

- ▶ This research is focused on the implementation of self-video recording as a strategy to enhance oral production skills in students from a Gastronomy degree learning a Foreign Language.
- ▶ Esta investigación se enfoca en la implementación de videos autograbados como una estrategia para mejorar la habilidad de producción oral en estudiantes de un programa de Gastronomía en un idioma extranjero.

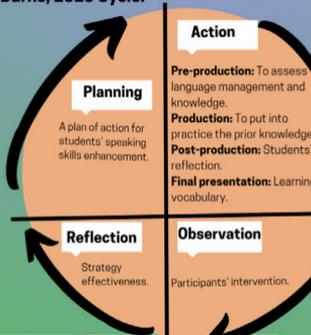


The Impact of Self-Video Recordings in Raising Oral Production

This action research aimed to determine whether the use of self-video recordings is a useful technique for increasing the oral production of students in the second period of their Gastronomy degree through task-based activities.



Burns, 2010 Cycle.



Previous studies

- Skills can be developed through video recordings (Olova, 2009).
- Videos allow better feedback (McGovern, 1983).
- Self-video recording allows for identifying ways of improvement (Shrobsree, 2008).



15 participants at a private university in Xalapa.

What they found:

Second video:

- Use of L1 and visual aid reduced.
- Use of self-correction feedback.
- Coherence and improvisation improved.
- Performances improved.

Final video:

- Use of L1 and reading minimized.
- Use of self-correction feedback.
- Mistakes fossilization.
- Coherence and improvisation improved.
- Students' improvement progress.

References:

LOGIO, C. V. & TEPETA, V. B. (2017). The Impact of Self-Video Recordings in Raising Oral Production. *Matices en Lengua (Geografía)*, 11, 76-101. <https://doi.org/10.15446/matices.11.11890>

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