

## **Exploring the Contribution of Self-Assessment Checklists to Improve Oral Presentations**

### **Explorando la Contribución de Listas de Cotejo de Autoevaluación para Mejorar Presentaciones Orales**

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#### **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 as a second language course at a technician professional institute in Talcahuano, Chile. The intervention was carried out in four weekly sessions in which the participants were trained on the different criteria to assess their oral presentations. The 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 the participants' perceptions about the process. Findings reveal that by developing autonomy, language awareness, and self-reflective skills, the use of the self-assessment checklist supported the participants not only to improve their oral presentation in overall aspects,

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mainly in fluency and pronunciation aspects, but also to make positive changes in their confidence and expectations about their performance.

*Keywords:* self-assessment, checklists, oral presentation, metalinguistic awareness

## 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 como segunda lengua en un instituto técnico-profesional en Talcahuano, Chile. La intervención se realizó en cuatro sesiones semanales, en las que las participantes fueron preparadas en los diferentes criterios 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 se usaron como una evaluación externa para comparar resultados de las listas de cotejo. Al finalizar la intervención, una entrevista semiestructurada se llevó a cabo para obtener las percepciones de las participantes acerca del proceso. Los resultados revelan que, a través del desarrollo de habilidades autorreflexivas, de autonomía y autoconciencia, la utilización de listas de cotejo de autoevaluación ayudó a las participantes no solo a mejorar su presentación oral en aspectos generales y en aspectos relacionados con la fluidez y pronunciación, sino también generó cambios positivos en sus expectativas respecto a su desempeño y confianza.

*Palabras clave:* autoevaluación, lista de cotejo, presentaciones orales, conciencia metalingüística

## Introduction

It is widely known that speaking is an essential skill for communication in any language. Receptive skills are not the only ones that help learners acquire the language but also it is equally important to produce the language to become proficient (Goh & Burns, 2012). Thus, higher education curriculum considers the development of spoken communicative abilities in a foreign language as an objective for students' future lives (Li, 2018). One of the ways of developing English speaking abilities is through oral presentations. Oral presentations help learners develop different skills in the target language and other important skills (Al-Issa & Al-Qubtan, 2010).

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Delivering oral presentations is part of the tasks that undergraduate students have to do as a requirement for a beginner-level English as a second language course at a technician-professional institution in Talcahuano, Chile. However, these undergraduates generally seem to struggle with this type of tasks as they were unaware of the quality of their performance, and they did not seem to be confident about their own presentation. Consequently, searching for an approach that could help students improve their language performance in oral presentations in English was necessary. This is why, this action research study aims at exploring the contribution of self-assessment checklists on improving oral presentations.

## Theoretical Framework

This section presents the role of speaking skills in the English as a second language classroom, focusing on oral presentations as a task that addresses skills beyond the language performance, considering formative self-assessment as a way to involve adult learners in their learning process.

### *Speaking Skill in the EFL Classroom*

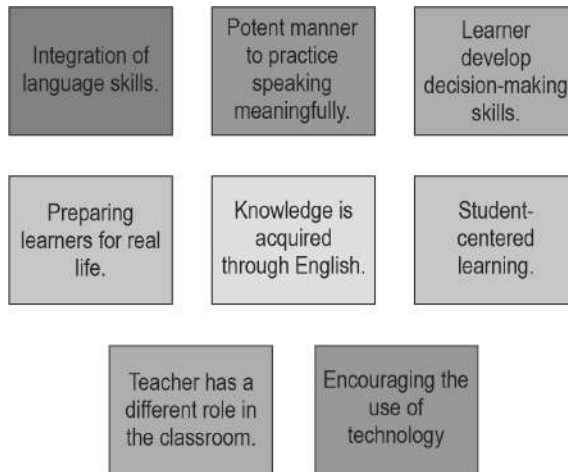
Speaking is considered as an important language-communication skill (Goh & Burns, 2012; Ur, 2012), as one of the four major ones developed when learning languages. Harmer (2001) explains that speaking not only involves knowledge of the language, but also processes language features mentally to express comprehensible information and convey an intended meaning. Furthermore, speaking considers interaction with others by including other skills such as listening, being aware of the interactors' feelings, turn-taking, and immediately processing the information that other people express at the moment it is received. In such manner, 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 to achieve higher fluency (Goh & Burns, 2012). In the context of classroom performance, Brown (2003) establishes categories to classify different types of oral production in the classroom: imitative, intensive, responsive, dialogues, and extensive. Extensive oral production are monologues, which are 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). Extensive (monologue) tasks vary from prepared speech to spontaneous speech. Considering the undergraduate language learning context, appropriate example of extensive tasks are oral presentations and speeches.

### *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. In oral presentations, the speaker delivers the message to the audience through different linguistic, paralinguistic, and extra-linguistic requirements as well as other abilities such as psychological self-control and multimedia administration.

Additionally, oral presentations bring a variety of advantages for language learners. Al-Issa and Al-Qubtan (2010) describe at least eight of them. Figure 1 summarizes the benefits of oral presentations described by the author.



**Figure 1.** Benefits of Oral Presentations

**Note.** Summary of benefits of oral presentations (Al-Issa & Al-Qubtan, 2010).

As seen in Figure 1, oral presentations not only help learners develop abilities in the language learning area but also in the attitudinal area which may be advantageous and highly relevant for other aspects of adult learners' life.

In the context of this study, oral presentations in English as a second language need to be assessed to monitor learner's progress in language oral production.

### ***Oral Presentations Formative 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 & William, 1998, p. 2). There are different purposes that assessment rely on. For instance, 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.

O'Malley and Pierce (1996) explain that learners at any level of proficiency need to prepare for oral presentations. These scholars 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 learner's presentation. When assessing the actual presentation, there must be consideration of clear criteria. Brown (2003) suggests

using a checklist regarding criteria about content and delivery. O'Malley and Pierce (1996) also suggest a self-assessment chart to assess oral presentations.

In the context of this action research, the need of searching for an approach for learners 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 learners to be involved in their own learning process. There is agreement in the literature (e.g., Brown, 2003; Cheng & Fox, 2017; Green, 2014; Irons, 2008; Ur, 2012) that formative assessment focuses on the process of learners' development of learning. It provides guided and relevant feedback to support and improve their learning process. This type of assessment becomes more effective when learners are immersed and interested in their own learning process, as well as share their own perceptions with others. Through this process, they reflect on their progress, set goals, and plan their learning based on those goals (Green, 2014). Hence, self-assessment arises as one of the practices to completely involve adult learners in their own learning process.

### *Self-assessment*

Self-assessment is one of the alternative forms of assessment that teachers can apply in their classrooms focusing on learners' performance. Hedge (2000) considers self-assessment as a type of metacognitive strategy aiming at helping learners to enhance their awareness of their individual progress. Therefore, this type of assessment involves the learner's ability to assess their own language performance and the ability to be self-critical. Similarly, Boud (1995) suggest that a key element of self-assessment is the learners' engagement in recognizing standards and/or criteria to implement them into their practice as well as form 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). Moreover, Boud (1995) highlights the importance of developing self-assessment skills in learners, arguing that they are essential for increasing effective learning extended in time and for professional development or social responsibility.

Self-assessment brings a variety of benefits for learners' learning process. For example, Andrade and Heritage (2018) argue that self-assessment encourages self-regulation of learning by controlling it 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 learners' language performance. Similarly, Ekbatani and Pierson (2000) explain that self-assessment encourages learner's involvement and responsibility in making decision about their own learning. In addition, Harris and McCann (1994) mention that self-assessment support learners in finding means to change,

adapt, and improve their learning. Finally, Ur (2012) affirms that self-assessment encourages learners to self-reflection and to be responsible on their own learning process.

Self-assessment of oral presentations in a second language is an area which is still being explored by researchers. A number of studies provide insights of the contributions that self-assessment makes to oral presentations. For example, Reitmeier and Vrchota (2009) found that self-assessment helped learners to prepare their oral presentation and raised self-awareness. Furthermore, in regard to the use of self-assessment for language skills, studies carried out by Phan and Phoung (2017), Chalkia (2012), and Duque and Cuesta (2015) demonstrated that self-assessment helps learners improve their speaking skills, raise awareness of their own strengths and drawbacks, as well as enhancing confidence on their own performance.

## Method

The current study seeks to solve a specific problem in a particular context, following a qualitative paradigm. In such manner, this research 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. Additionally, in this study, the teacher-researcher planned and applied a specific self-assessment strategy to encourage the participants to improve their oral presentations. Therefore, the followed research design was action research which observed an issue from the language classroom, planed an appropriate action, then reflected on the implications for future practice based on information collected from different sources (Burns, 2010).

## *Research Problem*

Students from the higher educational institution where the current study took place have to reach an A1 English language proficiency level as part of their degree requirements. For this, they must take compulsory English as a second language courses to achieve that level. The course includes the development of the four language skills in English. One of them is speaking, which involves a variety of complex processes (Harmer, 2001) and is essential for using a foreign language (Luoma, 2004). During the English language courses, students are required to perform different tasks to demonstrate achievement of the expected learning outcomes— one of them is performing an oral presentation. At this institution, several students fail the oral presentation assignment as part of the beginner English language course. In general, students struggle with linguistic (vocabulary or grammar aspects) and performance (pronunciation or fluency) aspects, and lack of confidence. Even if the instruction and criteria had been explicitly

presented during the lessons, they do not seem aware of their language performance in English, struggling to notice their points of improvement; therefore, failing to improve their oral presentations before delivering them.

The need of a tool to improve students' oral presentations has provided the teacher-researcher with the idea of exploring the potential of self-assessment in oral presentations. Many experts in the field describe the benefits of this type of assessment. For example, 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 & McCann, 1994). In addition to this, Chalkia (2012), Duque and Cuesta (2015), and Phan and Phoung (2017) demonstrate that self-assessment is a powerful tool to improve students' skills. Provided that self-assessment brings advantages for language learning, this research specifically explored the contribution that self-assessment checklists offered to improve students' performance in their presentations.

### ***Research Objectives***

The objectives of this study are (1) to analyze overall language performance of an oral presentation after using self-assessment checklists; (2) to analyze the participants' improvement on each language aspect to self-assess their own oral presentation with a self-assessment checklist; and (3) to explore the participants' perceptions about using self-assessment checklists to improve their own oral presentation performance.

### ***Participants***

Students from the course were asked in classes to voluntarily participate in this research, from which two out of seventeen students offered with the intention of improving their oral presentation task. The participants were two female students in their twenties completing a nursing technical degree at a professional technician institute in Talcahuano, Chile. They came from different socio-cultural backgrounds, and had limited experiences with self-assessment.

They were taking 'English II' course; therefore, they have already completed English I, achieving an A1 level, which according to the CEFR<sup>3</sup> is a beginner level. The course was scheduled for three hours a week in afternoon schedule.

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<sup>3</sup> Common European Framework of Reference for Languages, 2001.

## ***Procedure***

This action research was carried out as part of the regular English language course; therefore, as part of the course assignments, students were asked to video-record an oral presentation by following specific instructions and considering guiding questions provided by the teacher-researcher. As part of the assignment, students are offered the opportunity to resubmit their assignment after obtaining feedback from the teacher. Few students usually take this opportunity.

After the participants recorded their presentations, the intervention of this action research was carried out in four weekly sessions with the two volunteer student-participants in a time slot outside the regular timetable. The first three 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 different assessment criteria: content and organization (session 1), vocabulary and grammar (session 2), fluency and pronunciation (session 3). These six example videos were produced by the teacher-researcher to display intentionally an excellent and a poor performance of each of the target criteria for every session. The purpose of presenting the videos was to inform the participants about what was expected from them, as well as guiding them through the self-assessment process after each session. In this way, the participants were encouraged to recognize standards and/or criteria to implement them into their practice as well as forming judgements on their own progress (Boud, 1995).

A summary of the intervention stages is displayed in Figure 2.

## ***Data Collection Instruments***

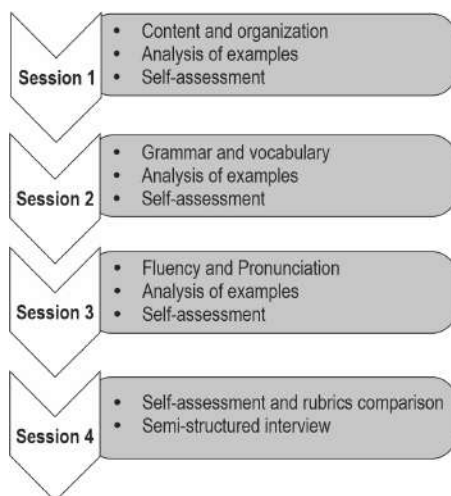
### **Analytic Rubric (See Appendix 1)**

Two identical analytic rubrics were applied to assess the overall and criterion-specific performances of the initial and final participants' oral presentations. The rubrics were genuinely constructed around Brown's (2003) suggested criteria for assessing oral presentations. These selected criteria were five: 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 rubrics content was in Spanish to guarantee the participant's comprehension of the results and assessment criteria.

### **Self-Assessment Checklists (See Appendix 2)**

Two identical self-assessment checklists were delivered to the participants to encourage them to self-assess their initial and final oral presentation. Its content was in Spanish to





**Figure 2.** *Intervention stages*

**Note.** Summary of intervention stages. Language performance aspects to be self-assessed and tasks for each session are briefly described.

assure the participants' comprehension. The self-assessment checklist was constructed around the same five criteria as the analytic rubrics mentioned above. However, the criteria descriptors for self-assessing were expressed in format of yes-no questions to simplify the descriptors and facilitate the process of self-assessing participants' own performance in the different criteria presented. There was a section next to each answer with the question "*What do I need to improve?*" in which the participants had to write notes about specific details that 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.

### **Semi-structured Interview (see Appendix 3)**

This was conducted at the end of the intervention to identify the perceptions that the participants had over the process of using self-assessment checklists. This type of instrument is a key element to explore the way they experienced and understood this process. 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 proficiency level of English. The questions in this interview were built around three main dimensions which were directly related to the

third objective of this study: perceptions about the self-assessment process, perceptions about the use of self-assessment checklists, and perceptions about obtained results.

### ***Data Analysis Techniques***

The data were analyzed according to the different instruments used to gather relevant information. The data obtained from the rubrics were analyzed considering the variation of average scores and the specific score from the different criteria assessed in the initial and final oral presentation of each participant. Secondly, in a similar manner, the scores obtained from the self-assessment checklists in the initial and final presentation were compared to analyze the variation of average scores and specific scores of the assessment criteria. Moreover, the comments that the participants made in this instrument were considered as a way of explaining the scores they provided. Finally, the semi-structured interview was transcribed and a 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.

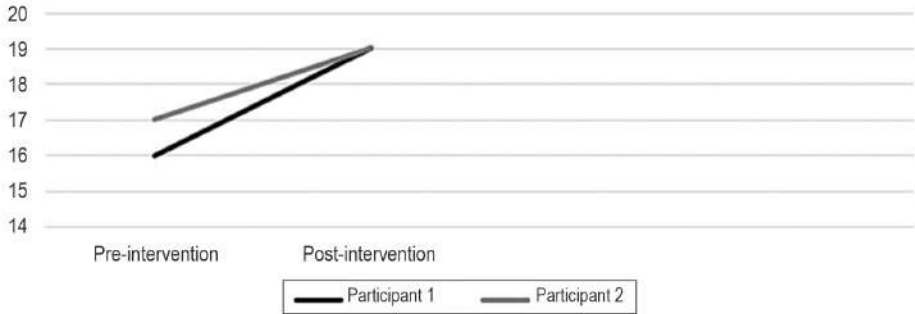
### **Findings**

The participants were provided with training in the different assessment criteria required. The purpose of this was that they could recognize the criteria to implement them in their presentations and build judgements on their own progress, which is one of the key elements of self-assessment according to Boud (1995). After this, the participants were asked to self-assess their first presentation, prepare another presentation based on their assessment, and self-assess their final presentation with a self-assessment checklist. The teacher also assessed the initial and final presentation with analytic rubrics.

#### ***Oral Presentation Overall Performance***

Findings regarding the oral presentation overall performance consider data obtained from the analytic rubrics and the self-assessment checklists. Results obtained from the analytic rubrics showed an increment in the overall scores of the presentations. Figure 3 represents the increment in the overall scores (Y-axis) in the analytic rubric used to assess participant 1 and participant 2's presentations before and after the intervention (X-axis).

Figure 3 shows the increment of average scores of the analytic rubric obtained by the participants after (post) the intervention. Participant 1 obtained an increment of 3 points and participant 2 obtained an increment of 2 points after the intervention by comparing scores from the pre-intervention stage. This increment is also reflected in the self-assessment checklists where the participants assessed themselves with higher scores in the

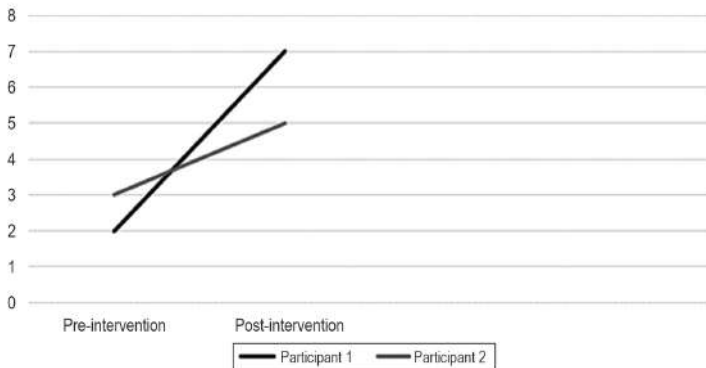


**Figure 3.** Analytic rubric average scores

**Note.** Participant 1 and 2's average scores from the analytic rubrics in the pre- and post-intervention stages.

post-intervention stage. Figure 4 displays the variation of scores obtained from the self-assessment checklists that the participants used before and after the intervention.

Figure 4 presents the variation of scores (Y-axis) obtained from the self-assessment checklists that the participants used before and after the intervention (X-axis). Participant 1 increased 5 points and participant 2 increased 2 points after the intervention.



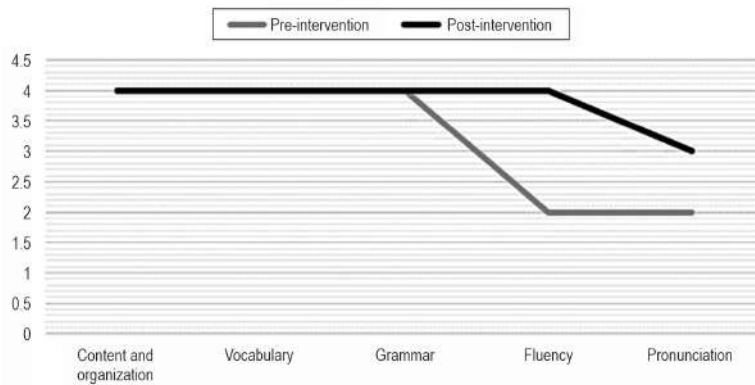
**Figure 4.** Self-assessment checklist average scores

**Note.** Participant 1 and 2's average scores from the self-assessment checklists in the pre- and post-intervention stages.

These results support the idea of Andrade and Heritage (2018) who argued that self-assessment improves language performance. This has also been demonstrated in similar studies such as in Chalkia (2012) and Duque and Cuesta (2015).

### *Oral Presentation Performance by Specific Language Aspect*

With respect to the participants' performance by specific language aspects, data obtained from each criterion in the analytic rubric and the self-assessment checklist were considered for analysis.



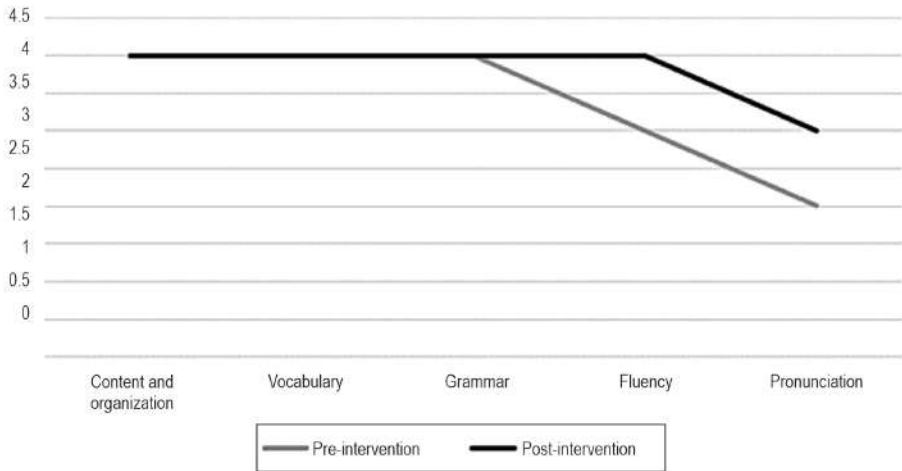
**Figure 5.** Participant 1's criteria scores from analytic rubrics

**Note.** Comparison of participant 1's analytic rubrics scores for each criterion before and after the intervention.

The findings in the analytic rubric revealed that the participants improved their pronunciation and fluency aspects of their presentation after the intervention. Figure 5 and Figure 6 represent participant 1 and participant 2's variation of scores in each criterion considered for assessment respectively. Both figures show the analytic rubric score (Y-axis) by specific language aspect (X-axis).

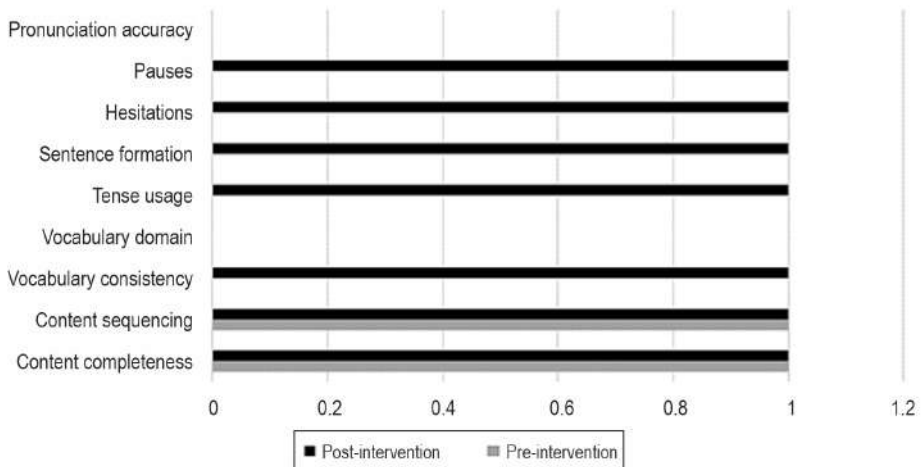
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It can be observed that the participants maintained their maximum score (4) in content and organization, and vocabulary and grammar. Participant 1 increased 2 points in fluency, reaching the maximum score in that criterion after the intervention. She also increased 1 point in pronunciation, obtaining 3 points in this 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.



**Figure 6.** Participant 2's criteria scores from analytic rubrics.

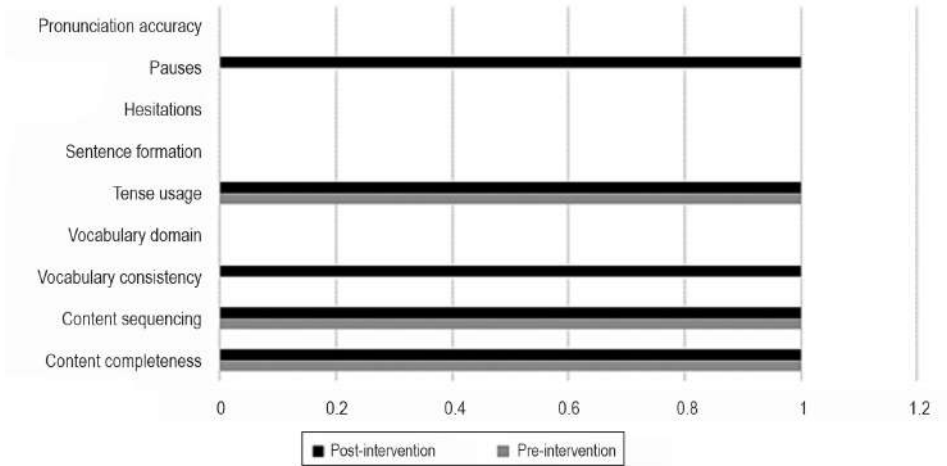
**Note.** Comparison of participant 2's analytic rubrics scores for each criterion before and after the intervention.



**Figure 7.** Participant 1's criteria scores from self-assessment checklists

**Note.** Comparison of participant 1's self-assessment checklists scores (X-axis) by criteria aspects (Y-axis) before and after the intervention.

When analyzing the results from the self-assessment checklists, participant 1’s self-assessment checklist displays that most of the criteria maintained their maximum score or increased to the maximum score after the intervention. However, “vocabulary domain” and “pronunciation accuracy” remained in their minimum score. Figure 7 represents the variation in scores of each criterion in participant 1’s self-assessment checklist in pre- and



**Figure 8.** Participant 2’s criteria scores from self-assessment checklists

**Note.** Comparison of participant 2’s self-assessment checklists (X-axis) by criteria aspects (Y-axis) before and after the intervention.

post-intervention stages.

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. Differently, participant 2’s results were different from participant 1’s. Figure 8 displays the results of each criterion in participant 2’s self-assessment checklists.

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. However, pronunciation accuracy, hesitations, sentence formation and vocabulary domain did not present any variation and remained at their minimum score before and after the intervention.

An interesting point 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. The low scoring in the first stage of the current study can be explained by the data obtained from the semi-structured interview<sup>4</sup>, in which the participants reported that they experienced emotions of anxiety and frustration at the beginning of the process:

*“At the beginning, I felt frustrated [...]” (Participant 1)*

*“I was nervous because I got nervous when I couldn’t do it better [...]” (Participant 2)*

### ***Perceptions on Using Self-Assessment Checklists***

Data obtained from the semi-structured interview revealed that the participants had a positive perception about the process of using self-assessment checklist to improve their performance in oral presentations. The participants reported that the self-assessment checklists were helpful for improving their presentations:

*“[...] It was quite useful. It helped me a lot this time.” (Participant 1)*

*“[...] I also consider that it helped me a lot [...]” (Participant 2)*

The participants also expressed that they experienced changes in their expectations about their own oral presentations. Their expectations were low at the beginning of the process which grew to higher ones at the end of it:

*“They were very low and now they are higher.” (Participant 1)*

*“They changed [...] Expectations last time were low [...]” (Participant 2)*

This could be connected to what the participants commented about feeling more confident of 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:

*“[...] I did not feel nervous [...] because I felt that there were some aspects that I did improve.” (Participant 2)*

*“I felt [...] like happiness because I saw that we had some parts I considered I improved and you also noticed that [...]” (Participant 1)*

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<sup>4</sup> The semi-structured interview was originally conducted in Spanish. Responses were translated into English for publication purposes in this article.

These findings are consistent with previous studies which reflect that self-confidence is fostered through the use of self-assessment techniques (Birjandi & Tamjid, 2010; Chalkia, 2012; Duque & Cuesta, 2015).

### ***Self-Assessment Skills***

The data obtained from the semi-structured interview provided with crucial information about self-assessment skills that the participants applied during this process. Hedge (2000) and Ekbatani and Pierson (2000) stated that self-assessment enhances students' awareness about their own progress. In the current study, the participants expressed that they were able to identify their weaknesses and strengths during the process and after it, by noticing improvement in their performances:

*"It helped me to check my work: This is useful, this was wrong, this is what I have to improve."* (Participant 1)

*"[...] I could see that now I was more confident, the video was more fluent by only improving hesitation [...]"* (Participant 2)

These findings are also consistent with other studies that have also shown that self-assessment improves awareness skills in learners (Chalkia, 2012; Duque & Cuesta, 2015; Phan & Phoung, 2017; Reitmeier & Vrchota, 2009).

Additionally, the participants expressed that they had to search for effective strategies to improve their performances, which was also reflected on the scores obtained at the end of the process:

*"[...] I searched on the internet how to accurately pronounce the words. It still was difficult for me."* (Participant 1)

*"[...] Despite I searched, helped and everything, I practiced it a lot and I was confused."* (Participant 2)

These comments can be related to autonomy, which is one of the skills that self-assessment enhances in learners (Brown, 2003; Brown & Hudson, 1998; Ekbatani & Pierson, 2000; Harris & McCann, 1994). Moreover, Duque and Cuesta (2015) also revealed that self-assessment is a tool for fostering autonomy skills.

The participants also 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:

*"The theme of self-analyzing again [...] I obtained positive results by analyzing a lot."* (Participant 1)

*"[...] And I think that, if I have done it a third time, it would have resulted better."* (Participant 2).

Additionally, the 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:



*“[...] Sometimes it is not that we do not know how to do it, we can also find the time to improve and do better, that is the idea [...]” (Participant 2)*

*“Yes, it is useful for everything, it is useful even for life.” (Participant 1)*

These findings support Boud’s idea (1995) about the importance of developing self-assessment skills to not only improving learning in academic contexts but also preparing learners for making accurate decisions in other aspects of their lives.

## Conclusions

Results revealed that the participants improved their oral presentation scores; therefore, speaking performance after using the self-assessment checklist. The major improvement was in the checklist scores rather than in the rubric scores. Despite this, increment in scores suggests that self-assessment helped them enhance their overall performance in second language oral presentations.

Moreover, findings reported that the 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, results revealed that the participants experienced a change of negative emotions (e.g., anxiety, frustration) to positive ones (e.g., relief) after the process on intervention. The participants also changed their expectations about their performance from low to high. Besides, they 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.

Finally, the use of self-assessment checklists also revealed that the participants developed skills that helped them improve their performance in their presentations. Similarly, these adult learners developed awareness on their own work that helped them identify their strengths and points of improvement during the process and after the results. In addition, their autonomy abilities were demonstrated by finding effective ways to improve their presentations by themselves. Moreover, self-reflection skills were displayed when the participants were able to review their skills, analyze how effective they were, and project them to future situations.

Overall, this study demonstrates that self-assessment checklists are effective tools to improve oral presentation; therefore, more opportunities for this type of assessment must be provided in all classrooms.

## *Limitations and Further Studies*

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. Moreover, there was a limited time to implement the intervention and provide more training on self-assessment to the participants.

Conducting this study with a larger sample could provide further information on the benefits of self-assessment in adult language learning. Besides, replicating this research for a longer period could provide with more insights about improving oral presentations in a second language with self-assessment checklists.

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

Self-assessment is a powerful tool that brings many benefits for learners. Findings in this research clearly suggest that this type of assessment helps learners 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 action research revealed that learners developed skills such as autonomy, self-reflection, and awareness which helped them 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 to promote the different abilities that learners could use as a tool for development.

Additionally, the 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 is recommended that teachers combine self-assessment with some external feedback. Thus, this could reduce the level of uncertainty or anxiety on learners and foster their confidence on their own work.

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

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### Appendix 1. Analytic Rubric (English Version)

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)
Content and Organization.	All the required information is included in the presentation: Who was she? What is she known for? When and where was she born? When did she die? How was her life? What were her contributions to the community? Why do I think this woman is important? The information is clear and follows a logical order.	There is one missing point in the information. The information is clear and follows a logical order.	There are two or three missing points in the information. Information is partially clear and has got some issues in logical order.	Four points in the information are missing. Information is difficult to understand and follows a deficient logical order.	Poor information. Five or more points are missing in the information. It cannot be understood and does not follow a logical order.
Fluency	The speaker expresses the information confidently and smoothly. The speaker barely hesitates or makes long pauses during the presentation, and it does not affect the comprehension of the information.	The speaker occasionally hesitates or makes a few long pauses during the presentation, but the information is comprehensible.	The speaker hesitates many times and/or makes some long pauses during the presentation. Information is still comprehensible.	The speaker often hesitates and/or makes frequent long pauses during the presentation. Information is difficult to understand because of these breakdowns.	The speaker hesitates and/or makes very long pauses almost all the time. Information is incomprehensible because of these breakdowns.
Pronunciation	Accurate and comprehensible pronunciation of the information.	The speaker occasionally mispronounces words, but these do not affect the comprehension of the information.	The speaker sometimes makes mistakes in pronunciation of some words, making them difficult to understand. However, information still can be understood in its majority.	Information is difficult to understand because of frequent mistakes in pronunciation.	Information is impossible to understand because of mistakes in pronunciation.

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Absent (0)
Grammar	Correct formation of sentences and use of tenses. Occasional errors do not prevent from understanding.	Most of the information is expressed in well-structured sentences. Occasional grammatical errors rarely interfere with understanding.	There are some mistakes in the structure of the sentences. There are some mistakes in tense usage. Errors occasionally interfere with understanding.	There are frequent errors in sentence structure and tense usage that lead to frequent misunderstanding.	Constant errors in sentence formation and tenses. Information is very difficult to understand.
Vocabulary	Vocabulary is consistently suitable to the topic. Student demonstrates control and understanding of vocabulary used. Minor mistakes in vocabulary do not affect meaning.	Vocabulary is suitable for the topic. Student makes occasional errors that rarely affect meaning.	Vocabulary is generally suitable for the topic. Vocabulary errors sometimes interfere with meaning.	Limited and/or inaccurate use of vocabulary. Errors often interfere with meaning.	Inadequate and/or poor use of vocabulary. Frequent errors lead to misunderstanding.

## Appendix 2. Self-Assessment Checklist (English Version)

Please, analyze the video of your oral presentation with this self-assessment checklist.

Read the questions about your presentation in this instrument. Answer them by choosing “yes” or “no”.

Then, write comments on specific aspects to improve, according to your perception, by making notes that help you to identify them in order to improve your oral presentation.

Criteria	Questions	Yes	No	What should I improve?
1. Content and organization	Is the content of my presentation complete?			
	Has the content got a logical sequence?			
2. Vocabulary	Are expressions and words accurate to the content of my presentation?			
	Are there any mistakes in the use of expressions/words that prevents from understanding my presentation?			
3. Grammar	Did I correctly use the past simple to express past events?			
	Are there any mistakes in sentence formation preventing me from understanding?			
4. Fluency	When listening to my presentation, Did I express confidently and smoothly?			
	Are there any long pauses preventing me from understanding my presentation?			
5. Pronunciation	When listening to my presentation, are there any expressions or words that I cannot understand?			

### Appendix 3. Semi-Structured Interview (English Version).

#### *Dear participant,*

The following questions are related to the perception of the use of self-assessment checklists to improve an oral presentation, after being part of the intervention of this research.

Please, answer the questions focusing on the required information. There are no wrong answers. It is important that your answers reflect your point of view on the use of self-assessment checklist as a tool to improve an oral presentation.

The answers to the questions are totally anonymous and confidential and they will be only used for research purposes.

Dimension	Questions
Perceptions about the self-assessment process	<ol style="list-style-type: none"><li>1. What self-assessment instances have you experienced before this intervention?</li><li>2. Did your opinion about self-assessment change after this intervention?</li><li>3. How did you feel during this process? Why?</li></ol>
Perceptions about the use of self-assessment checklists	<ol style="list-style-type: none"><li>4. What aspects did you consider of low difficulty in the process?</li><li>5. What aspects did you consider most difficult in the process?</li><li>6. How did the use of self-assessment checklists help to improve your oral presentation?</li></ol>
Perceptions about obtained results	<ol style="list-style-type: none"><li>7. How did your expectations about your oral presentation change after observing and comparing the results of your self-assessment with the teacher's assessment?</li><li>8. How did you feel when comparing the results of your self-assessment with the teacher's assessment results? Why?</li></ol>