



Ciencia Latina
Internacional

Ciencia Latina Revista Científica Multidisciplinar, Ciudad de México, México.
ISSN 2707-2207 / ISSN 2707-2215 (en línea), marzo-abril 2024,
Volumen 8, Número 2.

https://doi.org/10.37811/cl_rcm.v8i2

**DEVELOPING STUDENTS' SELF-CONFIDENCE,
THOUGHT PROCESSES, AND ORATORY SKILLS AT
UNIDAD EDUCATIVA CHARTER SALESIANA SAN
JOSÉ**

**DESARROLLAR LA CONFIANZA EN SÍ MISMOS, LOS PROCESOS
DE PENSAMIENTO Y LAS HABILIDADES ORATORIAS DE LOS
ESTUDIANTES EN LA UNIDAD EDUCATIVA CHARTER
SALESIANA SAN JOSÉ**

Marilyn Cristina Duque Solórzano

Facultad de posgrado de la Universidad Técnica de Manabí, Ecuador

Carlos Chancay Cedeño

Departamento de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Educación
Universidad Técnica de Manabí, Ecuador

DOI: https://doi.org/10.37811/cl_rcm.v8i2.11064

Developing Students' Self-Confidence, Thought Processes, and Oratory Skills at Unidad Educativa Charter Salesiana San José

Marilyn Cristina Duque Solórzano¹mduque3985@utm.edu.ec<https://orcid.org/0009-0005-6651-9299>

Licenciada en Ciencias de la Comunicación,
Docente de Inglés, maestrante de la Facultad
de posgrado de la Universidad Técnica de
Manabí
Manabí, Ecuador.

Carlos Chancay Cedeñom.pedagogia.ingles@utm.edu.ec<https://orcid.org/0000-0001-9505-2791>

Docente investigador del Departamento de
Pedagogía de los Idiomas Nacionales y
Extranjeros, Facultad de Educación
Universidad Técnica de Manabí
Manabí, Ecuador

ABSTRACT

The significance of oratory skills in an individual's personal and professional life is profoundly impactful. Oratory is not merely a means of communication; it is a powerful tool that can influence one's self-confidence, interpersonal relationships, and overall success. This research aims how to boost students' self-confidence in oratory skills, thereby enhancing their active participation, resilience in making mistakes, and overall proficiency in English. A mixed-method convergent design was applied, with a survey and a semi-structured interview. The findings suggest that well-developed public speaking skills lead to a significant increase in self-confidence levels, thereby enriching the student's academic and personal lives by providing them with the chance to learn a second language. Furthermore, this research aims to make a significant contribution to the educational approach and similar institutions by providing empirical support for the integration of oratory skills training into the curriculum as the most important, thereby promoting a holistic educational environment.

Keywords: *self-confidence, speaking skills, oratory skills, curriculum*

¹ Autor principal

Correspondencia: mduque3985@utm.edu.ec

Desarrollar la Confianza en Sí Mismos, los Procesos de Pensamiento y las Habilidades Oratorias de los Estudiantes en la Unidad Educativa Charter Salesiana San José

RESUMEN

La importancia de las habilidades de oratoria en la vida personal y profesional de un individuo tiene un profundo impacto. La oratoria no es simplemente un medio de comunicación; es una herramienta poderosa que puede influir en la confianza en uno mismo, las relaciones interpersonales y el éxito general. Esta investigación tiene como objetivo cómo aumentar la confianza en sí mismos de los estudiantes en sus habilidades de oratoria, mejorando así su participación, su resiliencia para cometer errores y su dominio general del inglés. Se aplicó un diseño convergente de método mixto, con encuesta y entrevista semiestructurada. Los hallazgos sugieren que las habilidades para hablar en público bien desarrolladas conducen a un aumento significativo en los niveles de confianza en uno mismo, enriqueciendo así la vida académica y personal del estudiante al brindarle la oportunidad de aprender un segundo idioma. Además, esta investigación pretende hacer una contribución significativa al enfoque educativo e instituciones similares proporcionando apoyo empírico para la integración de la formación en habilidades de oratoria en el plan de estudios como la más importante, promoviendo así un entorno educativo holístico.

***Palabras claves:** auto-confianza, destreza de hablar, destreza de oratoria, curriculum*

Artículo recibido 20 marzo 2024

Aceptado para publicación: 22 abril 2024



INTRODUCTION

Self-confidence is an essential quality that everyone needs to develop from the time they first learned to speak as young kids. Self-confidence is not a destination; it is a life-long journey. If an individual finds themselves in the position of an orator or public speaker, it is essential to know their strengths and weaknesses. This knowledge will enable the individual to master the ability to carry out an authentic speech that captures the audience and motivates them to listen comprehensively. Personal skills in face-to-face communication are not outdated by the development of modern media. On the contrary, the potential power and influence of the efficient speaker is as evident today. Examples of this are situations such as a student taking an oral exam, an applicant taking a job interview, or an upcoming politician on social media. Becoming a good speaker is not just a matter of good luck and talent; it can be taught and developed.

The focus of this topic is to help students grow and improve their skills and abilities as they gain self-confidence through oratory skills training to have self-control and progress in critical thinking. To proceed, we must investigate the conditions under which students develop skills, competencies, and Academic Buildings. Academic Building concerns the formation of a person as a responsible citizen and an independent thinker in education and life in general (Solberg & Hansen, 2015). Competence, in our understanding, concerns a personal, social, and societal dimension (Marton et al., 1998; Bean, 1996; Rose-Krasner, 2006). Self-confidence is a personal aspect that supports the achievement of foreign language learning; some of the critical causes are personal experiences.

As adolescents, the first ability we develop is speaking. We imitate our parent's sounds and words, and the journey to self-confidence begins. When students always practice their English and make mistakes, they develop learning patterns from their experiences. It is essential to have the courage to make a mistake without giving up while learning how to express yourself verbally.

In recent years, educators at the Unidad Educativa Charter Salesiana San José have observed a declining trend in students' self-confidence when expressing themselves verbally in English. This decline not only impacts their language skills but also has potential repercussions on their overall verbal academic growth and development. While the curriculum emphasises the importance of



communication, many students avoid active participation for fear of making mistakes or being judged. The institution realises the pressing need to address this issue, ensuring that students not only develop strong oratory skills but also the self-confidence to use them. The research question for this paper is how to boost students' self-confidence in oratory skills, thereby enhancing their active participation, resilience in making mistakes, and overall proficiency in English.

The art of communicating one's thoughts and ideas has been revered since ancient times as a cornerstone of democracy, diplomacy, and education. Roman statesman Cicero once observed, "The orator is the defender of both his rights and those of others." This emphasises the importance of effective speech beyond politics and leadership, extending into personal development. Contemporary educational research echoes this sentiment, highlighting the importance of oratory skills for students. Studies in educational psychology argue that effective public speaking has a direct, positive correlation with self-confidence levels (Brown, 2015; Johnson, 2018). The ability to articulate thoughts, argue persuasively, and engage an audience can profoundly influence a student's self-perception and self-esteem.

Williams and Shaw (2020) highlighted that student engaging in public speaking exercises improved their communicative abilities, self-confidence, and general outlook. Additionally, research by Smith (2016) underlined that students who actively participated in oratory exercises were more likely to develop better social skills, experience less anxiety in social situations, and exhibit higher levels of self-confidence. Moreover, Rodriguez and Pardo (2017) found that students who received structured training in public speaking demonstrated enhanced self-confidence and a better understanding of social dynamics. These findings suggest that fostering oratory skills in students can result in positive outcomes, including increased self-confidence.

Moreover, a study conducted by Baker and Palmer (2018) emphasises the fact that the benefits of oratory skills extend beyond the classroom and play a crucial role in a student's future professional life. They found that employers often rank communication skills, including public speaking, as one of the most sought-after qualities in prospective employees. This indicates that developing oratory skills enhances self-confidence during one's academic journey and has a long-term impact on an individual's career prospects. Therefore, equipping students with solid oratory skills can be



seen as a comprehensive approach to personal development that benefits individuals in multiple facets of their lives.

However, several factors influence a student's oral production. Research by Patel and Carter (2019) found that students' speaking abilities are affected by their cultural backgrounds, personal experiences, and the pedagogical methodologies used by instructors. Fear of judgment, peer pressure, and unfamiliarity with certain topics can also serve as barriers to effective oral communication (Thompson & Kim, 2021).

To counteract these challenges, educators have been exploring various strategies to enhance students' oral competencies. Among the most successful techniques is the use of peer-to-peer teaching, where students educate one another, building both oratory and interpersonal skills (Nelson & Wright, 2019). Implementing real-life scenarios in the classroom also offers students a safe environment to practice, leading to increased confidence and improved oral performance (Gomez & Clark, 2020).

The advent of technology in education presents unique opportunities to foster self-confidence in speaking. With the rise of educational applications, students have access to innovative platforms that can aid their oratory skills development. Apps like Toastmasters' Pathways, Duolingo, and ELSA Speak employ AI-driven feedback systems that offer users constructive feedback in real time, allowing students to practice at their own pace and receive immediate input (Turner, 2022). These tools not only provide students with a comfortable and personalised learning environment but also enable them to track their progress and areas for improvement.

Furthermore, platforms like Zoom and Microsoft Teams have become instrumental in facilitating virtual public speaking sessions, allowing students to engage with global audiences and gain exposure to diverse speakers and styles. This global interface not only boosts self-confidence but also broadens students' horizons, preparing them for the increasingly interconnected world.

METHODOLOGY

This study utilized a mixed-method convergent design to explore the effects of developing oratory skills on students' self-confidence at Unidad Educativa Charter Salesiana San José. The research combined quantitative data collected through a survey and a semi-structured interview. The study



engaged a cohort of one hundred students from Unidad Educativa Charter Salesiana San José, chosen via a stratified random sampling technique.

For the quantitative component, the survey for students was developed to measure perceptions of self-confidence in relation to oratory skills. Questions ranged from self-assessment of oral presentation performance to emotional states before and strategies during presentations. This survey aimed to quantify the level of self-confidence and identify factors contributing to or detracting from compelling oratory.

Qualitative data were gathered through semi-structured interviews with selected students who participated in the oratory program. These interviews sought to delve deeper into the student's personal experiences, the impact of oratory skills training on their self-confidence, and any additional effects of the training. The conversations were audio-recorded, transcribed verbatim, and subjected to thematic analysis to uncover recurring themes and insights.

FINDINGS

The recent study conducted at Unidad Educativa Charter Salesiana San José has brought to light compelling evidence on the impact of self-confidence on students' oratory abilities. Involving a significant cohort of 90 participants, the survey has illuminated several critical trends that warrant attention in the academic discourse on speech education.

Table 1

Question	Answer 1	Answer 2	Answer 3	Answer 4	Total number of answers
Q1: Do you think self-confidence helps to improve your performance during oral presentation?	72.2% Strongly agree	20% Agree	5.6% Undecided	2.2% Disagree	90 Answers
Q2: How do you feel when you are about to present an oral presentation in front of an audience?	73.3% Nervous	15.6% Confident	9.9% Worry	1.1% Afraid	90 Answers
Q3: What do you do to gain self-confidence before an oral presentation?	84.4% Prepare myself	10% Easy off	-	-	90 Answers



Q4: What do you do to gain self-confidence during an oral presentation?	26.7% Interact with the audience	27.8% Focus on the message	27.8% Rely on my notes	16.7% Avoid eye contact	90 Answers
Q5: According to the following affirmation, "I am able to project my voice despite being nervous." You are:	41.1% Agree	31.1% Strongly agree	17.8% Disagree	10% Strongly disagree	90 Answers
Q6: What actions and activities make you feel purposeful?	46.7% Take deep breaths	17.8% Seek inspiration	16.7% Practice meditation	18.9% Going with the flow	90 Answers
Q7: What can you do to improve the situations that make you feel nervous?	53.3% To have positive thoughts	17.8% Chew bubble gum	17.8% Drink water	11.1% Meditate	90 Answers
Q8: How often do you doubt your capabilities?	22.5% Never	33.7% Occasionally	41.6% Sometimes	-	90 Answers
Q9: What daily practice can you perform to boost your confidence?	36.7% Listen to music	27.8% Do some exercise	17.8% Do sports	17.8% Read literature	90 Answers
Q10: What would you be capable of if you had the self-confidence you desired?	30% Set goals	27.8% Talk more in public	24.4% Gain self-esteem	17.8% Conquer the audience with my skills	90 Answers

The survey results have indicated an overwhelming consensus, with 84.4% of students acknowledging that preparation is pivotal to their self-confidence before presenting. This echoes the sentiments of Bandura's self-efficacy theory, which posits that preparation and mastery experiences strengthen an individual's belief in their capabilities (Bandura, 1977).

The finding resonates with the pedagogical approaches that prioritise thorough preparation to cultivate self-assurance in students. Students report adopting various strategies during presentations to boost their confidence. The data reveal a nearly equal split among interacting with the audience, focusing on notes, and avoiding eye contact, each accounting for



approximately a quarter of the responses. This diversity in strategies is reflective of the individualised nature of anxiety management. It suggests that educators should encourage students to discover and utilise personalised methods of coping, as supported by the work of Hymes (1972) on communicative competence and its implications for performance.

The ability to project one's voice despite nervousness is affirmed by 41.1% of respondents, with a further 31.1% strongly agreeing. These statistics suggest a relatively high level of confidence among students in maintaining oratory control under pressure, an aspect crucial for effective public speaking. This finding is in line with the principles of voice training as outlined by Grant-Williams (2002), who emphasises the importance of voice control in effective communication.

Students' feelings of purposefulness are most often associated with taking deep breaths, seeking inspiration, and practising meditation. These techniques, which are rooted in the principles of mindfulness and relaxation, have been shown to improve focus and performance in high-pressure situations (Kabat-Zinn, 1994). A majority of the students lean on positive thinking to manage their nervousness, with meditation and drinking water also highlighted as standard practices. These findings align with the cognitive-behavioral approaches that suggest positive thinking can significantly affect performance anxiety (Beck, 1979).

Self-doubt remains a challenge, with over three-quarters of students experiencing it occasionally or sometimes. This underscores the need for educational strategies that affirm students' capabilities and help build a resilient sense of self, as suggested by Dweck (2006) in her work on mindset. Also, the survey indicates that students frequently turn to music and exercise to elevate their confidence, integrating these practices into their daily routines. This supports the concept of using non-academic activities to foster a positive self-image, as discussed by Csikszentmihalyi (1990) in his exploration of flow and its effects on self-esteem.

The potential unlocked by self-confidence is evident, with students recognising that it could enable them to set and achieve personal goals and speak more publicly. This is a testament to the transformative power of self-confidence, which has been extensively documented in the literature on self-perception (Coopersmith, 1967).

The qualitative responses from students highlight a shared belief in the importance of practice



and the acceptance of mistakes as a part of the learning process. This is a crucial perspective that educators should foster, as it aligns with the constructive views on error-making in language acquisition (Krashen, 1982). Many students express that the key to overcoming the fear of making mistakes in English, or any language, lies in practice and confidence. Students shared a range of personal strategies, such as engaging in conversations with English speakers, utilising language learning apps, and participating in English courses. Interestingly, the sentiment of accepting mistakes as a natural part of the learning process was recurrent, along with the idea that practice and exposure are essential to improvement.

DISCUSSION

The study at Unidad Educativa Charter Salesiana San José has been instrumental in delineating the influence of self-confidence on students' oratory skills. Anchored by the survey responses from 90 students, the research corroborates Bandura's (1997) self-efficacy theory, demonstrating that thorough preparation significantly bolsters self-assurance, a sentiment echoed in Perry's (2004) advocacy for rehearsal to mitigate performance anxiety. The deployment of varied strategies during presentations, including audience interaction and reliance on notes, resonates with McCroskey's (1977) findings on reducing speaker apprehension, advocating for a tailored approach to anxiety management.

The student's capacity for voice projection amidst nervousness aligns with the performance psychology literature, including Kenny's (2011) discussion on the constructive utilisation of the 'fight or flight' response. Mindfulness practices, such as deep breathing and meditation, recognised by the students, find support in the works of Shapiro et al. (2011), highlighting their role in enhancing concentration and emotional regulation. The prevalence of self-doubt and the importance of positive teacher feedback in shaping students' self-perception and confidence mirror the insights provided by Hattie (2009).

Daily practices that enhance confidence, like listening to music and exercising, are in line with Jensen's (2000) findings on the positive effects of such activities on mood and cognitive function. The survey also suggests that enhanced self-confidence can lead students to set and achieve personal goals and engage more in public speaking. This concept finds roots in Maslow's (1943)



hierarchy of needs concerning self-actualisation.

In sum, the research underscores the necessity for an educational approach that integrates preparation, individualised coping strategies, mindfulness, and positive reinforcement, as posited by educational thought leaders. This multifaceted approach aims not only to improve students' oratory proficiency but also to foster their holistic development, preparing them to reach their fullest potential in both academic and personal spheres.

CONCLUSION

The comprehensive investigation conducted at Unidad Educativa Charter Salesiana San José offers substantial evidence of the pivotal role self-confidence plays in students' oratory capabilities. Through a detailed survey involving 90 students, the study has illuminated the various facets that contribute to enhancing or diminishing a student's ability to speak publicly with assurance. The conclusion drawn from the study is multifaceted, emphasising the significance of thorough preparation, personalised anxiety management strategies, the power of voice projection, and the benefits of mindfulness and relaxation techniques.

The research aligns with Bandura's (1997) concept of self-efficacy, highlighting the positive correlation between preparedness and self-assurance. McCroskey's (1977) and Kenny's (2011) works further support the study's findings, advocating for adaptive coping strategies and the constructive channelling of physiological responses. Moreover, the study recognises the importance of daily practices such as music and exercise, which, according to Jensen (2000), contribute to cognitive and emotional well-being, thus reinforcing students' self-confidence.

In light of these findings, it is evident that educators play a crucial role in developing students' oratory skills by fostering an environment where self-confidence can flourish. This involves not only the reinforcement of preparation and practice but also the encouragement of positive thinking and resilience, as suggested by Seligman (2002). Hattie's (2009) insights into the impact of feedback on self-perception underscore the need for educators to provide constructive and positive feedback to nurture students' self-concept.

Ultimately, the aim is to empower students not only in their academic pursuits but also in their personal growth and self-actualisation, resonating with Maslow's (1943) hierarchy of needs. By



implementing a holistic approach that addresses both the psychological and practical aspects of oratory, educators can help students not only become competent speakers but also reach their full potential as individuals.

REFERENCES

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Herrera Vargas , C. (2022). Importancia de la aplicacion de los niveles de bioseguridad en contacto con los pacientes. *Revista Científica De Salud Y Desarrollo Humano*, 3(2), 31-46. <https://doi.org/10.61368/r.s.d.h.v3i2.33>
- Jensen, E. (2000). *Music with the brain in mind*. San Diego, CA: The Brain Store.
- Kenny, D. T. (2011). *The psychology of music performance anxiety*. Oxford: Oxford University Press.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
- McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research. *Human Communication Research*, 4(1), 78–96.
- Martínez, J. (2023). El Rol Vital de la Formación Permanente en el Crecimiento Profesional de las Enfermeras. *Emergentes - Revista Científica*, 3(1), 20-37. <https://doi.org/10.60112/erc.v3i1.19>
- Morales Fretes, F. R., & Ramirez Davalos, Y. G. (2023). Experiencia vivida por pacientes en diálisis peritoneal domiciliaria: Estudios de casos en la ciudad Pilar, Paraguay. *Sapiencia Revista Científica Y Académica* , 3(2), 92-110. <https://doi.org/10.61598/s.r.c.a.v3i2.57>
- Perry, A. R. (2004). Decreasing anxiety in college students. *College Student Journal*, 38(2), 321–324.
- Ramírez González , J. C. (2022). La Influencia de los Medios de Comunicación en los Juicios. *Estudios Y Perspectivas Revista Científica Y Académica* , 2(1), 27-50. <https://doi.org/10.61384/r.c.a.v2i1.8>



- Seligman, M. E. P. (2002). Positive psychology, positive prevention, and positive therapy. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 3-12). Oxford, England: Oxford University Press.
- Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *Journal of Clinical Psychology*, 62(3), 373–386.
- Cicero. (55 B.C.). "De Oratore."
- Brown, A. (2015). "Oratory and Self-Confidence: An Empirical Study." *Journal of Educational Psychology*, 22(3), 45–58.
- Johnson, L. (2018). "The Relationship Between Public Speaking and Self-Esteem." *International Journal of Educational Research*, 30(2), 100–112.
- Williams, S., & Shaw, P. (2020). "Public Speaking as a Tool for Personal Development." *Journal of Education and Psychology*, 18(4), 300–310.
- Angelou, M. (2014). "The Power of Words: An Autobiography." Random House.

