

Voice Recording as a Resource to Increase Oral Production

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Abstract

This research paper describes an educational intervention strategy that was conducted at the Language Center of Universidad Veracruzana in Poza Rica, Mexico, to increase the oral production of English university students.

This strategy involves the development of 10 small tasks or projects (mini projects) over the course of Basic English level 1, in which students are asked to research certain information that is used to write a short paragraph in the target language subsequently recorded with a voice recorder software.

The main purpose of this project is to show the progress achieved by students who reported a very low ability to produce spoken English in a pre-test evaluation and who elaborated and recorded most of the mini-projects. So, we present a brief analysis of the audios produced by these students regarding pronunciation skills, and we also compare the official results of their final oral assessment with those students who showed the same characteristics in the pre-test evaluation but did not carry out any of the mini project recordings.

Findings from this analysis suggest a significant improvement in the oral production of students who recorded most of their mini projects as well as a better result in their final oral assessment. For this reason, we emphasize the importance of including this type of tasks or projects in language courses in order to promote opportunities for oral practice which help our university students strengthen their confidence to communicate and use the target language in all possible contexts that their future professional life might provide them.