



UNIVERSIDAD DE CONCEPCIÓN  
DIRECCIÓN DE POSTGRADO  
FACULTAD DE EDUCACIÓN  
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**Exploring the contribution of self-assessment checklists to improve oral presentations.**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés.

Guillermo Andrés Cañete Gutiérrez.  
Concepción-Chile

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Profesor Guía: Dra. María Jesús Inostroza Araos.  
Facultad de Educación  
Universidad de Concepción

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### **List of Acronyms.**

CEFR : Common European Framework of Reference for Languages.

EFL : English as a Foreign Language.

ESL : English as a Second Language.

M : Mean.

SO : Specific Objective.

### **Abstract.**

This action research aims at exploring the contribution of self-assessment checklists on improving oral presentations of two participants that were taking an initial-level English course at a technician professional institute in Talcahuano, Chile. The intervention was carried out in four weekly sessions where participants were trained on the different criteria that were used to assess their oral presentations. Participants self-assessed their work with a checklist and performed a second presentation based on their first self-assessment. Analytic rubrics were also used as an external assessment to compare results from the checklists. At the end of the intervention, a semi-structured interview was conducted to obtain participants' perceptions about the process. Data from the rubrics and checklists was analyzed through descriptive analysis. The semi-structured interview data was examined through thematic analysis. Findings revealed that the self-assessment checklist supported participants to improve their oral presentation in overall aspects and mainly in fluency and pronunciation aspects, by developing autonomy, language awareness and self-reflective skills, as well as making positive changes in their confidence and expectations about their performance.

Key words: self-assessment, checklists, oral presentation.

### **Resumen.**

Esta investigación-acción tiene como objetivo explorar la contribución que las listas de cotejo de autoevaluación aportan al mejoramiento de presentaciones orales de dos participantes que estudiaban en un curso inicial de inglés en un instituto técnico-profesional en Talcahuano, Chile. La intervención fue realizada en cuatro sesiones semanales, en donde las participantes fueron preparadas en los diferentes criterios usados para evaluar sus presentaciones orales. Las participantes autoevaluaron su trabajo con una lista de cotejo de autoevaluación y realizaron una segunda presentación basada en su primera autoevaluación. Rúbricas analíticas también fueron utilizadas como una evaluación externa para comparar resultados de las listas de cotejo. Al finalizar la intervención, una entrevista semiestructurada fue realizada para obtener las percepciones de las participantes acerca del proceso. Los datos obtenidos de las rúbricas y listas de cotejo fueron analizados descriptivamente. Los datos obtenidos de la entrevista semiestructurada fueron examinados a través de análisis temático. Los resultados revelaron que la utilización de listas de cotejo de autoevaluación apoyó a las participantes a mejorar su presentación oral en aspectos generales u en aspectos relacionados con la fluidez y pronunciación, a través del desarrollo de habilidades de autonomía, autoconciencia y autorreflexivas que las ayudaron en el proceso, como también

realizando cambios positivos en sus expectativas respecto a su performance y confianza.

Palabras clave: autoevaluación, lista de cotejo, presentaciones orales.

# **CHAPTER I: INTRODUCTION**

## **I. Introduction.**

It is wide-known that speaking is an essential skill for communication in any language. Receptive skills are not the only ones that help learners acquiring the language, but also producing the language is equally important to be proficient in language (Goh and Burns, 2012). In this way, higher education curriculum considers the development of spoken communicative abilities as an objective for students' future lives (Li, 2018). One of the ways of developing speaking abilities is through oral presentations. These types of presentations help learners to develop different skills in the language such as the integrating language skills and knowledge acquisition, as well as other important behavioral skills such as decision-making skills and preparation for real life (Al-Issa and Al-Qubtan, 2010).

Delivering oral presentations is part of the tasks that undergraduate students have to do as a requirement for a Beginner-level English course at a technician-professional institution in Talcahuano, Chile. However, they seem to struggle with this type of tasks, by delivering regular or poor presentations. It was observed that they were not aware of the quality of their performance and they did not seem to be confident about their own presentation when performing. Consequently, it was necessary to search for an approach that could help students to improve their oral presentations. In this way, self-assessment seems to be an interesting tool for improving oral presentations, since it is a powerful student-centered tool that serves a tool for developing students' awareness of their own learning progress, as well as for enhancing language acquisition (Ekbatani and Pierson, 2000). Moreover, there are other studies that demonstrated that self-assessment can be a useful tool for improving language skills (Chalkia, 2012; Duque and Cuesta, 2015; Phan and Phoung, 2017).

Provided that self-assessment brings advantages for learning, this action research study aims at exploring the contribution of self-assessment checklists on improving oral presentations. Therefore, three specific objectives were established in order to accomplish the main aim of this study: (1) to analyze the performance on overall aspects of an oral presentation task after using self-assessment checklists; (2) to analyze participants' improvement on each criterion used to self-asses their own oral presentation with a self-assessment checklist; and (3) to explore the participants' perceptions about using self-assessment checklists in order to improve their own oral presentation.

## **CHAPTER II: CONCEPTUAL FRAMEWORK**

## **II. Conceptual Framework.**

### **2.1 Speaking skill in the EFL classroom.**

Speaking is considered as an important language-communication skill (Goh and Burns, 2012; Ur, 2012). It is one of the four major skills that are developed when learning languages. It implies a series of complex processes to produce spoken language. Harmer (2001) explains that speaking not only involves knowledge of language, but also being able to mentally process language features in order to express comprehensible information and convey an intended meaning. Similarly, it involves considering interaction with others which includes skills such as listening, being aware of the interactors' feelings, turn-taking, and immediately processing the information other people express at the moment it is received. In this way, the form and meaning of speech rely on the context in which it is developed (Florez, 1999).

Speaking tasks are essential for granting opportunities for learners to practice spoken language in order to achieve higher fluency (Goh and Burns, 2012). In the context of classroom performance, Brown (2000) establishes categories to classify different types of oral production in the classroom: imitative, which refers to the ability of imitating speech; intensive, for practicing a specific aspect of language; responsive, which are short replies to questions or comments; dialogues, focusing on exchanging of information; and extensive, which are monologues.

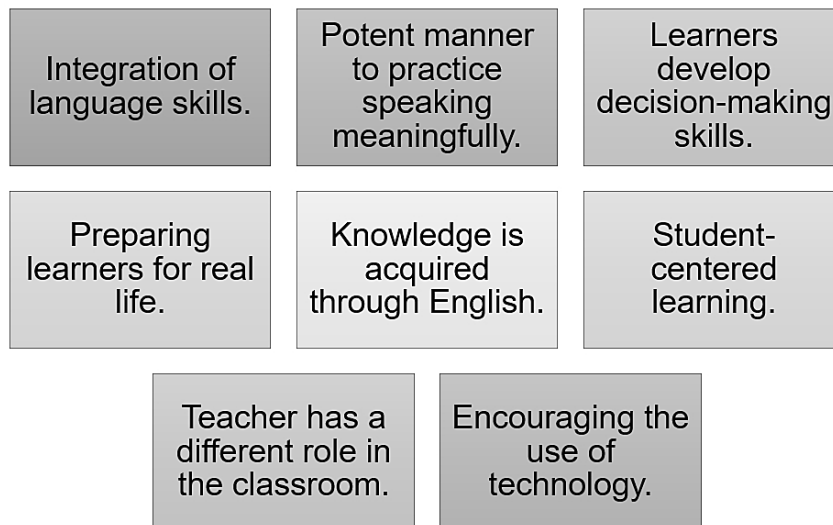
A monologue task in learning context is described by Goh and Burns (2012) as "an extended piece of discourse that an individual produces for an audience in formal or informal situations" (p.211). In this type of task, there are reduced or even absent oral interaction opportunities as well as planned and more formal language style (Brown, 2004). Additionally, monologues can be performed individually or in small groups within a specified period of time (Goh and Burns, 2012). However, there are informal monologues involving casual speech such as sharing personal experiences, stories, recipes, etc. Extensive (monologue) tasks vary from prepared speech to spontaneous speech. Example of extensive tasks are story-telling, oral presentations and speeches.

### **2.2 Oral presentations.**

Li (2018) describes an oral presentation as a type of planned public speaking in which learners present a specific topic-based speech to the class, occurring in a particular context, with a specific theme and objective. Oral presentations imply longer periods of time in speech which may be supported by graphic material, as well as they are frequently followed by discussions or questions from audience (Ur, 2012). In oral presentations, the speaker delivers the message to the audience through different linguistics, paralinguistic and extra-linguistic requirements as well

as other abilities such as psychological self-control and multimedia administration (Li, 2018).

Ur (2012) defines and exemplifies three types of oral presentations: short, medium-length and long presentations. Firstly, short oral presentations are ideal for beginner speakers who have limited use of the language and little experience in performing presentations. The length of presentations may vary from one to three minutes. Examples of these are descriptions of objects and people, as well as expressing personal information. Then, medium-length presentations may last from five to ten minutes. The speaker can perform narrative, instructive and recommendation presentations as some suggestions of tasks. Finally, long oral presentations are ideal for advanced speakers. This type of presentations may last from fifteen minutes or more as well as requiring clear organization of the information. These presentations can be informative or argumentative.



**Figure 2.1.** Summary of oral presentations' benefits (Al-Issa and Al-Qubtan, 2010).

Oral presentations also bring a variety of advantages for learners. Al-Issa and Al-Qubtan (2010) describe at least eight of them:

1. Oral presentations help integrating language skills. Speaking, listening, writing and reading are equally employed in the process of oral presentations.
2. They are a potent manner to practice speaking meaningfully. "Using oral presentations in the EFL classroom is bound to help students see that language is a living and complex entity with multiple sources facilitating its acquisition" (p.229).
3. Learners develop decision-making skills. In a classroom, they are normally asked to choose a topic and encouraged to lead their own presentation.

4. Oral presentations prepare learners for real life. The challenge of presenting one's work requires being confident and determined. These qualities are necessary for entering the job market.
5. Knowledge is acquired through English. When preparing the presentation, learners have to do research about a topic. Therefore, they are exposed to different authentic sources of knowledge which makes them to use the language in a meaningful and purposeful way, which also involves language improvement.
6. They promote student-centered learning. Oral presentations encourage learning beyond the traditional approaches, by developing autonomous and reflective learning, as well as critical thinking. Learners are encouraged to be responsible of their own learning.
7. The teacher has a different role in the classroom. Students are assigned with the autonomy and leadership of their learning, and the teacher is the guide, facilitator, supporter and organizer of the students learning.
8. Oral presentations encourage the use of technology. Technology contributes with more dynamic classrooms, as well as helping students to express their messages. Additionally, technology also enhances language acquisition.

### **2.2.1 Oral presentation assessment.**

Assessment is defined as “all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they engaged” (Black and William, 1998, p. 2). When teachers conduct assessment, it is necessary to measure learner's progress, to diagnose learners' difficulties as well as to support them with useful feedback (Harris and McCann, 1994). Moreover, assessment is a continuous process which involves broad cycle of activities (Brown, 2000; Green 2014). There are different purposes that assessment rely on. On one hand, Green (2014) states two broad purposes for assessing language: educational assessment—which refers to those which are based on what the teacher has taught, allowing flexibility on the use of different assessment techniques—and proficiency assessment—which are focused on standardized conditions. On the other hand, Ur (2012) provides four purposes for assessing language: evaluating learner's overall level of English, evaluating learner's progress, evaluating particular elements during a course and evaluating learner's strengths and weaknesses.

While students at any level of proficiency need to prepare for oral presentations (O'Malley and Pierce, 1996); oral presentation assessment has to present the specification of each criterion, suitable tasks, elicit ideal output, and provide practical, reliable scoring procedures (Brown, 2004). O'Malley and Pierce (1996) suggest

using students' reports on their oral presentation progress and worksheets to assess the preparation of the presentation. They also recommend using a scoring rubric before student's presentation, and, when assessing the actual presentation, there must be consideration of clear criteria. In this regard, Brown (2004) suggest using a checklist considering criteria about content and delivery. The content criteria include aspects such as objective achievement, introduction, statement of main idea, supporting ideas and conclusion. The delivery criteria consider aspects, such as body language, eye contact, fluency, speech volume, speed, pronunciation, grammar, visual aids, enthusiasm and responses if needed. Additionally, O'Malley and Pierce (1996) suggest a self-assessment chart to assess presentations in order to support learners on their own performance and improvement in learning, as well as providing the teacher with a notion of the learner's certainty in their performance's assessment.

In the context of this action research, the need of searching for an approach for students to improve their oral presentations directs the focus on a type of assessment that contributes with this objective. Thus, formative assessment seems to be an appropriate alternative to allow students to be involved in their own learning process.

### **2.3 Self-assessment.**

There is an agreement in literature (e.g., Brown, 2004; Cheng and Fox, 2017; Green 2014; Irons, 2008; Ur, 2012) on that formative assessment focuses on the process of students' development of learning. It provides guided and relevant feedback in order to support and improve students' learning process. Irons (2008) suggests that formative assessment should deliver positive learning opportunities for learners, strengthen communication between students and teachers, improve learning experience and maintain motivation in students. Formative assessment takes place "when the evidence is actually used to adapt the teaching to meet the needs of students or by students themselves to change the way they work at their own learning" (Irons, 2008, p.17). This type of assessment becomes more effective when learners are immersed and interested in their own learning process as well as sharing their own perceptions with others: they reflect on their progress, set goals and plan their learning based on their goals (Green, 2014). In this way, self-assessment arises as one of the practices to completely involve learners in their own learning process.

Self-assessment is one of the alternative forms of assessment that teachers can apply in their classrooms focusing on students' performance. Hedge (2000) considers self-assessment as a type of metacognitive strategy aiming at helping students to enhance their awareness of their individual progress. This type of assessment involves the student's ability to assess their own performance and the

ability to be self-critical. Thus, Boud (1995) suggest that a key element of self-assessment is the students' engagement in recognizing standards and/or criteria in order to implement them into their practice as well as forming judgements on their own progress. In order to achieve this, learners need reflective practice to make them aware of the abilities and objectives that are required to determine the elements that do not match with what is expected (Yan & Brown, 2016).

Additionally, Brown (2004) explains that self-assessment is based on two principles of second language acquisition: a) Autonomy, which he defines as "the ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit" (p.270); and b) Intrinsic motivation, which he describes as the student's own aspiration to transcend in language acquisition. Moreover, Boud (1995) highlights the importance of developing self-assessment skills in students, arguing that they are essential for increasing effective learning extended in time and for professional development or social responsibility. Hence, self-assessment is not only a tool for improving learning in academic contexts, but it also prepares students to reflect on their actions and make accurate decisions in other aspects of their lives.

In self-assessment, feedback can be produced externally by comments and scores from an evaluator, as well as other documents illustrating the expected standards. In addition, it provides access to the learner's internal objectives, thoughts, emotions and values. The combination of these sources of feedback implies that the learner is encouraged to self-reflect and evaluate their judgements based on information that may oppose to what is assumed (Yan & Brown, 2016). Furthermore, self-assessment is considered as a strong student-centered assessment tool for enhancing student's awareness of their own progress as well as for enhancing language acquisition (Ekbatani and Pierson, 2000). In this context, it can be said that self-assessment is a complex process where learners are able to assess and reflect on the quality of their own progress by identifying their strengths and weaknesses, based on the information obtained about their own performance and the established criteria.

Thus, self-assessment brings a variety of benefits for students' learning process. Andrade and Heritage (2018) argue that self-assessment encourages self-regulation of learning by controlling their learning through the improvement of their differences between their progress and set goals. They also explain that self-assessment allows teachers to contribute with specific suggestions for improvement to students and improves language performance. Similarly, Brown and Hudson (1998) refer to other benefits, such as allowing speed in feedback administration and directly involving students in the assessment procedure which leads to autonomy in

learning. Ekbatani and Pierson (2000) also explain that self-assessment encourages student's involvement and responsibility in making decision about their own learning. Additionally, Harris and McCann (1994) mention that self-assessment support students in finding means to change, adapt and improve their learning. Moreover, self-assessment allows students more effective use of formative feedback so they can decide and improve on their own learning, it contributes with practical and timely feedback as well as supporting teachers in managing workload problems (Irons, 2008). Finally, Ur (2012) affirms that self-assessment encourages students to self-reflection and to be responsible on their own learning process.

### **2.3.1 Self-assessment and oral presentations.**

Self-assessment of oral presentations is an area which is still being explored by researchers. In a study that compared the effects of a rubric and a reflection assignment for self-assessing thirty-minutes oral presentations, Reitmeier and Vrchota (2009) found that rubrics guided students in the preparation and presentation of their work, as well as evidence of awareness of delivery behaviors. While the reflection assignment tended to score the presentation slightly lower than the teacher's assessment and the rubrics, their findings also indicate that students raised self-awareness of their work. The afore mentioned study somehow evidences that self-assessment improves awareness skills in students (Ekbatani and Pierson, 2000).

In regards to the use of self-assessment for language skills, Phan and Phoung (2019) examined high-school students' perceptions towards the benefits of using an analytic rubric for self-assessing their speaking performance. Its results showed that these students identified benefits of using this instrument such as being able to understand better the instruction, objectives and teacher's feedback of the task, to identify their strengths and weaknesses, to prepare and improve their oral presentation as well as developing skills to assess their own work. These findings are similar to Chalkia's (2012), where self-assessment checklists were employed in order to explore the benefits on speaking skills in sixth-graders from a primary school in Greece. Participants had positive reactions towards self-assessment, mentioning that this process helped them to guide their work by paying attention to specific aspects while assessing their own performance. Besides, they felt that self-assessment is less stressing than taking a traditional test. This investigation also reveals observations from the teacher mentioning that the participants improved their speaking skills, as well as developing their critical-thinking abilities and enhancing students' self-esteem and confidence through awareness of their own strengths and weaknesses.

The benefits of self-assessment are also demonstrated in Duque and Cuesta's study (2015). These scholars explored the effects of self-assessment in

speaking skills and vocabulary enhancement of young adult students at a technical institution in Colombia. Results revealed the students realized that self-assessment was useful for improving their fluency and vocabulary. Moreover, the researchers contrasted the student's perceptions to the students' actual speaking performance, resulting in improvement of fluency and vocabulary after a post-speaking task. The findings once more reveal a variety of benefits of self-assessment: the students were able to identify their strengths and drawbacks, leading them to set goals, raise awareness and take actions to improve their performance, as well as acquiring the ability to self-monitor, appreciate and react to their own improvement in language and learning.

As it can be observed, the findings on the area affirm that self-assessment bring a series of benefits in developing learner's skills stated by literature review in 2.4.1. Furthermore, these findings can also provide with insights into the contribution of self-assessment for improving oral presentations, which is one of the main areas that this action research pretends to explore.

## **CHAPTER III: METHOD**

### **III. Method.**

#### **3.1 Type of research.**

The current study tries to solve a specific problem in a particular context, following a qualitative paradigm. According to Mason (2002), the objective of a qualitative research is to obtain answers to questions by detailed examination of individuals in a specific context. Besides, another characteristic that makes this study qualitative is that the participants' perspectives are considered as important part of the study. Bogdan and Biklen (2007) mention that the perspectives of participants are of indispensable attention for qualitative researchers. They remark that "qualitative researchers in education can continually be found asking questions of the people they are learning from to discover what they are experiencing, how they interpret their experiences and how they themselves structure the social world in which they live" (p.8).

This investigation is constructed around a descriptive scope by specifying through deep description the qualities of the participants, the context, the events, actions and the intervention process, as well as other elements that are matter of study. In this way, "the qualitative research approach demands that the world be examined with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied" (Bogdan and Biklen, 2007, p.5).

Since the teacher-researcher carried out an intervention to implement a specific strategy in a particular educational context in order to solve a specific problem, the followed research design was action research. Action research is defined by Ferrance (2000) as "a process in which participants examine their own educational practice systematically and carefully, using the techniques of research" (p.1). In this way, the investigator employs proper interventions in order to collect and examine information to carry out actions focused on educational matters (Tomal, 2010). Thus, action research considers the investigator and participants as agents of change who influence and make modifications in order to address their concerns in a particular context (Ferrance, 2000). In this study, the teacher-researcher planned and applied a specific self-assessment strategy in order to encourage participants to improve their oral presentations.

### 3.2 Participants.

The participants who were selected offered voluntarily, with the intention of improving their oral presentations. In this way, the type of study sampling in this action research is purposive. Purposive sampling is the intentional selection of participants with particular characteristics which are specifically relevant to the development of the study (Etikan, 2016; Mason, 2002). In this case, the participants were deliberately and strategically selected since the problem of this study has been particularly identified in this group of students. Moreover, the aim of this study specially focuses on this problem with the intention of contributing to the improvement of oral presentations of these participants in particular. Mason (2002) explains that this type of sampling “need not and often should not be based on the idea of empirical representation, therefore” (p.124). Consequently, this study is not proposed to represent empirical knowledge but to focus on these particular needs in this specific context.

This action research was conducted at a professional technician institute in Talcahuano, Chile. The participants were two female students in ‘English II’ course which was three hours a week in afternoon schedule which is part of a nursing technician program. The participants had already taken the first part of the course before (English I); therefore, their level of English A1.1, which according to the CEFR is a beginner level. The course was compulsory for these students. They were in their twenties and come from different socio-cultural backgrounds. Their experiences with self-assessment were low and they barely practiced this type of assessment before.

### 3.3 Research question and objectives.

The research question of this study is:

- How does the use of self-assessment checklists support the oral presentation overall performance of a group of beginner undergraduate students?

The specific objectives (SO) for this study are:

- **SO1:** To analyze the performance on overall aspects of an oral presentation task after using self-assessment checklists.
- **SO2:** To analyze participants’ improvement on each criterion used to self-asses their own oral presentation with a self-assessment checklist.
- **SO3:** To explore the participants’ perceptions about using self-assessment checklists in order to improve their own oral presentation task.

### **3.4 Research Problem.**

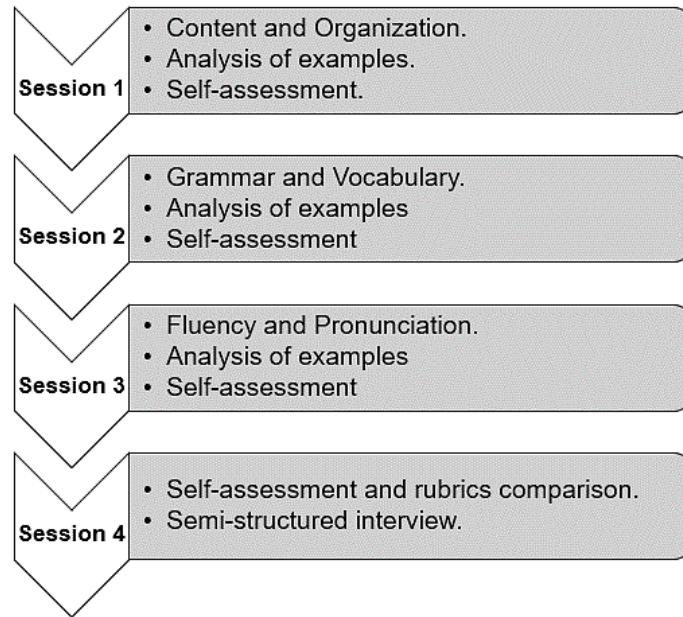
The students from the higher educational institution that this study took place have to reach an A1 English level as part of the graduation requirements of their study program. For this, they have to take compulsory English courses to achieve that level. The courses include the development of the four major skills in English. One of them is Speaking, which involves a variety of complex processes (Harmer, 2001) and it is essential for using a foreign language (Luoma, 2004). During the English courses, students are required to perform different tasks in order to achieve the expected learning outcomes, and one of them is performing an oral presentation.

During the years I have been working at this institution, I have observed that some students do not perform well in oral presentations as part of the beginner English course. Students present with poor preparation and low confidence, even if the instructions and criteria had been presented during previous lessons. It seems that students are not aware of their performance; therefore, they do not seem to reflect on their performance to improve their oral presentations before delivering them.

The need for searching for a tool to improve students' oral presentations has provided me with the idea of exploring the potential of self-assessment in oral presentations. Many experts in the area describe the benefits of this type of assessment: Hedge (2000) explains that self-assessment is a metacognitive strategy that enhances students' awareness of their own progress in learning. Additionally, it fosters self-reflection and evaluation of the students' own perception about their performance (Yan & Brown, 2016). Moreover, self-assessment encourages students to search for ways to change, adapt and improve (Harris and McCann, 1994). In addition to this, Chalkia (2012), Duque and Cuesta (2015), and Phan and Phoung (2017) are researchers that demonstrated that self-assessment is a powerful tool to improve students' skills. Provided that self-assessment brings advantages for learning, this research will specifically explore the contribution that self-assessment checklists may offer to improve students' performance in their presentations.

### **3.5 Stages of the action research.**

The intervention of this action research was carried out in 4 weekly sessions. Three of the sessions were focused on providing the insights and brief training on assessing each criterion that the participants had to self-assess after every session. They were provided with video examples of exemplary and poor performance of the assessment criteria. In this way, participants could have a clearer view of what was expected from them and what they have to self-assess. The intervention stages are summarized in figure 3.1.



**Figure 3.1.** Intervention stages summary.

Session 1: Participants were provided with the description about one of the assessment criteria: Content and organization. They were provided with short videos of exemplary and poor performance. Questions were asked by the teacher in order to induce participants to analyse aspects of content and organization in the videos. Then, participants and the teacher discussed the aspects that characterized the exemplary and poor performance. Finally, participants were instructed to analyse their oral presentation recording, focusing only on the content and organization criteria, with a self-assessment checklist.

Session 2: In this session, participants were provided with the description about two of the assessment criteria: Grammar and Vocabulary. They were also provided with short videos of exemplary and poor performance. Questions were asked by the teacher in order to induce participants to analyse aspects of grammar and vocabulary in the videos. Then, participants and the teacher discussed the aspects that characterized the exemplary and poor performance. Finally, participants were instructed to analyse their oral presentation recording, focusing only on the grammar and vocabulary criteria, with the same self-assessment checklist they were provided with.

Session 3: Participants were provided with the description about two of the assessment criteria: Fluency and Pronunciation. They were also provided with short videos of exemplary and poor performance. Questions were asked by the teacher in order to induce participants to analyse aspects of fluency and pronunciation in the videos. Then, participants and the teacher discussed the aspects that characterized

the exemplary and poor performance. Finally, participants were instructed to analyse their oral presentation recording, focusing only on the fluency and pronunciation criteria, with the same self-assessment checklist they were provided with. At this stage participants have just finished completing the self-assessment checklist of their initial presentation. After having completed this checklist, students were asked to record a second version of their presentation, but at this time they had to consider their self-assessment checklist to build the second presentation. In addition to this, they were also asked to self-assess their own second presentation with the same self-assessment checklist.

Session 4: After completing the process of self-assessing their initial and final version of their presentations, participants were provided with the rubrics that the teacher used to assess their two presentations. They were asked to compare the rubrics with their own self-assessment checklists. After that, they were asked different questions in a semi-structured interview to elicit their perceptions about the process of self-assessment.

### **3.6 Data collection techniques.**

#### **3.6.1 Analytic rubric (See Appendix 1).**

Two identical analytic rubrics were applied in order to assess the overall and criterion-specific performances of the initial and final participants' oral presentations. The rubrics were constructed with criteria based on Brown's suggestions for assessing oral presentations (2004). Given the current context of this study, the focus was on five criteria of language performance: content organization, fluency, pronunciation, grammar and vocabulary. Each criterion is described within five descriptors that depict different levels of performances: Excellent, Good, Fair, Poor and Absent, being "Excellent" an exemplary performance and "Absent" a deficient performance. The levels of performance were assigned with scores: from 4 points to 0 points respectively. This instrument was under a process of validation in which experts in the area provided comments in order to improve the rubrics. The rubrics were also translated into Spanish in order to guarantee participant's comprehension after the teacher delivers the assessment results, since they are at a beginner level of English.

### **3.6.2 Self-assessment checklists (See Appendix 2).**

Two identical self-assessment checklists were delivered to the participants in order to encourage them to self-assess their initial and final oral presentation. Its content was in Spanish in order to assure participants' comprehension. The self-assessment checklist was constructed around the same five criteria as the analytic rubrics mentioned in section 3.6.1. However, the criteria descriptors for self-assessing were expressed in simple yes-no questions in order to simplify the descriptors information and facilitate the process of self-assessing participants' own performance in the different criteria presented. In this instrument, participants had to mark "yes" o "no" next to the questions. These questions were written in a first-person perspective, since self-assessment encourages self-reflection and self-evaluation of learners' progress (Yan & Brown, 2016). The participants marked "yes" when they considered that they achieved the aspect enquired in the question and "no" when they considered that the aspect needed improvement. If the answer was "no", there was a section next to each answer with the question "*¿Qué debo mejorar?*" where the participants had to write notes about specific details they identified for improving in their second presentation. This self-assessment checklist had to be applied twice: to the initial presentation and the final presentation. The results were contrasted with the rubrics in order to explore possible improvements in the participants' performance.

### **3.6.3 Semi-structured interview (See Appendix 3).**

A semi-structured interview was conducted at the end of the intervention in order to identify the perceptions that participants had over the process of using self-assessment checklists. This type of instrument is a key element to explore the way the participants experience and understand a phenomenon. It provides with access to information about their activities, experiences and opinions with their own point of view (Kvale & Brinkmann, 2009).

This semi-structured interview was carried out in Spanish, with the purpose of obtaining richer information from the participants, since their language competences are limited to an initial level of English.

The questions that were asked in this interview were built around three main dimensions: perceptions about the self-assessment process, perceptions about the use of self-assessment checklists and perceptions about obtained results. In this way, the dimensions were selected in order to explore the impact that self-assessment caused on participants, their feelings towards this process, as well as analyzing their awareness on this intervention.

### **3.7 Data analysis techniques.**

The data was analyzed according to the different instruments mentioned above that were used to gather relevant information. The data obtained from the rubrics was analyzed considering the variation of average scores (SO1) and the specific score (SO2) from the different criteria assessed in the initial and final oral presentation of each participant. The results were analyzed through descriptive statistics by the use of different graphics with the purpose of depicting and summarizing quantitative data obtained from participants (Tomal, 2010). Secondly, in a similar manner, the scores obtained from the self-assessment checklists in the initial and final presentation were compared in order to analyze the variation of average scores (SO1) and specific scores of the assessment criteria (SO2). Moreover, the comments that participants made in this instrument were considered as a way of explaining the scores participants provided. Finally, the semi-structured interview for collecting data about participants' perceptions (SO3) was transcribed and then, thematic analysis was employed considering Braun and Clarke's (2006) stages: data familiarization, coding, searching for themes, as well as theme review, definition and naming.

## **CHAPTER IV: FINDINGS**

## IV. Findings.

### 4.1 SO1: To analyze the performance on overall aspects of an oral presentation task after using self-assessment checklist.

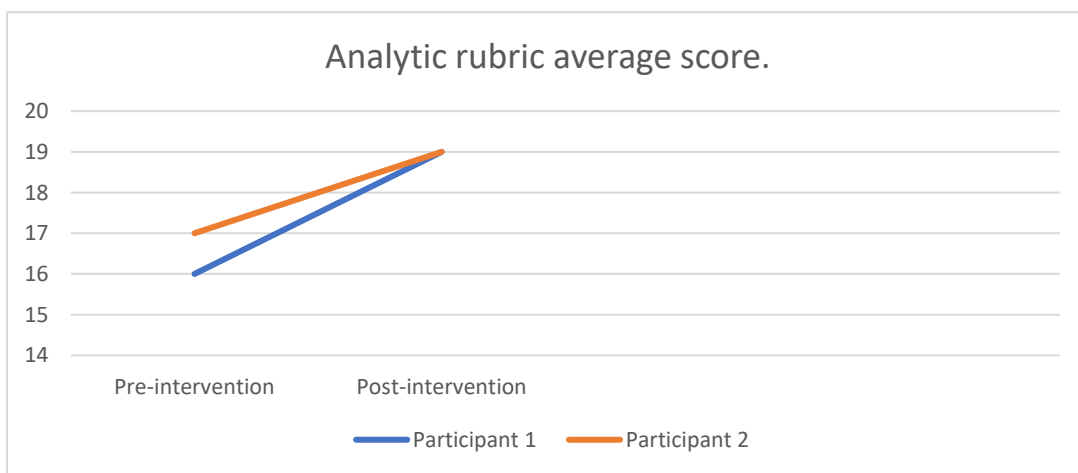
In order to achieve SO1, two analytic rubrics were applied before and after the intervention, as well as two self-assessment checklists were applied in the same way. The overall results were analyzed in the following paragraphs.

The mean scores (M) of the pre-intervention and post intervention analytic rubrics are presented in table 4.1. The total score of the rubric is 20. The rubric was applied by the teacher and it assessed 5 different criteria: content organization, grammar, vocabulary, fluency and pronunciation, each one scoring 4 as maximum and 0 as the minimum.

	Mean score (M)
Pre-intervention score	16.5
Post- intervention score	19

**Table 4.1.** Mean scores of global scores in the rubrics before and after the intervention.

Table 4.1 above shows the global mean score (M=16.5) of the rubrics before the intervention (pre-intervention) and after the intervention (post-intervention) (M=19). There is an increase of 2.5 points in the mean score after the intervention, which shows that participants improved their overall performance of their presentations.



**Figure 4.1.** Participant's rubrics scores obtained before and after the intervention.

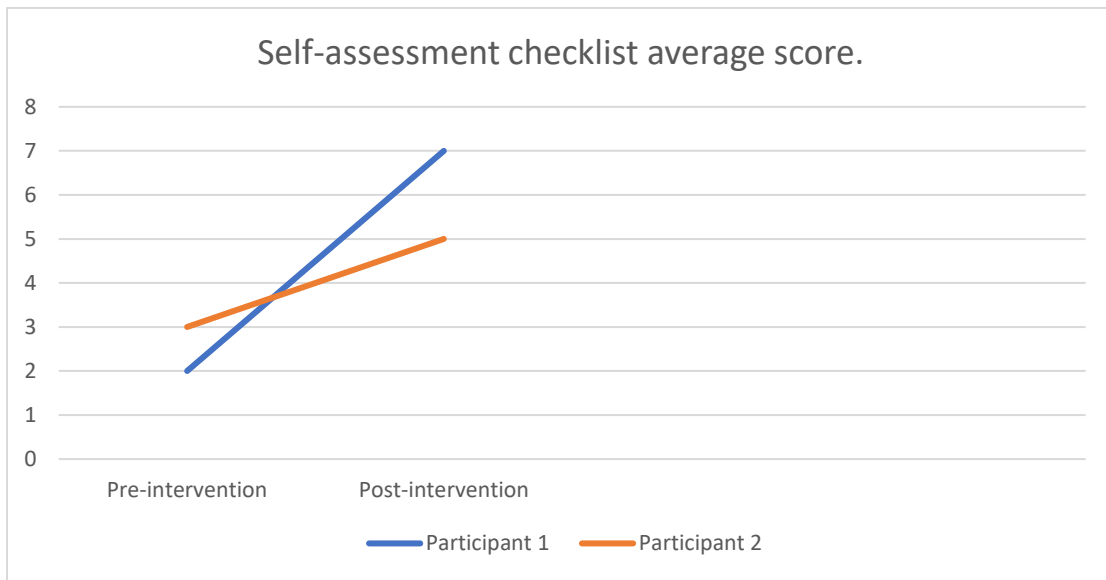
Figure 4.1 shows the increment of average scores of the analytic rubric obtained by the participants after the intervention. Participant 1 obtained an increase of 3 points and participant 2 obtained an increase of 2 points.

Besides, the total scores of the self-assessment checklists were also analyzed. This checklist was used by the participants in order to self-assess their own performances. The total score is 9 and the assessment criteria were the same five as the analytic rubrics. Table 4.2 presents the mean scores (M) before the intervention and after the intervention.

	<b>Mean score</b>
<b>Pre-intervention score</b>	2.5
<b>Post- intervention score</b>	6

**Table 4.2.** Mean scores of self-assessment checklists' total scores before and after the intervention.

Table 4.2 above displays the mean score of the self-assessment checklists' total scores before and after the intervention. The differences of the mean scores between the pre-intervention and post-intervention results were higher than the analytic rubric scores. The mean score presented a variation of 4.5 points after the intervention. This means that participants were able to assess their own improvements in their presentations after the intervention was carried out.



**Figure 4.2.** Participants’ self-assessment checklist total scores before and after the intervention.

Figure 4.2 presents the variation of scores obtained from the self-assessment checklists that participants used before and after the intervention. The results show that participant 1 increased 5 points and participant 2 increased 2 points after the intervention.

By comparing the results obtained from the analytic rubrics and the self-assessment checklist, both show an improvement in score of the overall aspects of the second version of the oral presentation, after the intervention was carried out.

**4.2 SO2: To analyze participants’ possible improvement on each criterion used to self-asses their own oral presentation with a self-assessment checklist.**

The data collected from the analytic rubrics and self-assessment checklists in the pre-intervention and post-intervention stages were analyzed with the purpose of addressing SO2. The results for the different assessed criteria in both types of instruments are presented in the following paragraphs.

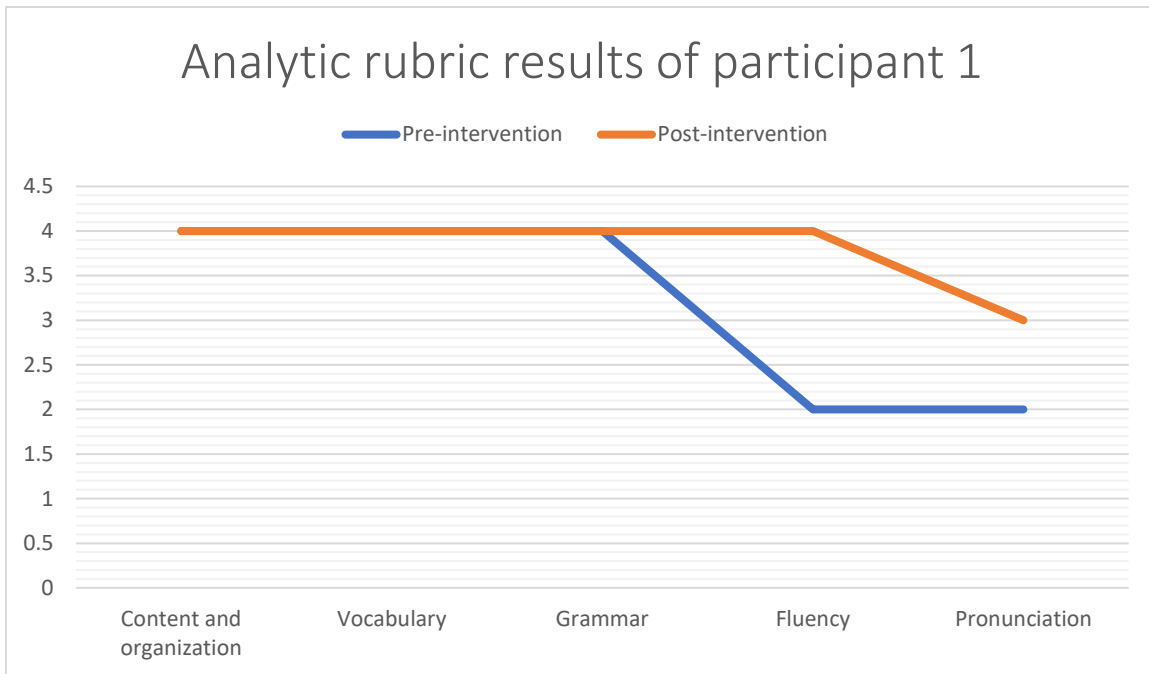
#### 4.2.1 Rubrics results per criterion.

The mean and standard deviation of each criterion in the analytic rubrics results before and after the intervention are displayed in Table 4.3. The criteria used to assess the oral presentations were: content organization, vocabulary, grammar, fluency and pronunciation. The maximum criterion score was 4 (excellent) and the minimum was 0 (absent). Each criterion had the same scoring scale.

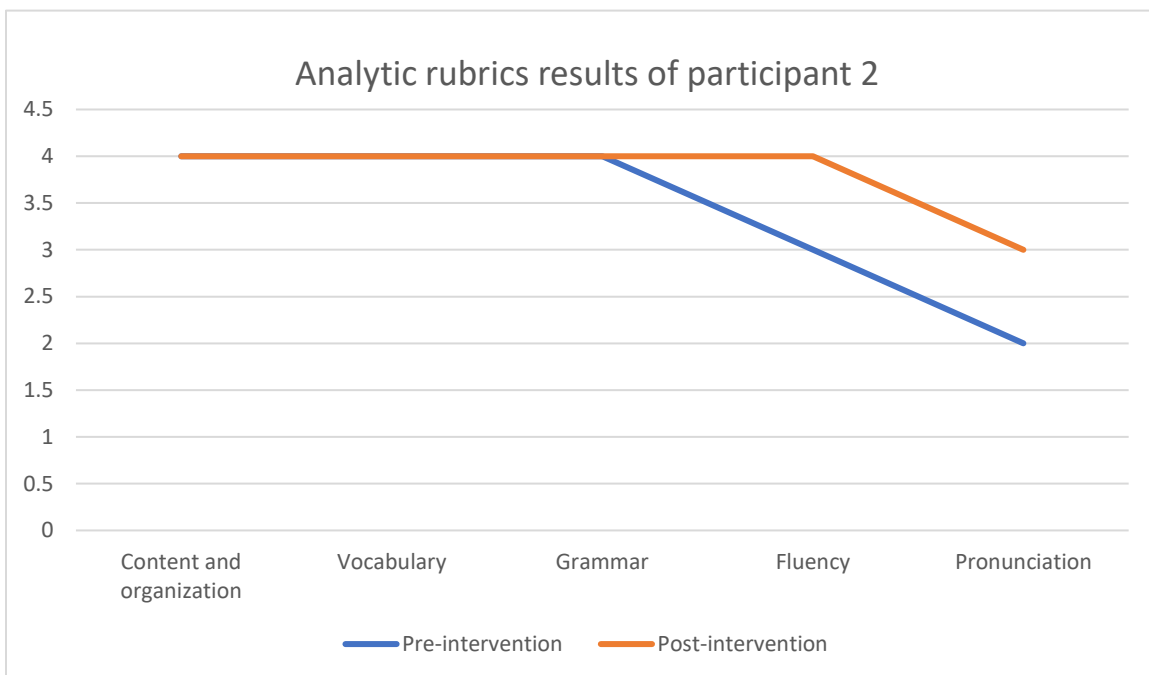
<b>Criteria</b>	<b>Mean Pre-intervention</b>	<b>Mean Post -intervention</b>
Content organization	4	4
Vocabulary	4	4
Grammar	4	4
Fluency	2.5	4
Pronunciation	2	3

**Table 4.3.** Mean scores of analytic rubrics results for each criterion assessed in the presentations.

Table 4.3 above shows the mean scores for each criterion assessed before and after the intervention. The results show no variation in content organization, vocabulary and grammar criteria with a mean score of 4 and in both pre-intervention and post-intervention stages. However, there is a small variation in the mean score in fluency and pronunciation criteria. The mean score difference is 1.5 more points in fluency and 1 more point in pronunciation, after the intervention.



**Figure 4.3.** Participant 1's analytic rubrics scores for each criterion before and after the intervention.



**Figure 4.4.** Participant 2's analytic rubrics scores for each criterion before and after the intervention.

Figure 4.3 and 4.4 display the differences in scores of participants 1 and 2 respectively, from the assessment with the analytic rubrics. It can be observed that participants maintained their maximum score (4) in content and organization, vocabulary and grammar. Participant 1 increased 2 points in fluency, reaching the maximum score in that criterion after the intervention. She also increased 1 point in pronunciation, obtaining 3 points in the pronunciation criterion. Similarly, participant 2 increased 1 point in fluency, obtaining the maximum score in fluency after the intervention, and 1 point in pronunciation, scoring 3 points after the intervention.

#### 4.2.2 Self-assessment checklist results per criterion.

Self-assessment checklists were constructed with simple yes-no questions for participants to answer. The criteria used to assess were the same as the rubrics. Four of the five criteria were subdivided into two questions, which were directly related to the criteria description in the rubrics, and only the pronunciation criterion had one question to answer. The answers to the questions were scored 1 as maximum and 0 as minimum with the purpose of analyzing the data. Scoring 1 means achievement of the assessed aspect and 0 means that the aspect needs improvement.

Table 4 shows the mean score of the results obtained before and after the intervention in each aspect that was assessed in the self-assessment checklists.

Criteria	Assessed aspects per question	Pre-intervention	Post-intervention
		Mean score	Mean score
Content organization	Completeness	1	1
	Sequencing	1	1
Vocabulary	Consistency	0	1
	Domain	0	0
Grammar	Tense usage	0.5	1
	Sentence formation	0	0.5
Fluency	Hesitations	0	0.5
	Pauses	0	1
Pronunciation	Accuracy	0	0

**Table 4.4.** Mean scores and standard deviation of self-assessment checklists results per criteria obtained before and after the intervention.

In table 4.4, it is observed that the content organization criterion presented no variation in the two questions addressed for assessing completeness and sequencing, before and after the intervention, being the mean score 1 in each one, which means that participants maintained the maximum score (1) in their self-assessment process before and after the intervention. The results in this criterion are consistent with the results obtained in the analytic rubrics, where participants also maintained the maximum score before and after the intervention.

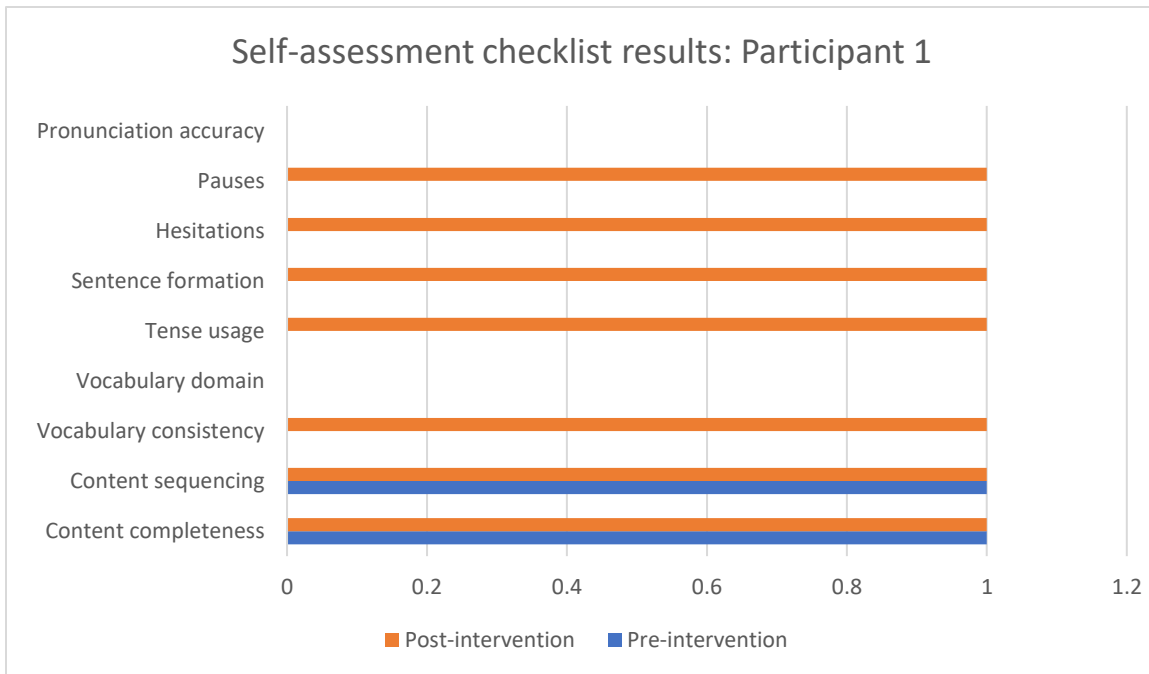
In terms of vocabulary, the results were different in each aspect that were being self-assessed. The consistency aspect shows improvement in scores in the post-intervention stage (mean score =1). However, participants maintained the minimum score for the vocabulary domain aspect. When comparing the self-assessment results of the vocabulary criteria and the analytic rubrics results, there is no consistency between them, because the analytic rubric results showed that there is no variation in score by maintaining 4 points before and after the intervention.

In the grammar criteria, the two assessed aspects increased the scores after the intervention. However, this increase is not reflected in the analytic rubric, since there was no variation after the post-intervention stage (the mean score remained 4).

In Fluency, there was a slight increment in the score of the hesitation aspect. The mean score for this aspect increased from 0 to 0.5. The pauses aspects had a larger increment in their mean score, from 0 to 1. This means that participants self-assessed this aspect as “achieved” after the intervention. The results of this criterion reflect on the analytic rubrics results, since there is also an increase in the scores after the intervention.

In regards with the pronunciation criterion, it was observed that there was no variation in the mean scores. The mean score remained at the minimum level 0. This is not the same as the analytic rubrics results, since there was an increment of 1 point in the mean scores of this criterion.

Figure 4.5 depicts the results of the self-assessment checklists applied by participant 1 in detail.



**Figure 4.5.** Participant 1’s self-assessment checklists result by criteria aspects before and after the intervention.

In figure 4.5, it is observed that most of the aspects maintained their maximum score or increased to the maximum score. However, “vocabulary domain” and “pronunciation accuracy” remained in their minimum score.

In addition to this, the self-assessment checklist had a section where participants left comments about the elements that they thought they needed to improve in the assessed criteria. The comments from participant 1 regarding the vocabulary domain on the self-assessment checklists varied from the pre-intervention stage to the post-intervention stage. Before the intervention, the participant explains that she needs more practice with some words, but she also states that the words are understood as they were not related to the content of the presentation:

*“Hay falta de práctica con algunas palabras [...] se entiende como si expresara algo que no tiene nada que ver con el contenido de la presentación”.*

The second part of this comment refers more to a pronunciation issue rather than the vocabulary domain itself. It seems that participant 1 might have confused this aspect in her first self-assessment process.

On the other hand, after the intervention, she wrote:

*“Hay unos errores en el uso de expresiones, pero una cantidad muy reducida pero no me impide que comprenda el contenido”*

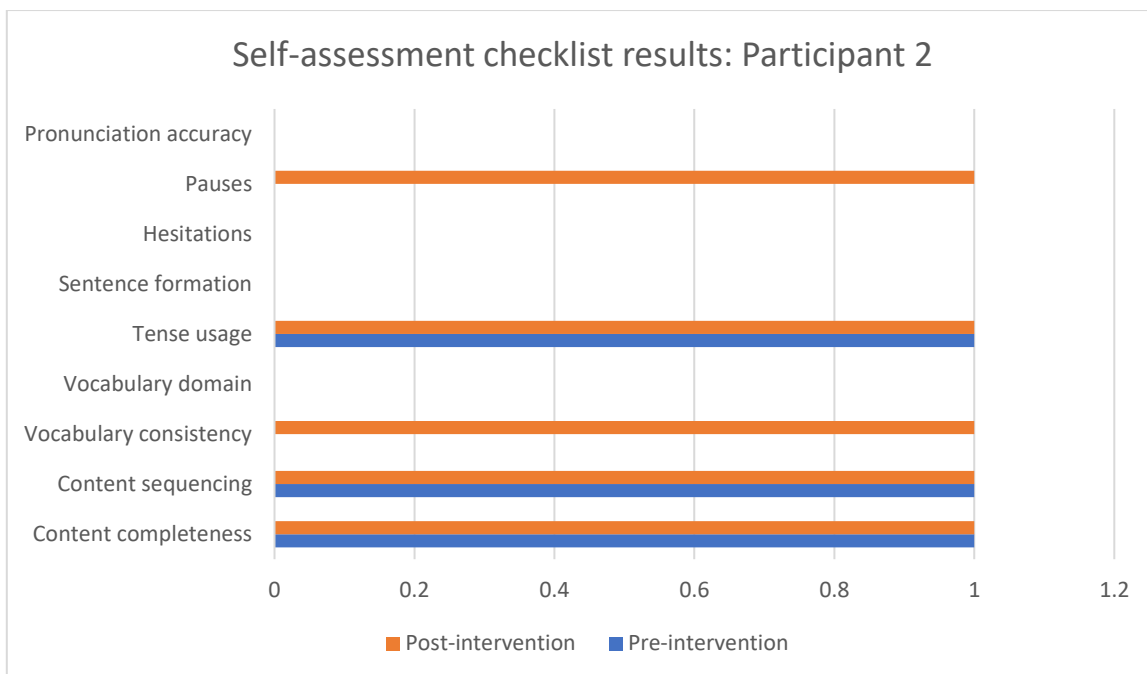
The comment that the participant expressed in her second self-assessment checklist explains that she made some mistakes when using expressions, but there are a few ones that does not affect the comprehension of the content. It seems that participant 1 considered she had an improvement in the vocabulary domain after the intervention process, but not enough to score herself with 1. However, this is not consistent with the analytic rubrics results, since the score maintained at its maximum in the pre-intervention and post-intervention stages.

In the pronunciation accuracy aspect, identical comments were made in both pre-intervention and post-intervention stages:

*“Me falta conocer más el vocabulario ya que hay palabras que me cuesta comprender en la presentación y debo recurrir al traductor para captar las palabras”*

The participant explains she needs to learn more about the vocabulary, since there are some words that she struggled to understand and she needs to use a translator tool to do so. This comment does not clearly explain aspects of pronunciation accuracy and it is repeated in the pre- and post-intervention stages of the self-assessment checklists; therefore, it cannot be assumed that the participant considered an improvement in this area. Despite this, the analytic rubrics show an improvement in this aspect, from 2 to 3 points out of 4.

Figure 4.6 depicts the results of the self-assessment checklists applied by participant 2 in detail.



**Figure 4.6.** Participant 2’s self-assessment checklist results per criteria aspects before and after the intervention.

In figure 4.6, it can be observed that three of the nine assessed aspects remained at their maximum score before and after the intervention: content completeness, content sequencing and tense usage. The aspect of vocabulary consistency increased from 0 in the pre-intervention stage, to 1 in the post-intervention stage. Participant 2 left a comment on the pre-intervention self-assessment checklist:

*“[...] Puedo encontrar pequeños errores en el uso de algunas palabras con un sinónimo equivocado para representar un objeto o algo [...]”*

She explains that she was able to identify mistakes when using some words to refer to a concept. No comments were left on the post-intervention self-assessment checklist in this specific aspect. It seems that the participant considered an improvement in this aspect, since she scored 1 in the post-intervention stage. However, the analytic rubrics presented no variation in scores, maintaining them at their maximum.

On the other hand, pronunciation accuracy, hesitations, sentence formation and vocabulary domain did not present any variation and remained at their minimum score before and after the intervention. The following paragraphs compare the comments that participant 2 wrote about these assessed aspects in the pre- and post-intervention stages.

In the aspect of pronunciation accuracy, participant 2 was very specific about the improvements she had to make in the pre-intervention stage:

*“Debo mejorar la pronunciación al decir los verbos en pasado [...] también trabajar en pronunciar las palabras básicas [...].”*

She stated that she needs to improve in past verbs pronunciation as well as the pronunciation of basic words. In the post-intervention stage, the participant explained that although she could find differences, she was still struggling with pronunciation:

*“Pude corroborar diferencias, pero aun así me cuesta las pronunciaciones [...].”*

Despite the fact that the score was 0 in the entire self-assessment process, the comments show that she could improve this aspect in some way. This is also reflected in the obtained score of the analytic rubrics, where there was an improvement from 2 to 3 points out of 4 in this aspect.

In the aspect of hesitations, the participant is not very clear when commenting this assessed aspect in the pre-intervention stage:

*“Debo mejorar mi pronunciación para que sea más fluido y entendible mi video, también el miedo a intentar hablar en inglés.”*

She stated that she had to improve her pronunciation in order to make her presentation smoother and comprehensible. She also refers to the fear of speaking in English language. This means that anxiety somehow affected her performance in this aspect. The post-intervention comments explain an improvement in this aspect, but the participant still considered that she had to improve:

*“Si bien a comparación con mi video anterior hay mejoras, aún me cuesta expresarme con facilidad o de manera segura [...].”*

This improvement is also reflected in the analytic rubric obtained scores, where there was an improvement in fluency from 3 points in the pre-intervention stage to the maximum 4 at the post-intervention stage.

Participant 2's comments on the sentence formation aspect are very similar. In the pre-intervention stage, the participant states that there are some errors in sentence formation, specifying that at the end of the presentation it is difficult to understand the sentences:

*“[...] existen errores en la formación de oraciones sobre todo en el texto final del video ya que se me dificulta comprender las oraciones en sí [...].”*

Then, she still considers that there are errors in the post-intervention stage in this aspect, but does not specify the part of the presentation, as she did in the previous comment:

*“[...] Aún puedo considerar errores en oraciones que impiden que mi presentación sea comprensible.”*

However, the results of the analytic rubrics differ from her self-perceived level as the score obtained was maximum 4 at the pre- and post-intervention stages.

Finally, in the vocabulary domain aspect, there seems to be a confusion of the assessed aspect in the pre-intervention stage, since the participant's comment refers to expressions or words that are not comprehensible in an auditory dimension:

*“[...] debo mejorar en el dialogo final de mi video [...] ya que muchas expresiones o palabras no son comprensibles auditivamente.”*

This description is more related to the pronunciation rather than the vocabulary domain aspect. A similar situation occurs in the post-intervention comment, where the participant is not clear about the improvement she has made, referring to “little connecting words that work against the presentation”:

*“[...] en el desenlace de mi presentación hay pequeñas palabras conectoras que me siguen jugando en contra [...]”.*

This statement is confusing, since there is no specific information that demonstrates whether she was referring to a vocabulary or to pronunciation issues, as she explained in the pre-intervention comment. Despite this, the analytic rubrics results maintain the maximum score in the pre- and post-intervention stages.

Although the participants scored themselves with low figures in most of the pre-intervention self-assessment checklist aspects, the post-intervention results show that participants could analyze themselves and notice an improvement in their presentations, which was also reflected in the analytic rubrics results.

#### **4.3 SO3: To explore the participants' perceptions about using self-assessment checklists in order to improve their own oral presentation task.**

A semi-structured interview was carried out in order to analyze the perceptions about the participants' performances in their own presentations and perceptions about the self-assessment process they experienced in the intervention process. A transcript from the interview can be found in Appendix 4.

Two major themes emerged from the data collected in the semi-structured interview: Oral presentation performance and self-assessment process.

### 4.3.1 Oral presentation performance.

In this section, relevant information about participants' perceptions on their own presentation performance when using the self-assessment checklists were analyzed. The data obtained was classified into four topics: reactions to speaking, overall performance, criteria performance and outcome perceptions.

In terms of reactions to speaking, participants revealed that experienced negative emotions that might be related to anxiety at the moment of performing and assessing themselves before comparing the results of the rubrics and the self-assessment checklist:

*“Al principio, sentí frustración [...]”* (Participant 1)

*“Yo, nerviosa. Porque me daba como nervios no poder hacerlo quizás mejor de lo que hice [...]”* (Participant 2)

On the other hand, when the participants were asked about their reactions after the self-assessment process and comparing the results of the rubrics and the self-assessment checklist, they explained that they experienced positive emotions:

*“[...]después fue como mejor, más alivio.”* (Participant 1)

*“[...]no me sentí nerviosa [...] porque sentía que habían algunas cosas que sí había mejorado.”* (Participant 2)

In these quotes, it is observed that the emotion of relief is common in both participants' perceptions, which can be related to their perception of improvement in this process.

The information that the participants provided about their overall performances in their own oral presentations was imprecise, since they did not provide with more specific information on this aspect:

*“[...] me sirvió bastante. O sea, ayuda mucho encontré esta vez.”*  
(Participant 1)

*“[...] también considero que me ayudó bastante [...]”* (Participant 2)

However, these extracts reveal that the participants perceived improvement in their presentation performances since the self-assessment checklists served as a tool for performing better than before. This is also reflected in the overall results obtained in the rubrics and the self-assessment checklists discussed in section 4.1 above.

Regarding the participants' perceptions about their presentation criteria performance, both participants expressed there were manageable aspects of the

presentation that they perceived they were not difficult. Participant 1 expressed that fluency aspects were more manageable for her:

*“La fluidez fue más fácil. El hecho de no ponerme nerviosa, hacía que fluyera más [...]”*

Participant 1’s results in the analytic rubrics and the self-assessment checklists are closely related to this explanation, since there were improvements in scores regarding fluency aspects of the presentation (see Figure 4.3 and Figure 4.5 above).

On the other hand, participant 2 explained that the content and organization aspect of the presentation was not difficult for her:

*“En aspectos con menor dificultad, fue la parte de la organización, en la parte de la secuencia lógica [...]”*

This example is also consistent with the results of the rubrics and self-assessment checklists, as they maintained at their maximum in both pre- and post-intervention stages (See figure 4.4 and figure 4.6 above).

Participants also expressed that they struggled with other aspects of the presentation, such as pronunciation:

*“[...] Buscaba en internet cómo pronunciar bien las palabras, igual me costó.”*  
(Participant 1)

*“[...] a veces no sabía cómo pronunciar bien, a pesar de que lo busqué, me ayudé y todo [...]”* (Participant 2)

This is related to the scores obtained in the analytic rubrics and self-assessment checklists, where they were lower than the maximum.

In addition to this, participant 2 mentioned that she also struggled with fluency aspects, in terms of hesitation, which is also reflected on the rubrics and self-assessment checklists results:

*“[...] Algo tan notorio como las muletillas, que en el primer video decía mucho “ehh” aah” [...]”*

In relation to the perception in improvement of pronunciation and fluency aspects, only participant 2 provided with descriptions about them:

*“[...] Si bien, me falta por mejorar, se podía entender un poco mejor lo que estaba narrando.”*

*“[...] yo podía ver que ahora se veía como mucho más seguro, mucho más fluido el video con tan sólo mejorar mis muletillas [...]”*

These answers also explain the improvement in these aspects of the presentation in the rubrics and self-assessment checklists.

When analyzing outcome perceptions, both participants indicated that their expectations were low at the beginning of the intervention. However, at the end, their expectations changed:

*“Eran bien bajas y ahora son más altas.”* (Participant 1)

*“Cambieron [...] Las expectativas la vez pasada eran bajas [...]”*  
(Participant 2)

They explained a positive change in their expectations, which can be also related to the improvement in their performances. Similar changes were perceived by participant 2 in confidence, since she explained that she was more confident when performing in the second version of the presentation after using the self-assessment checklist:

*“[...] en el segundo video, yo podía ver que ahora se veía como mucho más.”*  
*seguro, mucho más fluido el video [...]”*

Additionally, the sense of accomplishment after overcoming obstacles when participants observed and compared the results seem to complement the perception of their expectations and confidence:

*“Sentí [...] como alegría porque vi que teníamos como varias partes que yo había puesto que sí había mejorado, y usted también lo notó [...]”*  
(Participant 1)

*“[...] ver cuando otra persona percibe que uno ha mejorado, alegra bastante aún.”* (Participant 2)

The explanations reveal that the validation of their self-assessment process from an external individual (e.g., the teacher) brings positive perceptions about their own performances.

Finally, it can be observed that the participants' perceptions on their own performances changed after the intervention process. In general, the participants perceived positive development in their presentations.

### 4.3.2 Self-assessment process.

In this section, relevant information about participants' perceptions related to the process of self-assessment over the intervention were analyzed. It was observed that participants developed different self-assessment skills that could help them to improve their oral presentations: awareness, autonomy and self-reflection.

One of the most frequent concepts that emerged from the data analyses was the ability of awareness. Participant's perceptions illustrate that they were able to analyze and identify their own strengths and aspects to improve in their presentations:

*“Me ayudó en el tema de ir chequeando “ya, esto me sirve, en esto me equivoqué, esto debo mejorar” (Participant 1)*

*“Cuando vi el video, había palabras que yo sabía que no se pronunciaban así [...]” (Participant 2)*

This ability was not only displayed during the process of self-assessment, but also after it, in the results, by noticing improvement in their own performances:

*“[...]dio resultados positivos al haber analizado harto.” (Participant 1)*

*“[...]yo podía ver que ahora se veía como mucho más seguro, mucho más fluido el video con tan sólo mejorar mis muletillas [...]” (Participant 2)*

Another ability that could be observed from the participants' answers was autonomy. Participants expressed that they had to search for strategies when struggling with some aspects of their presentations in order to improve by their own means:

*“[...] Buscaba en internet cómo pronunciar bien las palabras, igual me costó.” (Participant 1)*

*“[...] a pesar de que lo busqué, me ayudé y todo. Lo practicaba hartas veces y me enredaba mucho.” (Participant 2)*

The strategies that participants mentioned seem to have helped them, since the results of the intervention were positive.

Besides, the ability of self-reflection was also displayed in the answers that participants provided in the interview. Participants were able to think about their own process of self-assessment in a positive way:

*“El tema de volver a analizarse [...]dio resultados positivos al haber analizado harto.” (Participant 1)*

*“[...]Y yo creo que, si lo hubiera hecho una tercera vez, habría salido mucho mejor.” (Participant 2).*

It can be observed that participants were able to review their skills and how effective they were, as well as they were able project their achievements into the future:

*“[...]a veces no es que no sepamos, porque igual podemos darnos el tiempo de corregirnos y hacerlo mejor, que esa es la idea [...]”* (Participant 2)

*“Sí, es muy útil para todo, para la vida misma es muy útil.”* (Participant 1)

Overall, three main abilities related to self-assessment were identified in the data obtained from the interview. Participants explained details that are related to awareness, autonomy and self-reflection skills which probably supported them on improving participants' oral presentations.

## **CHAPTER V: DISCUSSION**

## **V. Discussion.**

The purpose of this action research was to explore contribution that self-assessment checklist may bring to improve overall performance in oral presentations in a group of undergraduate students, since they struggled with this type of presentations, performing with low preparation and confidence. In order to achieve the main purpose of this study, a four-week intervention was carried out. The data was obtained by applying pre- and post-intervention analytic rubrics, pre- and post-intervention self-assessment checklist and a semi-structured interview. The findings showed an improvement in overall scores, positive perceptions about the process and the display of self-assessment skills that participants employed during the intervention.

These results are discussed in themes that align in a more precise manner with the purpose of this research. These themes are: oral presentation improvement, self-assessment skills and perceptions about using self-assessment checklists.

### **5.1 Improvements in oral presentation performance.**

During the intervention, participants were instructed in the different criteria they had to self-assess after every session. They were given examples of exemplary performances and poor performances, so that they could have an insight on what they had to pay attention when analyzing their presentations. The purpose of this was that students could recognize the criteria to implement them in their presentations in order to build judgements on their own progress, which is one of the key elements of self-assessment considered according to Boud (1995). After this process, participants had to prepare a second version of their oral presentation, based on the self-assessment checklist they applied at the first time. Results obtained from the analytic rubrics showed an increment in the overall score of the presentations. This increment is also reflected in the self-assessment checklists. These results support the idea of Andrade and Heritage (2018) who argued that self-assessment improves language performance. Although there are few studies in the area of self-assessment and oral presentations, the results of the current study explain that self-assessment can be a tool for improving speaking skills. This last point has also been demonstrated in similar studies, such as in Chalkia (2012), and Duque and Cuesta's (2015) work.

An interesting point of the current action research is the difference in scoring of the self-assessment checklist at the beginning and after the intervention. The participants scored with the minimum their own performance in many of the criteria used to assess their first video of their presentation. However, the second self-assessment checklist was more consistent with the results of the rubrics when assessing the final version of the video. A similar phenomenon occurred in Chen's

study (2008), where self- and teacher's scoring of an oral performance differed in a first cycle, but in the second cycle the self- and teacher's scoring were closer. The low scoring in the first stage of the current study can be explained by the data obtained from the semi-structured interview, where participants reported that they experienced emotions of anxiety and frustration at the beginning of the process.

## **5.2 Self-assessment skills.**

The data obtained from the semi-structured interview provided with crucial information about self-assessment skills that participants applied during the process of improving their oral presentation with the self-assessment checklists. Hedge (2000) and Ekbatani and Pierson (2000) stated that self-assessment enhances students' awareness about their own progress. In the current study, participants expressed that they were able to identify their weaknesses and strengths during the process and after it, by noticing improvement in their performances. These findings are also consistent with other studies that have also shown that self-assessment improves awareness skills in learners (Chalkia, 2012; Duque and Cuesta, 2015; Phan and Phoung, 2019; Reitmeier and Vrchota, 2009).

Additionally, autonomy is one of the skills that self-assessment enhances in learners (Brown, 2000; Brown and Hudson, 1998; Ekbatani and Pierson, 2000; Harris and McCann, 1994). Moreover, Duque and Cuesta's study (2015) also revealed that self-assessment is a tool for fostering autonomy skills. The current action research findings are highly related to autonomy enhancement, since the participants expressed that they had to search for effective strategies in order to improve their performances, which was reflected on the scores obtained at the end of the process.

Another skill that self-assessment encourages in learners is self-reflection (Hedge, 2000; Ur, 2012; Yan and Brown, 2016). Participants in the current study described to be self-reflective about their self-assessment process in a positive way. They were able to analyze their actions and their effectiveness in their performances. Additionally, participants were able to project their achievements for future learning experiences. They expressed that they would use self-assessment in the future, as well as it could be helpful as a tool for their everyday life. This supports Boud's idea (1995) about the importance of developing self-assessment skills in order to not only improve learning in academic contexts, but also preparing learners for making accurate decisions in other aspects of their lives.

The abilities displayed above demonstrate that self-assessment can be a support for improving oral presentations, as it is evidenced in the increment of scores described in 5.1.

### **5.3 Perceptions about using self-assessment checklists.**

The findings obtained from the semi-structured interview revealed that participants had a positive perception about the process of using self-assessment checklist to improve their performances in oral presentations. Participants found that the self-assessment checklists were helpful for improving their presentations. Without a doubt, this is completely associated with the benefits of self-assessment that participants could apply into their work (see 5.1 above) that helped them to achieve a better-quality work.

Participants also expressed that they experienced changes in their expectations about their own oral presentations. Their expectations were low expectations at the beginning of the process which grew to higher ones at the end of it. This is could be connected to what participants commented about feeling more confident about their work at the end of the process, as well as having positive reactions when their own self-assessment was validated by the teacher's assessment. These findings are consistent with previous studies which reflect that self-confidence is fostered through the use of self-assessment techniques (Birjandi et al., 2010; Chalkia, 2012; Duque and Cuesta, 2015).

### **5.4 Limitations and implications.**

This action research was aimed at finding a solution to a particular problem in a particular context with a specific number of participants. Therefore, generalizing the results of this study is not pertinent in this case. However, this study contributes to the insights of using a self-assessment specific technique in order to improve oral presentation performances of English language learners.

A limitation of this study is that there was a limited time to implement the intervention in order to provide more training on self-assessment to the participants. Perhaps a longer training could have provided with deeper insights on how self-assessment works in oral presentations. Regardless, the results were still associated to what literature and studies state about the benefits that self-assessment brings to language learning.

The system that we are immersed in makes us focus on a final product that has to be graded. This causes that we are only providing feedback for grading and we almost forget that we also have to provide feedback for learning. I realized that self-assessment is a very complete and effective tool for not only providing feedback, but also is highly beneficial for students since they develop different skills for learning and raise self-confidence about their own learning. Therefore, I realized that self-assessment is needed in every learning instance that students experience, since I was not accustomed to using self-assessment in most of my lessons. Self-assessment reshapes the focus of our lessons and centers the spotlight on students,

who are the main actors of learning, and the teacher helps students to improve their learning in a very specific way, as self-assessment provides with relevant and personalized information about the students' needs.

Self-assessment is a powerful tool that brings many benefits for learners. Findings in this research affirm that this type of assessment helps students to improve their abilities in language. In this way, some suggestions emerge from the results for EFL/ESL teachers in their practices.

The results of this research revealed that learners developed different skills that helped them to improve their performance in oral presentations. These skills are not only useful for that purpose, but also for other areas of knowledge or even for life development. Teachers should consider self-assessment as part of every lesson plan in order to promote the different beneficial abilities that learners could use as a tool for development.

Additionally, participants in this research expressed that they felt anxious and frustrated before knowing the results of the assessment of their performances in their presentations. After the assessment results, an additional external validation of their self-assessment process caused positive reactions on them. In this case, it would be recommended that teachers combine self-assessment with some external feedback. In this way, this could reduce the level of uncertainty or anxiety on students and foster their confidence on their own work.

Finally, self-assessment provides not only with relevant information about student's progress, but also about their thoughts and emotions (Yan & Brown, 2016). Teachers should take advantage of this rich information about the learner and use it for providing more personalized and useful feedback.

## **CHAPTER VI. CONCLUSION**

## **V. Conclusion.**

### **6.1 Summary of main findings.**

The main purpose of this study was to explore the contributions that self-assessment checklists may bring to improving oral presentations. For this, three specific objectives were proposed in order to achieve the main purpose. The first objective aimed at analyzing the performance on overall aspects of an oral presentation before and after using self-assessment checklist. The second objective aimed at analyzing the participants' improvement on each criterion used to self-assess their presentation with the self-assessment checklist. Lastly, the third objective aimed at exploring the participants' perceptions about using the self-assessment checklist to improve their oral presentations.

In relation with the first specific objective, results revealed that participants improved their scores after using the self-assessment checklist. The major improvement was in the checklist scores rather than in the rubric scores. This suggests that self-assessment help students to enhance their overall performance in oral presentations.

Regarding the second specific objective of this research, findings reported that participants tended to score lower in their checklists than the scores in the rubrics criteria. However, most of the criteria scores increased after the intervention in the participants' checklists. Additionally, participants might have confused the criteria of vocabulary with pronunciation. Despite this confusion, the improvement in the performance on the different assessment criteria after using self-assessment checklists is evidenced after analyzing these results.

The achievement of the third objective provided with the most relevant information about the process of using self-assessment checklists which can explain the results obtained in the two previous specific objectives. The results revealed that participants experienced a change of negative emotions (e.g., anxiety, frustration) to positive ones (e.g., relief) after the process on intervention. Participants also changed their expectations about their performance from low to high. Moreover, participants had positive perceptions about their improvement in their presentation as well as the use of the self-assessment checklist and the teacher's validation of their improvement in their presentations. On the other hand, participants expressed that they struggled with pronunciation in the process. Despite this, the use of self-assessment checklists also revealed that participants developed skills that helped them to improve their performance in their presentations. Participants developed awareness that helped them to identify their strengths and points of improvement during the process and after the results. Additionally, their autonomy abilities were demonstrated by finding effective ways to improve their presentations by

themselves. Moreover, self-reflection skills were displayed when participants were able to review their skills, analyze how effective they were and projecting them to future situations. After all, self-assessment checklist brings a variety of benefits to learners in order to improve their presentations.

## **6.2 Personal reflection.**

The conduction of this action research was a complex process, but it was also rewarding since I realized that I developed critical skills regarding my practice as a professional, leading to innovate in teaching by searching for means to benefit learners and improve my teaching practice. Moreover, this research experience provided me with deeper understanding of my students, how they learn, think and feel, as well as with insights about the value of using self-assessment for learning.

During the process of this study, I realized that although the participants were in an initial level of English and self-assessment requires complex cognitive skills, they managed to improve their presentation and demonstrated that self-assessment help them to develop these abilities. This made me become more aware of the high value of providing the students with opportunities to analyze themselves, and let them be completely part of their own process of learning and assessment.

In addition to this, when analyzing the data and results, I was impressed in a positive way that the participants not only improved in the criteria assessed, but also their attitude completely changed from the first presentation to the final one, evidenced in the change of the use of their body language. This completely made me reflect on my current practice as a teacher and rethink the way I am executing assessment in my lessons. It is completely necessary to include self-assessment whenever it is possible.

Finally, it was demonstrated in this study that self-assessment checklists are effective tools to improve oral presentation and therefore more opportunities for this type of assessment must be provided in all classrooms.

## **6.3 Recommendations.**

As this study was carried out with only two participants, I would recommend conducting this study with a larger sample in order to support the findings in this research and form a stronger statement of the benefits of self-assessment in learning, as results of this study have already provided with positive projections about this self-assessment technique. Besides, repeating this research in a longer period of time could provide with more insights about improving presentations with self-assessment checklists. Additionally, it would be interesting to carry out this research with different types of students, at any level of proficiency or age, as well as focusing this same self-assessment technique on other type of oral tasks.

Finally, more studies need to be carried out regarding the use of self-assessment in oral presentations or other oral tasks, since there are few studies that demonstrate that this is a useful tool for learners to improve oral performance in English language.

## **CHAPTER VII: REFERENCES**

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## **APPENDIXES**

## APPENDIX 1: ANALYTIC RUBRIC

Criterios	Excelente (4)	Bueno (3)	Regular (2)	Pobre (1)	Ausente (0)
<b>Content and Organization.</b>	<p>Toda la información requerida está incluida en la presentación:                      ¿Quién era ella?                      ¿Por qué es conocida?                      ¿Cuándo y dónde nació?                      ¿Cuándo falleció? ¿Cómo fue su vida?                      ¿Cuáles fueron sus contribuciones a la comunidad?                      ¿Por qué creo que esta mujer es importante?                      La información está clara y sigue un orden lógico.</p>	<p>Hay un solo punto no mencionado en la información. La información es clara y sigue un orden lógico.</p>	<p>Hay 2 o 3 puntos que no se mencionan en la información. La información es parcialmente clara y tiene algunos problemas con el orden lógico.</p>	<p>4 puntos de la información no se mencionan. La información es difícil de comprender y tiene un orden lógico deficiente.</p>	<p>Información deficiente. 5 o más puntos no se mencionan en la información. La información no se puede comprender y no sigue un orden lógico.</p>
<b>Fluency</b>	<p>La presentadora expresa la información de forma segura y fluidamente. La presentadora apenas titubea o produce pausas largas en la presentación u no afecta la comprensión de la información.</p>	<p>La presentadora ocasionalmente titubea o realiza una pequeña cantidad de pausas largas durante la presentación, pero la información es comprensible.</p>	<p>La presentadora titubea varias veces y/o realiza algunas pausas largas durante la presentación. La información es aún comprensible.</p>	<p>La presentadora titubea a menudo y/o realiza pausas largas frecuentemente. La información es difícil de entender debido a estos quiebres.</p>	<p>La presentadora titubea y/o realiza pausas muy largas casi todo el tiempo. La información es incomprensible debido a estos quiebres.</p>

<b>Pronunciation</b>	Pronunciación de la información adecuada y comprensible.	La presentadora ocasionalmente comete errores en la pronunciación, pero esto no afecta la comprensión de la información.	La presentadora algunas veces comete errores en la pronunciación de algunas expresiones, siendo difíciles de comprender. Sin embargo, la información aún es comprensible.	La información es difícil de comprender debido a errores frecuentes en la pronunciación.	La información es imposible de comprender debido a errores en la pronunciación.
<b>Grammar</b>	Formación correcta de oraciones y uso correcto de tiempos verbales. Errores ocasionales no impiden comprender la información.	La mayoría de la información está expresada en oraciones bien estructuradas. Los errores ocasionales rara vez interfieren con la comprensión de la información.	Hay algunos errores en la estructura de las oraciones. Hay algunos errores en el uso de tiempos verbales. Los errores ocasionalmente interfieren con la comprensión de la información.	Hay errores frecuentes en la estructura de las oraciones y en el uso de tiempos verbales que conllevan a confusiones frecuentes.	Errores constantes en la formación de las oraciones y tiempos verbales. La información es muy difícil de comprender.
<b>Vocabulary</b>	El vocabulario es consistentemente adecuado a la temática. La presentadora demuestra control y comprensión del vocabulario usado. Errores menores en vocabulario no afectan el significado.	El vocabulario es adecuado para la temática. La presentadora realiza errores ocasionales que rara vez afecta el significado.	El vocabulario es adecuado para la temática de forma general. Errores en el vocabulario a veces interfiere con el significado.	Vocabulario limitado y/o uso inadecuado de él. Errores a menudo interfieren con el significado.	Uso inadecuado y/o deficiente de vocabulario. Errores frecuentes conllevan a confusiones.

## APPENDIX 2: SELF-ASSESSMENT CHECKLIST.

Analice el video de su presentación oral a través de esta “self-assessment checklist”.

Lea las preguntas que se realizan en ella respecto a la presentación. Conteste las preguntas seleccionando “sí” o “no”.

Luego, realice comentarios sobre qué debe mejorar en el aspecto que se pregunta, según su parecer, realizando anotaciones que le ayuden a identificarlos para una posterior mejora en su presentación oral.

Criterios	Preguntas	Sí	No	¿Qué debo mejorar?
<b>1. Content and organization</b>	¿Está completo el contenido de mi presentación?			
	¿Tiene el contenido una secuencia lógica?			
<b>2. Vocabulary</b>	¿Las expresiones y palabras escogidas son adecuadas para el contenido de mi presentación?			
	¿Hay errores en el uso de las expresiones/palabras que me impidan que mi presentación sea comprensible?			
<b>3. Grammar</b>	¿Utilizo correctamente el “ <i>past simple</i> ” para referirme a situaciones en el tiempo pasado?			
	¿Existen errores en la formación de oraciones que me impidan que mi presentación sea comprensible?			
<b>4. Fluency</b>	Al oír mi presentación, ¿Me expreso de forma segura, con facilidad?			
	¿Hay pausas prolongadas en mi presentación que me impidan entenderla?			
<b>5. Pronunciation</b>	Al escuchar mi presentación, ¿Existen expresiones o palabras que no pueda entender?			

### APPENDIX 3: SEMI-STRUCTURED INTERVIEW.

La siguiente entrevista presenta una serie de preguntas respecto a su percepción en el uso de “self-assessment checklists” para mejorar una presentación oral, luego de haber participado en la intervención de esta investigación.

Por favor, responder las preguntas con información acotada y focalizada en lo que se requiere. No existen respuestas erróneas para las preguntas que responderá a continuación, solo es importante que sus respuestas reflejen su visión del uso de “self-assessment checklists” como herramienta para mejorar una presentación oral.

Las respuestas a este cuestionario son totalmente confidenciales y anónimas, por lo que sólo se utilizarán para fines de investigación.

Dimensión	Preguntas
<b>Percepción respecto a la autoevaluación</b>	<ol style="list-style-type: none"><li>1. ¿Qué instancias de autoevaluación ha tenido antes de participar en esta investigación?</li><li>2. ¿Cambió su opinión acerca de la autoevaluación luego de participar en esta investigación?</li><li>3. ¿Cómo se sintió durante el proceso de autoevaluación? ¿Por qué?</li></ol>
<b>Uso del self-assessment checklist</b>	<ol style="list-style-type: none"><li>4. ¿Qué aspectos considera que fueron de menor dificultad durante el proceso de autoevaluación?</li><li>5. ¿Qué aspectos considera que fueron de mayor dificultad durante el proceso de autoevaluación?</li><li>6. ¿De qué forma el uso del “self-assessment checklist” ayudó a mejorar su presentación oral?</li></ol>
<b>Percepción de resultados</b>	<ol style="list-style-type: none"><li>7. ¿De qué forma cambiaron las expectativas respecto a su presentación oral al haber visto y comparado los resultados de su autoevaluación con la evaluación del profesor?</li><li>8. ¿Cómo se sintió al comparar los resultados de su autoevaluación con los resultados de la evaluación del profesor? ¿Por qué?</li></ol>

## APPENDIX 4: SEMI-STRUCTURED INTERVIEW TRANSCRIPT.

Interviewer (I)

PARTICIPANT 1 (P1)

PARTICIPANT 2 (P2)

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### **Parte 1: Percepción respecto a la autoevaluación.**

I: (1) *¿Qué instancias de autoevaluación ha tenido antes de participar en esta investigación?*

P1: *Ehmm, en el liceo nos hacían hartas en el tema de las autoevaluaciones, en algunos ramos.*

I: (2) *¿Y en los ramos de ahora, en educación superior?*

P1: *ehmm... hubo uno no más que me hicieron hacer autoevaluación.*

P2: *Eh, si. Como Ud. dijo en la educación superior. A mi creo que en tres ramos me hicieron, pero solo en los temas de disertaciones. Como que al final yo pudiera autoevaluar mi desplante en la disertación.*

I: (3) *Estas instancias de autoevaluación ¿eran frecuentes, o se realizaban rara vez, a veces? ¿Con qué frecuencia?*

P1: *En mi caso eran como rara vez que nos hacían en educación superior, en el liceo era mas seguido.*

P2: *También era rara vez, pero solamente para disertación.*

I: (4) *¿Cambió su opinión acerca de la autoevaluación luego de participar en esta investigación?*

P1: *Ehmm, me sirvió bastante. O sea, ayuda mucho encontré esta vez.*

I: (5) *¿Puede extender su respuesta un poco más?*

P1: *Me ayudó en el tema de ir chequeando "ya, esto me sirve, en esto me equivoqué, esto debo mejorar"*

P2: *Si, también considero que me ayudó bastante, sobre todo en el tema de analizarlo, de lo que fue el video, que no lo había hecho, ehh que no me había dado tanto el tiempo, y poder quitar cosas que no convenía. Y yo creo que si lo hubiera hecho una tercera vez, habría salido mucho mejor.*

**I:** (6) *Entonces, su opinión fue más positiva que negativa, ¿cierto?*

**P1:** *sí.*

**P2:** *sí.*

**I:** (7) *¿Cómo se sintió durante el proceso de autoevaluación? ¿Por qué?*

**P1:** *Al principio, como que me enredaba, pero después fui comprendiendo mejor, que era para mi bien la autoevaluación.*

**I:** (8) *¿Qué emociones sintió?*

**P1:** *Al principio, sentí frustración, pero después fue como mejor, más alivio.*

**P2:** *Yo, nerviosa. Porque me daba como nervios no poder hacerlo quizás mejor de lo que hice, o que me saliera peor, ya que me da como nervios hablar en inglés.*

**I:** (9) *¿Y hubo un cambio de estas emociones en el proceso?*

**P1:** *en realidad como que igual me sentía nerviosa, si lo habré hecho bien o no, y cuando supe los resultados fue como “ah ya, me fue bien”.*

**P2:** *Bueno yo personalmente, después de que terminé el video, no me sentí nerviosa porque en realidad el resultado no era que me pesara tanto, porque aun así cuando comparé el video me relajé, porque sentía que habían algunas cosas que sí había mejorado.*

## **Parte 2: Uso del Self-assessment checklist.**

**I:** (10) *¿Qué aspectos considera que fueron de menor dificultad durante el proceso de autoevaluación?*

**P1:** *La fluidez fue más fácil. El hecho de no ponerme nerviosa, hacía que fluyera más, aunque me equivocara en palabras, las oraciones salían más fluidas.*

**P2:** *En aspectos con menor dificultad, fue la parte de la organización, en la parte de la secuencia lógica. Eso se me quedó grabado de la clase que nos enseñó cómo debía ir el texto.*

**I:** (11) *¿Qué aspectos considera que fueron de mayor dificultad durante el proceso de autoevaluación?*

**P1:** *El vocabulario definitivamente se me hizo muy difícil. Buscaba en internet cómo pronunciar bien las palabras, igual me costó.*

**P2:** *Lo que más me costó, fue el vocabulario. Porque a veces no sabía cómo pronunciar bien, a pesar de que lo busqué, me ayudé y todo. Lo practicaba hartas veces y me enredaba mucho.*

**I:** (12) *Con respecto a la pronunciación, al analizar los datos me llamó la atención que en la segunda aplicación de la checklist indicaron que aún les falta mejorar.*

*¿qué ocurrió en la pronunciación? ¿Por qué ustedes consideraron que debían mejorar la pronunciación en su segunda versión?*

**P1:** *Porque después de que terminé de hacer el video, yo misma vi mi video y noté que algunas palabras las decía mal y lo trataba de volver a hacer y aún así lo volvía a ver y era así como un... me daba vuelta en lo mismo cuando hacía el video, me equivocaba en decir las mismas palabras.*

**P2:** *Cuando vi el video, había palabras que yo sabía que no se pronunciaban así, y en medio de como el nerviosismo de decirlo, lo decía mal. Como por ejemplo, algo como cuando nombraba el pasado y la palabra era “vos” yo decía “was”, sabiendo que era “vos”, porque me ponía nerviosa.*

**I:** (13) *¿De qué forma el uso de “self-assessment checklist” ayudó a mejorar su presentación oral?*

**P1:** *Me ayudó en el tema de que iba haciendo el video, también iba viendo la checklist e iba revisando el video, y viendo si lo mejoraba o no, y así lo iba chequeando.*

**P2:** *Hice una comparación con el video, y sobre todo me dio como una ayuda a ver cosas que no había visto, como algo tan notorio como las muletillas, que en el primer video decía mucho “ehh” aah”, y estaba así porque me ponía nerviosa. Y eso también lo pude notar gracias a eso, **porque cuando envié mi primer trabajo, ni siquiera lo noté.***

**I:** (14) *¿existe alguna habilidad que hayan adquirido, no sólo en inglés, ocupando este tipo de self-assessment checklist?*

**P1:** *Voy a utilizar más el tema de las checklist para mis trabajos, porque me sirvió bastante. Como que lo voy a aplicar de aquí en adelante.*

**P2:** *Me sirvió de la manera, mentalmente, saber que cuando hacemos las cosas, a veces no es que no sepamos, porque igual podemos darnos el tiempo de corregirnos y hacerlo mejor, que esa es la idea. Y creo que en ese sentido nos ayuda bastante.*

### **Parte 3: Percepción de resultados.**

**I:** (15) *¿De qué forma cambiaron sus expectativas respecto a su presentación oral al haber visto y comparado los resultados de su autoevaluación con la evaluación del profesor?*

**P1:** *Igual noté que mejoré bastante en eso, porque revisé la autoevaluación mía con la que hizo usted y hubo una mejoría bastante notoria.*

**I:** (16) *Entonces, sus expectativas, ¿cómo eran antes y cómo eran después?*

**P1:** *Eran bien bajas y ahora son más altas.*

**P2:** *Cambiaron, sobre todo en la parte de seguridad cuando hice la comparación. Estaba mucho más segura. Ahora me sentí mucho más segura que la vez pasada. Las expectativas la vez pasada eran bajas, porque cuando volví a revisar mi video, habían muchas partes que no entendía. Y ahora el checklist que vi, igual se podía comprender. Si bien, me falta por mejorar, se podía entender un poco mejor lo que estaba narrando.*

**I:** (17) *¿Cómo se sintió al comparar los resultados de su autoevaluación con los resultados de la evaluación del profesor? ¿Por qué?*

**P1:** *Sentí que... como alegría porque vi que teníamos como varias partes que yo había puesto que sí había mejorado, y usted también lo notó, entonces eso fue una satisfacción para mí sentir que usted notó mi cambio.*

**P2:** *Yo me sentí bien, sobre todo en la parte de vocabulario y de la fluidez, que era lo que más me afecta. Sobre todo, en la parte del vocabulario me sentí mejor. Si bien, me falta todavía mucho, igual me alegré porque yo creí que estaba por debajo del nivel, a si que eso me alegró bastante.*

**I:** (18) *¿Alguna reflexión que hayan obtenido de este proceso?*

**P1:** *El tema de volver a analizarse, siempre los resultados que uno tiene... si uno hace un trabajo, y revisarlo bien antes y analizarse uno mismo, lo que hace antes de enviarlo, porque la segunda vez que lo hice, analicé mucho antes de enviar el video y dio resultados positivos al haber analizado harto.*

**P2:** *Sobre analizarse, encuentro es super importante, pero también ver que, a veces, hay pequeñas cosas, que pueden mejorar mucho algo, como fue... las mínimas muletillas pueden crear... ahora en el segundo video, yo podía ver que ahora se veía como mucho más seguro, mucho más fluido el video con tan sólo mejorar mis muletillas. Entonces, eso me sirvió como para siempre... poder darle una segunda oportunidad a algo, porque pequeñas cosas pueden hacer un gran cambio en el trabajo o en cualquier cosa también, no sólo en el trabajo, que creo que eso también puede ver con la misma personalidad de uno, cuando comete errores y cosas así. Siempre es bueno analizarse.*

**I:** (19) *¿Encontraron ustedes que la autoevaluación es una herramienta útil para nuestro aprendizaje?*

**P1:** *Sí, es muy útil para todo, para la vida misma es muy útil.*

**P2:** *Personalmente, encontré que era muy útil, que ayuda en hartos aspectos. Y sobre todo, ver cuando otra persona percibe que uno ha mejorado, alegra bastante aún.*