución Educativa Bicentenario de Soledad*", desarrollado por la docente **Yurley Patricia Gallego Fontalvo**, como requisito para optar al título de **Licenciado(a) en Bilingüismo (español e inglés)** de la **Corporación Universitaria Reformada**.

El propósito de esta investigación es fortalecer la expresión oral en inglés a través de la estrategia **self-recording**, la cual consiste en la autograbación de la voz de los estudiantes para analizar y mejorar su pronunciación, fluidez y confianza comunicativa. Las actividades se realizarán dentro del horario escolar, con acompañamiento docente, y no implican riesgo alguno para los participantes.

La participación de su hijo(a) es completamente **voluntaria** y podrá retirarse del proceso en cualquier momento sin que esto afecte su rendimiento académico. La información obtenida será tratada con **confidencialidad** y se usará únicamente con fines académicos. Los resultados se presentarán de forma grupal y anónima, respetando la identidad de cada estudiante.

Al firmar este documento, usted manifiesta haber comprendido el propósito del proyecto y autoriza de manera libre e informada la participación de su hijo(a) en la investigación.

Nombre del estudiante: Talihana Maria Navarro Polo

Grado: 802

Nombre del acudiente: Fanny Polo Valencia

Firma: fanny Polo  
Teléfono: 3137346998

Fecha: Noviembre 6 / 2025

Firma de la investigadora: Yurley Patricia Gallego Fontalvo

Firma de la docente directora: Mg. Johana Paola Gómez



### ACONSENTIMIENTO INFORMADO PARA PADRES DE FAMILIA

Estimado padre, madre o acudiente:

Su hijo(a) ha sido invitado(a) a participar en el proyecto de investigación titulado "*La estrategia de self-recording como herramienta para el fortalecimiento de la producción oral en inglés en estudiantes de octavo grado de la Institución Educativa Bicentenario de Soledad*", desarrollado por la docente Yurley Patricia Gallego Fontalvo, como requisito para optar al título de Licenciado(a) en Bilingüismo (español e inglés) de la Corporación Universitaria Reformada.

El propósito de esta investigación es fortalecer la expresión oral en inglés a través de la estrategia self-recording, la cual consiste en la autograbación de la voz de los estudiantes para analizar y mejorar su pronunciación, fluidez y confianza comunicativa. Las actividades se realizarán dentro del horario escolar, con acompañamiento docente, y no implican riesgo alguno para los participantes.

La participación de su hijo(a) es completamente voluntaria y podrá retirarse del proceso en cualquier momento sin que esto afecte su rendimiento académico. La información obtenida será tratada con confidencialidad y se usará únicamente con fines académicos. Los resultados se presentarán de forma grupal y anónima, respetando la identidad de cada estudiante.

Al firmar este documento, usted manifiesta haber comprendido el propósito del proyecto y autoriza de manera libre e informada la participación de su hijo(a) en la investigación.

Nombre del estudiante: ANDYLOTH SOYLA HEZO VARGAS  
Grado: 8º

Nombre del acudiente: EYANA VARGAS GONZALEZ  
Firma: EYANA VARGAS  
Teléfono: 301 3664996  
Fecha: 15/11/2025

Firma de la investigadora:

Yurley Patricia Gallego Fontalvo  
Yurley Patricia Gallego Fontalvo

Firma de la docente directora:

Mg. Johana Paola Gómez  
Mg. Johana Paola Gómez



**CONSENTIMIENTO INFORMADO PARA PADRES DE FAMILIA**

Estimado padre, madre o acudiente:

Su hijo(a) ha sido invitado(a) a participar en el proyecto de investigación titulado *"La estrategia de self-recording como herramienta para el fortalecimiento de la producción oral en inglés en estudiantes de octavo grado de la Institución Educativa Bicentenario de Soledad"*, desarrollado por la docente **Yurley Patricia Gallego Fontalvo**, como requisito para optar al título de **Licenciado(a) en Bilingüismo (español e inglés)** de la **Corporación Universitaria Reformada**.

El propósito de esta investigación es fortalecer la expresión oral en inglés a través de la estrategia **self-recording**, la cual consiste en la autograbación de la voz de los estudiantes para analizar y mejorar su pronunciación, fluidez y confianza comunicativa. Las actividades se realizarán dentro del horario escolar, con acompañamiento docente, y no implican riesgo alguno para los participantes.

La participación de su hijo(a) es completamente **voluntaria** y podrá retirarse del proceso en cualquier momento sin que esto afecte su rendimiento académico. La información obtenida será tratada con **confidencialidad** y se usará únicamente con fines académicos. Los resultados se presentarán de forma grupal y anónima, respetando la identidad de cada estudiante.

Al firmar este documento, usted manifiesta haber comprendido el propósito del proyecto y autoriza de manera libre e informada la participación de su hijo(a) en la investigación.

Nombre del estudiante: Andrés Felipe García Noma

Grado: 802

Nombre del acudiente: Johana M Numa Padilla

Firma: [Firma]  
Teléfono: 3012060885

Fecha: Noviembre 6 / 25

Firma de la investigadora:

[Firma]  
Yurley Patricia Gallego Fontalvo

Firma de la docente directora:

[Firma]  
Mg. Johana Paola Gómez

## Annex C. Guia de entrevista para los estudiantes.

**GUÍA DE ENTREVISTA SEMIESTRUCTURADA SOBRE PERCEPCIONES DEL  
APRENDIZAJE ORAL Y USO DEL SELF-RECORDING.**

**Entrevistador:** Yurley Gallego Fontalvo

**Estudiante** 9 semestre de Licenciatura en Educación Bilingüe

**Propósito:**

Explorar las percepciones, actitudes y experiencias iniciales de los estudiantes de octavo grado frente al aprendizaje del inglés oral y su disposición a usar la estrategia *self-recording* como apoyo para mejorar su speaking.

**Técnica:** Entrevista semiestructurada individual

**Duración estimada:** 20-25 minutos.

**Aplicación:** Antes de iniciar la implementación de la estrategia.

**PREGUNTAS ESTUDIANTE 1**

1. ¿Qué sientes cuando hablas en inglés durante la clase?

Muy bien la verdad, lo único es que en algunas ocasiones no pronuncio muy bien las palabras, entonces, trato de mejorar diariamente mi pronunciación. Pero soy muy segura de mi mismo

2. ¿Cuáles crees que son las principales dificultades al hablar en inglés (pronunciación, vocabulario, nervios, etc.)?

La pronunciación, esa es mi dificultad pero estoy mejorando.

A veces, no se cual es la pronunciación de algunas palabras y ese es mi error, porque no podía practicar anteriormente

3. ¿Has usado alguna vez tu celular o computador para practicar inglés?

Si, y me encanta muchísimo, allí puedo practicar la pronunciación y también practico el vocabulario y la lectura leyendo libros y escuchando canciones

4. ¿Qué ventajas o desventajas encuentras al usar herramientas tecnológicas para aprender a hablar inglés?

**Ventajas**

- Desarrollan actividades didácticas
- Aprendo más acerca de temas específicos
- Mejoro mi pronunciación

**Desventajas**

- Hay cosas que no logro entender
- Hay mucho inglés avanzado y complejo que se me dificulta

**GUÍA DE ENTREVISTA SEMIESTRUCTURADA SOBRE PERCEPCIONES DEL APRENDIZAJE ORAL Y USO DEL SELF-RECORDING.**

**Entrevistador:** Yurley Gallego Fontalvo

Estudiante 9 semestre de Licenciatura en Educación Bilingüe

**Propósito:**

Explorar las percepciones, actitudes y experiencias iniciales de los estudiantes de octavo grado frente al aprendizaje del inglés oral y su disposición a usar la estrategia *self-recording* como apoyo para mejorar su speaking.

**Técnica:** Entrevista semiestructurada individual

**Duración estimada:** 20-25 minutos.

**Aplicación:** Antes de iniciar la implementación de la estrategia.

**PREGUNTAS ESTUDIANTE 2**

1. ¿Qué sientes cuando hablas en inglés durante la clase?

Me siento segura porque se lo que hago y mi capacidad, lo único es que a veces no pronuncio muy bien las palabras y debo mejorar eso

2. ¿Cuáles crees que son las principales dificultades al hablar en inglés (pronunciación, vocabulario, nervios, etc.)?

La pronunciación porque como no practicamos mucho, pero la seño me ayuda y me siento mejor

3. ¿Has usado alguna vez tu celular o computador para practicar inglés?

Si muchas veces las utilizo para mejorar mi pronunciación y mi vocabulario escuchando y leyendo

4. ¿Qué ventajas o desventajas encuentras al usar herramientas tecnológicas para aprender a hablar inglés?

Ventajas: Desarrollamos el aprendizaje, los conceptos, y hasta la pronunciación y es mucho mejor porque me hace actividades didácticas.

Desventajas: No me gusta que a veces hay cosas que no entiendo en el vocabulario y no me la explican y tengo que repetirlo en clase

## ESTUDIANTE 2

5. ¿Cómo te sentirías si tuvieras que grabarte hablando en inglés?

Pues con pena porque es primera vez, pero sería mejor escucharme para mejorar en mi pronunciación y sentirme más confiada

6. ¿Crees que escucharte a ti mismo podría ayudarte a mejorar tu pronunciación o confianza? ¿Por qué?

Si, ya que al escucharme corrijo mis errores y lo refuerzo para tener una conversación más fluida

7. ¿Qué te gustaría lograr con esta experiencia de grabarte hablando?

- Mejorar mi pronunciación
- Mis conceptos
- Desarrollar mi capacidad para resolver problemas

8. ¿Qué esperas mejorar al final del proceso?

• Pues poder entender mejor el inglés al lento y ejercerlo en mi vida cotidiana para mejorar mi conocimiento y pronunciación y mejorar mi fluidez al hablar

- Mejorar mi inglés a nivel académico y general.

Andrés García Luna

**GUÍA DE ENTREVISTA SEMIESTRUCTURADA SOBRE PERCEPCIONES DEL APRENDIZAJE ORAL Y USO DEL SELF-RECORDING.**

**Entrevistador:** Yurley Gallego Fontalvo

Estudiante 9 semestre de Licenciatura en Educación Bilingüe

**Propósito:**

Explorar las percepciones, actitudes y experiencias iniciales de los estudiantes de octavo grado frente al aprendizaje del inglés oral y su disposición a usar la estrategia *self-recording* como apoyo para mejorar su speaking.

**Técnica:** Entrevista semiestructurada individual

**Duración estimada:** 20-25 minutos.

**Aplicación:** Antes de iniciar la implementación de la estrategia.

**PREGUNTAS ESTUDIANTE 3**

1. ¿Qué sientes cuando hablas en inglés durante la clase?

me siento orgulloso de mí porque es una de mis materias favoritas y porque me gustan las canciones que escucho y siempre quiero saber que dicen para pronunciarlos mejor, y por eso yo escucho a mis amigos

2. ¿Cuáles crees que son las principales dificultades al hablar en inglés (pronunciación, vocabulario, nervios, etc.)?

la pronunciación y el vocabulario porque hay muchos trapesos donde los estudiantes no saben lo que dicen no lo pueden pronunciar y creo que ese es el único problema

3. ¿Has usado alguna vez tu celular o computador para practicar inglés?

si mi celular para estudiar duolingo y mi computador

para escuchar música y buscar la traducción para ver la letra de la canción y pronunciarla

4. ¿Qué ventajas o desventajas encuentras al usar herramientas tecnológicas para aprender a hablar inglés?

\*Ventajas:

- \* desarrollo del lenguaje
- \* aprender cosas
- \* mejorar tu pronunciación

\*Desventajas:

- \* que no te enseñan todo lo necesario y tienes que recordarlo en clase
- \* a principio solo es inglés principal y no te dan el inglés que tú sabes como el avanzado o experto

## ESTUDIANTE 3

5. ¿Cómo te sentirías si tuvieras que grabarte hablando en inglés?

un poco nervioso si pero seguro de que pude hablarme  
a mí mismo diciéndome que: "you can travel to U.S.S"  
"you can do it" es reconfortante

6. ¿Crees que escucharte a ti mismo podría ayudarte a mejorar tu pronunciación o confianza? ¿Por qué?

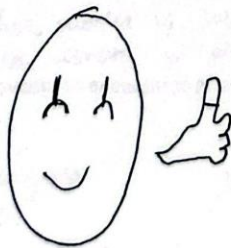
si porque corregir mis errores de pronunciación  
y poder tener conversaciones mas fluidas en inglés  
y tener mucha seguridad de mí mismo al hablar

7. ¿Qué te gustaría lograr con esta experiencia de grabarte hablando?

lo unico que quiero lograr es poder hablar inglés y explicarme a mí mismo  
para poder viajar a los estados unidos y poder explicarme mejor  
a mis amigos y compañeros

8. ¿Qué esperas mejorar al final del proceso?

mi disciplina y educación y pronunciación



**Annex D. Photographs of the students**





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