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Use of Self-Assessment of Video Recordings to Improve Students' English Presentation Skills in a Distance Learning Course

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Abstract
This research explores whether using video recordings might assist English-majored students in a distance learning course to become more conscious of their developing presentation skills. Participants were asked to review their video recordings and assess their performance using a Self-Assessment Checklist (SAC). Data were collected quantitatively and qualitatively through SAC and focus-group interviews. Results showed that students believed this study approach of video recordings could develop their presentation skills. Students could promote their language and skills by repeatedly watching and evaluating their work. Consequently, they became more confident, motivated, and autonomous. Students observed that certain specific delivery skills, such as body language, intonation, pauses, emphasis, and voice quality, needed improving. The findings also reported the essential and influential factors for effective presentations. Pedagogical implications are discussed.

INTRODUCTION

Presentation skills are essential for English language learners (ELL) participating in an increasingly globalized workplace (Danielewicz-Betz & Kawaguchi, 2014; Suhaili et al., 2025). Recently, researchers have stated that presentation is one of the most critical competencies to master in the business sector (Spychała et al., 2021), and in the academic setting, Boetje and Ginkel (2021) pointed out that developing students' presentation skills is an essential goal of higher education. The advantages of strengthening presentation abilities will enable students to successfully manage various scenarios. In this modern means of communication, undergraduates must possess oral presentation skills in English. Despite their significance, many university students, particularly in non-native English contexts, struggle with developing these skills due to limited language proficiency, lack of confidence, and insufficient practice opportunities (Pham et al., 2022; Tareen et al., 2023; Trehan & Soni, 2023).

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Distance learning courses present particularly pronounced challenges due to the remote nature of teaching and learning. Previous studies have highlighted several challenges in teaching and learning presentation skills in distance learning courses. Affective challenges such as student isolation, procrastination, and difficulty in self-presentation are common in remote learning environments (Rendon, 2001). The lack of timely feedback also affects their development in these courses. Moreover, distance learning can negatively impact students' academic motivation, making them less engaged and more likely to struggle with completing tasks (Babakova et al., 2021). A key barrier in online learning is the limited student interaction and engagement, which can reduce the effectiveness of the learning experience (Purarjomandlangrudi et al., 2016). Furthermore, there is often low integration between teachers and students, further complicating the process of remotely acquiring presentation skills (Suharwoto, 2020). In the Vietnamese context, a lack of engaging teaching methods exacerbates the challenge of limited interaction and teacher-student integration. The absence of face-to-face interaction diminishes students' motivation, leading to passive participation and reduced interest in improving their presentation abilities. Without active involvement and immediate feedback like face-to-face learning, students often struggle to refine their skills and become less confident in their English presentation tasks.

Self-assessment using video recordings has emerged as a potential solution to these challenges. This approach enables students to review their presentations, identify areas for improvement, and boost their self-confidence in the absence of real-time peer and instructor feedback. This approach can potentially enhance their motivation and engagement in learning, ultimately improving their presentation skills.

The use of video recordings for self-assessment in developing presentation skills has been widely studied. Still, there remains a gap in research concerning its application in distance learning, particularly for English presentation skills. Toland et al. (2016) conducted a study with Japanese university students using a survey and focus group interview. Results showed positive views on the use of videos, as they helped improve students' performances in the presentation skills course, but cultural differences were noted as influencing the effectiveness of this approach. Tailab and Marsh (2020) conducted a study exploring how self-assessment using video recordings influenced students' awareness of their oral presentation skills. The study found students became more aware of their strengths and weaknesses, leading to improved delivery and confidence. However, while the study effectively demonstrated increased self-awareness and skill development, it was conducted in a traditional, in-person academic context. It did not explore how this approach might function in an online or distance learning setting, nor did it consider specific challenges posed by remote communication, such as reduced real-time feedback and learner isolation. Similarly, Robertson and Mori (2023) focused on students' reactions to receiving video feedback in oral communication and presentation courses. Through a mixed-methods approach involving surveys and interviews, the researchers identified generally positive attitudes toward video-based self- and peer assessments. Students valued the ability to reflect on their performance asynchronously and noted improved clarity in identifying errors. Nevertheless, the study did not incorporate structured self-assessment protocols or rubrics and specifically address the challenges faced by students in remote or distance learning contexts. Ngadiran et al. (2024) investigated the impact of self-recorded

video presentations on students' oral proficiency using a quantitative method involving pre- and post-tests. Their findings revealed significant improvements in fluency, pronunciation, and overall presentation structure. The study emphasized the motivational aspects of watching oneself and the benefits of iterative practice. However, it lacked a focus on structured self-assessment tools or reflective frameworks to guide students' evaluations. Moreover, the participants were in a blended learning environment rather than a fully distance-based course, leaving questions about the effectiveness and adaptability of such interventions in purely online English presentation contexts.

Therefore, there is a clear gap in examining the use of self-assessment through video recordings to enhance students' English presentation skills in a distance learning context, which is the focus of the proposed study. Specifically, this study seeks to explore two research questions:

1. What impact does self-assessment of video recordings have on students' presentation skills in a distance learning course?
2. What are students' perspectives towards self-assessment of video recordings in improving presentation skills?

LITERATURE REVIEW

The use of video recordings in a presentation skill course

The integration of video recordings into presentation skills courses has gained considerable attention in recent years, particularly in language learning contexts. Video recordings provide learners with the opportunity to observe and critically evaluate their performances, which fosters greater self-awareness and reflection (Tailab & Marsh, 2020). This process supports the development of oral communication skills by allowing students to identify areas of strength and weakness more objectively, which is often difficult to achieve through immediate in-class feedback alone.

Recent research highlights the effectiveness of video-based self-assessment in enhancing presentation skills. Yamkate and Intratat (2012) emphasized the value of video recordings in encouraging student reflection and increasing oral proficiency through repeated practice and review. The visual and auditory feedback provided by videos helps learners become more conscious of their pronunciation, gestures, and pacing, which are critical components of effective presentations. Similarly, Ngadiran et al. (2024) found that students who engaged in video self-assessments showed significant improvements in their speaking fluency and confidence, suggesting that revisiting their recorded presentations enabled them to internalise constructive feedback and self-regulate their learning.

Moreover, video recordings facilitate a more autonomous and learner-centred approach. Robertson and Mori (2023) demonstrated that when students receive video feedback, they engage more actively in the learning process by setting personal goals and monitoring their progress. This autonomy is particularly important in distance learning contexts where direct

teacher supervision is limited (Xu et al., 2021). Studies also suggest that mobile-video technologies can extend this practice beyond the classroom, enabling students to practice presentations in diverse settings and at their own pace (Toland et al., 2016).

The flexibility and replayability of video recordings are especially beneficial in online and blended learning environments, which have expanded significantly due to recent global shifts toward remote education (Suharwoto, 2020). Students can revisit their recordings multiple times to reinforce learning and gain confidence, thus mitigating the anxiety often associated with public speaking (Ngadiran et al., 2024). Additionally, video recordings support peer and instructor feedback mechanisms, allowing for richer, more detailed critiques than oral feedback alone (Robertson & Mori, 2023).

Despite these promising findings, some studies note challenges such as students' initial discomfort with recording themselves and technical barriers related to video production and sharing (Tailab & Marsh, 2020). However, the consensus remains that video recordings serve as a powerful pedagogical tool for developing presentation skills, especially when paired with structured self-assessment and feedback protocols.

Self-assessment of video recordings to improve students' English presentation skills

In recent years, the use of video recordings as a tool for self-assessment has gained attention for its potential to enhance students' English presentation skills. As educational settings increasingly integrate digital technologies, learners can now easily reflect on and assess their performance using video, making this process both accessible and pedagogically valuable. Self-assessment, particularly when supported by video recordings, fosters learner autonomy, critical thinking, and targeted improvement (Tailab & Marsh, 2020). By enabling students to observe their presentation delivery, language use, body language, and organisation, video self-assessment provides a multimodal opportunity for reflection and growth.

Several studies have explored the impact of video-assisted self-assessment on oral proficiency. Tailab and Marsh (2020) found that students who assessed their video-recorded presentations developed greater awareness of their speaking strengths and weaknesses, resulting in more focused revisions and performance improvements. Similarly, Ngadiran et al. (2024) demonstrated that video self-assessment contributed to increased speaking confidence, better use of presentation strategies, and enhanced audience engagement in English language learners. These findings echo earlier research that emphasised the importance of visual self-observation in refining content and delivery in presentation tasks.

Video-based self-assessment has also been shown to enhance learners' motivation and metacognitive regulation. Yamkate and Intratat (2012) found that video recordings allowed students to evaluate their oral presentations more objectively and set goals for improvement, a process critical for learners in language acquisition. Xu et al. (2021) reinforced this by showing how teacher-guided video review and reflection activities helped students internalise feedback and make informed changes in subsequent presentations.

Furthermore, in a study by Robertson and Mori (2023), students in an oral communication course reported increased self-efficacy and engagement when reviewing their presentations via video. The ability to pause, replay, and analyse specific moments in their performance offered a richer understanding than traditional self-evaluation methods. Likewise, Stordeur and Colognesi (2020) highlighted that the recorded format supported not only technical improvement but also emotional regulation, as students learnt to manage the anxiety and stress associated with public speaking.

Another key dimension of using video self-assessment is its adaptability to remote and hybrid learning contexts. Tareen et al. (2023) noted that in online settings, video assignments provided structured opportunities for learners to practice presentation skills despite limited face-to-face interaction. Similarly, Trang and Phuong (2024) reported that video-based self-assessment encouraged Vietnamese EFL students to take greater responsibility for their learning during remote instruction, enhancing their speaking fluency and presentation organisation.

Despite the wealth of positive findings, these studies also suggest that the effectiveness of video self-assessment depends on scaffolding—such as clear rubrics, guided reflection prompts, and opportunities for peer and teacher feedback. Without such support, students may struggle to make accurate or meaningful evaluations of their performance (Panadero, 2011; Xu et al., 2021).

In sum, those studies have consistently shown that self-assessment of video recordings is a powerful tool for improving English presentation skills. By promoting reflective learning, metacognitive development, and language accuracy, this approach equips learners with essential communicative competencies for both academic and professional contexts. However, fully online and distance learning environments require further exploration.

THEORICAL FRAMEWORK

Self-assessment is defined as “students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future” (Rolheiser & Ross, 2001, p. 1). In this study, a combination of concepts between Rolheiser (1996) and Schunk (1996) served as a theoretical framework for data analysis (see Figure 1).

Rolheiser (1996) developed a theoretical model for self-assessment that explains how it aids in learning. The theoretical model reflects a learning upward cycle that is significantly influenced by self-assessment. Based on Rolheiser’s model, self-assessment encouraged students to set goals, which necessitate personal efforts. The combination of student-set goals and personal efforts determines achievement. The achievement results in self-judgement, such as the student asking, “Were my goals met?” Self-reaction is the outcome of self-judgment, or the student asking themselves, “How do I feel about that?” in response to the judgment. Goals, effort, achievement, self-judgment, and self-reaction all have the potential to affect self-confidence positively.

According to Schunk (1996), there are three processes in self-assessment that self-regulate students to analyze and understand their behavior (Schunk, 1996). First, to meet their subjective standards of success, students create self-observations in which they purposefully highlight particular areas of their performance. The second step is self-judgment, in which students assess how effectively their overall and targeted goals were achieved. The third step involves students assessing their level of goal achievement, also known as self-reactions, which reflect their satisfaction with the outcomes of their actions. Self-assessment is essentially the model's combination of the self-reaction and self-judgment components, and if we can help students get better at it, we can support an upward spiral of improved learning.

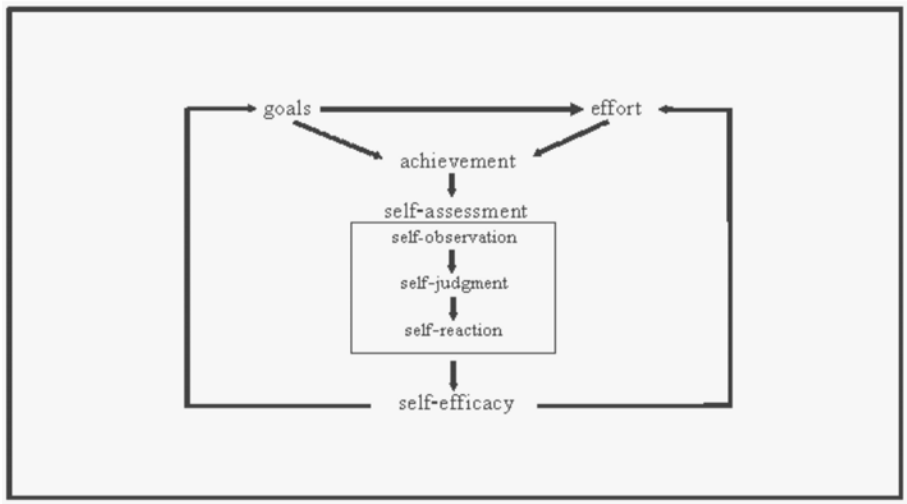

Figure 1 How self-assessment strategy contributes to learning
(Adapted from Rolheiser, 1996, and Schunk, 1996)

RESEARCH METHOD

Research setting and participants

This study adopted a mixed-method study that combined the Self-Assessment Checklist (SAC) for the quantitative component and interviews for the qualitative component. The SAC allowed researchers to collect measurable data on students' perceptions and improvements in their oral presentation skills, which gave them statistical insights about the effectiveness of video-based self-assessment. On the other hand, interviews offered in-depth, subjective data that can explore students' personal experiences, challenges, and the nuances of using video recordings for self-reflection. This combination ensures a comprehensive understanding of the statistical trends and personal insights, which enhances the validity and depth of the research findings. Mixed methods enable data triangulation, providing a richer, more robust analysis of how self-assessment affects students' presentation skills in the context of distance learning (Clark & Ivankova, 2015).

In the current study, 35 English-majored students (16 men and 19 women) in their second year in a distance learning course at a Vietnamese university participated in the research based on convenience sampling. Their ages range from 22 to 48, and they had gained degrees in different majors before. These students have experienced four semesters in the distance learning course in which they were trained in four subjects of language skills, including listening, speaking, reading, and writing. Their English proficiency was tested at the intermediate level, meaning they have a good grasp of the language and can effectively communicate in familiar situations. However, they may still face challenges with more complex language structures and less familiar topics. In the third semester, they had an opportunity to study presentation skills as a compulsory subject. Skills are mandatory subjects, which trained students on producing a successful presentation with specific exercises to practice.

The presentation skill course lasted 15 weeks on the Learning Management System (LMS), where each session focused on a particular academic presentation subskill. In addition to providing students with reading, video, and vocabulary materials, the course also equipped them with the necessary extra-linguistic and linguistic tools and encouraged further practice of sub-skills. Three out of the fifteen weeks in this course—Weeks 1, 7, and 10—involve virtual learning with the teacher via Zoom. The teacher introduced the course's objectives, learning methods, assignments, and assessment forms in Week 1. As part of the learning approach, each week, students worked alone in their own LMS, reading pertinent material, examining examples, and completing exercises to hone the necessary subskills. Students were also required to gather information, study books on the subject, and create an outline for a presentation as part of their tasks. Every two weeks, students were required to create a mini presentation that could serve as the introduction, one main idea for the body, or the conclusion of their overall presentation according to the course schedule. Students videotaped these mini presentations and uploaded them to the LMS, allowing teachers to view the videos and provide feedback based on criteria outlined in a presentation checklist during three Zoom classes. During this phase of the learning program, students were trained in assessment techniques and practiced specific presentation skills they had learned from the LMS.

In addition to the mini presentations, students had to give a full presentation built upon the previously mentioned mini presentation, including an introduction, a body, and a conclusion. The topic of this full presentation was similar to the mini-presentation assigned in Week 1, with content drawn from reliable sources that are relevant and informative. The time limit was 7–10 minutes, providing a concise yet compelling window to present the content. In Week 14, the initial full presentation was captured on video and submitted. The self-assessment checklist (SAC), which was made as an anonymous survey using Google Drive, was given to each student after the first presentation recordings. The students had to do a self-evaluation with the SAC and review their work again. Finally, they were given a week to make a second version of their video and turn it in with a completed SAC as the first. The study used these two versions of students' SACs as instruments.

Ethical issues were considered because one of the researchers was also the teacher of the course. First, students were informed in advance by the instructor's syllabus that presentations would be recorded. Second, it was explained to them that their video would not be shared

with anyone else. The English Department at the research site would use the feedback to improve the quality of teaching and learning at the university. Finally, while the SAQ was submitted anonymously to encourage students to share their reflections about their presentations, it was entirely voluntary, and students were under no obligation to complete it.

Research instruments

The Self-Assessment Checklist (SAC)

The SAC employed in this study was adapted from the version presented by Huba and Freed (2000, pp. 156–157). SAC consisted of five multiple-choice questions concerning the presentation's content and structure, body language, timing, delivery, and visual aid, and a five-point Likert scale, including 1 = very poor, 2 = poor, 3 = acceptable, 4 = good, and 5 = very good, was deployed. The content and structure comprised elements like a clearly defined topic, presentations' structure, information organization, signpost language use, and linking. Delivery included fluency and a clear voice, intonation, emphasis, and pauses. Body language involves eye contact, gesture, posture, and facial expressions. Visual aids contained relevant, short, sharp, and visible features. The last category is timing. To ensure the validity, the researchers have checked that the chosen categories meet the requirements specified in Moskal and Leydens (2000).

A subject matter expert was also invited to check the validity of the instruments to ensure that the SAC evaluates critical aspects of oral presentation, such as delivery, clarity, and content organization, improving its content validity. The expert helped refine the checklist to guarantee it measures all essential skills for the study. Before distribution, the SAC was finally pilot-tested and had high internal consistency (Alpha reliability coefficient = 0.894). There were no items found to have a weak correlation with the total items.

Focus group interviews

A focus group interview is a valuable tool for qualitative data collection because it assists participants in co-constructing the meaning of a given phenomenon. This data collection method facilitates the researcher in achieving valuable opinions, views, and experiences from the participants, as the interactions among them would produce the perfect evidence (Creswell, 2012). Focus group interviews with students were used to gain different opinions from students on the use of self-assessment of video recordings in their presentation performances. In this study, 32 students from two classes were randomly selected to be interviewed in each focus group voluntarily; 16 students were chosen from one participating class to form two groups. Each group of students participated in one focus group interview (eight students/group). The researchers contacted the students via mobile phone or email to find the most convenient time to join the focus group interview. The interviews took place in a meeting room with the researcher and the student participant. The focus group interviews lasted approximately 60 to 90 minutes each. Four focus group interviews were conducted during the last week of the course (FGI1, FGI2, FGI3, FGI4). Each student in a focus group was also given an identification (ID) number from S1 to S8 (eight students in each group), and Ss refers to all students.

Pseudonyms and identification codes were used to ensure confidentiality and protect participants' identities, in line with qualitative research practices (Heaton, 2022).

The questions from the focus group interview were used to encourage the student participants to share their views on making video recordings, self-assessment of video recordings, their experiences with self-assessing their work, and how it influenced their English presentation skills. The varied experiences, opinions, and suggestions derived from these students' focus group interviews, together with the data collected from SAC, helped the researcher generate a more profound and better understanding of the impact of self-assessment of video recordings on students' English presentation skills in particular and English proficiency in general in this Vietnamese tertiary-level education context.

Data collection and analysis

The researchers followed the data collection procedures. Before being sent to respondents, the SAC and interview questions were piloted, examined, and adjusted. Once the initial video recording was finished, the SAC was sent to the participants via Google Drive as an anonymous survey. The respondents were required to watch their initial recorded presentations while completing the SAC. After reviewing the first version, the second version of the presentations was recorded and submitted with another self-assessment with the same SAC. This self-assessment provides learning opportunities that are more objective and richer than using the instructor's scoring rubric alone. Assessment feedback from instructors, taken alone, results in consistently low student satisfaction (Hill & West, 2019).

After the recording and self-evaluation process, an analysis was carried out to test the effect of self-assessment. The researchers used SPSS version 20.0 to analyze the data and sort them based on Kan's statistical procedures on measurement results (2009) as follows: 1.00–1.80 (very poor); 1.81–2.60 (poor); 2.61–3.40 (acceptable); 3.41–4.20 (good); 4.21–5.00 (very good). Overall marks per aspect of the two presentation versions were compared through the Wilcoxon hypothesis test (equal vs. improvement).

Data collected from the focus group interviews were transcribed and translated into English. Relevant words and phrases were labelled and coded to identify the major categories and their subcategories. Qualitative data from focus group interviews were analyzed thematically. Themes emerged from data analysis: the value of self-assessment of video recordings and the essential and influential factors of self-assessment of video recordings.

RESULTS

Research question 1

The effect of self-assessment on students' presentation skills

As can be seen in Table 1, with respect to the first version of the video, we can see that students rated their performances more competent in "timing" with an average mean score

of 4 (SD = 0), followed by "visual aid" (M = 3.62, SD = 0.85). They rated their "content and structure" competency at an acceptable level (M = 3.41, SD = 0.78). However, body language (M = 2.01, SD = 0.57) and delivery (M = 2.72, SD = 0.65) were rated poor with the lowest mean scores. Participants were not confident in their ability to use their body language and vary their voice for stress and emphasis. In summary, students were highly satisfied with the timing and visual aids in their first presentation and moderately satisfied with the content and structure of their talk. However, they still saw some mistakes in their body language and delivery. We believe that these issues stem from the characteristics of distance learning courses, which provide students with fewer opportunities to practice speaking.

The distribution of scores for the second version of the video in Table 1 also shows that all components have improved, except Timing, as an effect of self-assessment.

Table 1

Overall results of evaluations using the Self-Assessment Checklist (SAC)

Feature	1st version		2nd version	
	Mean	Std	Mean	Std
Content and structure	3.41	0.78	3.81	0.72
Delivery	2.72	0.65	3.80	0.46
Body language	2.01	0.57	3.31	0.65
Visual aid	3.62	0.85	4.62	0.44
Timing	4.00	0.00	4.00	0.00

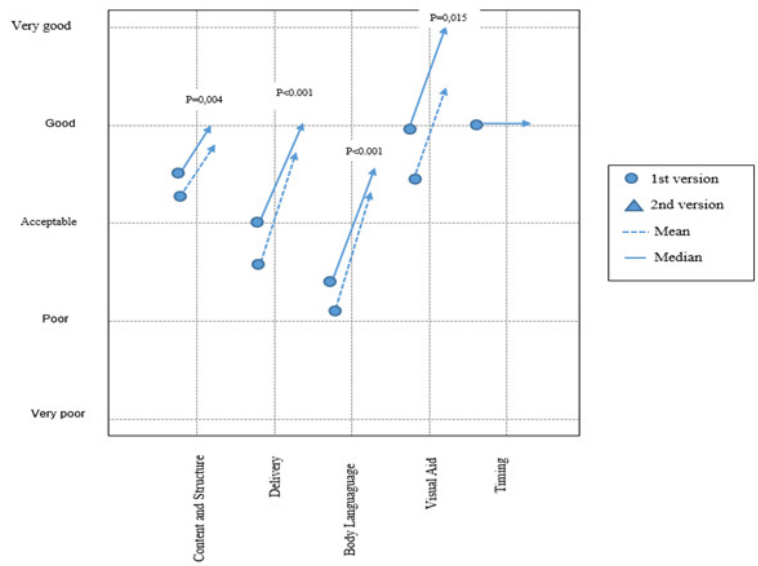

Figure 2 Evolutions of the students' median and mean marks from the first to the second version of the video

Figure 2 shows the evaluation of the student's median and mean marks from the first to the second version of the video for each aspect of the SAC. The displayed p-values show the significance of the improvement in each aspect, except for 'Timing,' since the marks in the sample were all equal. Specifically, after reviewing their first version with the SAC, the mean scores corresponding to the "delivery" (M = 3.80, SD = 0.46) and "body language" (M = 3.31, SD = 0.65) categories have improved substantially in the second version. Indeed, researchers performed a statistical hypothesis test (the Wilcoxon test) (Conover, 1999, p. 352) for every aspect, which confirmed, according to the p-values shown in Figure 2, that there was a statistically significant improvement in the aforementioned aspects, as well as in 'Visual aid' (M = 4.62, SD = 0.44).

From the means of data, it was evident that the students were more satisfied with their second performance than with the first. They considered their body language, delivery, and visual aid much improved.

The following tables illustrate the effect of self-assessment on each dimension in detail.

Table 2

Evaluations on content and structure

Feature	1st version		2nd version	
	Mean	Std	Mean	Std
Clearly defined topic	4.21	0.72	4.25	0.71
Good presentation structure	3.27	0.47	3.65	0.44
Good organization of information: logical, easy to follow, right level of detail	3.25	0.57	3.52	0.63
Good use of signpost language and linking	2.92	0.82	3.85	0.32

Table 2 presented the rating of "content and structure." Participants judged their ability to present a "clearly identified topic" at a "very good" level in both versions of the presentation, (M = 4.21, SD = 0.72) and (M = 4.25, SD = 0.74). Producing a presentation with "good presentation structure" (M = 3.27, SD = 0.47) and "good organization of information" (M = 3.52, SD = 0.63) was rated "acceptable" in the first presentation but "good" in the second one (M = 3.65, SD = 0.44) (M = 3.52, SD = 0.63), respectively. "Good use of signposts, language, and liking" was proved to make the most significant improvement in the second version of the presentation (M = 3.85, SD = 0.32).

The students were fairly comfortable with the content and structure of their presentations, which included identifying clear topics, organizing and structuring information, etc. Although they were less satisfied with the signpost language and linking in the first presentation, significant progress was achieved after reviewing the first recordings.

Table 3

Evaluations on delivery

Feature	1st version		2nd version	
	Mean	Std	Mean	Std
Fluency and a clear voice	3.37	0.62	4.25	0.63
Intonation, emphasis, and pauses	2.31	0.37	3.68	0.42
Grammar	2.49	0.52	3.92	0.53

It is clear from Table 3 that students were not confident with intonation, emphasis, pauses, and grammar in the first presentation, which were poorly rated with low mean scores (M = 2.31, SD = 0.37, and M = 2.49, SD = 0.53), respectively. However, these mean scores were rated higher at a reasonable level in the second presentation. Participants were satisfied with their fluency and clear voice, which were judged at an acceptable level (M = 3.37, SD = 0.62) in the first recording and very good in the second version (M = 4.25, SD = 0.63).

It might be claimed that students struggled to use grammar and alter their voice with intonation. This could be the result of inadequate practice and confidence. Nevertheless, their second presentation improved, which might have been brought about by the participants' practice or self-evaluation.

Table 4

Evaluations on body language

Feature	1st version		2nd version	
	Mean	Std	Mean	Std
Good eye contact	1.93	0.59	2.68	0.61
Appropriate gesture and posture	2.09	0.46	3.35	0.32
Relaxed facial expression	2.01	0.53	3.28	0.54

The findings in Table 4 showed that the participants were aware of their poor body language in the first presentation. Eye contact (M = 1.93, SD = 0.59) and facial expression (M = 2.01, SD = 0.53) were the worst overall. Participants found gesture and posture (M = 2.09, SD = 0.46) to be the least bothersome. In the second presentation, where students assessed every aspect at an acceptable level, the mean scores increased.

It is clear that the hardest thing for students to do is to use effective body language. All students, however, were aware of whether or not they had maintained relaxed facial expressions, appropriate posture, and direct eye contact with the audience. As a result, they improved the second presentation, which received superior scores.

Table 5

Evaluations on visual aids

Feature	1st version		2nd version	
	Mean	Std	Mean	Std
Relevant	4.02	0.53	4.89	0.62
Short and sharp	3.21	0.36	4.19	0.42
Visible	3.63	0.49	4.79	0.55

According to the result in Table 5, students rated their visual aids of high quality in terms of "relevant" (M = 4.02, SD = 0.53) in the first presentation and even higher in the second one (M = 4.89, SD = 0.62). For the features "short and sharp" (M = 3.21, SD = 0.36) and "visible" (M = 3.63, SD = 0.49), participants considered them to be at a good level in the first recordings, but much improvement could be rated in the second ones with mean scores of 4.19 and 4.79, respectively.

In brief, participants were almost happy with visual aids since these may be produced proactively before the presentation and are not affected by psychological factors during the presentation. After going over the first recordings again, though, students were also able to spot a few little errors that they needed to replace with better ones.

Research question 2

Value of self-assessment of video recordings

Skills and language awareness

All students in four focus group interviews strongly supported the need to self-assess their video recordings. They also pointed out an increase in the students' cognitive consciousness of their oral errors as the result of the self-assessment. This perspective was reflected in the students' responses:

> *Well, we really need a self-assessment activity to perfect ourselves. This activity helps us to rewatch our performance and self-evaluate our work based on criteria set by teachers and the program. The important thing is that we can recognize our weaknesses and what we should do to avoid them. (Ss-FGI1), (Ss-FGI3)*

> *I lacked the use of signposts, leading to a lack of continuity. The reason was that I was excited, and I could not remember what to say. Also, there were a few grammatical mistakes, e.g., tense and noun form. I should use the past form for events in the past, but I almost forgot when I spoke. (S4-FGI1)*

In this piece of data, students confirmed the benefit of self-assessment, as it allowed them to realize their mistakes in their performances. Self-assessment is really an essential component for language and skill development. Self-assessment helped students avoid repeating the same mistakes, fulfill their linguistic gaps, and subsequently make a better presentation.

Most students also confirmed the value of self-assessment of their video recordings, as this activity could make them more conscious of their presentation skills, such as time management, body language, tone of voice, etc. Re-watching and self-evaluating their work assisted them in improving their weaknesses and performing better.

> *When we watch our video recordings and look at the criteria in the checklist, we can find out what we must do to improve then. For example, we can know which part*

should be made shorter, when body language should be used to attract the audience's attention, etc. (Ss-FGI2), (Ss-FGI4)

I need to have a clear structure regarding what I am going to say and deliver my point in a timely manner. Furthermore, my voice was quite soft, not loud enough for those sitting at the end of a room to hear clearly. (S2-FGI2)

I had excellent continuity in my presentation because I presented each piece of information following the sequence of time and place with effective signposts. (S8-FGI3)

This excerpt expressed the role of self-assessment in making video recordings in a presentation skills course. Students seemed to strongly support this activity in their learning program, as it made them more aware of their presentation skills and enabled them to perform better.

Confidence and autonomy development

Data obtained from focus group interviews revealed that all students felt more confident and autonomous in their learning. Students shared this view:

We think we could learn a lot from re-watching the video recordings. Realizing what should be done to improve our work and meet the pre-set criteria makes us feel more confident in the next tasks. And to make the work better, we have to perfect ourselves. This means we have to learn much, and subsequently, our autonomy can be improved. (Ss-FGI1, Ss-FGI4)

I notice some pronunciation mistakes, and I have to avoid those mistakes by learning to pronounce those words repeatedly. Consequently, I enjoy the time that I learn on my own. I managed to have more chances for learning. (S4-FGI2)

This excerpt reflects positive views on the benefits of self-assessment. Students became more confident and autonomous as they worked to meet the criteria set by teachers and the program. Furthermore, it could create students'critical thinking:

Well, sometimes I criticize the work myself and find that I have to do much to meet the required criteria. (S4-FGI2, S8-FGI3)

Essential and influential factors for an effective presentation

Regarding the areas that need to be focused on in the presentations, responses from focus group interviews reported that body language and aspects of delivery skills such as intonation, pauses, and emphasis are essential elements that need to be given more attention. This view is clearly depicted by students from focus group interviews:

> *Well, things that need to be focused on are a lot (laughing), but I think body language should be the priority. Body language is an important element that helps the presenter to attract the audience's attention and make captivating performances. However, sometimes we forget to use this characteristic in our presentation. (S3-FGI4)*
>
> *Most of the time I look at the slides, the teacher, or somewhere in the classroom. I rarely have eye contact with the audience. Gesture and posture also make the presentation exciting, but I often leaned on the table or was at a standstill instead. I think I have to stand straight in front of the camera and control the hand movements more appropriately. (S4-FGI1)*
>
> *My voice was quite soft, not loud enough for those sitting at the end of the room to hear clearly. Furthermore, I am not really aware of my intonation or pauses. I think I have to pay more attention and use them appropriately. (S6-FGI3)*

This excerpt reported the areas that students thought were necessary to present their work, but they did not perform them most effectively. They had to "*control their pauses when necessary, and emphasis should be used more" (S6-FGI2)*. They then concluded that body language, intonation, pauses, and emphasis should be focused on when making presentations.

Regarding the most affecting factors for an effective presentation, a vast majority of students believed that eye contact and gestures are the factors that play a key role in promoting the quality of the presentations. Students from FGI2 and FGI3 shared this view:

> *Your eyes actually talk a lot. In the presentation, looking directly at the audience is much different than looking down. Looking directly means you are confident and know exactly what you are saying. And, I must say, the way you use intonation or pauses and emphasis is also a vital part that makes the presentation successful. (Ss-FGI2, Ss-FGI3)*

The students in this excerpt stressed that their performances seemed attractive when they used non-verbal communication. Using intonation, pauses, or emphasis in a timely and appropriate manner also made the presentation more impressive. However, it was evident that having appropriate body language is the most challenging factor for students. Every student noticed whether they had made direct eye contact with the audience and whether they had made good gestures and postures and maintained relaxed facial expressions. Therefore, they made positive changes in the second presentations, gaining higher ratings.

DISCUSSION

The study's findings align closely with Rolheiser's (1996) theoretical model of self-assessment, demonstrating the cyclical and constructive nature of self-assessment in the learning process. According to Rolheiser's model, self-assessment encourages students to set personal goals, evaluate their achievement of those goals, and reflect on their performance. In the context of

this study, using self-assessment through video recordings prompted students to identify specific areas of improvement in their presentation skills. As they engaged in self-assessment, students became more aware of their strengths and weaknesses, which is consistent with Schunk's (1996) stages of self-regulation: self-observation, self-judgment, and self-reaction.

The students' improvement in presentation skills across various domains, particularly in body language and delivery, indicates that the self-assessment process was instrumental in their growth. The improvements in these categories suggest that students could set clear goals and adjust their efforts, leading to tangible changes in performance. This process mirrors the upward cycle Rolheiser (1996) described, where continuous self-reflection boosts self-confidence, resulting in further progress.

Additionally, the results show how video recordings, as a tool for self-assessment, enhance student autonomy and self-confidence, which are key aspects of cognitive development. These findings align with the work of Taibab and Marsh (2020), who noted that self-assessment promotes independence and confidence, fostering improved learning outcomes. The increased objectivity noted by Robertson and Mori (2023), Toland et al. (2016), and Yamkate and Intratat (2012) also supports this view, highlighting that students who use video self-assessment can better understand their behaviors and refine their communication skills.

Moreover, the study found that verbal and non-verbal presentation skills were significantly influenced by self-assessment, echoing the observations made by Taibab and Marsh (2020), who identified similar improvements in areas like eye contact, clarity, and confidence. By engaging in this reflective process, students could continuously refine their abilities, further reinforcing the importance of self-assessment in enhancing overall presentation skills.

The findings of this study contribute significantly to students' cognition by promoting self-awareness and self-regulation. Self-assessment through video recordings allowed students to critically analyze their presentation skills and recognize areas of strength and weakness. By engaging in this reflective process, students were able to identify specific skills they could improve, such as body language and delivery, leading to cognitive growth in their presentation abilities.

CONCLUSION AND RECOMMENDATIONS

Overall, this research suggests that students' presentation skills can be enhanced by self-assessing their video recordings of their presentations. Data obtained from the self-assessment checklist (SAC) reflected the development of students' verbal and non-verbal communications, such as voice quality, intonation, pauses, eye contact, gestures, etc. Interview data showed that this new learning activity allowed students to realize their strengths and weaknesses and gradually improve their English competency and presentation skills. Additionally, self-assessment also makes students more confident and autonomous. It can be summarized that self-assessment facilitates students in improving their English presentation skills in particular and English language study in general. Transferring responsibility to students by involving them in self-assessment is a great way of promoting the learning process (e.g., Boud, 1995; Falchikov, 1993).

Theoretical implications

The findings of this study emphasize the critical role of self-assessment in enhancing English language learning, particularly in the development of presentation skills. The research challenges the assumption that students can automatically evaluate their progress accurately. Drawing on Tareen et al. (2023), it suggests that self-assessments may often be influenced more by affective judgments than cognitive evaluations. Therefore, providing students with proper training in self-assessment is essential for improving the validity and reliability of their evaluations (Robertson & Mori, 2023). This highlights the importance of equipping students with both the knowledge and skills necessary to engage in meaningful self-reflection. Furthermore, the research underscores the need for video recordings as a tool for repeated self-review, helping students refine their presentation and nonverbal communication skills, which are vital in English language learning.

Managerial implications

Educational managers should recognize the need for structured training programs in self-assessment and video-recording skills for students. First, teachers should provide guidance and clear instructions on how students can assess their progress effectively. Second, integrating presentation skills training, with a focus on both verbal delivery and nonverbal communication, is crucial to improving students' overall communication abilities. Additionally, ensuring high-quality video recordings should be prioritized, as poor-quality recordings may hinder students' self-assessment process and affect their motivation. Managers should invest in resources and training to help students improve the quality of their video presentations, which will likely enhance their confidence, autonomy, and overall engagement in English learning.

LIMITATIONS

This subsection presents the limitations of this research and suggestions for future research. First, because this case study was conducted in a single university setting, further case studies might be carried out in comparable settings (e.g., in one public and one private educational institution) or in cross-cultural settings (e.g., one Vietnamese university and one international university). Conducting multiple case studies would allow researchers to analyze within each setting and across settings (Baxter & Jack, 2008) and to examine differences within and between the cases (Yin, 2003). Therefore, given sufficient time and resources, a study carried out in two or more university settings would enable researchers to explore the various perspectives, opinions, and preferences of participants in these universities and to make comparisons between them. Additionally, since this study was carried out with only student participants, future research might be conducted with teachers and students. Last but not least, this research is in the field of education and has a narrow focus—self-assessment of video recordings in a presentation skills course. Future research could explore other types of assessments in language classrooms, such as teacher assessments and peer assessments. In the Vietnamese higher education context, such investigations could give an in-depth understanding of feedback provision and language assessment in general.

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