

## Fortalecimiento de la pronunciación del idioma inglés a través de las autograbaciones

### Strengthening the english language pronunciation through self-recordings

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#### Resumen

El propósito de esta investigación fue analizar los efectos del uso de auto grabaciones en la pronunciación del idioma inglés. Los participantes fueron 37 estudiantes entre las edades de 7 a 10 años. Esta investigación se realizó en la Unidad Educativa “Nueva Era”. Con un enfoque cuantitativo y un diseño pre-experimental, a pretest y un posttest fueron aplicados tomando como referencia el examen de Cambridge A2 Flyers. Se trabajó con 14 intervenciones en las cuales se usó el cuaderno de trabajo de los estudiantes, libros de lectura extra y hojas de trabajo. Junto con esto, las lecturas y actividades se usaron para enseñar la pronunciación en inglés de nuevas palabras que los estudiantes revisaron en las actividades. Asimismo, se utilizó la web de Vocaroo para poner en práctica la pronunciación del inglés de los alumnos a través de algunas tareas enviadas. Al final de la investigación se tomó el Post-test que tiene dos partes como el Pre-test. La media del Pretest fue de 5.946 sobre 10 puntos y el promedio del Post-test fue de 6.973 sobre 10 puntos. Los resultados demostraron que los estudiantes mejoraron su pronunciación en inglés usando auto grabaciones, lo que significa que el efecto de usar auto grabaciones en el aula fue positivo, ya que los estudiantes podían autocorregir sus errores de pronunciación al escuchar sus propios audios cuando lo estaban practicando, siendo así una fuente de retroalimentación para ellos y permitiéndoles tomar conciencia de sus errores y dificultades.

**Palabras clave:** Auto-grabaciones, pronunciación en inglés, herramientas pedagógicas, idioma inglés

#### Abstract

The purpose of this research was to analyze the effects of the use of self-recordings on the pronunciation of the English language. The participants were 37 students between the ages of 7 to 10 years old. This research was carried out in the "Nueva Era" Educational Unit. With a quantitative approach and a pre-experimental design, a pretest and a posttest were applied taking the Cambridge A2 Flyers exam as a reference. 14 interventions in which the student's workbook, extra reading books and worksheets were used. Along with this, the readings and activities were used to teach the English pronunciation of new words that the students reviewed in the activities. Likewise, the Vocaroo website was used to put students' English pronunciation into practice through some tasks sent. At the end, the Post-test was taken, which has two parts such as the Pre-test. The Pretest average was 5.946 out of 10 points and the Post-test average was 6.973 out of 10 points. The results showed that the students improved their pronunciation in English using self-recordings, which means that the effect of using self-recordings in the classroom was positive, since students could self-correct their pronunciation errors by listening to their own audios when they were practicing it, thus being a source of feedback for them and allowing them to become aware of their mistakes and difficulties.

**Keywords:** Self-recordings, English pronunciation, pedagogical tools, English language

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## INTRODUCCIÓN

The teaching of English pronunciation with the support of a software or an application comes to play a role in English learning because technology provides students a native and a correct demonstration of how they have to pronounce any word and it builds up fun and relaxation inside the classroom. As a result, students will be easily involved in the different activities that the teacher will ask them to do, while they are having fun practicing their speaking skills.

A contribution by (Mancerna, 2014) analyzed the impact of self-recordings on the improvement of English pronunciation skills in eight graders of a private institution located in Tenjo. This study consisted of ten workshops where self-recordings, questionnaires and journals were used as the main instruments to collect data. Moreover, this study used a qualitative approach. Therefore, regarding the findings of this project, the researcher observed that self-recordings were an innovative tool to motivate learners to improve their pronunciation skills.

Furthermore, the use of self-recordings prompted learners' interest to self-monitor their own learning process. Another contribution by (Torres, 2019) aimed at describing an intervention project designed to provide asynchronous oral practice opportunities for virtual students. Besides, the strategy was carried out through the qualitative approach and consisted of performing self-recordings of different conversations with the basic contents of the course in the target language to improve the pronunciation and fluency of the students.

Additionally, the results showed a significant improvement of the participants' oral production as well as a good level of performance in their final exam, since students showed a great commitment to practicing the conversations several times before making the recordings, which resulted in greater confidence at the time of submitting their final exam and a positive opinion about this pedagogical intervention.

In a recent study, (Akkara, 2020) emphasized on studying the impact of Mobile Assisted Language Learning (MALL) in improving three aspects of English language, which were speaking skills, segmental and supra-segmental features of pronunciation, and the viability of bringing your own device (BYOD) approach. Therefore, a mixed method approach was adopted for collecting the data from twenty-five randomly selected students who underwent training with BYOD. The results showed a positive effect on the speaking skills and the overall intelligibility of the participants. As a result, the use of smartphones resulted in improved learners' engagement in language learning. In addition, teachers at the tertiary level could benefit from the study, adopt digital technologies in L2 teaching and learning and further extend the scope of the study with their experiences.

(Boyd, 2015) identified the effects of different elicitation methods on the speech of a single speaker of San Francisco English who was participating in a systematic set of vocalic sound changes known as the California Vowel Shift. Then this study employed a quantitative approach. Besides, this study contrasted the data obtained from classic sociolinguistic interview methods with data from self-recordings, as well as data from various methods for eliciting spontaneous speech that are typically used in laboratory settings. Moreover, an analysis of five sound changes indicated that self-recorded speech often results in significantly more advanced productions than interview speech, while speech from laboratory methods is largely comparable to interview speech. Surprisingly, the differences between read speech and unscripted speech are minimal.

Finally, it was concluded that the utility of controlled-but-spontaneous laboratory elicitation methods, and by strongly recommending the use of self-recording tools for studies of sound changes in progress.

Another similar study developed by (Menggo et al. 2019) aimed to analyze the effect of self-recording videos use in improving students' academic English speaking competence and disclose the extent of the impacts of self-recording videos on students' affective factors in the learning process. This paper was a quasi-experimental study with pre-test and post-test designs that was conducted during September–December 2018. Furthermore, the population of the research was 146 students from five classes who enrolled in an English-speaking course and two speaking lecturers at the English department of Universitas Katolik Indonesia Santu Paulus Ruteng, Flores. A total of 66 students at this college were selected as sample by using the random sampling technique. Additionally, an English-speaking rubric, questionnaire, and interview were used to collect data; those data were then analyzed using a software program, namely, the Statistical Package for Social Sciences (SPSS) 16.0 for Windows, which was followed by qualitative interpretation. Moreover, the data from the questionnaire deployed numerical calculation of the percentage, while data from the interview were presented qualitatively, as they relied on respondents' responses.

On the other hand, the findings of the study revealed that self-recording videos have a significant effect on students' academic English-speaking competence (mean score result of post-test = 75,81), promotes students' self-esteem (94.11%) and motivation (97%), reduces English speaking inhibition (85.29%), and lessens students' anxiety (88.23%).

Finally, English speaking practitioners are suggested to select self-recording videos in boosting students to be a competent English speaker, independent English learner, and act responsibility.

In relation to self-recordings, (Lancini 2019) stated that voice recordings are tools that are often included in the teaching and learning process of the English language. Besides, learning a second language through self-recordings has been an essential strategy due to students can correct their mistakes by themselves even though they are not yet experts in English pronunciation and thus be able to practice the correct pronunciation by repeating it a lot of times and be able to improve their oral skills, since thanks to technology, students can practice their English pronunciation from their homes in different applications on their cell phones, or web pages.

(Aoki, 2014) pointed out that in the past, voice recordings devices used for language teaching and learning were cassette tapes, therefore students had to use big or small recorders to practice and improve their oral production. On the other hand, nowadays the use of technological devices and tools is easier, such as applications, websites or cell phones have made it easy to record a video or a voice note and to save and share it on social networks, institutional platforms with professors, or with other users. Additionally, it is necessary for students to be constantly monitored by a teacher during the learning process to ensure that this skill is well practiced, since the pronunciation of words must be good and concise.

(Huang 2015) argued that nowadays students can enjoy learning a language through the use of voice recordings in the classroom or outside of it since through these tools students can practice and improve their speaking skills (fluency and pronunciation). Moreover, voice recordings can be beneficial for students, since through them they can create an environment outside the classroom to practice and develop the target language by themselves.

In addition, students can share applications among themselves and socialize them with the teacher in order to carry out activities adapted to the contents or topics that they want to practice.

On the other hand, (Wijayani 2017) claimed that the continuous use of audio and video recordings helps English learners to analyze their progress in their language development, likewise, helping them to check and correct their mistakes in spoken language. So, English learners can practice and then save their spoken voice notes in a digital form, such as websites or cell phones to play them and listen to their own performance in practicing English pronunciation. Additionally, students can check their progress in improving their speaking skills, and at the same time keep checking where they need to improve. To sum up, students can be supported by a teacher to request feedback or help in pronunciation

(Olivo, 2016) stated that write English pronunciation into native language (L1) is a self-recording strategy that consists of students writing a word in English that is difficult for them to pronounce in their native language (L1) on a piece of paper, in this way they only have to read

the correct pronunciation of the word and thus avoid spending a lot of time repeating the pronunciation, for example: swimming - //suiming//. Additionally, the author mentions that the procedure to apply this strategy consists of first doing an analysis of the words in which the students have pronunciation problems. Then the teacher must proceed to write those words first in the English language, and next to them the writing of the pronunciation in Spanish, so that the students can read and produce the pronunciation of these words more easily. Finally, feedback must be given made about the correct pronunciation of those words in order to help students correctly produce the pronunciation of each word in which they have problems.

This research is of vital importance since it is necessary to point out that in the Nueva Era" Educational Unit the teaching of English plays a very vital role for all the members of the educational community. In addition, there is a high number of students with pronunciation difficulties and teachers require to restate their strategies to help them through the use of self-recordings as a strategy to enhance students 'pronunciation together with pedagogical tools.

## MATERIALS AND METHODS

To develop this research, it was important to use some resources such as computer, cell phones, markers, board, etc. First of all, in this search, six-year and seventh-year high school students were between the ages of 7 to 10 years old. Besides, those levels from "Nueva Era" Educative Unit, were considered as the experimental group. Moreover, the participants in six-year high school were 16 students (10 males and 6 females), while the participants in seventh-year high school were 21 students (11 males and 10 females), in total 37 students.

Second, the development of variables required the search and analysis of different academic papers, articles, theses, and online books that provided important information to develop the two variables of this research, and to identify fundamental information to be able to meet each of the specific objectives of this research. On the other hand, it also helped to consider different aspects in order to create the evaluation instruments that were applied to the students, the web page that was used with the students, and the appropriate methodology to work with the students in the classroom.

Third, this research used some technological materials such as ManyCam (ManyCam an application that allows users to use their virtual webcam with multiple different video options and applications simultaneously and users can record their computer screen while using them), WhatsApp, and Adobe Acrobat Reader.

Additionally, the lesson plan activities developed in each intervention required the use of classroom teaching aids such as a whiteboard, markers, and laptop.

Finally, the IBM SPSS Statistics Base software was used to represent the results obtained during the research

### Instruments

To begin with, the use of a Pre-test and Post-test that were created by the researcher, and they were validated by experts was important to evaluate students' English pronunciation. Besides, it is pivotal to mention that the pre-test and post-test used in this research were made by the researcher and they are adaptations made by the author according to the main topic of this research. On the other hand, a Cambridge standardized exam was taken as a reference to analyze the aspects that the test should have, all this considering the level of English of the students and their course. Moreover, a rubric that was taken from Live Worksheets and validated by experts was important to evaluate the Pre-test and Post-test. Besides, it is important to mention that this rubric had two aspects to qualify, which were fluency, pronunciation, and accent. In addition, it was considered to evaluate fluency in this rubric since fluency is part of one of the four subskills of speaking. Finally, pronunciation and accent because pronunciation is one of the variables of this research and because it is part of the speaking skill.

### Procedure

Fourteen interventions were conducted for this research, the experiment lasted 4 weeks, with approximately forty minutes per session. In the first and second interventions, the researcher introduced himself in each course. Additionally, the research topic and the process to be carried out during the different interventions were explained to the students. A Pre-test was applied in each course before the intervention process.

Different activities were implemented along the fourteen sessions where students participated actively and with the help of the technological tools, they had to record their voices and sent to the teacher who gave feedback on their pronunciation.

In the thirteenth and fourteenth interventions, the Post-test was taken to the students, the duration of the post-test was the same as the pre-test, approximately 3 minutes per student in which before taking the Post-test the parts of the test and the reading activity and the topics of which that they have talk do in this test were explained to the students, and doubts that the students had were clarified.

### Experimental design

This research was developed through a pre-experimental design. (Hernández et al.2014) determined that pre-experimental research is done within an established group. This design is divided into three stages: Pre-test (O1),

Treatment (X1), and post-test (O2). Besides, through the interventions, the researcher handled the independent variable to analyze the cause-effect in the dependent variable. Besides, the pre-test and post-test permitted to compare the students' English language pronunciation before and after using self-recordings. Therefore, manipulating the dependent variable, English pronunciation, through the independent variable, self-recordings allowed to analyze the effectiveness of using self-recordings to improve English pronunciation.

## RESULTS AND DISCUSSION

The pre-test and the post-test had two parts which were pivotal to measure student's English pronunciation. Therefore, all the questions in both tests were about practicing verbs pronunciation, sentences pronunciation and the student's free opinion by asking questions about such topics as their favorite animal, their favorite hobby, their favorite sport, etc.

In addition, the use of a rubric to evaluate students' pronunciation was taken from Live Worksheets and validated by experts. Additionally, the rubric has one main rating scale, which is pronunciation and accent.

	Fluency	Pronunciation and accent
<b>5</b>	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent	Pronunciation is excellent; good effort at accent
<b>4</b>	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two	Pronunciation is good; good effort at accent
<b>3</b>	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers	Pronunciation is good; Some effort at accent, but is definitely non-native accent
<b>2</b>	Speech is frequently hesitant with some sentences left uncompleted; volume very soft	Pronunciation is ok; no effort towards a native accent
<b>1</b>	Speech is slow, hesitant and strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible	Pronunciation is lacking and hard to understand; no effort towards a native accent

**Graphic 1:** *Speaking rubric*

Furthermore, the rubric evaluated students' fluency, pronunciation, and accent out of 10 points. On the other

hand, the SPSS software was used to get the different statistics of this research.

Finally, it was vital to apply a t-test to see the main differences between the pretest and the post-test used in the two different levels.

Pretest		Posttest		Difference
Valid	Frequency	Valid	Frequency	
3,0	2	5,0	5	2,0
4,0	6	6,0	7	2,0
5,0	8	6,5	1	1,5
6,0	7	7,0	9	1,0
6,5	2	7,5	3	1,0
7,0	3	8,0	7	1,0
8,0	6	8,5	2	0,5
8,5	2	9,0	2	0,5
9,0	1	9,1	1	0,1
$\bar{X}$ :5,94		$\bar{X}$ :6,97		1,03
<b>Total</b>	37		37	

**Table 1:** Pre-test and Post-tests results

Average results	Pretest	Post-test	Difference
Total $\bar{X}$	5,946	6,973	1,03

**Table 2:** Summary of Results average, Pre-test Post-test and Difference

Tables 1 and 2 represent the results of the average between the Pre-test and the Post-test and its difference. Therefore, in the Pre-test, the average is 6, 3 out of 10 points. On the other hand, in the Post-test the average is 7, 4. There is a difference of 0, 8 between the pretest results and the post-tests results. Finally, the results show that using self-recordings in class helped to improve English pronunciation.

After the research process of implementing self-recordings to improve the English pronunciation, the Pre-test and Post-test results show an improvement in the English pronunciation in sixth and seventh-year high school students at "Nueva Era" Educational Unit.

Consequently, by using self-recordings inside and outside the class students become autonomous learners. Following that, students improved their speaking competencies and self-confidence by practicing on their own. Finally, it means that teaching and practicing self-recordings help to improve students' speaking skills (Menggo et al., 2019).

## CONCLUSIONS

Using self-recordings in the classroom has helped to improve the English language pronunciation in students at "Nueva Era" Educational Unit. Additionally, students could self-correct their mistakes in pronunciation by hearing their own audios when they were practicing it, thus being an easy source of feedback for them. Moreover, the

researcher had the chance to listen to the students' audios and become aware of the mistakes and difficulties of students, thus giving them feedback to improve and correct them.

Students used two strategies that made easier for them to enhance their pronunciation skills when using self-recordings. The first strategy is writing the pronunciation in their native language, through this strategy, students felt that it was easier for them to produce the correct pronunciation of a word that they did not know, since they only had to read the sheet in which they had transcribed the pronunciation in Spanish.

On the other hand, the second strategy is self-assessment, this is because students while they were doing self-recording tasks, students used to repeat up to two or three times the audio in which they produced the pronunciation of the words and compared it with the pronunciation of Google Translator or other translator webpages to notice their mistakes.

After the whole process of the investigation, it was determined that self-recordings contributed in a good manner to the development of the English language pronunciation due to the use of technology in the classrooms, since nowadays the influence of using technology to practice pronunciation helped students to enjoy the process and make it easier to practice and improve their speaking skills while they were producing self-recordings, since the teacher share a very useful web page in which students practice their pronunciation.

## AUTHORS CONTRIBUTION

All the authors contributed with the different parts of the paper. Marco worked in the data processing, Cristina's contribution was with her bibliographic research, Veronica helped with her knowledge on the use of the SPSS software and Edgar gave the final revision and the abstract writing.

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